COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

STATE BOARD MEETING AGENDA

Board members

Carol Landa McVicker, chair // Jay Reich, vice chair // Wayne Martin // Anne Fennessy
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

February 3   Study Session

1:30 p.m.	**Welcome and Introductions** *Carol Landa McVicker, Chair*	
1:40 p.m.	**Centralia College Bachelor of Applied Science Behavior Healthcare Statement of Need** Jamilyn Penn, Director of Transfer Education	Tab 1 *(Discuss)*
2:10 p.m.	**System Initiative to Increase Student Food and Housing Security** Joe Holliday, Director of Student Services	Tab 2 (Discuss)
3:10 p.m.	**Break**	
3:20 p.m.	**Strategic Plan Strategy 3: Implement the college system's strategic enrollment plan** Carli Schiffner, Deputy Executive Director, Education	Tab 3 (Discuss)
5:00 p.m.	**Adjourn**	

February 4   Regular Meeting

9:00 a.m.	**Welcome and Introductions** *Carol Landa McVicker, Chair*	
9:10 a.m.	**Establish a quorum and approval of meeting agenda** *Carol Landa McVicker, Chair*	*Action*

9:12 a.m.	**Approval of Consent Agenda**	Tab 4
	a. Pierce College Puyallup, local expenditure **Resolution 21-02-01**	*(Action)*
	b. Spokane Community College, reduction of local expenditure **Resolution 21-02-02**	
	c. South Puget Sound Community College, expenditure increase **Resolution 21-02-03**	
	d. Yakima Valley College, Property Acquisition **Resolution 21-02-04**	
	e. December 2, 2020, Meeting Minutes	
9:15 a.m.	**Baccalaureate Degree Program Approvals** **Resolutions 21-02-05 and 21-02-06**	Tab 5 *(Action)*
	a. Bellingham Technical College b. Lower Columbia College *Jamilyn Penn, Director of Transfer Education*	
10:00 a.m.	**Legislative Session Update** *Arlen Harris, Legislative Director*	Tab 6 *(Discuss)*
10:30 a.m.	**Break**	
10:40 a.m.	**ACT Report** *Bob Ryan, President, Tacoma Community College*	Discuss
10:50 a.m.	**WACTC Report** *Eric Murray, President, Cascadia College*	Discuss
11:00 a.m.	**Labor Report**	Discuss
11:10 a.m.	**Public Comment**	Discuss
11:15 a.m.	**Executive Director Report** *Jan Yoshiwara*	Discuss
11:45 a.m.	**Chair Report and Board Discussion** *Carol Landa McVicker, Chair*	Discuss
12:15 p.m.	**Adjourn** – *Next Meeting, March 24-25, 2021 via zoom*	Action

Updated 1-27-21

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.

TAB 1

STUDY SESSION ITEM

February 3, 2021

Tab 1

Applied Baccalaureate Statements 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 Strategic Plan?

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

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

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

TAB 1

To date, the State Board has approved over 120 applied baccalaureate/baccalaureate degree programs at 32 colleges. In 2019-2020, there were 4,455 students (FTES) enrolled in baccalaureate programs representing 3.73 percent of state support FTES in the college system. This represented a baccalaureate FTE increase of 13 percent over the previous year.

Background information and analysis

Centralia College - BAS in Applied Behavioral Health

Centralia College proposes the development of a Bachelor of Applied Science degree in Behavioral Healthcare. The college has two primary programs within the healthcare/social services pathway that align with the proposed program. These programs include the Associate in Technical Arts (ATA) in Criminal Justice and the Associate of Applied Science (AAS) in Substance Use Disorder Professional degrees. Students enrolled in the proposed degree program will learn to analyze behavioral health concepts; recognize institutional and social barriers that impede access, equity, and success for clients; and demonstrate the ability to adhere to professional ethical standards, including confidentiality and sensitivity when working with diverse populations. Graduates will have the skills and knowledge to apply treatment principles and complete holistic biopsychosocial assessments to develop client-centered, person-first behavioral health plans. Graduates will also be prepared to work in a variety of human services occupations to include: Social and Community Service Managers, Addiction Counselors, Social Workers, and Public Health Educators. This proposed degree would be Centralia College's fifth applied baccalaureate degree.

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: Jamilyn Penn, director, transfer education
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Bachelor of Applied Science Behavioral Healthcare
Statement of Need
Centralia College
11/25/2020

Revised 12/11/2020
Revised 1/11/2021

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Program Information

Institution Name: **Centralia College**

Degree Name: **BAS in Behavioral Healthcare (BASBH)**   CIP Code: 51.1501

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

Degree: Substance Use Disorder Professional   CIP Code: 51.1501   Year Began: **2014**

Degree: Criminal Justice   CIP Code: 43.0103   Year Began: **1998**

Proposed Start Implementation Date (i.e. Fall 2014):   **Fall 2022**

Projected Enrollment (FTE) in Year One: 15   at Full Enrollment by Year: **2024**

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

Mode of Delivery

Single Campus Delivery: **Centralia College, 600 Centralia College Blvd., Centralia, WA 98531**

Off-site:

Distance Learning: Classes will be offered hybrid and fully online.

Contact Information (Academic Department Representative)

Name: Jake Fay

Title: Dean of Instruction, Industrial Trades & Healthcare

Address: 600 Centralia College Blvd.

Telephone: 360-623- 8400

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Dr. Joyce Hammer   10/30/2020
Chief Academic Officer   Date

Introduction

Washington State's Governor Jay Inslee laid out a plan in 2018 to provide services in local communities for people with acute mental illness. This transformation from large institutions to smaller, local services requires development of a continuum of services that can prevent or divert people from being committed to state hospitals and provide in their recovery after hospital treatment is complete. Washington State has a high prevalence of mental illness cases with low access to care compared to the rest of the county. The state ranks 47th in the nation in capacity for appropriate mental health services (Washington State Department of Social and Health Services).

In 2019, the Legislature supported the governor's plan by enacting a budget and providing direction to the Department of Social and Health Services to begin development of three small community-based/behavioral health residential treatment facilities. One of the three treatment facilities is located on the Maple Lane School campus in South Thurston County, approximately 10 miles from the college (Washington State Department of Social and Health Services).

In addition to residential treatment, outpatient treatment and services are critical to the health of the communities. As is the case with many resources, rural communities are particularly at a disadvantage in providing the high-quality resources needed to support the members of the community facing substance abuse and mental health issues. Rural families typically do not want to seek help in larger communities, which creates additional expense as well as separation from their families and support networks. As a result, individuals who would benefit from and need help simply neglect the medical attention needed because of the limited local availability of healthcare professionals. Needed support extends beyond the individuals with mental health issues. Their family and friends are also affected, and they would benefit from learning how to support their loved one. Centralia College is located in Lewis County, Washington. Lewis County is the sixth largest county in the state per square area, which makes it a challenge for individuals struggling with mental health issues and their family and friends to access care and support.

Centralia College is proposing to develop a Bachelor of Applied Science in Behavioral Healthcare (BAS-BH) degree to "grow our own" workforce to serve the rural community. This degree would allow place-bound students to continue their education while continuing to gain the skillset needed to provide resources to patients and their families to overcome substance abuse and manage mental health issues. Upon completion of this degree, graduates will demonstrate achievement of the following outcomes:

- Demonstrate knowledge of the structures, functions, and organizations, which comprise the local healthcare system, with a particular focus on behavioral healthcare organization and resources
- Apply treatment principles to a variety of diverse individuals
- Exercise effective communication skills and build positive relations with clients, co-workers, and community
- Integrate the needs, roles, and strengths of professionals within healthcare and human services teams
- Complete holistic biopsychosocial assessments to develop client-centered, person-first plans
- Use interpersonal skills and strategies to support the recovery of every client

BACHELOR OF APPLIED SCIENCE IN BEHAVIORAL HEALTHCARE

STATEMENT OF NEED CRITERIA

Criteria 1: Relationship to Institutional Role, Mission, and Program Priorities

Centralia College is the oldest continuously operating community college in Washington State. Originally established in 1925 under the auspices of the University of Washington, the college has grown from 15 students in 1925 to an unduplicated degree-seeking student headcount in 2018-2019 of 4,065, which equates to 1,899 full-time equivalent (FTE) students, down from the institution's all-time high of over 2,633 FTE in 2010-2011. Centralia College continues to update facilities and technology available for teaching and student learning. In 2009, the science center opened. The 70,000 square foot facility houses science laboratories, the nursing department, classrooms, a 100-seat tiered auditorium, faculty and administrative offices. In 2019 the Trans Alta Commons, also a 70,000 square foot building, came online. The first two floors contain all student services activities, clubs, and common space for students to study together. The third floor of the building houses classroom and faculty offices. A 12,000 square foot building housing trades education, including healthcare programs, will open winter 2021. The BAS in Behavioral Healthcare program will have access to a variety of the facilities on the college campus that meet the needs of program delivery. The faculty are comprised of 98 members (64 tenured, 21 tenured-track, and 13 pro-rata). Centralia College began as a junior college, primarily concerned with providing the first two years of a traditional baccalaureate degree. In the 1960s, the institution transitioned to a community college with a mission that included providing career and technical programs, transfer program, basic skills, and continuing education.

In 2005, Washington State passed legislation giving community colleges the ability to develop and provide applied bachelor's degrees that build upon their technical degrees. Subsequently, Centralia College has developed four applied bachelor's degrees starting with a Bachelors of Applied Science in Applied Management (BASAM), followed by a Bachelors of Applied Science in Diesel Technology (BASDT), a Bachelors of Applied Science in Information Technology (BASIT), and a Bachelors of Applied Science in Teacher Education (BASTE).

Centralia College's mission statement: Centralia College is committed to student success, academic excellence, and supporting our community in an inclusive and equitable learning environment. Centralia College's mission focus areas (previously core themes) include:

- Student Success. Centralia College students will progress, persist, and complete their educational endeavors.
- Academic Excellence. Centralia College students will complete well-defined educational and program goals relevant to future success.
- Supporting Community. Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability.

The mission is considered fulfilled under the following circumstances:

- All indicators meet the established benchmarks under the Mission Focus Areas

- Any indicator that substantially meets or does not meet the established benchmark is accompanied by an action plan for improving performance

The development of the BAS in Behavioral Healthcare degree supports the college's mission and specifically mission focus areas one and two. Implementation of an additional bachelor's degree aligns with efforts to raise the overall bachelor's degree attainment rates in the region and provides a pathway for students who have earned an associate of applied science degree (AAS) to expand their education in a field of study that is in high demand based on local economic data.

When developed and implemented appropriately, program pathways can promote educational and career opportunities applicable to meet the needs of the rural communities Centralia College serves. Providing educational and career opportunities may positively influence the quality of life of Lewis County residence by removing barriers to education, increasing capacity for gainful employment and making sustainable livable wages, and enhancing the local economy with a skilled workforce.

Criteria 2: Support of Statewide Strategic Plans.

The Washington Student Achievement Council issued a Roadmap Report to increase educational attainment in Washington in 2013. The following year, Governor Inslee signed legislation endorsing the goals proposed in the Roadmap Report. The goals endorsed by the governor are:

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

The proposed BAS in Behavioral Healthcare supports Washington State initiatives. "The call to increase educational attainment in Washington became more urgent in 2016, when the Washington Roundtable issued a report that found that most of the 740,000 job openings in the coming years will require education past high school. The Washington Roundtable set a goal that by 2030, 70 percent of Washington students will earn a postsecondary credential by the age of 26." (Washington Roundtable and The Boston Consulting Group. "*Washington Kids 4 Washington Jobs" Report (2016)*. In support of this initiative, the State Board for Community and technical Colleges (SBCTC) outlines three strategic goals in the 2020-2030 Strategic Plan. The goals include:

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

Furthermore, the Washington Student Achievement Council (WSAC) is committed to building a future that provides equitable access to postsecondary education. WSAC has established the goal that at least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential.

The development and implementation of the BAS in Behavioral Healthcare will help to address these challenges locally by closing the opportunity gap for underrepresented populations. The BAS in Behavioral Healthcare program would build upon the strengths of the college's career and technical programs and allow students to continue educational goals. For the current workforce living in Centralia College's service district, this program will open an opportunity for individuals to further their education and obtain a bachelor of applied science degree without jeopardizing current employment while reducing barriers such as cost and distance.

The BAS in Behavioral Healthcare degree will provide further educational opportunities for students with an AAS in Substance Use Disorder Professional. According to Drug Rehab, "In the state of Washington, meth use is actually above the national average. 6,300 people almost 6,400 were admitted into treatment

of facilities for methamphetamine abuse. This is around 16.7 percent which is way above the national average of 7.7 percent." Residences of rural counties are apprehensive of leaving their communities to seek treatment. Cost and distance are a barrier making it critical for a local highly skilled and trained workforce to help addicts recover from addiction and to help addict's families learn to support their loved ones.

Criteria 3: Employer/community demand for graduates with baccalaureate level of education proposed in the program.

Centralia College District 12 has a service district of approximately 2,400 square miles, including Lewis and south Thurston counties. The college offers opportunities for higher education to citizens of an essentially rural service district. The population of the service district is approximately 82,418. The city of Centralia, where the college is located, is the most populated area of the district, with approximately 17,216 people. Like many rural communities, the college's district has seen substantial changes in the workforce and economy as the region has struggled with the shift from agricultural, timber, and mining-based economy to a more service-based economy. The Lewis County unemployment rate was the highest in the state in 2011. Since the recession in 2011, unemployment in Lewis County has decreased to approximately 6.3 percent for 2018, (Year-one report). However, the unemployment rate continues to be higher than the state average, currently 6.5 percent compared to the state rate of or 4.6 percent (July 2020, esd.wa.gov).

Centralia College's service district has a lower percentage of the population with bachelor's degrees or higher educational credits, with a rate of 16.8 percent compared to the state average of 35.3 percent (Employment Security Department).

Valley View Health Center completed a community health needs assessment in 2019. This needs assessment included community feedback. "Community feedback indicates the biggest concern is access to care." The community specifically called out the lack of social and support services for substance use. Mental and behavioral health were two specialty areas identified by the community as the most desired local specialists (2019-Comprehensive-Report-1.pdf (vvhc.org)).

The BAS in Behavioral Healthcare degree focuses on skills needed in a variety of human services occupations. Occupations included in the human services career cluster, according to Washington Occupational Information System (WOIS), that are applicable to the training in this degree include:

Table 1: Human services occupations applicable to the proposed BASBH degree

Occupation	Degree level	Washington Annual Median Wage
Social and Community Service Managers	Bachelors	$61,310
Addictions Counselors	Bachelors	$44,930
Social Workers	Bachelors	$52,260-$59,920
Public Health Educators	Bachelors	$59,140

The above services are provided in a variety of settings including: hospitals, private and public treatment centers, community-based behavioral health agencies, and schools.

The top skill clusters from online advertisements for Lewis County from June 2020 to September 2020 shows a need for health care providers, and Mental and Behavioral Health Specialist ranked 12th with 76 listings (https://esdorchardstorage.blob.core.windows.net/esdwa/Default/ESDWAGOV/labor-market-info/Libraries/Occupational-reports/Employer-demand-top-25/2020 percent20HWOL/Top-25-skill-clusters-from-online-ads-september-2020p.pdf).

Labor Market and Statewide Employer Data

The Labor Market Supply and Demand Report from December 2019 indicates that across Washington State Community and Social Service Occupations had 2,121 job postings with a supply of 541 leaving a gap of 1,580. Looking at this data from a local perspective, the data indicates that in the Pacific Mountain region, which includes Gray Harbor, Mason, Pacific and Thurston and Lewis Counties there were 170 Community and Social Occupation job with a supply of 66 leaving a gap of 104. This supply gap was occurring prior to the COVID pandemic. Restrictions, such as, limiting gatherings and interactions with people outside of the immediate household, financial loses in wages and jobs are resulting in increased depression, anxiety, and substance use. According to the Mayo Clinic, "there is a major increase in the number of adults reporting symptoms of stress, anxiety and depression". Some people have increased their use of alcohol or drugs to help cope with fears of the pandemic (COVID-19 and your mental health - Mayo Clinic). While the effects of the pandemic are not fully realized, there is an expectation that the need for services will continue to increase resulting in the need for more employees with the skills and training provided in the BAS in Behavioral Healthcare degree.

The following table provides labor market data from WOIS for the Pacific Mountain area:

Table 2: growth data for Grays Harbor, Lewis, Mason, Pacific and Thurston Counties WOIS - Addictions Counselors)

SOC#	Occupation Title	Current Employment	Growth over 10 years	Annual Openings	Wage
21-1093	Social and Human Service Assistants	522	15.9 %	83	$36,680
11-9151	Social and Community Service Managers	358	16.5 %	45	$71,269
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	*National 304,500	*National 22.5 %	*National 41,500	$43,636

Note: While statistics were not available for Washington State, the following narrative regarding outlook forecast was provided, "Tougher DWI laws requiring treatment have increased the number of programs

and the need for substance abuse counselors. Increased federal emphasis on drug abuse treatment and prevention may generate demand for workers" (Washington Outlook [WOIS - Addictions Counselors](#)).

In addition to the strong labor market data, provided above, Centralia College conducted an industry survey with local employers who hire healthcare professionals. The employers included:

- Cascade Community Health
- Care
- Arbor Health
- CORE Health
- Community Allied Behavior Health
- Valley View Health Care Center
- Providence Centralia Hospital
- Northwest Pediatrics
- Pope's Kids Place
- Reliable Enterprises
- Steck Medical Group
- Choice Regional Health Network
- Housing Resource Center of Lewis County
- Hope Alliance
- Green Hill School
- Lewis County Juvenile Rehabilitation
- Lewis County Jail
- Cascade Mental Health
- Behavioral Health Resources
- Family Behavioral Health (Catholic community Services)
- Community Youth Services
- Children's Protectives Services
- Adult Protective Services (DSHS)
- Veteran's Affairs

At the time of this report, 46 percent of the employers have responded. The preliminary survey data, collected in November 2020, indicate local demand is consistent with the labor market data, which is shown in Table 3. Additional employer survey data will be collected and updated in the BAS Behavioral Healthcare proposal.

Table 3: Employer Survey Summary

Current Openings	Projected Openings in the Next 3-years	Issues with hiring
37	131	Low number of applicants in open pools Low number of qualified applications in the areas of education/training experience

The Department of Children Youth and Families (DCYF), a state employer, who hires across the state of Washington was not included in the numbers in the above table. The data was omitted because the respondent answered for the state of Washington and not specific to the service district of Centralia College. DCYF indicated a current need of over 50 positions in the state with continual openings. In the open comments of the survey, DCYF indicated, "The nature of our work will always have a need for resilient, talented, and willing to learn employees.

One hundred percent of the employers who responded to the survey indicated an anticipated increased demand in jobs associated with social and human service assistants, case managers, and substance abuse, behavioral health, and mental healthcare counselors.

Cascade Community Healthcare, a local employer, submitted a letter of support for the BAS in Behavioral Healthcare program. This letter, contained at the end of the appendix, contains the following information regarding employer need:

- "Our biggest struggle has been finding qualified staff for our continual open clinical positions" (Cascade Community Healthcare)
- "The sociological and psychological toll of this pandemic is being felt nationwide. Centralia College stepping up in this manner to help combat the behavioral fallout of this pandemic is not only timely, but commendable." (Cascade Community Healthcare).

See Appendix B for the full list of questions detailed in the Employer Survey.

Criteria 4: Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.

Centralia College has formed a pathway's committee. This committee is working with faculty and staff, across campus, to define pathways from K-12, to college, and careers. The goal of the pathways work is reducing barriers for students, providing clear expectations for program progression and completion, and continued education into transfer programs and bachelor's programs on campus, which will ultimately lead to graduate studies or employment in the students' desired career.

Centralia College's Career and Technical Education pathways include business, education, healthcare/social services, information technology, and industrial trades. Centralia College has bachelor's degrees in all pathways except healthcare/social services. This degree would provide the students in the healthcare/social services pathway an opportunity to continue their education locally, affordably, and in an institution they trust.

Centralia College has two primary programs within the healthcare/social services pathway that align with the BAS in Behavioral Healthcare degree, criminal justice and substance use disorder professional. Centralia College's Criminal Justice program was founded in the late 1990's as an Associates in Technical Arts (ATA) degree. The current Associate of Applied Science degree (AAS) in Criminal Justice is comprised of 15 credits of general education credits, five credits of human relations in the workplace, and 70 credits of criminal justice credits for a total of 90 credits. There are currently two tenured faculty positions in criminal justice.

The Substance Use Disorder Professional degree launched in 2014. The AAS in Substance Use Disorder Professional is comprised of 38 general education credits, five credits of human relations in the workplace, and 50 credits of Chemical Dependency credits for a total of 93 credits. There is currently one pro-rata/director position in substance use disorder professional, and one adjunct faculty.

Centralia College also offers associate's degrees in psychology and sociology. There is currently one tenured faculty in psychology, one pro-rata faculty position in sociology, and three adjunct faculty.

In the last six years, 196 students have graduated from the AAS with a degree in criminal justice or substance use disorder professional. This is the primary pipeline of students for the BAS in Behavioral Healthcare degree and the resulting careers. One-third of those graduates earned degrees since summer 2019-2020. This indicates that there is a student demand in the programs leading to work in social services and healthcare-related occupations. Data enrollment patterns indicate that students are interested in the field of social work and healthcare careers. For these programs of study, 858 non-duplicated students have completed coursework in criminal justice, substance use disorder professional, and non-introductory psychology classes with 131 of those students enrolled in 2019-2020 and 102 students enrolled in the first two quarters of the 2020-21 academic year.

Table 4: Centralia College Enrollment Trends

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Summer-Fall 2020
Chemical Dependency	N/A	15	23	28	24	28	24
Criminal Justice	74	64	57	71	70	69	27
Psychology	55	43	53	35	75	34	51
Total	129	122	133	134	169	131	102

Details related to student interest, including data in the table above are reflected in Criteria 5

Criteria 5: Student demand for program within the region.

Lewis County, where Centralia College is located, has a predominantly white population. The race and ethnicity data according to the 2019 Census Reporter is 84 percent White and 10 percent Hispanic (Lewis County, WA - Profile data - Census Reporter). While the service district population is comprised of approximately 17 percent people of color, the student population at Centralia College includes 29 percent people of color [SBCTC Field Guide, 2018]. The college is serving an increasing population of Latino students (year-one_2019.pdf centralia.edu).

Centralia College is focused on removing barriers and providing an inclusive learning environment based on a guided pathways framework. The college has established a Justice, Equity, Diversity, and Inclusion (JEDI) committee focused on identifying systemic barriers for students and resources needed to serve underrepresented student populations. The college is furthering the efforts by hiring a Vice President of Human Resources and Equity. This position will allow the college to have representation on statewide diversity committees and commissions. This position also serves on the college's executive team. The increased focus on diversity and inclusion will help the college ensure a lens of inclusion is used in making decisions, revising and writing policies and practices, hiring, and resources for students and staff. The faculty identified to develop and deliver BAS in Behavioral Healthcare curriculum will include knowledge and application skills to prepare students to understand, empathize with, and assist clients from diverse ethnicities, cultures, and socioeconomic backgrounds.

The Census Report indicates 31 percent of residence are between the ages of 20-49. The gender of the population is 51 percent male and 11.6 percent of the population lives below the poverty line. Household income in Lewis County trails the state average. Washington State median household income is $78,687 while Lewis County's median household income is $58,911. In Lewis County, 42 percent of households earn less than $50,000 annually (Lewis County, WA - Profile data - Census Reporter).

The earnings of our rural community create financial barriers to education. The financial barriers go beyond the ability to afford the costs associated with college. Limited financial resources limit the ability to commute outside of the county for further education as well as the inability to attend college without the need to continue current employment. The infrastructure of Lewis County does not provide for consistent and reliable internet access across the county, which limits access to fully online programs that do not have a physical location for students to access internet.

Lewis County is significantly behind other Washington State residents in educational attainment. In Lewis County only, 18.9 percent of residents hold a bachelor's degree or higher. This is about half of the rate in Washington State which sits at 37 percent (Lewis County, WA - Profile data - Census Reporter).

Centralia College's students are place bound with limited options to increase their level of education. Without access to affordable and local bachelor's degrees, the residents of Lewis County are stuck in jobs that do not pay living wages. Employers struggle with hiring adequately skilled workers and the community misses economic opportunities to attract employers. Centralia College is committed to serving place bound students and increase the percentage of bachelor's degree recipients in the community.

Centralia College aligns degree offerings with the needs local employers. The isolation associated with the COVID-19 pandemic has increased substance use, suicide rates, and mental health issues. The need for resources, particularly in the rural counties to serve place-bound residents is critical. Centralia College's BAS in Behavioral Healthcare program can help the local community meet this growing need and students are interested in earning the needed credentials.

Student interest in a BAS in Behavioral Healthcare is strong. Centralia College launched a student survey for current Centralia College students. The survey was distributed through Canvas to students currently enrolled in criminal justice, psychology, and chemical dependency courses. Sixty-seven students responded to the survey (more data is being collected). Sixty-eight percent of students responded they would consider applying for this program if offered. Of the students who responded they would consider applying for the program, 46 percent indicated that affordability and the desire to remain at Centralia College were main contributing factors to their interest in furthering their education. Twenty-eight students indicated a desire to begin the program in fall 2021.

See Appendix D for the full list of responses to the questions detailed in the Student Survey.

Criteria 6: Efforts to maximize state resources to serve place-bound students.

Centralia College's proposed BAS in Behavioral Healthcare will provide students and place-bound working adults with the opportunity to earn a bachelor of applied science degree at an affordable cost within their own community. The degree being designed to serve place-bound working adults and students who for various reasons (work, family, responsibilities, financial and/or time constraints, etc.) may not be able to relocate or travel to further their education.

Classes will be offered primarily in a hybrid modality and will be supported with eLearning resources through CANVAS (the current learning management system). An online modality may also be utilized to provide additional options and flexibility for students. The goal is to establish options for working adults

and students so that they may be able to complete the program while still fulfilling their current responsibilities (ex. working, taking care of family, etc.).

The curriculum will provide courses with outcomes that will prepare the students to meet current industry and skill competencies.

Currently, Centralia College AAS graduates have limited options for transferring to universities to earn a bachelor's degree without completion of a direct transfer degree, which is often up to three or more additional quarters of coursework.

The colleges closest to Centralia College include Lower Columbia College and South Puget Sound Community College. At this time, Lower Columbia College offers a BAS program in Teacher Education P-3 and is in the approval process for a BAS in Operations Management. South Puget Sound Community College does not offer BAS degrees.

The four-year colleges/universities within Grays Harbor, Lewis, Mason, Pacific and Thurston Counties are The Evergreen State College and Saint Martin's University, both of which are located approximately 30 miles to the north resulting in a one-way commute of 35 minutes commute from Centralia and over an hour commute from east Lewis county. Based on program offerings from The Evergreen State College, an equivalent degree is unavailable. St. Martin's University offers a bachelor's degree in social work and a master's degree in counseling. The programs offered do not focus on substance abuse professionals.

Centralia College is in current conversations with The Evergreen State College to support transfer pathways while also establishing articulations to The Evergreen State College (TESC) and St. Martin's University for this proposed degree into their master's level programs. Students at Centralia College who graduate with an AAS Criminal Justice degree and BAS Behavioral Healthcare degree will be prepared to complete the Master's in Public Administration at TESC. This pathway provides additional career growth in a variety of law enforcement, corrections, and social services agencies. Students with a career goal in, mental health and/or substance use counselors can further their education at St. Martin's University. The pathway from Centralia College's AAS Substance Use Disorder Professional to the college's BAS in Behavioral Healthcare would prepare students for St. Martin's Master's degree in counseling. The college will also work with Western Governor's University (WGU) for an online option for students to continue their education. WGU's Master's in Health Leadership would provide a pathway for students who are interested in expanding career opportunities in leadership positions in organizations that specialize in healthcare.

Washington State University Vancouver falls outside the Grays Harbor, Lewis, Mason, Pacific and Thurston Counties region. WSU Vancouver does not offer a bachelor's degree with the same focus as the BAS in Behavioral Healthcare degree.

The BAS in Behavioral Healthcare will fill a need not currently met by the offerings of four-year institutions. Centralia College's degree will focus specifically on substance abuse, which is not a focus of other four-year programs. Program curriculum will be developed to meet the needs of employers and prepare students interested in graduate programs with a solid foundation, which will be aligned with master's degree offerings.

Summary and Conclusion

Centralia College continues to play a key role in providing the academic training needed for local employers to have strong and highly skilled hiring pools. The college continually works with local industry to have highly skilled hiring pools. The college currently provides four BAS programs that have

addressed labor gaps in management, teacher education, information technology, and diesel technology. The BAS in Behavioral Healthcare degree will allow the college to fill the current largest need in our community, providing a highly skilled workforce at a bachelor's level to meet the hiring and employment needs of healthcare providers. The graduates of this program would be able to obtain work in the local community and would also be positioned to continue their education in a master's program to further career growth. Centralia College is excited about the future opportunity to offer the BAS in Behavioral Healthcare program.

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http://www.drugrehabwashingtonstate.com/washington-substance-abuse-statistics/#:~:text=Meth percent20substance percent20abuse percent20statistics percent20in percent20Washington. percent20In percent20the,is percent20way percent20above percent20the percent20national percent20average percent20of percent207.7 percent25.http://www.drugrehabwashingtonstate.com/washington-substance-abuse-statistics/

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Washington State Department of Social and Health Services

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https://wsac.wa.gov/roadmap/attainment#:~:text=The_percent20Washington_percent20Student percent20Achievement_percent20Council_percent20_percent28WSAC percent29_percent20is percent20committed,will_percent20have percent20a percent20high_percent20school percent20diploma_percent20or_percent20equivalent

WOIS/The Career Information System: Human Services
https://www.wois.org/use/careers/viewer.cfm?occnum=111000

Appendices

Appendix A: Employer Survey

This survey is designed to help us at Centralia College gauge anticipated need in the local area for graduates of a proposed new BAS program in Behavioral Healthcare. We anticipate this survey will take about 10 minutes. Please be as honest as possible with your responses. Thank you for participating!

1) Do you have an anticipated demand for social and community service managers, addition counselors, social workers, public health educators and/or other positions that a bachelor's degree in Behavior Healthcare/Human Services would serve? Yes/No
2) If yes, how many positions do you currently have open?
   a. Of these positions, how many require that the applicant have a bachelor's degree to be considered?
   b. In which occupation(s) are these vacancies that require a bachelor's degree?
   c. Of the open positions, how man prefer (but do not necessarily require) an applicant have a bachelor's degree?
3) How many positions do you anticipate having open in the next three (3) years?
4) Do you have difficulty finding Bachelor's degree level applicants for this position? If yes, explain
5) Would the proposed program (BAS in Behavioral Healthcare) assist you in finding qualified applicants to fill vacant positions?

Appendix B: Employer Survey Responses

Customize   Save as ▼
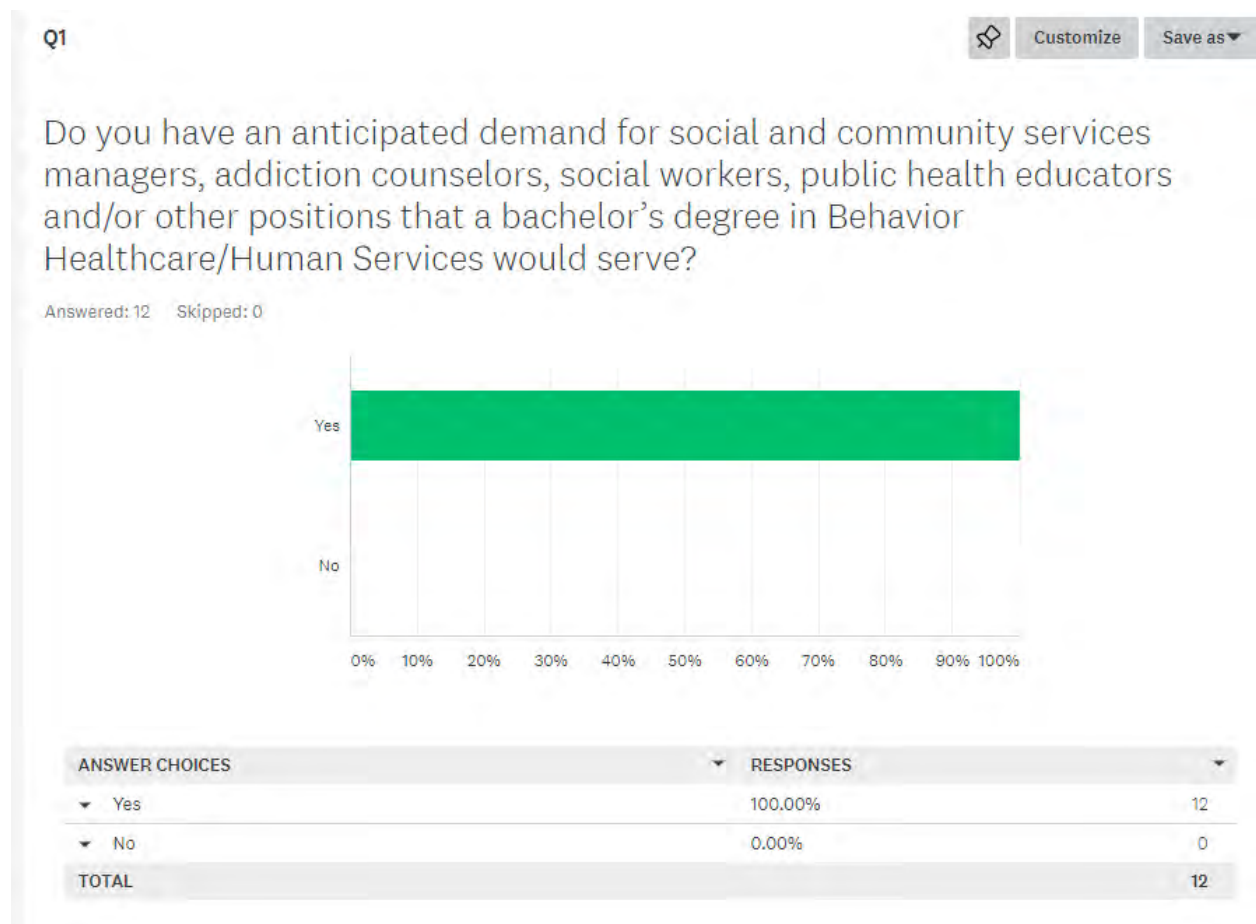
Do you have difficulty finding bachelor's-degree-level applicants for open positions? If so, what are some reasons for the difficulty? (Please select any that apply)

Answered: 8   Skipped: 4
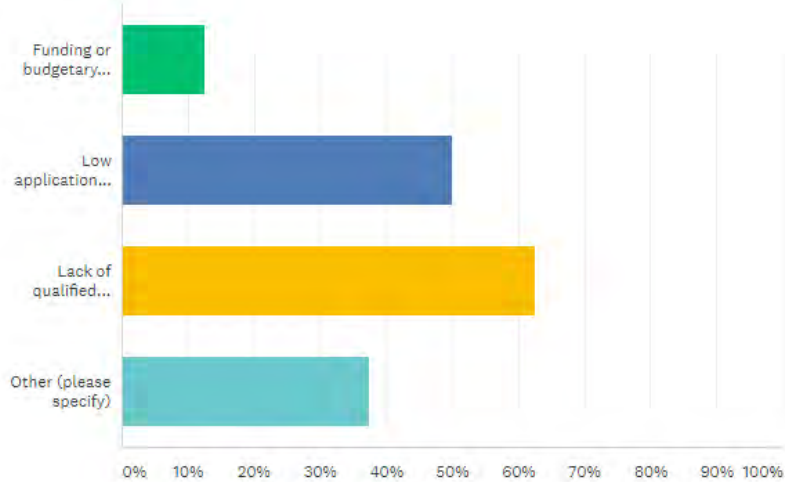
ANSWER CHOICES		RESPONSES	
▼ Funding or budgetary restraints		12.50%	1
▼ Low application rates for open positions		50.00%	4
▼ Lack of qualified applicants in the area		62.50%	5
▼ Other (please specify)	Responses	37.50%	3
Total Respondents: 8			

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Do you think the proposed program (Bachelor's of Applied Science in Behavioral Healthcare) at Centralia College would assist you in finding qualified applicants for vacant positions?

Answered: 8   Skipped: 4
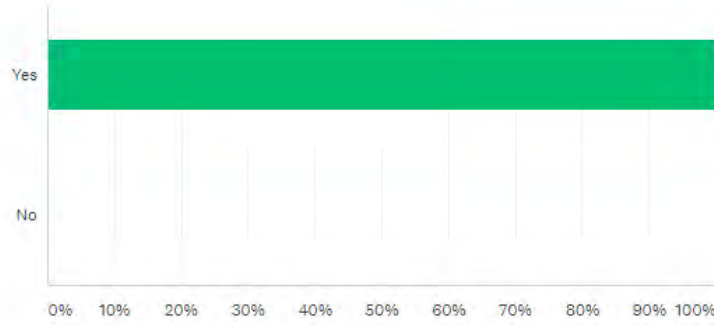
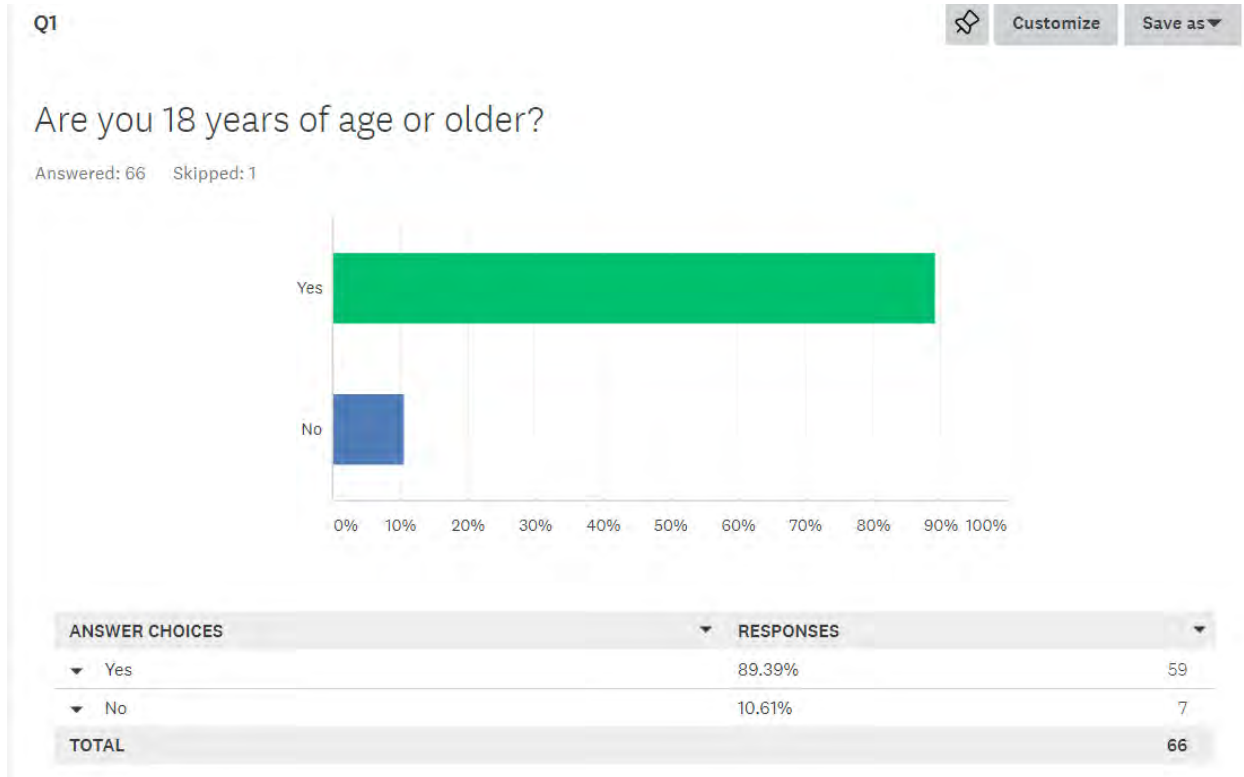| ANSWER CHOICES	▼	RESPONSES	▼
▼ Yes		100.00%	8
▼ No		0.00%	0
TOTAL			8

Appendix C: Student Survey

This survey was designed to gauge student interest in a potential new, 4-year degree program at Centralia College This program would prepare students for a number of options including a career as a substance abuse professional or post-graduate students in social work. It's important these survey results are accurate so please answer each question honestly.

1) Are you 18 years of age or older? Yes/No
2) What is your current goal at Centralia College?
    a. Certificate
    b. 2-year (Associate's degree)
    c. 4-year (Bachelor's degree)
    d. Other (please specify)
3) What is the highest level of education you have already attained?
    a. Some high school, no diploma
    b. High school diploma
    c. Some college credit or vocational training, no degree or certificate
    d. College certificate
    e. Associate's degree
    f. Bachelor's degree
    g. Post-graduate or professional degree (i.e., Master's degree)
4) Which course linked you to this survey (CJ 103, PSYC 200, etc)
5) If Centralia College were to offer Bachelor's of Applied Science in Behavioral Healthcare, would you consider applying for the program?
    a. Yes
    b. No
6) Why would you be interested in a Bachelor's of Applied Science in Behavioral Healthcare (BASBH) at Centralia College?
    a. Affordability
    b. Location of campus
    c. Aligns with my career goals
    d. I would want to stay at Centralia College (not transfer to another college/university)
    e. Other (please specify)
7) If Centralia College were to off a Bachelor's of Applied Science in Behavioral Healthcare (BASBH), would you prefer to attend classes:
    a. Part-time (1-2 classes each quarter, completion time 3-4 years)
    b. Full-time (3-4 classes each quarter; completion time 2 years)
8) If Centralia College were to offer a Bachelor's of Applied Science in Behavioral Healthcare (BASBH), would you prefer (or be available) to attend classes: (please select all that apply)
    a. Monday – Friday afternoons
    b. Monday – Thursday evenings
    c. Friday evening and Saturday/Sunday during the day
9) If Centralia College were to offer a Bachelor's of Applied Science in Behavioral Healthcare (BASBH):
    a. I would need to start the program before Fall 2021
    b. I would likely begin the program Fall 2021
    c. I would likely begin the program at a later date (after Fall 2021)
    d. I would not be interested in this bachelor's degree offered at Centralia College.
    e. I would not be interested in this bachelor's degree at all, even at another college/university

10) Thank you for taking our survey! If you would like Centralia College to contact you with more information about the Bachelors of Applied Science in Behavioral Healthcare once it becomes available, please leave your name and contact information (email or phone number) below.

Appendix D: Student Survey Responses

Q1   Customize   Save as ▾

Are you 18 years of age or older?

Answered: 66   Skipped: 1

ANSWER CHOICES	RESPONSES	
Yes	89.39%	59
No	10.61%	7
TOTAL		66

What is your current educational goal at Centralia College?

Answered: 66   Skipped: 1
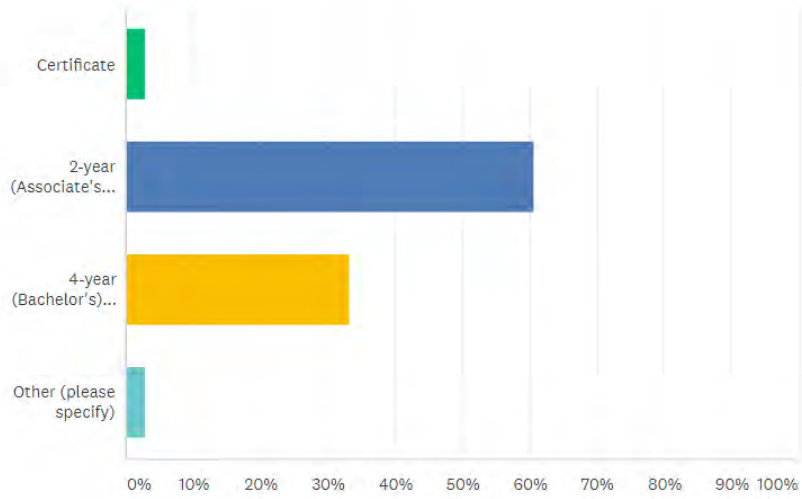
ANSWER CHOICES ▼		RESPONSES ▼	
▼ Certificate		3.03%	2
▼ 2-year (Associate's) degree		60.61%	40
▼ 4-year (Bachelor's) degree		33.33%	22
▼ Other (please specify)	Responses	3.03%	2
TOTAL			66

What is the highest level of education you have already attained?

Answered: 66   Skipped: 1
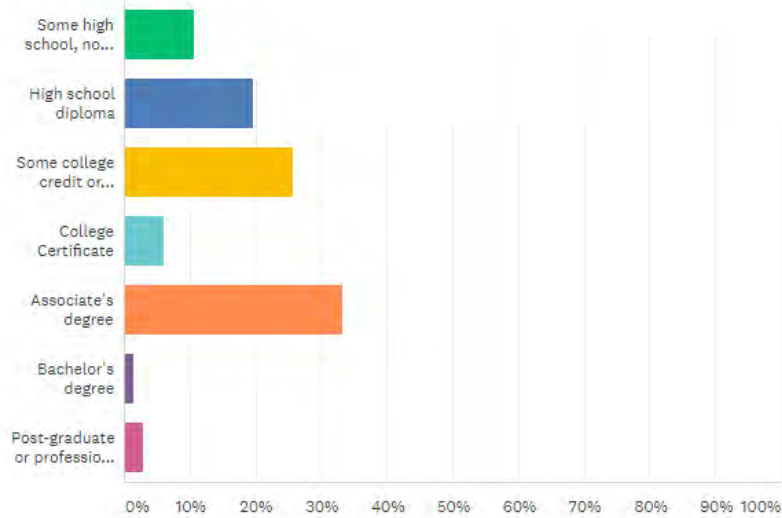
ANSWER CHOICES	RESPONSES	
▼ Some high school, no diploma	10.61%	7
▼ High school diploma	19.70%	13
▼ Some college credit or vocational training, no degree or certificate	25.76%	17
▼ College Certificate	6.06%	4
▼ Associate's degree	33.33%	22
▼ Bachelor's degree	1.52%	1
▼ Post-graduate or professional degree (i.e., Master's degree)	3.03%	2
TOTAL		66

Q5

If Centralia College were to offer a Bachelor's of Applied Science in Behavioral Healthcare, would you consider applying to the program?

Answered: 67   Skipped: 0
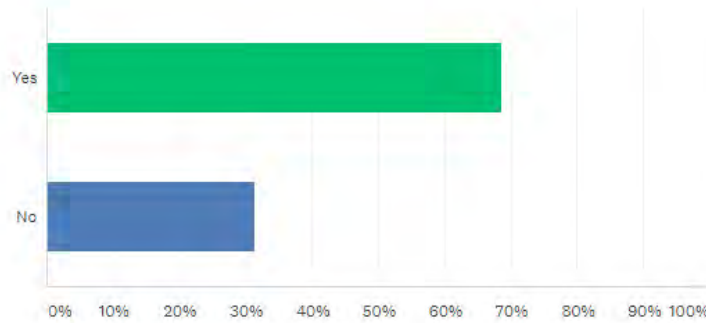
ANSWER CHOICES	RESPONSES	
▼ Yes	68.66%	46
▼ No	31.34%	21
TOTAL		67

Why would you be interested in a Bachelor's of Applied Science in Behavioral Healthcare (BAS-BH) at Centralia College?(Select all that apply)

Answered: 45   Skipped: 22
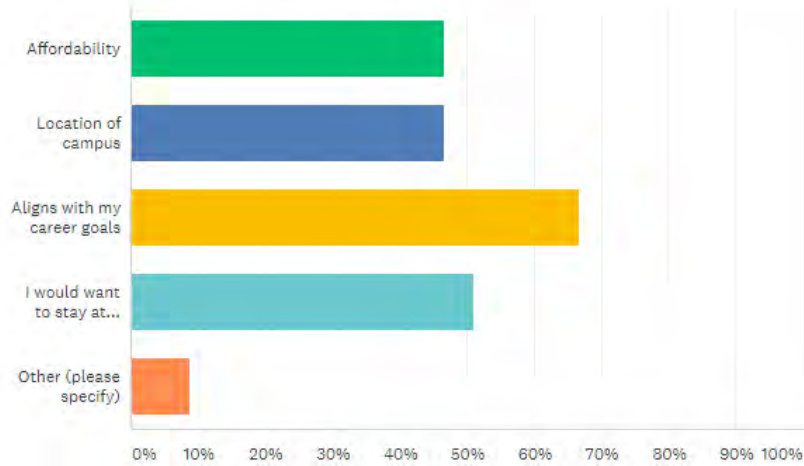
ANSWER CHOICES		RESPONSES	
▾ Affordability		46.67%	21
▾ Location of campus		46.67%	21
▾ Aligns with my career goals		66.67%	30
▾ I would want to stay at Centralia College (not transfer to another college/university)		51.11%	23
▾ Other (please specify)	Responses	8.89%	4
Total Respondents: 45			

Customize   Save as▼

If Centralia College were to offer a Bachelor's of Applied Science in Behavioral Healthcare (BAS-BH), would you prefer to attend classes:

Answered: 45   Skipped: 22
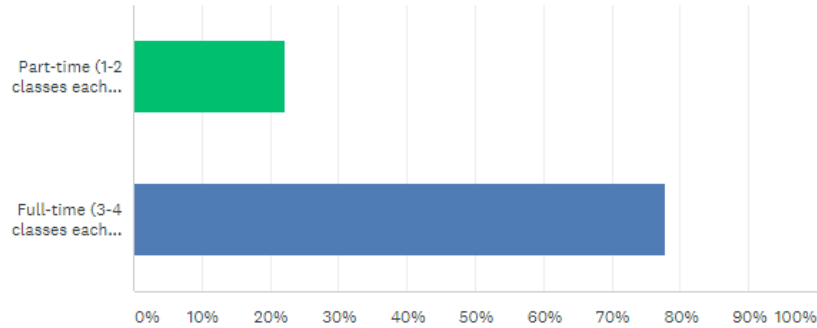
ANSWER CHOICES	RESPONSES	
Part-time (1-2 classes each quarter, completion time 3-4 years)	22.22%	10
Full-time (3-4 classes each quarter, completion time 2 years)	77.78%	35
TOTAL		45

Q8

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If Centralia College were to offer a Bachelor's of Applied Science in Behavioral Healthcare (BAS-BH), would you prefer (or be available) to attend classes: (please select all that apply)

Answered: 45   Skipped: 22
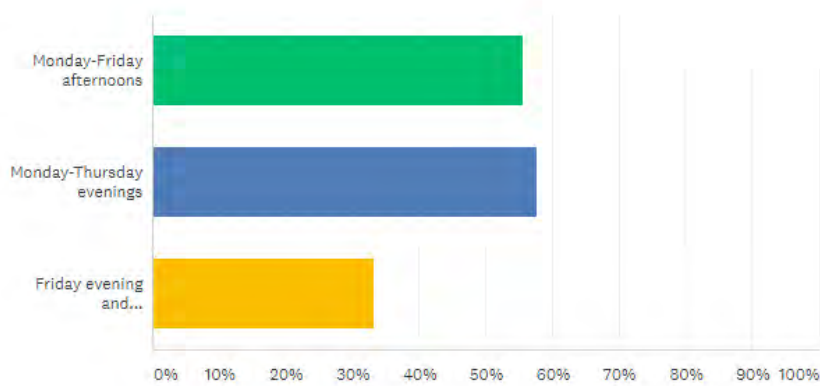
ANSWER CHOICES	RESPONSES	
Monday-Friday afternoons	55.56%	25
Monday-Thursday evenings	57.78%	26
Friday evening and Saturday/Sunday during the day	33.33%	15
Total Respondents: 45		

Customize   Save as ▾

If Centralia College were to offer a Bachelor's of Applied Science in Behavioral Healthcare (BAS-BH):

Answered: 45   Skipped: 22
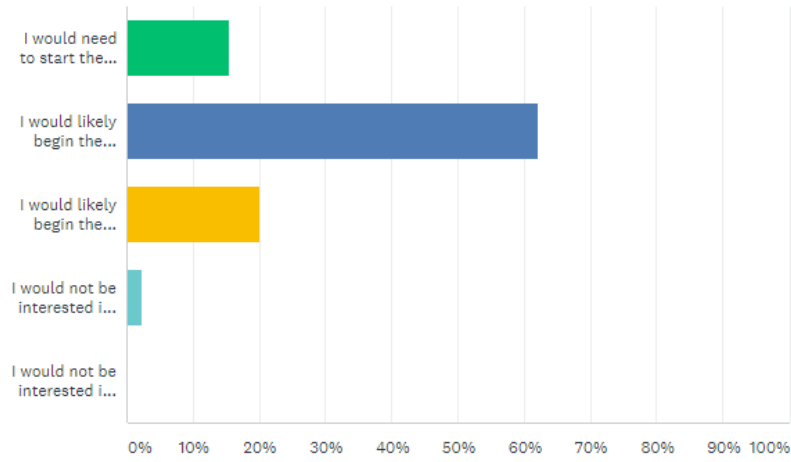
ANSWER CHOICES	RESPONSES	
▾ I would need to start the program before Fall 2021.	15.56%	7
▾ I would likely begin the program Fall 2021.	62.22%	28
▾ I would likely begin the program at a later date (after Fall 2021).	20.00%	9
▾ I would not be interested in this bachelor's degree offered at Centralia College.	2.22%	1
▾ I would not be interested in this bachelor's degree at all, even at another college/university.	0.00%	0
TOTAL		45

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What are some reasons you would not be interested in a Bachelor's of Applied Science in Behavioral Healthcare from Centralia College?(Select all that apply)

Answered: 19   Skipped: 48
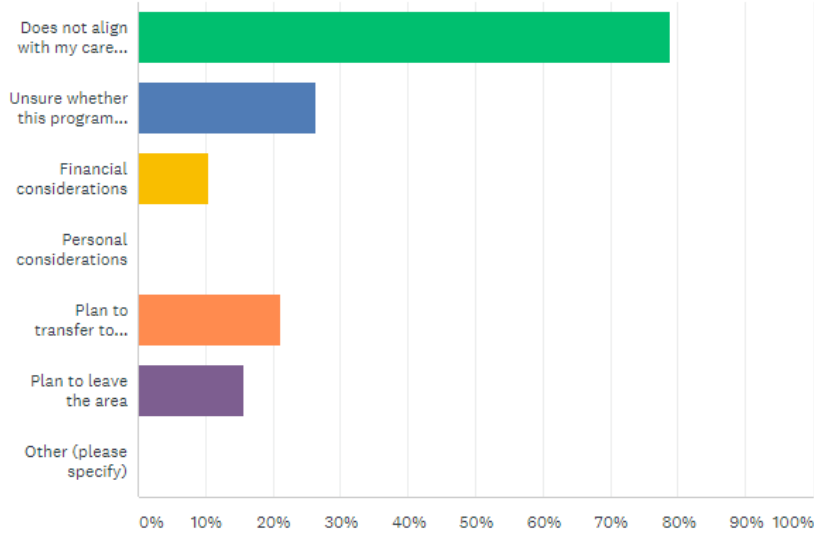
ANSWER CHOICES		RESPONSES	
▼ Does not align with my career goals		78.95%	15
▼ Unsure whether this program would help me meet my career goals		26.32%	5
▼ Financial considerations		10.53%	2
▼ Personal considerations		0.00%	0
▼ Plan to transfer to another college/university		21.05%	4
▼ Plan to leave the area		15.79%	3
▼ Other (please specify)	Responses	0.00%	0
Total Respondents: 19			

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

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

College Name: Centralia College
Program Name: Bachelor of Applied Science Behavioral Healthcare
Select one: Existing Occupation ☒ **or** Emerging Occupation ☐
If local demand/supply information is available for the specified degree program and target occupation(s),**

	Social and Human Service Assistants (SOC Code 211093)
	Description: Help clients get social services. Interview people to assess their needs and determine if they qualify for financial, health, or food benefits. Work in a variety of places including: community assistance programs, schools, social service agencies, drug and alcohol programs, and homeless shelters.
	Estimated employment in PAC Mountain Region: 522
	Estimated Annual Job Openings: 83
	Wage Data:
	Percentile / 10th / 50th / 90th — Annual Wage / n/a / $36,680 / $52,748
	Projected growth short and long term (Growth rate, 15.9 percent)
	Social and Community Service Managers (SOC Code 119151)
	Description: Plan and direct social service programs. Create policy and define the scope of services offered. Research community needs and consult with individuals and other agencies in the community. In many agencies, work directly with clients in addition to program operations.
	Estimated employment in PAC Mountain Region: 358
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*)	**Estimated Annual Job Openings:** 45
	Wage Data:
	Percentile / 10th / 50th / 90th

Social and Human Service Assistants Wage Data:

Percentile	10th	50th	90th
Annual Wage	n/a	$36,680	$52,748

Social and Community Service Managers Wage Data:

Percentile	10th	50th	90th

Annual Wage	$45,480	$71,269	$119,783

Projected growth short and long term (Growth rate, 16.5 percent)

Substance Abuse, Behavioral Disorder, and Mental Health Counselors (SOC Code 211018)

Description: Help clients change compulsive habits and learn new ways of coping with problems.

Estimated employment in National (local data unavailable): 304,500

Estimated Annual Job Openings: 41,500

Wage Data:

Percentile	10th	50th	90th
Annual Wage	$29,724	$43,636	$77,211

Projected growth short and long term (Growth rate, 15.9 percent)

	Centralia College's service district has two post-secondary institutions. The Evergreen State College does not offer a similar program. St. Martin's University offers a program in social work, which does not focus on substance abuse professionals. WSU Vancouver is outside the college's service district and does not offer a similar program.
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).	Based on the labor market data, there is a strong demand for Social and Human Services Assistants, Social and Community Service Managers. With a combined estimated number of annual job openings of 128. Substance Abuse, Behavioral Disorder, and Mental Health Counselors positions are increasing nationally at a rate of 41,500 annually. Our local employers have expressed struggles with quality applicant pools to fill current positions. With no four-year institution offering a program specific to substance abuse in the district, there is a need for qualified employees that is not being adequately addressed. The overall demand for positions with the skills provided in the BASBH program exceeds the number of graduates being produced and hired locally.
OR, if demand information is not available or it is a new/emerging/changing occupation, **	
For demand: Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. Survey requirements are listed below.	
For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. Survey requirements are listed below.	
OR, if based on a statutory or accreditation requirement, **	

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

Survey Requirements:

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

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

Cascade
Community Healthcare

November 1, 2020

State Board for Community and Technical Colleges
PO Box 42495
1300 Quince Street SE
Olympia, WA 98504-2495

Dear State Board Members:

We are writing this letter in support of Centralia College's proposed Bachelor of Applied Science in Behavioral Healthcare (BAS-BH) degree being considered at your February 3-4, 2021, State Board meeting. Cascade currently has four sites scattered throughout Lewis County. As a major employer in Lewis County our biggest struggle has been finding qualified staff for our continual open clinical positions. This program would be a major boost not only for Cascade but for many other behavioral health employers throughout Washington State. Therefore, Cascade Community Healthcare wholeheartedly endorses Centralia College's efforts to implement such a program.

As the COVID-19 crisis continues to ravage our nation and our state this program will fill an important niche in healthcare. The sociological and psychological toll of this pandemic is being felt nationwide. Centralia College stepping up in this manner to help combat the behavioral fallout of this pandemic is not only timely, but commendable. I am therefore thrilled to endorse this program and look forward to working with Centralia College to enhance and support the students that choose to enter this vital healthcare field.

Sincerely,

Dr. Richard Stride, Psy.D., LMHC
CEO Cascade Community Healthcare

CC:
Dr. Carli Schiffner, Deputy Executive Director, SBCTC
Jamilyn Penn, Director of Transfer Education, SBCTC

TAB 2

REGULAR ITEM

February 3, 2021

TAB 2

System Initiatives to Increase Student Food and Housing Security

Brief Description

In response to increasing student food and housing insecurity across the state, the SBCTC has been engaged with the Department of Social and Health Services (DSHS), the Washington Student Achievement Council (WSAC), and other partners to increase access to food and other basic need resources for our students.

How does this item link to the State Board's 2020-21 Priorities?

Students experiencing food and housing insecurity are disproportionately low-income and from under-represented and underserved groups. Students whose basic needs for food and shelter are not being met, are less likely to persist and less likely to attain their educational objectives at our colleges. Understanding the barriers to success posed by student food and housing insecurity is strongly connected to Board priorities of equity, enrollment, and completion of credentials. System and college level efforts to address these barriers can be more effectively designed and implemented based on a deeper understanding of the nature and scope of our students' basic needs insecurities.

The HOPE Center for College Community and Justice posits five reasons for addressing #RealCollege issues:

1. Boost academic performance, promoting retention and completion and improving outcomes.
2. Reduce barriers that returning adults face.
3. Make the work of faculty and staff easier as students focus more on learning.
4. Create bridges between colleges and their communities, bringing new relationships and resources.
5. Generate new philanthropic giving and create opportunities to engage alumni.

Background information and analysis

Background materials provided for TAB 2 includes the HOPE Center #RealCollege Washington State report. The HOPE Center for College Community and Justice at Temple University has been conducting the survey for the past five years and the survey is considered the nation's most comprehensive assessment of college student basic needs security. A handful of Washington's community and technical colleges have participated in the survey in past years, but participation jumped to 28 out of 34 in 2019 due to a coordinated effort (and funding support) from the SBCTC.

TAB 2

Student Emergency Assistance Grant (SEAG) Program

The Washington State Legislature established the Student Emergency Assistance Grant (SEAG) Program in the passage of 2SHB 1893 during the 2019 legislative session. The Student Emergency Assistance Grant Program administered by the SBCTC, funded 16 community and technical colleges to provide monetary assistance to students experiencing unforeseen emergencies or situations that affect the student's ability to attend classes. The colleges received an average annual budget of $43,000 during the two-year funding cycle ending in June 2021. During the first seven months of implementation, Student Emergency Assistance Grant Program colleges processed more than 2,503 requests from students, which resulted in a total of $612,774 funded by the Student Emergency Assistance Grant and $992,792 funded by other sources including Coronavirus Response and Relief Supplemental Appropriations (CARES) Act1, institutional and community resources. The SBCTC facilitates a learning community with participating colleges to support data collection and system change efforts that inform an annual report to the legislature.

Supporting Students Experiencing Homelessness (SSEH) Pilot

During the 2019 legislative session, the Washington State Legislature passed 2SSB 5800 creating pilot programs to support retention of students experiencing homelessness and students who were in the foster care system when they graduated high school. As required by legislation, the SBCTC administered a competitive process to select four college districts to participate, two on each side of the Cascade Mountain range. Edmonds Community College, South Puget Sound Community College, Walla Walla Community College and Yakima Valley College were selected. Additionally, the Washington Student Achievement Council (WSAC) selected two public baccalaureate institutions, Eastern and Western Washington Universities, to participate in corresponding pilots. All six pilot institutions are implementing a variety of accommodations and supports, participating in a learning community and developing data collection metrics in order to collaborate on legislative reporting requirements. Within the first five months of implementation, SSEH Pilot institutions served 109 students that were experiencing or at imminent risk of homelessness, and 83 percent of students served also reported low or marginal food security. Despite these barriers, all SSEH students completed the term and persisted to the next. Additional information about the types of accommodations and supports being employed by the SSEH Pilot institutions.

Able-Bodied Adults Without Dependents (ABAWD) Navigation

Able-Bodied Adults Without Dependents are a category of Supplemental Nutrition Assistance Program (SNAP) recipients that must meet specific work requirements to maintain eligibility for food assistance. Participants residing in all counties in Washington State, except King County, have been receiving a federal waiver from these participation requirements. A recent federal rule change eliminates these county waivers in 26 counties beginning April 1, 2020. In response, the SBCTC has contracted with the Department of Social and Health Services to place Navigators at each of our colleges to create a single point of contact for immediate support and engagement in activities that would allow participants to maintain their Basic Food eligibility. The Navigators will also help colleges

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[1] Governor Inslee awarded the community and technical colleges $44 million in one-time funding from the Governor's discretionary pool of CARES Act appropriations.

TAB 2

expand their support of all students experiencing food insecurity, enhance their collaborations with community partners and increase resources to support students across the college. Each college is granted $75,000 for FFY20 to fund this position.

Work Study Exemption to SNAP Work Requirements

The Washington Administrative Code[2] has been modified to include the anticipation of state or federal work-study as an exemption to the SNAP work requirements for Basic Food benefit eligibility[3]. Currently, unless enrolled in the Basic Food Employment and Training (BFET) program, postsecondary students must work a minimum of 20 hours per week or meet other exemptions to receive basic food assistance. This change expands access to SNAP for students enrolled in programming not currently approved within the BFET program. The SBCTC is collaborating with the Washington Student Achievement Council to develop guidance about this change for financial aid directors. Our hope is messaging to students potentially eligible for SNAP will also be connected to college staff that can help them navigate the application process and connect them to additional resources.

Financial Aid Status Exemption

Through the passing of the Coronavirus Relief, H.R. 133, the U.S. Department of Agriculture's Food and Nutrition Services has temporarily approved additional exemptions to expand access to SNAP for students that may not meet eligibility through other means. A student enrolled at least half time and has an expected family contribution of zero can be eligible for SNAP benefits.

SNAP Eligibility Language Added to Financial Aid Award Letters

In response to direction provided in 2SHB 1893, the SBCTC developed the following language in consultation with the Department of Social and Health Services to be included in financial aid award letters. The intention is to notify students receiving need-based aid of this Basic Food resource and increase the uptake of SNAP amongst our eligible students.

> *You may be eligible for the Supplemental Nutrition Assistance Program (SNAP) and can apply for benefits through the Washington Connection online portal (www.washingtonconnection.org) or in-person at a local Department of Social and Health Services office. You can also receive assistance in applying and be connected to additional resources by contacting the Basic Food Employment & Training (BFET) staff at your college [colleges can insert direct contact information here].*

College Campus Electronic Benefit Transfer Waiver and Demonstration Project Requests

The SBCTC has engaged in two attempts to allow Electronic Benefit Transfer card use on college campuses without meeting the existing retailer requirements. In July 2019, Washington State

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[2] WAC 388-482-005 (3)(c)
[3] These actions were taken as a result of 2SHB 1893.

TAB 2

submitted a waiver request to the U.S. Department of Agriculture's Food and Nutrition Services agency to allow EBT card use on all campuses, which has been denied. This first attempt was directed by 2SHB 1893. In December 2019, a College EBT Demonstration waiver request was also submitted. This would allow the piloting of EBT card use and a restaurant meals program on a few college campuses in order to report outcomes for consideration of expansion to all college campuses. At this time, we are awaiting a response from the U.S. Department of Agriculture concerning this request.

College EBT Retailer Application Technical Assistance

Regardless of the waiver request outcomes, the SBCTC has partnered with the Washington Student Achievement Council (WSAC), and has secured a commitment of support from the Department of Social and Health Services (DSHS), to offer any interested colleges technical assistance in completing the EBT retailer applications within existing regulations. The SBCTC and WSAC partnered with DSHS to provide an overview of the requirements, application process and available resources to support their consideration of this opportunity to expand food access to students. During this webinar, DSHS presented the current ability for students receiving Temporary Assistance for Needed Families cash benefits to use their EBT card at campus retailers to purchase food items. This was noted as not a long-term solution but an option to meet immediate need. Following this webinar, additional technical assistance is being offered as needed toward application submission by colleges.

SNAP Employment and Training Expansion

In January 2020, the SBCTC submitted a Basic Food Employment and Training (BFET) expansion proposal to the Department of Social and Health Services, which was directed to consult with us[4] to identify educational programs at our colleges that would meet the federal requirements for approval as employment and training programs under SNAP. At the time of proposal, Basic Education for Adult and Perkins approved vocational training. Up to two-year degrees were the only approved training options. The proposal included expansion to non-vocational two-year degrees, apprenticeship and pre-apprenticeship, entrepreneurial preparation, customized and contract training, and work-based learning with wages or stipends. The proposal was approved and implemented October 1, 2020.

SNAP Flyer for Postsecondary Students

The SBCTC is partnering with the Washington Student Achievement Council (WSAC) to develop a Supplemental Nutrition Assistance Program (SNAP) awareness flyer for postsecondary students our colleges will be able to tailor with local information. The intention is to increase student awareness and uptake of SNAP benefits and promote the resource in a way that reduces stigma around asking

for help and connects students in need with college staff that can also connect them to additional resources.

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[4] 2SHB 1893, Sect. 4

TAB 2

Enhancing Supports for Low-Income Apprentices

In 2018, the National Skills Coalition selected five state teams - Connecticut, Illinois, Indiana, Oklahoma, and Washington to participate in a Work-Based Learning Policy Academy tasked with advancing state policies to expand access for low-income populations. The Washington team lead by the SBCTC, DSHS, and the Construction Center of Excellence, focused on enhancing state policies and resources to provide support services, like childcare, food, and housing assistance, and career navigation, to help people succeed in apprenticeship pathways. The investigation is in its final stages and several recommendations are already emerging for our state to address access to food, housing and other state-level public resources to increase access and retention in the first year of an apprenticeship. The project also demonstrated the viability of apprenticeship pathways for low-income populations and highlighted opportunity for expanded recruitment and retention efforts. The report is slated for release summer 2021.

Human Centered Poverty Reduction System Design Team

In response to the Governor's Poverty Reduction Plan, released in February 2020, the Department of Commerce, Employment Security Department, Department of Social and Health Services and the Department of Health have launched a team to begin working on the continuum of care called out in the plan as a foundational element of eliminating barriers to accessing public assistance and increasing efforts to support people. This work is intended to transform workforce development, TANF, SNAP, education, health, criminal justice and other systems across our state. The SBCTC will be joining in this effort and centering integrated student support efforts within the larger Guided Pathways initiative. Community and technical colleges and their students will be positively impacted by this work.

Potential questions

- What is the connection between student basic needs insecurity and student success?
- Now that a program overview has been provided, what gaps still exist in meeting student basic needs at our colleges?

Recommendation/preferred result

Board members will have a greater awareness of programs and services offered to meet student basic needs, and will have an opportunity to advise staff on gaps that persist.

Policy Manual Change Yes ☐ No ☒

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TAB 2
Attachment A

STUDENT BASIC NEEDS INSECURITY

Presentation to the State Board for Community and Technical Colleges

Joe Holliday and Jennifer Dellinger, SBCTC Staff

February 3, 2021

STUDENT BASIC NEEDS INSECURITY AT OUR COLLEGES

28 colleges participated in the #RealCollege Survey of Student Basic Needs in 2019

- 13,550 students participated, a 9.4% response rate

- 6 of 10 respondents experienced food insecurity, housing insecurity, or homelessness during the previous year
    - Food Insecurity: 41%
    - Housing Insecurity: 51%
    - Homelessness: 19%

- Our students exceeded the national average in all 3 categories

Source: Washington State Community and Technical Colleges #RealCollege Survey, HOPE Center, 2/2020

DISPARITIES IN BASIC NEEDS INSECURITY

- Racial and ethnic disparities are evident: Hispanic, Latinx and Indigenous students have higher rates of food and housing insecurity

- Non-binary and transgender students have the highest overall rates of basic needs insecurity

- Students with basic needs insecurity are more likely to self-report C or lower grades

- Parenting students and former foster youth also have disproportionate rates of basic needs insecurity

Source: Washington State Community and Technical Colleges #RealCollege Survey, HOPE Center, 2/2020

CURRENT COLLEGE EFFORTS

- System-wide, colleges are focused on integrating student support service delivery

- 33 of our colleges operate food pantries, the 34th college partners with their local pantry to provide offsite access

- Colleges increasingly engage with community partners such as social service agencies and housing authorities

- A majority were providing emergency assistance in the form of grants, loans, and housing/transportation assistance; during the pandemic, both CARES Act funds and college emergency assistance is occurring system-wide

- College Foundations provide support and Associated Students play an active role in emergency aid efforts

POSITIVE NOTES

- Rates of public benefits utilization by our students are higher than national community college averages

- Our system has more extensive student basic needs supports than other states

LEGISLATIVE EFFORTS TO ADDRESS BASIC NEEDS INSECURITY

- HB 2158 (2019) made the Washington College Grant an entitlement for students with financial need
- 2SSB 5800 (2019) created a pilot program for 4 colleges to offer services to homeless students and former foster youth (SSEH)
- 2SHB 1893 (2019) created a pilot program for 16 colleges to offer emergency assistance grants (SEAG)
- 2SSB 6561 (2020) created the undocumented student loan program
- HB1166 (2021) expands the services to homeless students and former foster youth pilot

IMPACT OF HB1893 - SEAG PROGRAM AND SB5800 - SSEH PILOTS

South Puget Sound Community College

- Jennifer Manley, Dean of Student Engagement and Retention

Walla Walla Community College

- Debra Erickson, Assistant Dean of Student Services

SYSTEM INITIATIVES

- Increasing Basic Food and Supplemental Nutrition utilization for students
  - ABAWD Navigation
  - Work Study Exemption
  - Financial Aid EFC Exemption
  - BFET Program Expansion
  - Eligibility language added to financial aid letters
  - State-wide SNAP awareness flyer targeted to students
  - Access to SNAP Guidance
  - Washington Connection assistance by ABAWD Navigators

- Increasing food access on campuses
  - College Campus EBT Waiver
  - Demonstration Project Request
  - EBT Retailer Application Technical Assistance
  - Use of EBT Cash Benefits

- Investigating additional systems of support for students
  - Enhancing Supports for Low-income Apprentices
  - Human-Centered Poverty Reduction System Design Team

BFET EXPANSION

- Two-Year Non-Vocational Degree Programs

- Pre-Apprenticeship and Apprenticeship

- Entrepreneurship Preparation

- Customized and Contact Training

- Work-Based Learning/Internship

BFET & APPRENTICESHIP COLLABORATION

- Apprenticeship Pathway Messaging
- Apprenticeship Access to Student Services/Supports
- Apprenticeship Resource Guide

ABAWD NAVIGATION

- Innovative program design allows Navigators to assist all students and community members not just ABAWDs
  - Focused outreach efforts
  - Connections to community resources

STUDENT QUOTES

"I didn't have to sleep in my car. I was so happy to get the funds. I would have been homeless with my two young children."

"I work full time in order to pay all of my bills and support my son on my own. So, it is hard to juggle working full time and classes."

"I was worried about being judged. I know I will not be … thank you … for encouraging people to reach out that actually need the help."

WHERE DO WE GO FROM HERE?

"…the level of academic effort—in and outside the classroom—is the same regardless of whether or not students are dealing with food and housing insecurity. It is therefore critically important to match [student] commitments with supports to ensure degree completion."

Sara Goldrick-Rab

HOPE Center for College, Community and Justice

Still Hungry and Homeless in College (April, 2018)

QUESTIONS?

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STUDY SESSION

February 3, 2021

Tab 3

Strategic Plan Strategy 3: Implement the college system's strategic enrollment plan

Brief Description

This presentation provides an overview of enrollment data and strategies to improve enrollment trends while closing equity gaps at the 34 community and technical colleges of Washington State. A review of the enrollment data, disaggregated by student demographics and academic programs will provide context for the presentation. Four years ago the Strategic Enrollment Management work group was convened by the SBCTC to look at innovative ways to reverse the declining enrollment trends faced by the majority of the colleges in the system. Outcomes from the work group have resulted in the following representative strategies: Direct Admissions Initiative, College Outreach Coordination, Dual Credit expansion, College Affordability Awareness Campaign, Bridge to College, and expansion of applied baccalaureate degree programs. These strategies, albeit many still early in implementation, are evidence based strategies designed to increase student enrollment and engagement.

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

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. The three goals are supported by five strategies (and associated actions) to help the system achieve those goals. The third strategy focuses on enrollment: *enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.*

Background information and analysis

The COVID 19 pandemic has caused significant disruption to enrollment in higher education. The overall shut down of the nation in March of 2020 forced colleges and universities to shift their content delivery primarily online, a context which continued for the remainder of the 2019-20 academic year. As the pandemic stretched on through the summer, many institutions remained mainly closed to in-person instruction and began the 2020-21 academic year in remote operations. Once the fall quarter/semester of 2020 got underway, national attention shifted to college opening plans and enrollment as the leading indicator of how much of an impact the current state of the pandemic was having on students, families, and higher education operations.

The research overall found differences in the enrollment impact for students of color, urban and rural areas, between the sectors (community colleges and baccalaureate institutions), and level of

TAB 3

income. For the traditional community college student, the family, financial, and health challenges created by the pandemic are tipping the scales of concern above and beyond enrollment in higher education. Further, community college students, who are more likely to be first generation, low-income, and students of color, have historically struggled navigating higher education, even in the best of times. Shifting educational delivery to a primarily online environment created a new barrier for some students without adequate internet or computer access and for those who have young children at home to care for and assist with their own remote education. Most student support services also had to shift online, which makes navigation for those unfamiliar with higher education even more difficult. These factors appear to be having an impact on our community and technical college student's ability to enroll and/or persist in their education.

Fall 2020 enrollment by focus populations

The enrollment patterns in the community and technical colleges from fall 2020 reflect what has been observed nationally, where community colleges are suffering enrollment losses. Total headcount across the system was down 19 percent in fall 2020 compared with the prior fall. Full-time equivalent (FTE) enrollment was down 14 percent. As further discussed below, the declines did not occur evenly across the mission areas and populations colleges serve.

Age

Students' age is perhaps the most revealing indicator of shifting enrollment caused by the pandemic. Student headcount among those 19 and younger declined by 6 percent, less than the overall average percent change, which was -19 percent. Age groups comprising students ages 20-39 experienced enrollment declines around 20 percent, while student enrollment among those 40 and older dropped 40 percent.

Full and part time status

Younger students are much more likely to enroll full-time, with nearly 70 percent of students ages 19 and younger enrolling in a full-time credit load. The ratio of full-time to part-time students shifts as students get older. Given the tendency for older students to enroll part time, the 25 percent decline is unsurprising. Full-time student enrollment, by contrast, declined 13 percent compared with last fall.

New or continuing students

Uncertainty about the near future is a likely factor in the 32 percent decline among new students. Former students enrolling in community and technical colleges saw a drop of 26 percent, while continuing student enrollment and transfers-in experienced less dramatic declines of 14 percent and 11 percent, respectively.

Race/ethnicity

American Indian/Alaska Native, Asian, and Hispanic student headcount declined by more than the average headcount decline across the system. White student headcount and Black/African American headcount declined less than the overall percent change for all students across the system, at 15 percent.

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Student type/mission area

The more severe declines among basic skills and professional-technical students in spring 2020 carried forward to fall, with basic skills full-time equivalent (FTE) enrollment down 29 percent year-over-year (FTE enrollment in basic skills courses was down 36 percent) and professional-technical student FTE down 17 percent year over year. Academic transfer FTE enrollment, by contrast, declined 8 percent. Among basic skills students, Adult Basic Education enrollment declined 26 percent compared with a 36 percent drop. English Language Acquisition (ELA) course enrollment declined 36 percent as compared to a 26 percent decline in Adult Basic Education. High school equivalency course enrollment and GED suffered less decline at six and nine percent, respectively. Among professional-technical programs, the largest decline was in the Construction Trades with a 51 percent decline fall to fall. Two programs showed an increase. Agricultural Business and Production increased 3 percent (836 to 859 headcount) and Law and Legal Studies increased 7 percent (649 to 697 headcount).

Running Start and Bachelor of Applied Sciences

Running Start and Bachelor of Applied Science are two programs that have shown resilience in enrollment throughout spring and fall 2020. Full-time equivalent enrollment in Running Start has increased steadily over the last several years, often seeing 3 percent to 7 percent year-over-year FTE increases. In the face of a 14 percent decline among all FTE across the system, Running Start experienced a 4 percent increase, with 25,864 FTE in fall 2020-21 compared with 24,951 the prior fall. Students matriculating in Bachelor of Applied Science programs increased 14 percent, with 4,388 FTE in fall 2020-21 compared with 3,838 the prior fall. As racial equity is a priority in the community and technical college system, it is imperative to evaluate differential enrollment patterns between programs to assess if the growth is not distributed among demographic groups. This is even more important given the previously identified concerns regarding low-income and students of color being more adversely affected by the pandemic than students from non-historically underserved backgrounds.

In Running Start the only group that declined was American Indian/Alaska Native, from 754 in fall 2019 to 695 in fall 2020. All other groups increased with white students showing the largest increase from 18,974 in fall 2019-20 to 20,117 in fall 2020-21. Bachelor of Applied Science student headcount increased in all race and ethnicity categories with the largest percentage increase being Hispanic/Latino at 36 percent (577 in fall 2019-20 to 785 in fall 2020-21). Given the overall declines and concerns about historically underserved students, this is a positive and encouraging pattern to see.

The remainder of this report highlights enrollment management strategies underway in the college system. The final Fall 2020 enrollment number clearly indicates there is still a lot of work ahead to address these trends, especially with professional technical and Basic Education for Adults programs. **Attachment A: Fall 2020 Enrollment Research Report**

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Strategies:

The SBCTC is engaged in several strategies to work at increasing enrollments system-wide. The following are highlights of this work:

Strategy #1: Strategic Enrollment Management

WACTC convened the Strategic Enrollment Management Task Force in the fall of 2017 to examine ways to increase enrollment at Washington State's 34 community and technical colleges. The task force's overarching goal was to develop a plan with clear community and technical college system-wide objectives and strategies aimed at: increasing enrollment overall inclusive of all focus areas, and eliminating the gap among all student groups, including under-represented students in regards to retention and completion.

After two years of work, the taskforce produced a set of recommendations based in the following areas: aligning with K-12, engaging adult students, onboarding new students, and retaining current students.

WACTC's Educational Services Committee adopted the task force's recommendation in 2019 and is working through the recommendations during each meeting.

An outgrowth from the Strategic Enrollment Management Task Force is the Promising Practices Exchange that highlights some of the work listed from the strategies noted below.

Strategy #2: Direct Admissions Initiative

In April and May 2020, a small group of college leaders from throughout the college system gathered to pursue the concept of a direct admissions model for our state. There was interest in this work before (as noted in the Strategic Enrollment Management Recommendations), but the onset of COVID 19 encouraged a sense of urgency with the work. The work group was charged with creating and implementing a statewide direct admissions program that would automatically accept all graduating high school seniors into their local community college commencing Fall 2020.

Direct admission programs exist in a limited capacity in the college system—three community or technical colleges have programs that directly accept graduating high school seniors in their district each spring. In light of K-12 closure for the remainder of the year due to COVID 19 and the general uncertainty about the length and impact of COVID 19, the timing seems appropriate to help raise awareness about the opportunities available at the community colleges in our state. Local community colleges would send acceptance letters to the graduating seniors in their district; in those letters would be next steps for how to enroll, and financial aid information including the Washington College Grant.

By the end of May, the work group created a template acceptance letter that could be modified and used by any college in the college system; created a "tool kit"/guide for how a high school and community college could partner in this work; invited the Washington Student Achievement Council (WSAC) to insert information about financial aid, including Washington College Grant, into the acceptance letter template; and developed a communication strategy for high schools and educational service districts. **Attachment B: Direct Admissions Initiative Communications Plan**

TAB 3

To raise awareness about the direct admission possibilities, a joint letter from Superintendent of Public Instruction, Chris Reykdal, and State Board Executive Director, Jan Yoshiwara, was issued to all graduating seniors in Washington State. This letter was sent out to seniors via email, in their graduation materials, and handed out at cap/gown pick up. Social media released the letter on platforms like Facebook, Twitter, and educational websites.

Strategy #4: Outreach / Post Direct Admission Initiative Work

In the wake of COVID 19, leaders across the state recognized the significant impacts on the Class of 2020's transition to college. In alignment with the Strategic Enrollment Management Plan recommendations, two emergent strategies were prioritized for action: the Direct Admissions Initiative (noted in Strategy #3) and systemwide convening of outreach personnel from the colleges.

From the Direct Admissions Initiative work, a suggestion was made to connect outreach staff and college leadership. Co-facilitated by the SBCTC Student Success Center and Student Services departments, a loose structure for convening outreach conversations emerged and has turned into a professional learning community. Conversations have focused on:

a. Promising practices and emerging strategies for effectively engaging students, parents, and communities in remote environment

b. Community Based Organization partnership connections during COVID 19

c. Effectively using technology tools to connect with prospective and new students

d. Building relationships with communities of color to build trust and demonstrate/ shared value of higher education

These strategies are focused on smoothing the access and enrollment barriers for all populations and accelerating the cycle of outreach and access services learning and improvement across the system. This group continues to meet.

Strategy #5: Dual Credit

To offset the widening equity gap that the COVID 19 pandemic has created, SBCTC staff have been reaching out to community and technical colleges, community partners, and high school administrators to discuss the current gaps in Running Start enrollment for students of color and low-income students. The goal of this work is to develop a statewide approach to improve equitable participation in the Running Start program and to implement innovative outreach strategies to better engage our historically underrepresented communities. Surveys were sent to key stakeholders with the request for participants to identify key barriers, as well as, ideas on targeted and effective messaging strategies to both students and families. In addition to surveys, focus groups were held to better understand the barriers that are preventing equitable access into the Running Start Program.

The SBCTC Dual Credit Think Tank, comprised of college and SBCTC staff, reviewed the survey outcomes and the feedback from the focus groups. Based on their review, the think tank made the following recommendations:

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- Partner with the Office of Superintendent of Public Instruction to restructure the Running Start Enrollment Verification form to be more accessible in an easy to use online format for students, families, counselors, and Running Start staff.

- Develop a statewide plan to better engage our community partners to help with Running Start information sharing that will also include marketing materials to ensure accurate and consistent information.

- Partner with the Office of Superintendent for Public Instruction to improve low income students accessing lunches and other support services as it relates to their free and reduced-price lunch status.

- Develop a statewide communication plan to better reach students and families that will also include 7th, 8th, 9th grade students.

- Address the funding model to neutralize the tension between school districts and colleges.

- Create a template/best practices document to encourage alignment with high school and college scheduling to be student centered and providing all options for students.

Implementing these recommendations is underway and outlined in the Running Start Communications Plan spearheaded by the SBCTC Public Information Office.

Members of the state board staff are involved in the Dual Credit Taskforce being led by the Washington Student Achievement Council. This taskforce is comprised of representatives from the higher education sectors, K-12, business/industry leaders, and community based organizations. The overarching goals of the taskforce are to identify barriers preventing students from participating in dual credit, and to make recommendations for statewide policies by 2023. Much of the local work being done in the college system (noted above) supports the direction of this taskforce. One area still in need of further attention is the creation of a robust career/technical education dual credit program. A pilot is underway in the Seattle District through a Perkins leadership grant that is focused on creating such a program for the state.

Strategy #6: Bridge to College

The Bridge to College project continues to represent a successful and large-scale system-level partnership between the State Board for Community and Technical Colleges and the Office of the Superintendent of Public Instruction. The Bridge to College courses in math and English build the skills and confidence needed to succeed in entry-level college courses for high school students interested in but uncertain about attending college. The system-wide automatic placement agreement for successful Bridge to College students is an incentive for them to enroll in college immediately after high school.

The current year (2020-21) is the sixth full year of implementation for the Bridge to College courses in math and English, with 419 teachers in 202 high schools (121 school districts) across the state offering one or both of the courses. Based on OSPI data (through 2019-20), over 36,000 students have enrolled in Bridge to College courses since the inception of the program. Of those students, 57 percent are low-income and 54 percent students of color, with Black and Latinx students over-represented compared to the overall student population of the state.

TAB 3

An external evaluation of the courses ([Baker Education Research and Consulting Group, 2018](#)) reported that successful Bridge to College students were more likely to enroll in college-level courses than their peers and succeed in those courses at rates similar to their counterparts who earned college placement through traditional testing.

Strategy #7: Applied Baccalaureate Degree Expansion and Enrollment Trends

As referenced in the background section of this agenda item, enrollments in Bachelor of Applied Science degrees have increased by 13 percent this past year in the midst of the pandemic. Students of color enrollment in applied baccalaureate degree programs increased overall, with the highest increase in Latinx students (up 36 percent over Fall 2019). Applied baccalaureate degree development continues to grow, with over 120 being offered as of January 2021. Applied baccalaureate degree enrollment makes up approximately 3.8 percent of the systems total enrollment, yet it is proving to be a promising pathway for many of our students in associate degree programs. With the exception of Bellevue College, system colleges cannot offer a Bachelor of Science degree. There is active legislation being proposed by Amazon to expand the system's authority to grant Bachelor of Science degrees in Computer Science. This will evolve as the legislative session progresses.

Strategy #8: College Affordability

Awareness about how to pay for college continues to be a barrier for many high school graduates as well as for returning adults. Two new developments in paying for college emerged this past year in Washington, the Washington College Grant and the Ability to Benefit waiver program, yet there is limited understanding and awareness about both programs.

The introduction of the Washington College Grant (formerly the State Need Grant) as an entitlement program is a "game changer" for many students. The Washington College Grant provides grants for students without a high school credential who test at a certain level, earn six college credits successfully, or are co-enrolled in I-BEST and Washington's High School Plus (HS+) program. This income-based program provides 100 percent tuition funding at eligible institutions for eligible students with incomes up to 55 percent of the state's median family income. The Washington College Grant awards are prorated for eligible students whose family income is between 56 to 100 percent of the state's median family income. The challenge is getting the information about this opportunity disseminated statewide to students, families, high school counselors, and college personnel.

Similar to the Washington College Grant, the Ability to Benefit waiver was approved in August 2020. Ability to Benefit under federal student aid includes Pell Grants for students co-enrolled in Title-IV eligible career pathway programs with an option to earn a high school credential. Students can demonstrate eligibility when they test at a certain level, earn six college credits successfully, or co-enroll in I-BEST and HS+. Ability to Benefit allows eligible students to pay not only for tuition, fees, and books, but other living expenses as well. This makes it more likely for students to attend full-time and complete college faster. The maximum Federal Pell Grant award is $6,345 for the 2020-2021 award year and depends on a number of factors including expected family contribution, cost of attendance, and full-time or part-time enrollment.

TAB 3

The key to federal financial aid is unlocked by completion of the Free Application for Financial Student Aid (FAFSA). Washington State has one of the lowest FAFSA completion rates in the country. The FAFSA requires household income based on tax returns to determine financial aid eligibility. Many students are challenged to complete this document because it requires extensive paperwork and documentation of employment and finances. Some students are not eligible for federal financial aid because they and their families are undocumented. To encourage the awareness about FAFSA completions, the SBCTC, in collaboration with Washington Student Achievement Council and higher education partners (both public and private) in the state, convened a FAFSA and Washington Application for State Financial Aid (WASFA) training program in January 2020. The work was interrupted by the pandemic but has recently restarted.

A college affordability campaign is being developed and will include the FAFSA/ WASFA trainings, social media campaign about the Washington College Grant and Ability to Benefit, and further engagement with community based organizations.

Potential questions

- What are the strategies colleges have engaged in that are showing promise in moving that dial?

- What are system-wide barriers that are preventing students from enrolling in our system? And, how can those be addressed through policy, legislation, etc?

Recommendation/preferred result

Engage in dialogue about current and potential strategies to get at addressing enrollment trends due to impact of COVID 19.

Policy Manual Change Yes ☐ No ☒

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FALL 2020 ENROLLMENT: CHALLENGES AND OPPORTUNITIES

Introduction

The COVID-19 pandemic has caused significant disruption to enrollment in higher education. The overall shut down of the nation in March of 2020 forced colleges and universities to shift their content delivery primarily online, a context which continued for the remainder of the 2019-20 academic year. As the pandemic stretched on through the summer, many institutions remained mainly closed to in-person instruction and planned to begin the 2020-21 academic year in remote operations.[i] The impact of these decisions on fall semester/quarter of 2020 enrollment was uncertain until preliminary census enrollment counts were gathered in late September/early October. The remainder of this report summarizes observations about enrollment patterns in the 2020-21 academic year both nationally and in Washington state, provides in depth analysis into the key components of enrollment challenges in fall quarter 2020 for the community and technical college (CTC) sector, and details possible opportunities for removing barriers to enroll more students and support those already in the midst of their studies.

Even before the COVID-19 pandemic, enrollment in community colleges has been on the decline ever since the peak observed following the Great Recession. Nationally, community college enrollment has declined steadily about 2 percent each year since 2010.[ii] The pattern of decline over the past decade is also reflected in Washington state (19 percent in total FTE), to the point where an enrollment task force was established in 2017 to come up with strategies to address the challenge. Researchers suggest the primary causes of the pre-pandemic enrollment challenge for community colleges include both strong economic conditions (low unemployment) and a robust state policy for dual credit. The Washington CTC system saw fewer students each year attending for technical programs as the economy recovered following the Great Recession. On the opposite side, the Running Start program (made up primarily of academic transfer courses) increased substantially (see Figure 1). Not only were more high school students taking college courses, but they were also taking a higher course load. This enrollment pattern means more students completing a considerable number of credits while still in high school and therefore more likely to enroll directly in a baccalaureate institution following graduation.[iii] By the end of the 2019-20 academic year, 21 percent of all academic associate degrees were earned by Running Start students.

Fig 1. Enrollment patterns WA Community and Technical Colleges
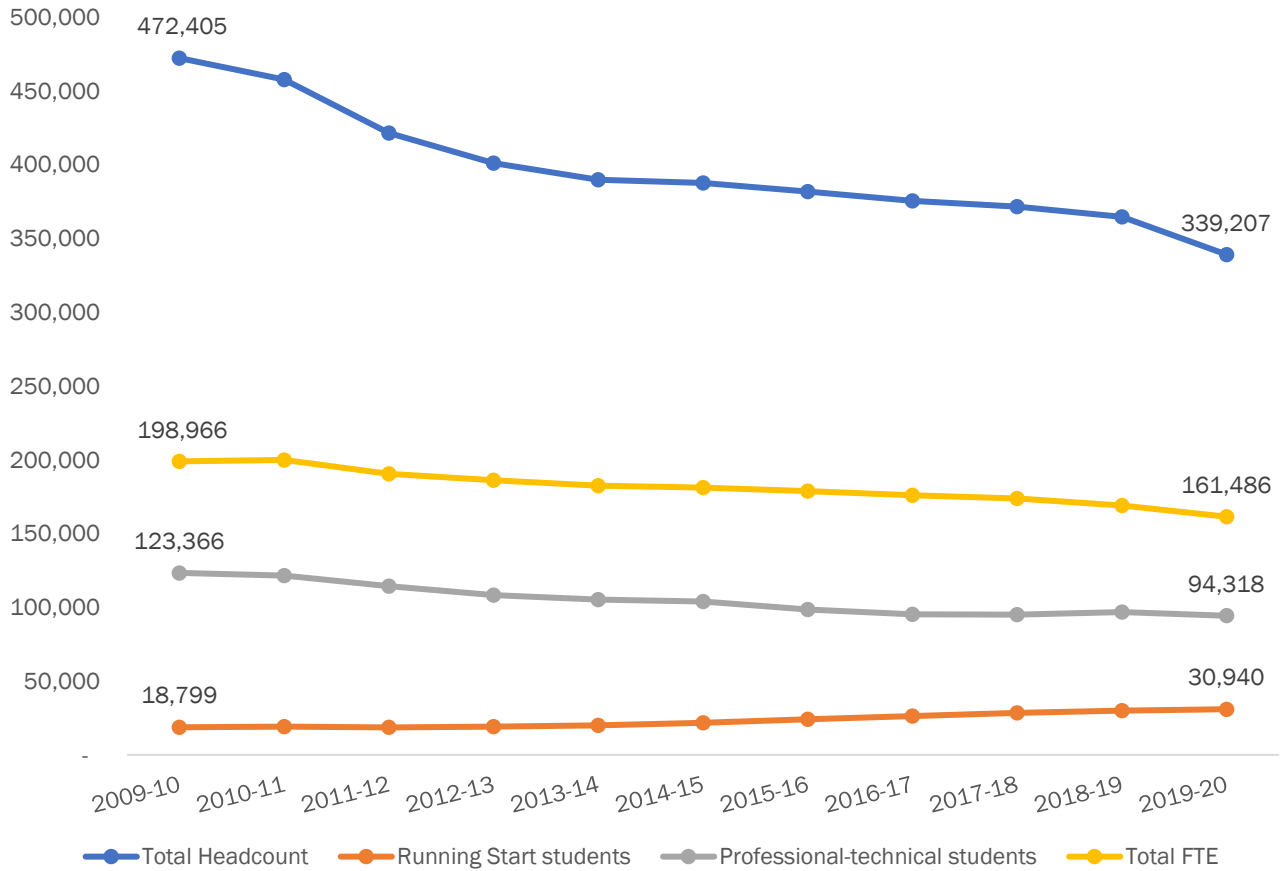
Enrollment challenges caused by COVID-19

As the fall quarter/semester of 2020 got underway, national attention shifted to college opening plans and enrollment as the leading indicator of how much of an impact the current state of the pandemic was having on students, families, and higher education operations. The research overall found differences in the enrollment impact for students of color, urban and rural areas, between the sectors (community colleges and baccalaureate institutions), and level of income.

A Community College Research Center (CCRC) study used data from the Census Bureau to assess enrollment attrition and which students were most likely to have cancelled their higher education plans.[iv] The analysis found 40 percent of households reported students cancelling their plans for community college. Fears from contracting and spreading the virus were part of the reason, as community college students are typically older and worried about not only caring for themselves if they got sick but others in their household. They are also more likely to have children not only to care for but that needed help navigating online school as K-12 has remained in remote operations. Students of color, specifically Black/African American and Hispanic/Latino, were also more likely to cancel plans to attend community college as well as recent high school graduates living in urban and high poverty areas.[v] A National Student Clearinghouse Research Center study found income level to be a significant factor in that there was a 32.6 percent decline in higher education enrollment for recent graduates from high poverty schools compared with 16.4 percent of low-

poverty (measured by Free and Reduced Price Lunch). Similar to the CCRC findings, the largest decline for low-income students was at the community college level.

Student and families' financial situations juxtaposed with COVID-19 has resulted in very different enrollment patterns between the community college and baccalaureate sectors. The usual pattern of community college enrollment growth in tandem with high unemployment has not been the reality with this unique form of a recession, nor has the assumption that students might stay closer to home and attend their local community college instead of attending a university. In the CCRC study, the cancellation rate of student's plans for baccalaureate attendance was half that of community college students at just 20 percent. The result is public community colleges have seen significantly larger enrollment drops (9.5 percent) than public baccalaureate institutions (1.9 percent) on a national scale, the majority being first-time students who did not enroll (nearly 20 percent fewer than in fall 2019).[vi]

Not only has enrollment at the baccalaureate institutions stayed steady, vertical transfer (community college to baccalaureate) is also up and reverse transfer down.[vii] It is not clear specifically why this is the case, although researchers suggest the possible easing of requirements for admissions and stronger marketing at the baccalaureate level as factors. Enrollment into baccalaureate programs is the ultimate goal for the majority of community college students so this could be viewed as an opportunity/path of least resistance for those motivated to complete a bachelor's degree. However, the students who are most likely to take advantage of this are those already well-versed in navigating higher education structures (non-first-generation, higher income, non-students of color) and therefore this pattern has the potential to create even larger disparities in equity in access. The impact of enrollment decline at the community college to the pipeline should be concerning to the baccalaureate institutions as it will inevitably impact their future enrollment levels as well.

For the traditional community college student, the family, financial, and health challenges created by the pandemic are tipping the scales of concern above and beyond enrollment in higher education. Community college students, who are more likely to be first generation, low-income, and students of color, have historically struggled navigating higher education, even in the best of times. Shifting educational delivery to a primarily online environment created a new barrier for some students without adequate internet or computer access. Most student support services also had to shift online, which makes navigation for those unfamiliar with higher education even more difficult. Couple these factors with job loss and the ensuing financial concerns, it appears that the people who will ultimately need education the most in order to recover from the multiple crises caused by the pandemic are right now just trying to survive, and taking on education in a constrained environment creates yet another challenge to overcome.

Washington context

Washington state was considered the original epicenter of the pandemic in the United States, and the community colleges in the Seattle area were the first in the nation to close/shift to remote operations. Washington has taken a highly precautionary approach to reopening educational institutions as compared to other states, with all of the public institutions remaining closed to most in person instruction planned for the 2020-21 academic year[viii]. Further, K-12 has remain closed to full in person instruction with only a limited number of counties open for hybrid learning, and Governor Jay Inslee strongly recommended state agencies to remain in remote operations through June 2021. This scenario means that students and future students will likely continue to have barriers and challenges to enrolling that will play out through the remainder of the

academic year. These are planning assumptions that have been considered when estimating enrollment not only for 2020-21 but in the years ahead and the impact to the future pipeline.

Enrollment forecast assumptions

A joint technical work group for the Caseload Forecast Council (CFC), including representatives from the K-12, CTC's, and four-year sectors has been working collaboratively to share data and discuss enrollment observations and predictions. This group is focused on College Bound (CB) and Washington College Grant (WCG) recipients, however that includes a large percentage of the students and potential students most affected by COVID-19, especially given that the WCG has a wider range of eligibility that the previous State Need Grant. With that in mind, this work provides a robust foundation for considering the impact of COVID-19 on enrollments in 2020-21 and 2021-22.

Across all sectors, the group identified the factors behind lower college and university enrollments in 2020-21. These align with the national scan outlined above, to include uncertainty about type of instruction and campus access, concerns about health risks, concerns about learning online, and ongoing economic uncertainty. However, all sectors assume that the 2021-22 will be 'operationally normal'. This presumes that either a vaccine is available and/or more is known about treatment options, and that the economy will have moved from "COVID-19 paused" to "recession recovery." The group projected total WCG enrollments (all sectors) to decline 6.9 percent for 2020-21 and recovery to growth of 3.6 percent for 2021-22. CTCs are expected to see the largest drop in enrollments in 2020-21, which compares to national data, but they are also expected to show the most dramatic recovery in 2021-22.

For the CTC sector, factors affecting the enrollment drop for 2020-21 include:

- New students age 18 to 21 are likely to participate at five 10 percent lower than 2019-20 enrollment, including adjustments for any 'welcome mat' effect of the new Washington College Grant.
- Some students will take a pause because they do not like or do not have the resources for learning online, they missed or avoided financial aid deadlines due to uncertainty in spring and summer of 2020, or they are apprehensive about returning to campus.
- Enrollments of students over 25 are expect to drop based on uncertainty over online learning and campus safety, financial vulnerability, and family responsibilities.
- Apprenticeship and high-contact programs are expected to continue to show dropped enrollment because of COVID-19 restrictions on class sizes, student numbers, and safety concerns.
- With many high schools returning online in fall, Running Start (Washington state's largest dual credit program) is expected to show a three to five percent increase in enrollments. This could reduce state funded enrollments in 2021-22 and 2022-23 (and perhaps longer, given that most Running Start students complete significant credits of an Associate's Degree before graduating from high school).

Aside from the anticipated enrollment declines, students age 18 to24 that are already enrolled are likely to persist, and some students further along their academic path (including CTC baccalaureate students) will want to complete their program. Students may be less likely to transfer out prior to completing Associate's degrees because of concerns about paying for four-year tuition, four-year campus safety, or avoiding online learning for upper-level classes. This may also be reflected in an increase in Applied Baccalaureate enrollments as some students may prefer the 'known environment' and ease of transition within the CTCs.

The forecast for 2021-22 for the CTC sector is more optimistic. As mentioned above, while CTCs showed the greatest drop in enrollments in 2020-21, they are expected to show the most dramatic recovery. The CTC system benefits from being 'nimble,' in that there are multiple enrollment points that enable students to start or reenroll in programs across the quarters, and initial enrollment can be expeditious. In addition, as on-campus operations resume, CTCs can provide a close-to-home and flexible option for students that are uncertain about or unable to relocate to a four-year campus. While the economic forecast does not anticipate long-term high unemployment as in The Great Recession, some industries most hard hit by the pandemic may struggle to recover, or may return to operations with lower or substantially different employment models. In these cases, by 2021-22 there may be an increase in enrollment from people who determine that they either can't or don't want to return to their jobs, and would prefer to retrain.

The forecast technical group included economic assumptions that help to explain why there is not expected to be an enrollment spike similar to that associated with The Great Recession. The Washington economic forecasts predict a rapid initial recovery, so while short term unemployment is very high, long term high unemployment is not expected,[ix] and consequently high enrollment growth as seen in the Great Recession is unlikely. In addition, employment volatility may not necessarily create a shift to retraining and higher enrollment. Prospective students may be more willing to wait and see if employment recovers instead of enrolling in higher education to retrain, as they did in the Great Recession.

If economic assumptions hold true, and the pandemic eases or vaccines are widely available, apprenticeship and high-contact programs should recover. It is also expected that the reduction in students who transfer out early will continue in 2021-22. There is also the potential of a delayed 'welcome mat' effect from WCG as students feel more confident about returning to campuses or committing to higher education, as well as an increase in CB students who may have taken a year out in 2020-21 due to the turmoil of COVID-19. Furthermore, students will use 2020 income in 2021-22 Financial Aid applications; this may enable more students to be eligible for the higher WCG awards and encourage enrollment. Similarly, 2020 economic disadvantage could increase College Bound eligible populations and drive an enrollment increase in 2025 onward. However, this expected increase is mitigated by the continuation of the lower new enrollments in 2020-21, which creates a reduced population of retained students. In addition, drops in adult basic education enrollments could reduce the pipeline of college-ready students over age 25 in 2021-22.

Fall 2020 enrollment by focus populations in Washington Community and Technical Colleges

The enrollment patterns in the CTCs from fall 2020 reflect what has been observed nationally, where community colleges are suffering enrollment losses. Total headcount across the system was down 19 percent in fall 2020 compared with the prior fall. Full-time equivalent (FTE) enrollment was down 14 percent. As further discussed below, the declines did not occur evenly across the mission areas and populations colleges serve.

Age

Students' age is perhaps the most revealing indicator of shifting enrollment caused by the pandemic. Student headcount among those 19 and younger declined by 6 percent, less than the overall average percent change, which was -19 percent. Age groups comprising students ages 20-39 experienced enrollment declines around 20 percent, while student enrollment among those 40 and older dropped 40 percent.

Fig 2. Fall-to-fall headcount change by age group
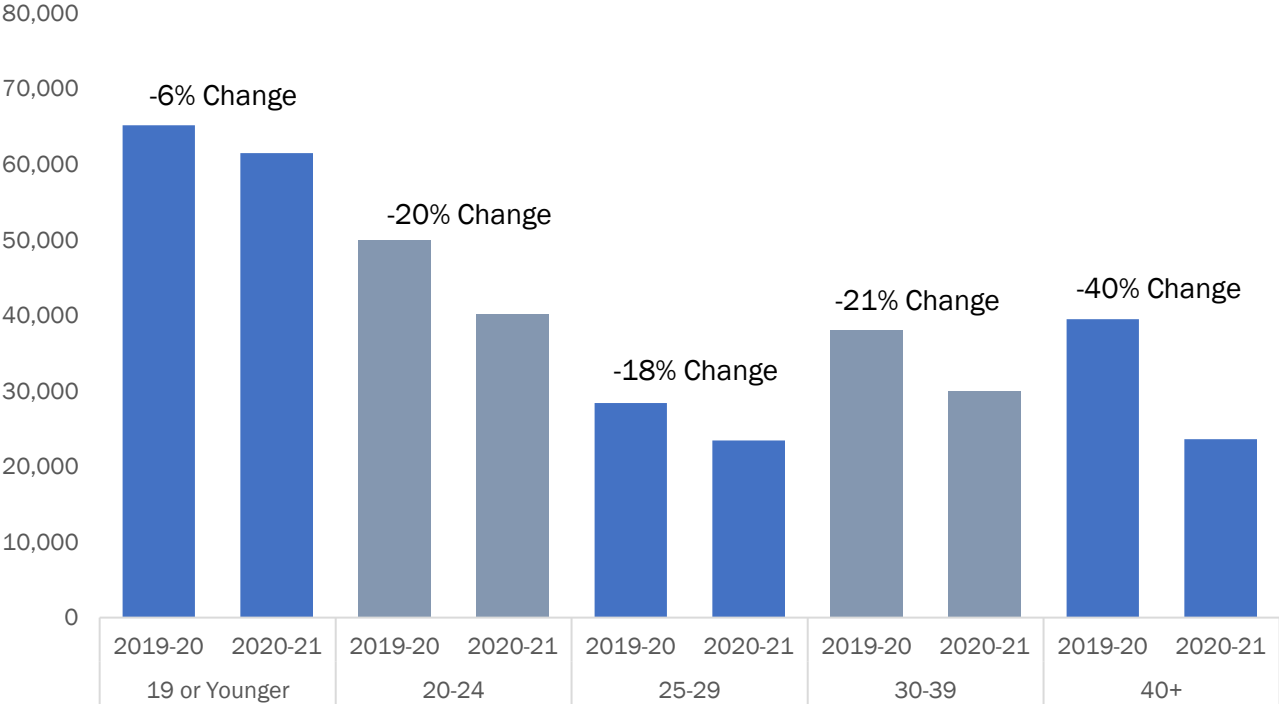
A closer look at the 40+ age group reveals a steadily increasing drop as age groups increase, although the total number of students also declines significantly in the older age groups. The 40 to 44 age group witnessed a percent change in-line with age groups between 20 and 39.

Fig 3. Fall-to-fall headcount change by age group (40 and older)
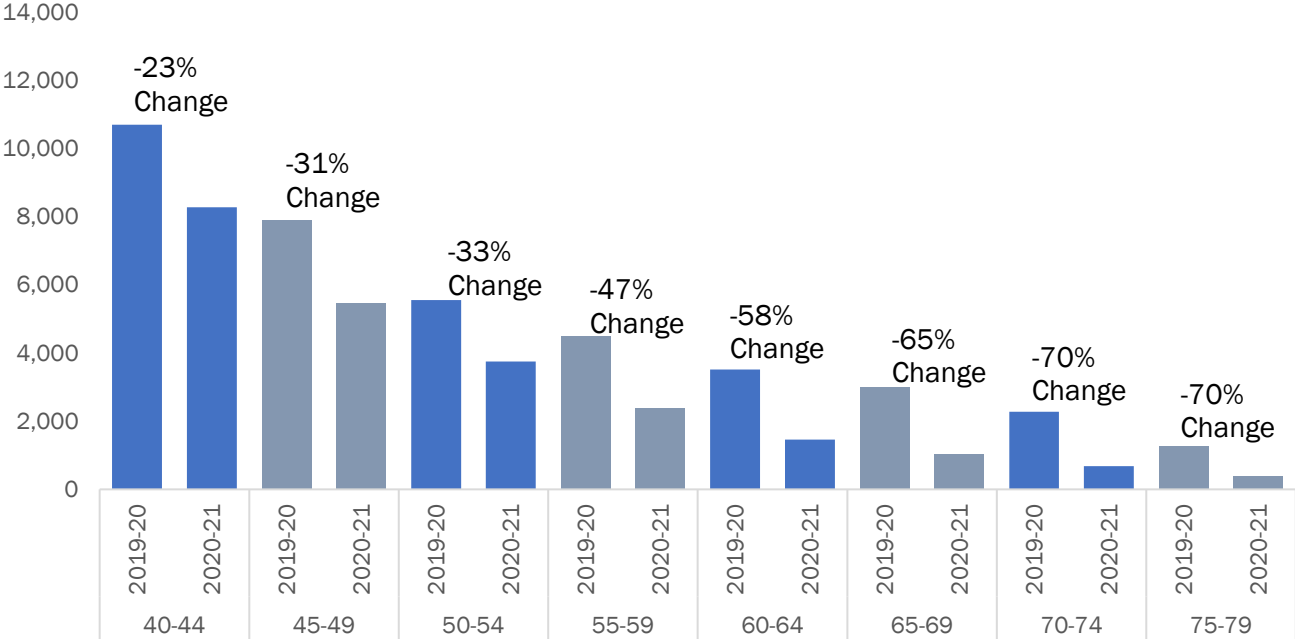
Full and part time status

Younger students are much more likely to enroll full-time, with nearly 70 percent of students ages 19 and younger enrolling in a full-time credit load. The ratio of full-time to part-time students shifts as students get older, and the ratio flips completely in the 30 to 39 age group, with 67 percent of tricenarians enrolled part time. Given the tendency for older students to enroll part time, the 25 percent decline is unsurprising. Full-time student enrollment, by contrast, declined 13 percent compared with last fall.

Figure 4. Fall-to-fall headcount by full-time/part-time status
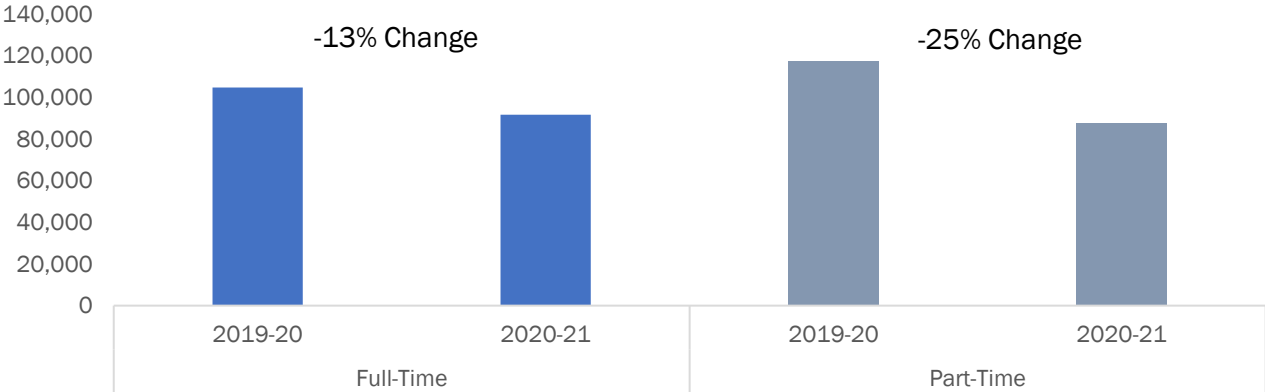
New or continuing students

Uncertainty about the near future is a likely factor in the 32 percent decline among new students. Former students enrolling in community and technical colleges saw a drop of 26 percent, while continuing student enrollment and transfers-in experienced less dramatic declines of 14 percent and 11 percent, respectively.

Figure 5. Fall-to-fall headcount by continuing/former/new/transfer status
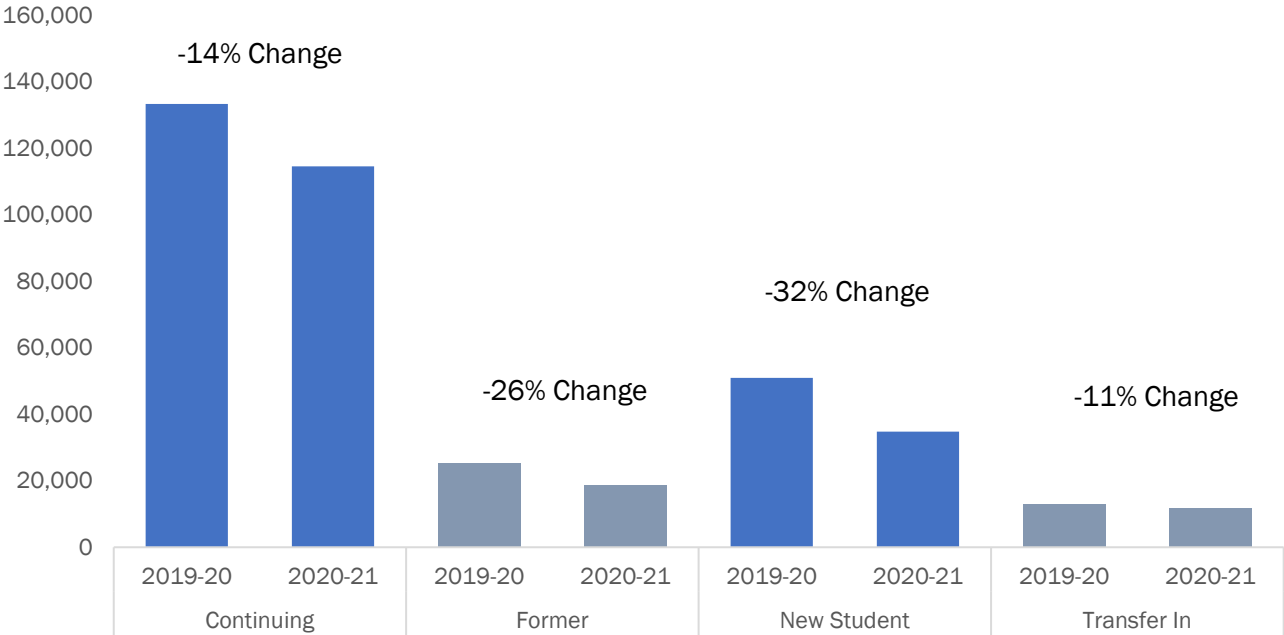
Race/ethnicity

American Indian/Alaska Native, Asian, and Hispanic student headcount declined by more than the average headcount decline across the system. White student headcount and Black/African American headcount declined less than the overall percent change for all students across the system, at 15 percent.

Figure 6. Fall-to-fall headcount by race/ethnicity
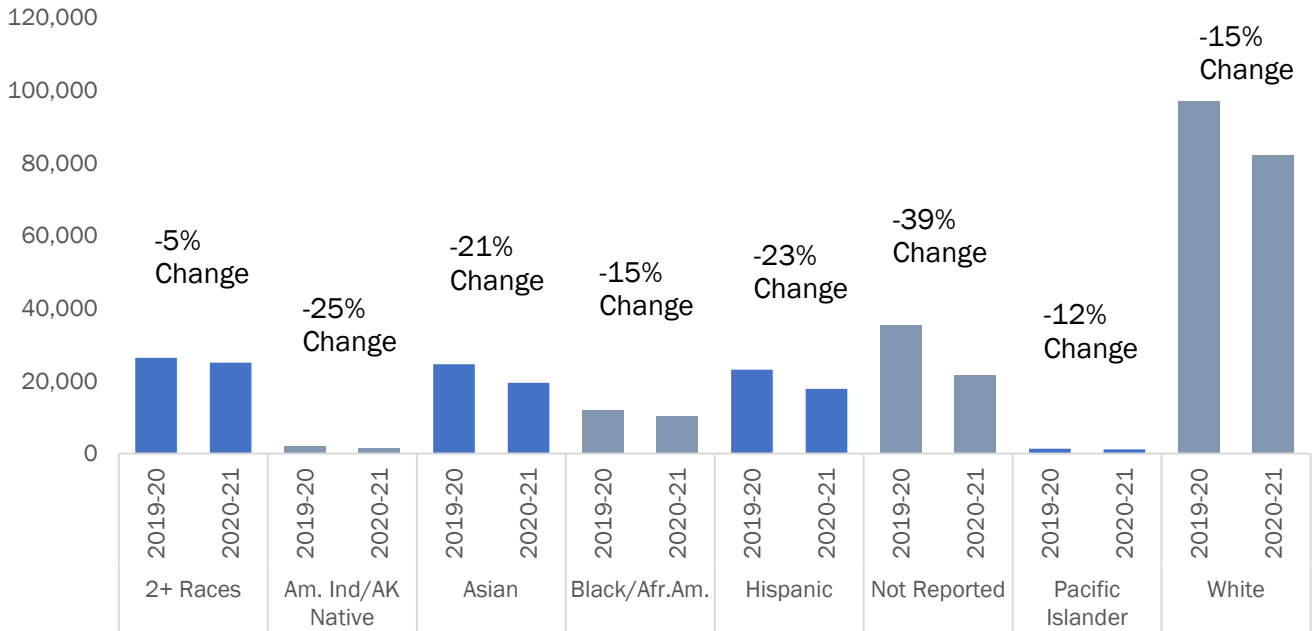
Student type/mission area

In an SBCTC analysis of spring 2020 quarter enrollment, there was a vast difference in the degree of change by mission area. Academic transfer, which includes the majority of dual enrollment courses, remained relatively constant while professional-technical and Basic Education for Adults (BEdA) suffered greater declines. The fall quarter shows similar patterns, and in particular English Language Acquisition (ELA) as part of BEdA. The biggest challenges that exist for all students (specifically childcare/supervising school children at home and lack of access to online resources) are exacerbated for students whose first language is not English. This population are more likely to be low-income, come from communities of color, have families to care for, and for those who are not native English speakers the digital divide makes it significantly more difficult to engage.

The more severe declines among BEdA and professional-technical students in spring 2020 carried forward to fall, with BEdA full-time equivalent (FTE) enrollment down 29 percent year-over-year (FTE enrollment in BEdA *courses* was down 36 percent) and professional-technical student FTE down 17 percent year over year. Academic transfer FTE enrollment, by contrast, declined eight percent. Among BEdA students, Adult Basic Education (ABE) enrollment declined 26 percent compared with a 36 percent drop among ESL FTE.
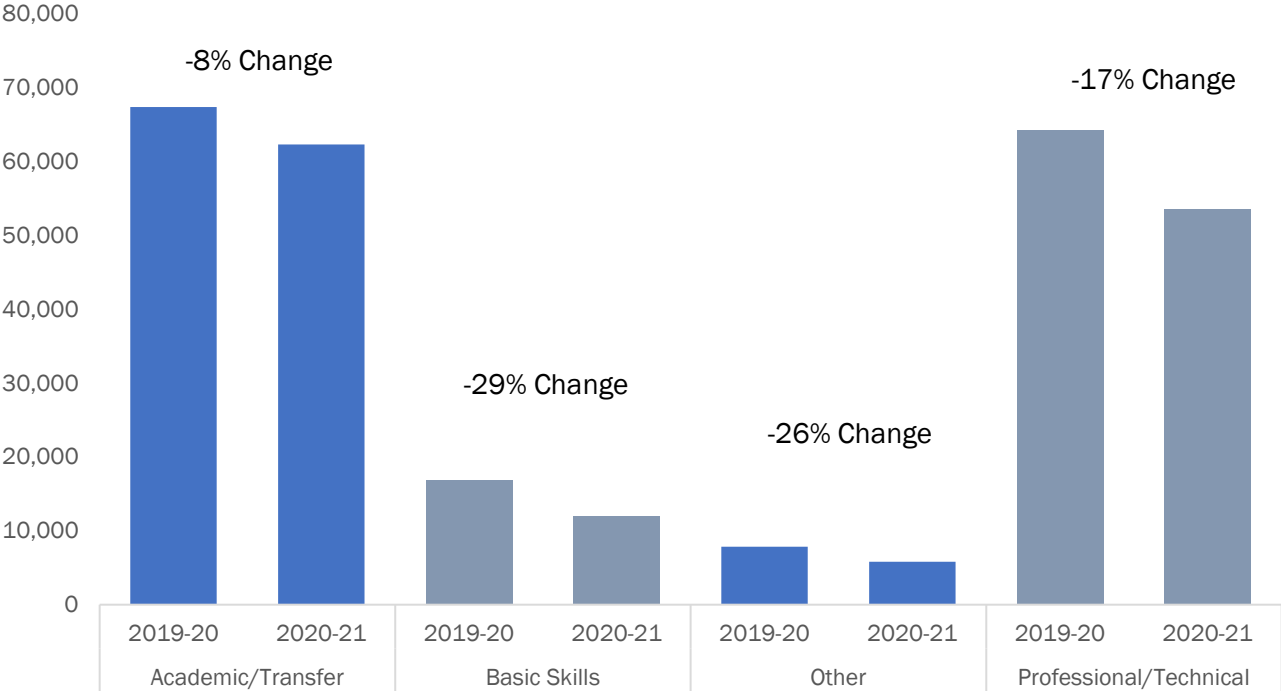
Figure 7. Fall FTE by mission area

Figure 8. Fall-to-fall FTE by Basic Education for Adults course type
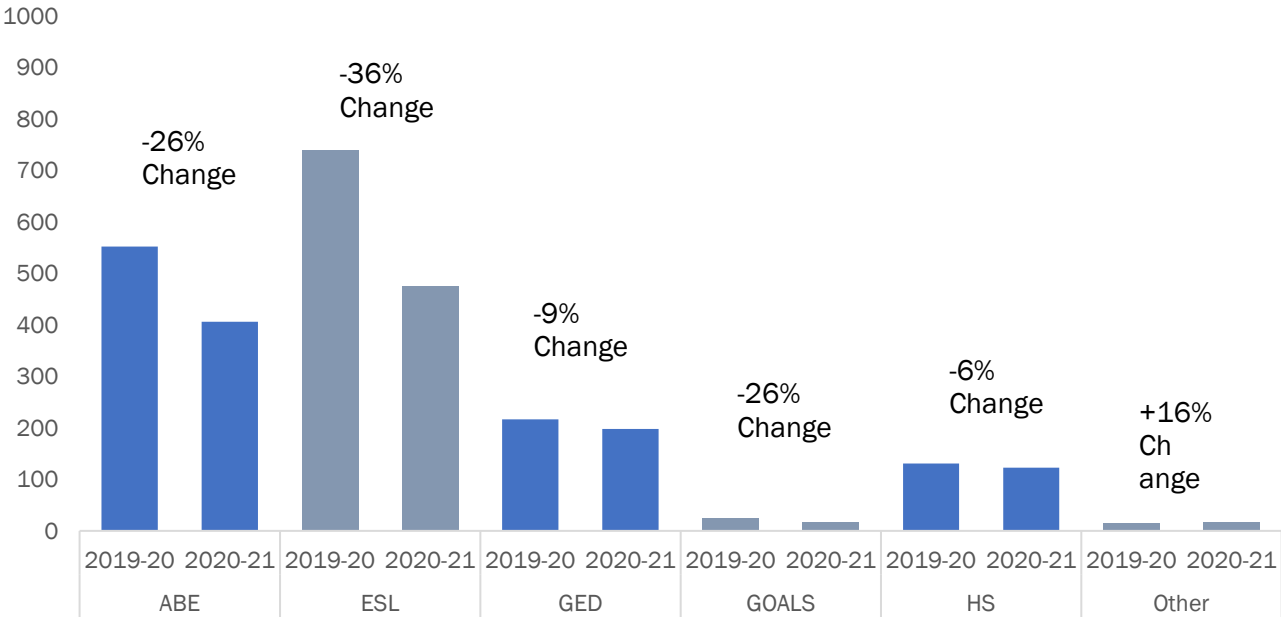
Running Start and Bachelor of Applied Sciences

Running Start and Bachelor of Applied Science (BAS) are two programs that have shown resilience in enrollment throughout spring and fall 2020. Full-time equivalent enrollment in Running Start has increased

steadily over the last several years, often seeing three percent to seven percent year-over-year FTE increases. In the face of a 14 percent decline among all FTE across the system, Running Start experienced a four percent increase, with 25,864 FTE in fall 2020-21 compared with 24,951 the prior fall. Students matriculated in a BAS program increased 14 percent, with 4,388 FTE in fall 2020-21 compared with 3,838 the prior fall. As racial equity is a priority in the CTC system, it is imperative to evaluate differential enrollment patterns between programs to assess if the growth is not distributed among demographic groups. This is even more important given the previously identified concerns regarding low-income and students of color being more adversely affected by the pandemic than students from non-historically underserved backgrounds.

Figures 9 and 10 disaggregate Running Start and BAS fall enrollments by race/ethnicity, respectively.[1] In Running Start the only group that declined was American Indian/Alaska Native, from 754 in fall 2019 to 695 in fall 2020. All other groups increased with white students showing the largest nominal increase from 18,974 in fall 2019-20 to 20,117 in fall 2020-21. BAS student headcount increased in all race and ethnicity categories with the largest percentage increase being Hispanic/Latino at 36 percent (577 in fall 2019-20 to 785 in fall 2020-21). Given the overall declines and concerns about historically underserved students, this is a positive and encouraging pattern to see.

Figure 9. Running Start headcount by race and ethnicity

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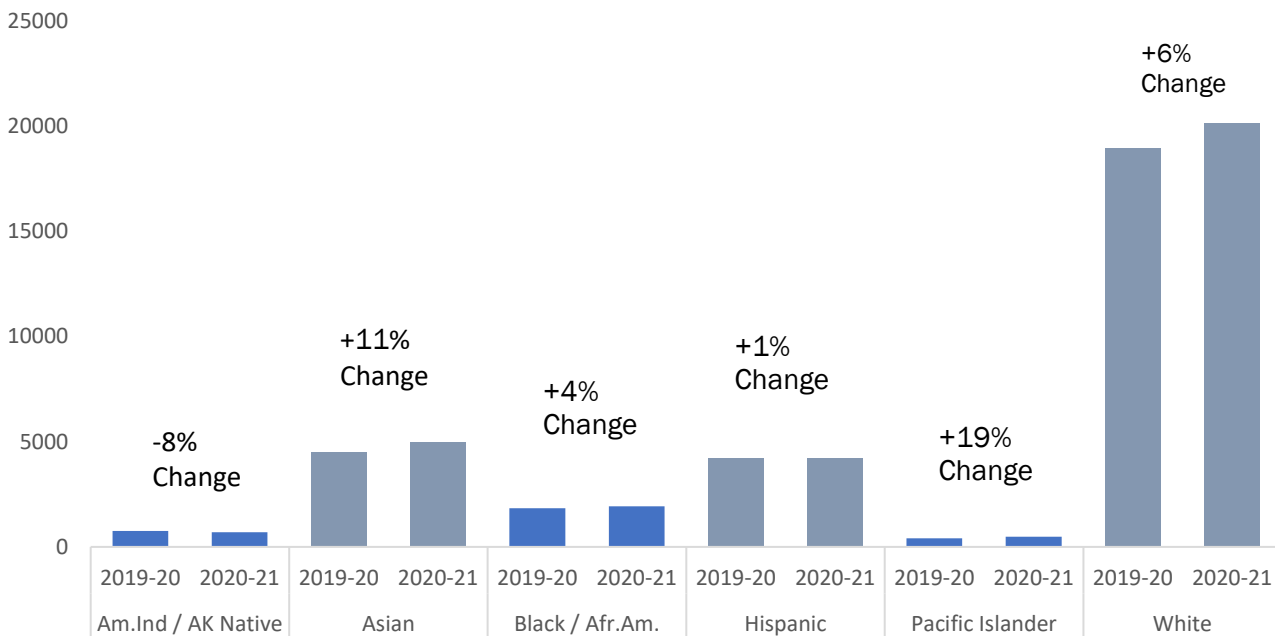
[11] This analysis grouped students into each race and ethnicity reported if they reported more than one, hence there is no 2+ races category and the counts are duplicated.

Figure 10. BAS headcount by race and ethnicity
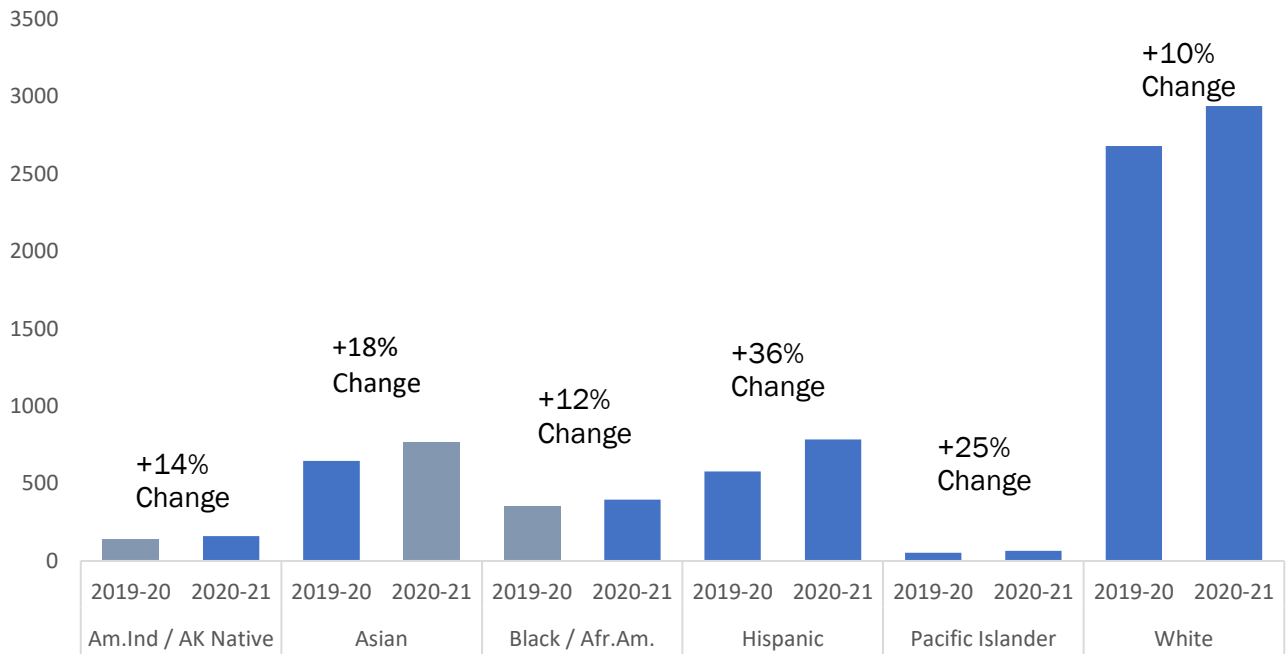
Next steps

As noted above, until some level of virus control is realized, there will continue to be factors impacting enrollment outside the institutions' control. Once the state of the world returns to some level of "normalcy," it is possible that students who took a gap year will begin to enroll and possibly even at higher numbers than expected. Further, the recovery from the pandemic recession will likely reveal where certain jobs and industries are not coming back, after which the community college system may start to see a more traditional increase in enrollment of students looking to retrain for new careers. Despite the documented challenges for community college students, the growth in BAS program enrollment is also encouraging as it demonstrates a structure that can work in these circumstances. BAS programs are by nature designed to be flexible for the working adult with multiple obligations, so there is a foundation and example that colleges can build upon.

In the meantime, the CTC system has a strong policy framework to support the strategies that are critical to students' ability to achieve and succeed through the barriers caused by the COVID-19 pandemic. The system's vision of leading with racial equity is reflected in the key policy goals already supported by the Washington state legislature as they begin the 2021 session. The Workforce Education Innovation Act (WEIA), funded based on a surcharge on state business-and-occupation tax and passed in the 2019 session, is fundamentally designed to resource community colleges to raise educational attainment for historically underserved students. The largest component is the Washington College Grant, which provides an entitlement-based financial aid opportunity to enable more low- and middle-income students to go to college. It also supports colleges in their Guided Pathways investments to provide students with the resources and services they need complete credentials and move on to further education and careers.

Student Services Support

"Half our 337,000 students are students of color and 60 percent experience hunger and housing insecurity. This is our system's top priority." *~SBCTC 21-23 Operating Budget Request~*

Since the pandemic began, colleges have been significantly focused on supporting student's basic needs by setting up food pantries and creating one-stop student services to help with housing support, financial counseling, and other critical needs. The longer that colleges remain closed to majority in-person instruction, a continual challenge will be figuring out how to deliver services online and provide for the adequate student-faculty interaction that is critical to student success. Online or distance learning has long been considered a risk factor in enrollment management studies.[x] This derives from the concepts of engagement and connection to the campus community; which research has shown to be one of the most significant factors in retention in higher education. In a study of differing attrition rates between online and face-to-face courses, researchers discovered the major factors for attrition were isolation, academic challenge, ownership of one's work, and acquiescence. The isolation factor was defined by the idea of a surreal classroom, lack of student-faculty interaction, and lack of student-to-student connection.

With the pandemic forcing most operations online, the concern about resources and opportunities for students to access are exacerbated, not just for students but for faculty and staff as well. The state infrastructure is not designed to provide high speed internet access in particularly rural areas, which makes the ability to provide high quality instruction and services challenging. Part of the CTC system's operating budget request for the 21-23 biennium includes "46 million to ensure all students are successful in an online environment by integrating virtual simulation technologies into the delivery of courses and programs."[xi] This and other outreach strategies designed to ensure equitable outcomes for students will be critical for colleges to ensure students are able to enroll in and complete their programs, even if remote operations continue.

Washington College Grant and Ability to Benefit

The national research cited in this report pointed to college cost and student and family financial concerns as one of the most significant barriers for enrollment This theme was reflected in student feedback at a Washington State Board for Community and Technical Colleges retreat in August 2020. The level of disruption to families' economic stability caused by the pandemic creates a scenario where, unless going to school will essentially be free, the concern about cost will keep students from engaging. This concern was also confirmed in a market research study of college-going culture in the summer of 2020, conducted by EMC research for the CTC system.[xii] The survey focused on low-income adults (ages 24 to 44) who were not current students nor did they have a college degree, who were employed or recently unemployed due to COVID-19. A similar survey was conducted for potential students who had not completed a high school credential or GED.

The findings for both groups revealed that future earning potential and serving as a positive model for children were motivators for going back to school, but the concern about college cost and how to go to school in the midst of other family concerns were significant barriers. There was also confusion about financial aid opportunities, in particular regarding Washington state specific financial aid, and concerns about the difficulty of the process for things like FAFSA/WAFSA completion. The researchers tested messaging to find out what would resonate the most with overcoming the financial barriers and found that speaking to how the CTC's can make college more affordable and accessible had the greatest impact. This

suggests a significant opportunity for the system to engage in an information outreach campaign about the Washington College Grant to try and alleviate what is seemingly the largest barrier for low-income students, those who need further education the most to recover from this crisis, to engage in college at this time. This includes possibilities for students without a high school diploma or GED as the Ability to Benefit program allows for access to federal and state financial aid to help pay for college.

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[i] https://www.chronicle.com/article/heres-a-list-of-colleges-plans-for-reopening-in-the-fall/

[ii] https://www.aacc.nche.edu/wp-content/uploads/2019/08/Crisis-in-Enrollment-2019.pdf

[iii] https://www.sbctc.edu/resources/documents/colleges-staff/research/enrollment-research/19-6-enrollment-trends-final.pdf

[iv] https://www.insidehighered.com/news/2020/12/10/analysis-low-income-community-college-students-most-likely-report-canceling-college

[v] https://www.chronicle.com/article/the-real-covid-19-enrollment-crisis-fewer-low-income-students-went-straight-to-college

[vi] https://nscresearchcenter.org/stay-informed/

[vii] https://www.chronicle.com/article/in-another-blow-to-student-equity-transfers-to-2-year-colleges-plunge

[ix] https://erfc.wa.gov/sites/default/files/public/documents/publications/nov20pub.pdf

[x] https://www.sbctc.edu/resources/documents/colleges-staff/research/research-briefs/strategic-enrollment-management-for-community-and-technical-colleges.pdf

[xi] https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/legislative-outreach/2021/2021-23-op-budget-request-one-pager.pdf

[xii] EMC research. "College-Going Culture: Washington Statewide Survey." June – July 2020.

DIRECT ADMISSIONS INITIATIVE COMMUNICATIONS PLAN

DIRECT ADMISSIONS WORK GROUP

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Communications Plan Summary

For about half a decade, Washington's community and technical college system has looked at ways to increase enrollment at each of the state's colleges. Now, in a world overshadowed by the COVID-19 novel coronavirus, colleges have a unique opportunity to reach out to high school seniors who may have not considered attending a community or technical college.

This document will outline communications messages, strategies and tools as community and technical colleges implement their own Direct Admissions Initiative. It will also detail steps taken at the state-level to encourage graduating seniors to enroll in a community or technical college.

Objectives and Desired Outcomes

The Direct Admissions Initiative communications plan supports direct admissions efforts at each of the community and technical colleges and at the system level. This plan will:

- provide suggestions for colleges to communicate directly with students and the families

- outline ways for colleges to work with their service area high schools and school districts

- give recommendations to the State Board, the Office of the Superintendent of Public Instruction and the Washington Student Achievement Council on ways to best work together

For 2020, the Direct Admissions Initiative will take three forms:

- A letter from Superintendent of Public Instruction Chris Reykdal and State Board Executive Director Jan Yoshiwara will be included in seniors' graduation packets. This will require the least amount of work from colleges.

- In combination with the letter sent to seniors, provide colleges a Direct Admissions Initiative checklist and toolkit to implement in a modified form. This will require a moderate amount of work from colleges.

- In combination with the letter sent to seniors, support colleges if they fully undertake the Direct Admissions Initiative. This will require the most amount of work from colleges.

Colleges may decide to which level they would like to take on the initiative. The Work Group hopes to learn from colleges that do try the initiative to improve its elements for subsequent years.

Communications considerations

As we approach the turbulent end of the 2019-2020 school year, high school seniors face many unknowns. Because of interventions and restrictions to mitigate the spread of COVID-19, seniors will finish their last year in the K-12 system online, without experiencing traditional milestones like graduation ceremonies, prom, and senior honor days.

The state's response to COVID-19, furthermore, will upend the state's economy. Record unemployment coupled with uncertainties of if, when, and how colleges, universities and businesses will reopen mean students and their families may have to reassess their plans of how they would

continue their education beyond high school. Additionally, students who may not have considered going to college or starting an apprenticeship may now be weighing their options, especially given the poor job market.

We must acknowledge students' and their families' uncertainties and associated fears. For that reason, all communication should recognize the strong emotions — like stress, grief and anxiety — people may be experiencing.

Community and technical colleges, however, can serve as a point of certainty. Our colleges are familiar. They are known and trusted entities, rooted in community and comforting in an unstable world. Colleges should use that to their advantage in their communication and outreach efforts.

Key Messages

- Community and technical colleges are affordable and accessible

- Community and technical colleges are welcoming, academically challenging, and supportive

- You are college material

On-the-Ground Work Group

Those interested in ongoing collaboration about strategies to implement the Direct Admissions Initiative, contact Nicole Faber, outreach manager at Lower Columbia College, at nfaber@lcc.ctc.edu.

Audience and Tools

Audience

The Direct Admissions Initiative affects three main groups. Messaging and tools will need to be tailored accordingly.

Students and families

High school seniors and their families are the target of the Direct Admissions Initiative. Communication should be positive while acknowledging the uncertainty of the environment in which we live. Students may fall into one of the following categories:

- Already accepted an admissions offer from an in-state or out-of-state college or university, with plans to attend in person beginning fall quarter 2020. These students will be the least receptive to the direct admissions initiative. Colleges should be aware these students may use this communication to mock the sending college.

- Already accepted an admissions offer from an in-state or out-of-state college or university, but reconsidering given new financial situation driven by COVID-19. These students will be slightly more receptive than the previous category to the direct admissions initiative, but will still be challenging to reach.

- Already accepted an admissions offer from an in-state or out-of-state college or university,

but reconsidering given possibility of continued remote operations. Similar to the previous category, these students will be slightly more receptive than the first category to the direct admissions initiative, but will still be challenging to reach.

- Decided to join the military. These students are under contract and therefore not part of the direct admissions initiative pool.

- Decided to take time off from school, but plans to enroll in college after a gap year. These students will be the most receptive to the direct admissions initiative.

- Decided not to continue education past high school for financial, academic or personal reasons. These students will be slightly less receptive than the previous category to the direct admissions initiative. With extra attention addressing why they believe they're not college material, though, they could change their minds.

- Has not yet made a decision. Similar to the previous category, these students will be slightly less receptive than those who decided to take time off from school but plan to enroll in college at a later date. Extra attention here may help these students decide to enroll.

High schools and school districts

High schools and school districts are the target circle just outside of students and their families. For the Direct Admissions Initiative to be successful, colleges will need their support and assistance. Communication to this audience will need to show the practical benefits of students attending a community or technical college. This can include cost to families, strong academics, benefits of continuing education beyond high school, assurance of being close to home during a volatile time, and a supportive campus environment.

Of the two groups in this audience, building strong relationships with high schools will prove most important in the Direct Admissions Initiative work. Most importantly, colleges will need the support of high school principals. Colleges should take care to ensure principals understand the purpose and value of the Direct Admissions Initiative so they, one, provide colleges students' contact information, and, two, advocate for the initiative's value among their own staff and faculty.

People working in high schools — teachers, counselors, and principals — already have established relationships with seniors built over the course of their students' high school careers. They know their students and, harnessing the trust already in place, can encourage them to enroll at a community or technical college. Additionally, peer-to-peer contact will be the most effective and efficient means of communication to students, especially given the short timeframe of this initiative for 2020.

Many high school faculty, staff and administrators are already supportive and champions of community and technical colleges, and others are not. Colleges will need to find inroads among those who are not supportive or who do not know the benefits of a community or technical college.

School districts can support the Direct Admissions Initiative work by communicating by providing arguments for the value of community and technical colleges and advocating for seniors' contact information sharing. This relationship will become especially important as districts can work directly high schools who may be wary of the value of community and technical colleges or who do not want to share contact information.

State-level entities and educational service districts

State-level entities and educational service districts are the last and widest target circle. This group consists of:

- State Board for Community and Technical Colleges

- Office of the Superintendent of Public Instruction

- Washington Student Achievement Council

- The nine educational service districts around the state

Work at this level will support information sharing and advocacy amongst colleges and high schools.

Tools

Colleges and state-level entities will employ the following tools in support of the Direct Admissions Initiative. Messages will need to be reinforced using a variety of tools at each level of the effort; no single method will suffice to achieve the initiative's goal of enrolling high school seniors. Personal communication from trusted sources will be most effective in reaching seniors and influencing their decision whether to apply at a community or technical college.

Letters

- Graduating seniors will receive a letter from Superintendent of Public Instruction Chris Reykdal and State Board Executive Director Jan Yoshiwara congratulating them on their achievement and encouraging them to apply at a community or technical college if they have not yet made other higher education plans.

    o This letter will be sent to all high school principals and district superintendents with a request to distribute to their graduating seniors.

- If colleges undertake the Direct Admissions Initiative, letters to high school seniors from their local community and technical college should invite them to apply and enroll at that college. The letter would be preferably signed by the president and should include information about applying for financial aid. Make the letter as inviting and "exciting" as possible, e.g. use official stationary, include college-themed swag or gift certificates to the bookstore, etc.

CRM or CRM-type tools

- Follow students using the college's CRM or CRM-type tool, reaching out for follow-up.

Email

- If available, use email as a means to follow up with prospective students.

- Colleges, preferably presidents, should contact high school principals for a data sharing agreement to include seniors' contact information, including address, email and phone.

    - If principals do not provide contact information, consider using the College Bound Scholarship enrollment roster.

        - Your regional College Bound Scholarship roster is available through the Washington

Student Achievement Council. Contact collegebound@wsac.wa.gov for more information.

- College recruiting offices should use their contacts in high schools to communicate about the Direct Admissions Initiative and ask for their help in encouraging students to apply.

Texting

- If available, use texting as a means to follow up with prospective students.

Social media

- Promote the initiative through the college's social media channels.

- Associate a hashtag for the initiative and encourage all students to use it.

- Create short videos showing different parts of campus life, e.g. videos from Champions (see below) welcoming students to campus and virtual tour or tours.

Phone and remote meetings

- Use remote platforms like Zoom for virtual events for students and parents to provide more information about the college or specifically for applying. Encourage participation with incentives like gift certificates to the bookstore or to local restaurants.

- Colleges, preferably presidents, should contact high school principals for a data sharing agreement to include seniors' contact information, including address, email and phone.

  - If principals do not provide contact information, consider using the College Bound Scholarship enrollment roster.

    - Your regional College Bound Scholarship roster is available through the Washington Student Achievement Council. Contact collegebound@wsac.wa.gov for more information.

Champions

- Use high school counselors, student ambassadors, faculty and others to spread the word and promote the direct admissions initiative. Peer-to-peer contact is most preferable.

Tools in practice

Tool	Audience	Description	Timing and duration	Responsible party
Letters	• Students and families	A congratulatory letter and invitation to apply at a community or technical colleges will be included in seniors' graduation packets.	Completed May 2020, mailed June 2020	• State Board • OSPI
Letters	• High schools and school districts	Cover letter to the congratulatory letter and invitation asking principals and superintendents to distribute that letter to their graduating seniors.	May 2020	• State Board
Letters	• Students and families	Send an "official" letter to high school seniors inviting them to apply to their local community or technical college.	June 2020	• College recruiting offices
CRM or CRM-like tools	• Students and families	Use the college's CRM or CRM-like tool to follow students' engagement in the Direct Admissions Initiative and follow up as needed.	Ongoing	• College recruiting offices
Email: Students	• Students and families	If available, use email to follow up with students.	Ongoing	• College recruiting offices
Email: Principals	• High schools and school districts	Colleges, preferably presidents, need to reach out to high schools to explain the Direct Admissions Initiative and ask for seniors' contact information.	May 2020	• Presidents' offices • College recruiting offices
Email: Counselors	• High Schools and school districts	Use established contacts between college recruiting offices and high school counselors to reach out to seniors and encourage them to apply.	Monthly	• College recruiting offices

Texting	• Students and families	If available, use texting to follow up with students.	Ongoing	• College recruiting offices
Social media	• Students and families	• Employ the college's social media channels in support of the Direct Admissions Initiative. Content can include: • Hashtag campaign • Photo/video submissions from students • Photo/video submissions from Champions	Ongoing	• College communications and marketing offices • College recruiting offices
Phone and remote meetings: students	• Students and families	• Use remote platforms to engage students. Content can include: • Information sessions • Virtual tours of campus • Applying	• Monthly	• College recruiting offices
Phone and remote meetings: principals	• High schools and school districts	• Colleges, preferably presidents, need to reach out to high schools to explain the Direct Admissions Initiative and ask for seniors' contact information.	• May 2020	• Presidents' offices
Champions: Students	• Students and families	• Use people in trusted roles (high school counselors, peers, faculty) to encourage students to apply to community and technical colleges. This can be through direct contact or through means like social media.	• Ongoing	• College recruiting offices
Champions: principals and district superintendents	• High schools and school districts	• Use people in trusted roles (high school counselors, faculty, administrators) to promote the Direct Admissions Initiative within their own high schools and school districts.	• Ongoing	• College recruiting offices • Presidents' offices

Key Dates

The following dates represent key milestones in communicating with seniors and their families, high schools and school districts, and state-level entities and educational service districts about the direct admissions initiative. This key dates table is not an exhaustive list of all points of contact with each audience; colleges will need to decide additional dates and activities best suited to their own communities.

Date	Tool(s)	Activity
May 1, 2020	Social media	Better Make Room: College Signing Day
May 2020	Email and phone	College presidents contact high school principals and district superintendents to inform them of the Direct Admissions Initiative and ask for seniors' contact information.
June 2020	Letters	Send admissions letters to high school seniors
June 5-19, 2020		High schools' last day of school
June 5-23, 2020		Colleges' spring quarter ends
Late June 2020		Colleges' summer quarter begins
Late September 2020		Colleges' fall quarters begin

Work Group Members

Name	College/SBCTC
Suzy Ames	• Lake Washington Institute of Technology • Instruction Commission
Jonathan Barnett	• Wenatchee Valley College • Admissions and Registration Council
Bill Belden	• Clark College • Student Services Commission
Deb Came	Office of the Superintendent of Public Instruction
Scott Copeland	State Board for Community and Technical Colleges
Britny Covert-Avilla	Skagit Valley College
Nicole Faber	• Lower Columbia College • Admissions and Registration Council
Chio Flores	• Wenatchee Valley College • Student Services Commission
Mary Garguile	• Olympic College • Instruction Commission
Troy Goracke	State Board for Community and Technical Colleges
Joe Holliday	State Board for Community and Technical Colleges
Kayla Scammon Kazemi	Skagit Valley College
Ken Lawson	• Skagit Valley College • Instruction Commission
Luca Lewis	• Whatcom Community College • Student Services Commission
Bill Moore	State Board for Community and Technical College
Michelle Platt	Edmonds College
Katie Rose	State Board for Community and Technical Colleges
Kathy Rhodes	• Seattle Colleges • Admissions and Registration Council
Mirranda Saari	• Clark College • Admissions and Registration Council
Carli Schiffner	State Board for Community and Technical Colleges
Rachelle Sharpe	Washington Student Achievement Council
Kathe Taylor	Office of the Superintendent of Public Instruction

Name	College/SBCTC
Kristi Wellington Baker	State Board for Community and Technical Colleges
Tammy Zibell	• Community Colleges of Spokane • Financial Aid Council
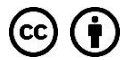
CONSENT ITEM (RESOLUTION 21-02-01)

February 4, 2021

Tab 4a

Pierce College Puyallup — local capital expenditure authority for Gaspard Administration building student services renovation

Brief Description

Pierce College Puyallup seeks approval to spend up to $500,000 in local funds for Gaspard Administration building student services renovations.

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

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

Background information and analysis

Pierce College Puyallup is currently using $750,000 in Minor Works state appropriated funds in the capital budget for Gaspard Administration building modernization. The college would like to add $500,000 in local funds to renovate student services areas and relocate adjacent offices.

The total estimated cost for the project is $1,250,000.

Pierce College Board of Trustees approved this local capital expenditure request on January 13, 2021.

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 21-02-01 giving Pierce College Puyallup authority to spend up to $500,000 in local funds for Gaspard Administration building student services renovations.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
                wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-02-01

A resolution relating to Pierce College Puyallup's request to use up to $500,000 in local funds for Gaspard Administration building student services area renovations.

WHEREAS, the college is currently using $750,000 of Minor Works state funds to modernize the Gaspard Administration building; and

WHEREAS, the college would like to use an additional $500,000 in local funds to renovate the student services areas and adjacent offices; and

WHEREAS, the total estimated cost of the project is $1,250,000; and

WHEREAS, The Pierce College Board of Trustees approved this request on January 13, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Pierce College Puyallup to spend up to $500,000 in local funds for Gaspard Administration building student services 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 02/04/2021

Attest

_____   _____
Jan Yoshiwara, secretary   Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-02-02)

February 4, 2021

Tab 4b

Spokane Community College — reduction of local capital expenditure authority for mitigation of freeway project impacts

Brief Description

Spokane Community College seeks to reduce local capital expenditure authority from $15,000,000 approved in State Board Resolution 20-02-06 to $8,000,000 due to project scope revision

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

This project will Improve the district's long-term financial sustainability and infrastructure.

Background information and analysis

Spokane Community College campus is impacted by the North Spokane Corridor freeway project. In State Board resolution 20-02-06 the college was given local capital expenditure authority of $10,000,000 to mitigate the impacts of the freeway project causing demolition of college buildings 21, 23, and 24 as well as $5,000,000 for mitigation of the loss of parking spaces.

The final negotiated impact funds received from the Department of Transportation by the college is $25,389,000. The buildings being demolished and the schedule for demolition has changed. Building 21 will no longer need to be demolished for the freeway project and building 24 will remain until at least the year 2023.

The college utilized existing space and resources to relocate the programs in Building 23. The college has replaced the parking spaces within the $5,000,000 budget approved in resolution 20-02-06.

The remaining work to be done consists of renovating Building 8 to house the district Facilities, Operations, and Maintenance department. The total estimated cost for building renovations is $3,000,000. This reduces the local expenditure authority needed at this time from $15,000,000 to $8,000,000, including the completed parking mitigation.

Spokane Community College's chief financial officer, with delegated authority by the Board of Trustees, approved this request on November 16, 2020.

Potential questions

Is this project consistent with the State Board's goal of improving the condition of college facilities?

Recommendation/preferred result

Staff recommends approval of Resolution 21-02-02 reducing the Spokane Community College authority for local capital expenditure to mitigate the freeway impacts of $15,000,000 approved in State Board Resolution 20-02-06 to $8,000,000 for parking lot replacement and renovation of Building 8.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
                wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-02-02

A resolution relating to Spokane Community College's request to reduce local capital expenditure authority from $15,000,000 approved in State Board Resolution 20-02-06 to $8,000,000 due to project scope revision.

WHEREAS, Spokane Community College campus is impacted by the Department of Transportation's North Spokane Corridor freeway construction project; and

WHEREAS, the final negotiated impact funds received, and buildings relinquished to the Department of Transportation has changed since approval of resolution 20-02-06; and

WHEREAS, College Building 21 will not be demolished and Building 24 can remain until 2023; and

WHEREAS, existing campus space and resources have been utilized to relocate programs from Building 23 and the parking lot replacement project has been completed within the estimated budget of $5,000,000; and

WHEREAS, College Building 8 will be renovated to house the Facilities, Operations, and Maintenance department for an estimated cost of $3,000,000; and

WHEREAS, Spokane Community College's chief financial officer, with delegated authority by the Board of Trustees approved this request on January 19, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Community College to reduce their local capital expenditure request of $15,000,000 approved in State Board Resolution 20-02-06 to $8,000,000 for parking lot replacement and renovation of Building 8; 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 02/04/2021

Attest

_____   _____
Jan Yoshiwara, secretary   Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-02-03)

February 4, 2021

Tab 4c

South Puget Sound Community College—local capital expenditure authority increase for health and wellness center

Brief Description

South Puget Sound Community College seeks approval to spend up to an additional $750,000 in local funds for the construction of a health and wellness center

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

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

Background information and analysis

South Puget Sound Community College is constructing a health and wellness center with $16,000,000 approved in State Board Resolution 17-06-45 and the 2018 supplemental capital budget request.

The increase is to cover furnishings, athletic equipment, and a jumbotron scoreboard.

The total estimated cost for the project is $16,750,000.

South Puget Sound Community College's vice-president for administrative services, under delegated authority by South Puget Sound Community College's Board of Trustees approved this request on December 15, 2020 and the student body approved it on January 24, 2020.

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 21-02-03 giving South Puget Sound Community College authority to spend up to an additional $750,000 in local funds for the construction of the health and wellness center.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
                         wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-02-03

A resolution relating to South Puget Sound Community College's request to use up to an additional $750,000 in local funds for the construction of the health and wellness center.

WHEREAS, the college is currently constructing a health and wellness center with $16,000,000 approved in State Board Resolution 17-06-45 and the 2018 supplemental capital budget request; and

WHEREAS, the college will use the additional authority for furnishings, athletic equipment, and a jumbotron scoreboard; and

WHEREAS, the total estimated cost of the project is now $16,750,000; and

WHEREAS, South Puget Sound Community College's vice-president for administrative services, under delegated authority of South Puget Sound Community College's Board of Trustees approved this request on December 15, 2020 and the student body approved it on January 24, 2020.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes South Puget Sound Community College to spend up to an additional $750,000 in local funds to complete construction of the health and wellness 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 02/04/2021

Attest

_____   _____
Jan Yoshiwara, secretary   Carol Landa McVicker, chair

CONSENT ITEM (RESOLUTION 21-02-04)

February 4, 2021

Tab 4d

Yakima Valley College property acquisition of 801 South 13th Avenue in Yakima, Washington

Brief Description

Yakima Valley College seeks approval to spend up to $326,000 in local funds to purchase the property located at 801 South 13th Avenue in Yakima, Washington.

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

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 building constructed in 1921 and 0.13 acres.

If approved, the building will be demolished and the property converted to a pay-to-park lot. A map showing the property relative to the existing campus is provided as Attachment A.

The total cost to purchase the property is estimated at $326,000. The college has identified local funds to complete the 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 building demolition.

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 21-02-04 giving Yakima Valley College authority to spend up to $326,000 in local funds toward the acquisition of 801 South 13th Avenue in Yakima, Washington.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

Proposed Acquisition
801 S 13th Ave
Parcel 18132522485
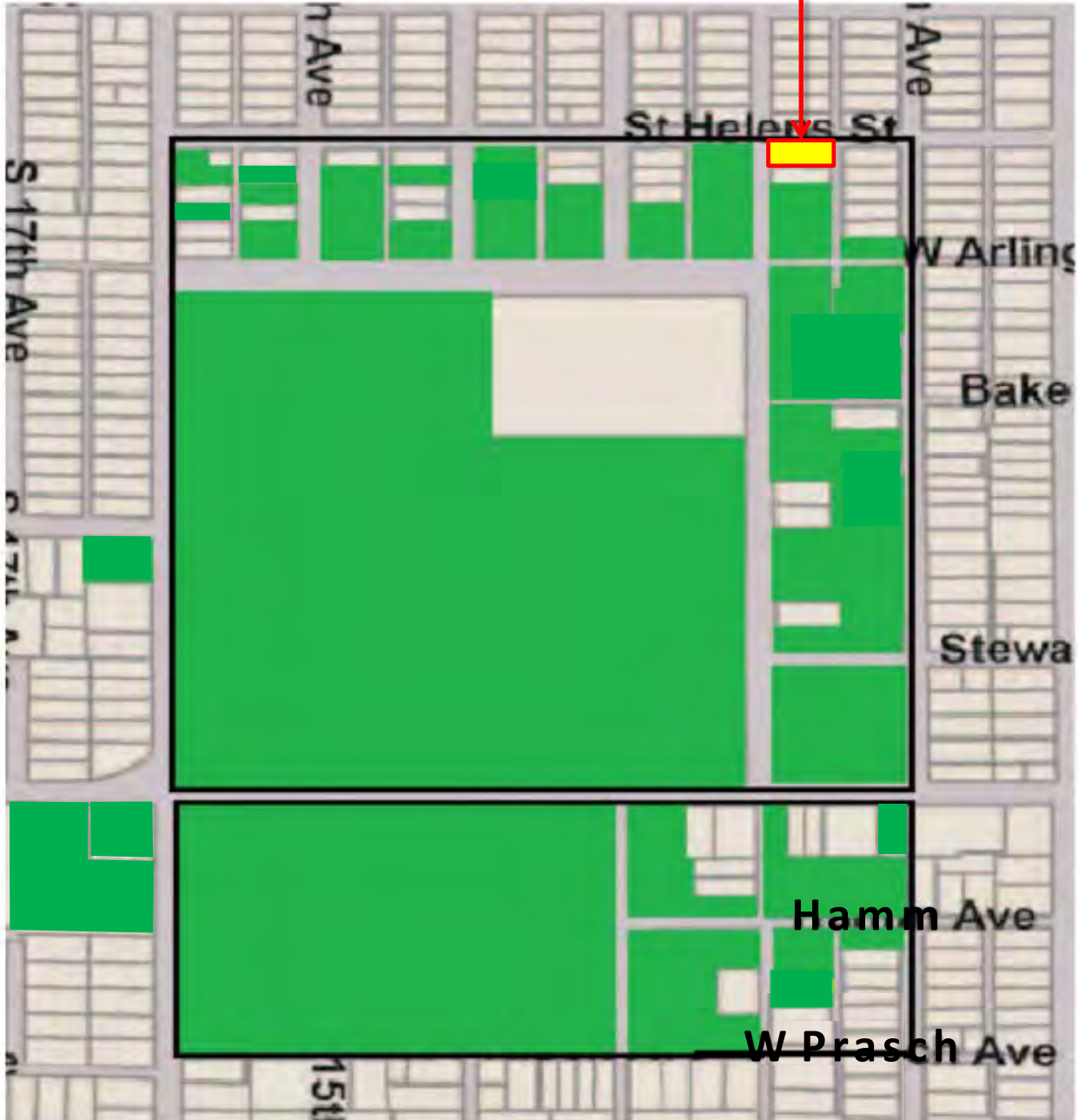
As of January 2021

YVCC Owned

Master Plan Boundary
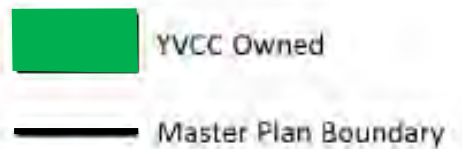
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-02-04

A resolution relating to Yakima Valley College's request to use up to $326,000 in local funds to purchase the property at 801 South 13th Avenue 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, the 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 $326,000; and

WHEREAS, Yakima Valley College has delegated authority for the acquisition from the Department of Enterprise Services and will obtain appropriate expenditure authority for future capital work; and

WHEREAS, Yakima Valley College's Board of Trustees approved future property acquisitions within the master plan boundaries in June 2004.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley College to spend up to $326,000 in local funds to purchase the property at 801 South 13th Avenue 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 2/4/2021

Attest

_____   _____
Jan Yoshiwara, secretary   Carol Landa McVicker, chair

STATE BOARD MEETING MINUTES

Wednesday, December 2, 2020

Board members

Carol Landa McVicker, chair // Jay Reich, vice chair // Wayne Martin // Anne Fennessy

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

Call to order and adoption of agenda

Chair Carol Landa McVicker called the meeting to order at 1:00 p.m., welcomed those present, and asked for Board member introductions. She then requested a motion to adopt the agenda.

Motion: Moved by Jay Reich, seconded by Ben Bagherpour, and unanimously approved by the Board the adoption of the December 2, 2020, meeting agenda as presented.

Approval of Consent Agenda

a. Policy Manual Revisions
    Resolution 20-12-49
b. Bates Technical College request to finance property acquisition
    Resolution 20-12-50
c. Columbia Basin College, expenditure increase, student center
    Resolution 20-12-51
d. Centralia College, property acquisition from City of Centralia
    Resolution 20-12-52
e. Tacoma Community College, ground lease, student housing
    Resolution 20-12-53
f. October 15, 2020, Meeting Minutes

Motion: Moved by Crystal Donner seconded by Jay Reich, and unanimously approved by the Board the adoption of the December 2, 2020, consent agenda.

Revenue Forecast Debrief

The State Board received a briefing on the two most recent forecasts by the Washington State Economic and Revenue Forecast Council. On November 3, 2020, the Council provided an economic review, and on November 18, 2020, a revenue forecast.

Staff discussed with the Board how the economic and revenue forecasts inform our approach to the upcoming budget process and how we can utilize the information to help our colleges respond to the pandemic and resulting recession

Strategic Plan, Advocacy

Board members heard a panel discussion with business, labor, higher-education, and community partners to learn about previous successes from stakeholder work, and look for future opportunities to work together with other groups toward common goals.

Four partners who helped advocate for HB 2158 in the previous biennium will join the Board meeting to discuss past successes and talk about the importance of partnerships moving forward.

- Dr. Bernal Bacca, executive director, Centro Latino, Tacoma
- Joe Dacca, director of state relations, University of Washington
- Carla Naccarato-Sinclair, president for higher education, Washington Education Association
- Neil Strege, vice president, Washington Roundtable

Student Legislative Agenda Review

Students Sara Gonzalez (Lake Washington Institute of Technology) and Melanie Stone (Clover Park Technical College) update the Board about student civic engagement during remote operations of the 2020-2021 legislative cycle. The update included information about student legislative agenda development and engagement during the 2021 legislative session.

Consideration of 2021 Legislative Agenda and Priorities

Board members reviewed the final legislative priorities for the 2021 session. As noted at the October meeting, the primary focus going into the 2021 session will be a sustainable operating budget for the college system and the capital budget request.

Motion: Moved by Jay Reich seconded by Chelsea Mason, the adoption of Resolution 20-12-54, approving the 2021 legislative agenda and priorities.

Following the motion, Board member Jay Reich made a friendly amendment to include the attachments as part of the resolution.

Motion: Moved by Jay Reich seconded by Phyllis Gutierrez Kenney, and unanimously approved by a roll call of the Board the adoption of Resolution 20-12-54 as amended, approving the 2021 legislative agenda and priorities.

ACT Report

Bob Ryan, ACT President and Tacoma Community College Trustee, gave an updated on trustee activities during the fall and winter. He specifically highlighted the new Trustee Tuesday meetings beginning in December.

WACTC Report

Rebekah Woods, President, Columbia Basin College, gave an updated on current and potential future president and committee activities and actions. She highlighted the November work session where presidents received an overview of the state budget situation in light of the public health crisis from OFM Director, David Schumacher. She also noted that their December work session would include the legislative fiscal committee chairs.

Labor Report

Carolyn Brotherton, AFT Washington, presented the AFT legislative priorities, specifically focused on student, faculty and staff success.

Executive Director Report

Jan Yoshiwara, Executive Director, presented on her past months activities including:
- Workforce Investment Act oversight board
- Higher Education Planning Group collaborating on Diversity, Equity and Inclusion
- Enrollment trends for fall and winter
- Strategic Plan Implementation
- Governor's work from home extension through June of 2021

Public Comment

- Linda Carlson, Intensive ESL, Edmonds College – Concerned with budget cut impacts on the English as a Second Language and Corrections programs.

Chair Report and Board Discussion

Board members discussed items they would like to include in future discussions.

Adjournment/next meeting

There being no further business, the State Board adjourned its December 2, 2020, regular meeting at 4:55 p.m. The next regular meeting is scheduled for February 3-4, 2021, via Zoom.

_____   _____

Jan Yoshiwara, secretary   Carol Landa McVicker, chair

TAB 5

REGULAR ITEM (RESOLUTION 21-02-05 AND 06)

February 4, 2021

Tab 5

Applied baccalaureate degree program proposals

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 Strategic Plan?

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

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.

- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.

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

TAB 5

Background information and analysis

5a) Bellingham Technical College - BSN in Nursing (RN-to-BSN)

Bellingham Technical College proposes the development of a Bachelor of Science in Nursing (RN-BSN) beginning fall 2021. This proposed degree would be Bellingham Technical College's third applied baccalaureate degree. With this proposed degree pathway, the college recognizes the health care industry's dire need for soundly educated and highly skilled nurses. The college recognized that a Registered Nurse can practice in Washington State with either a two or four-year degree. However, Bellingham Technical College aligns with state and national research and initiatives that support strong increases in the numbers of BSN-prepared Registered Nurses. The college understands that today's nurses not only need to be technically competent, but need to have expertise in systems thinking, be able to work effectively with broad-based health teams, and understand the full scope of care management. Graduates of the program will have these skills and will be prepared to support regional, state, and national high-demand healthcare industries.

Since February 2020, when Bellingham Technical College presented a Statement of Need for a Bachelor of Applied Science in Nursing (RN-BSN), the dean of nursing and nursing faculty have engaged in curriculum development for the program, which is outlined in the current BAS proposal. On November 13, 2020, the college submitted the Phase 1 application to the Nursing Care Quality Assurance Commission. The Nursing Program Approval Panel met on December 17, 2020, where members reviewed Bellingham Technical College's Phase 1 application. Approval of the college's proposed Bachelor of Science in Nursing (RN-BSN) has been postponed by the Commission until the college receives approval to implement the program from the State Board. Bellingham Technical College looks forward to meeting and addressing all requirements for both the State Board and the Commission, so that it may implement the proposed program and provide upper-level nursing education opportunities.

5b) Lower Columbia College - BAS in Organizational Leadership and Technical Management

Lower Columbia College proposes the development of a Bachelor of Applied Science degree in Organizational Leadership and Technical Management. The proposed degree creates a pathway for students with Applied Science, degrees in Business, Computer Science, Criminal Justice, and Trade/Industry occupations. The program will provide customized upper-level coursework in ethics, communication, operations management, organizational behavior, project management, and human resources. Graduates of the program will have the knowledge and skills to analyze and implement strategies that enhance organizational capacity, apply leadership concepts to enhance critical thinking and problem solving, use critical reasoning to determine the moral implications of ethical dilemma, and create professional development plans utilizing deliberate reflective practices. This proposed degree would be Lower Columbia College's second applied baccalaureate degree.

Since February 2020, when Lower Columbia College presented a Statement of Need for a Bachelor of Applied Science in Organizational Leadership and Technical Management, the development team has worked closely with faculty and administrators to develop curriculum, write course descriptions, and develop course outcomes. Along with faculty, the development team worked to align the skills inventory to the proposed program's outcomes. Once developed and aligned, all of the courses for the proposed program were presented to the college's Curriculum Committee, where each course was reviewed and approved for future implementation.

TAB 5

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 21-02-05 approving Bellingham Technical College - BSN in Nursing (RN-to-BSN).

- Resolution 21-02-06 approving Lower Columbia College - BAS in Organizational Leadership and Technical Management.

Policy Manual change Yes ☐ No ☒

Prepared by: Jamilyn Penn, director, transfer education
360-704-4338, jpenn@sbctc.edu

TAB 5

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-02-05

A resolution to approve Bellingham Technical College's application to offer a Bachelor of Science in Nursing (RN-BSN) 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 Bellingham 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 Bellingham Technical College's Bachelor of Applied Science in Nursing (RN-BSN).

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

APPROVED AND ADOPTED on February 4, 2021

Attest

_____   _____
Jan Yoshiwara, secretary   Carol Landa-McVicker, chair

TAB 5

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-02-06

A resolution to approve Lower Columbia College's application to offer a Bachelor of Applied Science degree in Organizational Leadership and Technical Management 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 Lower Columbia College's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Lower Columbia College's Bachelor of Applied Science degree in Organizational Leadership and Technical Management.

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 4, 2021

Attest

_____   _____
Jan Yoshiwara, secretary   Carol Landa-McVicker, chair

Applied Baccalaureate Degree

Program Proposal

Bachelor of Science in Nursing (RN-BSN)

Table of Contents

COVERSHEET

NEW DEGREE PROGRAM PROPOSAL

Program Information

Institution Name: Bellingham Technical College

Degree: _RN-B SN _ _ _ _ _ _ _ _ _ _ _ _   _ _ _   CIP Code: 51.3801

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

Degree: RN DTA/MRP   CIP Code: 51.3801   Year Began: 2013

Degree: PN Certificate   CIP Code: 51.3901   Year Began: 1957

Planned Implementation Date (i.e. Fall 2014):   Fall 2022 (original projected start was Fall 2021)

Contact Information

Name: Julie Samms **MN. RN**

Title: Dean of Nursing and Allied Health

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Telephone: 360-752-8339

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Date

INTRODUCTION

Institutional Overview

Bellingham Technical College (BTC) is a two-year technical college located in Whatcom County, a rural area perched on the Pacific Rim and bordered by Canada to the North and the Cascade Mountains to the East. The college has served this region for over 60 years with a combination of professional technical educational programs, direct transfer programs with a workforce focus, basic education for adults, contract training, community programming, and continuing education. As an open-access institution, BTC is a critical resource for students who are economically, socially or educationally disadvantaged, including students who are low-income or first-generation. 15 percent of the county's population is below the official U.S. poverty line. In the more rural areas of the county, over 50 percent of K-12 students qualify for free or reduced lunch. The average age of BTC students is 31. Half of BTC's degree-seeking students are low-income, and approximately one-third are first-generation students.

BTC's mission is to provide student-centered, high-quality professional technical education for today's needs and tomorrow's opportunities. In order to meet current and future workforce needs, BTC has expanded transition, articulation, employment, and continuing education opportunities for the wide variety of students it serves.

Program Overview

BTC's nursing pathway development goals include refining existing and designing new part-time nursing programs that foster diverse student retention and success. Pathway courses will be offered at times convenient for incumbent workers—so that their studies won't affect their attendance at the workplace during times vital to employers. When students can work and support themselves while attending, they are less likely to discontinue studies due to financial circumstances. Helping students continue to earn an income while in school also has a societal benefit, in that such students are less reliant on Federal and state grants and loans.

As part of its mission to meet professional educational needs, BTC proposes the development of a hybrid Registered Nurse to Bachelor of Science in Nursing (RN-BSN) degree. This program will serve at least 30 students per year and fill a gap in RN-BSN opportunities in the state's northwest region.

BTC's program will be primarily on-line, with some flexible, face-to-face components, making it more accessible for incumbent workers, student parents, and other adult students with a variety of responsibilities. While Western Washington University, also located in Bellingham, also offers an RN-BSN program, student demand exceeds the number of available program seats. The next closest programs are located at University of Washington-Bothell and Bellevue College, which are 79 and 89 miles south of Bellingham.

By 2021, it is anticipated that BTC, Whatcom Community College, and Skagit Valley College will be preparing close to two hundred Nursing graduates to obtain their Registered Nurse licenses each year. Once employed, however, these RNs will have limited opportunities to obtain the RN-BSN degrees needed to meet regional employer demand and to allow these workers the opportunity to advance in their careers. This lack of access to advancing nursing degrees is widespread: nationwide, over 75,000 qualified applicants were turned away from Nursing bachelor and graduate programs in the 2018-19 academic year.[1] These numbers do not include working RNs who do not apply for educational programs because they are place-bound or lack flexibility due to work or personal time commitments.

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[1] American Association of Colleges of Nursing (April 2019). *Nursing Shortage Fact Sheet*. Available at: https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage

The region's lack of access to further educational opportunities for RNs is creating the potential for a nursing workforce crisis in Northwest Puget Sound: both employers and educational partners in the region (Whatcom, Skagit, Island, and Snohomish counties) agree that an RN-BSN program will complement existing regional training efforts and address a pressing need for BSN-prepared RNs.

The proposed RN-BSN program will be designed not only to help BTC's nursing students transition seamlessly into an RN-BSN program, but function as the final component of a nursing pathway that provides critical training access to incumbent workers. All BTC training programs listed below will offer hybrid, evening options, forming a pathway that opens up opportunities for advancement on the part of the regional nursing and allied health workforce:

a) Nursing Assistant (CNA)
b) Practical Nursing (PN)
c) Licensed Practical Nursing to Registered Nursing (LPN-RN)
d) Proposed Registered Nursing to Bachelor of Science in Nursing (RN-BSN)

North Puget Sound boasts a high density of nursing and allied health employers demanding highly-qualified nurses who can engage in strategic, critical thinking as well as possessing enhanced care skills. Providing opportunities for current program students, graduates of other two-year Nursing programs, and incumbent workers in the field to earn baccalaureate-level nursing credentials will increase advancement opportunities, address a critical demand among employers, and help answer a strong community need for more baccalaureate options for nurses.

BTC's Nursing program is nationally accredited. The program also has a 98 percent placement rate for program graduates and a first-time NCLEX licensing exam pass rate of 95 percent in the 2018-2019 academic year.

Given the long-established and up-to-date nursing curriculum, lab and facilities infrastructure at BTC, the college is well-prepared to offer an RN-BSN program. The college is fully committed to developing this program and will provide substantial support to ensure its success.

BTC's Dean of Nursing and Allied Health has discussed BTC's proposed development of the RN-BSN program in group and individual meetings with educational partners from Western Washington University (WWU) in Fall 2019, including in a meeting with Dr. Horacio Walker, Dean of Woodring College of Education, Dr. John Korsmo, Chair of Health and Community Studies at Woodring College of Education, and Dr. Bill Lonneman, Interim RN-BSN Program Director on October 16th, and in discussion with WWU's RN-BSN program advisory committee meeting on November 13th. In a follow-up conversation with Dr. John Korsmo in December, he reiterated WWU's support of expanding RN-BSN options in the region and interest in collaborating with BTC. However, WWU has also expressed concern that implementation of a new RN-BSN program option in the region will impact enrollment for their program.

Table 1.1, provided by Bill Lonneman, reflects WWU RN-BSN program enrollment patterns:

Cohort	Started	# began program	Graduation date	# graduated program
1	9/13	24	12/14	24
2	9/14	20	12/15	18
3	9/15	26	8/16	25
4	3/16	13	3/17	12
5	9/16	30	8/17	29
6 & 7	9/17	40	8/18	37
8 & 9	9/18	32	8/19	30
10 & 11	9/19	32	8/20	32
12	9/20	20		

In a letter dated December 6, 2019, Interim Director Bill Lonneman noted that approximately one-third of their cohort generally comes from BTC's ADN program. He went on to express mixed feelings about the establishment of an additional option for students in our community, noting that WWU's program is not state-supported and struggles to attract students due to its higher, self-sustaining program tuition rate. He ended by noting that there was agreement when WWU's program was founded that there was a great need and that their program was in response to that need. WWU Dean Horacio Walker followed up with a letter dated February 5, 2020, which expressed support for expansion of opportunity in nursing education and acknowledged the quality of BTC's nursing program options. He also, however, echoed Bill's concern that enrollment will be impacted because of the higher cost of WWU's self-supporting RN-BSN program (see Appendix D).

At regional meetings with the Northwest Nursing Clinical Placement Consortium, BTC's Dean of Nursing and Allied Health discussed proposed development of a BTC RN-BSN program with Grace Kolodychuk, Nursing Director at Whatcom Community College; Shelley Price, Associate Dean of Nursing from Skagit Valley College; Jada Ginnett from Skagit Regional Health; Bill Lonneman; and Jenn Moyes from PeaceHealth St. Joseph Medical Center. BTC's nursing administrator has also discussed plans for a RN-BSN with nursing coalition representatives statewide as well as with regional partners during Washington Center for Nursing (WCN), Council on Nursing Education in Washington State (CNEWS) meetings, and in its role as co-lead of the statewide Academic Progression Workgroup (part of the APIN initiative), focusing on LPN-BSN progression. BTC will continue to work collaboratively with educational and workforce partners to help ensure that its program will complement regional and statewide training efforts and serve students and industry in the best manner possible.

Whether or not a program thrives in the environment that it was developed for is clearly a multifaceted and complex issue. Not all students are able to afford the cost of a self-supported university program, and/or may not feel comfortable or confident of success in a university environment. Many students from systematically disadvantaged populations do not pursue university programs for these reasons. BTC serves a high number of low-income, first-generation students in its nursing programs who have developed a sense of belonging and success at the institution, and these students, along with many former graduates, may be more successful in a BTC RN-BSN program.

However, there is also a population of students who will not pursue an RN-BSN program at a technical college because they specifically want to enroll in a university program, and/or they feel the WWU program will be a better fit. The choice of which program to attend is complex, and both institutions have something to offer regional residents who want to continue their nursing education.

WWU's program was developed to meet a well-established need in Northwest Washington for seamless academic progression for nurses. That need still exists. BTC has partnered with WWU since the inception of WWU's RN-BSN program in Whatcom County. Students deserve equitable access to higher education programs that can best support their academic progression. The expansion of RN-BSN educational opportunities in our region will serve to increase options for access and success for all populations, including those that are historically underserved. Working together, we believe that both institutions can continue to serve the diverse populations in the Northwest corner of the state as partners who provide different but equally valuable nursing education pathways.

CRITERIA 1 - CURRICULUM

CRITERIA	STANDARD
1. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.

BTC Nursing Program: Guiding Principles

Mission Statement
Bellingham Technical College's Nursing Program delivers high-quality nursing education to benefit the health of our region.

Vision Statement
The Nursing Program will be a recognized leader in providing innovative, effective, and progressive nursing education. The Program creates options for career success by developing a high-quality, competitive nursing workforce.

Philosophy of Nursing
Nursing is both an art and a science; an art requiring creativity and skill, and a science requiring knowledge and the application of evidence-based practice achieved through observation, study, and research. Nursing is unique in its ability to provide safe, patient-centered care. This requires collaboration with the healthcare team and coordination of available resources, including application of informatics.

Nursing Pathway Goals
In accordance with Bellingham Technical College's goals, the Nursing Program has established the following goals:

- **Teaching & Learning [priority goal]:** Support student learning by addressing barriers and creating pathways to high quality instruction.
- **Student Career Preparation & Achievement:** Strengthen student workplace readiness through partnerships and job placement services so students may achieve their education and career goals.
- **Campus Community & Culture:** Cultivate a welcoming and accessible learning environment which promotes student success through a commitment to diversity, equity, and inclusiveness.
- **Innovation & Responsiveness:** Prioritize continuous improvements so the Nursing Pathways will keep pace with workforce needs and emerging industry trends.

1. RN-BSN Program Learning Outcomes
The RN-BSN program at BTC will be the culminating degree in nursing education that BTC offers to our diverse student body. The Nursing pathway at BTC is scaffolded into five core learning outcomes that are leveled for each program. This means that all curriculum along the nursing pathways is aligned, and allows students to begin at the most basic level of nursing training (Nursing Assistant), and progress steadily from Nursing Assistant competencies to RN-BSN outcomes. This pathway was carefully designed with accessibility in mind. Students can choose full- or part-time evening education, and all along the pathway, there are options to achieve licensure and obtain work in the healthcare field at increasing levels of responsibility and compensation. The development of this accessible, flexible pathway allows incumbent workers the ability to train in a high demand healthcare field that might otherwise be inaccessible to them.

The RN-BSN Program student learning outcomes are substantially linked to the American Association of Colleges of Nursing (AACN) Essentials[2]. These essentials are developed nationally to provide a framework for building nursing curriculum. Each essential is specifically designed to outline necessary curriculum content and expected competencies for baccalaureate nursing students. Table 1.2 includes the Nursing program learning outcomes from Nursing Assistant to RN-BSN and ties the RN-BSN outcomes to AACN Essentials to illustrate the scaffolded nature of the existing and proposed BTC programs.

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[2] American Association of Colleges of Nursing. (2008). The essentials of baccalaureate education for professional nursing practice. Washington, D.C.: American Association of Colleges of Nursing. Available at: https://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf

Table 1.2: BTC Nursing Pathway Learning Outcomes

BTC Nursing Pathway Outcomes

	Nursing Care	Self-Care Promotion	Professionalism	Collaborative Leadership	Clinical Judgment
Nursing Assistant (CNA)	Identify and apply nursing knowledge necessary in the nursing assistant role		Demonstrate integrity through professional boundaries, ethical behaviors, and respectful communication.	Build positive health outcomes through the promotion of evidence-based clinical care within the interdisciplinary team.	Demonstrate clinical competencies defined in WAC 246-841
Practical Nursing (LPN)	Apply the nursing process to provide culturally competent care.	Build strategies to promote wellness through supporting positive relationships with self and others.	Model integrity through professional boundaries, ethical behaviors, and respectful communication.	Maximize positive health outcomes through the promotion of evidence-based clinical care within the interdisciplinary team.	Administer safe nursing care by integrating critical thinking, evidence-based practice, and prioritization.
Registered Nursing ADN DTA/ MRP	Integrate the nursing process to deliver individualized culturally competent care.	Formulate strategies to promote the health of self and others.	Design systems that reinforce professional boundaries, ethical behaviors, and respectful communication.	Develop systems that promote positive health outcomes through evidence-based clinical care within the community.	Model safe nursing care by integrating critical thinking, evidence-based practice, and prioritization.
Baccalaureate Nursing RN-BSN	Adapt the nursing process to develop and manage individualized, culturally competent care.	Incorporate diverse health promoting strategies to promote wellness of self and others within the community.			Develop safe nursing care standards through analysis of critical thinking, evidence-based practice, and prioritization.
AACN Essentials	Essential III: Scholarship for Evidence Based Practice / Essential IX: Baccalaureate Generalist Nursing Practice	Essential VII: Clinical Prevention and Population Health	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice / Essential VIII: Professionalism and Professional Values	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety / Essential V: Health Care Policy, Finance, and Regulatory Environments / Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	Essential IV: Information Management and Application of Patient Care Technology

2. Program Evaluation Criteria and Process

BTC faculty and staff systematically gather, review, and use instructional program-level data through a long-standing process that involves annual reporting on program student learning outcome (SLO) achievement and program effectiveness in relation to the institutional Key Performance Indicators (KPIs). As part of the college's ongoing focus on development of effective SLOs and continuous improvement, an updated reporting process was piloted in the 2016-17 academic year, with input and collaboration from faculty members. The SLO report includes program and course-specific student learning outcomes, measures/assessments, and student achievement data. Faculty assess program results and discuss future plans with their deans based on their outcomes data. Over the past few years, faculty and administration have worked together to continue improving SLO assessment processes, combining course- and program-level SLO reports to emphasize the integration of SLOs across the curriculum, improve faculty training, streamline the reporting process, and make the resulting data more accessible for analysis and application to future practice as well as program advisory committee feedback. This improved process for SLO development and assessment ensures that faculty—working in conjunction with the VP of Academic Affairs & Student Learning, deans, and Data & Research staff—will continue to identify specific, measurable SLOs, define effective assessment methods to measure student achievement across each SLO, and engage in meaningful use of assessment results to improve the teaching and learning process.

Each certificate and degree program (degrees and certificates) also develops an annual Instructional Program Effectiveness Report which identifies learning and other outcomes. These reports are used to evaluate each professional technical program and General Education area as compared to pre-determined standards. The Instructional Program Effectiveness Reports include data on annual full-time headcount, annual FTE, retention rates, number of degrees/certificates awarded, student and graduate satisfaction levels, graduate employment and wage results, and employer satisfaction with graduate performance. Faculty review the reports for their areas, add enrollment and retention data from their own records (optional), and respond to reflective questions. Faculty and deans review the reports together to assess and evaluate each individual instructional program, discuss the effectiveness of prior changes and identify any further changes needed or new areas for improvement.

In addition to college reporting, the Nursing Commission and national accrediting body require all nursing programs to develop and maintain a systematic evaluation plan. This plan must include specific, measurable expected levels of achievement (ELA's) for each end-of-program student learning outcomes and each program outcome. Program outcomes that must be tracked and evaluated include completion rates and job placement data. These ELA's must be assessed at regular intervals, used to inform decision making, documented and shared with program stakeholders.

RN-BSN students will complete evaluations for every course they take within the program. Post-graduate surveys will be administered six weeks after graduation, and employer satisfaction surveys will be conducted on an annual basis. The Nursing area has a Curriculum Committee which reviews curriculum at least annually, and the area also administers a faculty satisfaction survey. Results of all assessment and review tools and activities will be reviewed by the Program Director, and RN-BSN program staff and faculty will come together to discuss and work to resolve any program issues that may come to light as a result of these assessments.

3. Course Preparation Needed by Students Transferring with Technical Associate Degree

The proposed RN-BSN will provide the education and practice experiences for students who have completed an ADN RN degree, passed the Registered Nurse Licensure Examination, and wish to earn a Bachelor of Science in Nursing (BSN).

BTC has an accredited ADN DTA/MRP program and anticipates that many BTC RN alumni will want to progress to the RN-BSN program after licensure. The ADN curriculum at BTC contains one year of academic prerequisites and two years of clinical and nursing curriculum and forms a strong foundation for RN to BSN progression.

The prerequisites of the RN-BSN program have been aligned with the statewide Nursing DTA/MRP degree to provide for seamless progression for student who have an ADN DTA/MRP. Students who have graduated from another ADN program that is not aligned with the Washington State DTA/MRP degree will also be eligible to apply but may need to complete additional coursework. See Table 1.3 for comparison of prerequisite foundational courses and degree pathways.

Table 1.3: Overview of all RN-BSN Degree Pathways

			Credits					
			PN Cert Part-time pathway	LPN-ADN DTA/MRP Part-time pathway		ADN DTA/MRP Full-time pathway	RN-BSN Full-time and part-time pathway	
				BTC PN grad	Non-BTC PN grad		DTA/MRP grad	Non-DTA/MRP grad
Prefix	#	Course Title						
BIOL&	160	General Biology w/Lab	5 credits	Required for PN Cert	5 credits	5 credits	Included in DTA	5 credits
BIOL&	241	Human Anatomy & Physiology 1	5 credits	Required for PN Cert	5 credits	5 credits	Included in DTA	5 credits
BIOL&	242	Human Anatomy & Physiology 2	5 credits	Required for PN Cert	5 credits	5 credits	Included in DTA	5 credits
BIOL&	260	Microbiology	n/a	5 credits	5 credits	5 credits	Included in DTA	5 credits
CHEM&	121	Intro to Chemistry	5 credits	Required for PN Cert	5 credits	5 credits	Included in DTA	5 credits
ENGL&	101	English Composition I	5 credits	Required for PN Cert	5 credits	5 credits	Included in DTA	5 credits
MATH&	146	Introduction to Statistics	5 credits	Required for PN Cert	5 credits	5 credits	Included in DTA	5 credits
PSYC&	100	General Psychology	5 credits	Required for PN Cert	5 credits	5 credits	Included in DTA	5 credits
PSYC&	200	Lifespan Psychology	n/a	5 credits	5 credits	5 credits	Included in DTA	5 credits
Nutrition in Healthcare*			3 credits	n/a	3 credits	5 credits	Included in DTA	n/a
Ethics & Policy in Healthcare*			1 credit	Included in PN Cert	1 credit	5 credits	Included in DTA	n/a
Psychosocial Issues in Healthcare*			4 credits	Included in PN Cert	4 credits	5 credits	Included in DTA	n/a
Communication (elective)			n/a	5 credits	5 credits	5 credits	Included in DTA	5 credits
Humanities (elective)			n/a	10 credits	10 credits	10 credits	Included in DTA	10 credits
Transferred in Nursing Credits (license, LPN or RN)			n/a	n/a	30 credits	n/a	Included in DTA	60 credits
Total Prerequisite Credits			35	25	90	60	135	120
*Integrated into the DTA/MRP over year one and year two, available as supplemental courses for Non-DTA ADN Graduates.								

4. General Education Component

In addition to meeting the AACN curricular requirements, the RN-BSN degree meets Washington State Board for Community and Technical Colleges (SBCTC) requirements to include sixty general education credits in the subject areas identified in Table 1.4. Sixty credits are included in the BTC ADN DTA/MRP program by design. For non-DTA/MRP ADN graduates, 45 credits must be completed before beginning RN-BSN coursework. Any remaining credits can be met as part of the baccalaureate program.

BTC's RN-BSN program will also benefit currently employed nurses as they progress along the nursing continuum towards a BSN, regardless of where they completed their RN. The availability of the general education courses needed for entrance and the flexibility in our RN-BSN electives and courses will support these students in their academic and career goals as well.

Table 1.4: General Education Requirements for the BTC RN-BSN

SBCTC BAS Requirements	Cr	Met by WA ADN DTA/MRP	Cr	Additional opportunities to meet requirements (for non-ADN DTA/MRP RNs)	Cr
Basic Requirements					
Communication Skills (10 credits)	10	English Comp (ENGL& 101)	5	Writing in Nursing	1-3
		English elective (from distribution list)	5	Teaching and Learning in Nursing	3
Quantitative/Symbolic Reasoning Skills (5 credits)	5	College-level statistics (MATH& 146)	5		
Distribution Requirements					
Humanities (10 credits)	10	Humanities electives (from distribution list)	10	US Cultural Health	3
				History of Nursing	3
				Nurses in Media	3
				Wellness and Resilience	3
Social Sciences (10 credits)	10	Intro to Psych (PSYC& 100)	5	Nursing Anthropology	3
		Lifespan Psych (PSYC&200)	5	Contemporary Addiction	3
				Global Health	3
Natural Sciences (10 credits)	10	General Bio (BIOL& 160)	5		
		Chemistry (CHEM& 121)	5	Integrative Health	3
		Microbiology (BIOL& 260)	5	Nutrition in Healthcare	5
		Anatomy and Physiology, I (BIOL& 241)	5		
		Anatomy and Physiology II (BIOL& 242)	5		
Additional General Education Courses (15 credits)	15	Ethics & Policy in Healthcare	5	Ethics & Policy in Healthcare	5
		Psychosocial Issues in Healthcare	5	Psychosocial Issues in Healthcare	5
		Nutrition in Healthcare	5	Nutrition in Healthcare	5
				Advanced Nutrition Topics	3

5. Coursework Needed at Junior and Senior Levels

RN-BSN Course Work

The Washington State Associate in Nursing DTA/MRP degree prepares students for licensure as a Registered Nurse through Washington State Community and Technical Colleges, as well as for entry into a Bachelor of Science in Nursing completion degree. Students admitted to an RN-BSN program will be conferred senior standing upon passage of the NCLEX-RN.[3]

This agreement reflects the 3 + 1 nature of the pathway to baccalaureate nursing, where the ADN represents the first three years (135 credits) of coursework, and the RN-BSN represents the final year (45 credits) of coursework. Thus, RN-BSN students only complete coursework at the Senior level. See Table 1.5 for credit breakdown for both ADN DTA/MRP graduates and Non-DTA/MRP ADN graduates. Note that the 15 credits of general education that non-DTA/MRP graduates are missing can be taken either prior to starting or during the RN-BSN program.

Table 1.5: RN-BSN Program Credits for DTA/MRP and Non-DTA/MRP Graduates

DTA/MRP Graduates	Non-DTA/MRP Graduates
135 credits: Pre-licensure • 90 credits = ADN Program • 30 credits = RN Licensure as a result of passing the NCLEX-RN • 15 credits = General Education included in the DTA	120 credits: Pre-licensure • 90 credits = ADN Program • 30 credits = RN Licensure as a result of passing the NCLEX-RN
45 credits: RN to BSN program • 30 credits = Nursing Core Courses • 15 credits = Elective Courses	60 credits: RN to BSN program • 30 credits = Nursing Core Courses • 15 credits = General Education • 15 credits = Elective Courses
180 credits	**180 credits**

Appendix A contains short course descriptions of the RN-BSN nursing core and elective courses.

Nursing Core Courses - 30 Credits

Nursing core courses will be taken sequentially beginning in Fall quarter and run through the summer. See Table 1.6 for RN-BSN Nursing Core Courses. Students can elect to follow a full-time pathway of 12 credits in quarters 1-3 and 9 credits in quarter 4. These students will graduate in four quarters. Students can also elect to follow a part-time pathway of 6 credits per quarter until their final summer quarter which will require 3 credits. These students will graduate in eight quarters. Nursing courses will be online except where on-ground sessions are necessary to complete practice experience rotations (guided practice hours) as required by the Nursing Care Quality Assurance Commission (NCQAC).

WAC 246-840-531[4] outlines practice experience guidelines for RN-BSN programs in Washington State. BTC will have a minimum of 100 hours of faculty planned practice experiences for students based on program outcomes and goals. According to the WAC, these can include, indirect and direct patient care, patient or population teaching, population interventions, student nurse teaching or the teaching of nursing students, leadership and change projects, research, accessing client or population date for the purpose of doing quality assurance or improvement projects, informatics, thesis or dissertation development and defense (WAC 246-840-531 section 2a). These practice experience options are considerably expanded from the direct care requirements for pre-licensure nursing students and reflect the post-licensure experience of RN-BSN students.

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[3] http://www.wsac.wa.gov/sites/default/files/2016.06.15.NursingDTAMRP.pdf
[4] https://app.leg.wa.gov/wac/default.aspx?cite=246-840-531

Table 1.6: BTC RN-BSN Nursing Core Courses

Course ID	Course Name	Theory Hours	Guided Practice Hours	Field-Based Experience Hours	Credits
NURS 301	Nursing Research	66			6
NURS 400	Leadership for Organizational Change	66			6
NURS 401	Leadership Practice Experience		66		3
NURS 402	Quality and Safety	66			6
NURS 403	Community and Public Health	66			6
NURS 404	Population Health Practice Experience		66		3

Elective Courses – 30 Credits Available

Elective courses will be online, and in-program RN-BSN students will have priority registration for these courses. These electives will also be made available to pre-program, non-matriculated RN-BSN students who are interested in taking electives ahead of their scheduled program start date as space allows. DTA/MRP graduates will need 15 credits of elective courses to complete their RN-BSN coursework. Non-DTA/MRP graduates will need between 15 to 30 credits of elective coursework, depending on their transferrable courses and prior coursework. At least two elective courses will be available each academic quarter. See Table 1.7 for the list of BTC RN-BSN elective courses.

Table 1.7: BTC RN-BSN Elective Courses

Course ID	Course Name	Theory Hours	Guided Practice Hours	Field-Based Experience Hours	Credits
NURS 410	Nurses in Media	33			3
NURS 412	US Cultural Health	33			3
NURS 414	Global Health	33			3
NURS 416	History of Nursing	33			3
NURS 418	Nursing Anthropology	33			3
NURS 420	Integrative Nursing	33			3
NURS 422	Teaching and Learning in Nursing	33			3
NURS 423	Writing in Nursing	11-33			1-3
NURS 424	Advanced Nutrition Topics	33			3
NURS 426	Wellness and Resilience	33			3
NURS 428	Contemporary Addiction	33			3

CRITERIA 2 – QUALIFIED FACULTY

CRITERIA	STANDARD
2. Qualified faculty.	Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program. Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

BTC will begin recruiting for program administration and faculty in Winter of 2021 as listed in Table 2.1.

Table 2.1: BTC RN-BSN Faculty and Administrator Profile

Position	FTE	Responsibilities
RN-BSN Director	1.0 full-time exempt (non-faculty position)	Administration of the RN-BSN program Creating/maintaining teaching and learning environment Facilitating curriculum Decision-making Budget preparation/monitoring Involvement with central administration Faculty development/review Faculty recruitment Goal development Assurance of rule compliance Communication with the Nursing Commission
Tenure-Track Faculty Position	1.0 full-time	Nursing program outcomes Curriculum development, implementation, and evaluation Nursing program policies Academic advising Evaluating student achievement Selecting, guiding, and evaluating student learning activities Practice site interaction
Adjunct Faculty Positions	part-time as needed	Nursing program outcomes Curriculum development, implementation, and evaluation Nursing program policies Academic advising Evaluating student achievement Selecting, guiding, and evaluating student learning activities Practice site interaction

The first position will be a full-time exempt Nursing Program Director, with full responsibility for management and administration of the RN-BSN program, in compliance with the Washington Administrative Code (WAC 246-840-517[5]). This position will not include any direct teaching responsibilities. Nursing Directors for RN-BSN programs must hold a minimum of a doctoral degree in nursing or a graduate degree with a major in nursing and a doctoral degree either in nursing or a health or related educational field, all from appropriately accredited colleges or universities. Nursing Directors must also have preparation in education that includes teaching adults, teaching methods, curriculum

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[5] https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-517

development, and curriculum evaluation, or two years of teaching experience in nursing education that demonstrates this type of preparation. We will seek a candidate with experience in nursing administration or educational administration and at least five years of experience as a Registered Nurse, including two years of experience in nursing education. The current pre-licensure Nursing Director has four years of experience in her role as administrator, 10 years of experience as faculty in the BTC nursing program, and is the direct supervisor and Dean of Nursing and Allied Health programs. The current Nursing Director will help mentor and orient the RN-BSN Director to their role and will continue to oversee the pre-licensure program offerings while the RN-BSN program becomes established and works toward national accreditation. After that time, the administrative structure will be re-evaluated.

The second position is a full-time tenure-track faculty to lead instruction in the RN-BSN program at implementation, in compliance with the requirements for RN-BSN faculty in the Washington Administrative Code (WAC 246-840-523[6] and WAC 246-840-526[7]). Total faculty FTE allocated to the program for the initial cohort will be 1.0 full-time faculty and part-time faculty as needed. All eleven current BTC full-time Nursing faculty members are qualified to teach in the proposed RN-BSN program. It is anticipated that current and/or additional part-time faculty will teach elective courses in their area of expertise, assist with practice experiences for students in the practicum courses, and meet all WAC requirements. Additional adjunct faculty will be hired from the initial recruiting pool and added as need to accommodate program needs and growth. Some of the program's current pre-licensure faculty have already expressed their interest in adding moonlight contracts to teach elective courses or practice experience rotations in their areas of specialty.

The college will recruit faculty with academic and professional education and experience in their field of specialization. Doctorally-prepared faculty will be preferred candidates. All faculty will be sufficiently qualified according to the WAC regulations above, including holding active, unencumbered Washington State Registered Nurse license. Faculty will also hold the minimum of a graduate degree in nursing from an appropriately accredited college or university and nursing education program, or a bachelor's degree in nursing from an appropriately accredited college or university, and a graduate degree in a health or education-related field.

Faculty will be provided with both a general college orientation and nursing program faculty orientation, as standardized in both formal orientation processes at BTC. Each new faculty member will also be officially mentored by an existing tenure-track faculty member. Ongoing development opportunities are provided to BTC faculty in the form of professional development support, through contract-guaranteed professional development funds and access to additional funding through BTC Foundation support.

The passage last year of House Bill 2158 provided funding to increase pay for nursing faculty at the community and technical college level. This will allow BTC to recruit faculty and a director for the RN-BSN program with more competitive wage offerings. In the past, it has been difficult to recruit nursing faculty because of the difference between salaries in education and industry. BTC was able to incorporate this new funding into the Faculty Collective Bargaining Agreement quickly and provide the full 26 percent increase for nursing salaries. BTC also offers an additional annual $4,000 increase for doctorally-prepared faculty.

After conducting the RN-BSN needs assessment, the program received inquiries of interest from three prior BTC RN graduates who have since earned their doctoral degrees and have administrative and/or education experience. Recruiting for Director and faculty positions will officially begin in Winter of 2021 with the anticipation of full-time hires beginning in Fall 2021.

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[6] https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-523
[7] https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-526

CRITERIA 3 – SELECTIVE ADMISSIONS PROCESS

CRITERIA	STANDARD
3. Selective admissions process, if used for the program, consistent with an open-door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.

Admissions Requirements

BTC will employ the minimum requirements for admission to the RN to BSN program needed to promote student success. Admission requirements are as follows:

- Associate Degree in Nursing from a nationally-accredited institution with a cumulative GPA of 2.0 or higher;
- Completion of required prerequisite general education courses with a cumulative GPA of 2.0 or higher;
- Minimum of 2.0 GPA earned in every nursing course;
- Unrestricted RN licensure in Washington State;
- Transcripts from all post-secondary education programs, including ADN program;
- Professional reference (academic or Supervisor within the last year);
- Resume and cover letter;
- Reflective Goal Statement (See Appendix B);
- Background check.

BTC will use points awarded to offer initial program seats. If there are more applicants than available seats for admission in the program, first consideration will be given to qualified applicants in the order in which they applied.

Holistic Admissions Process

To ensure the program will serve a diverse population, admission criteria were designed using holistic admission guidelines from the AACN[8]. Holistic review considers a broad range of factors in admissions decisions including non-academic and academic measures. These guidelines have the express purpose of diversifying the healthcare workforce and providing opportunities for students from diverse socioeconomic and underserved populations.

The Nursing and Allied Health program areas at BTC have adopted an admissions vision and two core goals that support the college mission to provide student-centered, high quality professional technical education for today's needs and tomorrow's opportunities.

Nursing and Allied Health Selective Admissions Vision:
> BTC Nursing and Allied Health will be recognized leaders in providing innovative admissions processes that promote diversity and equity, maximize student potential, and support the regional economy through development of a diverse and competitive workforce.

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[8] https://www.aacnnursing.org/Diversity-Inclusion/Holistic-Admissions

Guiding Goals:
- **Teaching & Learning [priority goal]:** Support student learning by addressing barriers and creating pathways to high quality instruction.
- **Campus Community & Culture:** Cultivate a welcoming and accessible learning environment which promotes student success through a commitment to diversity, equity, and inclusiveness.

All of the BTC Nursing pathways are committed to accessibility and equity in admissions procedures and requirements. The BTC ADN DTA/MRP program is one of the few in the state that does not admit students competitively based primarily on GPA. Students are required to meet grade and exam benchmarks and are ranked on several non-academic metrics, including commitment to the college, healthcare training and work experience, veteran status, and prior applications.

BTC Nursing faculty develop admissions criteria for nursing pathways in collaboration with Student Services staff members, industry partners, and the Nursing Student Governance Advisory Committee (NSGAC). The NSGAC is a committee of students who are currently in-program and consult on program needs, changes, and propose systematic improvements. All admissions procedures and criteria are holistically reviewed annually through a collaborative process.

The RN-BSN program will include academic benchmarks as well as non-academic measures when considering applicants for admission to the program. Students will be required to complete and submit a Reflective Goal Statement addressing non-academic measures as listed below.

1) Obtaining a baccalaureate degree requires persistence, hard work, and the ability to focus on the end result. Share with us one long-term goal that RN-BSN education will help you reach. This goal can be academic, personal, or professional.

2) Describe how your life experiences, personal strengths, professional experiences, & aptitude will contribute to your success in an RN-BSN program (community service, leadership experience, healthcare experience, experience working with a diverse underserved population).

3) Explain the academic challenges, success, or obstacles in your life that impacted your ability to achieve your goals.

4) All students can contribute to the creation of a diverse and inclusive environment when diversity is defined most broadly. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of BTC and the nursing profession (first-generation college student, multilingual, commitment to work in a medically underserved area, commitment to social justice, etc.).

5) Attach a professional resume to your Reflective Goal Statement.

Reflective Goal Statements will be de-identified and independently reviewed by a faculty representative and a Student Services representative and scored using the rubric in Table 3.1.

Table: 3.1 Reflective Goal Statement Scoring Rubric

Total Points Possible: 22			
Criteria	Ratings		
	Exceeds Expectations 3 pts	**Meets Expectations 2 pts**	**Does Not Meet Expectations 1 pt**
Reflective Goal Statement			
Goal Orientation 3 pts	Goal focuses on diverse levels of interest, ability, or readiness of individual learning needs and is challenging yet achievable through personal actions.	Goal focuses on learning needs and is achievable through personal actions.	Goal does not focus on learning or is poorly articulated or is dependent on the actions of others.
Evaluation/ Self Analysis 3 pts	Independently evaluates/analyzes personal strengths, experiences, & aptitudes. Demonstrates commitment to ongoing improvement.	Evaluates/analyzes personal experiences with minimal prompting, primarily major events/decisions. Demonstrates a desire to improve.	Prompted evaluations are brief, cursory, and not used to improve performance. Justifies personal decisions/choices without evaluating them. Is unable to see flaws or need for improvement.
Format 3 pts	College-level writing used (statements are descriptive, clear, and logical). All required areas are complete and error free. Consistent and accurate use of terms.	Some deviation from college level. All required areas of the journal entry are complete and error free. Usually and accurately uses terminology.	Little or no resemblance to college-level writing. Areas of the journal entry are incomplete. Rarely uses terms accurately.
Resume			
3 pts	Schools are named and listed in chronological order, work experience is thoroughly listed, no personal information is included, 1-2 pages in length, correct spelling and grammar, consistent font and style.	Schools are named and, work experience is listed, experience is listed, no personal information is included, 1-3 pages in length, mostly correct spelling and grammar, consistent font and style.	Elements are missing or format is incorrect, or inconsistent, or personal information is included.
Additional Metrics			

Community Service	1pt	
Leadership Experience	1pt	
Life Experience	1pt	
Healthcare Experience	1pt	
Work with Underserved Pops	1pt	
Overcome Obstacles	1pt	
Commitment to Diversity	1pt	
First Generation College Student	1pt	
Multilingual	1pt	
Commitment to Social Justice	1pt	

CRITERIA 4 – STUDENT SERVICES PLAN

CRITERIA	STANDARD
4. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.

Generally Available Student Services

BTC's Student Services division is aware and supportive of the proposed RN-BSN program, and is prepared to provide full wrap-around services to potential students, students, and alumni. Students in the RN-BSN program will have access to all of the support, advising, and counseling services generally available to students at BTC. These services include:

- Admissions & Recruitment
- Advising & Career Services
- Accessibility Resources
- Assessment Center
- Counseling & Multicultural Services
- eLearning
- Financial Aid
- Registration & Enrollment
- Workforce Funding & Student Support

BTC also has a Veterans Coordinator and Veterans Club as well as a dedicated Veterans Center. Students in the RN-BSN program will pay the services and activities fee, and benefit from the leadership and services provided by Associated Student Body (ASBTC).

The majority of the RN-BSN courses are online. Only a few of the courses (the Leadership Practice Experience and Population Health Practice Experience courses) will use the hybrid/in-person model due to the need for students to complete face-to-face practice experience hours. Consequently, students will be on-campus for at least some of the time during the duration of their program and will have the same access to services as other BTC students. It is BTC's policy that all support services are available online as well as face-to-face. More information can be found at https://www.btc.edu/CurrentStudents/Index.html

Program-Specific Services

Dedicated Nursing Navigator

BTC research has shown that students who are members of underrepresented populations often share similar barriers, including uncertainty about their lack of prior education; fear of using online technology; competing demands between work, family and education; and financial pressures. Feedback from students indicates that a high value is placed on non-academic supports such as coaching and connection to resources. The Nursing Navigator will be integrated into the online learning management system (Canvas) to enhance accessibility to and familiarity with students. The Navigator will combine coaching and advising skills to help students understand the admissions process, support students through individualized coaching services, and provide referrals to additional college and community resources.

The Navigator support model incorporates a proactive response to an individual student's needs. This staff member is trained in the *InsideTrack* coaching model, will tailor services (using high- or low-touch strategies depending on each student's cultural or socio-economic needs), and will seek to build rapport and engage with students using coaching techniques. These techniques will help the students build resiliency skills, including self-awareness, confidence, and interpersonal skills. This coaching-centered support will help guide students through identification of goals and barriers to success, as well as areas of

strength, treating the student as a whole person whose academic career is part of—not separate from—their other life circumstances.

BTC's Nursing Navigator serves all students within the nursing pathway at BTC, which will include RN-BSN students. This consistency allows for strong student advising continuity for all nursing students. All nursing area faculty, administrators and staff work as a team to help support students and resolve issues. This structure has been extremely effective and the existing team is anticipated to be able to absorb the additional RN-BSN student load. The Nursing Director and Director of the RN-BSN program will assess student advising and support capacity after the first year of the new program to ensure that these resources are sufficient.

BTC initiatives will help RN-BSN nursing faculty use teaching and learning methodologies that support working adults and diverse student populations. BTC is currently implementing a Guided Pathways model on campus, and professional development is a key component of this implementation. As part of this work, faculty leaders are developing BTC's first Faculty Teaching & Learning Academy (TLA), which is intended to help BTC faculty adapt program content and delivery to remediate student equity gaps. The TLA is also currently piloting a robust peer mentoring program for new faculty. BTC is creating a strong technology training program that will help the RN-BSN employees effectively research, plan and implement system improvements for teaching, learning and student support. Another component of the initiative is focused on helping to improve employee data literacy skills and fostering a culture of data-informed decision-making. This work will include developing and enhancing data dashboards and other tools to enable employees, including RN-BSN faculty and staff, to analyze non-traditional student outcomes in order to identify and respond to barriers and service gaps for student populations.

Financial Aid

Although the specific financial aid needs of students in the RN-BSN program may differ in some respects from the needs of students in traditional two-year degree programs, their needs will be handled within the Student Financial Resources office. Student Financial Resources has developed easy-to-use, web-based applications for students, as well as moving the college's Emergency Funding application online. These changes will enhance the ability of the largely online RN-BSN student population to easily access Financial Aid resources. Student Financial Resources staff will be provided with specialized training as required to help serve these students. We anticipate that current Student Financial Resources staff members will have the capacity to serve this population. However, we will monitor this capacity carefully as student numbers increase over the first two years of the program's operation.

Admissions and Advising

BTC's Admissions and Advising area will work closely with nursing area employees to promote the new RN-BSN program in a variety of modalities, including through Canvas postings, information on the website, and promotion in internal and external recruitment and outreach events, as well as assist students with their admissions process as needed. Advising is the formal responsibility of Student Services staff. BTC uses a centralized case management system, and RN-BSN students will have the full benefit of this coordinated approach, which is based on nationally-recognized best practices. All students with program intent are enrolled in BTC's case management system upon admission, and are assigned to an Academic and Career Advisor specializing in that program. At the request of the advisor, the RN-BSN Program Director and/or faculty teaching in the RN-BSN program will be available to advise students on course choice, discuss student progress, direct students to needed resources, and assist with other program-related issues or problems. If the Program Director is not going to be available, he/she will designate a member of faculty to act in his/her stead. The RN-BSN Program Director and faculty will also work with Student Services staff to establish links with businesses who may hire RN-BSN program graduates. Student support staff across campus, including Admissions and Advising staff members, offer students advising and coaching support via Zoom, through course Canvas pages, and by phone and email.

Prior Learning Assessment

Students in the RN-BSN program will be able to apply credit for prior learning in accordance with BTC's Non-Traditional Credit -Prior Learning Assessment policy[9]. Assessment of work submitted to gain credit for prior learning will be the responsibility of qualified program faculty.

Tutoring Center

BTC's Tutoring Center is a free service which helps students to achieve success in math, accounting, chemistry, biology, writing, English, and many other courses. Tutoring provides customized small group and individualized academic support for students online, which includes trained tutors using Zoom and a drop-in program on BTC's Virtual Assistance page. Tutors are recruited to provide support for subjects as requested by BTC students. RN-BSN program faculty will work with the Tutoring Center staff to help them understand the requirements of the program and the standards that students are expected to achieve to be successful –particularly in the area of math. As part of this collaborative approach, program faculty will provide Tutoring Center staff with exemplars of documents (reports, PowerPoint presentations, Excel spreadsheets) so that they can more effectively help students achieve the expected standards. Staff from the Tutoring Center will also provide technology orientations for RN-BSN students during the initial orientation course (NURS 301 Nursing Research), and will be available on request at other times to provide in-person or online academic support as needed.

eLearning

Student support will be offered through the eLearning Help Desk (phone and email) and library staff. Library staff develop and maintain online tutorials and videos, which are posted on digital research guides, the BTC website, and through Canvas, and the eLearning department regularly surveys faculty members and students to determine needs and priorities. BTC librarians and paraprofessional staff will offer RN-BSN students reference and research support, directional assistance, circulation assistance, interlibrary loans, and student technology support. Specialized assistance and instruction are available by request. For example, formal library orientations and information literacy sessions are requested and taught regularly for several instructional areas. In addition to orientations and information literacy sessions, librarians offer training on reference tools such as EBSCO eBooks, ProQuest and Credo Reference. The Library has expanded options for remote student contact, including developing a Virtual Info Desk as well as providing support through phone, email and an "Ask the Library" chat function. Wireless internet is available throughout all BTC facilities, and students also have access to the Library's 30-station open computer lab as well as its technology-rich small group study rooms. The library circulates mobile internet hot-spots, laptops, tablets and other educational technology to support distance learners. eLearning instructional design experts are also available to assist faculty with design and accessibility of online learning.

CRITERIA 5 – FINANCIAL PLAN

CRITERIA	STANDARD
5. Commitment to build and sustain a high-quality program.	Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue. Document the college's ability to sustain the program over time.

Assumptions

BTC's financial plan for the RN-BSN program assumes the following:

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[9] https://www.btc.edu/FutureStudents/AcademicCreditforPriorLearning.html

- Student enrollment projections are based on an assumed attrition rate of 10 percent for each cohort, which is slightly higher than attrition rates for other Nursing program cohorts.
- The Program Director position will begin Winter 2022.
- The full-time program faculty position will begin Fall 2022.
- The adjunct faculty positions will be a 0.16 FTE for the 2022-2023 academic year because there will be no summer cohort. A 0.32 FTE for subsequent years includes a summer cohort.
- Benefits for faculty and staff are assumed to be 35 percent of gross salary.
- The per-credit tuition and fees are based on the FY 2020-2021 rate and assume that students are taking full loads (maximum discount) and have Resident status.
- There will be a student fee of $20 per credit.
- Teaching will occur in all four quarters.
- RN-BSN expenses in areas such as Goods & Services will be fully covered or leveraged by the Nursing department's overall budget.
- BTC areas such as the Library and Student Services have their own budgets, which cover program-specific support.

1. Types of Funds to be Used to Support the Program

The BTC RN-BSN program will be supported with state funds out of the college operating budget. The Nursing department has been highly successful in obtaining additional private, state and Federal grant resources, and will continue to seek out alternative funding resources in order to continue enhancing the quality of its Nursing programs, including the RN-BSN. Table 5.1 shows the financial plan for program establishment in academic year 2021-2022 and the first 5 full years of the RN-BSN program.

Table 5.1: Student and Staff FTE, Program Costs and Funding

	AY 21/22	AY 22/23	AY 23/24	AY 24/25	AY 25/26	AY 26/27
Student FTE						
Assumes 10 percent attrition	0	27	27	27	27	27
Student Credits						
	0	33	45	45	45	45
Faculty and Staff FTE						
Director FTE	0.5	1.0	1.0	1.0	1.0	1.0
FT Faculty FTE	0	1.0	1.0	1.0	1.0	1.0
PT Faculty FTE	0	0.16	0.32	0.32	0.32	0.32
Program Costs						
Director	$51,500	$103,000	$103,000	$103,000	$103,000	$103,000
FT Faculty	$0	$97,130	$97,130	$97,130	$97,130	$97,130
PT Faculty	$0	$10,560	$21,120	$21,120	$21,120	$21,120
Faculty & Staff Salaries	**$51,500**	**$210,690**	**$221,250**	**$221,250**	**$221,250**	**$221,250**
Benefits @ 35 percent	$18,025	$73,742	$77,438	$77,438	$77,438	$77,438
TOTAL Faculty & Staff Costs	**$69,525**	**$284,432**	**$298,688**	**$298,688**	**$298,688**	**$298,688**
Other Costs						
Goods & Services	$500	$500	$500	$500	$500	$500
Marketing & Outreach	$5,000	$1,000	$1,000	$1,000	$1,000	$1,000
Total Other Costs	**$5,500**	**$1,500**	**$1,500**	**$1,500**	**$1,500**	**$1,500**
Program Income						
Tuition	$0	$159,335	$212,447	$212,447	$212,447	$212,447
Student Fees ($20/cr)	$0	$21,600	$25,920	$25,920	$25,920	$25,920

State Allocation	$0	$0	$0	$25,778	$60,929	$96,080
College Support*	$75,025	$104,997	$61,821	$36,043	$892	$0
Total Funding	**$75,025**	**$285,932**	**$300,188**	**$300,188**	**$300,188**	**$334,447**
Totals						
Total Costs	$75,025	$285,932	$300,188	$300,188	$300,188	$300,188
Total Funding	$75,025	$285,932	$300,188	$300,188	$300,188	$334,447
BALANCE	**$0**	**$0**	**$0**	**$0**	**$0**	**$34,259**

*The College recognizes that the program will need institutional support during the initiation of this new program pathway and while enrollment stabilizes.

2. Appropriate Facilities

Because the RN-BSN degree program will be primarily online, BTC anticipates that no additional facilities and equipment beyond existing classrooms, instructional equipment, and computer laboratories at BTC will be required for this program. Students will be able to use any BTC campus resources, including study areas, food services, and academic or non-academic support services. Faculty will have access to fully-equipped faculty office spaces and all online or on-campus instructional resources.

The BTC Library provides a variety of print, media, and online digital resources to students, faculty, and staff. All digital resources, including specialized online reference databases, a large collection of eBooks, and digital journals, are available from any computer on campus or through remote access. Professional library staff members provide research and reference assistance either in the library or online. BTC's Information Commons, the open computer lab on campus, is located in the library and includes over 40 different computer applications, Internet access, and a variety of assistive technologies. The library staff also provides student technical support.

There is overwhelming industry support for BTC's RN to BSN program in our region. The Associate Degree Program (ADN) program currently has a number of clinical sites in place with active Affiliation Agreements. Table 5.4 outlines facility interest to host RN-BSN students for their practice experiences. See Appendix C for letters of support from industry partners.

Table 5.4: RN-BSN Clinical Agency Partners

Industry Partner	Unit/Facility	Number of Students
PeaceHealth	St. Joseph Hospital – Inpatient Acute Care Case Management	4
	Cancer Center	2
	Whatcom Hospice	2
	Center for Senior Health	1
	Same Day Care Clinic	1
	Allergy and Immunology	1
	Cardiology	1
	Nutrition and Diabetes Clinic	1
	Orthopedics	1
	Pulmonary Medicine	1
	Sleep Disorders Clinic	1
Skagit Regional Health	Skagit Valley Hospital – Inpatient Acute Care Case Management	2
	Cancer Care Center	1
	Cardiology	1
	Orthopedics	1
	Hospice of the Northwest	1
Whidbey Health	Whidbey Health Medical Center – Inpatient Acute Care Case Management	2

	Cancer Center	1
	Orthopedics	1
	Hospice Care	1
	Behavioral Health	1
	Diabetes Care and Management	1
Whatcom County Health Department	Communicable Disease	2
	Community Health	2
	Human Services	2
Christian Health Care Center	Long-Term Care	2
	Therapeutic Rehab	1

3. Equipment, Technology, and Instructional Resources Needed for the Program

The program will be primarily online to enhance accessibility for our RN-BSN population. The college will infuse technology into all aspects of instructional delivery for this program, including use of resources such as Assessment Technologies Institute (ATI) to provide online simulations, modules and assessments. Development and implementation will follow the Washington Administrative Code (WAC 246-840-546[10]) for online nursing education.

All courses will meet established quality and security standards for online and distance learning education: Students are assigned a Student Identification Number (SID) at the time of admission to the College. Information that is unique to the student is linked to the SID and stored in the Student Management System (SMS). Students are enrolled in individual courses through the SMS only, and all programs and courses offered through the online learning management systems require that students log in using their Student Identification Number (SID) and a personalized password. The online course management system used for hosting online classes is a closed and secure system that requires student authentication upon logging in. There are no charges associated with the student verification process at the time of admission or at the time of enrollment in any online course.

BTC online education platforms meet national and regional standards for equal program and service access for users with disabilities and compliance with appropriate federal and state laws such as the Americans with Disabilities Act (ADA). Library and eLearning resources are available for all users and support is readily available for students with access, technology, or equipment needs.

Developed written policies and procedures ensuring quality and security standards for online and distance learning education: The BTC Online Teaching Guide (OTG) was developed in a collaboration between faculty and eLearning in order to meet Department of Education requirements for teaching online. The guide includes information on federal, state and institutional policies, such as FERPA, Accessibility, Copyright, Regular & Substantive Interaction, privacy & confidentiality, and identity verification. The OTG also provides access to professional development resources, which include BTC materials as well as SBCTC professional development (Quality Matters, Open Educational Resources, Canvas 101, Accessible Course Design, the Washington State Course Design Checklist, etc.). In addition to resources listed in the Online Teaching Guide, the learning management system (Canvas, which is maintained and developed by Instructure) provides 24/7 access to support materials for teaching and learning, including the Canvas Guides (updated every three weeks) and a Help menu for learners and teachers in need of instructional or technological support. The BTC eLearning department responds to support requests during working hours.

Student and faculty evaluations of distance learning courses are conducted institution-wide each quarter. The college subscribes to EvaluationKIT, which is integrated into the LMS, and surveys students

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quarterly. These anonymous surveys are compiled and reviewed by the nursing faculty group for both quality control and program development.

CRITERIA 6 –ACCREDITATION

CRITERIA	STANDARD
6. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college's plan to seek accreditation through NWCCU and/or current status of college's standing to offer applied baccalaureate degrees.

The RN-BSN program will seek program approval from the Nursing Care Quality Assurance Commission (NCQAC) before implementation of any nursing education program. This process is already underway: The Nursing Commission is aware and supportive of this program development, and BTC's submission is currently under review.

BTC will seek national accreditation from the Accreditation Commission for Education in Nursing (ACEN) for the RN-BSN program once approval is finalized and before the first cohort graduates, per accreditation standards. ACEN is the national accrediting body for the ADN DTA/MRP program at BTC, which received initial accreditation in 2017. National Accreditation is required by the Washington Administrative Code (WAC 246-840-511[11]) within four years of receiving full commission approval.

Upon SBCTC approval of the RN-BSN degree, BTC will immediately file a Substantive Change Request with the Northwest Commission on Colleges and Universities (NWCCU). BTC is currently approved by NWCCU to offer two applied baccalaureate degrees. NWCCU granted BTC candidacy status at the baccalaureate level in May 2016 for a BAS degree in Operations Management. In August of 2016, NWCCU accepted the college's second BAS degree proposal for a BAS degree in Engineering Technology. In January 2019, NWCCU accepted BTC's ad hoc report providing an update on the implementation of its first two BAS programs, and granted accreditation at the baccalaureate level effective September 1, 2017.

CRITERIA 7 – PATHWAYS BEYOND BSN

CRITERIA	STANDARD
7. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master's) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.

Master's and Doctoral Degrees
A number of potential post-baccalaureate pathways for BSN graduated have been identified in Washington State, including (but not limited to) those shown in Table 7.1. BTC RN-BSN graduates will have a variety of options for advancing their education including out of state and online programs that are not listed here. Common pathways include leadership or education at the Master's and Doctoral level, clinical practice at the provider level as a Doctor of Nursing Practice (DNP) in a variety of specialty areas, and research development at the PhD level.

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11 https://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-511

Table 7.1 Post-Baccalaureate Pathways for BSN Graduates

University	Master's Program	Doctoral Program
Gonzaga University	Master of Science in Nursing	Doctor of Nursing Practice (DNP) (various practice areas)
Pacific Lutheran University	Master of Science in Nursing	DNP (various practice areas)
Seattle Pacific University		DNP (various practice areas)
Seattle University		DNP (various practice areas)
University of Washington Bothell	Master of Nursing	
University of Washington Seattle	Master of Science in Nursing	PhD in Nursing Science DNP (various practice areas)
University of Washington Tacoma	Master of Nursing	
Washington State University Spokane	Master of Nursing	PhD in Nursing DNP (various practice areas)
Washington State University Tri Cities	Master of Nursing	DNP (various practice areas)
Washington State University Vancouver	Master of Nursing	DNP
Washington State University Walla Walla	Master of Nursing	
Washington State University Yakima	Master of Nursing	
Western Governors University	Master of Science in Nursing	

CRITERIA 8 – EXTERNAL EVALUATION

CRITERIA	STANDARD
8. External expert evaluation of program	The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal. In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.

See attached document for external expert evaluation of the program and response to evaluator's recommendations.

NURS 301   **Nursing Research**   **6 credits**

COURSE DESCRIPTION: This course develops the ability to use technology to access and evaluate the credibility of information, weigh the strength of varied perspectives, and develop the skills of academic discourse necessary to produce a written analysis of current issues in nursing research. This course is the first in the required sequence for the program.

COURSE PREREQUISITE(S): Program admission.

NURS 400   **Leadership for Organizational Change**   **6 credits**

This course will guide students to develop the leader within and discover the practices that promote meaningful and lasting organizational change through the exploration of nursing history and leadership theory. This course is the second in the required sequence for the program. NURS 401 is the related practice experience component to this course.

COURSE PREREQUISITE(S): NURS 301

NURS 401   **Leadership Practice Experience**   **3 credits**

This course utilizes a leadership approach to advocacy for patients, families, communities and healthcare professionals to promote resilience, social justice and equity in our system of care. Demonstrates areas to improve collaboration and coordination in healthcare. This course includes the completion of a practice experience project begun in NURS 400.

COURSE PREREQUISITE(S): NURS 301, NURS 400 must be taken as a prerequisite or corequisite to NURS 401

NURS 402   **Quality and Safety**   **6 credits**

This course will examine healthcare systems and evidence-based quality improvement models to develop proficiency leading safety initiatives and improving health outcomes. This course is the third in the required sequence for the program.

COURSE PREREQUISITE(S): NURS 301 & NURS 400

NURS 403   **Community and Public Health**   **6 credits**

This course examines the concepts of community health utilizing the population focused nursing process. The student will gain knowledge of the vulnerable and under-served populations as well as how communities are affected by cultural diversity and natural and man-made disasters. Emphasis is on health promotion, risk reduction and disease management in selected community settings. This course is the fourth in the required sequence for the program. This course includes the conception of a practice experience project which will be completed in NURS 404.

COURSE PREREQUISITE(S): NURS 301, NURS 400 & NURS 402

NURS 404   **Population Health Practice Experience**   **3 credits**

This course examines the concepts of community health utilizing the population focused nursing process. Emphasis is on health promotion, risk reduction and disease management in selected community settings. This course includes the completion of a practice experience project begun in NURS 403.

COURSE PREREQUISITE(S): NURS 403 must be taken as a prerequisite or corequisite to NURS 404

NURS 410   Nurses in Media   **3 credits**

This course will analyze the media's influence on the nursing profession. An exploration of how nurses are portrayed in the media and the influence and the impact of the public's perception on the profession of nursing. This course may be taken at any point in the program sequence.

COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

NURS 412   US Cultural Health   **3 credits**

This course explores the relationship between various components of healthcare in the US, the dynamics of health and illness, as well as population differences within the US. This course may be taken at any point in the program sequence.

COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

NURS 414   Global Health   **3 credits**

This course will examine key principles of global public health used to improve population health at all levels. Investigate global health challenges using critical and creative thinking to understand global health needs. This course may be taken at any point in the program sequence.

COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

NURS 416   History of Nursing   **3 credits**

This course will explore the history of nursing from the early years to the current century. Students will explore historical events and persons while considering the impact on today's professional nursing practice. This course may be taken at any point in the program sequence.

COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

NURS 418   Nursing Anthropology   **3 credits**

This course explores transcultural nursing theory to identify the impacts of culture on healthcare and implements these strategies to promote health and resilience. This course may be taken at any point in the program sequence.

COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

NURS 420   Integrative Health   **3 credits**

This course explores complementary and alternative approaches to healing and the strategies nurses can use to help patients integrate these with conventional health care. This course may be taken at any point in the program sequence.

COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

NURS 422   Teaching and Learning in Nursing   **3 credits**

This course explores evidence-based methods used in nursing to motivate patients in making healthcare decisions and changing lifestyle behaviors. Develop the skills needed to help patients identify their intrinsic motivation for making changes. This course may be taken at any point in the program sequence.

COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

NURS 423   Writing in Nursing   1-3 credits

This course emphasizes the development of research skills, the ability to evaluate and summarize scholarly sources of information, as well as expand skills with varied methods of communication about research findings. This course may be taken more than once and may be linked to another course.

COURSE PREREQUISITE(S): NURS 301 and faculty permission.

NURS 424   Advanced Nutrition Topics   3 credits

This course will explore in depth a specific topic related to advanced nutrition in nursing to gain insight into the topic and the ways in which this knowledge can be implemented to improve self-care, patient care and the nursing profession.

 COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

NURS 426   Wellness and Resilience   3 credits

This course will Explore of the ability of individuals and communities to recover and heal from stressors, and the promotion of factors that nurses can utilize to increase this resilience. This course may be taken at any point in the program sequence.

COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

NURS 428   Contemporary Addiction   3 credits

This course investigates a broad range of addictions including psychoactive substances and process addictions. Also explores the disease process of addiction and addiction theory. The course will draw on current evidenced- based research in the field of addiction treatment. This course may be taken at any point in the program sequence.

COURSE PREREQUISITE(S): Program admission or faculty permission as a non-matriculated student.

Bellingham TECHNICAL COLLEGE
NURSING PROGRAM
RN-BSN APPLICATION
REFLECTIVE GOAL STATEMENT
(1500 words or less)

Reflection, or thinking about our experiences, is the key to learning. Reflection allows us to analyze our experiences, make changes based on our mistakes, keep doing what is successful, and build upon or modify past knowledge based on new knowledge. Reflection also allows us to make connections between theoretical concepts and experiential learning. Learning how to reflect on your own experience, both personal and professional, will assist you to improve your professional nursing practice now and in the future.

Purpose: The purpose of the reflective goal statement is to: (1) articulate your professional goals in pursuing a baccalaureate degree and (2) address the diversity of experience that students bring to an RN-BSN program (3) prepare students for continuous quality improvement as nursing professionals.

Criteria: Follow the prompts closely and refer to the rubric to make sure that all elements have been included in your statement. Statement length should be 1500 words or less, not including headings and prompts.

There are **five (5)** elements to this reflective goal statement. Please format your responses to include the prompt that you are replying to. You may use the *Reflective Goal Statement Template* at the end of this document to format your responses.

1. Obtaining a baccalaureate degree requires persistence, hard work, and the ability to focus on the end result. Share with us one long-term goal that BSN education will help you reach. This goal can be academic, personal, or professional.

2. Describe how your life experiences, personal strengths, professional experiences, & aptitude will contribute to your success in an RN-BSN program (community service, leadership experience, healthcare experience, experience working with a diverse underserved population).

3. Explain the academic challenges, success, or obstacles in your life that impacted your ability to achieve your goals.

4. All students can contribute to the creation of a diverse and inclusive environment when diversity is defined most broadly. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of BTC and the nursing profession (first generation college student, multilingual, commitment to work in a medically underserved area, commitment to social justice).

5. Attach a professional resume to your Reflective Goal Statement.

Reflective Goal Statement Grading Rubric

Total Points Possible: 22			
Criteria	Ratings		
	Exceeds Expectations 3 pts	**Meets Expectations 2 pts**	**Does Not Meet Expectations 1 pt**
Reflective Goal Statement			
Goal Orientation 3 pts	Goal focuses on diverse levels of interest, ability, or readiness of individual learning needs and is challenging yet achievable through personal actions.	Goal focuses on learning needs and is achievable through personal actions.	Goal does not focus on learning or is poorly articulated or is dependent on the actions of others.
Evaluation/ Self Analysis 3 pts	Independently evaluates/analyzes personal strengths, experiences, & aptitudes. Demonstrates commitment to ongoing improvement.	Evaluates/analyzes personal experiences with minimal prompting, primarily major events/decisions. Demonstrates a desire to improve.	Prompted evaluations are brief, cursory, and not used to improve performance. Justifies personal decisions/choices without evaluating them. Is unable to see flaws or need for improvement.
Format 3 pts	College level writing used (statements are descriptive, clear, and logical). Proper grammar and spelling displayed. All required areas are complete and error free. Consistent and accurate use of terms.	Some deviation from college level. Proper grammar and spelling displayed. All required areas of the journal entry are complete and error free. Usually and accurately uses terminology.	Little or no resemblance to college level writing. More than 6 grammar or spelling errors. Areas of the journal entry are incomplete. Rarely uses terms accurately.
Resume			
3 pts	Schools are named and listed in chronological order, work experience is thoroughly listed, no personal information is included, 1-2 pages in length, correct spelling and grammar, consistent font and style.	Schools are named and, work experience is listed, experience is listed, no personal information is included, 1-3 pages in length, mostly correct spelling and grammar, consistent font and style.	Elements are missing or format is incorrect, or inconsistent, or personal information is included.
Additional Metrics			

Community Service	1pt	
Leadership Experience	1pt	
Life Experience	1pt	
Healthcare Experience	1pt	
Work with Underserved Pops	1pt	
Overcome Obstacles	1pt	
Commitment to Diversity	1pt	
First Generation College Student	1pt	
Multilingual	1pt	
Commitment to Social Justice	1pt	

Bellingham TECHNICAL COLLEGE

NURSING PROGRAM
RN-BSN APPLICATION
REFLECTIVE GOAL STATEMENT
Template

Applicant Name: Date:

1. Describe one long-term goal related to baccalaureate education. Obtaining a baccalaureate degree requires persistence, hard work, and the ability to focus on the end result. Share with us one long-term goal that BSN education will help you reach. This goal can be academic, personal, or professional.

2. Describe one long-term goal related to baccalaureate education. Obtaining a baccalaureate degree requires persistence, hard work, and the ability to focus on the end result. Share with us one long-term goal that BSN education will help you reach. This goal can be academic, personal, or professional.

3. Explain the academic challenges, success, or obstacles in your life that impacted your ability to achieve your goals.

4. All students can contribute to the creation of a diverse and inclusive environment when diversity is defined most broadly. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of BTC and the nursing profession (first generation college student, multilingual, commitment to work in a medically underserved area, commitment to social justice).

5. Attach a professional resume to your Reflective Goal Statement.

Letters of support from industry partners

**PeaceHealth
St. Joseph Medical Center**

August 21, 2020

Bellingham Technical College
3028 Lindbergh Avenue
Bellingham, WA 98225

RE: Letter of Support for RN-BSN program at Bellingham Technical College

PeaceHealth St. Joseph Medical Center is pleased to partner with Bellingham Technical College. The role of Registered Nurse (RN) is a vital position in the delivery of patient care at PeaceHealth St. Joseph Medical Center, particularly given the current COVID pandemic.

We fully endorse this project as it meets a variety of needs we face, and creates workforce opportunities for our caregivers. BSN development will improve regional capacity for degree attainment and help the hospital progress toward its goals. This program addresses a barrier that our caregivers have experienced, in that it gives caregivers an opportunity to have a hybrid pathway to obtain their BSN, that is both online and face-to-face. PeaceHealth St. Joseph Medical Center is fully committed to providing clinical space for these students in this program to obtain experience working in areas of care coordination, and leadership.

We are excited by the opportunities that this could create for our caregivers and our community and hope you will give all due consideration to the request and application.

With deepest regards,

Jennifer McAuley
Interim Sr. Director Human Resources
PeaceHealth St. Joseph Medical Center

2901 Squalicum Parkway, Bellingham, WA 98225   360-734-5400 Phone
peacehealth.org/st-joseph

Skagit Regional Health

September 16, 2020

Julie Samms, MN, RN
Dean of Nursing and Allied Health
Bellingham Technical College
3028 Lindbergh Ave.
Bellingham, WA 98225

Ms. Samms,

I am pleased to write a letter supporting the Bellingham Technical College (BTC) Nursing Program endeavor to create and offer a hybrid RN-BSN program in our area. Skagit Regional Health believes in serving our community with compassion and respect, one person at a time. For our RN staff to have this option to expand their education will only improve our ability to strengthen this mission.

Skagit Regional Health is supportive of BTC utilizing our clinics and hospital settings to assist in providing the opportunities needed for students to complete their educational goals as they develop the BSN skills of management, patient care coordination and advanced care planning.

The percentage of RN-BSN bedside staff currently working for Skagit Valley Hospital is less than 30%, which lessens their opportunities for career advancement within our organization. The ease of the hybrid program would be attractive to our staff and beneficial to our community. We are excited to be able to partner with BTC in the creation and implementation of this hybrid program option.

Please feel free to reach out to me if there is any other support I can provide.

M.J. Tyler, MSN, RN
V.P. Chief Nursing Officer
Skagit Valley Hospital
Office: 360-814-2719
mtyler@skagitvalleyhospital.org

P.O. Box 1376 * Mount Vernon, WA 98273-1376   phone (360) 424-4111   fax (360) 428-2475   web skagitregionalhealth.org

September 8, 2020

To Whom It May Concern:

Allow me to introduce myself. I am the Manager of Education at Whidbey Health and have been with Whidbey Health in various leadership roles and in this community for 8 years. We have a majority of nurses who have their AND and have few educational opportunities either on Island or accessible to be able to pursue their career and educational goals while still working in their profession. When I presented the possibility of a ADN to BSN program through Bellingham Technical College to the nursing leadership, there was a good deal of excitement and support. Having a program that could promote the professional nurse, who is currently working in an RN role, to a BSN level nurse is a huge need in our community and in the Healthcare organization.

A BSN prepared nurse is better equipped to manage patients on the multi-disciplinary team and to take the lead in care management of complex patients and situations in every area of nursing. Having an accessible program that will allow a working professional the opportunity to advance his/her education and to be better able to lead and facilitate quality patient care, is a huge need here. This organization's nursing leadership is in favor of having just such a program. We would feel privileged to be able to support BTC's program by providing collaborative experiences for the BSN RN student and would strongly encourage our ADN RNs who are interested in advancing their education, to consider Bellingham Technical College as a viable option to achieve their goals.

Respectfully,

Kristi Stevens BSN RN

Education Manager

stevek@whidbeyhealth.org

360-678-7657 ext 3429

WhidbeyHealth Medical Center || 101 North Main Street, Coupeville, WA 98239-3413 | 360-678-5151 |
WhidbeyHealth.org

WHATCOM COUNTY
Health Department

Erika Lautenbach, Director
Greg Stern, M.D., Health Officer

September 2nd, 2020

Bellingham Technical College
3028 Lindbergh Avenue
Bellingham, WA 98225

RE: Letter of Support for RN-BSN program at Bellingham Technical College

To Whom It May Concern,

The Whatcom County Health Department strives to increase opportunities for access to education and resources in the community. The Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program meets both of these standards by allowing associate degree nurses to participate in education opportunities in a way that would otherwise be unavailable. Having local access to a quality on-line program that is grounded in the needs of the community will provide student and faculty opportunity to positively impact the community. The current situation with the COVID-19 pandemic amplifies this need.

As we continue to combat the COVID-19 pandemic and other public health crises, RNs with a BSN level of preparation are necessary to develop and oversee complex strategies in healthcare. Through this partnership with Bellingham Technical College's RN to BSN program, we will be able to work closely with students as they develop in their experience, offering exposure to public health needs.

We are pleased to support this program to increase opportunities to members of our community both as the patient and the caregiver.

Sincerely,

Cindy Hollinsworth MSN RN
Communicable Disease & Epidemiology Manager

CHRISTIAN HEALTH CARE CENTER

855 Aaron Drive
Lynden, WA 98264
(P) 360-354-4434
(F) 360-354-3768
www.chcclynden.org
State License #1322

August 19, 2020

To Whom It May Concern:

As the Director of Nursing at Christian Health Care Center, I wish to reiterate my support of Bellingham Technical College's RN to BSN program. As I have stated before, skilled nursing facilities are often a missed opportunity for new graduates from Registered Nursing programs especially those that have BSN level education. The care in skilled nursing facilities has changed dramatically over the years and the care needs of the patients has become more complex. Registered Nurses with BSN level of education will be able to provide the care and oversight that is necessary for these patients. This program is giving the Registered Nurses with ASN level of education the opportunity to advance their education to meet the growing needs of our patients as well as meet their own personal goals.

In addition, as a representative of this skilled nursing facility, I also wish to reiterate both our continued support as well as our willingness to be a clinical site for this program. Please feel free to contact me if there are any questions.

Sincerely,

Heather Lewis

Heather Lewis, RN, DNS
(360) 354-4434
Hlewis@chcclynden.org

"the tradition of caring continues"

WESTERN
WASHINGTON
UNIVERSITY

RN-TO-BSN PROGRAM

William Lonneman DNP, RN
Interim Program Director
RN-to-BSN Program am
Miller Hall 416A - MS 9188
516 High Street, Bellingham, Washington 98225
(360) 650-3882
william.lonneman@wwu.edu

December 6, 2019

To the members of the Washington State Board for Community and Technical Colleges:

I am writing in regards to the application of Bellingham Technical College (BTC) to open an RN-to-BSN nursing program. BTC is one of two Associate Degree Nursing programs in our city and is located just a few miles from our campus.

Western's RN-to-BSN program began in 2013 and averages about 30 students per year. We usually receive about ten students each year directly from BTC, so about one-third of our cohort. BTC does a wonderful job in educating their ADN students and our program has benefited from the support and counsel of the Dean there, Julie Samms, since our founding. I also fully support the idea of expanded opportunities for BSN education.

So, I have very mixed feelings about their application to open their own RN-to-BSN program. I understand that they mean for their program to be all on-line, and so it is different from ours, which is a hybrid, blended program that meets face-to-face some weeks and on-line for other weeks. Nevertheless, I am sure that the number of students coming to our program will be impacted by this decision. Our program is not state-supported, and so we already struggle a bit to attract students, due to our higher, self-sustaining program tuition rate.

When our program was founded, everyone agreed on the great need for an RN-to-BSN program in this corner of the state. Western's program was the response to that need. Thank you for receiving this letter and for Julie's openness in asking me to draft: it. I would be happy to talk further about this if you would like.

Bill Lonneman DNP, RN

WOODRING COLLEGE OF EDUCATION
Horacio Walker, Dean

<div align="right">
516 High Street
Bellingham, Washington 98225-9088
360-650-3319   FAX 360-650-4845
</div>

February 5, 2020

Julie Samms
Dean of Nursing and Allied Health
Bellingham Technical College

Dear Julie,

I am writing in regards to Bellingham Technical College's (BTC) application to open an all on-line RN-to-BSN nursing program. The University will always support and stand for collaboration with BTC when new opportunities are opened to students. I believe that BTC will do a highly professional job putting together an RN-to-BSN nursing program. There is ample evidence that speaks of the high quality of your ADN program. In fact, many of our best students come from BTC.

At the same time, I am very concerned with the impact on enrollment that this will have on our own RN-to-BSN program due to the proximity of BTC to Western and the lower cost of an all on-line program. As you know, since we matriculated the first cohort in 2013 the University has invested a significant amount of resources to support the program, maintaining its high quality, which was recently confirmed by the CCNE Evaluation Team Report on the Accreditation Review of our RN-to-BSN nursing program. The University remains committed to continued offering of this program.

Sincerely,

Horacio Walker
Dean, Woodring College of Education
Western Washington University

Bachelor of Applied Science
Organizational Leadership & Technical Management
Program Proposal

Lower Columbia College Vision:

Our vision is to be a powerful force for improving the quality of life in our community.

Table of Contents

NEW DEGREE PROGRAM PROPOSAL COVER SHEET

Program Information

Institution Name: **Lower Columbia College**

Degree: **Bachelor of Applied Science Organizational Leadership Technical Management** CIP Code: 52.0101

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

Degree	AAS-Accounting Technician	CIP Code:	52.0302	Year Began	Spring 2003
Degree	AAS- Administrative Services Manager	CIP Code:	52.0201	Year Began	Fall 1992
Degree	AAS-Automotive Technology	CIP Code:	47.0604	Year Began	Fall 1992
Degree:	AAS-Business Management	CIP Code:	52.0101	Year Began	Fall 1992
Degree	AAS- Criminal Justice	CIP Code:	43.0103	Year Began	Fall 1992
Degree	AAS-Diesel/Heavy Equipment	CIP Code:	47.0302	Year Began	Fall 1992
Degree	AAS- Early Childhood	CIP Code:	13.1210	Year Began	Fall 1992
Degree	AAS-Information Technology Systems	CIP Code:	11.0301	Year Began	Spring 2013
Degree	AAS-Machine Trades	CIP Code:	48.0501	Year Began	Fall 1992
Degree	AAS-Manufacturing	CIP Code:	15.0613	Year Began	Fall 1992
Degree	AAS-Medical Office Administration	CIP Code:	51.0705	Year Began	Fall 2000
Degree	AAS-Welding	CIP Code:	48.0508	Year Began	Fall 1992

Planned Implementation Date: **Fall 2021**

Contact Information

Name: Tamra Gilchrist

Title: Dean of Instruction

Address: 1600 Maple Street, Longview, WA 98632

Telephone: (360) 442-2621

Email: tgilchrist@lowercolumbia.edu

Kristen Finnel

Dr. Kristen Finnel; Vice President of Instruction: Chief Academic
Officer

11/9/2020
Date

Introduction

It is the goal of Lower Columbia College (LCC) to offer a Bachelor of Applied Science in Organizational Leadership and Technical Management (BAS-OLTM) with an anticipated start date of fall 2021. The rural communities in Lower Columbia's service district, Cowlitz and Wahkiakum counties, are in transition. Many jobs that once required only a high school diploma are now seeking applicants with a college degree and work experience. Jobs in fields like early care and education, law enforcement, business management and the trades industries are requiring college degrees to replace the retiring workforce. Both Cowlitz and Wahkiakum counties are experiencing population and economic growth, yet the area has a limited number of individuals educated to the level required to move development forward. The Lower Columbia region needs a more educated, technologically literate, diverse, and economically strategic workforce to take on vital roles in organizational leadership and management.

The BAS-OLTM provides a pathway for students with AAS and AAS-T degrees. The program is designed to enroll students with a range of professional technical associate degrees, work experiences, and professional goals. The degree will fill local and regional industry demand for management professionals, particularly in technical fields such as information technology, criminal justice, industrial trades, early childhood, and business management. The primary audience for this degree will be technically proficient place-bound students and workers who lack the bachelor's degree and leadership/management skills necessary to successfully compete for management roles. In this program, students will complete coursework in the areas of diversity, inclusion, working in teams, foundations of leadership, communications, project management, environmental safety, conflict resolution, change management, and business ethics. This subject combination was determined by a focus group of local business leaders (see Appendix C) and an employer survey. The program curriculum aligns with industry expectations for management professions and ensures students demonstrate mastery of relevant knowledge, skills, and abilities needed to take leadership roles in both nonprofit and profit-based organizations.

As part of the higher education system, LCC understands the magnitude of our national, state, and local challenges and is committed to closing gaps and removing barriers for underrepresented students. LCC's student population is approximately 30 percent students of color. Equity gaps show that students of color persist towards completion at lower rates than their white peers. Additionally, eighty-seven percent of LCC students qualified for a Pell Grant in 2017- 2018, which shows high financial need. Students in Cowlitz and Wahkiakum counties need to be able to work while continuing their education. BAS-OLTM will use a cohort model combined with outcomes-based, mixed-modality instructional practices to increase opportunity and reduce barriers for adult learners from nontraditional backgrounds. Classes will meet on-line and hybrid with face-to-face sessions in the evenings and on weekends to provide the needed flexibility crucial to balancing work and school.

Higher education is a driver to economic vitality and is a key factor in breaking the cycle of poverty for both individuals and communities. The relationship between educational attainment and factors such as employment rates and self-sufficiency continue to show that a college degree is a valuable investment.

Program Vision
LCC strives to provide educational opportunities for technical professionals to acquire skills that empower them to serve as leaders who promote progress and encourage growth in their organization, community, and world.

Program Description
The BAS-OLTM is a career focused, applied science degree to prepare graduates for positions in leadership, management, and supervisory roles in private, public, and nonprofit organizations. The program is designed for working adults with a range of professional technical associate degrees and a diverse set of work experiences and professional goals. LCC's program will help students gain the skills and knowledge needed to effectively lead and manage others through the study of behavioral and leadership theory, professional communications, project management, workplace and environmental safety, conflict resolution, theories of decision making, change management, ethics and diversity.

Guiding Principles
1. A strong commitment to making inclusion a core component of all initiatives, program operations and professional development
2. Leaders who are lifelong learners
3. A program which meets the learning needs of non-traditional adult learners

The BAS-OLTM was presented to the LCC General Workforce Education Advisory Committee (see Appendix B) on September 17, 2020 at the fall board meeting. The board received a draft of the BAS-OLTM program proposal and had a two-week review and comment period before a vote. The board approved the proposal draft on October 8, 2020 without recommendation.

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

Framework
LCC's BAS-OLTM utilizes a mixed-modality and cohort-based model developed to meet the learning needs of non-traditional, adult learners. Students who are juggling work, families, and other responsibilities or who are place bound, cannot attend a traditional academic setting which would require the loss of employment, relocation, or time spent on travel. Nontraditional students also need a learning community to stay connected. In a recent survey of current students interested in the BAS-OLTM and a survey of local employers, both groups overwhelmingly asked for a program that was flexible but not entirely online. Studies show that students from nontraditional backgrounds are especially vulnerable to work/school/life challenges (Giancola, Grawitch, & Borchert, 2009). They are at a higher risk of not completing a degree relative to other students (National Student Clearinghouse Research Center, 2013). The risk increases when taking online courses. For example, studies across the U.S., show that online course retention rates tend to be lower than those in face-to-face courses (Bawa, 2016). Online retention rates continue to decline for underrepresented student populations. (Johnson & Mejia, 2015). One of LCC's BAS-OLTM guiding principles is to "develop a program which meets the learning needs of nontraditional adult learners" which requires the anticipation of challenges and creation of

equitable instructional strategies for student success. Diagram 1 illustrates the components of the BAS-OLTM curriculum design that will set students up for success.

Diagram 1. Establishing a Learner-Centered Culture

Source: Degree Attainment for Adult Learners: https://www.acenet.edu/Documents/Degree-Attainment-for-Adult-Learners--Brown.pdf

All courses for the BAS-OLTM will be delivered using a blended learning approach. Courses will be online or hybrid, and face-to-face meeting times will be in the evenings or weekends. Students will have access to face-to-face tutoring but will also be able to access tutoring online using platforms such as Zoom and Google Meet if this fits better into their schedule or if campus is closed for reasons such as COVID-19. Some courses will have face-to-face class meetings, but lectures will also be recorded and added to Canvas for flexibility and to assure no student misses out on content. Canvas will be used to engage students in discussion boards, podcasts, and online media resources (see Diagram 2). These strategies, supported by the adult learning theory (andragogy), will strengthen the learning community and have been shown through research to produce the best outcomes for academics and retention. A study from the U.S. Department of Education found that a blended learning approach surpasses both face-to-face and online-only instruction in adult learning settings. This instructional approach moves learning from teacher-centered to learner-centered and provides needed flexibility.

Diagram 2. Multimodality Model for Blended Learning
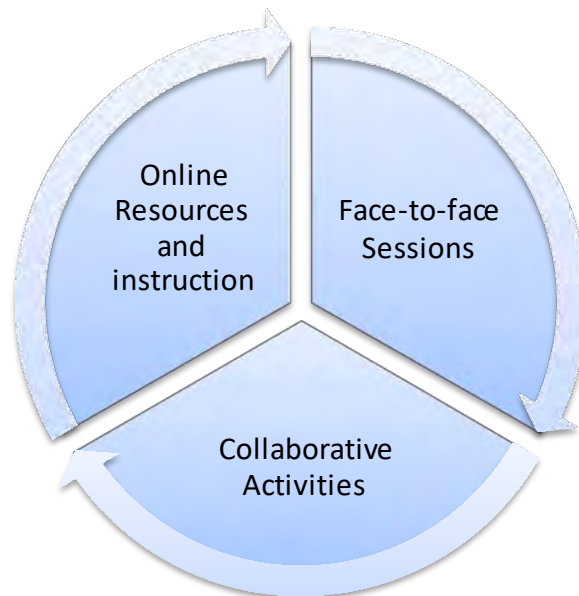
Incorporating research-based equitable practices throughout every BAS-OLTM course will support rigorous learning and increase retention and completion rates (see Sample Research-Based Equitable Practices, Appendix A).

LCC plans to enroll students using a cohort model. A cohort provides students with opportunities to build their professional connections as they form personal bonds and friendships. These bonds help students develop leadership skills, learn teamwork skills, and discover new resources. Students learn not only from their instructors but also from their peers, which allows a wealth of knowledge from the cohort's diversity of backgrounds and different ways of thinking. A learning cohort provides community, which helps students engage with class materials and content in more meaningful ways.

Essential Competencies
LCC has developed the following five essential competencies which relate to the industry-aligned knowledge, skills, and abilities central to success in leadership and management positions. These principles define expected levels of competence and serve as the foundation for the BAS-OLTM program outcomes.

INNOVATORY SKILLS
Job-relevant behaviors, motivation, and technical knowledge such as reasoning, intuition, perception, imagination, inventiveness, creativity, problem-solving, and oral and written expression, are keys to effective leadership and management success. Aligning business processes to these cognitive competencies helps managers evaluate performance, set clear job expectations, and develop meaningful growth plans.

LEADERSHIP
Maximizing efforts toward a common goal through motivation and direction is possible when managers understand the foundations of leadership, possess vision, understand the importance of a variety of perspectives, have the ability to harness the capacity of each individual, and can rally people to move toward both self-improvement and organizational improvement.

ETHICAL BEHAVIOR AND DECISION MAKING
Applied ethics examines the principles and moral beliefs that guide leadership and management decisions. Business professionals have ethical obligations to stakeholder management including employees, suppliers, customers, and partners. Ethical behavior is necessary as these obligations are considered when making economic or strategic decisions.

DIVERSITY, EQUITY, AND INCLUSION
A strong commitment to making inclusion a core component of all initiatives, program operations, and professional development is vital. A leader who recognizes the importance of diversity, equity, and inclusion demonstrates commitment to the organization's staff members and the community they represent. Developing the knowledge, skills, mindsets, and behaviors necessary to build a diverse, equitable and inclusive organization will influence recruitment, onboarding, and promotions. Managers and leaders have the ability to apply operational strategies to promote new behaviors that over time will yield key results.

OPERATIONAL EXCELLENCE

Operational excellence includes continuous improvement, which is a process of constant change and adjustment to reduce waste, improve quality, and maximize human potential. Leaders are responsible for setting the organization up for growth and creating a product or process that meets customer demand, even when the demand changes. Operational excellence involves every person at every level of the organization because every role brings value to the customer and is critical to success. When this happens, employees are provided for in a way that enables them to stay empowered and motivated.

Standard 1. Program Learning Outcomes

Based on input from regional employers and industry demands, the LCC BAS-OLTM has developed the following program outcomes that represent leadership, technical, and management skills.

1. Produce oral and written communications in appropriate business conventions.
2. Examine data to design solutions to a problem.
3. Collaborate effectively with others within the context of a work environment.
4. Construct a philosophy of leadership to guide action.
5. Analyze strategies to effectively lead others to achieve a common goal.
6. Evaluate the moral implications of workplace dilemmas utilizing ethical reasoning.
7. Develop approaches to strengthen cultural awareness within the context of management and supervision.
8. Analyze strategies and methods to facilitate improvements to organizational capacity and function.
9. Implement effective organizational leadership strategies to supervise others.
10. Research strategies for effective professional growth and continuous improvement.

Standard 2. Program Evaluation and Criteria Process

Upon SBCTC and NWCCU approval, the BAS-OLTM evaluation criteria and process will formally integrate into LCC's established evaluation practices including following the instructional policies of the Instructional Council, using the collaborative/cross discipline processes of Guided Pathways, and leveraging college opportunities such as quarterly assessment days and an annual summer institute to work on course and programmatic refinement.

The program evaluation process involves program faculty and staff, the vice president of instruction, the respective deans of instructional programs, including the dean of workforce education and the office of institutional effectiveness and research. Program evaluation addresses program philosophy, mission and goals, curriculum, enrollment, staffing, student learning outcomes, program outcomes, and workforce demands. LCC will also evaluate programmatic components across varying timelines: quarterly, annually, and biannually (see Table 1).

Table 1. Program Elements Evaluation

Occurrence	Program Element	Assessment Method/Instrument
Quarterly and annually	- Adult Learner Andragogy - High-Expectations - Equitable and Inclusive Education - Industry-Aligned and Applied Curriculum	- Student survey - Student evaluation of courses - Employer survey - Review of data for student performance (persistence, retention, and completion) for all student groups including emphasis on special populations and underrepresented student group performance
Quarterly and annually	Student Services Plan	Student survey
Annually and bi-annually	Industry and Community Partnerships	Review with the Advisory Committee to assess the number of employer partners participating in program activities and mix of partners to ensure all essential areas are represented, identify gaps, and plan of action to address needs.
Quarterly and annually	Continuous Program Evaluation	Programmatic review of data and completion of program review cycle documentation

- **Student surveys:** Each cohort will complete a survey in the first quarter of the BAS-OLTM program to establish a baseline and identify individual needs, barriers and employment goals. Students will also be surveyed at the end of each academic year to gauge overall program satisfaction and effectiveness.

- **Student evaluations of all courses:** Student perceptions make up an important component in understanding course relevance, course design, instructional effectiveness, and other considerations and help inform our continuous quality improvement process.

- **Employer survey:** Local employers will be surveyed annually to determine industry needs and standards and to assess program effectiveness.

- **Student success rates at course and program levels:** In collaboration with LCC's institutional effectiveness and research department, regularly evaluate student persistence, retention, and completion rates across and within student demographics.

- **Bi-annual reports to the BAS-OLTM Advisory Committee:** A report will be delivered to the BAS-OLTM Advisory Committee twice per year. The report will include, but not limited to, evaluation findings and plans of actions. LCC will seek recommendations from the committee to guide future actions for program improvement. Recommendations will be incorporated into program revisions. See Appendix B for a list of the advisory board members.

- **Programmatic review (two-year cycle):** In accordance with the college's institutional assessment plan, the BAS-OLTM follows a two-year assessment cycle which includes self-evaluation against BAS-OLTM program and course outcomes, and industry expectations and market trends to ensure relevance and currency. As evidenced in the course outlines of this project proposal (see Appendix D), each course-level outcome feeds into student development toward mastery of the program level outcomes. As such, in the assessment process, course-level assessment tools are identified (e.g. paper, presentation, exam) to examine for student learning at the course and program-level (see Table 2). Instructional continuous improvement efforts are made quarterly and annually and documented in the annual review documentation.

Program Assessment Tools

As part of the outcome assessment process, departments review both student work and the assessment tool. When evaluating the assessment tool, the effectiveness of the tool is examined to measure the targeted outcomes. Using this information, adjustments are made to instruction to enhance the learning process and student achievement of outcomes. Please see Table 2 which highlights specific program assessment tools and timelines.

Table 2. Program Assessment Tools

Assessment tool	Used to Assess	When Assessed
Student course evaluations	• Satisfaction with balance of knowledge, skills, and practice in the course	Every other quarter a course is offered
Student program evaluations	• Satisfaction with program's curriculum, access to resources, feedback from faculty and student services	Last quarter of the program prior to graduation
Institutional program statistics	• Student demographics and review of disaggregated data by gender, race, ethnicity, first-generation college student, etc. • Student enrollment trends • Student retention • Student persistence • Student completion by course • Student progression through the program • Student persistence from year to year	Quarterly and Annually

Post-graduation student survey	• Effect of program completion on career • Effectiveness of the program in meeting job expectations • Effect of the program on career progression • Effectiveness of the program on wage progression • Effect of program on feeling equipped to supervise and lead a diverse workforce	Six months after graduation
Employer survey	• Graduates possess the skills and knowledge required for entry into the profession • The extent to which the graduates' skill and knowledge meets employers' needs and expectations	Annually
Faculty feedback	• Observed increase in student skills and performance • Student preparedness upon entering individual courses • Observed growth in area of diversity, equity, and inclusion of students as future leaders	Annually
Advisory Committee feedback	• Perceived strengths and weaknesses of the program • Relevance of curriculum to employer needs	Bi-annually
Cost analysis of program	• Program viability • Alignment with strategic planning goals of the institution	Annually
Curriculum review	• Relevance of curriculum to employer needs • Perceived strengths and weaknesses of the program	Every two years

Outcomes, Content and Assessment Alignment: The BAS-OLTM delivers program rigor at the course level by aligning outcomes, content, and assessment. This alignment is vital and supports the need for instructional transparency around alignment to maintain learner motivation. Equally important, this method provides valuable information about the program in terms of assessing whether students have learned the intended outcomes. Table 3 illustrates outcomes in terms of Bloom's hierarchy of learning objectives. Content includes materials and learning strategies used to teach the objectives, and assessments include ways to measure student learning. Although the BAS-OLTM program assesses students at all levels, the emphasis remains on assessing the upper levels of Bloom's taxonomy (grayed areas) to ensure baccalaureate-level rigor.

Table 3. Examples of Aligned Outcomes, Content, and Assessments

Outcome (Bloom's Terms)	Content (Materials and Strategies)	Assessments
Recall Remember Define	• Reading assignments • Video tutorials • Lectures	Multiple-choice, fill-in-the-blank tests, adaptive learning exercises, learning based games
Describe Discuss Explain	• Business/leadership research • Informational interviews • Surveys	Papers, online discussions, online polling, think-pair-share and students summarize key concepts
Apply Solve Use Deliberate	• Ethical dilemmas • Management/leadership Simulations/scenarios • Demonstrations	Interactive sessions where students use established procedures or experiment with new procedures to solve organizational problems
Analyze Differentiate Examine Research	• Project management • Leadership/management case studies • Coaching and mentoring Simulations	Papers, projects, discussions, labs where student determine how parts are related to given phenomenon
Evaluate Defend Support	• Data analytics • Operations and logistics • Negotiation simulations	Papers, presentations where students critique ideas and performances using data and established criteria or standards; defend conclusions; advance alternatives
Create Design Construct Produce Implement Collaborate	• Leadership and business operations research • Team-based project delivery • Sustainable business model cases • Workplace safety model cases • Financial statement development • Diversity, equity, and inclusion awareness practices • Capstone	Students develop business plans and portfolios, take action to strengthen cultural elements, leadership and technical management strategies, and financial statements to capture market opportunities or solve complex organizational problems

Associate Degrees

At a minimum, students must either have completed a professional-technical associate degree and/or have completed at least 90 college level credits from a nationally accredited institution prior to applying for admission to the program (see Table 4).

Table 4. BAS-OTLM Course Preparation

GENERAL EDUCATION REQUIREMENTS (GER) (15 credits)		Credit
• ENGL& 101	English Composition 1 (GER-COM)	5
• College-level math course for which intermediate algebra is a prerequisite	(GER-QR)	5
• Human Relations o One of the listed courses from the LCC Human Relations distribution list	PSYC& 100 General Psychology (5) or ANTH& 206 Cultural Anthropology (5) or PSYC 204 Applied Psychology (5) or PSYC 214 Psychology of Adjustment (5) or SOC& 101 Introduction to Sociology (5)	5
TECHNOLOGY (3 credits) • CS 110	Intro to Micro Computer Apps or equivalent (BTEC 104, BTEC 131, or proficiency test) (3 credits)	3

Standard 4. General Education Component

Students will need to complete 60 credits of general education requirements (GER) as specified prior to graduation from the BAS-OLTM program (see Table 5). Based on individual transcripts, students will have ample opportunities and flexibility to meet this requirement throughout the BAS-OLTM program. Eight upper division BAS-OLTM courses (40 credits) have been developed to meet GER criteria to create a more streamlined transition for students with AAS degrees that do not meet the GER component. Program and faculty advisors will work with each student to determine the best academic schedule to meet this requirement.

Table 5. General Education Requirements for BAS-OLTM

GER Category	Credits	Courses
Communications	10	• ENGL& 101- English Composition (5) • CMST 330-Professional/Organizational Communications (5)
Quantitative	5	• College-level math course for which intermediate algebra is a prerequisite (5)
Humanities	10	• HUM 315 Ethics (5) • OLTM 440- Ethics & Leadership (5)
Natural Science	10	• ENVS 440- Environmental Issues (5) (lecture/no lab) Plus 5 natural science with lab credits from the LCC natural science distribution list
Social Science	25	• Human Relations (5) one of the following: o PSYC& 100 General Psychology (5) or o ANTH& 206 Cultural Anthropology (5) or o PSYC 204 Applied Psychology (5) or o PSYC 214 Psychology of Adjustment (5) or o SOC& 101 Introduction to Sociology • OLTM 310 Foundations of Leadership (5) • PSYC 320-Leadership and Organizational Psychology (5)

| | | • OLTM 445- Global Systems and Change Management (5) |
| | | • OLTM 330-Entrepreneurship (5) |

Standard 5. BAS Courses at the Junior and Senior Levels

Upper-division courses (see Table 6) are aligned with the BAS-OLTM program outcomes and industry expectations. They are sequenced to promote development and mastery of specific competencies and program outcomes. Courses will operate within a mixed-modality model using blended and online formats. Blended courses (face-to-face and hybrid) are taught once or twice a week during the evening hours to accommodate busy professionals.

Table 6. Junior and Senior Level Courses

Course #	Description	Credit	Rational
Quarter 1-Fall			
OLTM 310	Foundations of Leadership	5	GER-SS, foundation
HUM 315	Ethics	5	GER-HUM, foundation
CMST 330	Professional/Organizational Communications	5	GER-COM- foundation
Quarter 2-Winter			
OLTM 320	Workplace and Environmental Safety	5	foundation
OLTM 325	Transformative Leadership & Decision Making	5	foundation
OLTM 329	Foundations of Business Practices & Emerging Technologies	5	foundation
Quarter 3- Spring			
OLTM 330	Entrepreneurship	5	GER-SS, intermediate
OLTM 335	Developing and Leading High-Performance Teams	5	intermediate
PSYC 320	Leadership and Organizational Psychology	5	GER-SS, intermediate
Quarter 4- Fall			
OLTM 440	Ethics & Leadership: Leading and Managing in a Diverse Society	5	GER-HUM, intermediate
OLTM 445	Global Systems & Change Management	5	GER-SS, intermediate
OLTM 449	Financial Management	5	intermediate
Quarter 5- Winter			
OLTM 450	Negotiations, Mediation and Conflict Resolution	5	advanced
OLTM 455	Advanced Project Management	5	advanced
ENVS 440	Environmental Issues (lecture/no lab)	5	GER-NS, advanced
Quarter 6- Spring			
OLTM 460	Coaching & Mentoring	5	advanced
OLTM 465	Current Issues in Human Resource Management	5	advanced
OLTM 495	Capstone	5	advanced
Credit Distribution			
Total Lower Division AAS Credits		90	
Total OLTM Program Upper Division Credits		90	
Total pathway Credits (AAS +BAS)		180	

Course Overviews

BAS-OLTM courses were developed in response to high-level program learning outcomes which present a rigorous curriculum that addresses local employers' need for leadership and management competencies. Because students will move through the program as cohort, the BAS-OLTM will present considerable opportunities for formal and informal collaboration. Since the BAS-OLTM program expects to enroll from a variety of associate degree programs, students will find themselves challenged to think both within and across industry sectors. See Appendix D for course descriptions, outcomes, and program outcomes alignment.

Cohort Schedules

The BAS-OLTM is a cohort-based, mixed-modality blended education model (see Table 7 and Table 8). The program will begin with a full-time cohort in 2021 with a part-time cohort being implemented in the second year of the program to provide flexibility for students. LCC anticipates a full capacity of 30 students by the fourth year of the program, 2024-2025. As we near full capacity, other options, including part-time, will be evaluated.

Table 7. Full-time 2021-2023 Cohort Schedule

Fall Qtr. #1 (2021)	Winter Qtr. #2 (2022)	Spring Qtr. #3 (2022)
OLTM 300 Foundations of Leadership **HUM 315** Ethics **CMST 330** Professional/Organizational Communications	**OLTM 320** Workplace and Environmental Safety **OLTM 325** Transformative Leadership & Decision Making **OLTM 329** Foundations of Business Practices & Emerging Technology	**OLTM 330** Entrepreneurship **OLTM 335** Developing and Leading High-Performance Teams **PSYC 320** Leadership and Organizational Psychology
15 credits	**15 credits**	**15 credits**
Fall Qtr. #4 (2022)	Winter Qtr. #5 (2023)	Spring Qtr. #6 (2023)
OTLM 440 Ethics & Leadership: Leading and Managing in a Diverse Society **OLTM 445** Global Systems & Change Management **OLTM 449** Financial Management	**OLTM 450** Negotiations, Mediation and Conflict Resolutions **OLTM 455** Advanced Project Management **ENVS 440** Environmental Issues (lecture/no lab)	**OLTM 460** Coaching & Mentoring **OLTM 465** Current Issues in Human Resource management **OTLM 495** Capstone
15 credits	**15 credits**	**15 credits**

Table 8. Part-time 2022-2024 Cohort Schedule

SU 2022 Qtr. #1	FA 2023 Qtr. #2	WI 2023 Qtr. #3	SP 2023 Qtr. #4
OLTM 300 Foundations of Leadership **HUM 315** Ethics	**PSYC 320** Leadership and Organizational Psychology **CMST 330** Professional/Organizational Communications	**OLTM 320** Workplace and Environmental Safety **OLTM 325** Transformative Leadership & Decision Making	**OLTM 329** Foundations of Business Practices & Emerging Technologies **OLTM 330** Entrepreneurship
10 credits	**10 credits**	**10 credits**	**10 credits**
SU 2023 Qtr. #5	FA 2023 Qtr. #6	WI 2024 Qtr.. #7	SP 2024 Qtr. #8
OLTM 335 Developing and Leading High-Performance Teams **OTLM 440** Ethics & Leadership: Leading and Managing in a Diverse Society	**ENVS 440** Environmental Issues (lecture/no lab) **OLTM 445** Global Systems & Change Management	**OLTM 449** Financial Management **OLTM 450** Negotiations, Mediation and Conflict Resolutions	**OLTM 455** Advanced Project Management **OLTM 460** Coaching & Mentoring
10 credits	**10 credits**	**10 credits**	**10 credits**
SU 2024 Qtr.. #9			
OLTM 465 Current Issues in Human Resource management **OTLM 495** Capstone			
10 credits			

Criteria 2: Qualified Faculty

LCC has a high caliber of experienced instructors who teach in the AAS and AAS-T degrees that feed into the BAS-OLTM (see Table 11). Four of these are full-time business faculty members, one is a full-time communications faculty member, and one is a full-time criminal justice faculty member (see curricula vitae in Appendix F). All instructors in the lower-division courses have at least a master's degree in the subject area or related field. Several faculty with doctorates teach

the upper-division BAS-OLTM courses. LCC will seek to hire a full-time BAS-OLTM instructor. If more instructors are needed to fill classes, we will add highly qualified adjunct instructors. Where appropriate, we will work with Centralia College to leverage instructional resources.

The expected faculty FTE dedicated specifically to the BAS-OLTM program is 1 Full-time and (0.67 year 1) and 1.11 to 1.44 Adjunct FTE annually (see Table 9).

Full-time faculty workload is 45 credits annually per LCC's faculty contract. The full-time BAS-OLTM faculty member will teach primarily in the full-time cohort but may teach in the part-time as needed.

- Year 1: 5 credits plus an additional 10 credits release time to support program start-up and Program Director responsibilities
- Year 2 and beyond: 10 credits plus 5 credits release time for Program Director responsibilities

Adjunct faculty workload is 30 credits in year one and typically 55 credits thereafter. Adjunct credits will increase to 65 credits annually in years where cohorts overlap as one ends and another begins within the same academic year (see Table 10).

Adjunct faculty FTE are calculated by the following: Full-time credit load (45 credits = 1 FTE)

Table 9: Credit Load

Year	Credits	FTE
Year 1 (FT)	30	0.67
Year 2 (FT)	15	0.33
Year 2 (PT)	40	0.89
Year 3 (FT)	15	0.33
Year 3 (PT)	40	0.89
Year 4 (FT)	15	0.33
Year 4 (PT)	50	1.11
Year 5 (FT)	15	0.33
Year 5 (PT)	40	0.89

Table 10. Adjunct Credits

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
BAS-OLTM 1-1 (FT)	30	15			
BAS-OLTM 2-1 (PT)		40	40	10	
BAS-OLTM 1-2 (FT)			15	15	
BAS-OLTM 2-2 (PT)				40	40
BAS-OLTM 1-3 (FT)					15
Totals	30	55	55	65	55

Faculty are responsible for maintaining expertise in their field. The college provides many resources for its faculty to maintain curricular currency and relevance. For example, the eLearning Committee provides a robust set of professional development services including support for technology integration, targeted skills training, Transparency in Learning and Teaching (TILT), Quality Matters, and an internally developed online learning rubric for peer-reviews of online courses.

Table 11. Qualified Faculty

BAS-OLTM Faculty
Tim Allwine; Master of Science, Business Administration, Bachelor of Science, Accounting, Bachelor of Science, Systems Analysis *Qualified Subject Areas: Professional/Organizational Communications, Foundations of Leadership, Advanced Project Management, Conflict, Negotiations, Mediation and Conflict Resolution, Ethics and Leadership, Global System, and Change Management*
Dana Cummings; Master of Science, Business Administration, Master of Science, Accounting, Bachelor of Arts, Humanities, Bachelor of Arts, Cultural Anthropology *Qualified Subject Areas: Financial Management, Entrepreneurship, Current Issues in Human Resource Management, Ethics, Ethics and Leadership, Foundations of Leadership, Foundations of Business and Emerging Technologies, Transformative Leadership and Decision Making*
Bart Finnel; Master of Science, Business Administration, Master of Science, Engineering Management, Bachelor of Science, Electronic Engineering *Qualified Subject Areas: Foundations of Leadership, Advanced Project Management, Global Systems and Change Management, Financial Management, Negotiations, Mediation, and Conflict Resolution, Foundations of Leadership, Coaching and Mentoring, Developing and Leading High-Performance Teams*
Stefanie Gilberti; Master of Science, Speech Communications, Bachelor of Science, Mass Communication & Speech Communication *Qualified Subject Areas: Professional and Organizational Communications*
Louis LaPierre; Doctorate, Biology, Bachelor of Arts, Economics *Qualified Subject Areas: Environmental Issues*
Shannon McLain; Doctorate, Organization Leadership, Master of Science, Management, Bachelor of Arts, Anthropology *Qualified Subject Areas: Current Issues in Human Resource Management, Coaching and Mentoring, Negotiation, Mediation, and Conflict Resolution, Ethics, Ethics and Leadership: Leading and Managing in a Diversity Society, Foundations of Leadership, Organizational Psychology*
Nadine Lemmons; Master of Arts, Business Administration, Bachelor of Science, Management & Business *Qualified Subject Areas: Foundations of Leadership, Foundations of Business Practices and Emerging Technologies*
JoAnna Mosser; Doctorate, Political Science, Master of Arts, Philosophy, Bachelor of Arts, Political Science, Bachelor of Arts, English *Qualified Subject Areas: Leadership and Organizational Psychology*
Anita Quirk; Juris Doctorate, Bachelor of Arts, Spanish *Qualified Subject Areas: Negotiations, Mediation, and Conflict Resolutions*
Janel Skreen; Master of Science, Environmental Science, Bachelor of Science, Biology *Qualified Subject Areas: Workplace and Environmental Safety*
Maggie Stuart; Doctorate, Education, Student, Master of Science Business Administration, Bachelor of Science, Business Information Systems *Qualified Subject Areas: Professional and Organizational Communications, Foundations of Leadership, Foundations of Business Practices, Emerging Technologies*
BAS-OLTM Full-time Faculty; Prefer candidate with educational background and experience in leadership, ethics, and management/supervision.
TBD Adjunct Faculty as needed

Criteria 3: Selective Admissions Policy

The BAS-OLTM is designed to provide maximum access to the degree and at the same time ensure student success and retention at the baccalaureate level. The program is designed for working adults with a range of professional technical associate degrees and a diverse set of work experiences and professional goals. The curriculum will address knowledge, skills, and abilities in areas such as leadership theory, professional communications, project management, workplace and environmental safety, conflict resolution, change management, financial management, entrepreneurship, ethics, and diversity. Designed for place-bound students interested in gaining leadership/management knowledge, skills, and abilities, and enriching their credentials, BAS-OLTM is a blended learning model for adult, nontraditional students. The program offers all students schedule flexibility as well as significant on-campus resources close to home or work. It anticipates a full capacity of 30 students by the fourth year of the program, 2024-2025.

Application Pool Development

LCC is committed to the success of all students. To this end, the college will utilize a variety of methods and strategies to (a) build a pathway to the BAS-OLTM via internal Guided Pathways and institutional efforts, (b) raise broad awareness of the BAS-OLTM through marketing efforts (c) develop inter-institutional AAS and AAS-T agreements, and (d) partner with community-based, tribal, and professional organizations to develop a robust and diverse BAS-OLTM application pool (see Table 12).

Table 12. Sample Application Pool Development Strategies

Focus Area	Strategies
Guided Pathways and Institutional Capacity	• **Exploratory and introductory courses:** All students will take a college success/exploratory course where they learn about pathway options (AA-DTA/MRP, AAS, AAS-T, and certifications) which will be expanded to include the BAS-OLTM. • **Advising:** Entry advisors and faculty advisors (including the BAS-OLTM BAS-OLTM faculty director, will work collaboratively to identify AAS and AAS-T students for possible BAS-OLTM transfer and regularly meet with students to facilitate timely completion. • **Subject-matter support:** LCC student support services such as tutoring, and library services are linked directly to classroom activities to help ensure that potential applicants struggling with quantitative and writing courses, develop college-level skills and pass their courses with at least a 2.0 grade minimum, to help them meet the minimum BAS-OLTM entrance requirements.

	● **Equity, diversity, and inclusion:** BAS-OLTM faculty director and supervising administrator will collaborate with the college's Diversity and Equity Committee and institutional research to identify equity gaps and develop strategies to market to underrepresented populations in the region. ● **Student clubs, student support programs, and specialized programs:** Work with student clubs, student support programs (Veteran's Alliance, Sexualities and Genders Alliance, Multicultural Club, and Xochipilli Club (Spanish/English learning through immersion), and other institutional initiatives serving historically underserved groups to bring awareness to the BAS-OLTM pathway.
Marketing	● **Multiple touch points:** Establish multiple touch points (LCC website portal, information sessions, social media, community engagements, etc.) to help students learn about the program and facilitate contact with advisors. Strategies include: ○ Maintain an interested student/agency contact list to send out monthly Zoom information sessions. ○ Perform classroom visits for strategic introductory and second year courses. ○ Constant Contact direct emails to prior LCC graduates from 12 feeder programs ○ Visit internal programs where students are making career and educational decisions (including Open Doors, CEO/high school completion, and transitional studies). ● **Push and pull marketing:** Work with LCC's marketing department and institutional and community partners to promote the BAS-OLTM in local markets and underserved communities and draw prospective students to apply for the BAS-OLTM. Strategies include: ○ Attend Transfer Fairs (virtual and in person where feasible), ○ Visit high schools and share information to be delivered via local navigators housed either at the high school or serving districts remotely. ○ Develop and run ads via radio, YouTube, Facebook, and other social media highlighting the program and targeting underrepresented populations. ○ Develop and distribute brochures highlighting underrepresented populations at local agencies: Work Source, Cowlitz County Community Action Program, Family Promise (housing insecurity transition organization).
Inter-Institutional Agreements	● **Transfer agreements:** Work with other community and technical institutions to develop AAS transfer guides and agreements including but not limited to formal articulations and memorandums of understanding (MOU).

Community, Industry, and Tribal Partnerships	• **Targeted outreach:** Partner with local community, industry, and tribal stakeholders to promote the BAS-OLTM to their memberships – with special attention to raising awareness in underserved populations, professionals with existing AAS/AAS-T degrees, as well as incumbent professionals in target business sector occupations.

Admission Requirements

LCC established minimum entry requirements for the BAS-OLTM program to ensure prospective students possess foundational knowledge in general education and a baseline for success before entry. Admission to the BAS-OLTM program at LCC will be selective, as the number of enrollment spaces is planned to be 24 the first year (2021-2022) and expected to increase to 30 by the fourth year (2024-2025) and each year thereafter. Only when more than 30 students apply to the BAS-OLTM program, will the weighted application criteria and points system be used in the selection process.

To be considered, applicants must meet the minimum qualifications and satisfy all application processes, including the following:

1. Completed an associate degree or higher, or 90 credits from a nationally accredited institution prior to the start date of the cohort to which they are applying.
2. Minimum 2.5 cumulative GPA
    a. 2.0 GPA or higher in **all** courses which meet program entry requirements listed below:
        i. College-level English composition (5 credits)
        ii. College-level math course for which intermediate algebra is a prerequisite
        iii. Human Relations (5) one of the following:
            1. PSYC& 100 General Psychology (5) or
            2. ANTH& 206 Cultural Anthropology (5) or
            3. PSYC 204 Applied Psychology (5) or
            4. PSYC 214 Psychology of Adjustment (5) or
            5. SOC& 101 Introduction to Sociology
        iv. CS 110 or equivalent (BTEC 104, BTEC 131, or proficiency test) (3 credits)
3. Submission of transcripts for evaluation
4. Resume
5. Completion of LCC application for admissions and BAS-OLTM program application

Selection and Admissions Process LCC's BAS-OLTM offers several AAS transfer options. Since the BAS-OLTM is built upon a variety of newly developed AAS-T degrees, students who earn these degrees are positioned to efficiently transfer to the BAS-OLTM program (see Diagram 3). The college's current AAS degrees in these fields, allows a merger onto the new AAS-T pathways should students later choose to pursue the BAS-OLTM degree. Students on this alternative path need to take additional courses to meet requirements and be ready to succeed in baccalaureate-level work. Advising is key in facilitating an efficient student redirection.

Students with other associate degrees and who meet all other requirements are encouraged to apply. To accommodate as many qualified students as possible, LCC will award credit for prior learning, where applicable.

Diagram 3: Associate to BAS-OLTM Transfer Pathways
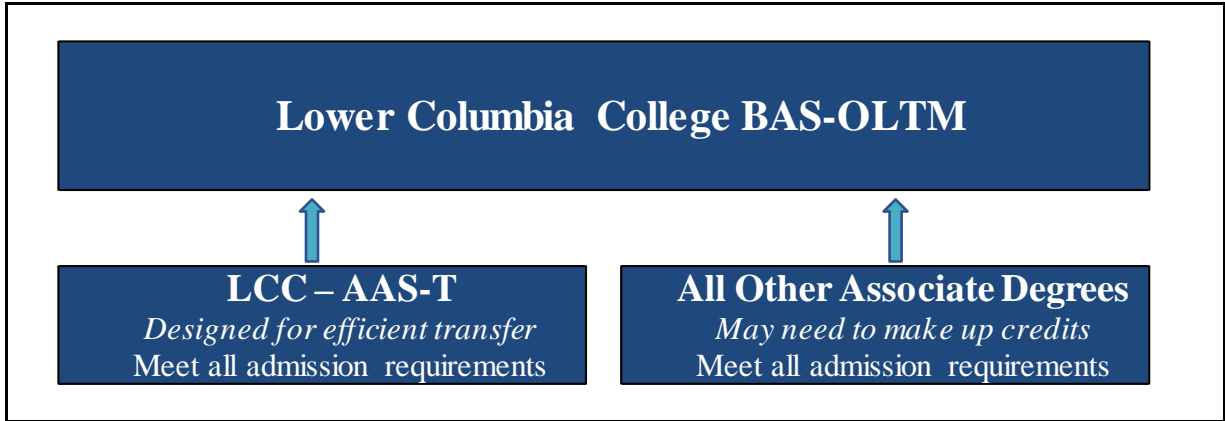
Application and Selection Process

To promote a robust pool of diverse applicants, the BAS-OLTM program proposes to have three steps (see Diagram 4). Per LCC's open door policy, all applicants who meet the minimum qualifications and have successfully completed the application process will be considered for the program. A sample application form can be viewed in Appendix I.

Diagram: 4 Application and Selection Process
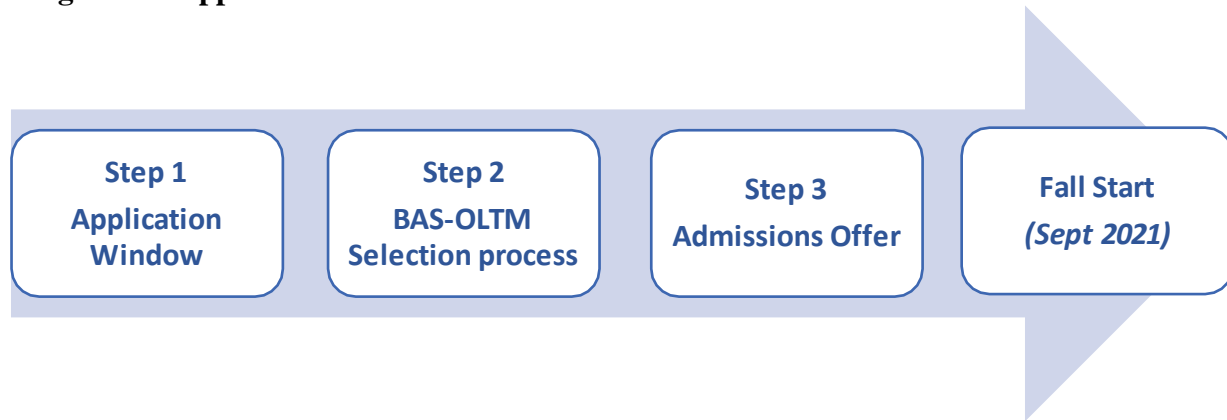
Step 1 – Application window (March – June, prior to fall entry). Continue marketing efforts. Applicants submit applications via a web portal.

Step 2 – BAS-OLTM selection (July, prior to fall entry). A selection committee made up of BAS-OLTM faculty and representatives from the College review application using a weighted scale. If qualified applicants exceed openings in any given year, LCC will follow established guidelines for priority consideration. Priority consideration will first be given to qualified students who meet the application deadline. Among qualified students who meet the deadline, priority will be given to students whose established academic tract aligns with organizational

leadership objectives, who have relevant or related work experience, and who have demonstrated superior academic performance as indicated by overall grade point average, students who hold a professional technical associate degree and/or demonstrate technical expertise, and students who demonstrate basic computer literacy (see Table 13). Only when more than 30 students apply to the BAS-OLTM program, will the weighted application criteria and points system be used in the selection process.

Step 3 – Admissions (August, prior to fall entry). Provisionally qualified students are notified, formal admissions subject to remaining requirements (formal transcripts, admission acceptance, etc.). In the event where students decline an admission offer by a deadline, and there is a waitlist, the next qualified applicant is notified of an admission offer.

Table 13. Entry Requirements & Selection Criteria for BAS-OLTM

Category	Description	Points
Credit or Degree Requirements (45 points max.)	AAS or AAS-T from Lower Columbia College	**45**
	Degree from any nationally accredited college	**35**
	Minimum 90 credits from a nationally accredited college	**25**
Experience Documentation of relevant work and volunteer experience (35 points max)	5+ years of work experience	**35**
	3–5 years of work experience	**25**
	1-3 years of work experience	**15**
	Less than 1 year of work experience	**10**
Transcripts /GPA verification Documentation of all college, university, vocational/technical school attendance (20 points max.)	2.5 Cumulative GPA with a 2.0 GPA or higher in **all** courses which meet program entry requirements	**20**
	2.0 Cumulative GPA with a 2.0 GPA or higher in **all** courses which meet program entry requirements	**15**

Commitment to Equal Opportunity and a Diverse Student Body
LCC is committed to providing educational opportunities to persons of diverse cultures and backgrounds to assist all students in achieving their academic and professional goals.

Like all Washington state system colleges, LCC is an equal opportunity college providing equal educational opportunities for all students and expressly forbidding discrimination. Moreover, among the core values of Lower Columbia College are a respect for diversity and appreciation for difference. The BAS-OLTM Guiding Principles also state that the program recognizes "A strong commitment to making inclusion a core component of all initiatives, program operations and professional development is vital."

LCC also has established multiple programs to ensure that education is accessible to all students. The college has offices and centers for multicultural, veteran, international, disabled, and other populations that assist students with academic and campus life, financial aid, and job placement.

LCC plans to create a dedicated program website including an informed social media presence (similar to the current BAS-TE program website) to advertise admissions procedures and program requirements, hold virtual information sessions, have a presence at Work Source, radio, and news broadcasting stations.

The SBCTC outlines very clear guidelines for prior learning assessment (PLA). Using these guidelines, along with current LCC institutional policies, the BAS-OLTM program is developing a clear process and appropriate range of strategies to assess demonstrated student skills. BAS-OLTM faculty will work with the registration and records office to produce transparent, consistent, equitable procedures for PLA.

Explain efforts that will be used to assure that the program serves as diverse a population as possible

LCC is committed to providing educational opportunities to persons of diverse cultures and backgrounds to build a more diverse workforce and community. The BAS-OLTM program will work diligently to make certain it serves as diverse a population as possible. In accordance with LCC's mission of diversity, equity, and inclusion "Lower Columbia College celebrates and embraces diversity of all kinds, including differing beliefs, cultures, people, and experiences. We commit to institutional and individual changes that recognize, understand, and challenge patterns of social inequity and systemic disparities within our ever-changing world. As part of this commitment, we strive to strengthen practices involving student success, cultural enrichment, diversity education, curricular transformation, and employee development. We are dedicated to promoting an accessible, inclusive, and safe environment that fosters cultural competency, educational equity, and social justice for all students, staff, faculty, and our local and global communities."

LCC has programs to ensure that education is accessible to all students. The college has offices and centers for multicultural, veteran, international, disabled, and other populations that assist students with academic and campus life, financial aid, and job placement. The college's Diversity & Equity Committee (D&E) advises the president and the Executive Leadership Team on enhancing diversity, multiculturalism, and equal opportunity in all aspects of the college's mission. The D&E Committee represents all the college's mission areas, student, staff, and faculty groups. Working together, D&E members facilitate communication and collaboration across LCC's campus and departments.

Cowlitz County's growing Hispanic population has doubled since 2000 to 9.3 percent in 2019. As the community continues to diversify, the lack in educational attainment rates is projected to continue to be lower than the state average. Compared with the state and nation, Cowlitz County's adults 25 years and older were more likely to have only a high school diploma or some college education, vs. attaining a bachelor's degree or higher. In 2019, 17 percent of Cowlitz adults had a bachelor's or advanced degree, as opposed to 35 percent statewide. LCC's students of color population is approximately 30 percent, substantially higher than the non-white population in Cowlitz County. Eighty-seven percent of LCC students qualified for a Pell Grant in 2017-2018. The individual per capita income and median family income for Cowlitz and Wahkiakum counties are below that reported for Washington State, and the poverty level for Cowlitz is considerably higher than the state average. Female college students outnumber male students by

more than two to one. LCC's strategy to close the educational attainment gap and reach students who are underrepresented is to add innovative and relevant educational pathways such as the BAS-OLTM.

The BAS-OLTM faculty director will work closely with the admissions, outreach, and retention coordinators to plan and to attend outreach programs at various school districts and other functions that may be conducive to the promotion of the BAS-OLTM program. Marketing efforts will be made to past graduates of LCC to build a pipeline of students into the BAS-OLTM program. A diverse student population will be encouraged. Best practices to increase and encourage diversity are being explored by LCC at this time, as the college is committed to equity, diversity, and inclusion. Marketing and outreach efforts will include:

- Engage in targeted marketing efforts to encourage persons of color or persons from under-served populations to apply to the program.
- Recruit people of color who are LCC graduates. All eligible graduates will receive information about the new program via email and direct mail.
- Recruit students from local high schools by presenting information high school career fairs.
- Use Constant Contact direct email to recruit past graduates from the 12 feeder degrees.
- Recruit professionals to serve as role models and as members of the program's advisory committee.
- Graduates and professionals will be asked to give presentations to currently enrolled associate degree students to encourage them to pursue the bachelor's degree.
- Present information to businesses and professional organizations to recruit their employees of color or their employees from under-served populations to enroll in the BAS-OLTM program
- Regularly assess recruitment/retention efforts from under-represented populations, and continually strive to improve the program's appreciation and respect for diversity.
- Evaluate disaggregated data to ensure equity gaps are identified and addressed.

Once students are enrolled, the college will use multiple formats, instruments, and settings to accommodate differing learning styles and issues of information accessibility and provide assistance and reasonable accommodations to BAS-OLTM students through advising, tutoring, and other services (described in greater detail in Criteria 4: Appropriate Student Services Plan), including through its established office of access and disability, intercultural center, and veteran's services office.

Criteria 4: Appropriate Student Services Plan

Student Services Plan
In keeping with LCC's strategic plan and core themes and utilizing practices, the BAS-OLTM program will leverage LCC's existing services combined with BAS-OLTM strategic support to deliver comprehensive and inclusive wraparound services to promote timely completion of the BAS-OLTM degree.

Faculty and Support Personnel

The college will hire, and/or allocate, the following personnel to manage and oversee the BAS-OLTM program:

- **Faculty Director/Program Leadership:** LCC's leadership recognizes that successful and intentional design, delivery, and continuous improvement are central to the BAS-OLTM program's success. The strategic and day-to-day management, coordination, and documentation of resources and processes (human capital, fiscal, programmatic elements, etc.) require a highly qualified faculty director with requisite instructional, technical, and management skills. In addition, a demonstrated and deep commitment to both instruction and student success need to be evident. A full-time tenure track faculty director will be hired--duties to include 10 credits per term teaching responsibility and 5 credits of release time for program management. The faculty director will be responsible for the day-to-day management of the program details and will be the primary contact with BAS-OLTM students and manage all aspects of advising, selection, admission, registration, retention, and graduation.

- **Administrative Support:** The BAS-OLTM faculty director will also have the support of a part-time office assistant, 75 hours per month (with ½ support specific to BAS-OLTM), for general administrative functions as well as the support of the full-time Administrative Assistant to the dean of instruction overseeing the BAS-OLTM degree.

- **Adjunct Faculty and Professional Tutors:** LCC will hire approximately 12-15 highly qualified adjunct faculty and professional faculty tutors for approximately 100 hours per quarter/10 hours per week.

- **Student Services Support:** In order to support the addition of a second cohort, LCC will hire two part-time, 75 hour per month, program coordinators to provide services in registration (support with admissions and transcript evaluation) and financial aid.

- **Support from Leadership:** To fulfill their responsibilities, the BAS-OLTM faculty director, adjunct faculty, and tutors will also receive support from the office of instruction, registration, institutional effectiveness and research, the dean of instruction, the vice president of instruction, and the vice president of student services as needed.

New Student and Program Orientations

All students new to LCC are required to participate in a new student orientation (NSO). Additionally, students must attend an orientation to the BAS-OLTM program upon acceptance into the program. NSO's are offered fully online and are strongly supported by entry advisors and student services staff. The BAS-OLTM faculty director will provide entry advisors with informative degree/program information materials that can be incorporated into NSO for new prospective BAS-OLTM students. Entry advisors will direct students to the appropriate AAS-T degree path and assist with the first quarter class registration.

NSO covers career planning, campus resources, campus life, financial aid, student accounts, registration services, advising, degree options, assessment of digital literacy, using the Northstar digital literacy program, Canvas 101 and first quarter registration. Detailed degree program planners and advising instructions are provided to students during NSO. The fully online NSO

offers students the flexibility to complete the process when convenient for them, and students receive support through frequent follow-up via email, phone, and video conferencing from entry advisors to ensure adequate support throughout the process. Students who have attended LCC previously are required to participate in the NSO if they have not taken classes in two years or more. Students needing additional support or who lack access to technology can check out a Chromebook to complete the process or make an appointment for in-person services following LCC's COVID-19 mitigation and safety plans.

BAS-OLTM Program Orientation: Students who have been accepted into the BAS-OLTM program will be required to participate in a program orientation. This orientation will be led by BAS-OLTM faculty director and provide an overview of the BAS-OLTM student handbook (currently under development) which outlines procedures, expectations, policies, and requirements for continuation in good standing.

Welcome Admissions Information: Upon acceptance of program admission, students receive a welcome email/virtual packet which includes essential information about the two-year BAS-OLTM program. Among other essential information, the packet includes the following:

- Welcome letter
- Checklist to complete prior to BAS-OLTM orientation (student login, official transcripts, placement tests if necessary, class schedule, parking permit, etc.)
- Advisor assignment
- Information on student services, financial aid, instructional resources, and clubs and organizations, etc.

Academic Advising

The purpose of advising at LCC is to assist students in making appropriate choices that will help them reach their academic and career goals. Entry advisors and faculty advisors are the primary advisors for all prospective BAS-OLTM students. Students applying for and admitted into the BAS-OLTM program will receive individualized and personalized academic advising services and assistance in navigating the entrance, registration, class scheduling, and graduation process. LCC plans to hire a full-time BAS-OLTM faculty director who will serve as the designated academic advisor to students in the BAS-OLTM. LCC's faculty contract includes academic advising as a part of workload; however, the position will receive the equivalent of 5 credits (55 hours per quarter) per term to ensure adequate time to provide high quality program oversight including individualized advising services.

The BAS-OLTM faculty director will monitor students' progression throughout the program, providing feedback to the student about any areas of concern. They will work to proactively develop relationships and provide wrap around support to BAS-OLTM students with the assistance of LCC's student services department. Some strategies to support students include comprehensive and ongoing support from administrators and peers; peer advising; targeted support for critical steps such as completion of the Free Application for Federal Student Aid (FAFSA) and test/finals prep. Additionally, the BAS-OLTM faculty director will work closely and collaboratively with the Counseling and Advising Center to advise students who are in their freshman and sophomore years and are considering applying for admission to the BAS-OLTM program once they complete their associate degree. The BAS-OLTM faculty director will hold

quarterly advising/program information sessions, online and/or in-person as feasible, for prospective students to promote awareness of both program admission requirements and program involvement expectations. The BAS-OLTM faculty director will meet regularly with entry advising and faculty advisors to maintain communication and collaboration.

Student Services, Counseling, Advising and Career Centers
The Counseling, Advising and Career Centers offer various resources designed to assist students to achieve academic success, acquire skills for employment, improve personal well-being, and develop effective skills for interacting in a diverse environment. Counseling services are available at no cost to registered LCC students.
Services available through the Counseling and Advising Center include:

- Short-term personal counseling
- Transfer information
- Decision-making regarding career and life goals
- Strategies for dealing with the fear of testing and new situations
- Academic advising
- College survival and study skills
- Student advocacy
- Degree path mapping
- Career and employment services
- Degree audit

The BAS-OLTM faculty director will meet with student services departments regularly at the monthly Student Services Council meeting. During this meeting BAS-OLTM faculty director can share important BAS-OLTM program information and maintain communication with financial aid, disability support services, career services, advising, registration, counseling, and student programs (TRiO, BFET, WorkFirst, Opportunity Grant, Worker Retraining, Veteran's etc.). LCC has the capacity to serve the additional students in the BAS-OLTM program. Staffing in advising, counseling and career services includes: two full-time faculty counselors (career and academic) and five educational planners. LCC's career services is open to all students and the general community. Current staff have experience supporting individuals with career research and job placement assistance at multiple degree levels.

One-Stop Center
LCC's One-Stop Center provides one-on-one assistance to new and returning students who are going through the admissions process at LCC. The center also provides continued service to students who have general questions about LCC, need help completing their financial aid application, understanding their financial aid award, applying for scholarships, registering for classes, and connecting with resources. Support staffing includes one full-time manager, one full-time program coordinator, and several part-time hourly staff and work-study employees.

Disability Support Services (DSS)
LCC is committed to providing access for all students to instructional, technological, and support services to promote student success. LCC allocates budgetary support for these services annually. As part of this commitment, DSS provides appropriate accommodations to individual students, access to adaptive technology, and barrier-free facilities. Available accommodations

include but are not limited to alternative exam format/time, taped texts/lectures, American Sign Language interpreters, note takers, accessible parking, and registration assistance. DSS facilitators work with instructors, departments, and the students to ensure accommodation needs are met. With a full-time director, full-time coordinator, and several part-time support staff, LCC anticipates that current staffing levels will be sufficient to support the BAS-OLTM cohorts.

Registration and Records

Once students apply and are accepted into the BAS-OLTM program, the BAS-OLTM faculty director will help streamline processes and ensure accurate registration for BAS-OLTM students by providing advising, class scheduling, and registration access codes. The registration office will support these efforts by offering online and in-person registration services. Current staffing in the LCC registration office includes a full-time registrar, data analyst, credentials evaluator, and two program coordinators, supported by two part-time program assistants. One of the two credential evaluators will be assigned to the BAS-OLTM program admissions process to streamline official degree evaluations. Additionally, staff members will assist students with enrollment verification and official transcript requests. During year two, and with the addition of a second cohort, LCC will hire a part-time hourly employee to provide additional support for admissions processes. The BAS-OLTM faculty director will meet with registration staff on a quarterly basis to review and refine program processes.

Financial Aid

The financial aid office prepares and disburses federal, state, and institutional aid for all LCC students. Students can monitor the progress of their applications online. All students admitted to the BAS-OLTM program will be able to apply for financial aid in the same manner as all other students. LCC's financial aid office will assist and support students to obtain as much financial aid as possible. The BAS-OLTM faculty director will help students navigate financial aid, including access to scholarships, grants, and other funding opportunities. LCC's financial aid staffing levels consist of one full-time director, two full-time assistant directors, one full-time program coordinator, three full-time program assistants, and several part-time and work-study support staff. It is anticipated that current staffing levels will be adequate to serve the initial cohort of twenty-four BAS-OLTM students. One of the two assistant financial aid directors will be assigned to oversee and support the BAS-OLTM program and process financial aid awards to students. During year two, an additional part-time hourly program coordinator will be hired to support the additional workload. As a part of Guided Pathways efforts, the college will be assessing staffing levels in financial aid and explore converting additional part-time staff to full-time. LCC's administration is committed to ongoing assessment of staffing needs related to BAS-OLTM implementation to ensure both program and student success.

Veterans Administration Programs

LCC's Veterans Program provides outstanding veteran support services and encouragement to our student veterans to ensure program completion. The veteran's affairs office assists all eligible veterans, reservists, dependents, and VA Chapter 31 students. It is anticipated that the BAS-OLTM degree will be eligible for VA-approved funds.

Tutoring

The Tutoring Center offers tutoring to currently enrolled students in almost every subject. Students pay a small tutoring fee with registration, and there are no additional costs. All tutors are enrolled LCC students. Students are limited to one appointment per day, per subject. Tutors are available for a variety of classes and subjects. Students can meet with tutors face-to-face or online for one-on-one or small group sessions. Appointments can be scheduled ahead of time, or walk-in appointments can be made if a tutor has an opening. All tutors go through CRLA (College Reading & Learning Association) training. Training topics include beginning and ending a session, definition of tutor responsibilities, goal setting, learning theory, and many more.

eTutoring

LCC provides online tutoring services in addition to eTutoring services provided in partnership with the Western eTutoring Consortium. All currently enrolled LCC students have access to eTutoring's free online peer tutoring services in the following areas: accounting, American Sign Language, anatomy & physiology, biology, calculus, chemistry, computer science, economics, psychology, math, Microsoft Office, physics, Spanish, statistics, web development, and writing.

eLearning Support

The eLearning department supports instructional technology, including the Canvas learning management system, Panopto, MyMathLab, Google Apps for Education, Honorlock, and Microsoft 365. eLearning staff, consisting of two full-time and one part-time employee, provide in-person, online, and telephone support. eLearning also provides tutorials on technical topics to assist students, faculty, and staff, and they support the training, conversion, and maintenance of accessible online content. Students are introduced to Canvas through the new student orientation for bachelor program students. Canvas technical support is provided on an ongoing basis, and LCC faculty are equipped to answer basic student questions. Additional support can be accessed through the eLearning department by phone, email, Zoom, or in-person.

Library and Media Services

The mission of LCC Library and Learning Commons is to provide the instructional support, resources, and environment that students need to become accomplished, independent learners. The library's vision is to be an empowering information hub where users have access to cutting edge academic support services in a single location (see Table 14).

The LCC Library provides many services for students, faculty, and staff including reference and research services, information literacy instruction, reservable study spaces with technology, a recording booth, computer lab, circulation services, course reserves, interlibrary loan, an on-site tutoring center, and an on-site eLearning office for Canvas support.

The library's collection consists of physical and online resources. The print collection includes 20,000 books, 547 periodicals, 774 DVDs, 60 Chromebooks for student checkout, two Chromebooks for staff checkout, six classroom sets of 12 Chromebooks for faculty checkout. Made available by eLearning, the library provides a digital camera and tripod, a GoPro, a mini portable projector, a large cart projector, and a snowball microphone for faculty checkout. Online library resources include 34 research databases, 24/7 "Chat with a Librarian" service, video tutorials, citation guides, research guides, technology guides, Open Educational Resources, and

copyright compliance information. The Library's research databases offer over 200,000 academic eBooks (EBSCO), 123 e-Encyclopedias (Gale), over 328,000 streaming video segments (Films on Demand), audiobooks and eBooks (RBdigital), and subject-specific content via EBSCO and ProQuest. Since July 2017, the library has used Alma, a cloud-based library services platform, with Primo as its front-end discovery interface. When using the subject headings "business management" and "business leadership" to search the library's entire collection, the search returns over 7,000,000 full-text results that include print, electronic, and audio books, online journal articles, and videos.

The two-story library is currently undergoing a remodel during summer quarters in 2020 and 2021. The remodel will add two classrooms for class sessions, workshops, and quiet study, three additional group study rooms with technology, a media and design space, new furnishings for student study areas, and improved lighting, acoustics, and access to staff support. In addition to study space, print collection, and technology, the library currently offers two reservable quiet study rooms with technology for student groups and a reservable WhisperRoom recording booth for audio and video course submissions and content creation. Two reservable areas with Smart Boards are available for faculty and librarians to instruct classes. There are 52 student computers in the library, two black and white printers/copiers/scanners, and one-color printer.

Faculty librarians are available to provide tailored, ad hoc information literacy instruction to courses in any discipline, both in-person and online through our Canvas learning management system. Librarians also provide reference services to students and faculty and are responsible for collection development.

Table 14. NWCCU BAS Degrees Library Services Rubric and LCC BAS-OLTM

Standard	Joint Library and BAS-OLTM Strategies
NWCCU Standard 2.C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.	BAS-OLTM faculty work with librarians to identify, integrate, and scaffold appropriate library information resources in project-based learning assignments and other outcomes-based learning activities.
NWCCU Standard 2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.	The library houses approximately 20,000 print volumes and more than 547 periodicals, and offers 34 online research databases that feature eBooks, articles, and streaming media. As well, BAS-OLTM instructors work with librarians to identify and secure appropriate information resources to support upper division courses that are accessible by our mixed-modality model. See Table 15 for a sample of resources.

NWCCU Standard 2.E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.	Librarians regularly engage in data-driven review of LCC's library materials to provide current, secure, relevant, and accessible information resources that support appropriate levels of rigor across programs. It integrates the BAS-OLTM in its processes.
NWCCU Standard 2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.	LCC's librarians support the BAS-OLTM program via scheduled-direct instruction and real-time support of effective, efficient, and responsible use of library and information resources. As with LCC's already established BAS-TE program, librarians work closely with BAS-OLTM instructors to select key databases to support bachelor-level curriculum as well as develop specialized Library Research Guides that provide relevant industry specific information. Tutors are available for a variety of classes and subjects. Students can meet with tutors face-to-face or online for one-on-one or small group sessions. Table 15 provides a sample of resources that are available 24/7. Also, students can chat with a librarian after hours via a web portal.
NWCCU Standard 2.E.4: The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.	Library faculty regularly review costs and use statistics for all subscription services. The library faculty work with subject faculty such as those in the BAS-OLTM to determine when to retire or add a new subscription. In addition, our systems librarian and library technical services staff work in tandem with IT on the secure delivery of these subscription services. Non-subscription print materials are reviewed in a similar data-driven way to determine their value to the collection based on accuracy, age, and use.

Leadership, Management and Business Databases and Print Collection
To support the BAS-OLTM program and ensure students have access to BAS level learning resources, LCC will purchase print materials to establish an initial collection. LCC will annually subscribe to the following additional databases and journals as necessary to support the BAS-

OLTM program students: EBSCO Academic Premier (upgrade from Academic Search Complete), The Leadership Quarterly, and Harvard Business Review.

Table 15. Sample of Online-Accessible Library Resources

Key Databases
ABI/INFORM Trade & Industry includes in-depth coverage of companies, products, executives, trends, and other topics. With ABI/INFORM Trade & Industry users can study and compare specific trades and industries, including telecommunications, computing, transportation, construction, petrochemicals, and many others.   **Academic Search Complete** over 6,300 full-text journals and magazines, including 5,700 full-text, peer-reviewed journals from a wide variety of academic disciplines   **ProQuest Research Library** for newspaper, magazine, and scholarly journal articles   **CQ Researcher or Gale in Context** for controversial issues or current events   **Gale Virtual Reference Library** for encyclopedia entries   **Films on Demand** for educational videos   **eBook Central or EBSCO eBook** for eBooks you can read on your computer or mobile device
Research and Help Guides
- Library research guides by subject, class, or area of research need   [Alphabetical list of 34 databases](#) on a variety of subjects.   - Find a specific article, journal, or magazine   - Cite sources in MLA or APA   - Finding and evaluating scholarly journals   - Help connecting to library databases.

Classroom Technology

LCC classrooms are equipped at minimum with instructor technology stations, which include a computer, projector, and screen. Most also have a document camera and many have Mondo Pads or Smart Boards.

Business Achievement Center

During winter/spring 2020, LCC developed a new Business Achievement Center (BAC). The BAC was created to provide a dedicated space for study and additional instructional and tutoring support for students in related business majors. The use of this space will be expanded to include BAS-OLTM students. LCC has also created a BAC virtual space where students receive direct support from faculty and instruction technicians via Zoom.

Computers and Technology

LCC has a variety of instructional technologies, computer labs, and equipment to serve students in the BAS-OLTM program, including:

- Smart Top tables and reservable SmartBoard areas

- 1,250 desktop and laptop computers among 35 lab settings, 47 classrooms, offices, and remote sites (systems are updated and replaced on a 4-5-year cycle)
- All students are provided an email with Google Apps
- Nine instructional computing labs are available which have teaching stations equipped with projectors, whiteboards, and sound equipment
- LCC's library houses the Learning Commons, where students can access tutoring and computers
- Workspaces are available to students to practice working with audio-visual and multi-media technology available in the classrooms
- A dedicated computer lab, currently utilized by LCC nursing students, will be expanded to serve BAS-OLTM program students
- Dedicated times in the LCC Regional University Center classroom will be established for study-tables for BAS-OLTM students
- Twenty new high-end laptops purchased fall 2020 (Lenovo Legion 5) capable of running advanced software programs

Internet Access

The college provides free Wi-Fi campus wide, which covers every building on campus as well as most outdoor spaces. LCC has also purchased 20 Wi-Fi hotspots that are available for student checkout. LCC continues to assess student needs and will seek to purchase additional hotspots as needed to ensure students have adequate access to Wi-Fi, eliminating this as a barrier to success.

Criteria 5: Commitment to Build and Sustain a High-Quality Program

LCC is committed to developing a high-quality, equity-based BAS-OLTM program which will build upon the strong foundation of a variety of LCC's career-technical AAS-T degrees. LCC has the full support of local employers in the region to offer the BAS-OLTM. This support will ensure that the program will respond to the critical need to educate and prepare well-qualified individuals to move into leadership and management positions and builds on one of LCC's strengths--the ability to coordinate across multiple sectors to address our community's most important challenges. The BAS-OLTM is further supported by internal institutional processes including, but not limited to, the review and approval of LCC's General Workforce Education Advisory Committee, integration with the college-wide implementation of Guided Pathways efforts and other instructional and student support processes as previously described in this proposal.

Standard 1: Funds to be used to Support the Program

LCC's Executive Leadership Team, with the support from the LCC Board of Trustees, is committed to building and sustaining a strong BAS-OLTM degree. LCC has adequate funding within the current operating budget and reserves to support the development of the BAS-OLTM program. While not required for program start-up costs, the LCC Foundation is also highly supportive of LCC's development of its second BAS degree and will explore options for a future fundraising campaign to support scholarships and student support funds.

If approved, the BAS-OLTM will utilize the state-supported funding mechanism, which uses a combination of legislative appropriation of state funds in addition to student tuition. Additional tuition revenue from upper division tuition rates will cover additional expenses. Consistent with the management and oversight of all LCC programs, the BAS-OLTM program will be sustained as part of the general fund budget and assessed for viability as part of the program review cycle to ensure adequate enrollment. Table 16 projects revenue and expenses for the first five years. For revenue, the budget assumes operating fees only. As per our projections, we expect to have adequate revenue by year three and program sustainability effective year five. LCC will implement a part-time cohort effective year two. Full-time cohorts will run every other year with part-time cohorts beginning every three years. As cohorts progress, we will explore the feasibility of delivering the full-time program via an adult degree model (one course at a time, three courses per quarter over a non-standard term of 15 weeks).

Standard 2: Projected Program Expenses

Start-Up Costs

For 2020-2021, LCC has hired a current faculty member to serve as the BAS-OLTM project manager to coordinate stakeholders and manage the development process with strong support from the dean of instructional programs/workforce education. Additionally, a lead faculty has been contracted to support the initial program and curriculum development. During year one, additional adjunct faculty will be contracted to support remaining curriculum development ($31,500 total for 90 credits). LCC has funding available to cover the curriculum development costs, initial and ongoing (pending final BAS-OLTM approval).

Expenses

- **Instruction:** Instructional rates vary based on LCC's faculty contract. LCC plans to hire a full-time tenure track faculty director to both teach in the BAS-OLTM and provide high quality program management, assessment, and advising. Identified adjunct faculty are primarily currently employed full-time faculty at LCC who will teach on overload contracts for the BAS-OLTM. Additional adjuncts have been identified and will be hired based on areas of specialization. Adjunct rates are $569.58 per credit for 15 credits during year one and 60 credits per year in years two through five with a 2 percent annual increase.
- **Curriculum Refinements:** LCC will allocate $3,300 per year for years one through three to address any additional necessary curriculum refinements ($220 per credit up to 45 credits).
- **Support Staff:** LCC will allocate 0.5 FTE support staff to assist the BAS-OLTM faculty director in program administration including activities as described in Table 12 (Application Pool Development shown in Criteria 3). LCC will also hire professional faculty tutors at the current rate of $40.78 per hour for 100 hours per quarter with a 2 percent annual increase.
- **Other:** Other expenses represent operating costs because of the new program and also assume a 2 percent annual increase.

LCC's executive leadership is committed to ongoing assessment of staffing needs to support the BAS-OLTM program. To comply with Standard 3 WAC 181-78A-261(2)(a) personnel workloads will be closely evaluated during the first three years of the program to ensure

"...program personnel (can) effectively perform their assigned responsibilities within the program."

Standard 3: Appropriate Facilities to be Used

The BAS-OLTM program will utilize online learning platforms and learning tools as well as existing classrooms and facilities including LCC's Health and Science Building, Regional University Center classroom (located in the Library Building) and Business Achievement Center (HSB) (located in the Applied Arts Building). Each classroom in these buildings are equipped with multimedia teaching stations. Classroom capacity ranges from 24-140 (currently approximately 12-40 to safely comply with COVID-19 mitigation plans). The HSB has student lounge areas, vending machines, small conversation areas, and a patio for student use.

Business Achievement Center (BAC): LCC performed a minor remodel last academic year to upgrade the business technology labs to create a new BAC. This project involved reconfiguration of several computer labs including installation of new tables, chairs, monitors (which function individually or collectively depending on the size of the class and instructional needs), instructor stations, and a new modern lab configuration to accommodate active learning in small or large groups. This can serve as an additional classroom option as needed to best support class learning needs.

Standard 4: Equipment, Technology, and Instructional Resources

All full-time faculty at LCC have an assigned private office, equipped with a computer, phone, printer, and relevant office supplies. Adjunct faculty have shared office space available, generally equipped with a computer, phone, printer, and supplies. Adjunct faculty also receive support and equipment (laptop, Surface Pro or similar and a Wi-Fi hotspot if necessary) to work remotely and successfully deliver online instruction via distance education methods or virtual classroom. LCC classrooms are equipped with instructor technology stations which include computer, projector, and may include document cameras and Mondo Pads.

LCC has a variety of resources available to faculty and students.

- Free wireless on campus
- Test Proctoring Center with computers for online testing
- Assistance with Canvas
- 1,250 desktop and laptop computers among 34 lab settings
- 47 classrooms, offices, and remote sites
- Email with Google Apps
- Nine instructional computing labs, for all students and faculty, eight with teaching stations with projectors, whiteboards, and sound equipment

LCC's information technology (IT) department provides multiple ways to support faculty: desktop support, classroom support (audio-visual and multimedia services, telecommunications, messaging, storage, backup and recovery, printing, security, and development services. IT support is available M- F 8:00-5:00 and via online help desk. IT provides formal and informal training sessions, personal visits from IT staff, remote assistance, FAQ guides, and hands-on sessions to experience emerging technologies. LCC has free open-access wireless available throughout campus.

The LCC eLearning Committee has developed an online course rubric to assist with online course quality and best practices. All LCC faculty who desire to use Canvas in their courses are required to complete the SBCTC Introduction to Canvas course, at no charge, or prove the equivalence. LCC requires regular and substantive interaction between faculty and students in all online courses. Online courses must meet the rigor and quality of face-to-face offerings.

Standard 5: Anticipated Revenue

Revenues:

- **Enrollments:** The program is estimated to have an initial enrollment of 24 students with an increase of two students per cohort year until full capacity of 30 students is reached (see table 16). While the program will strive for a high retention rate (90 percent or higher), to ensure adequate budget for the new program, a more conservative persistence/retention rate of 68 percent (32 percent attrition) is assumed for full-time and 60 percent (40 percent attrition) for part-time to account for students who may need to exit the program for various reasons. These rates are consistent with LCC's overall persistence rates for full and part time students respectively (LCC Factbook, 2017).

Table 16. Projected Student Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
BAS-OLTM 1-1 (FT)	24	16			
BAS-OLTM 2-1 (PT)		24	14	8	
BAS-OLTM 1-2 (FT)			26	18	
BAS-OLTM 2-2 (PT)				26	16
BAS-OLTM 1-3 (FT)					28
Totals	24	40	40	52	44

- **Tuition and Inflation Rates:** SBCTC tuition rates for 2020-2021 ($6,781 annually per student/45 credits per year for full-time and $6,027 per student/40 credits per year for part-time) were used for projected tuition as revenue guidance and a two percent inflation rate each year (rounded up to nearest dollar).

Table 17. Projected Program Revenues and Expenses

	Start Up 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
Enrollment						
Number of FT cohort Students		24	16	26	18	28
Number of PT cohort Students			24	14	34	16
Total Number of Students		24	40	40	52	44
Revenue						
Tuition FT cohort Students		$162,744	$110,666	$183,428	$129,529	$209,630
Tuition PT cohort Students			$147,541	$87,787	$217,461	$104,381
Total Revenue		$162,744	$258,207	$271,216	$346,989	$314,011
Expenses						

Operating Costs: Salary & Benefits						
Faculty Project Manager	$38,904	$8,663				
Faculty Lead: Program Development	$4,200					
Faculty Director (FT)		$75,212	$76,716	$78,251	$79,816	$81,412
Adjunct Faculty (full-time cohort)		$17,087	$8715	$8,889	$9,067	$9,248
Adjunct Faculty (part-time cohort)			$23,238	$29,629	$24,177.67	$24,661
PT Program Asst.: Student Services		$14,771	$15,066	$15,367	$15,675	$15,988
PT Program Assistant: Financial Aid			$14,771	$15,066	$15,367	$15,675
PT Prog. Asst: OLTM admin support		$6,034	$7,385	$7,533	$7,684	$7,837
Adjunct Faculty Tutors		$12,234	$12,479	$12,728	$12,983	$13,242
Curriculum Development	$31,500	$3,300	$3,300	$3,300		
Salary & Benefits Total	**$74,604**	**$137,300**	**$161,670**	**$170,764**	**$164,768**	**$168,064**
Operating Costs: Other Expenses						
Equipment	$3,500					
Marketing	$6,000	$8,000	$4,000	$4,080	$4,161	$4,244
Library Materials/Databases		$12,000	$12,240	$12,485	$12,735	$12,989
Goods/Services		$4,000	$4,080	$4,162	$4,245	$4,330
Travel	$3,000	$3,060	$3,121	$3,184	$3,247	$3,312
Professional Development	$3,000	$3,060	$3,121	$3,184	$3,247	$3,312
NWCCU Accreditation	$5,000					
External Review (2 @ $1,000)	$2,000					
National Accreditation						
Other Expenditures Total	**$22,500**	**$30,120**	**$26,562**	**$27,094**	**$27,635**	**$28,188**
Total Operating Costs:	**$97,104**	**$167,420**	**$188,233**	**$197,857**	**$192,404**	**$196,252**
Non-Operating Costs						
Indirect Costs (10 percent)	$9,710	$16,712	$18,832	$19,786	$19,240	$19,625
Total Non-Operating Costs	$97,510	$16,712	**$18,823**	$19,786	**$19,304**	**$19,625**
Total Expenditures	**$106,814**	**$184,162**	**$207,056**	**$217,643**	**$211,644**	**$215,877**
NET REVENUE (LOSS)	**($107,914)**	**($21,418)**	**$51,151**	**$53,573**	**$135,345**	**$98,133**

Criteria 6: Program Specific Accreditation

Following state approval, LCC will pursue a substantive change proposal to the Northwest Commission on Colleges and Universities (NWCCU), seeking accreditation for the BAS-OLTM degree. The college was accredited at the applied baccalaureate degree level in 2018 and has been continuously accredited at the associate degree level since 1948. At this time, LCC does not plan to seek program specific accreditation.

Criteria 7: Pathway Options Beyond Baccalaureate Degree

LCC has established strong partnerships with several universities through the creation of the Lower Columbia Regional University Center (University Center) which will provide BAS-OLTM graduates with opportunities to continue their education into master's and doctoral programs in a variety of different fields of study. The University Center is located on the LCC campus and was established in 2013 with the goal of increasing the number of adults with bachelor's degrees within Cowlitz and Wahkiakum counties and now provides access for students with applied bachelor's degrees to continue on into masters and doctoral programs. The

University Center partners have all expressed support for the BAS-OLTM degree and exploring specific alignment of the program into several different master's programs. Four-year partners in the University Center include Grand Canyon University (GCU), Franklin University, Western Governors University (WGU), and Washington State University-Vancouver (WSU-V).

Grand Canyon University
GCU became an official partner in the University Center during 2019. Based on their strong local presence for advising, recruiting, and student services, LCC invited them to join the Regional University Center. GCU expressed strong support for the BAS-OLTM degree and is interested in developing articulation agreements and transfer guides into several different applicable master's programs. An advantage of GCU as a partner is their extensive master's degree inventory and diversity in offerings. GCU provides numerous fields of study which will provide BAS-OLTM graduates with different options to continue their education in their specific field of interest or aligns with their current or future employment aspirations. While not an exhaustive list, applicable program options include: Master of Business Administration (emphasis options in leadership, accounting, cybersecurity, finance, health systems management, marketing, project management, and strategic human resource management), Master of Public Administration (emphasis options in government and policy, and health care management), Master of Accounting, Master of Business Analytics, Master of Criminal Justice (emphasis options in law enforcement and legal studies), Master of Health Care Administration, Master of Information Assurance and Cybersecurity, Master of Information Technology Management, and Master of Leadership (emphasis options in homeland security and emergency management, and organizational leadership and entrepreneurship).

Franklin University
Franklin University has been one of LCC's longest standing transfer articulation agreement partners and just recently joined the center as an official partner in summer 2020. While the institution is based out of Ohio, they have been proactive in seeking partnerships with community colleges nationwide. Franklin recognized the local demand for the BAS-OLTM and expressed support for LCC's work. Discussions and plans around establishing pathways into master's degree programs are currently under development. LCC is currently discussing promotion of specific doctoral programs that would align with relevant masters to offer full educational pathways for local students. Franklin does currently offer a discount on selected BA degrees for LCC students, staff, and faculty, and future discussions will continue around the feasibility of offering a discount at the master's level to help reduce barriers due to the high cost of education. Master's degree options include business administration, business analytics, business psychology, computer science, criminal justice administration, marketing and communication, cybersecurity, data analytics, health informatics, human resource management, information technology, and public administration.

Western Governors University
WGU became an official partner in the University Center in 2019. As a completely online university, the idea was to bring a physical presence to an online degree in order to better support students by offering in-person advising and support services on the LCC campus, but their flexibility and expertise in delivering online education has proved valuable during the circumstances faced with COVID-19. The University Center's partnership with WGU will offer

students a pathway into a Master of Business Administration (MBA) degree. WGU has an established MOU, since 2017, with Washington State to accept BAS degrees, but further as a partner of LCC, WGU has provided additional support for the development of the BAS-OLTM including serving as an external reviewer. WGU shared that coursework has already been mapped with Olympic College for their BAS-OLTM degree and they plan to perform this for LCC as well. Fall quarter 2020, LCC and WGU have established an agreement for a newly developed OWL program offering interested students co-admission opportunities to both LCC and WGU for business, education, and information technology programs. Participants will receive additional support via specialized advisors and support experiences specific to each pathway. While the current program is a pilot for 20-21, LCC will continue discussions with WGU to explore the feasibility of expanding this for BAS-OLTM students into the MBA program.

Warner Pacific University

Warner Pacific University became a partner and joined the University Center in 2017. WPU is an urban, liberal arts university, which excels in their delivery of adult education programs. WPU offers two masters programs that align with the BAS-OLTM, a Master of Business Administration and a Master of Management and Organizational Leadership. WPU offers programs both fully online as well as face-to-face with the adult degree model of course offerings one night a week over 18 months--a model that will work well for BAS-OLTM graduates who are potentially working full-time and balancing family or other external obligations.

Washington State University-Vancouver

WSU-V has been a partner of the University Center since inception in 2013 but LCC's partnership expands back to 2001. WSU-V is supportive of LCC's creation of a BAS-OLTM degree recognizing the need to support students coming from nontraditional workforce programs; however, they did acknowledge alignment challenges with most BAS degrees into the specific MBA program at WSU-V. Their leadership expressed a willingness to explore options for the degree at least in developing a transfer guide outlining the additional requirements to bridge the BAS-OLTM into their MBA. LCC is currently collaborating with WSU-V to expand the existing partnership to WSU-Pullman and WSU-Global. In particular, the addition of the Global online campus is promising for finding additional program alignment opportunities in a flexible format to better meet the potential needs of working, place-bound professionals.

Other Universities Accepting BAS Degrees

The admissions offices at St. Martin's University and City University have also confirmed that BAS degrees are accepted into their graduate programs. LCC understands that graduate schools use a selective admissions process where strong competencies in writing, reading, and quantitative skills are vital. The BAS-OLTM program design and commitment to delivering an academically rigorous curriculum will position graduates to be competitive applicants to graduate programs.

Criteria 8: External expert evaluation of program

LCC asked Dr. Heidi Connole of Eastern Washington University and Connie Smejkal of Centralia College to provide external evaluation of the BAS-OLTM. Their full reviews are included in Appendix H.

Dr. Heidi Connole
Bio
Dr. Heidi Connole holds a Ph.D. from Washington State University in Business Administration and is certified as a Senior Practitioner with the Society of Human Resource Management. She has previously served on a special appointment as Professor of Strategic Leadership at the U.S. Army War College in Carlisle, Pennsylvania before returning to the Northwest to lead the design, development and implementation of the University of Idaho's Executive MBA program in Coeur D'Alene. Over the course of her career, Heidi has led several start-up programs, writing centers and accreditation efforts across a variety of academic institutions throughout the Pacific Northwest. She is the 2013 International Teaching Excellence award recipient for her work in outcome-based teaching and assurance of learning efforts from the International Assembly for Collegiate Business Education (IACBE). In 2017, she was certified in Social Entrepreneurship by the United States Association for Small Business and Entrepreneurship (USASBE). Heidi is a veteran of the U.S. Army having served as a military intelligence analyst and Russian linguist. She has worked as a global management consultant and multicultural expert for various organizations in both the private and public sectors. She is active as a leadership coach and public speaker and teaches online courses for Eastern Washington University, having formerly served as EWU's Director for Business Programs in Longview at Lower Columbia College.

Review Summary and Response
Dr. Connole conveyed overall approval of the BAS-OLTM program. In summary she wrote, "I believe this program will fill a tangible gap in the access to education needs for place-bound, adult learners who are working and looking to explore career opportunities and advancement within this region. In many cases, it will allow professionals to earn the education degree that is commensurate with the level at which they are currently performing their duties, while enhancing their knowledge, skills and abilities in leadership, technology and human relations – three key factors in organizational success. Education is not only a driver of economic growth, but access to it is an important form of social justice. I see this as a degree program that meets learners where they are, offers essential flexibility/support and addresses real needs of employers in this community. In doing so, it is a key to accomplishing both economic growth and social equity within the region it will serve. The College clearly has the needed resources, talent and passion for educational advancement to support these learners. The curriculum is well-reasoned, offers appropriate levels of depth, breadth and rigor for a baccalaureate degree. I can unequivocally endorse this program as proposed." Among her commendations, she mentioned:

- Highly relevant and appropriate to current employer needs and demands especially within this region
- The right level of rigor, a balance between quantitative and qualitative coursework, and provides at least some opportunities for the student to tailor their learning to their own needs and interests.

- The design and delivery of the courses as online/hybrid, and evening/weekend are particularly important given the target market of students as adult learners who may need this level of flexibility to successfully complete their baccalaureate degree.
- The caliber of faculty that are connected to this program and their academic and professional preparation
- Providing tutoring online as this is both necessary at this time and further supports the flexibility that is promoted here

Dr. Connole's comments that required action to improve the program can be viewed in Table 18.

Connie Smejkal
Bio

Connie Smejkal is a tenured faculty member at Centralia College in the business administration program. She was the lead faculty for the college's BAS in Applied Management program from the start of the program in 2012. In 2018, Ms. Smejkal left the classroom to return to administration. Ms. Smejkal currently serves as the dean of instruction for business, teacher education, and early learning programs. In her current role, she oversees two of the college's four BAS programs in addition to several AAS programs in business technology, business administration, accounting, and early childhood education. Ms. Smejkal also oversees the college's ECEAP, lab school, and MERIT verification programs.

Review Summary and Response

In her review, Ms. Smejkal commended the proposal overall, stating "The curriculum, entrance requirements, multiple assessment measures, extensive support for students, and quality faculty provide the best opportunity for this BAS program to launch successful and graduate students who will be competitive in today's workplace." She noted in particular:

- Rigor relevant to 300 and 400 level courses and aligned with the higher level, complex skills needed in industry
- Addresses the needs of working adults and provides access to affordable bachelor's degree which supports student and community needs
- Ten courses focus on diversity, equity, and inclusion and in today's workplace it is more critical than ever for managers to embrace, support, and provide inclusive work environments.

Ms. Smejkal's recommendations and LCC's responses are listed in Table 18.

Table 18. External Expert Review Comments

Heidi Connole, Ph.D., SHRM-SCP, Eastern Washington University	
9. Membership and Advisory Committee Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?	**Comment** I do not believe I can adequately address this criterion. No basis to judge. **Response** LCC's General Advisory Committee approved the BAS-OLTM Program Proposal on October 8th (see pg. 7). A presentation was made to the board on September 17th with a question/answer period that followed. The program proposal was emailed out to each board member for review. The board had a 2-week review period to provide feedback or express concerns. No recommendations were received before the board voted to approve the BAS-OLTM Program Proposal as written. A more descriptive narrative has been added to the proposal for clarification.
Connie Smejkal, Dean of Instruction, Business Tenure Faculty, Centralia College	
5. General Education Requirements Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?	**Comment** On page 15 of the proposal, Table 5 indicates general education requirements that equal 40 credits of upper division courses. The narrative directly above the table indicates seven classes for a total of 35 credits. Based on course descriptions provided, it appears the table is correct and the narrative needs to be updated accordingly. **Response** This correction has been made. Table 5 was correct there are 40 credits of GERs built into the upper division courses. The narrative has been corrected to reflect this.
8. Resources Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?	**Comment** The college is committed to providing financial resources to support the start-up of the program. In review of the budget, obtaining year one enrollment of 24 appears feasible and generates a slight revenue in year one. However, the college should consider "gap funding." Not achieving targeted enrollment by just two students could create a deficit for the program. The retention rate projected is 91.67 percent, which is an aggressive target for a new program. Additional financial resources/reserves might be needed for the first year or two of the program. **Response** In consideration of feedback, the budget has been adjusted to a less aggressive target retention rate of 75 percent. Financial reserves for start- up of the program have been allocated from the operating budget. **Comment**

	Curriculum development can be an ongoing process after the program is launched and changes are realized through assessment. Additional curriculum funding might be needed beyond start-up. **Response** Additional funds have been added to the curriculum development budget to reflect the potential of curricular changes in the first few years of the BAS-OLTM implementation.
9. Membership and Advisory Committee Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?	**Comment** The proposal did not specifically identify approval of an advisory committee. However, the proposal does address focus groups, and advisory input which would lead me to the assumption that the recommendations were made and incorporated. Going forward, advisory committee feedback will be sought bi-annually. The advisory committee will provide feedback on the strengths and weaknesses of the program. The advisory board will also ensure the curriculum remains relevant to employer needs. The list of advisory board members in Appendix B include representation from a variety of industries to include schools, automotive, banking, medical, transportation, and childcare. The diverse representation will help the program remain relevant across multiple local employers. **Response** LCC's General Advisory Committee approved the BAS-OLTM Program Proposal on October 8th (see pg. 7). A presentation was made to the board on September 17th with a question/answer period that followed. The program proposal was emailed out to each board member for review. The board had a 2-week review period to provide feedback or express concerns. No recommendations were received before the board voted to approve the BAS-OLTM Program Proposal as written. A more descriptive narrative has been added to the proposal for clarification.

Conclusion

Seasons change the environmental landscape just as seasons change a community's economic landscape. As our community grows, technology changes, and the workforce becomes more diverse. The knowledge and skills needed to lead and manage has shifted. LCC's vision is to 'be a powerful force for improving the quality of life in our community.' Providing access to relevant higher education degree programs, is one way in which we can meet that goal and provide our community with the knowledge and skillset to meet the changing landscape of leadership and management. LCC's request to seek approval to offer a BAS-OLTM is the result

of careful reflection, data collection, advisory board conversations, and feedback from a focus group, which included leaders from our community representing diverse fields of employment.

Cowlitz Economic Development Council's vision statement 'Facilitating Growth Through Leadership and Action' echo this change. The community action plan '40 for 2020' outlines the following strategies for growth: education, economic development, entrepreneurship, and the continued development of the ports. These strategies and visions depend on the creation of leaders, and these leaders require higher education opportunities. Access to higher education opportunities has been limited for many in the community. Barriers to these opportunities include being place bound, work schedules, lack of affordable after-hours childcare, transportation, and other barriers created by poverty.

At present, LCC has a strong, accessible pathway from high school to an associate degree. The addition of the BAS in OLTM will complete that pathway for increased academic options and career pathways. Secondly, it will provide opportunity for those presently employed to move into management and leadership positions as brought to light by a local Police Chief. In a focus group discussion, he shared that his department has officers who would make great upper management but are required to have a bachelor's degree. Lastly this degree will address the 'silver tsunami' as one member of the focus group called it-the anticipated 30 percent loss of management workforce in the next five years due to attrition.

Our community must grow our own leaders. We need to provide educational opportunities for our community members that will support their growth in the knowledge and skills to develop into vital roles in leadership and management. Knowledge and skills that open doors for our residents to move from leadership roles in local business to civil service leadership roles such as local boards, charitable organizations, service leagues, local political positions, and even on to state leadership positions. These opportunities for leadership could change the trajectory of people's lives and the lives of their families. When people flourish, communities flourish. LCC is committed to live out their mission to 'be a powerful force for improving the quality of life in our community. Thank you for providing us the tools to carry out our vision.

Table 19. Sample Strategies to Support Rigor

Element	Strategies
Orientations	All new students will attend an LCC orientation to become familiar with the policies, processes, and services of the college in general. BAS-OLTM students will also attend an orientation specific to the program to introduce students to the organization and structure of the BAS-OLTM program, LMS, learning approaches, wraparound services, etc.
Advising	Encourage students through a culturally receptive and responsive advising relationship. Communicate information in a timely manner to help students overcome challenges and leverage existing knowledge and skills
Minimizing Barriers	Optimize learning opportunities by using principles and application of research-based adult learning theories
High Expectations & Scaffolding	Engage students in challenging, inquiry-based learning activities and provide support through tutoring, intentional scaffolding, and actionable feedback to assure success
Flexibility	Use of blended modalities including online, hybrid, and face-to-face with built-in supports (webinars, tutoring, virtual meetings, etc.).
Real-World Applications	Use experiential learning (problem-based inquiry, project-based learning, applied exercises, case analysis, scenarios, tech-assisted simulations) to promote hypothesis testing and controlled risk-taking and develop critical-thinking, problem-solving, and entrepreneurial/innovation skills
Integrated Support	Regularly assess student success and provide targeted and sustained support (advising, in-course tutoring, peer-tutors, and other wraparound services) throughout the program accordingly
Faculty Professional Development	Provide faculty with opportunities for professional development that foster research and evidence-based equitable practices. Encourage collaborative course development

Table 20. LCC General Workforce Education Advisory Board Members

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Teedara Garn	Cowlitz PUD	t.garn@cowlitzpud.or

Course Descriptions, Outcomes and Program Standards Mapping

OLTM 300 Foundations of Leadership (5 credits)
Description:
Introduces students to the study of leadership. Through discussion, lecture, research, readings, and activities, students will explore principles of leadership including leadership theory, leadership within groups, ethics in leadership and several different leadership models including relational leadership, servant leadership and adaptive leadership. Students will investigate communication methods used by leaders in organizations, both positive and negative, and will be exposed to theories of organizational behavior as well as a variety of strategies useful to successful leadership. The various components of the course are intended to challenge students to think critically and imaginatively about the foundations of leadership and organizational culture. Students will be responsible for crafting their own model of leadership that reflects the material covered in the course.

Course Outcomes:

- Deconstruct a variety of principles of leadership models
- Create a personal model of leadership
- Investigate theories of organizational behavior
- Evaluate human behavior within organizations to understand effective leadership and organizational communication.
- Conduct problem solving in real world settings to allow individuals to lead across disciplines and environments
- Evaluate effective time management, delegation, and organization principles to meet personal and organizational goals
- Examine inclusive problem solving, decision making, and negotiation practices to promote professional and organizational success in diverse settings

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception	X	b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication		c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy	X	a. Organizational Capacity & Function	X
b. Individual Leadership	X	b. Supervisory management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

HUM 315 Ethics (5 credits)

Description:

Foundation course in ethics as applied to businesses and organizations with a focus on ethics related to management issues. Examine the role of ethics and social responsibility in the management of public and private sector organizations and businesses. Explore theoretical concepts in business ethics and apply them to real-world situations based on challenges managers face. Understanding several actual publicized local ethical lapses and the consequences on the affected organization will be utilized as an integral component of this course. An emphasis on contemporary trends in corporate responsibilities with respect to ethical, legal, economic, and regulatory conditions in the global marketplace will be included.

Prerequisite: any five-credit humanities course from the distribution list.

Course Outcomes:

- Evaluate the sources for ethical policies, procedures, and statements in the workplace
- Compose a personal ethical philosophy and its application in the workplace
- Analyze the limitations of ethical statements used in the workplace both national and globally
- Compare and contrast corporate ethical dilemmas
- Devise appropriate courses of action, in response to ethical dilemmas, in the context of a company's ethical principles
- Critique the relationship between business ethics, the law, and the integrity of an organization
- Critique the actuarial impacts on organizations that suffer from ethical lapses.
- Defend one's own ethical philosophy to a situation in conjunction with applicable state, legal and regulatory requirements
- Evaluate one's own ethical philosophy against that of the others to determine an appropriate course of action for real-world workplace challenges

1. Cognitive Competencies		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception		b. Moral Implications	X
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication		c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership		b. Supervisory management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	

CMST 330 Professional/Organizational Communications (5 credits)
Description:
Foundation course in communication principles in an organizational setting including the consideration, analysis, and criticism of the role of communication in organizational contexts. Explore various communication topics including public relations and marketing, leadership functions, dispute resolution, coaching and mentoring, global perspectives, and the role of e-communication. Students will learn the steps of a communication audit and techniques for improving organizational communication.

Course Outcomes:

- Verify the ways in which communication skills help solve problems, learn new things, and build careers
- Create an effective business presentation applying the procedures learned in this course.
- Analyze key steps for group problem solving in various scenarios
- Develop a plan on how to prepare for and conduct effective business meetings.
- Compare and contrast teamwork, leadership, and methods for overcoming group challenges
- Evaluate key considerations in facilitating intercultural communication
- Compose effective emails for both internal and external communication
- Write professional memos and business letters
- Utilize effective strategies to use in a business proposal
- Construct a reverse chronological resume and identify the different types of resumes
- Analyze the steps of a communication audit and the role it plays in improving organizational communication
- Assess the importance of public relations and marketing in communication strategy
- Evaluate the role of social media in business communications

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning		a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking		c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	X

OLTM 320 Workplace and Environmental Safety (5 credits)
Description:
Develops student understanding of the fundamentals of workplace/environmental safety management. Course is designed to increase appreciation for workplace safety, expand knowledge of potential hazards, and identify the necessary steps to conduct an environmental audit. Elements of safety management, OSHA standards, program design and execution, increasing leadership/organizational participation, stakeholder involvement, and performance assessment for continuous improvement will be covered.

Course Outcomes:

- Evaluate workplace environments to determine the existence of occupational safety and health hazards
- Compare and contrast relevant regulatory and national consensus standards to best practices that are applicable
- Judge appropriate control methodologies based on the hierarchy of controls
- Analyze injury and illness data for trends
- Construct a method to prioritize workplace risk factors
- Estimate the costs of illness associated with workplace activities
- Create a model to explain the cause & preventions of workplace incidents
- Create a diagram illustrating the multiple causes contributing to workplace incidents
- Illustrate the components of an integrated management system

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	

OLTM 325 Transformative Leadership and Decision Making (5 credits)
Description:
Introduces the theory and practice of transformative leadership and decision making. Students will compare transactional and transformational leadership by examining the dynamics of transformation and how leadership can facilitate it within individuals and organizations. Students will develop skills in ethical communication and decision-making, investigate a variety of frameworks for ethical decision making and select and describe rationale for a specific approach based on a given situation. Students will explore and critique their own ideas of leadership and how they relate to real-world scenarios. During this process, students will discover new ideas about leadership, how to consider multiple moral perspectives within a global context, refine their individual leadership philosophy and develop a leadership growth plan.

Course Outcomes:

- Create a leadership growth plan
- Develop skills in ethical communication and decision-making
- Investigate a variety of frameworks for ethical decision making
- Critique goals and outcomes that consider multiple moral perspectives within a global context
- Compare and contrast a variety of current and historical decision-making models
- Design strategies that foster team building, promote problem solving, and optimize organizational resources
- Create short and long-term business decisions in the context of the greater environment and society using systems theory, business principles and an adaptive mindset
- Utilize the leadership theories and skills needed to bring a group together for a common goal
- Utilize effective interpersonal and intercultural communication strategies in the workplace

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception	X	b. Moral Implications	X
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving		b. Diversity	X
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership	X	b. Supervisory Management	X
c. Organizational Leadership	X	c. Professional Development	X
		d. Self-Management	

OLTM 329 Foundations of Business Practices and Emerging Technologies (5 credits)
Description:
Examines the impact of digital technologies on business processes and individual leadership roles in various organizations and professional-technical fields. Students will explore how leadership skills and practices support the implementation of new digital technologies in various business contexts, and how leadership, digital technologies and innovation intersect in the evolving business environment. Students will research and analyze how converging technologies, including mobile devices, cloud services, social media, search engine optimization and the emerging Internet of Things, shape business functions such as customer and vendor relationships, marketing, process monitoring and optimization, and virtual collaboration.

Course Outcomes:

- Explore the impact of digital technologies on business processes
- Analyze how converging technologies shape business functions
- Defend leadership skills and practices that support the implementation of new digital technologies in various business contexts
- Examine how leadership, digital technologies and innovation intersect in the evolving business environment

1. Cognitive Competencies		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

OLTM 330 Entrepreneurship (5 credits)
Description:
Provides students with an overview of the multiple elements associated with starting, operating, and growing a small business. A wide range of fundamental concepts will be covered, including: identifying needs of the marketplace, researching and assessing market opportunities, identifying and analyzing risk, creating a value proposition, designing an introductory marketing platform, obtaining financing, cash flow strategies, and relevant best practices. An introduction into the problem-solving process will be explored utilizing a variety of creative problem-solving approaches along with human centered design thinking. This course will also provide students the opportunity to understand, harness and develop their own passions, skills, insights, creativity, and experiences to evaluate and take advantage of current opportunities.

Outcomes:

- Examine the essential components of starting and growing a small business
- Predict needs of the marketplace, assess market opportunities, identify, and analyze risk,
- Create a value proposition,
- Design an introductory marketing platform,
- Formulate a plan for obtaining financing while evaluating cash flow strategies
- Defend decisions-making using a variety of creative problem-solving techniques
- Construct a way of thinking that enables students to see challenges from multiple angles to overcome challenges, be decisive, and accept responsibility for outcomes

1. Cognitive Competencies		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception		b. Moral Implications	X
c. Critical Thinking		c. Reflective Practice	X
d. Inventiveness	X	4. Diversity, Equity, and Inclusion	
e. Creativity	X	a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication		c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	X
		d. Self-Management	

OLTM 335 Developing and Leading High-Performance Teams (5 credits)
Description:
Provides fundamental concepts, theories, and techniques for guiding work teams to achieve organizational outcomes and maximize human potential. Students will examine current challenges and issues confronting leaders and managers in technical organizations and explore the benefits of diverse teams. Students will learn to identify positive team management strategies to deal with conflict and capitalize on ideas and capabilities to build and sustain high performance teams.

Course Outcomes:

- Dissect the characteristics and behaviors of high-performance teams
- Examine the science behind high-performance teams
- Compare and contrast leadership styles
- Deliberate methods to develop cohesion while also allowing for productive conflict
- Investigate strategies to unlock greater creativity and productive collaboration
- Examine the power of effective communication
- Evaluate leadership behaviors and influencing techniques used in the workplace

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		**4. Diversity, Equity, and Inclusion**	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
3. Leadership		**5. Operational Excellence**	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	X
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

PSYC 320 Leadership and Organizational Psychology (5 credits)
Description:
Foundation course in the actions of individuals, groups, and organizations. Relate theory and research to organizational problems by reviewing advanced concepts in motivation and perception, leadership, decision-making, communication and influence, group behavior, diversity, conflict and cooperation, politics, corporate culture, organizational structure, and environmental influences.

Course Outcomes:

- Analyze the benefits of diversity, managing diversity, challenging diversity, and understanding the concepts of diversity and ethics
- Investigate terminology concepts, theories, data, and principles centered on organizational behavior
- Expand critical thinking skills through formulating questions, analyzing data, and distinguishing between objective facts and subjective interpretation
- Analyze theories of motivation
- Formulate plans for organizational improvement utilizing the components of organizational behavior
- Compare and contrast the tools required for developing an effective cooperative corporate culture
- Debate environmental influences which promote team effectiveness and hinder organizational growth

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		**4. Diversity, Equity, and Inclusion**	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	X
g. Oral/Written Communication	X	c. Inclusive Work Environments	X
4. Leadership		**5. Operational Excellence**	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	X

OLTM 440 Ethics & Leadership: Leading and Managing in a Diverse Society (5 credits)
Description:
Advances knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the uses of power between groups. To develop cultural competency, leaders need to know themselves, others, the relevant issues, and have an appreciation and curiosity for working with others. Students will connect global leadership concepts to practice and engage in several activities, discussions, and self-assessment instruments to increase their self-awareness of leadership styles, abilities, strengths, and limitations. Students will evaluate the differences between possessing authority and exercising leadership along with differentiating between ethical actions in relation to the greatest good, individual rights, justice, and/or the common good or identifying how virtue may influence decision making.

Course Outcomes:

- Examine how diverse cultures influence ethical behavior
- Construct an understanding of how leadership styles influence ethical decision making
- Evaluate ways to foster ethical behavior in themselves while recognizing the power and influence of culture
- Justify how individual perspectives influence responses to others
- Investigate how each of our backgrounds affects our responses to others
- Debate how global leaders share power amongst those of different cultural backgrounds
- Predict the moral implications of ethical dilemmas and apply ethical reasoning
- Examine the intrapersonal and interpersonal skills necessary to lead with personal and relational competence
- Compare and contrast the leadership theories and skills needed to bring a group together for a common goal

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception	X	b. Moral Implications	X
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	X
g. Oral/Written Communication	X	c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	X
		d. Self-Management	X

OLTM 445 Global Systems & Change Management (5 credits)
Description:
Focuses on change management within a technical environment. Students will examine key leadership challenges, skills, and competencies needed for effective planning, leading, executing, and sustaining change in a complex environment. Students will work collaboratively through a change management project, engage in research, and examine the importance of assessing an organization's capacity for change with an emphasis on effective decision-making practices and change models.

Course Outcomes:

- Analyze data to provide feedback to clarify outcomes, establish expectations, and identify realistic boundaries
- Compare and contrast change management theories
- Select an appropriate change model and design a strategic plan for change that minimizes the impact on people and maximizes buy-in
- Create implementation designs that involve and inspire formal and informal leaders.
- Produce communication plans that raise awareness, build commitment, and ensure understanding
- Design solutions informed by multiple frames of reference, including international, global, and cultural contexts
- Investigate the history and diversity of the U.S. and its role in the world
- Research how professions are defined and practiced in international and cultural contexts

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception	X	b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness	X	4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
4. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	X

OLTM 449 Financial Management (5 credits)

Description:

Introduces analysis of managerial planning and control systems. Students will examine and practice the development and administration of operating reports, budgets, and financial support systems. Accounting vocabulary and financial statement analysis are also introduced, emphasizing financial information for effective organizational leadership.

Course Outcomes:

- Investigate a variety of Management Control Systems
- Analyze strategies that support stakeholders and enhance organizational capacity
- Evaluate the tools of quality control to develop a safe and efficient work environment
- Examine systems theory, business principles, and an adaptive mindset to analyze short- and long-term business decisions
- Evaluate qualitative and quantitative data to assess organizational performance and make informed decisions
- Use systems theory to understand and analyze trends and organizational problems as well as to construct and evaluate evidence-based solution options.
- Assess quantitative and qualitative business principles to meet organizational goals
- Apply critical thinking and knowledge to make informed, reasoned, equitable decisions
- Create a cost control process to establish a budget and forecast expenditures

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	

OLTM 450 Negotiations, Mediation and Conflict Resolutions (5 credits)
Description:
Explores themes and skills related to negotiation, mediation, and conflict management within a variety of professional and organizational contexts. Students will explore the nature, sources, and role of conflict within organizations and analyze relationship dynamics and underlying interests among conflicting parties. Students will learn effective individual and group strategies through a variety of experiential activities and simulations.

Course Outcomes:

- Recognize the nature of conflict and its impact on interpersonal relationships and organizations
- Defend the role of communication in generating productive conflict outcomes
- Compare and contrast conflict intervention strategies such as coaching, negotiation, mediation, and system design in the management and resolution of conflict
- Compile a broad range of theoretical concepts, processes, and methodologies in analyzing, managing, and resolving conflicts relevant to their emphasis of study

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	X

OLTM 455 Advanced Project Management (5 credits)
Description:
Develops student knowledge and skills required for effective project management. Students learn the main phases, strategies and tools that support effective project management processes. This course covers all the stages of the project life cycle including selecting projects, project planning, and risk assessment through execution, monitoring and control. By analyzing case studies, students will assess and apply best project management practices in the context of real-world scenarios.

Course Outcomes:

- Deconstruct the fundamentals of project management within a systems framework
- Apply project management fundamentals to project-related activities such as selecting projects, prioritizing tasks, managing budgets, managing teams, planning, and allocating resources, and resolving project issues quickly
- Explain the role of strategic leadership and decision-making in the success of project management
- Compare and contrast the types of decisions a project manager typically makes and how these affect cross-functional teams
- Analyze effective project manager characteristics with special attention to diverse teams, groups, and stakeholders and evaluate how these impact project performances
- Apply leadership, strategic business management, and project management tools to a real-world project
- Generate a budget for a project and provide a schedule for the project phases
- Create a project-management evaluation rubric to assess project outcomes and improve future processes

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

ENVS 440 Environmental Issues (5 credits lecture/no lab)
Description:
An exploration of environmental issues and their effect on business, communities, and consumers. Investigate how environmental pressures (e.g., sustainable development) and environmental problems (e.g., global warming, air pollution, waste disposal) impact corporate mission, competitive strategy, technological choices, product development decisions, production processes, and corporate responsibility. Examine basic concepts of ecology and environmental science as they relate to permitting and other business decisions. Regulation and permitting pertaining to SEPA, NEPA, the Army Corps, archaeology, and hydraulics will be studied from the perspective of local planning departments. Case studies and student investigations will be used to build technical proficiencies
Prerequisite: Any five-credit course with a lab from the Natural Science distribution list.

Course Outcomes:

- Employ effective oral, written, and analytical communication to evaluate environmental issues in management and business scenarios
- Evaluate the reliability and usefulness of a variety of media and technologies regarding the context of environmental impacts and sustainability
- Evaluate the impact of applicable local, state, and federal environmental laws and regulation to business and management scenarios
- Debate the legal and ethical issues regarding social and environmental justice paying special consideration to diverse populations
- Compare and contrast multiple stakeholder perspectives of organizational, consumers and the natural environment
- Examine leadership roles to advance informed views of environmental and sustainable development, and its impact on business as well as our communities

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking		c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	X
g. Oral/Written Communication		c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

OLTM 460 Coaching & Mentoring (5 credits)
Description:
Provides students an opportunity to integrate leadership knowledge and skills through the application of leadership models as applied to real-world scenarios related to conflict, team dynamics and emotional intelligence. Students will begin to develop a vision of their vocation as leaders by participating in real-time, case-in-point examples of adaptive leadership. Students refine their understanding of the principles of servant leadership and further explore adaptive leadership theory through practice. These two leadership theories, in tandem, provide a unique approach to leadership, with servant leadership cultivating the heart, while adaptive leadership provides an avenue for active application.

Course Outcomes:

- Research contemporary issues in leadership
- Compare and contrast adaptive leadership theory and Servant Leadership theories
- Create tools to identify high potential employees and leaders
- Demonstrate collaboration and work constructively with others as both a team member and team leader
- Design strategies that foster team building, promote problem solving, and optimize organizational resources
- Work responsibly, respectfully, and inclusively within and across diverse groups/teams to achieve common goals

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	X
g. Oral/Written Communication		c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	X
		d. Self-Management	X

OLTM 465 Current Issues in Human Resource Management (5 credits)
Description:
Integrates and applies concepts in human resources, psychology, and business to address current issues in Human Resources Management (HRM). Students will learn to synthesize their knowledge of human resource principles and practice by applying their knowledge to issues of current concern to HRM professionals. Students will probe contemporary topics in human resource management in depth with an emphasis on the impact of legal and societal developments on human resource management practices in areas such as workplace diversity, sexual harassment, gender issues, discrimination, work life balance, and outsourcing.

Course Outcomes:

- Explore current issues and trends in human resource management
- Research the specific knowledge and skills to supervise, develop, and apply human resource systems for employment, compensation, and training
- Analyze the leadership theories and skills needed to bring a group together for a common goal
- Assess intrapersonal and interpersonal skills necessary to lead with personal and relational competence
- Evaluate the merits of ideas through an innovative, adaptive mindset to continuously create value
- Examine effective time management, delegation, and organization principles to meet personal and organizational goals

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication		c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	X
		d. Self-Management	X

OLTM 495 Capstone (5 credits)
Description:
Integrates and applies program professional competencies. Students will demonstrate a comprehensive understanding of program outcomes through the development and delivery of a leadership project through one or a combination of the following:

- Workplace leadership project synthesizing knowledge, skills, and experiences in area of technical expertise
- Service/community-based leadership project synthesizing program knowledge, skills, and experiences
- College-to-career transition experience (e.g., internship/practicum)
- Achievement of recognized external industry/professional standards or credentials
  Prerequisite: Students will obtain instructor permission to enroll through submission of a concept paper one quarter prior to registration.

Course Outcomes:

- Utilize systems theory, quantitative and qualitative methods, as well as analytical tools to identify and analyze an organizational problem or entrepreneurial initiative of substantial scope (operations, marketing, or finance)
- Measure the cost of a problem (talent, money, customers, products, etc.) using economic and accounting principles
- Identify stakeholders and specific and generalized impacts
- Critique a current decision-making process that is used in solving the problem in the chosen organization
- Apply strategic decision-making processes to solve a problem
- Approximate decision outcomes and their projected value
- Prepare a business model, budget, and execution plan to implement proposed solutions

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness	X	4. Diversity, Equity, and Inclusion	
e. Creativity	X	a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

Distribution List

Humanities [1]

15 credits from at least 3 disciplines; no more than 5 credits in Performance Skills courses. No more than 5 credits in foreign language at the 100 level. If CMST& 220 (was SPCH 110) and/or CMST& 230 (was SPCH 114) are used to satisfy the Humanities requirement, they may not be used to satisfy the Communications Skills requirement.

*Performance Skills Courses/max 5 cr.
ART& 100, ART 101*, 102*, 103*, 106*, 107*, 108*, 111*, 112*, 113*, 130, 155*, 154*, 156*, 157*, 158*, 162, 206, 207, 208, 214, 224, 226, 227, 228, 241*, 242*, 243*

ASL& 121, 122, 123
CHIN& 121, 122, 123
CMST& 210 (was SPCH 104), 220 (was SPCH 110), 230 (was SPCH 114), CMST 240 (was SPCH 209), 250 (was SPCH 109)

DANCE 100*, 105*, 110*, 151*, 152*, 153*, 251*, 252*, 253*
DRMA& 101, DRMA 106*, 107*, 108*
ENGL 106, 108, 124*, 125*, 126*, 140, 204, 205, 215, 221, 222, 224*, 225*, 226*, 231, 232, 233, 234, 245, 246, 251, 252, 254, 255, 256, 260, 270, 280, ENGL& 235, 244

HIST& 116, 126
HUM 104, 107, HUM& 116, 117, 118, HUM 150, 164, 210, 220, 230, 250, 251, 255

MUSC 100, 101, 102, 103, 106, 107, 108, 117, 119, 121*, 122*, 123*, 130*, 131*, 132*, 133*, 134*, 135*, 145, 150*, 151*, 152*, 153*, 176*, 177*, 178*, 206, 207, 208, 209, 221*, 222*, 223*, 251*, 252*, 253*, 276*, 277*, 278*, MUSC& 105
PHIL& 101, PHIL 210, 260
SPAN& 121, 122, 123, 221, 222, 223

Natural Sciences [1]

15 credits from at least 3 disciplines; must include 5 credits of lab courses. No more than 5 credits from Mathematics, and Engineering. Courses used to satisfy this requirement may not be used to satisfy the Quantitative Skills requirement.
Note: BUS 206 and MATH 210 are the same course. Credit cannot be earned for both.

**Lab Courses

Physical Sciences	Biological Sciences	Earth Sciences
CHEM& 110**, CHEM& 121**, 131**, CHEM& 161**, 162**, 163**, CHEM 231**, CHEM 261**, 262**, 263** PHYS& 100**, 114**, 115**, 116**, 221**, 222**, and 223** PHSC 108**, and 109**	ANTH& 205 BIOL& 100**, BIOL& 160**, BIOL& 211**, 212**, 213**, BIOL& 241**, BIOL& 242**, BIOL& 260**, BIOL 109**, 130**, 150**, and 179** BIOL 298 NUTR& 101	ASTR& 101** ERSI 104** or 105**, 109** ENVS 150, 215** GEOG 105** GEOL 105**, 118**, 124 GEOL& 101** and 208** OCEA& 101**

BUS 206, 207
CS 270
ENGR 106, 210
MATH& 107, 131, 132, 148, 151, 152, 153, 141, 142, MATH 125, 210, 211, 215, 220, 240, 254

Social Sciences [1]

15 credits from at least 3 disciplines.

ANTH& 100, ANTH& 204, ANTH& 206
BUS& 101, BUS& 201
CDS 101
CJ& 101, 110
ECON 104, 105, ECON& 201, 202
EDUC& 115
HIST& 117, 127, 128, 136, 137, HIST 205, 214, 215, 254
POLS& 101, 202, 203, 204, POLS 220
PSYC& 100, 200, PSYC 150, 198, 204, 214, 220, 250, 255, 298

SOC& 101, SOC 210, 225

[1] **No more than 10 credits from any one discipline will be applied to the requirements within a distribution area.**

Restricted Course List

A maximum of 15 credits taken from the "Restricted Course List" may be used in the Associate in Arts (AA-DTA) degree. Waived courses are subject to the 15-credit maximum. **No more than 3 PHED activity credits may be taken as electives.

ACCT 101, 150, 241, 244, 275
AH – all courses
AMTC – all courses
BLPT—all courses
BUS 100, BUS 104, BUS 119, BUS 159, BUS 165, BUS 259, BUS 294
BTEC—all courses
CDS—all courses except CDS 101
COLL - all courses
CS - all courses except 110, 170, 175, 208

DHET – all courses
DRFT—all courses
ECED – all courses except ECED& 100, 105, 120, ECED 116, 117, 118, 136, 137, 138, 180, 186, 187, 188, 204, 209, 220
EDUC – all courses except 150, 191, 204, 205, 291
ENGL 104
FISC - all courses
HLTH 100, 105, 110
HOFL—all courses
HDEV—all courses
ICP 101, 102
IT - all courses except 100, 102
LIBR – all courses
MASP—all courses
MATH 105, 106
MEDA—all courses
MFG—all courses
MUSC 115
NURS—all courses

 **PHED – 104, 105, 106, 110, 120, 125, 126, 127, 128, 135, 139, 140, 141, 146, 147, 149, 152, 155, 160, 162, 164, 165, 167, 204, 205, 210, 215, 216, 220, 226, 227, 228, 235, 240, 241, 246, 247, 249, 252

PMFG – all courses
TECH—100, 170
WELD—all courses

TIMOTHY A. ALLWINE

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Education

University of Montana	Missoula, Montana	MBA 3.93 GPA (49 Quarter Hours over three quarters)	June 1985
Miami University	Oxford, Ohio	BS – Accountancy (School of Business) with Minor in Decision Sciences BS – Systems Analysis (School of Applied Sciences) 3.33 GPA (190 Semester Hours over ten semesters)	May 1984

Continuing Professional Education

PMI		Project Management Professional (in process)	2015-2020
SBCTC/Renton Technical College		eLearning Certificate for Instructors	2015-2016
Quality Matters		Certificate: Improving Your Online Course Workshop	Jan 2016
SHRM		Certified Strategic HR Professional Veterans@Work Certificate	2016-2020 2020
Sloan-C		Certificate: Quality Matters (Online Instructional Standards)	2010-2012
Harvard University	Cambridge, MA	Certificates: Strategies for Enhancing Executive Influence, Managing People for Maximum Performance	2000-2003
AMA	Saranac Lake, NY	Certificate: Strategic Planning	1994
APICS		Certificate in Production and Inventory Management	1984

Academic and Other Honors

Visiting Instructorship Offer, University of Montana Business School (declined)	1985-1987
Outstanding MBA Graduate, University of Montana	1985
Graduate Assistantship, University of Montana	1984-1985
President, University of Montana Management Association (UMMA)	1984-1985
Elks National Foundation Scholarship – Third in Nation	1979-1983
Ohio American Legion Scholarships	1979-1980
Miami University Alumni Merit Scholarships	1979-1981

Phi Eta Sigma Scholastic Honorary; Alpha Lambda Delta Scholastic Honorary (Vice President 1980-81); Lambda Sigma Society; Phi Mu Epsilon Math Honorary; Beta Gamma Sigma Business Honorary; Eagle Scout and Order of the Arrow Inductee

University and Other Teaching Experience

Tenured Experience

Business Instructor, Lower Columbia College, Longview, WA — 2006-Current

Responsible for overall program management, assessment, curriculum development, student recruitment and advising. Implemented online degree option (2009) and supported launch of new Retail Management Certificate (2007). Enhanced program-wide curriculum to incorporate service learning and action research methodologies. Proficient in the use of Angel, Canvas, and McGraw-Hill Connect learning management systems; limited experience with Blackboard and Moodle Rooms.

Served on College-wide committees and task forces, including Instructional Assessment Committee (1996 to current), Summer Assessment Institute (2007-2012); Instructional Council (2009-2012), Accreditation Steering Committee (2009-2010), 'Achieving the Dream' Task Force Committee Co-chair (2011-12), and Scholarship Review Committee (2008-2012). Served on Executive Council of the LCC Faculty Association (bargaining unit) 1999-2012, Contract Bargaining Committee (2010-2011), and as President (2011-2012). Department Chair, Business and Information Technology (2009-2012). Faculty Representative to State Board of Community and Technical Colleges (SBCTC) Mission Study Task Force (2009-2011). Diversity and Equity Committee (1996 to current).

Adjunct Experience

Faculty Member/Speaker at numerous industry conferences, including UCLA Wireless Internet Data and Enterprise Applications Conference, USTA (U.S. Telephone Association) Annual Meeting, International Engineering Consortium Technical Conferences, Wi-Fi Alliance Quarterly Meeting, among others — 1992-2005

Lecturer, Ohio State University Dept. of Accountancy and MIS — 1987

Teaching Assistantship, University of Montana Business School — 1984-1985

Certified Whitewater Canoeing Instructor, American Canoe Association — 1980-1984
Trip Coordinator, Miami University Outdoor Recreation Program
Guide, Maine National High Adventure Area, Boy Scouts of America

Industry Employment History

VeriSign, Inc. (fka Illuminet)	Olympia, WA	12/2003 - 01/2006
Sr. Director/VP – Product Management & Development, Clearing/Roaming Services		
Responsible for business unit leadership, including strategic planning, P&L budgeting/performance, industry representation, life cycle management and new product development for Roaming Services. Secured funding and lead international expansion initiative into the Asia Pacific region in 2004-05. Managed $50 million product line serving customers in North America, the Caribbean, Latin America and Asia Pacific. Directly supervised Product Managers who managed cross-functional product teams comprised of approximately 120 personnel.		

Illuminet, Inc. (fka U.S. Intelco Networks)	Olympia, WA	12/1996 - 12/2003
Sr. Director/VP – Product Management & Development, Clearing/Roaming Services		
Same as above for Clearinghouse Services, a $5-10 million product line serving customers primarily in North America. Responsible for managing cross functional product teams of approximately 35 personnel.		

U.S. Intelco Networks, Inc.	Olympia, WA	03/1989 - 12/2003
Product Manager/Sr. Product Manager-Billing & Rating Services, Database Services		
Responsible for product life cycle management and new product development for Billing & Rating products (initially) and Database Services. Launched Line Information Database (LIDB) and Calling Name (CNAM) Delivery services, which grew to generate over $100 million in annual revenues to VeriSign in 2005.		

LCI International, Inc.	Worthington, OH	04/1986 - 03/1989
Asst. Operations Controller, Financial Analyst, Pricing Analyst		
Responsible for billing operations over sight; revenue, sales commission, and facility cost accounting; order processing; sales commission administration; and product profitability analysis. Note: This company no longer exists since its acquisition by Qwest in the mid 1990's.		

Andersen Consulting (nka Accenture)	Columbus, Ohio	08/1985 - 04/1986
Consultant		
Staff consultant on various financial systems consulting engagements, including a major project to develop a Network/Product Profitability Model for LCI International, Inc.		

University of Montana Business School	Missoula, Montana	08/1984 - 06/1985
Graduate Teaching Assistant		
Managed School of Business Administration computer lab, supervised work study lab assistants, and taught "Understanding Computers" Undergraduate course during primary professor's maternity leave.		

Libbey Owens Ford Co. – Glass Division (nka Pilkington Glass North America)	Toledo, Ohio	05/1983 - 12/1983
Accounting Intern		
Developed finical models using IFPS software package to track production volumes and costs. Systems I developed replaced manual processes performed prior. Note: This company was acquired by Pilkington Glass.		

Shelby Mutual Insurance Co.	Shelby, Ohio	05/1982 - 08/1985
Accounting Intern		

Estimated re-insurance coverage/funding requirements and completed financial analysis projects as assigned.

Note: This company discontinued operations approximately 15 years ago.

Industry and Professional Affiliations

National Business Education Association (NBEA) (2006-current); Society for Human Resources Management (SHRM) (2007-current); Project Management Institute (PMI.org) (2013-current)

Community Involvement

Campfire USA Lower Columbia Council, President and Board Member (2007-2011)

St. Paul Ev. Lutheran Church, member and choir member (2018-current), Congregational Council President (2019-current)

Personal Interests

Family time; hiking/mountaineering; telemark skiing; cycling; fly fishing; gardening; small-scale livestock farming; music, choral and acoustic

References

Available on request

<div align="center">

Dana Marie Cummings
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Work: dcummings@lcc.ctc.edu
Personal: Dana_Marie01@msn.com

</div>

EDUCATION

- **Master of Business Administration**
  Eastern Washington University
- **Master of Science, Accounting**
  Strayer University

- **Bachelor of Arts in Humanities**
- **Bachelor of Arts in Cultural Anthropology**
  Washington State University, Pullman

PRIMARY AREAS OF EDUCATIONAL & PROFESSIONAL INTEREST

- Accounting & Business Education
  - Accounting and Fraud Prevention
  - Non-profit Accounting
  - Budgeting & Personal Finance
  - Business Ethics & Servant Leadership
  - Payroll Accounting
  - Taxation

EMPLOYMENT EXPERIENCE

<u>Lower Columbia College</u>

Tenure Track Faculty	*September 2018 - Present*
Full Time Temporary Faculty	**September 2014 – June 2018**
Adjunct Faculty	**April 1, 2008 – September 2014**

<u>Course Instruction:</u>
ACCT 150 – Payroll Accounting
ACCT 241 - Computerized Accounting Concepts
    QuickBooks Pro 2007 – 2010, QuickBooks Premier 2009-2020
ACCT 244 - Individual Income Tax
ACCT 275 - Accounting Capstone
BUS& 101 Introduction to Business (Traditional and Distance Education)
BUS 100 College Success
BUS 104 Business Math
BUS 119 Business Communications
BUS 144 Human Relations
BUS 240 Principles of Supervision (DE)
BUS 244 Human Resource Management (DE)
BUS 245 Principles of Management (DE)

<u>Program & Course Development</u>

Personal Finance – Course Development
Entrepreneurship Course – Course Development
Certificate of Proficiency – Entrepreneurship

General Faculty Requirements: Facilitate quality instruction while utilizing methods that are innovative and/or the most effective for the given discipline.

Responsibilities: Develop course content commensurate with the established course outcomes and course plan. Establish syllabi, course outline, administer quizzes, exams and maintain the course grading system through traditional classroom and computer laboratory setting as well as online supplementation through CANVAS and illuminate distance education mediums.

Kaplan University
Adjunct Faculty (September 2008 – May 2015)
Payroll Accounting Course Lead (January 2011 – February 2013)
Adjunct Faculty Tutor~ Accounting (Summer 2013)

Distance Education Course Instructions:
AC114 Introduction to Accounting I,
AC116 Introduction to Accounting II,
AC122 Payroll Accounting,
AC298 Associates Capstone in Accounting,
AC330 Managerial Accounting for the Business Professional,
AC420 Cost Accounting,
AC499 Bachelors Capstone in Accounting

General Adjunct Faculty Responsibilities: Instruct students in the rudiments and fundamentals of accounting in an online environment. Establish and maintain course room or seminar control, through audio technology, facilitate weekly discussion threads, administer quizzes, homework assignments and overall grading. Commonly teaching at least one class, and generally two classes, every ten-week term was a normal practice.

Course lead Responsibilities: Content: Keep the course current and relevant, in collaboration with faculty, revise and update course, master development guide, and instructor notes to respond to course issues, new requirements, etc. Review new text editions for course impact and revise course as needed, Work on revisions and updates with Curriculum Manager and submit revisions at least four weeks prior to term migration Create and update Course Level Assessment assignments and rubrics as needed Respond to all course questions. **Accuracy:** Ensure there are no mistakes in the course, verify that correct syllabus is posted in the online classroom prior to term migration, prior to term start, review migrated course for links, grade book and any other areas that may be problematic, review revisions to ensure quality, including grammar and tone and report non-technical issues and errors such as spelling, instructions, web links, etc. to the Curriculum Issues reporting site. **Community:** Build faculty community around course and/or discipline, welcome all faculty to each term, reviewing any changes that have been made to the course, review course in detail with new faculty, schedule and facilitate quarterly faculty meetings to review survey results and recurring problem areas and to determine improvement actions, attend quarterly Course Lead meetings to discuss issues and opportunities related to curriculum and processes.

Dana M. Cummings, Consulting, Accounting and Bookkeeping   **August 2010 - Present**

Responsibilities- Maintain all functions of the business including but not limited to addressing client needs in terms of performing bookkeeping functions to develop appropriate financial statements, running payroll, completing annual & quarterly taxes, developing policies & procedures, as well as evaluating internal controls to prevent fraud. Other responsibilities as needed including, but not limited to, advising and training business owners of new business start-ups and troubleshooting computerized accounting functions through QuickBooks.

CERTIFICATIONS

- **Association of Certified Fraud Examiners (CFE) Current license   Sept 2014- Present**
- **Diversity & Inclusion Certificate – eCornell   Spring 2020**
- **Microsoft Office Specialist: WORD 2013 & 2016, Excel Expert 2013, PowerPoint 2013**
- **USASBE – Social Entrepreneurship Certificate (2017)**

VOLUNTEER EXPERIENCE

Accountant and Bookkeeper   **August 2009 – Present**
Shiloh Christian Fellowship
Responsibilities- Disburse checks and run bi-monthly payroll. Maintain accounts payables and receivables.
Prepare financial reports, quarterly and yearly tax records and year end contribution receipts and letters.
Maintain financial accountability and direction with board of directors, establish and maintain yearly budget.

Accountant and Bookkeeper - Board of Directors   **January 2019 – Present**
Evergreen4kids – School in Habanero, Dominican Republic
Responsibilities- Maintain computerized accounting system. Prepare financial reports, annual tax records and year end contribution receipts and letters. Maintain financial accountability and direction with board of directors, establish and maintain yearly budget.

Accountant and Bookkeeper   **Spring 2020 – Present**
Love, INC
Responsibilities- Implement and train in the usage of a computerized accounting system, develop financial policies and procedures for efficiencies and effective internal controls.

Art Instruction   **September 2017 – Present**
Master School of the Arts, Longview, WA
Responsibilities: Instruct student in the art of charcoal and pastel painting

PUBLICATIONS & CONFERENCES

Publications

Brown, S., Cummings, D., Self, S & Healy, D (2016) An Accounting Capstone Workbook and Case Study. Liberty University Press

Cummings, D., James, K. (2012). Coincidence of loss: Fraud and the economy. *Journal of Business Leadership, (19)*1, 16-27.

James, K., Hulsart, R., & Cummings, D. (2011). Economic instability and Fraud loss: A Decade of Uncertainty. *International Journal of Accounting Information Science and Leadership/Intellectbase International Consortium, 4(11)*

Hulsart, R., K. James, & Cummings, D. (2011). Fraud in the Lost Decade: The Impact of the Economic Downturn on the Prevalence of Fraud. *Business Studies Journal/Allied Academies.*

Peer Reviewed Conference Presentations

Hulsart, R.W., James, K.M., and Cummings, D.M., "Fraud in the Lost Decade: The impact of the economic downturn on the prevalence of fraud," Proceedings of Allied Academies International Internet Conference, Jul. 25-29, 2011, BSJ-Hulsart-James-Cumming-08062011, pp. 118-123.

James, K.M., Hulsart, R.W., and Cummings, D.M., "Economic Instability and Fraud Loss: A Decade of Uncertainty," Proceedings of Intellectbase International Consortium Academic Conference, Atlanta, Georgia, Oct. 13-15, 2011, IIC11E29 – K. James R. Hulsart. D. Cummings, pp. 81-91.

Conference Proceedings

James, K., Hulsart, R., Cummings, D. (2011). Economic Instability and Fraud Loss: A Decade of Uncertainty (vol. 18). Nashville, TN: International Handbook of Academic Research and Teaching / Intellectbase International Consortium. www.intellectbase.org

Hulsart, R., James, K., Cummings, D. (2011). Fraud in the Lost Decade: The Impact of the Economic Downturn on the Prevalence of Fraud (vol. 13). Arden, NC: Allied Academies / International Internet Conference Proceedings.

Bart J. Finnel, MBA

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Operations, Strategy & Corporate Development Executive

Accomplished Executive Strategist and Technologist with proven strengths in developing, transforming and executing complex corporate development strategies for large-scale mergers, acquisitions and divestitures projects. Diverse global experience across a spectrum of industries with increasing responsibility, including medical device technology, industrial control systems, product engineering, operations, engineering services and government markets. Recognized for challenging the status quo, drive innovative thinking and provide leadership in order to successfully implement strategies. Adept at cultivating key business relationships.

AREAS OF EXPERTISE

• Corporate Strategic Planning • Mergers • Acquisitions • Divestiture • Strategic Alliances • Licensing • Investments • Strategic Partnerships • Market Analysis • Integration • Multi-functional Leadership • Project/Program Management • Transformation • Statistical Analysis • Quality Assurance • Motivational Leader/Mentor • Global Product Marketing • Global Resources • Innovation • Engineering Technology • Manufacturing Operations • Clinical R&D • Continuous Improvement • Relationship Building • Critical Thinking

PROFESSIONAL EXPERIENCE

QuEST Global Services   **2017-2019**

Vice President, Strategy and Corporate Development
- Led inorganic strategic planning process with QuEST leadership to determine strategic direction and key priorities within each business segment
- Lead all aspects of the M&A process from developing strategic direction, deal sourcing, target identification, assessment, confirmatory due diligence, negotiations, and closing
- Closed multiple deals ranging from $10M to $75M resulting in $100M+ in top line revenues and $25M in accretive EBITDA (3 Pts) within the Hi-Tech, Aerospace and Industrial markets
- Conduct qualitative and quantitative market research to determine new business/growth opportunities and potential business risks from an inorganic perspective
- Led deal negotiations by collaborating with and developing a trusted relationship with internal cross functional teams and external deal partners, including CXO's, legal, operations, marketing, quality, tax and finance teams
- Partner with industry and vertical leaders and finance teams to prepare and analyze deal models, valuation and financial statements for potential acquisitions and growth opportunities
- Continuous assessment and improvement of deal process, including deal selection, M&A execution, on-going post deal monitoring to ensure the deals are integrated smoothly and fully optimized
- Prepare and present periodic M&A reports and stage gate reviews to the board of directors, CXO's and other senior leadership based on research, analysis of opportunities and risks for key target and new strategic business opportunities

GE Healthcare   Milwaukee, WI   **1994-2017**

Director, Strategy and Business Development (M&A)   **2014-2017**

Led the development and execution of both short and long-term key growth strategies for the Clinical Care Solutions (5B) business. Identified and evaluated new business areas and opportunities including mergers and acquisitions, divestitures, strategic alliances and equity investments. Led the process of advising the CEO and Executive Staff regarding the strategic fit, valuation, legalities and structuring of key opportunities.

- Led key aspects of prioritizing global market segment requirements; performed gap analysis for business unit portfolio; defined strategic and tactical steps to position segment for accelerated growth
  - Led team and process seeking external funding effort for key projects
  - Led the acquisition of a technology platform – transaction valued at $175M
- Managed multiple business transactions and strategic initiatives, incorporating internal and external financial, business and functional advisors with particular attention to key business assumptions, facilitating critical decisions, enabling interactions with targets at all deal process and decision points
  - Managed aspects of large key acquisition projects valued between $1.6-$2B
  - Managed multi-million dollar joint venture project bringing assets into GE Healthcare, adding 2-3 corporate partners as subsidiaries
- Organized, managed and served as a leader of transaction teams including: direct reports in transactional support and due diligence process, functional leaders and subject matter experts from corporate and business groups, and external advisors
- Led negotiations with external parties, ensuring all business, technical, legal and regulatory requirements are met in support of deal approval
  - Negotiated first-of-its-type contract with partner corporation for revenue/risk sharing; five different complex agreements; multiple generational project culminating over 10 year-period; valued at $650M
- Partnered with CCS leadership to manage communication and alignment with key internal stakeholders to support effective decision making and transaction approval processes
- Ensured comprehensive deal integration/separation preparation and planning; facilitated transitions to broader GEHC integration teams

Strategic Partnership Manager (M&A)   **2010-2014**

Provided strategic direction for the Life Care Solutions business to drive inorganic growth for its 5 segments. Developed/executed strategic plan for a $2.6B business; formed strategic alliances and partnerships, negotiated mergers and acquisitions, divestitures and equity investments.

- Provided leadership in largest divestiture for GEHC Vital Signs Devices business in less than 6 months for $500M resulting in $180M gain for 2013
- Led due diligence, managed the data room, the perimeter scoping, deal separation planning/execution and the negotiation of 3 supply agreements
- Provided strategic input and deal guidance for the acquisition of a Brazilian healthcare company.
  - Acquisition provided the Monitoring Solutions Business with a low cost/high feature patient monitor and distribution access for Latin America
- Structured and negotiated development agreement, professional services agreement, equity investment and strategic sourcing agreement for vital signs patient monitoring product replacement to maintain $60M business revenue while having no impact on base costs
- Identified and analyzed potential acquisitions and strategic partnerships to fill LCS portfolio gaps.
- Led contract negotiations for complex three-party co-development to establish new market segment in surveillance monitoring

Engineering Program Manager   **2006-2010**

Managed new acute care patient monitoring product line with first year sales of $185M. Delivered annual program budget, staffing, strategic planning and program execution for team of 80+ software, electrical and mechanical engineers. Managed cross-functional leadership teams consisting of manufacturing, service, sourcing, sales, marketing, quality, regulatory, product verification, validation and technical publications. Conducted intellectual property review and submissions. Established 510(k) filing application.

- Developed product/platform (3-5 year) strategic plan; program selected as GE Healthcare's most strategic New Product Introduction for 2009
- Managed $6.5MM program budget; presented program status to executive management and customers
- Negotiated business agreements with external vendors for contracted services, resources and OEM technology integration
- Developed and implemented product improvement resulting in $1.45M in annual savings (17 percent reduction in cost)
- Established and instituted remote software development/test team in Bangalore, India providing 24/7 product development, verification, validation, software test automation and FDA compliance testing
- Led international technical interchange with design facilities in Wuxi, China and Helsinki, Finland developing cohesive product strategies; forum instrumental in seamless integration of GE acquisition
- Managed a multi-national cross-functional team to meet business initiatives, needs and expectations

Engineering Project Manager   **2000-2006**

Lead cross-functional and engineering teams in the development of the next generation transport patient monitor. Project spanned from concept through product design, development and test into full production release.

- Implemented 26 percent product cost reduction yielding revenue increase from $1.7M to $3.5M
- Drove the systematic approach to product quality and reliability resulting in reduced mean time between failures and warranty costs by 78 percent
  - o Project received GE Healthcare Technology Award for "Design For Reliability-Robustness"
- Contributed to assembly manufacturing team; drove lean assembly techniques into product design, resulting in 50 percent reduction of assembly time from predicate product

Lead Systems Design Engineer   **1996-2000**

Developed system architecture, performance specifications, electrical design of patient monitoring equipment based on customer needs, workflow, cost targets with a high emphasis on manufacturability, manufacturing costs and product reliability

- Patent granted from USPTO (Docket No. 31-PM-5404) for unique docking station for patient monitor
- Led product design team and design control process from requirements development and design planning to design transfer and validation, prototyping, evaluation and engineering verification testing
- Developed detailed work breakdown structure, development budget, product and system requirement specifications, FMEA/FEA system analysis, risk/hazard analysis, technical/design reviews and product system verification and validation test plans

Previous positions include MFR Process Engineer with GE Healthcare-Milwaukee, WI; Quality Assurance Supervisor with Thor Technology Corp, Milwaukee, WI; Project Engineer II with EG&G Washington Analytical Service Center, Inc., Virginia Beach, VA

MILITARY

Electronic Technician U.S. Navy   Norfolk, VA   **1984-1992**

Served aboard a Naval USS Harlan County as an electronic technician on surface radar, satellite and cryptographic communication systems with increasing responsibilities. In my second assignment, instructed Navy courses for Naval Fleet Training Center as a fiber optics and micro-miniature soldering instructor.

- Developed curriculum for a new training program in fiber optics
- Maintained Secret Clearance
- Received 2 Navy Achievement Metals
- Honorable Discharge – Rank E6, 1st Class Petty Officer

EDUCATION

Masters - Business Administration University of Wisconsin-Milwaukee	2013
Masters - Engineering in Engineering Management University of Wisconsin – Madison	2004
Bachelor of Science - Electronic Engineering Milwaukee School of Engineering	1998
A.A.S - Industrial Electronic Technology Norfolk State University, Norfolk VA	1991

OTHER TRAINING

Strategy: Building and Sustaining Competitive Advantage (Harvard Business School)	2015
GE Healthcare Management Development (GE Crotonville)	2013
Program on Negotiation (Harvard Business School)	2011
Certificate in Advanced Project Management (UW-Milwaukee)	2010
Advanced Manager Course (GE Crotonville)	2008
Professional Development Program (GE Crotonville)	2007
Project Management Professional Certification (Project Management Institute)	2005
Six Sigma Training - DMAIC/DFSS/DFR/Lean (GE - Green Belt Certified)	2001

AFFILIATIONS/COMMUNITY

Industrial and Electrical Engineering Program Advisory Board - Milwaukee School of Engineering (MSOE)	2010 – 2019
GE Team Leader – Community Service Day	2012 - 2017
GE Team Captain for iCare Team – United Way Fundraising	2011 - 2016
Facilitator for analytical, quality projects – Moraine Park Technical College	2008 - 2019

Stefanie Gilberti
633 E. Pioneer Loop
La Center, WA 98629
970.222.0869 (Mobile)
sgilberti@lowercolumbia.edu

Education

M.A. from Colorado State University in Fort Collins, Colorado, awarded May 2007.
Major: Speech Communication. GPA: 3.67. Thesis Title: *(Re)Producing Reality: The Hyperreal Construction of Fashion, Body, and Happiness in Glamour Magazine*. Thesis Advisor: Brian Ott, Ph.D.

B.S. from North Dakota State University in Fargo, North Dakota, awarded May 2005.
Double Major: Mass Communication and Speech Communication. GPA: 3.77.

Teaching Experience

Lower Columbia College
<u>Tenured Faculty</u>
CMST& 220, **Public Speaking** (Fall 2008-Current)
CMST& 210, **Interpersonal Communication** (Fall 2013-Current)
CMST& 230, **Small Group Communication** (Fall 2013-Current)
CMST 250, **Intercultural Communication** (Winter 2015-Current)
CMST 240, **Rhetoric and Popular Culture** (Spring 2016 and Spring 2017)
As a tenured faculty member my responsibilities include; writing syllabi that correspond with the required textbook and course plans, creating all lectures, discussions, and activities, providing guidance both in and out of the classroom, developing and grading course materials, and maintaining a positive classroom environment. I also participate in all faculty meetings, student advising, professional development workshops/seminars, instructional assessment, committees, and in-service days.

Clark College
<u>Adjunct Faculty (Associate Level)</u>
CMST& 220, **Public Speaking** (Fall 2009-Spring 2017)
CMST& 210, **Interpersonal Communication** (Winter 2010-Spring 2019)
As an adjunct faculty member my responsibilities included; writing syllabi that correspond with the required textbook and course plans, creating all lectures, discussions, and activities, providing guidance both in and out of the classroom, developing and grading course materials, and maintaining a positive classroom environment.

Portland Community College
<u>Adjunct Faculty (Associate Level)</u>
SP111, **Public Speaking** (Spring 2008, Fall 2008-Spring 2008)
SP100, **Introduction to Communication** (Fall 2009)
As an adjunct faculty member my responsibilities included; writing syllabi that correspond with the required textbook and course expectations, creating all lectures, discussions, and activities.

Colorado State University
    Graduate Teaching Instructor
    SPCC200, **Public Speaking** (Fall 2005, Spring 2006, Fall 2006, Spring 2007) – As an Instructor for Public Speaking, I was responsible for preparing all lectures, grading assignments, facilitating activities and discussions, and offering assistance to students both in and outside the classroom.

    Teaching Assistant
    SPCC100, **Popular Culture and Communication** (Fall 2006, Dennis Phillips, Ph.D.) – As TA for this course, my responsibilities included assisting with lectures and activities, grading quizzes, leading review sessions, and offering assistance to students outside of class.

North Dakota State University
    Teaching Assistant
    COMM220, **Interpersonal Communication** (Spring 2005, Stephanie Ahlfeldt, Ph.D.) – In this position, I facilitated study sessions, assisted in class lectures and activities, and gained experience in evaluating oral presentations.

    Teaching Assistant
    COMM305, **Media Writing** (Fall 2004, Deneen Gilmour, Ph.D.) – In this position, I facilitated study sessions, assisted in class lectures and activities, and gained experience in journalistic writing.

Non-Teaching Academic Experience

Conferences: NW Communication, Guided Pathways, NW eLearn, InstructureCon, and NCA.
Professional Development Opportunities: *Quality Matters* Training, Canvas Online Instruction Training, Community Conversations lectures, AER Trainings.
Facilitated Workshops: topics related to Interpersonal Relationships, Emotional Intelligence, Public Speaking skills, and Culture and Nonverbal Communication for tutors and staff.
Continuing Education Classes: Humanities 106: Community Conversations, Humanities 107: How to See a Play, Physical Education 105: Personalized Fitness (yoga, pilates), Race and Identity, Mental Health, Campus Safety, and Financial Security workshops.
Campus Involvement: Fighting Smelt debate tournament judge, Scholarship Social, and Outstanding Student Awards ceremony.

Academic Scholarship

Competitive Convention Participation
"Negotiating Authority: An Ethnographic Look at Gender, Discipline, and Teaching Styles in a College Classroom." Paper to be presented at the Rocky Mountain Communication Convention, Denver, Colorado, April 21-22, 2007.

"Speech Communities in College Classrooms." Paper presented at the Red River Valley Communication Conference, Fargo, North Dakota, February 11-13, 2005.

"Issues in Communication: Dealing with Communication and Conflict," Fudge, J., Neill, S., & Stern, A. Panel presented at the Red River Valley Communication Conference, Fargo, North Dakota, February 11-13, 2005.

"The Help U Campaign: Looking at a College Nonprofit Organizations." Paper presented at the Red River Valley Communication Conference, Moorhead, Minnesota, February 20-22, 2004.

Awards/Honors/Scholarships/Grants

Dean's List, North Dakota State University, Fargo, eight semesters 2001-2005: awarded to students who earn a GPA of 3.5 or higher.

Glenn Hill Memorial Scholarship, $500, 2002: awarded to a Communication Studies student based on scholastic record.

Laverne Noyes Memorial Scholarship, $500, 2002: awarded to a Communication Studies student based on scholastic record.

Pell Grant, $500, 2003: Awarded to a Communication Studies student based on scholastic record and community service.

Seog Grant, $500, 2003: Awarded to a Communication Studies student based on scholastic record and community service.

Other Employment Experience

Human Resources Assistant, Adams and Associates, September 2007-June 2008. As an HR assistant for this staffing firm, I conducted interviews with potential employees, made hiring decisions, placed employees with various companies, built and maintained relationships with clients, and handled all of the receptionist duties including; answering phones, filing, and responding to emails.

Editorial Assistant, Journal of Applied Communication Research, (Editor-Elect, Dr. Timothy Sellnow), Spring 2005. In this position, I implemented skills learned to help process and edit research articles, efficiently perform various tasks integrating knowledge of communication and research, as well as convey a positive attitude to aid Dr. Timothy Sellnow with daily tasks.

Marketing and Events Coordinator, NDSU Club Hockey, Fall 2004. In this position, I conducted activities to expand knowledge of hockey in the Fargo/Moorhead community, motivated students and faculty to support the success of the team, and implemented my communication skills to manage every game successfully.

Assistant Director of Marketing and Promotions, NDSU Wellness Center, Fall 2004. In this position, I effectively assisted the director of the NDSU Wellness Center in campus promotions, implemented communication skills to market the facility, and interacted daily with students to promote health-related knowledge.

Memberships

Appointed to Instructional Assessment Committee by former VPI, Brendan Glaser, 2016-2020
Monitoring Report Review Committee for Transfer and Academic preparation, 2017-Present
Communication Team, 2019-Present
Guided Pathways Steering Committee, 2018-Present
Sabbatical committee, 2018-Present
Learning Communities committee, 2015-Present
Nursing Faculty tenure track committee, 2019-Present
Executive Council for LCCFAHE (faculty union), 2017-Present
Phi Eta Sigma National Honor Society, member, 2002-2005
Golden Key National Honor Society, member, 2003-2005
Arts, Humanities, and Social Science Ambassadors, member, 2003-2005
Phi Kappa Phi National Honor Society, member, 2003-2005
Lambda Pi Eta, National Communication Honors Society, member, 2003-2007

References

Melinda Harbaugh
Dean of Instruction and Library Services
Lower Columbia College
Email: mharbaugh@lowercolumbia.edu
Phone: (360) 442-2662

Brad Benjamin
Math Instructor, LCCFAHE President
Lower Columbia College
Email: bbenjamin@lowercolumbia.edu
Phone: (360) 442-2568

Kat (Everman) Cooper
Proprietor of Dapper Dandelion
Small Business Owner, Longview, WA
Email: kat.r.everman@gmail.com
Phone: (360) 961-2420

Alex Brehm
Communication Studies Instructor
Lower Columbia College
Email: abrehm@lowercolumbia.edu
Phone: (360) 442-2670

Kelly Clark-Marshal
International Purchaser
Nautilus Equipment Inc.
Email: kelloggkelly41@hotmail.com
Phone: (360) 281- 2021

Rob Davis
Department Chair, Music Instructor
Lower Columbia College
Email: rdavis@lowercolumbia.edu
Phone: (360) 442-2680

LOUIS MICHEL LAPIERRE

Department of Biology
Lower Columbia College, 1600 Maple Street, PO Box 3010, Longview, WA 98632
llapierre@lowercolumbia.edu 360.442.2884

EDUCATION

Ph.D. Biology. 2002. University of California, Los Angeles.
Dissertation title: Diversity and ecology of insect herbivores associated with *Cecropia* (Cecropiaceae) in Costa Rica and their relationship with its *Azteca* (Hymenoptera: Formicidae) mutualists. Advisor: Dr. Henry A. Hespenheide

B.A. Economics. 1991. University of California, Irvine.

TEACHING EXPERIENCE

Lower Columbia College, Natural Sciences Dept., Longview, WA
Tenured Faculty, Fall 2004 to present
Courses: Majors and non-majors biology and environmental science (lecture and lab)

Riverside Community College, Biological Sciences Dept., Riverside, CA
Associate Faculty, Spring 2004.
Courses: General Biology (lab) and Intro to Health Sciences (lecture).

Victor Valley Community College, Biology Department, Victorville, CA.
Associate Faculty, Spring 2004.
Course: General Biology (lecture and lab).

University of Georgia, Institute of Ecology, Costa Rica Ecology Program.
Resource Faculty, Summer 2002, Summer & Fall 2003. Reason for leaving: short-term appointments.
Course: Costa Rica Ecology Programs (four-week and semester-long courses).

Saddleback College, Department of Biological and Marine Sciences, Mission Viejo, CA
Associate Faculty, Fall 2002 – Spring 2003. Reason for leaving: Accepted position closer to home.
Course: Introduction to Biology (lecture and lab).

University of California, Los Angeles, CA Teaching Fellow/Teaching Assistant, Dept. Organismic Biology, Ecology & Evolution, 1994 – 2001. Reason for leaving: Graduated with Ph.D.
Courses: Ecology, Evolution, and Behavior; Evolution; Evolution and Biodiversity (Introductory Course); Field Insect Ecology (S.E. Arizona & Nicaragua); Introduction to Cell and Molecular Biology; Organismal and Environmental Biology; Organismal and Environmental Biology Lab; Principles of Modern Biology

California State University, Northridge, CA
Teaching Assistant, Summer 1998. Reason for leaving: Summer course.
Course: Natural History of Costa Rica.

PROFESSIONAL EXPERIENCE

Consulting Biologist, LaPierre Consulting. 1992 – 2010. Perform general biological surveys and focused surveys for sensitive plant and animal species throughout California. Duties include the identification of plant and animal species, assessment of habitat quality, analysis of data, and the writing of necessary reports for submission to the appropriate entities (Federal and State agencies and/or private industry clients).

RECENT AWARDS

- **Faculty of the Year 2017-2018.**
- **Crystal Apple Award. 2017** Higher Education Teacher of the Year.
- **Community Champion for Cowlitz County. 2015.** By Pathways 2020 for Access to Healthy Food.

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PERSONAL STATEMENT

It is my goal and objective to provide quality instruction and to be a positive influence in the lives of learners through academics, career preparation, and personal and professional growth.

SUMMARY OF QUALIFICATIONS

- Over 15 years of Instruction and Curriculum development in Business and Information Technology
- Five years as Business and IT Department Chair
- Six years serving on NWeLearning Conference Steering Committee
- Microsoft Certified Application Specialist in Excel, Access, Word, PowerPoint, and Outlook; proficient in Microsoft Windows, Project, Visio Publisher, and familiar with QuickBooks Professional, and Adobe Professional
- Over 18 years of prior administrative and management work experience

PROFESSIONAL EXPERIENCE

Sept, 2015 – Present   Lower Columbia College   Longview, WA
Business and Information Technology Department Chair

- Facilitate communication with department disciplines; Accounting, Business Technology, Business, Computer Science, and Information Technology
- Liaison for communication between department faculty and administration
- Department representative at monthly Instructional Council meetings
- Coordination of quarterly schedule updates and revisions for department
- Facilitate monthly department meetings
- Facilitate departmental long-term goals and potential degree paths
- Facilitate Guided Pathways initiatives to align with departmental goals

Sept, 2007 – Present   Lower Columbia College   Longview, WA
Business and Information Technology Instructor, Business Department

- Primary courses: MS Excel, Advanced Excel, Access, Advanced Data Analysis (Excel/Access Combo), and Medical Terminology
- Other courses taught: College Success and Business Foundations
- Provide instruction, using traditional, online, and hybrid modalities, for the Business Technology program, as well as degree support classes for Accounting, Business, and Computer Science programs
- Curriculum and program development, review, and revision
- New degree research and development
- Faculty Advisor for program students

- Committee assignments as appointed
- Supervision of Business Technology Computing Lab staff
- Continued professional development
- Chair and Coordinator for Business Technology Advisory Committee

Sept, 2004 – Sept, 2007   Lower Columbia College   Longview, WA
Program Assistant, Title III Office/Technology & Learning Center
- Review and maintain departmental budget
- Make arrangements for travel, public speakers, meetings and department activities
- Assist in preparation for professional development training and committee meetings, including transcribing minutes for department and committee meetings
- Assist in training faculty to implement new learning management system and digital learning technology
- Collect and compile statistical and financial data for college and federal grant reporting through database management
- Maintain and update department library and professional development database
- Marketing of professional development opportunities
- Office supplies, equipment and mail management and inventory

1998 - 2004   Interstate Wood Products, Inc.   Kelso, WA
Accounting-Administrative Support
- Confidential administrative support and communication with President and Vice President
- Full charge bookkeeping, business taxes, licensing and insurance
- Produce and maintain productivity reports for company and employees
- Assist in computer network maintenance and trouble shooting
- Coverage of other office positions as needed
- Maintain vehicle maintenance software program

1994 – 1998   Lower Columbia Head & Neck   Longview, WA
Full Charge Bookkeeper
- Accounts payable, payroll, business taxes, license and insurance
- Communicate and work closely with Physicians and Accountants
- OSHA record keeping supervisor
- Maintain patient confidentiality
- Assist in accounts receivable and insurance authorizations
- Sorting of all incoming mail and correspondence

EDUCATION

2009-2010   Marylhurst University   Marylhurst, OR
Master's in Business Administration

2007-2008   George Fox University   Newberg, OR
Bachelor of Science, Suma Cum Laude
MANAGEMENT & BUSINESS INFORMATION SYSTEMS

2006-2007   Lower Columbia Leadership Academy   Longview, WA

1998 - 2002   Lower Columbia College   Longview, WA
Associate in Applied Science
BUSINESS MANAGEMENT
2002 Outstanding Student Award in Business Management

AWARDS AND CERTIFICATES

Spring 2017   Microsoft Certified Specialist
Excel, Access, Word 2016

Spring 2015   Microsoft Certified Office 2013 Master

Fall 2014   Pillars of Strength Award
Higher Education Teacher of the Year
Longview/Kelso Chamber of Commerce

Spring 2012   Microsoft Certified Office 2010 Master

Spring 2007   Microsoft Certified Office 2007 Master

Spring 2006   2005-06 Classified Employee of the Year Finalist
Lower Columbia College   Longview, WA

Spring 2006   "True Blue Award" Classified Employee Recognition
Lower Columbia College   Longview, WA

COMMITTEE MEMBERSHIPS AND ACTIVIES

2018 – Present	*Advisor/Tutor,* LCC Men's Basketball
2015 – 2019	*Member,* LCC Wellness Committee
2014 – 2020	*Member,* NWeLearning Conference Steering Committee
2012 – 2016	*Member,* LCC Collection Development Committee
2009 - 2010	*Member,* LCC Exceptional Faculty Committee
2009 - 2010	*Member,* LCC Professional Development Committee
2008 - 2012	*Secretary,* LCC Faculty Association of Higher Ed
2006 - 2010	*Member,* LCC Bookstore Committee
2006 - 2009	*Member,* LCC Central Safety Council

COMMUNITY ACTIVITIES

2010-2016	United Way of Cowlitz & Wahkiakum County Board Member March 2012 – Executive Board – Secretary/Treasurer
2000-2007	Rose Valley Friends Church Kelso, WA Women's Ministry Team & Women's Missionary Fellowship

- Plan and coordinate events and activities for women. Participating and contributing to monthly community service projects such as Women's Support Shelter, Community House, CASA, Foster to Adopt, Youth and Family LINK, Mountain Ministries, Victory Ministries, and others.

2000 – 2003	Victory Ministries, Inc. Kelso, WA

Treasurer/Secretary
- Served on Board of Directors for non-profit corporation developed to assist kids in need in our community. Worked diligently with other board members to begin Victory Ministries and eventually open up the Victory Center, which is located on South Pacific in Kelso. The center is open to the public to provide, fun, sports entertainment and fellowship while giving hope to those in need.

PROFESSIONAL REFERENCES

| Tamra Gilchrist | 1600 Maple Street | (360) 442-2621 |
| Dean of Instruction | Longview, WA 98632 | |

| Brendan Glaser | | |
| Retired VP Instruction | Longview, WA 98632 | (360) 430-7359 |

| Jim Stanley | 1600 Maple Street | (360) 442-2713 |
| Accounting Instructor | Longview, WA 98632 | |

Shannon McLain

3015 Louisiana Street * Longview, WA 98632
360-430-6447 * the_mclains@msn.com
http://www.linkedin.com/pub/shannon-mclain/42/400/19a

Professional Experience

Director of Operations / Director of Employment 2016 - Present
Love Overwhelming, Cowlitz County

Owner and Consultant 2012 - Present
For a Common Good, Washington and Oregon

Education First 2020 -2020
Teaching English as a Foreign Language

Adjunct Instructor of Business 2015 -2017
Lower Columbia College, Longview, WA

Employment Services – Washington Headquarters 2012 -2016
SL Start and Associates, LLC/Embassy Management, Spokane, WA

Adjunct Instructor of Critical Thinking 2012- 2012
Concorde Career College, Portland, OR

Director of Vocational Services 2005 - 2012
Life Works, Longview, WA

Adjunct Professor of Professional Studies 2007 - 2011
Kaplan University Online

Education

Doctor of Education in Organization Leadership: Organizational Development 2022
Northcentral University, ABD – in progress, Cumulative GPA 3.91

Master of Management 2007
University of Phoenix

Bachelor of Arts 2004
Washington State University, Vancouver Campus

Major: Anthropology   Minor: Human Development/Agin

Community Involvement

APSE: Association for Persons in Supported Employment
Washington State Chapter Board Member, Public Policy Committee – Past
Regional Delegate Pacific & West: Alaska, Washington, Oregon, California, Wyoming – Past
National Board Member – Past
Member - Present

Love Overwhelming: Solutions for Persons who are Homeless
Past Chairperson, Board Member and Steering Committee

Washington State Rehabilitation Council
Governor Appointed Community Rehabilitation Program Representative – Past

Publications

McLain, S., Codagnone, R. & Reed, L. (2013). Moral Leadership: Executive Servant Leadership as a Means to Overcoming Organizational Resistance to Innovation. Regent University: Moral Leadership Conference.

Mclain, S. & Walus, M. (2014). APSE Conference 2014: Community Roles in the Culture of Self-Sufficiency. Journal of Vocational Rehabilitation. 42(3) 235-240.

Mclain, S., Walus, M. & Chapman, S. (2016). APSE Conference 2015: Continued Dialogue in Building a Culture of Self-Sufficiency. Journal of Vocational Rehabilitation.

Certifications / License

Teaching English as a Foreign Language
> 2019 TEFL

Employment Support Professional Certification Council
> 2015 CESP

Work Strides Facilitator: Career Development Program
> 2012 Certified by University of Washington CCER/Division of Voc Rehab

Shannon McLain
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Anita M. Quirk
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Kelso, WA 98626
(360) 431-6222
aquirk@lcc.ctc.edu

Education

Juris Doctor, Northwestern School of Law at Lewis and Clark College (Lewis and Clark Law School), Portland, Oregon, May, 1990
areas of study: legal research, writing, legal principles and theory, ethics and practice

Bachelor of Arts, Spanish Major, Walla Walla College (Walla Walla University),College Place, Washington, *cum laude* June, 1979
areas of study: Spanish, German, religion, liberal arts

Colegio Adventista de Sagunto, Sagunto, Spain, attended 1977-1978, credits through Walla Walla College
areas of study: language study and use, literature and culture

Attended until June 1976, Spokane Falls Community College, Spokane, Washington
areas of study: pre-foreign language, liberal arts, general courses

Work Experience at Lower Columbia College

Lower Columbia College (LCC)   January 2011 – present
1600 Maple
Longview, WA 98632

- Instructor of Spanish, Criminal Law, Education Law, American Legal Systems, Business Law, Administration of Justice , Juvenile Justice, Report Writing for Law Enforcement, Law and Social Issues, Introduction to Political Science, College Success, in classroom and online. Student advisor, Criminal Justice and Pre-Law. Development of online law courses in CANVAS. Updates of course plans for various law and criminal justice courses and Criminal Justice AAS degree. Course materials, lesson plans, supplemental materials and syllabi preparation. Evaluate student progress through various assignments and exams. Attend department meetings, criminal justice advisory meetings, all-staff and other meetings on campus. Member of Advising Redesign Committee and Professional Technical Monitoring Committee.

Lower Columbia College   September 1993-December 1993
Longview, Washington 98632

- Teacher, Adult Basic Education/GED, math: aid students in preparation for the math portion of the Graduate Equivalency Diploma, prepare materials for extra math practice.

Other Professional Work Experience

Cowlitz-Wahkiakum Legal Aid   October 2005-July 2010
1526 Commerce
Longview, WA 98632

- Coordinator of the legal aid program overseeing all aspects of the program, including instructing low-income persons in how to prepare family law legal forms in forms workshops. July 2010 to January 2011, volunteer in conducting forms workshops.

Continuing Education Services   December 2004– December 2017
P.O. Box 2463
Longview, WA 98632

- General partnership, through 2011, solo through 2017, providing continuing education seminars for professionals, in particular attorneys and certified guardians, including as instructor.

Anita M. Quirk, Attorney at Law   2000-December 2012
P.O. Box 2463
Longview, WA 98632

- Solo practice attorney, limited practice: guardian ad litem in guardianships and probate. Retired 2012.

Bashor & Quirk, P.S.   1998-2000
1128 Broadway
Longview, WA 98632

- Partner in legal firm: debtor/creditor, bankruptcy, probate, estate planning, contracts, guardianships, adoptions; guardian ad litem in domestic relations, guardianships and probate matters. Arbitrator in physical injury cases. Hiring and training legal staff and all duties of an attorney.

Anita M. Quirk, Attorney at Law   May 1996-1998
1128 Broadway
Longview, WA 98632

- Solo practice attorney: debtor/creditor, bankruptcy, probate, estate planning, contracts, guardianships, adoptions; guardian ad litem in domestic relations, guardianships and probate matters. Responsible for all aspects of a legal office including hiring and training legal assistants/paralegals, accounting and all other requirements of a business, as well as all duties of an attorney.

Virginia Petta, Chapter 13 trustee   March 1996-1997
Longview, WA 98632

- Data entry, part-time attorney: case information entry on specialized computer system. Case and legal research, contact attorneys regarding cases, prepare pleadings.

Quirk Business Group   June 1990-present
P.O. Box 523
Longview, WA 98632

- Owner, customer and business manager: implementing business systems through managing a small portfolio of customers and instructing other entrepreneurs in successful business practices. Presentations at business meetings.

Daggy & Anagnostou, P.S.   May 1989-January 1996
1953 Seventh Avenue, Ste. 102
Longview, Washington 98632

- Law Clerk, 1989-1991: legal research and writing while attending graduate school, assist attorneys with trial preparation.

- Attorney, 1991-1996: general practice, emphasis in debtor/creditor matters, domestic relations, probate, estate planning, guardianships, adoptions, contracts and misdemeanor criminal matters. Responsible for client interviews, case management and strategy, negotiations, court appearances, trial preparation and execution, legal and factual research, research and writing legal memorandum and correspondence, staff interaction including training legal assistants.

Northwestern School of Law   September 1988-June 1990
at Lewis and Clark College
Portland, Oregon 97219

- Teacher Assistant, Legal Writing program for 1988-1989: prepare and teach lessons for small groups of first year law students, evaluate student progress in understanding legal concepts, research and writing skills, grade students on their performance, prepare students for appellate brief writing and oral argument, work with director of legal writing program.

- Tutor, Academic Support Program for first year minority students, 1988-1990: prepare lessons for extra study in basic law classes, conduct group sessions for discussion and test practice, evaluate student progress, consult with professors of the various law courses.

King's Child Development Center   September 1986-June 1987
Longview, Washington 98632

- Pre-school teacher, ages 3-4: prepare lesson plans for daily classes, prepare and gather materials for hands-on lessons; work with teacher's assistants in the classroom, conferences with parents.

Cape May Court House SDA School   September 1980-June 1981
Cape May Court House, New Jersey 08210

- Teacher, grades 5-8, all subjects: prepare lesson plans, conduct classes, parent/teacher conferences, monthly reports, grading and testing.

Lower Township School District   September 1979-June 1980
Cape May, New Jersey 08204

- Substitute teacher, grades 7-12: follow lesson plans prepared by teachers, interaction with students, faculty and administration.

Colegio Adventista de Sagunto   January 1978-March 1978
Sagunto, Spain

- Teacher, beginning German, college level: prepare lessons, teaching, testing and grading.

Other Professional, Office Experience and Training

- Electronic calendaring and scheduling, Microsoft Windows, Word Perfect 8, Word, Microsoft Works for Windows and various photo design and other software programs.
- Public speaking and education seminars.
- CANVAS education (EDUC 295), Excel and American Government (POLS 202) taken at LCC. LCC advisor training. Spanish and other conferences. Various trainings and workshops at LCC. Training in use of media equipment in the classrooms.
- Continued legal study and training through continuing legal education seminars.
- Centers of Excellence, Criminal Justice, collaboration with other community and technical college criminal justice programs in Washington State

Professional Membership

Washington State Bar Association and Federal Bar for the Western District of Washington, inactive status.

Janel Skreen

Environmental Health and Safety Specialist
206 Eufaula Heights Road
Longview, WA 98632

SKILLS

Many opportunities have allowed me to build extensive experience in leading organizational development in the areas of environmental health, occupational safety, crisis and risk communication and emergency response. Throughout that process I have spent time developing training and programmatic solutions to meet a diverse array of safety and environmental compliance objectives, always with an attitude of service, enthusiasm and professionalism.

PROFESSIONAL EXPERIENCE

Lower Columbia College - *Director of Environmental Health and Safety*

2014- Present

- Create and oversee all occupational safety programs.
- Ensure compliance with all environmental regulations.
- Supervise Student Conduct and Security Services.
- Serve as a Title IX Investigator.

Lower Columbia Public Information Coalition - *PIO Function*

2018- Present

- Serve as a member of Incident Management Teams- PIO Function
- Organize/ host regional training opportunities on crisis communications

Cowlitz County SAFE School Coalition - *Co-Chair*

2017- Present

- Serve as co-chair
- Facilitate training drills and professional development opportunities for coalition.

TEACHING EXPERIENCE

Occupational Safety and Health

Lower Columbia College

2019

Biology for Educators

Lower Columbia College

2014-2015

Teaching Assistant and Lab Instructor, General Biology
Fall 2013
Washington State University

Science Teacher
2013-2014
Family House Academy

Undergraduate Research Mentor
Spring 2012-Fall 2013
Washington State University

NSF GK-12 Graduate Scientist Fellowship
Fall 2012-Summer 2013
Washington State University
Liberty Middle School
7th Grade Life Science

NSF GK-12 Graduate Scientist Fellowship
Fall 2011-Summer 2012
Washington State University
Liberty Middle School
7th Grade Life Science

Undergraduate Research Supervisor
2011-2013
Laboratory Training and Research

Teaching Assistantship in General Chemistry
Washington State University Vancouver
Fall 2010 – Spring 2011

Guest Presentations
"Serving as a Crisis Communications Volunteer"
PNW EMPA Crisis Communications Conference
Portland State University
2019

"Environmental Health and Safety as a Career"

Washington State University Vancouver

2017 & 2018

"The Science of Brewing Operations"

Washington State University

2017 & 2018

"Doggy DNA, Genetics are a Kid's Best Friend"

National Science Foundation National Conference

March 2012

"Waves and Energy"

Lower Columbia College

Waves and Energy

Fall 2013

"Molecular Genetics"

Washington State University

Fall 2011

"Trophic Energy Transfer and Transformation"

Lower Columbia College

Fall 2011

RESEARCH

Principle Investigator

2013

Department of Science

Washington State University, Vancouver WA

Master's Thesis Research

Viticulture Management Choices: Nitrogen Use Efficiencies in Biodynamic Vineyards

Research Assistant

January 2009

Department of Anthropology

Washington State University, Vancouver, WA

Supervisor: Edward Hagen, Ph.D.

Di-urnal Human Salivary Analysis and Laboratory Management

Storage and cataloging of human biological samples. Ordering and inventory of laboratory equipment. Polymerase chain reactions, and gel electrophoresis of human DNA. Quantitative di-urnal human salivary enzyme-linked immunosorbent assays (ELISA's) for cortisol and cotinine. Initiation of chemical waste streams and autoclaving of all biohazardous materials.

Research Assistant

January 2008 – January 2009

Department of Molecular Bio-Sciences

Washington State University, Vancouver, WA

Supervisor: Steve Sylvester, Ph.D.

Analysis of contaminants in human breast milk

Analysis of Oregon state residence and African hunter-gatherer breast milk fro persistent organic pollutants (POP's). Extraction was performed using solid phase microextraction fibers, and analysis involved gas chromatography, mass spectrometry (GCMS). Liquid-liquid extraction of rat serum which was analyzed using GCMS to assay for the metabolite monoethoxylate. Synthesis of monethalhexylpthalate.

Research Assistant

July 2006 – December 2006

Department of Emergency Medicine

Oregon Health Sciences University, Portland, OR

Supervisor: Heather Brookes, Program Supervisor

Clinical Emergency Medical Research

Track potential study participants within the Emergency Department for all ongoing research. Observed all physician rounds to identify potential patient candidates for research. Collected salivary samples for childhood RSV analysis, informed patients of their rights in accordance with HIPAA. Interviews study participants, tracked labs and other information with regard to potential rib fracture patients, and patients experiencing sepsis.

Research Assistant

June 2006-August 2006

United States Fish and Wildlife

Abernathy Technology Center, Longview, WA

Supervisor: Anne Gannam, Ph.D.

Salmon Nutrition and Genetics Research

Nutritional Analysis: fat, protein, and carbohydrate of salmon and their feed. Fin measurements and care of live fish. Polymerase chain reactions, gel electrophoresis and DNA sequencing. Laboratory inventory and supply ordering. Testing of new sampling equipment and preliminary literature research on fish pathology and nutrition. Specific specification analysis of commercial feed suppliers.

OTHER EXPERIENCE

Science Club Coordinator

Big Leaf Montessori

2017-2018

STEM DAY: Forensics of a Crime Scene

Lower Columbia College

Summer 2014

Tutor for Homeless Youth

Fall 2009 – Spring 2010

Transitional Youth, Portland, OR

Pre-Algebra, Algebra and Trigonometry

Children's Community Educator

July 2006

US Fish and Wildlife Cowlitz County, WA

Salmon Populations, migration routes, and conservation

Environmental Development Advisor

 2013-Current

Wadakyat LLC

Autopsy Technician

2006-2008

Cowlitz County Coroner's Office

EDUCATION

Certified Mold Inspector

2018- Present

FEMA/NIMS 100, 700, 800 & 400 Level Certifications

Current

Hazardous Waste Operations and Emergency Response (HAZWOPER 40 Hour)

2014- Present

Wood Environmental

DOT Hazardous Materials Shipper Certificate (CFR 49)

2014- Present

DGI Training Center

Hazardous Waste Management Certificate

2014 - Present
Certified Environmental Services

M.S. in Environmental Science

December 2013

Washington State University, Vancouver, WA
Committee Chairs: Jahi Chappell Ph.D. and Steve Sylvester, Ph.D.

B.S. in Biology, Cum Laude

May 2010
Washington State University, Vancouver, WA
Supervisors: Steve Sylvester, Ph.D. and Edward Hagen, Ph.D.
Graduated Cum Laude
Awarded the Glenn Terrell Endowed Science Scholarship 2006

AWARDS

Teaching Assistantship, General Chemistry 2010-2011

Robert Lane Fellowship 2012

NSF GK12 Fellowship 2011-2012

NSF GK12 Fellowship 2012-2013

Foundation Faculty Grant 2019

Total Awards $ 80,000.00

Margaret (Maggie) A. Stuart
Lower Columbia College
1600 Maple Street
Longview, WA 98632

CURRENT POSITION	Tenured Faculty - Business
PROFESSIONAL	Dean of Instruction/Library Director Transitional Studies Manager
BACKGROUND AND	Tenured Faculty - Computer Science: Microcomputer Networking, Hardware Configuration, Operating Systems Computer Maintenance Technician
EXPERIENCE	Foundation Accounting Technician Programmer/Analyst Office Assistant I
	Cowlitz Bank: Teller (1985-1988) City of Fairfield, CA: Fiscal Technician Bank of America: General Ledger Bookkeeper, Vault Teller, Proof Machine Operator
EDUCATION	Lower Columbia College - General Transfer, A.A.
	Linfield College - Business Information Systems, B.S.
	Marylhurst University - Business Administration, M.B.A.
	Oregon State University - Education, doctoral student

RECENT PRESENTATIONS:
The Bucket Course: A Fast
Track Approach to Pre-College
English

International Conference on College Teaching and Learning
Jacksonville, FL April 2013

On-Ramp to I-BEST: Rewards & Challenges
Rendezvous 2012

ITRANS: Contextualized learning as a vehicle for overcoming academic barriers
International Conference on College Teaching and Learning
Jacksonville, FL April 2010

I-TRANS: Bridging the Gap Between Developmental
and College Level English Courses
Assessment, Teaching, and Learning Conference
Vancouver, WA April 2010
Rendezvous
Yakima, WA July 2010

Core Themes and Objectives

Workforce and Economic Development

Refine and revise our program mix to better serve the community, ensure that all students have access to viable career pathways, and expand our mission to incorporate bachelor of applied science degree programs.

Objectives:
1. Provide quality professional/technical education for employment, skills enhancement, and career development.
2. Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.

Transfer and Academic Preparation

Redesign our certificate and degree pathways and associated supports, addressing identified equity gaps, in order to maximize student achievement and learning.

Objectives
1. Ensure that learners who are under-prepared for college level studies have access to developmental coursework and bridge opportunities to college level work..
2. Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.
3. Provide the support for transfer students to successfully transition to upper division college and university programs.

Student Access, Support and Completion

Simplify our onboarding, advising and related support services to get and keep more students, including those from historically underrepresented groups and vulnerable populations, on the path to completion.

Objectives
1. Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.
2. Provide students with the support needed to pursue and achieve their educational goals.

Institutional Excellence

Restructure our operating budget and systems to promote long-term viability, sustainability, and equity.

Objectives
1. Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.
2. Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

APPENDIX H. EXTERNAL REVIEW DOCUMENTS

Applied Baccalaureate External Review Rubric[i]

College Name:	Lower Columbia College	BAS Degree Title:	BAS Organizational Leadership and Technology Management
Reviewer Name/ Team Name:	Heidi Connole, Ph.D., SHRM-SCP	Institutional or Professional Affiliation:	Eastern Washington University
Professional License or Qualification, if any:	Ph.D., SHRM-SCP	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			

1. Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	Comment: In my opinion, this program is highly relevant and appropriate to current employer needs and demands especially within this region. As proposed, the program meets (or exceeds) academic standards. I believe the program will lead to job placement, and also to *job advancement* for prospective students.
2. Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	Comment: The level of rigor is appropriate for an applied science baccalaureate degree. I am particularly impressed by the variety of assessments used to foster and evaluate student learning. The learning objectives are appropriate at this level and serve to guide the curriculum within the program in a meaningful and productive way. There is a clear distinction between content that is developed for the 300 and 400 levels beyond the foundational coursework. Students should graduate from this program well-prepared for leadership roles within a wide variety of organizations in both the public and private sectors.
3. Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	Comment: The curriculum is aligned with the program's Statement of Needs Document on all levels. The design and delivery of the courses as online/hybrid, and evening/weekend are particularly important given the target market of students as adult learners who may need this level of flexibility to successfully complete their baccalaureate degree. The College has taken appropriate steps to align its curriculum development with local industry expectations for professionals at this level. The cohort-based model is consistent with meeting the needs of non-traditional students seeking a learning community to feel supported in their academic pursuits. The program is clearly centered on the learner and broad enough to meet the needs of students in a wide variety of industries, occupations and interests.
4. Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?

	Comment: It is important for a leadership program to strike an appropriate balance between so called "soft" and "hard" skills. This proposed program represents an important blending of both throughout the quarter-by-quarter rotation of courses. The Capstone course (OLTM-495) offers an excellent opportunity for students to close out their programs with a project most appropriate to the development of their knowledge, skills and abilities and networking opportunities through its use of workplace leadership projects, service-learning projects and internship opportunities. This program has the right level of rigor, a balance between quantitative and qualitative coursework, and provides at least some opportunities for the student to tailor their learning to their own needs and interests.
5. General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment: The general education requirements are suitable for a baccalaureate level program. They do meet both the breadth and depth requirements as specified in Table 5. One of the key strengths of this program is that it honors the educational experience and backgrounds that a diverse population of adult learners will bring to the cohort. I am particularly impressed by the list of existing technical associate degrees that will serve as foundations and the "newly developed AAS-T degrees that are positioned to efficiently transfer to the BAS-OLTM program". The variety of educational preparation that is permitted will greatly enhance the student learning during discussions and team-based coursework.
6. Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Comment: I can envision Masters programs in Organizational Leadership, Project Management, Information Technology, Systems/Security, and Data Analytics recognizing the core content, the level of preparation and the student learning outcomes as appropriate for the undergraduate level foundation of their graduate programs. Many traditional MBA programs are likely to continue to require sequences in accounting and economics as well as foundational work in each of the "functional silos" of traditional business education (e.g. marketing, statistics). In my review, I noted that these foundational courses are all currently available through Lower Columbia College's offerings. In my opinion the viability of continuing into a graduate program without having to meet additional prerequisite coursework will depend on the degree program, the individual institution and the field selected for graduate study. The proposal does lay out an extensive description of partner universities and programs that are willing to create pathways to advanced degrees for graduates of the BAS OLTM program and MBA programs are represented among them.
7. Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment: I was very impressed with the caliber of faculty that are connected to this program and their academic and professional preparation. The program not only has an excellent mix of theoretical and practical applications, its faculty are well-versed in both and bring a wealth of expertise as practitioners to the work of educating others. I think it is very valuable in managing start-up programs to work with faculty who have strong ties to the College, local and regional communities. I would rate this group as exceptional in this regard. Not only are they all experienced and well-educated, they are largely a team that has worked together for an extensive period of time. I know most of them personally and I know that they are dedicated to the work of education and committed to the students they serve.
8. Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?

	Comment: The resources needed to sustain and advance the program, including those necessary to support learners (library services and facilities) are more than adequate. The proposal includes a thorough growth plan for increasing the College's resources as the program grows. I also noted mention of certain economies of scale that can be realized through the College's ongoing commitment to applied science baccalaureate degrees, with which I concur. I reviewed the specific sections of the proposal that examined advising resources, financial aid counseling and veteran's support and found them to be consistent with the high quality of support that students expect, and for which the College is known. I reviewed Tables 11 and 12 to consider the library resources to support student learning and research and found them to be complete and comprehensive. I applaud the College's interest in providing tutoring online as this is both necessary at this time and further supports the flexibility that is promoted here.
9. Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?
	Comment: I do not believe I can adequately address this criterion. No basis to judge.
10. Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment: In summary, I believe this program will fill a tangible gap in the access to education needs for place-bound, adult learners who are working and looking to explore career opportunities and advancement within this region. In many cases, it will allow professionals to earn the education degree that is commensurate with the level at which they are currently performing their duties, while enhancing their knowledge, skills and abilities in leadership, technology and human relations – three key factors in organizational success. Education is not only a driver of economic growth, but access to it is an important form of social justice. I see this as a degree program that meets learners where they are, offers essential flexibility/support and addresses real needs of employers in this community. In doing so, it is a key to accomplishing both economic growth and social equity within the region it will serve. The College clearly has the needed resources, talent and passion for educational advancement to support these learners. The curriculum is well-reasoned, offers appropriate levels of depth, breadth and rigor for a baccalaureate degree. I can unequivocally endorse this program as proposed.

Reviewer Bio or Resume:
Dr. Heidi Connole holds a Ph.D. from Washington State University in Business Administration and is certified as a Senior Practitioner with the Society of Human Resource Management. She has previously served on a special appointment as Professor of Strategic Leadership at the U.S. Army War College in Carlisle, Pennsylvania before returning to the Northwest to lead the design, development and implementation of the University of Idaho's Executive MBA program in Coeur D'Alene. Over the course of her career, Heidi has led several start-up programs, writing centers and accreditation efforts across a variety of academic institutions throughout the Pacific Northwest. She is the 2013 International Teaching Excellence award recipient for her work in outcome-based teaching and assurance of learning efforts from the International Assembly for Collegiate Business Education (IACBE). In 2017, she was certified in Social Entrepreneurship by the United States Association for Small Business and Entrepreneurship (USASBE).   Heidi is a veteran of the U.S. Army having served as a military intelligence analyst and Russian linguist. She has worked as a global management consultant and multicultural expert for various organizations in both the private and public sectors. She is active as a leadership coach and public speaker and teaches online courses for Eastern Washington University, having formerly served as EWU's Director for Business Programs in Longview at Lower Columbia College.

Applied Baccalaureate External Review Rubric

Instructions for colleges submitting a BAS degree proposal:

1. As part of completing a program proposal, colleges must select two External Experts to review the program.
2. Reviews should be completed by an independent, third-party person or team with subject/discipline expertise.
3. At least one, preferably two, of these External Expert Reviewers should come from a university level institution, i.e. departmental professor, academic dean or department head. Each Washington public baccalaureate institution has a BAS administrative contact posted on the SBCTC website who needs to be contacted when soliciting an External Expert Reviewer at their university.
4. A second External Expert Reviewer may be a professional/practitioner who works for a private or public organization other than the university.
5. External Expert Reviewers should be instructed by colleges to address the criteria listed in this rubric.
6. Payment for an external review shall not exceed $1,000 per Expert Reviewer.

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criterion listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.
7. Each Washington public baccalaureate institution has a BAS administrative contact posted on the SBCTC website who will be contacted an External Expert Reviewer is solicited at their university.

Approved by BLC November 15, 2018

Applied Baccalaureate External Review Rubric

College Name:	Centralia College	BAS Degree Title:	Organizational Leadership & Technical Management
Reviewer Name/ Team Name:	Connie Smejkal	Institutional or Professional Affiliation:	Dean of Instruction/Tenured Business Faculty
Professional License or Qualification, if any:		Relationship to Program, if any:	
Please evaluate the following Specific Elements			

1. Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? **Yes** Will the program lead to job placement? **Yes**
	Comment: The proposal, as written, address key skills needed by current employers seeking applicants and employees with the skill set critical for effective management in today's workplace. The coursework would prepare students for management opportunities across a variety of industries, which would increase the likelihood that graduates would find living-wage jobs. The ability for a student to enter the program from a variety of technical programs allows the student to pair their technical skills with leadership and management skills. This allows graduates the ability to advance within their industry. Several industries, for example diesel, welding, machine trades, manufacturing, and automotive technology, can be physically demanding. If an employee sustains a significant injury, it could result in the end of their career. This degree can provide the ability to move from highly physical demanding jobs to less physically demanding jobs. Providing a cohort-based program with flexible delivery that includes face-to-face provide an additional support system for the cohort while removing barriers, such as, having to leave a job or reduce hours to further education or other responsibilities. Fully online programs tend to see lower graduation rate and many of the students who participate in technical education programs tend to prefer the hands-on experience of the classroom at least for a portion of their learning. The proposed delivery will help students succeed.
2. Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor? **Yes**
	Comment The program outcomes demonstrate appropriate rigor. Students who achieved the outcomes would be using higher-level skills such as analyzing, creating, evaluating, etc. throughout the coursework. The rigor is not only relevant to 300 and 400 level courses but also aligns with the higher level, complex skills needed in industry. The complex skills learned differentiate managers from front-line supervisors.
	Does the curriculum align with the program's Statement of Needs Document?

Approved by BLC November 15, 2018

Applied Baccalaureate External Review Rubric

3. Curriculum Alignment	**Comment** I have not reviewed the statement of need document. The proposal included input from a focus group of industry representation as well as an advisory board. This inclusion of industry, the course descriptions provided, and the program outcomes would lead me to believe there is alignment with the statement of need document. The curriculum and program outcomes will provide skills needed in a variety of for-profit, non-profit and government agencies. The design of the program address the needs of working adults and access to an affordable bachelors degree supports student and community needs. Together, this leads to me believe the proposal aligns with the statement of need and increasing degree access to place-bound, working adults.
4. Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? **Yes** Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees? **Yes**
	Comment The coursework is relevant to local employer demand and provides a breadth of experience that is applicable across several industries. The depth of skills taught provide the ability for graduates to be an asset to their employer from day one. Ten courses focus on the program outcome of diversity, equity, and inclusion. The elements have been important in the workplace, however in today's workplace it is more critical than ever for managers to embrace, support, and provide inclusive work environments.

Applied Baccalaureate External Review Rubric

5. General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? **Yes** Do the general education courses meet breadth and depth requirements? **Yes**	
	Comment While reviewing the general education requirements and course descriptions, I noted a depth and breadth of content. In addition, the general education courses are applicable to management, which further builds the complex skills needed for effective management. Forty credits of upper division general education also reduces the general education "gap" often found in workforce degrees. This reduces financial and time barriers for students while making courses applicable and relevant for students. On page 15 of the proposal, Table 5 indicates general education requirements that equal 40 credits of upper division courses. The narrative directly above the table indicates seven classes for a total of 35 credits. Based on course descriptions provided, it appears the table is correct and the narrative needs to be updated accordingly.	
6. Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs? **Yes**	
	Comment The curriculum and learning outcomes prepare students to continue their education in a graduate program. LCC has a university center that will allow the graduates of BAS-OLTM to access master's degree programs on site with universities that have endorsed the OLTM. LCC continues to work with university partners to provide pathways to graduate programs.	
7. Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum? **Yes**	
	Comment The review of faculty credentials demonstrates a wide breadth of knowledge and experiences that will provide diverse perspectives and learning throughout the program. The faculty have extensive teaching experience, actively engage in professional development, and have experience working in industry. This leads me to believe that faculty will remain current in industry trends and work continuously to improve curriculum and delivery accordingly.	
8. Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?	

Applied Baccalaureate External Review Rubric

	Comment The proposal addresses online and in-person resources to support student progression and success. A component of the program will contain online work with an entrance requirement of CS 110 Intro to Micro Computer Apps provides the foundational tools needed for online success. Entrance requirements are minimal removing barriers of extra coursework between the AAS and BAS degrees. Library resources are outstanding with a variety of books, videos, and databases available for student use. Students in evening programs can find it a challenge to access the library during regular business hours but the proposal identifies plenty of online resources in addition to physical resources. The proposal is clear that library resources and librarians were a part of this proposal discussion and process. Student services, high quality faculty, administrative support, new student and program orientations, and the one-stop center are all resources that focus on assisting the students from inquiry through application to graduation. The number of high quality resources reduce barriers for underrepresented students of color, students with disabilities, and students with financial constraints. LCC has dedicated space for business students and this space will be available to BAS-OLTM students. A virtual space allows remote students to receive direct support from faculty and instruction technicians via Zoom. The college is committed to providing financial resources to support the start-up of the program. In review of the budget, obtaining year one enrollment of 24 appears feasible and generates a slight revenue in year one. However, the college should consider "gap funding." Not achieving targeted enrollment by just two students could create a deficit for the program. The retention rate projected is 91.67 percent, which is an aggressive target for a new program. Additional financial resources/reserves might be needed for the first year or two of the program. Curriculum development can be an ongoing process after the program is launched and changes are realized through assessment. Additional curriculum funding might be needed beyond start-up.
9. Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
	Comment The proposal did not specifically identify approval of an advisory committee. However, the proposal does address focus groups, and advisory input which would lead me to the assumption that the recommendations were made and incorporated.

Approved by BLC November 15, 2018

	Going forward, advisory committee feedback will be sought bi-annually. The advisory committee will provide feedback on the strengths and weaknesses of the program. The advisory board will also ensure the curriculum remains relevant to employer needs.
	The list of advisory board members in Appendix B include representation from a variety of industries to include schools, automotive, banking, medical, transportation, and childcare. The diverse representation will help the program remain relevant across multiple local employers.

Applied Baccalaureate External Review Rubric

10. Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment The curriculum, entrance requirements, multiple assessment measures, extensive support for students, and quality faculty provide the best opportunity for this BAS program to launch successful and graduate students who will be competitive in today's workplace. The three recommendations provided include: 1) verification of the general education credits on page 15 2) an evaluation of financial resources if enrollments and or high retention levels are not achieved. 3) curriculum development funds beyond start up. New courses will often need updates in the first year or two and depending on depth of changes, faculty may require funding. Depending on industry changes/shifts within five years curriculum changes might be needed to remain current.

Reviewer Bio or Resume
Evaluator, please insert a short bio here

I am a tenured faculty member at Centralia College in the business administration program. I was the lead faculty for the college's BAS in Applied Management program from the start of the program in 2012. In 2018, I left the classroom to return to administration. I currently serve as the dean of instruction for business, teacher education, and early learning programs. In my current role, I oversee two of the college's four BAS programs in addition to several AAS programs in business technology, business administration, accounting, and early childhood education. I also oversee the college's ECEAP, lab school, and MERIT verification programs.

Approved by BLC November 15, 2018

BAS-OLTM Application

ORGANIZATIONAL LEADERSHIP & TECHNICAL MANAGEMENT

To be eligible for admission consideration, the applicant must have:

1. Completed an associate degree or higher, or 90 credits from a nationally accredited institution prior to the
2. Minimum 2.5 cumulative GPA
   a. 2.0 GPA or higher in **all**-courses which meet program entry requirements listed below:
      i. College-level English composition (5 credits)
      ii. College-level math course for which intermediate algebra is a prerequisite
      iii. Human Relations (5) one of the following:
         a. PSYCH& 100 General Psychology (5)or
         b. ANTH& 206 Cultural Anthropology (5) or
         c. PSYC 204 Applied Psychology (5) or
         d. PSYC 214 Psychology of Adjustment (5) or
         e. SOC& 101 Introduction to Sociology
      ii. CS 110 or equivalent (BTEC 104, BTEC 131, or proficiency test) (3 credits)

APPLICATION

First Name	MI	Last Name	
Address, including apartment number	City	State	Zip Code
Day Phone	Cell Phone		
Date of Birth (mm/dd/yyyy)	Evening Phone		
Email Address	Previous Names		
LCC Student Identification Number	If you do not already have an SID number, submit an online application on LCC's website.		

Education: List all colleges, universities, and vocational/technical schools attended.				
College/University/School	**Major**	**Degree or Certificate Earned**	**Date Earned**	**GPA**

Employment: Attach a resume that describes your work experience and includes the following.

- Position
- Dates of Engagement
- Place of Employment or Volunteer Experience
- Description of skills & responsibilities

APPLICATION CHECKLIST

- Complete online application for admissions to LCC (Link to LCC Admissions Application)
  - o Intended Major Area of Study: BAS-OLTM
  - o Quarter Plan to Start: Fall 2021
- Complete BAS application packet online
- **Complete FAFSA (Link to FAFSA Website) if applicable**
- **Submit official transcripts from previous colleges attended (Link to Transcript Evaluation Request)**. If your degree or credits were completed at LCC, you do not need to request a transcript
- Attach one-page personal statement
- **Attach verification of work or volunteer experience** (i.e. resume, a letter from employer or agency)

I certify to the best of my knowledge that all statements on this form are true. I hereby release and discharge LCC and those who provide information from all liability as a result of furnishing and receiving this information. I further agree that falsification of any part of this application, including any enclosed documents, shall be sufficient cause for dismissal from the program.

Signature: _____ **Date:** _____

REFERRAL INFORMATION

How did you hear about the Bachelor of Applied Science in Organizational Leadership & Technical Management (OLTM) at Lower Columbia College? (check all that apply)

☐ Employer   ☐ College Advisor   ☐ Billboard
☐ Family/Friend   ☐ Professor   ☐ Community Survey
☐ Radio   ☐ LCC Website   ☐ Other: _____
☐ College Schedule   ☐ Internet Search
☐ Social Media   ☐ Bus Advertisements

TAB 6

REGULAR ITEM

February 4, 2021

Tab 6

Legislative update

Brief Description

The board will be updated by staff and student legislative interns on the current 2021 legislative session.

2021 Student Legislative Interns
Sydney Sharp, Skagit Valley College
Da'Mea Birdsong, Whatcom Community College

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

Identifying possible changes to state law that result in improved service delivery to students supports strategy 4 in the State Board's strategic plan:

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

Background information and analysis

The primary focus entering the 2021 legislative session is to protect our students and colleges from budget cuts and to advocate for needed investments around racial equity, technology and job training.

On the capital budget side, our priority is to advocate for funding our priority list, starting with at least the governor's proposed level of investment.

Our system will also take action on proposed legislation that could benefit or harm our students, faculty, staff and colleges.

TAB 6

Policy Issues

<u>State Board request legislation</u>:

HB 1176 - 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, the owed fine or fee would no longer be a barrier for a college to gain access in order to place a student in the proper classes.

<u>Other issues in the 2021 legislative session for discussion</u>:

Budget priorities
- Operating budget (**Attachment A:** Operating Budget one-pager)
- Capital budget (**Attachment B:** Capital Budget one-pager)

Governor Inslee's proposed budget
- Operating budget: support investments but have concerns about budget cuts in the form of salary freezes, reductions and mandatory furloughs.
- Capital budget: support with appreciation for the level of investment and adherence to priority order.

SB 5194/HB 1318 – Equity at Community and Technical Colleges
- <u>Position</u>: support with concerns
    - Potential for unfunded mandates regarding faculty and counselor ratios

SB 5227 – Equity in Higher education
- <u>Position</u>: support with concerns
    - Requesting oversight for community and technical colleges to be the State Board office

SB 5323 – Salary freeze and furloughs
- <u>Position</u>: concerns
    - This legislation could impact instruction and student services

HB 1033 – Customized Employment Training program
- Position: support
    - This bill would extend the Customized Training Program tax credit from June 30, 2021 to June 30, 2026

<u>Current 2021 legislative statistics</u>:
At the time of this writing...

- 57 Bills being tracked by our agency
- 15 Legislative one-on-one appointments completed
- Over 30 system representatives have provided testimony on bills or participated in work sessions.

TAB 6

Upcoming session action plan for presidents, trustees and State Board members

Timeframe	Task
Current and ongoing action	Remotely meet with local legislators to continue building relationships and to hear their perspectives on the state's budget situation.
Year-round	Engage with educational and professional associations to spread the word: "don't cut the solution."
Year-round	Maintain and strengthen relationships with communities of color
Year-round	Strengthen relationship with campus student government associations and the Washington Association of Community and Technical College Student Association (WACTCSA)
Year-round	Continue meeting with local legislators and staff. Include faculty, students and other advocates.
Year-round	Invite legislators and staff to graduations, foundation events, ribbon-cutting and groundbreaking events etc. (even if remotely during COVID)
Year-round	Participate in local town hall meetings.
Year-round	Cultivate advocacy partnerships.
November-early session	Participate in editorial board meetings and op-ed submissions. Amplify social media messages.
Mid-November-December	Brief trustees, foundations, administrators, students, faculty and advisory committee members on the upcoming session and encourage participation in communication efforts on behalf of the college.
January-session end	Presidents and trustees meet remotely with legislators and staff, preferably with students, faculty and other advocates, and regularly communicate our system's perspective on proposed legislation. State Board members make connections at pivotal times during session.

Potential questions

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

Recommendation/preferred result

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

Policy Manual Change Yes ☐ No ☒

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