



STATE BOARD MEETING AGENDA

Board members

Jay Reich, Chair // Phyllis Gutierrez Kenney, Vice Chair // Carol Landa McVicker // Ben Bagherpour
Fred Whang // Crystal Donner // Chelsea Mason // Martin Valadez // Mack Hogans
Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant
Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

February 2 Study Session

- 1:30 p.m. **Welcome and Board Member Introductions**
Jay Reich, Chair
- 1:35 p.m. **Baccalaureate Degree Quarterly Update** Tab 1
(Discuss)
Scott Copeland, Associate Director, Campus Support
- 2:45 p.m. **Break**
- 3:00 p.m. **Strategic Plan Implementation - Enrollment** Tab 2
(Discuss)
Carli Schiffner, Deputy Executive Director, Education
- 4:00 p.m. **Governor Inslee**
Jay Reich, State Board Chair
- 5:00 p.m. **Adjournment**

February 3 Regular Meeting

- 9:00 a.m. **Welcome and Introductions**
- 9:05 a.m. **Establish a Quorum and Adopt Meeting Agenda** Action
- 9:07 a.m. **Adoption of Consent Agenda** Tab 3
(Action)
 - a. Bellevue College, BAS, Cybersecurity
Resolution 22-02-01
 - b. Everett Community College, BAS, Accounting
Resolution 22-02-02
 - c. Spokane Community College, Increase Expenditure, Building 8
Resolution 22-02-03
 - d. Everett Community College, Property Sale, 2333 Seaway Blvd.
Resolution 22-02-04
 - e. December 1, 2021, State Board Meeting Minutes
 - f. December 10, 2021, State Board Meeting Minutes
- 9:10 a.m. **Legislative Session Update** Tab 4
(Discuss)
Arlen Harris, Legislative Director

10:00 a.m.	Break	
10:10 a.m.	Climate Solutions <i>Carli Schiffner, Deputy Executive Director, Education</i>	Tab 5 (Discuss)
10:30 a.m.	Executive Director Search Update Resolution 22-02-05 <i>Crystal Donner, Board Member, Search Advisory Committee Chair</i> <i>Julie Huss, Director of Human Resources</i>	Tab 6 (Action)
11:00 a.m.	ACT Report <i>Doug Mah, President, ACT</i>	
11:10 a.m.	WACTC Report <i>Christine Johnson, Chancellor, Spokane Colleges</i>	
11:20 a.m.	Labor Report <i>TBD</i>	
11:30 a.m.	Public Comment	
11:40 a.m.	Executive Director Report <i>Jan Yoshiwara, Executive Director</i>	
12:10 p.m.	Board Discussion	Discuss
12:30 p.m.	Adjourn – Next Meeting, March 30-31, 2022	

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

STUDY SESSION ITEM

February 2, 2022

Tab 1

Bachelor Degree Quarterly Update and Statements of Need Presentation

Brief Description

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

To date, the State Board has approved over 130 applied bachelor degree programs at 32 colleges, and one Bachelor of Science in Computer Science degree program at Bellevue College. Substitute Senate Bill 5401 authorizing community and technical colleges to offer bachelor degrees in computer science was passed during the 2021 legislative session and signed into law. This permits other system colleges besides Bellevue College to offer a Bachelor of Science in Computer Science.

In the 2020-21 academic year, there were 4,855 FTES in baccalaureate programs representing 4.71 percent of state support FTES in the college system. This represents a baccalaureate FTE increase of nine percent over the previous year (See Appendix A for Bachelor Degree Programs to date).

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 bachelor level degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process for bachelor level degree programs:

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

Background information and analysis for proposed Statements of Need

In August 2021, State Board members supported change in the approval process for bachelor degrees to reflect the expanded authority provided in SSB #5401. State Board staff continue to work with colleges proposing bachelor degrees for compliance with approval criteria established by board policy. Staff provide quarterly updates during board meetings on college proposals that meet criteria for Statements of Need. Individual college presentations on Statements of Need are scheduled if the college is offering its first bachelor degree or if the degree proposal is for a program not previously approved by the board. Bachelor degree proposals that meet the board's criteria for final approval are recommended by staff for board action and placed on the consent agenda. The following briefing implements the revised process requested by the Board.

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

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

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

Background information and analysis

a.) Green River College - Proposed Bachelor of Science in Nursing

Licensed practical nurses currently have limited opportunities for academic progression. Green River College is proposing to expand its Nursing department to include a ladder option from its two-year Associate program in Practical Nursing to a Bachelor of Science in Nursing (BSN) to meet the current nursing shortage of bachelor's prepared registered nurses, hereafter referred to as LPN- to-BSN program.

The Practical Nursing program at Green River began 1964, and was approved by the Washington State Board of Practical Nurse Examiners on July 17, 1964. Since the original

cohort completed the program in 1965, the program has graduated 1,316 practical nurses and has seen three generations of nursing students graduate from the program. Today, the Green River Nursing department offers three programs including Practical Nursing, Nursing Assistant, and Phlebotomy.

The proposed program will be designed to not only help Green River nursing students transition seamlessly into further education but will also provide opportunities for incumbent licensed practical nurses who wish to continue with their nursing education and achieve their goal of becoming a registered nurse. By adding a Bachelor of Science in Nursing option, the college's proposed LPN-to-BSN program will meet the changing healthcare needs of King and Pierce Counties.

b.) North Seattle College - Proposed Bachelor of Science in Computer Science

North Seattle College, in partnership with Seattle Central College and South Seattle College, proposes to develop a Bachelor of Science degree in Computer Science to serve the support businesses, public agencies, and non-profit organizations in all sectors of the economy in the central Puget Sound area. This would be the second information technology baccalaureate degree for North Seattle College and would address the area's long-standing unmet demand for computer science professionals. It would help diversify the field and reduce the need for importing talent from outside the state to meet demand. The program brings together theory and practice and prepares graduates to work effectively in positions that require computer science skills.

The primary lower division feeder programs for the Computer Science Bachelor of Science degree are through the existing computer science academic transfer pathways at the three Seattle Colleges. Two direct pathways will be the Associate of Science Transfer-Track 2 and the Associate in Computer Science DTA/MRP. These are the same pathways used by students who are planning to transfer to a university to study computer science, therefore the program will be able to accept students from system colleges interested in pursuing this degree.

The Computer Science Bachelor of Science degree will give students new educational opportunities beyond a certificate or associate degree, and will provide students with a lower-cost, small class size instructional option for completing a baccalaureate degree in computer science. It will provide a pathway toward high-paying, in-demand job opportunities in information technology careers. The degree will support the college and the district in its continuing efforts to create partnerships with business and industry, giving companies the opportunity to help shape the curriculum of the program, hire interns, and eventually hire qualified graduates.

c.) Seattle Central College - Proposed Bachelor of Applied Science in Teacher Education

Seattle Central College proposes to offer a Bachelor of Applied Science Degree in Teacher Education (BAS-TE) beginning in Fall 2023. The proposed Bachelor of Applied Science Degree in Teacher Education degree prepares graduates to be elementary school teachers and includes residency Teacher Certification with endorsements in English Language Learning or Special Education.

While new state legislation addressed the overall teacher shortage and added measures to assist in removing barriers that prevent teachers of color from entering the teaching profession, only one percent of elementary school teachers in King, Pierce and Snohomish Counties identify as Black/African American, and over 85 percent identify as white. Additionally, nearly 80 percent of elementary school teachers in these counties are female. The proposed Bachelor of Applied Science Degree in Teacher Education addresses both the need for skilled teachers in public schools and the importance of increasing the number of elementary school educators who identify as Black, Indigenous, and People of Color.

The Bachelor of Applied Science Degree in Teacher Education provides a pathway for students who have earned a dual Associate in Arts/Associate in Applied Science-Transfer degrees in para-education or early childhood education. This dual degree aligns with their recently endorsed Career Launch program supported by the Seattle Public Schools and would become the eighth bachelor's degree offered at Seattle Central College.

d.) South Puget Sound Community College - Proposed Bachelor of Applied Science Craft Brewing

The craft beverage industry has grown substantially over the last ten years and is predicted to continue to grow both nationally and in Washington State. In just 20 years, brewery, distillery, and winery jobs almost doubled. Training opportunities to support new employees in entering this rapidly evolving industry have not come close to keeping pace with growth and demand. Washington ranks third among states in numbers of craft breweries and sixth in breweries per person and generates over \$1.6 billion in direct economic impact, employing 14,782 full-time employees with an average wage of over \$44,000. In Thurston County alone, that activity translates into 150 direct jobs, another 100 indirect jobs, and \$10 million in economic impact.

In building its two-year Associate in Applied Science in Craft Brewing and Distilling, South Puget Sound Community College forged strong ties, first, to highly skilled and passionate local producers, aided by the Thurston County Economic Development Council in securing an Innovation Partnership Zone for Craft Brewing and Distilling from Washington's Department of Commerce.

Today, South Puget Sound Community College's two-year program occupies a state-of-the-art facility, constructed through industry and community partnerships designed to showcase the most advanced and sustainable technologies available to the craft beverage industry. This proposed bachelor's degree reflects the college's mission to weave together the interests of students, regional business-owners, and economic development leaders to provide new opportunities for success across the institution's stakeholders. This would be South Puget Sound Community College's first applied bachelor's degree.

e.) Spokane Falls Community College - Proposed Bachelor of Applied Science in Integrated Behavioral Health

Spokane Falls Community College is proposing the development of a Bachelor of Applied Science in Integrated Behavioral Health. This degree would build upon the current Associate in Applied Science in Addiction Studies and the Associate in Applied Science in Integrated Community Services programs that Spokane Falls Community College currently offers. Students from

allied disciplines such as psychology, sociology, education, or early childhood education may also be interested in pursuing this degree. The Bachelor of Applied Science in Integrated Behavioral Health would be a non-cohort entry degree program using the hybrid modality that offers Human Services and other graduates the opportunity to enhance their career options in the high demand field of behavioral health.

With the State of Washington's embrace of Medicaid transformation and the Washington State Department of Health's sunrise review, stakeholders have identified a need for a bachelor's level credential. This mid-level clinical function could provide co-occurring services such as individual and group therapy for co-occurring substance use and mental health disorders and associated case management and social services. These same stakeholders have also identified a bachelor's level credential as a potential career ladder for healthcare and behavioral health professionals.

In addition to serving a large urban and suburban population in greater Spokane, the district provides educational services to rural communities throughout a 12,302 square-mile region in Eastern Washington. This region includes all of Spokane, Stevens, Whitman, Ferry, and Pend Oreille counties, and portions of Lincoln County including the traditional and sacred homelands of the Spokane Tribe, Confederated Tribes of the Colville Reservation, and the Kalispel Tribe. A local Bachelor of Applied Science in Integrated Behavioral Health will help to fill a gap in the educational needs of the community and meets the affordability requirement for those seeking to attain a bachelor's degree. This would be Spokane Falls' fourth applied bachelor's degree.

f.) Whatcom Community College - Proposed Bachelor of Applied Science in Social Work

Whatcom Community College's proposed Bachelor of Applied Science in Social Work would be their fourth degree offering and fills a workforce need identified through Whatcom County Health Department's COVID-19 Community Impact Assessment, which found labor shortages in mental health and crisis intervention sectors were significant issues before, during, and after the pandemic. Filling the behavioral health labor shortage has been recently prioritized in Whatcom County by the Port of Bellingham's economic development division.

To meet the growing demand for bachelor's degree attainment, this degree would build upon the college's current Associate of Applied Science degree in Substance Use Disorder Professional and is designed with a hybrid curriculum to accommodate place-bound students and others in Northwest Washington who have limited options to further their education in the field of social work.

In addition to providing a pathway for career advancement in substance abuse, mental health, and residential treatment facilities, upon programmatic accreditation by the Council on Social Work Education, graduates of the program would be eligible to apply for entrance to Master of Social Work in advanced standing programs. These accelerated programs would allow graduates to pursue careers in clinical behavioral health in an accelerated, affordable, and accessible pathway.

Potential questions

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

Recommendation/preferred result

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

Policy Manual Change Yes No

Prepared by: Scott A. Copeland, associate director, college relations and policy guidance
360-704-4397, scopeland@sbctc.edu

Appendix A

Bachelor Degree Completion Status – as of Winter 2022 <i>(All degrees listed are bachelor of applied science degrees except when noted for Bachelor of Science in Nursing, and Bachelor of Science in Computer Science)</i>					
Organized by College					
College	Program	Start Date	Gradates Through 2020-2021	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2020-2021*
Bellevue College	Applied Accounting	Fall 2015	88	14/52 FTE	72.0
	Business Management & Technology	Fall 2022	n/a	n/a	n/a
	Computer Science	Fall 2016	86	15/120 FTE	113.0
	Cybersecurity	Fall 2022	n/a	n/a	n/a
	Data Analytics	Fall 2014	85	16/64 FTE	73.2
	Digital Marketing	Fall 2017	51	15 FTE	104.2
	Healthcare Informatics	Fall 2017	69	xxx	32.4
	Health Promotion Management	Fall 2016	23	15/30 FTE	22.6
	Healthcare Management and Leadership	Fall 2016	101	34/60 FTE	49.0
	Information Systems Technology	Fall 2013	191	16/50 FTE	117.8
	Interior Design	Fall 2009	406	n/a	86.3
	Molecular Biosciences (STEM)	Fall 2014	26	20/40 FTE	32.2
	Nursing (RN-to-BSN)	Fall 2013	148	20/30 FTE	30.9
	Radiation and Imaging Sciences		12	n/a	25.4
Bellingham Technical College	Engineering Technology	Fall 2016	6	27/57 FTE	4.3
	Nursing (RN-to-BSN)	Fall 2021	n/a	30/30 FTE	0.0
	Operations Management	Fall 2016	28	25/57 FTE	39.6
Big Bend Community College	Applied Management	Fall 2021	n/a	n/a	n/a
Cascadia College	Information Technology: Application Development	Fall 2018	4	15/46 FTE	14.5
	Sustainable Practices	Fall 2014	54	14/45 FTE	19.1

Centralia College	Applied Management	Fall 2012	232	30/62 FTE	101.7
	Behavior Healthcare	Fall 2021	n/a	n/a	n/a
	Diesel Technology	Fall 2012	48	24/54 FTE	9.9
	Elementary Education and Special Education	Fall 2016	87	15/20 FTE	48.8
	Information Technology in Application Development	Fall 2016	30	20/57 FTE	13.2
Clark College	Applied Management	Fall 2016	79	33/99 FTE	57.3
	Cybersecurity	Fall 2019	n/a	15/45 FTE	32.4
	Dental Hygiene	Fall 2014	146	17/53 FTE	70.9
	Human Services	Fall 2012	4	20/50 FTE	27.0
	Teacher Education P-3	Fall 2022	n/a	n/a	n/a
Clover Park Technical College	Cybersecurity	Fall 2020	n/a	24 FTE	8.2
	Interior Design	Fall 2019	3	47/60 FTE	13.7
	Mechatronics Engineering Technology and Automation	Fall 2021	n/a	n/a	7.8
	Operations Management (formerly Manufacturing Operations)	Fall 2014	30	25/50 FTE	12.2
Columbia Basin College	Applied Management	Fall 2009	433	35 FTE	93.5
	Community Health	Fall 2022	n/a	n/a	n/a
	Cyber Security	Fall 2014	178	40 FTE	89.2
	Dental Hygiene	Fall 2016	45	20 FTE	57.2
	Health Physics	Fall 2020	n/a	20/40 FTE	5.6
	Information Technology	Fall 2017	8	15/30 FTE	20.6
	Project Management	Fall 2013	257	40 FTE	101.8
	Nursing (RN-to-BSN)	Fall 2015	59	20.0/69.3 FTE	56.0
Teaching	Fall 2018	n/a	20/40 FTE	16.4	
Edmonds College	Advanced Manufacturing and Materials Engineering	Fall 2021	n/a	20/49 FTE	0.0
	Child, Youth, and Family Studies	Spring 2017	43	30 FTE	21.8
	Information Technology: Application Development	Fall 2020	n/a	n/a	0.5
	Integrated Healthcare Management	Fall 2022	n/a	n/a	n/a
	Robotics and Artificial Intelligence	Fall 2021	n/a	22 /64 FTE	0.0

Everett Community College	Accounting	Fall 2022	n/a	n/a	n/a
Grays Harbor College	Education: Elementary and Special Education	Fall 2017	53	n/a	41.1
	Forest Resource Management	Fall 2017	16	n/a	10.1
	Organizational Management	Fall 2016	26	25 FTE	26.0
Green River College	Aeronautical Science	Fall 2015	67	25/50 FTE	59.9
	Applied Management	Fall 2018	62	24/48 FTE	82.0
	Early Childhood Education: Infant and Child Mental Health	Fall 2018	16	15/25 FTE	29.2
	Forest Resource Management	Fall 2015	43	4/8 FTE	20.7
	Information technology: Network Administration and Security	Fall 2014	291	12/48 FTE	180.3
	Information Technology: Software Development	Fall 2013	231	35/96 FTE	76.6
	Marketing and Entrepreneurship	Winter 2015	149	48/72 FTE	59.1
	Real time Court Reporting and Captioning	Fall 2018	2	15/50 FTE	3.5
Highline College	Behavioral Science-Youth Development	Fall 2013	58	15/32 FTE	40.0
	Cyber Security and Forensics	Fall 2013	86	10/15 FTE	102.5
	Early Childhood Education	Winter 2022	n/a	n/a	n/a
	Global Trade and Logistics	Fall 2014	40	10/15 FTE	37.9
	Integrated Design	Fall 2019	6	12/15 FTE	34.8
	Teaching and Early Learning	Fall 2017	59	15/75 FTE	69.6
	Respiratory Care	Fall 2014	25	10/15 FTE	34.8
Lake Washington Institute of Technology	Applied Management - Entrepreneurship	Fall 2020	n/a	15 FTE	8.7
	Applied Management Human Resource	Winter 2022	n/a	n/a	n/a
	Behavioral Health	Fall 2017	3	34.70/39.56 FTE	19.6
	Computing and Software Development	Fall 2017	41	n/a	45.3
	Dental Hygiene	Summer 2017	115	30/60 FTE	90.6
	Design	Fall 2009	179	*36 FTE	27.9

	Digital Gaming and Interactive Media	Fall 2009	40	n/a	42.1
	Early Childhood Education	Fall 2018	11	24 FTE	16.5
	Funeral Services Education	Fall 2017	n/a	15/50 FTE	3.0
	Nursing (RN-to-BSN)	Fall 2017	n/a	24/96 FTE	0.0
	Public Health	Fall 2014	75	20/35 FTE	42.4
	Physical Therapy Assistant	Fall 2020	n/a	14/40 FTE	n/a
	Transportation, Logistics, & Supply Chain Management (formerly Transportation and Logistics Management)	Fall 2014	63	25/50 FTE	36.6
Lower Columbia College	Teacher Education	Fall 2019	13	24/48 FTE	50.8
	Organizational Leadership and Technology Management	Fall 2021	n/a	n/a	n/a
Olympic College	Digital Filmmaking	Fall 2017	44	15/36 FTE	34.3
	Information Systems	Fall 2014	61	20/54 FTE	28.2
	Nursing (RN-to-BSN)	Fall 2007	277	*21 FTE	*10.0
	Organizational Leadership & Technical Management	Fall 2015	132	20 FTE	61.2
Peninsula College	Applied Management	Fall 2007	236	20/40 FTE	34.1
Pierce College	Applied Business Management	Fall 2019	5	20/30 FTE	27.0
	Construction Management	Fall 2022	n/a	n/a	n/a
	Dental Hygiene	Summer 2016	100	20/25 FTE	57.3
	Fire Science Leadership	Fall 2019	n/a	20 FTE	5.2
	Homeland Security-Emergency Management	Fall 2016	42	20/30 FTE	42.7
	Teaching	Winter 2017	102	15/48 FTE	71.4
Renton Technical College	Application Development	Fall 2019	71	n/a	41.2
	Information Technology: Computer Network Architecture	Winter 2018	18	5.4/29.7 FTE	38.7
	Manufacturing Engineering Technology	Fall 2022	n/a	n/a	n/a

Seattle Central College	Allied Healthcare Services Management	Fall 2014	325	30/179 FTE	131.4
	Behavioral Sciences	Fall 2009	23	20/40 FTE	48.8
	Community Healthcare and Education	Winter 2018	n/a	n/a	n/a
	Dental Hygiene	Fall 2018	n/a	n/a	n/a
	Information Technology: Networking	Fall 2016	22	20 FTE	12.2
	Respiratory Care	Fall 2018	n/a	n/a	n/a
	Nursing RN-to-BSN	Fall 2022	n/a	18/60 FTE	0.0
North Seattle College	Accounting with International Accounting	Fall 2020	n/a	17/44 FTE	23.6
	Application Development	Fall 2014	62	n/a	83.1
	Early Childhood Education	Winter 2016	33	n/a	121.7
	International Business	Fall 2013	120	50 FTE	58.6
	Residential and Commercial Property Management	Fall 2017	5	20 FTE	24.8
South Seattle College	Hospitality Management	Fall 2007	262	20 FTE	46.6
	Professional Technical Education and Instructional Design	Fall 2013	70	21 FTE	7.0
	Sustainable Building Science Technology	Fall 2015	53	20 FTE	25.8
	Workforce and Trades Leadership	Fall 2017	n/a	20 FTE	0.0
Shoreline Community College	Dental Hygiene	Fall 2022	n/a	n/a	n/a
Skagit Valley College	Applications Development	Fall 2021	n/a	n/a	n/a
	Applied Management	Fall 2018	39	15/35 FTE	50.0
	Environmental Conservation	Fall 2014	45	*13 FTE	9.7
	Product Development	Winter 2022	n/a	n/a	n/a
Spokane Community College	Respiratory Care	Fall 2017	18	20 FTE	38.0
Spokane Falls	Applied Management	Fall 2016	55	20 FTE	44.4
	Cyber Security	Fall 2017	21	14/33 FTE	23.4

Community College	Information Systems and Technology	Fall 2015	37	11/27.5 FTE	15.9
Tacoma Community College	Applied Management	Fall 2019	16	15/35 FTE	46.5
	Community Health	Fall 2018	24	25/166 FTE	46.9
	Health Information Management	Fall 2016	45	n/a	39.6
	IT Networking-Information Systems and Technology	Fall 2021	n/a	13/61 FTE	4.5
Walla Walla Community College	Agricultural Systems	Fall 2018	18	15/40 FTE	24.2
	Applied Management & Entrepreneurship	Fall 2018	6	12/30 FTE	42.7
Wenatchee Valley College	Data Analytics	Fall 2019	n/a	15/25 FTE	0.0
	Engineering Technology	Fall 2016	6	15/25 FTE	9.3
	Nursing (RN-to-BSN)	Fall 2015	65	n/a	23.9
	Teaching	Fall 2019	n/a	15/30 FTE	3.0
Whatcom Community College	Applied Business Management	Fall 2019	n/a	18/30 FTE	22.2
	Information Technology: Networking Cybersecurity	Fall 2017	34	24/128 FTE	34.0
Yakima Valley College	Agricultural Sciences	Fall 2022	n/a	n/a	n/a
	Applied Business Management	Fall 2014	162	28/60 FTE	50.4
	Dental Hygiene	Fall 2016	131	18/24 FTE	51.0
	Information Technology: Networking	Fall 2015	40	12/20 FTE	26.1
	Teacher Education	Fall 2018	55	30/58 FTE	85.4
TOTAL					*4754.20

*figures are being verified

Bachelor Degree Offerings by Program / by College Fall 2021

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia	Edmonds	Everett	Grays	Green River	Highline	Lake	Lower	North	Olympic	Peninsula	Pierce	Renton	Seattle	Shoreline	Skagit	South	Spokane	Spokane	Tacoma	Walla Walla	Wenatchee	Whatcom	Yakima	Valley		
Allied Health Science																					✓													
Behavioral Healthcare					✓									✓								✓												
Child, Youth, and Family Studies									✓																									
Community Health								✓																				✓						
Dental Hygiene						✓		✓						✓						✓		✓	✓										✓	
Fire Sciences Leadership																				✓														
Funeral Services														✓																				
Health and Wellness	✓																					✓												
Health Information Management	✓								✓																			✓						
Health Physics								✓																										
Healthcare Management	✓																																	
Homeland Security																				✓														
Human Services						✓																												
Nursing	✓	✓						✓						✓								✓											✓	
Physical Therapy Assistant														✓																				
Public Health Administration														✓																				
Radiology and Imaging	✓																																	
Respiratory Care													✓									✓				✓								
Youth Development													✓									✓												
Trades, Construction, Manufacturing																																		
Advanced Manufacturing and Materials									✓											✓														
Construction Management																																		
Diesel Technology					✓																													
Mechatronics and Automation							✓																											
Information Technology																																		
Application Development				✓	✓				✓					✓		✓					✓		✓											
Computer Science	✓																																	
Cybersecurity	✓					✓	✓	✓					✓													✓	✓							

Bachelor Degree Offerings by Program / by College Fall 2021

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia	Edmonds	Everett	Grays	Green River	Highline	Lake	Lower	North	Olympic	Peninsula	Pierce	Renton	Seattle	Shoreline	Skagit	South	Spokane	Spokane	Tacoma	Walla Walla	Wenatchee	Whatcom	Yakima	Valley	
Data Analytics	✓																																✓
Digital Film																	✓																
Digital Gaming														✓																			
Healthcare Informatics	✓																																
Information Systems	✓							✓																	✓		✓						
Integrated Design													✓	✓																			
Network Administration												✓										✓								✓	✓		
Network Architecture																				✓													
Robotics and Artificial Intelligence									✓																								
Software Development												✓		✓																			
Education																																	
Early Childhood												✓	✓	✓		✓																	
Professional-Technical Education																								✓									
Teacher Education					✓	✓		✓			✓		✓		✓				✓											✓		✓	
Other																																	
Court Reporting and Captioning												✓																					
Interior Design	✓						✓																										

*Programs Approved Through Winter 2022

STUDY SESSION

February 2, 2022

Tab 2

Enrollment

Brief Description

This presentation provides an overview of enrollment data, a discussion with college presidents about promising enrollment strategies, and updates on select strategies to improve enrollment trends while closing equity gaps at our community and technical colleges. A review of the enrollment data, including Fall 2021 enrollment analysis, disaggregated by student demographics and academic programs as well as the enrollment impact of the COVID pandemic, will provide context for the presentation.

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

Enrollment declines in the community and technical college system that began in spring 2020 continued throughout the 2020-21 academic year. In Fall 2021, enrollment declines slowed, but are still cause for concern. Nationally, Fall headcount was down 2.7 percent across all higher education sectors, and 3.4 percent at public 2-year institutions. Washington community and technical college Fall headcount declined 6 percent. National data show enrollment trends more closely aligned between the 2-year and 4-year sectors in Fall 2021 compared to Fall 2020 when public 2-year enrollment fell by 10 percent and public 4-year enrollment showed small growth.

Overall, college system FTE enrollment in Fall 2021 was down 8 percent from Fall 2020. Some areas where enrollment had been resilient to the impact of COVID-19 in 2020-21, such as Applied Baccalaureate and Running Start enrollments, slowed in Fall 2021, and in some cases reversed. As discussed below, the mission areas and populations colleges serve showed differences in rates of decline or recovery.

Age

Students' age is perhaps the most significant change from Fall 2020 enrollment affected by the pandemic. Student headcount among those 19 and younger, previously the group with the lowest

decline from Fall 2020 to Fall 2021, showed the greatest rate of decline in Fall 2021, of 15 percent. Students 20-29 years old showed enrollment declines around 6 percent, significantly lower than the rates in Fall 2020. Student enrollment among those 30 and older showed signs of recovery with modest growth over Fall 2020 (1 percent growth for those aged 30-39, and 4 percent growth for those aged 40 and older).

Full-time/part-time enrollment status

Students attending full-time dropped by 10 percent, most likely due to the drop in younger students who are more likely to attend full-time. Part-time students fell by 3 percent. While the ratio of headcount to FTE has not returned to a typical pre-pandemic level of around 0.70 FTE/student, the ratio is stabilizing at approximately 0.73 FTE/student, compared to 0.75 in fall 2020 likely reflecting the slowing in decline of part-time student enrollments.

Gender

Nationally, colleges are seeing greater enrollment declines among men than women. In Washington, enrollments were more even between men and women at 8 percent decline for women in Fall 2021 and 7 percent decline for men. In 2020-21, 58 percent of students reported their gender as female. Female headcount declined 8 percent in fall 2021, for a total enrollment mix remaining at 58 percent female.

Race/ethnicity

Enrollment by students of color was stronger than enrollment of white students Fall quarter. Black and African American remained steady. Hispanic student fell by 3 percent. American Indian/Alaska Native and Asian student headcount declined by 8 percent compared to White students declining by 9 percent. Students not reporting race, which showed the highest decline in fall 2020 (35 percent), showed a growth of 1 percent in Fall 2021. This is likely related to enrollment recovery in programs where students are not as likely to report their demographics, such as apprenticeships.

New or continuing students

Like other sectors in higher education, Washington community and technical colleges experienced a significant decline in new students in Fall 2020, particularly among students over the age of 25 with no prior college experience. This pattern reversed in Fall 2021, with new students increasing by 15 percent, largely from older students entering college. Students who had 'stopped out' and were returning to college fell by 9 percent.

Student type/mission area (FTEs)

Basic Education for Adults (BEa) full-time equivalent (FTE) course enrollment is rebounding, with a 3 percent decline in Fall 2021 compared to a 16 percent drop between 2019-20 and 2020-21. Basic skills enrollments began to rebound in Spring 2021 with around 2,000 more headcount enrollments compared to Spring 2020. This growth is due to 10 percent increases among English Language Acquisition enrollments and GED enrollments. Adult Basic Education (ABE) course enrollment declined the most at 7%, however this is a slowing of the previous year enrollment decline of 20 percent

Academic transfer and Running Start

Academic transfer FTEs are beginning to rebound with a 3 percent decline in Fall 2021 compared to a 6 percent decline in Fall 2020. Running Start enrollments grew 4 percent from Fall 2019 to Fall 2020, suggesting that the Running Start program would be resilient to the effects of the pandemic. However, from Fall 2020 to Fall 2021, Running Start students and enrollments fell by 14 percent, indicating that course loads by Running Start students remained the same.

Professional-technical and BAS programs

Professional-technical FTEs continued to decline, showing a 17 percent drop in Fall 2021. On a positive note, Apprenticeship enrollments are rebounding after large drops in Fall 2020, with 14 percent growth in Fall 2021. Worker Retraining FTES, which was unaffected by the pandemic in Fall 2020, showed a 11 percent decline in Fall 2021, perhaps reflecting the strong employment market.

The program area with largest growth in Fall 2020 at a 12 percent increase, was students enrolling in BAS programs. In Fall 2021, while FTE enrollments continued to grow, the rate of growth slowed to less than 1 percent.

International students

International student enrollment has been declining since 2016-17, and fell dramatically by 36 percent from 2019-20 to 2020-21. This drop eased slightly but is still significant at 17 percent from Fall 2020 to Fall 2021.

Colleges Addressing the Declining Enrollment Impact

A panel of college presidents will discuss how their colleges are impacted by the current enrollment crisis; how the colleges are responding; what strategies they are utilizing; and with what results. The panel will also discuss the potential of system-wide solutions to rebuild access and enrollments.

Update on Statewide Marketing Campaign:

The State Board is engaged in several strategies to increase outreach to Washingtonians statewide. The following highlights one of the strategies:

The Statewide Marketing campaign *Big Future, Small Price Tag* launched in mid-December. Every college is contributing to the campaign, along with the State Board. Ads are now running on YouTube, Facebook, Instagram, Spotify, Pandora and Spanish-language radio stations. The campaign also uses search-word advertising and display ads. Staff will present initial analytics to State Board members to help gauge progress thus far.

Potential questions

- How does the data help inform strategies colleges can engage in to increase enrollment?
- What are system-wide opportunities that can help with reversing the current decline in enrollment?

Recommendation/preferred result

Engage in dialogue about current and potential strategies to understand enrollment trends due to the COVID 19 pandemic and update the Board on college and SBCTC strategies.

Policy Manual Change Yes No

Prepared by: Carli Schiffner, Deputy Executive Director, Education
360-704-4353, cschiffner@sbctc.edu



EXAMINING ENROLLMENT: *OPPORTUNITIES AND CHALLENGES*

February 2, 2022
Education Division
State Board for Community and Technical Colleges

AGENDA

- I. Introductions
- II. Background and Framing of the Conversation
- III. Enrollment Trends
- IV. College Presidents Panel
 - I. Current state of enrollment on college campuses.
- V. Strategy Updates
 - I. Financial Aid Outreach and Impact
 - II. Statewide Marketing Campaign and Impact

BACKGROUND & FRAMING OF THE CONVERSATION

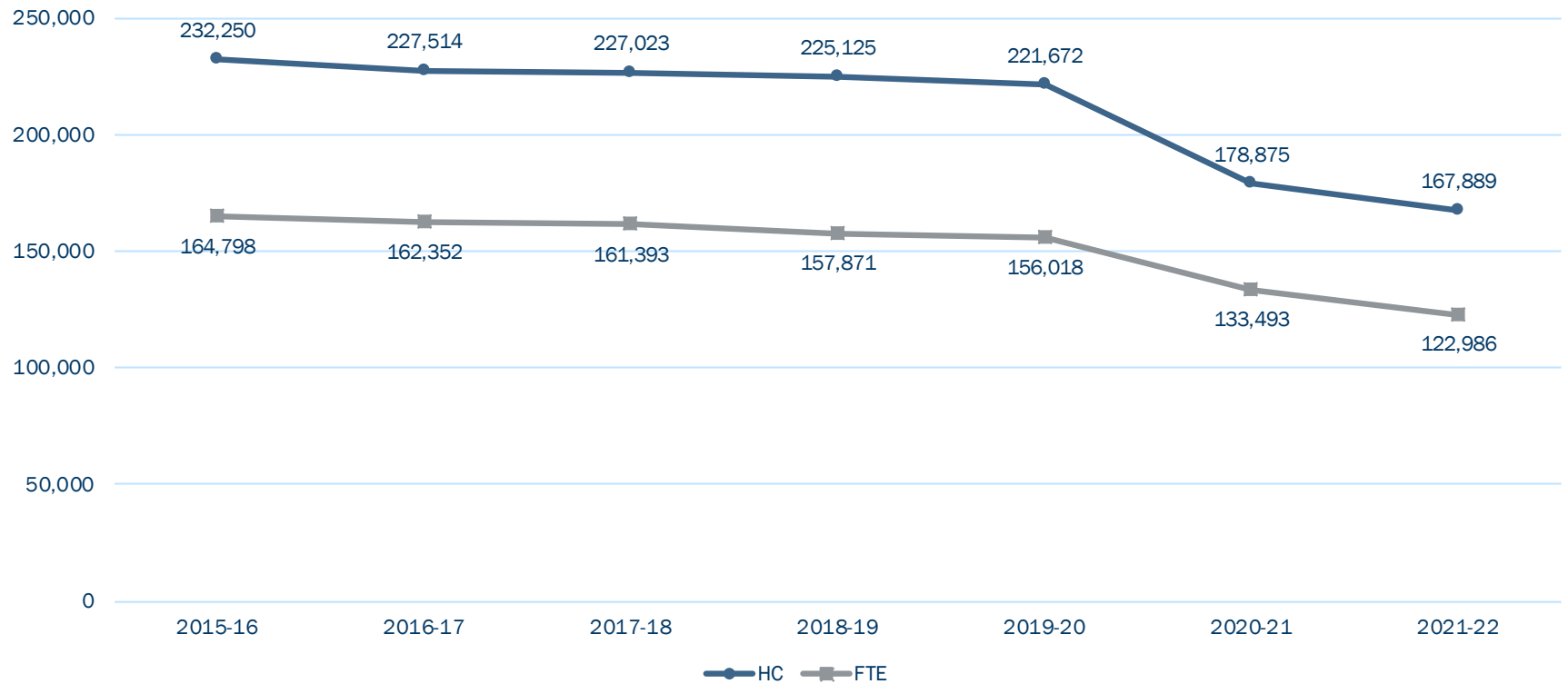
- Sustained Impact of COVID 19 on enrollment
 - Uncertainty, hard to plan, anticipate “what’s next”; impact of Omicron variant
 - Strong employment market
 - Uncertainty and variations in K-12 and early years provisions
 - Lack of childcare
 - Much of higher education remains in a virtual format

ENROLLMENT TRENDS: FALL 2021

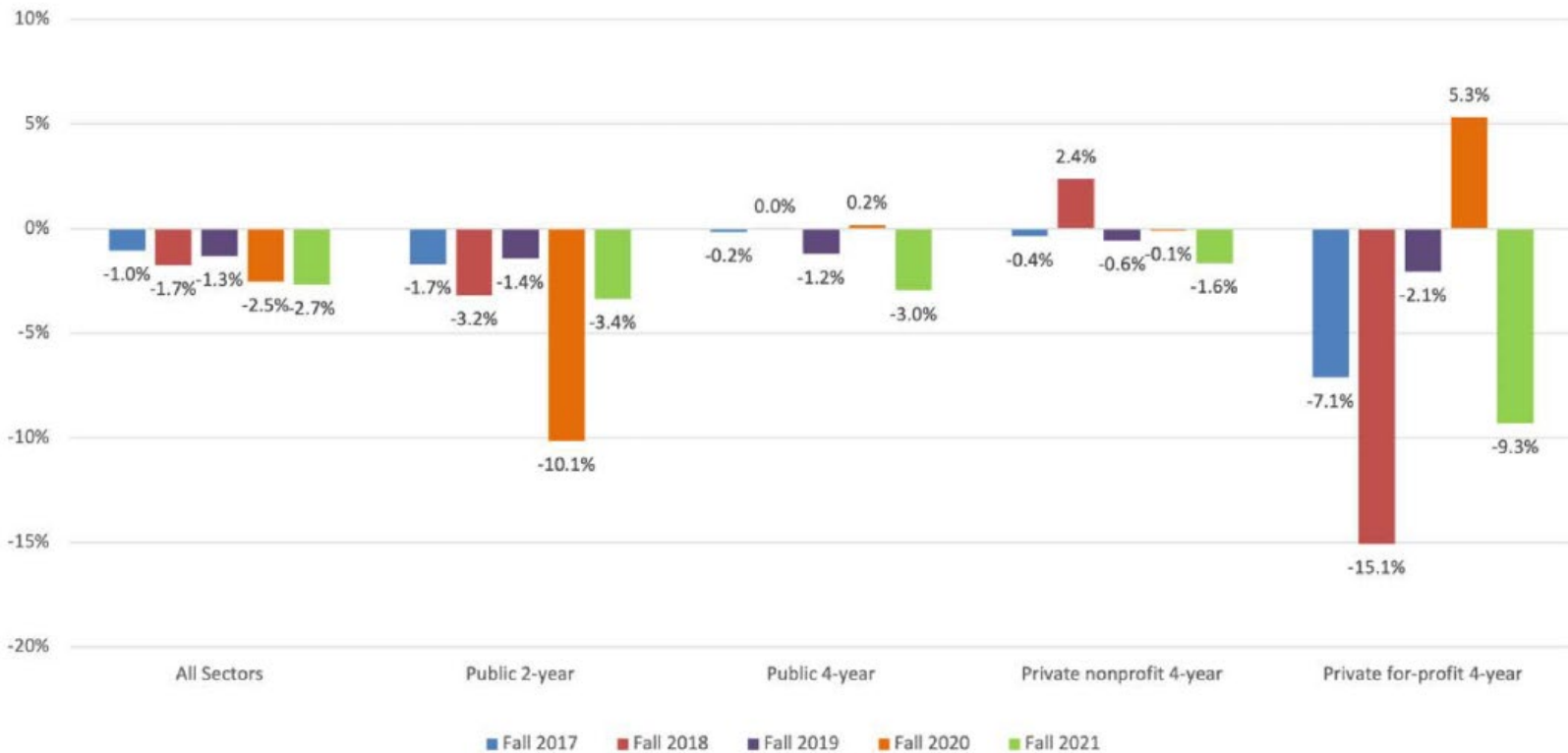
ENROLLMENT: KEY POINTS

- Washington CTC Fall headcount declined by 6 percent
- Full-time equivalent (FTE) enrollment declined by 8 percent
- Nationally, Fall headcount was down 2.7 percent across all sectors and 3.4 percent at public, 2-year institutions
- National data point to more closely aligned enrollment trends between the public 2-year and public 4-year sectors in Fall 2021
- Several trends (positive and negative) from last fall have begun to slow or reverse among:
 - Running Start
 - Age groups
 - Basic Education for Adults course types
 - Applied Baccalaureate programs

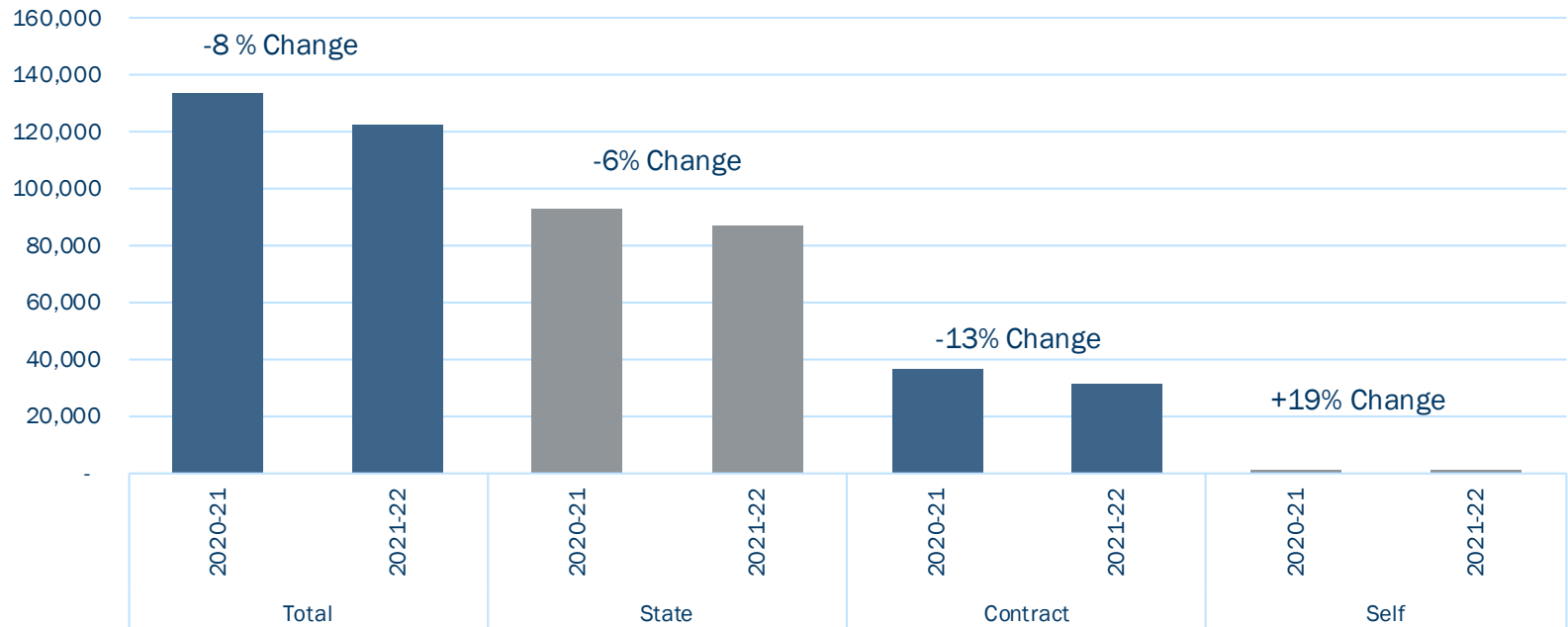
FALL HEADCOUNT & FTE ENROLLMENT TREND



NATIONAL ENROLLMENT: PERCENT CHANGE IN FALL TOTAL ENROLLMENT FROM PREVIOUS YEAR BY INSTITUTIONAL SECTOR: 2017 TO 2021

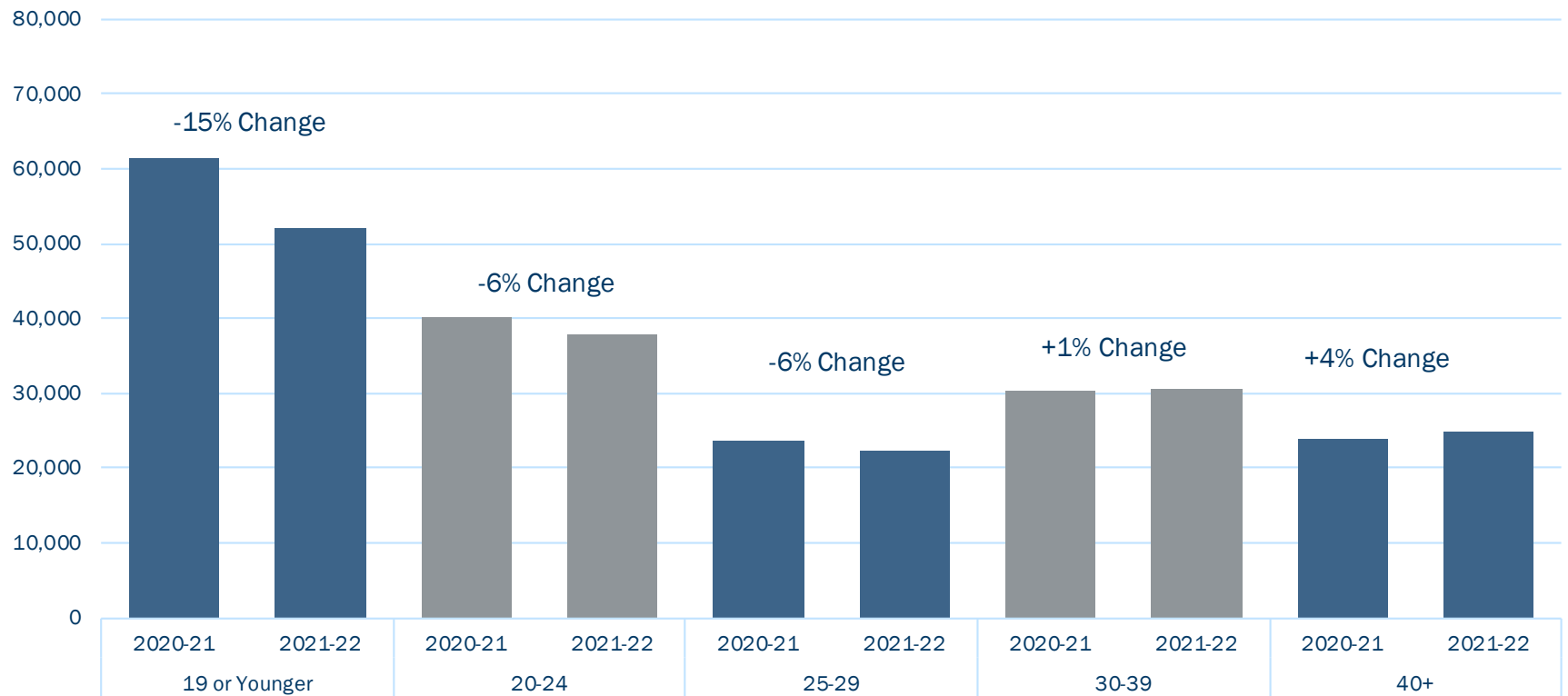


FTE ENROLLMENT BY FUND SOURCE



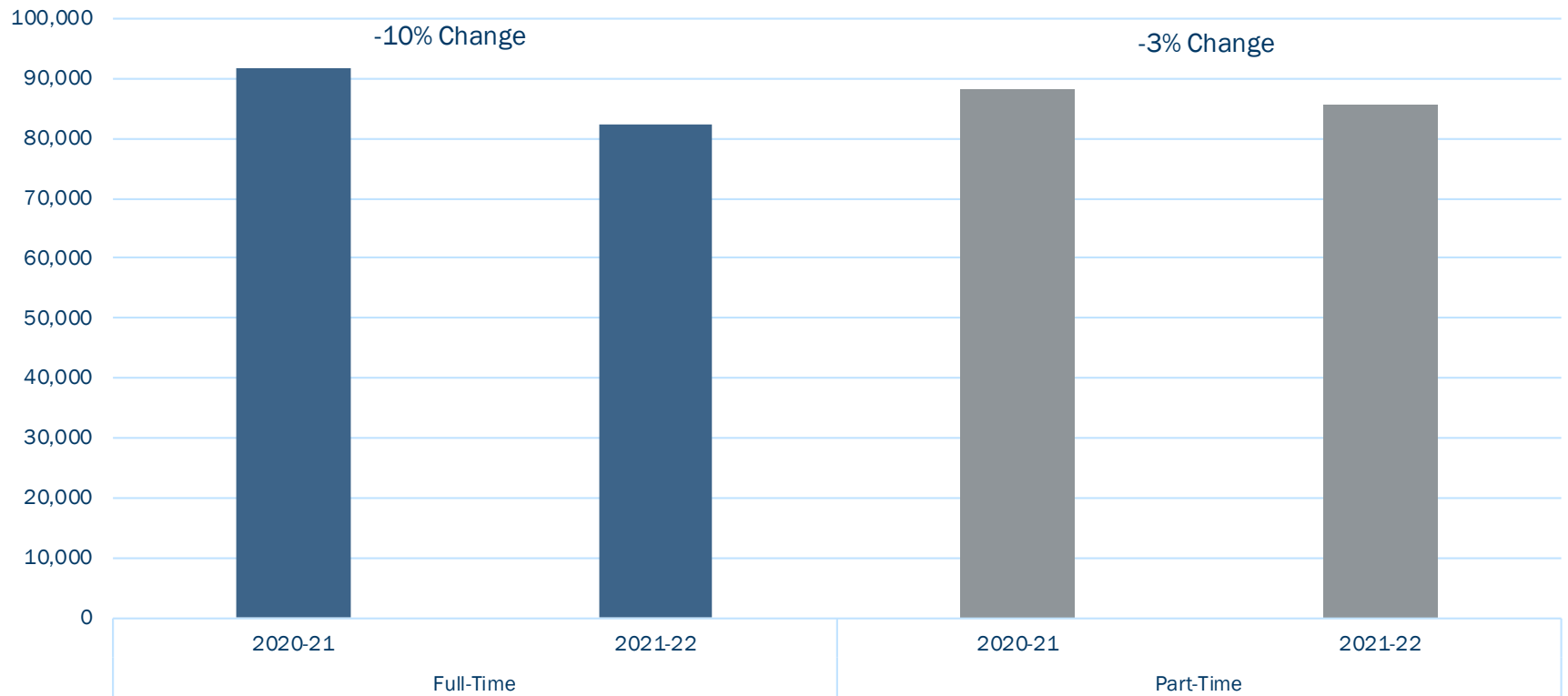
Note: Controls for significant shifts at Whatcom due to coding changes between years. Without these adjustments, % changes are State: -5%, Contract: -12%, and Self: -53%

HEADCOUNT BY AGE GROUP

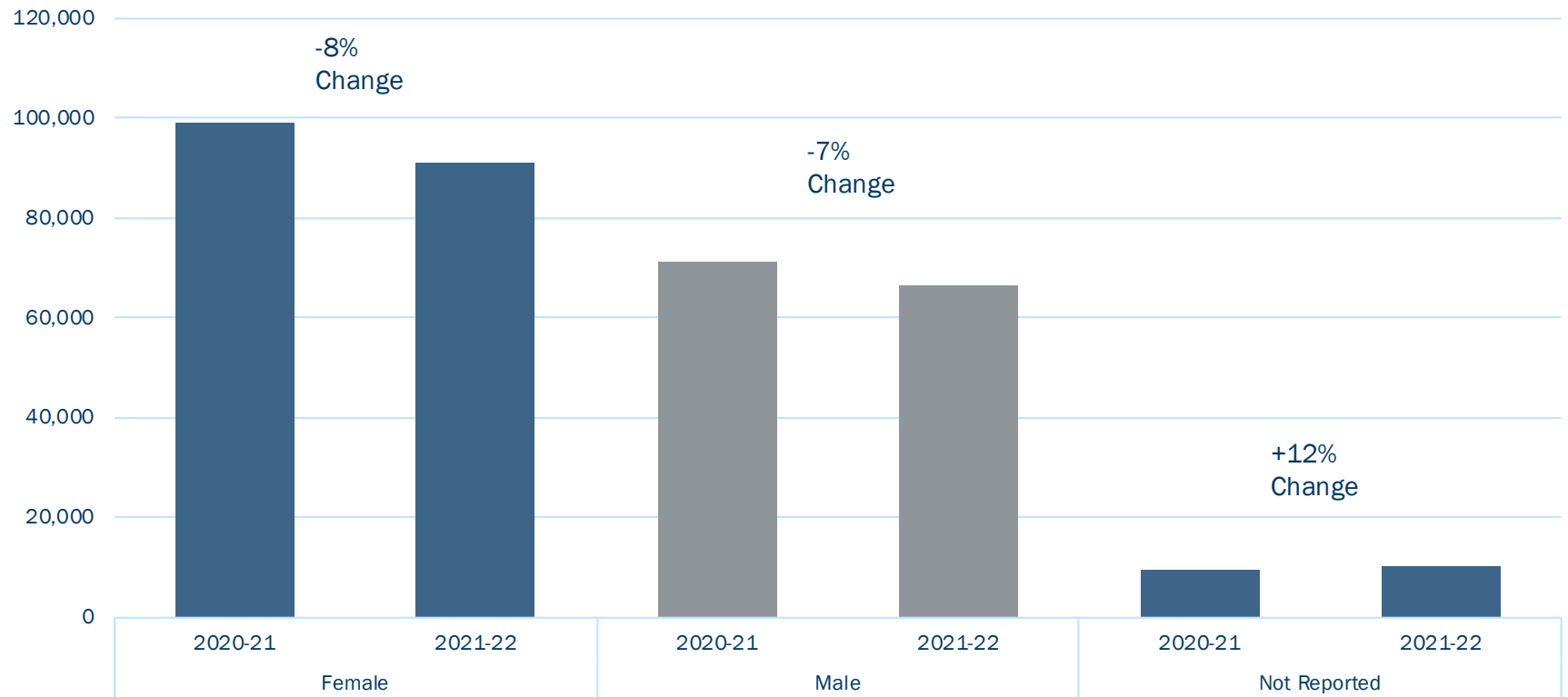




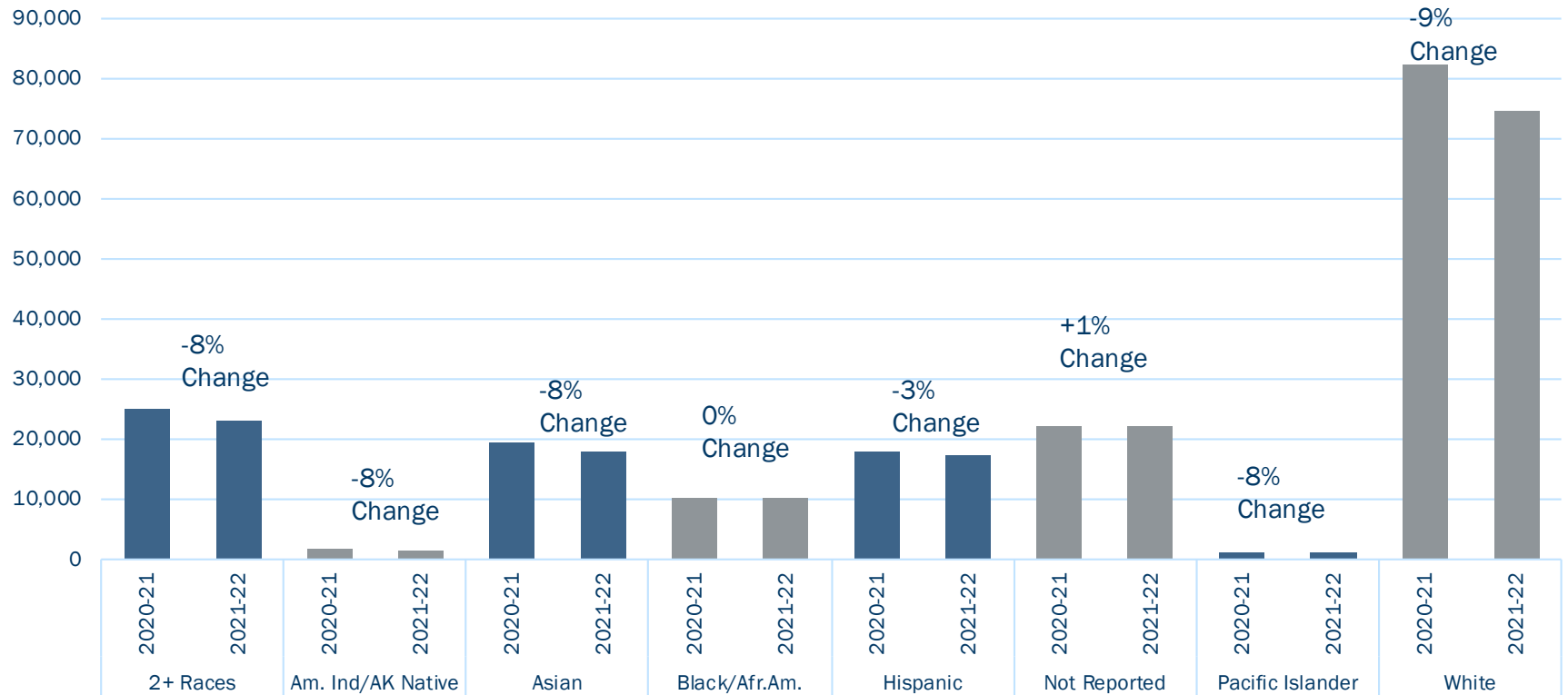
FULL-TIME/PART-TIME STATUS



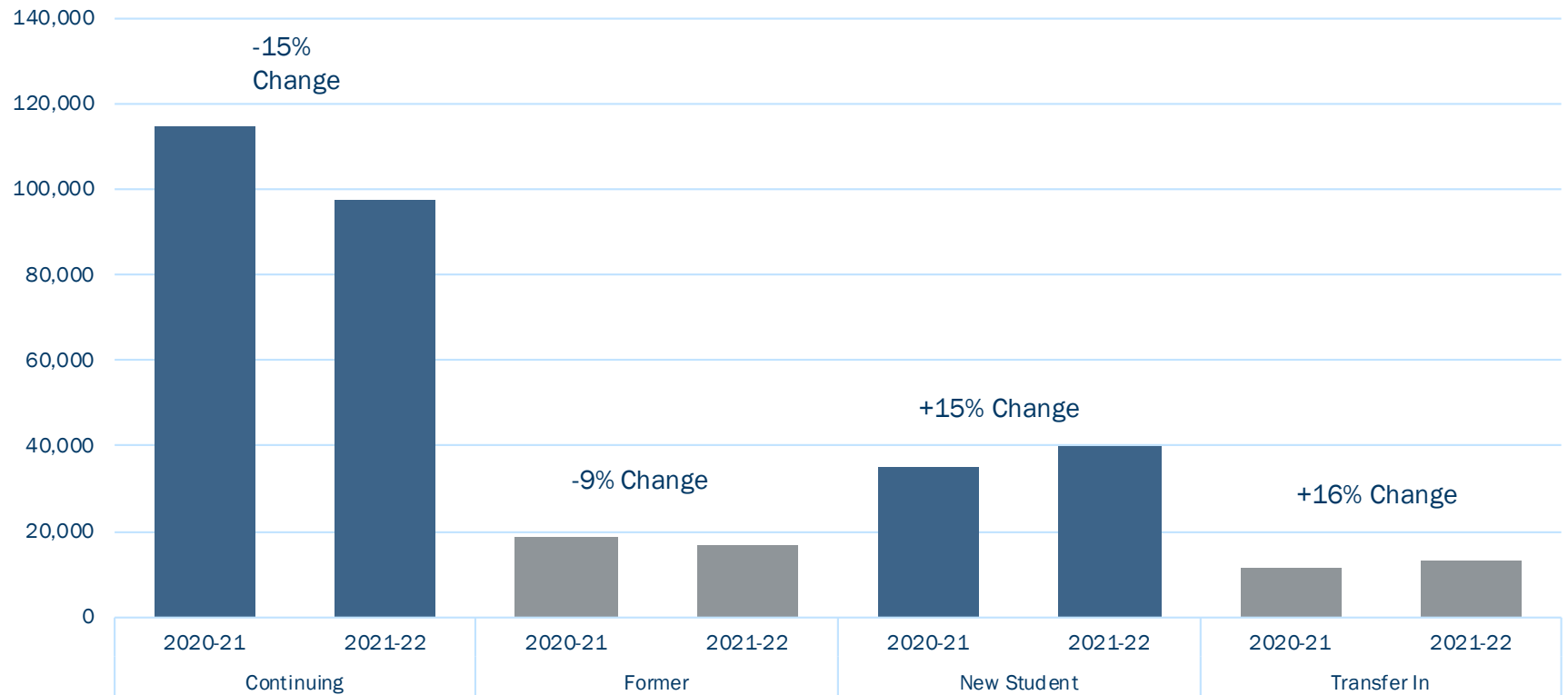
GENDER



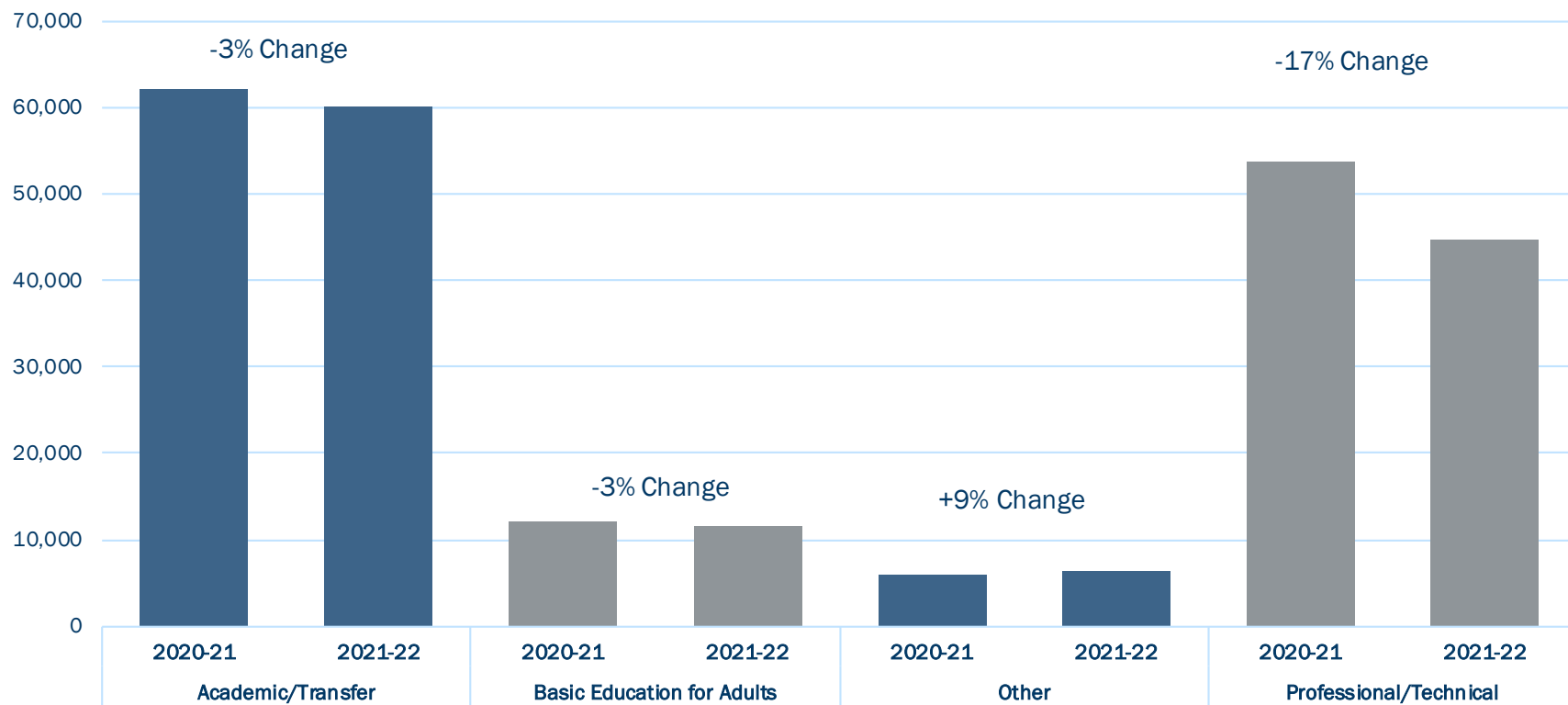
RACE/ETHNICITY



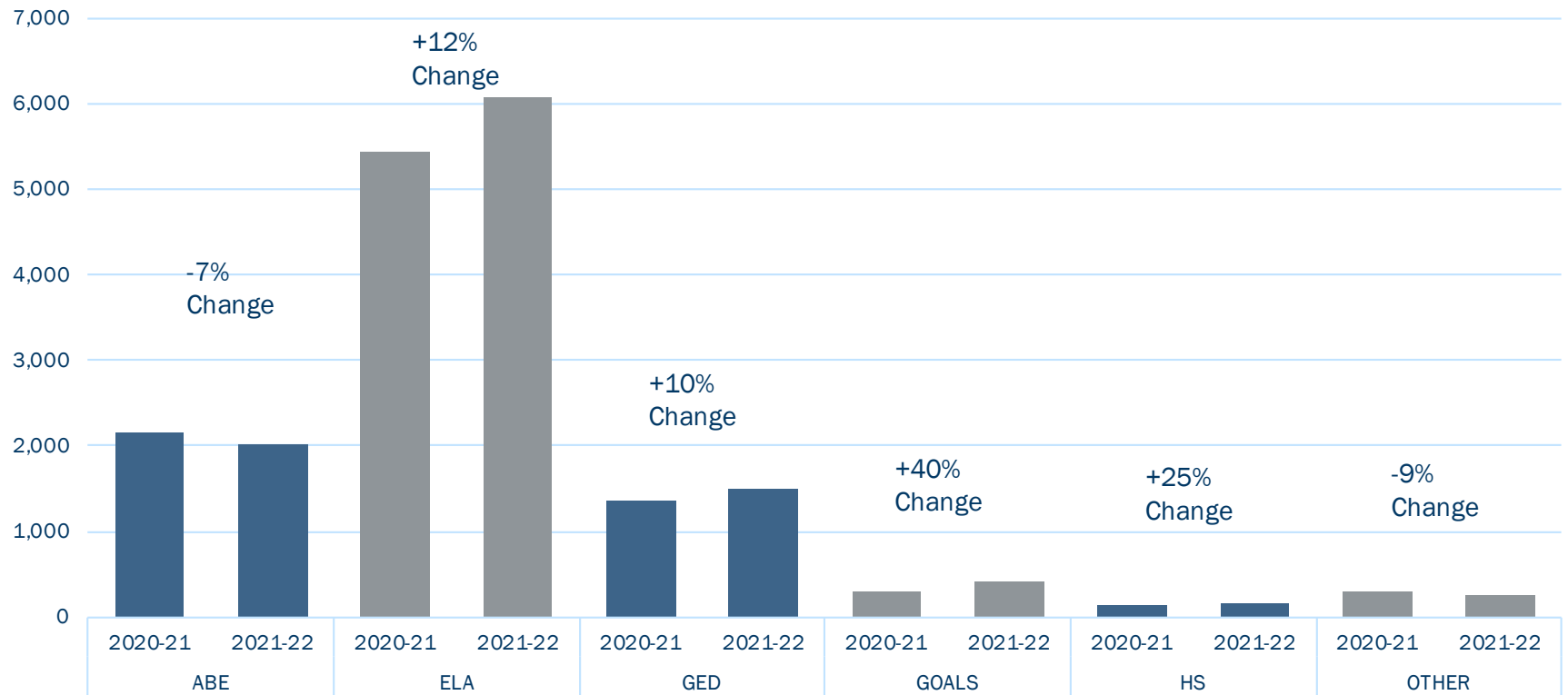
ENROLLMENT BY STUDENT STATUS



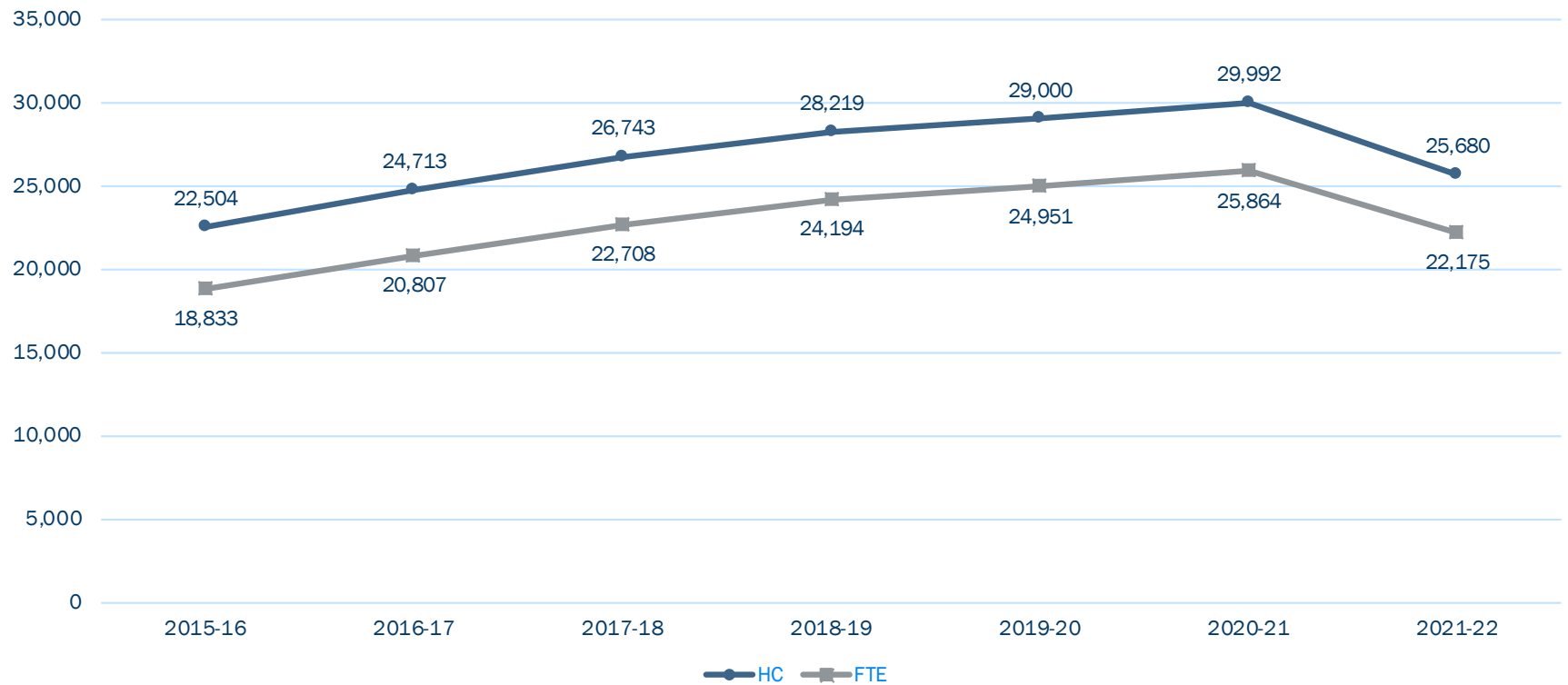
FTE BY STUDENT MISSION AREA



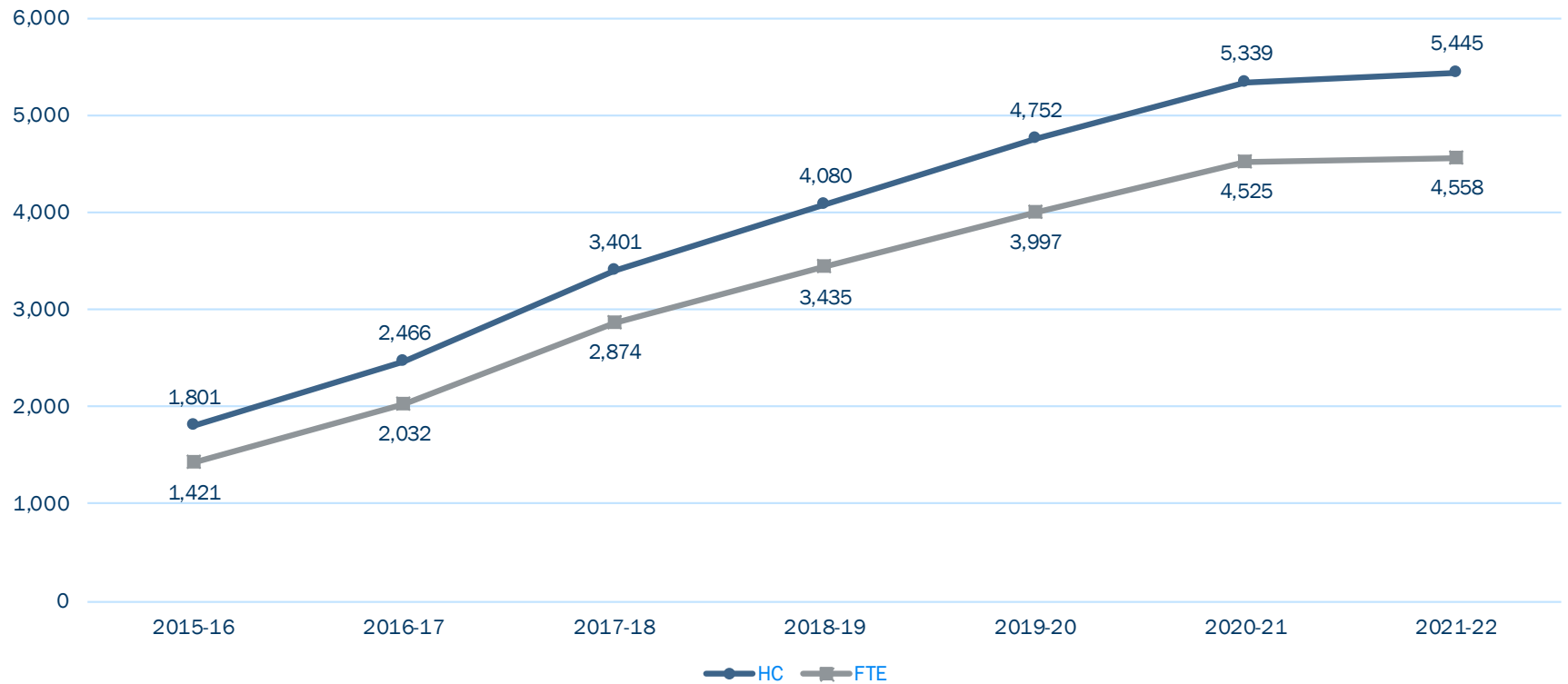
BASIC EDUCATION FOR ADULTS COURSE ENROLLMENT



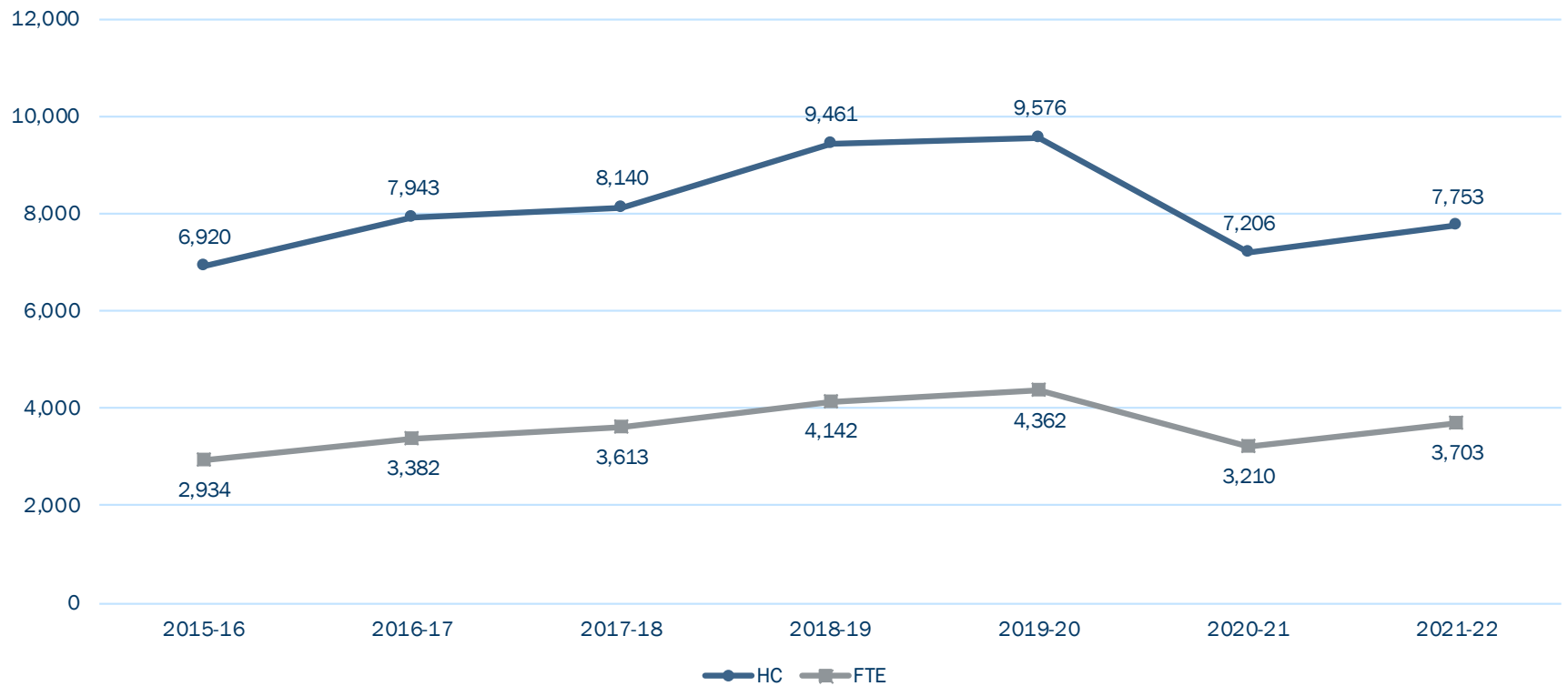
SELECT PROGRAMS: RUNNING START FALL ENROLLMENT



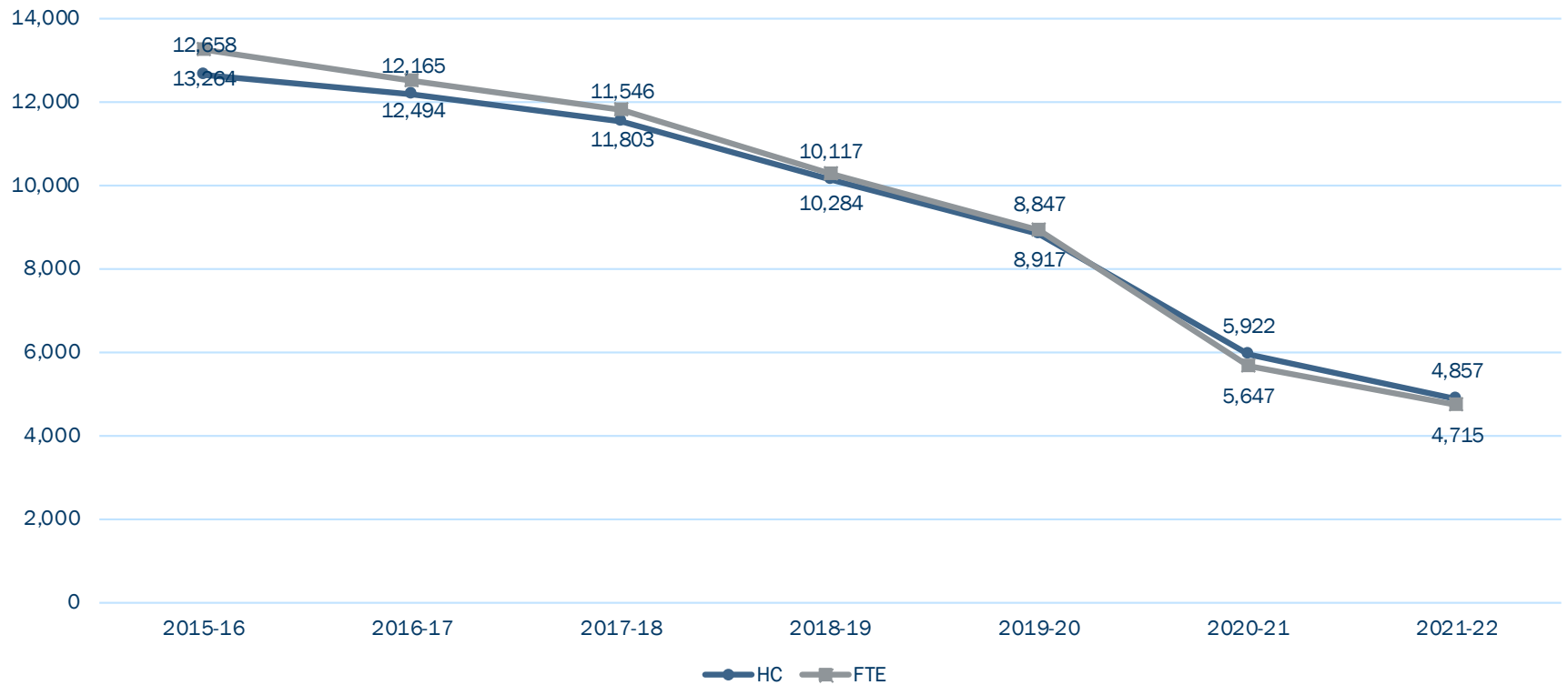
SELECT PROGRAMS: APPLIED BACCALAUREATE



SELECT PROGRAMS: APPRENTICESHIP



SELECT PROGRAMS: INTERNATIONAL





COLLEGE PRESIDENTIAL PANEL ON LOCAL ENROLLMENT TRENDS

Dr. Michele Johnson, Pierce College District

Dr. Sara Thompson Tweedy, Big Bend Community College

Dr. Lin Zhou, Bates Technical College

QUESTIONS FOR OUR PANELISTS

- Introduce yourself, how long you have been president at your respective college.
- What is your current enrollment situation at your college? Where are you seeing areas of growth? Where are you seeing the biggest declines? Who is not showing up?
- How is your college approaching this enrollment crisis?
- Has your college found any promising enrollment practice that is showing potential?
- What is your advice for our system about how to address this overall enrollment crisis? What can the SBCTC do to assist?

THANK YOU!

Laura McDowell

Communications Director, SBCTC

lmcdowell@sbctc.edu

Summer Kenesson

Interim Director of Policy Research, SBCTC

skenesson@sbctc.edu

Carli Schiffner, PhD

Deputy Executive Director of Education, SBCTC

cschiffner@sbctc.edu

CONSENT ITEM (RESOLUTION 22-02-01)

February 2, 2022

Tab 3a

Bellevue College - Proposed Bachelor of Applied Science in Cybersecurity

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.

Background information and analysis

Bellevue College proposes a Bachelor of Applied Science degree in Cybersecurity beginning Fall 2022. Cybersecurity is currently a certificate offered in the Bachelor of Applied Science in Information Systems and Technology program. The proposed Bachelor of Applied Science degree in Cybersecurity is designed as a stand-alone degree in cybersecurity in direct response to regional as

well as national need for well-trained, baccalaureate-prepared graduates for current and prospective information technology security roles. Bellevue College currently offers Associate of Applied Science-Transfer degree in Network Services & Computing Systems. Graduates of this associate degree program, and individuals currently employed in the information technology industry who have an associate degree, will be encouraged to enroll in the proposed Bachelor of Applied Science in Cybersecurity degree program.

The Bachelor of Applied Science (BAS) in Cybersecurity will provide students with a foundation of theoretical and technical knowledge in cybersecurity. This degree prepares graduates to monitor and maintain system security solutions, including legal, regulatory, and internal compliance solutions. Graduates will be able to translate security policy into technical architecture. In addition, this program prepares students for system administration tasks including interoperation, automation, virtualization, and storage.

Bellevue College presented the Bachelor of Applied Science in Cybersecurity Statement of Need during the October 2021 State Board meeting. Since that time, Bellevue College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration. Bellevue's Institute for Business and Information Technology (IBIT) reviewed the proposed degree program with industry stakeholders, which included Bellevue College's Advisory Committee and industry contacts. Based on the variety of input from conversations about developing a curriculum (DACUM), the faculty developed course descriptions and outcomes for the additional new cybersecurity courses. This will be Bellevue College's twelfth Bachelor of Applied Science degree in addition to their Bachelor of Science in Computer Science degree.

Potential questions

Does this degree 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 22-02-01 approving Bellevue College - Proposed Bachelor of Applied Science in Cybersecurity

Policy Manual Change Yes No

Prepared by: Scott A. Copeland, associate director, college relations and policy guidance
360-704-4397, scopeland@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 22-02-01

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

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

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

WHEREAS, the State Board for Community and Technical Colleges staff found that Bellevue 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 Bellevue College's Bachelor of Applied Science degree in Cybersecurity;

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

APPROVED AND ADOPTED on February 3, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-02-02)

February 2, 2022

Tab 3b

Everett Community College - Proposed Bachelor of Applied Science in Accounting

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.

Background information and analysis

Everett Community College (EvCC) proposes a Bachelor of Applied Science (BAS) degree in Accounting beginning Fall 2022. This degree will prepare students for careers in financial accounting, government accounting, forensic accounting, accounting information systems, auditing

and taxation. Additionally, completing the Bachelor of Applied Science in Accounting degree will help students to complete most of the educational requirements to sit for the Certified Public Accounting (CPA) exam.

Everett Community College's, Bachelor of Applied Science in Accounting degree is designed to be a four year, applied technical degree for students and current practitioners who are interested in attaining a leadership role in a growing technical field. This technical degree will feature close collaboration with local accounting firms that provide public, private, and nonprofit financial accounting and tax services. The degree provides a streamlined, technical education and career pathway for an Associate in Technical Arts (ATA) degree students and entry level accounting professionals currently employed in the field, thus increasing potential earning capacity, and improving economic upward mobility.

Everett Community College presented the Bachelor of Applied Science in Accounting Statement of Need during the May 2021 State Board meeting. Since that time, Everett Community College's faculty and program leadership have been working to finalize the program proposal for consideration. The Business Department reviewed the proposed degree program with the college's Business Advisory Committee and industry stakeholders such as Amazon, Banner Bank, Boeing, Microsoft, and Moss Adams. Based on input from conversations about developing a curriculum (DACUM), the faculty developed course descriptions and outcomes for new courses. In conjunction with administration, department faculty crafted the proposal for the Bachelor of Applied Science in Accounting. This will be Everett Community College's first Bachelor of Applied Science degree.

Potential questions

- Does this degree 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 22-02-02 approving Everett Community College - Proposed Bachelor of Applied Science in Accounting

Policy Manual Change Yes No

Prepared by: Scott A. Copeland, associate director, college relations and policy guidance
360-704-4397, scopeland@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 22-02-02

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

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

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

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

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

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

APPROVED AND ADOPTED on February 3, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-02-03)

February 3, 2022

Tab 3c

Spokane Community College increase local capital expenditure authority for Building Eight renovations

Brief Description

Spokane Community College seeks approval to spend up to an additional \$1,757,193 in local funds to complete renovations in Building Eight.

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

This project will support student success and retention by using campus facilities efficiently.

Background information and analysis

Spokane Community College has been demolishing and renovating buildings, moving programs, and mitigating parking space loss due to the North Spokane Corridor freeway project. The college received local capital expenditure authority of \$15 million in State Board Resolution 20-02-06. The college then requested a reduction of \$7 million in State Board Resolution 21-02-02.

Final renovations of Building Eight to accommodate the Spokane Community College Facilities and Operations department along with renovated academic space is experiencing increased construction costs due to supply chain issues. The college is requesting approval to spend an additional \$1,757,193 in local funds to complete Building Eight renovations as originally designed.

Spokane Community College's chief financial officer, with delegated authority by the Board of Trustees, approved this request on December 14, 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 22-02-03 giving Spokane Community College the authority to spend up to an additional \$1,757,193 in local funds to complete renovations of Building Eight.

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 22-02-03

A resolution relating to Spokane Community College's request to spend up to an additional \$1,757,193 in local funds to complete renovations in Building Eight.

WHEREAS, Spokane Community College has been demolishing and renovating buildings, moving programs, and addressing parking space losses due to the North Spokane Corridor freeway project; and

WHEREAS, the college received local capital expenditure authority of \$15 million in State Board Resolution 20-02-06 and a reduction of \$7 million in State Board Resolution 21-02-02; and

WHEREAS, the college is completing final renovations of Building Eight to accommodate the Facilities and Operations department along with academic programs; and

WHEREAS, construction cost increases due to supply chain challenges requires an additional \$1,757,193 to complete the renovation as originally designed; and

WHEREAS, Spokane Community College's chief financial officer, with delegated authority by the Board of Trustees, approved this request on December 14, 2021; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Community College to spend up to an additional \$1,757,193 in local funds to complete Building Eight 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 02/03/2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-02-04)

February 3, 2022

Tab 3d

Everett Community College to sell property at 2333 Seaway Blvd., Everett, Washington

Brief Description

Everett Community College seeks approval to sell 2333 Seaway Blvd. in Everett, Washington.

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

The sale of the building will free up financial resources to better serve students.

Background information and analysis

The communities currently served by the Everett Community College and the Edmonds Community College were previously served by one college district. In 1981 Substitute House Bill 335, the legislature created Edmonds Community College as the system's twenty-third district. Everett Community College received control of this property in the division of the assets with the newly created Edmonds Community College.

The property includes 5.16 acres of land with a 26,426 square foot, 2 story, commercial-class building, built by the college in 1986 with local funds.

State Board resolution 11-09-50 authorized Everett Community College to renovate this property using local funds and to request the legislature to authorize local financing of the renovation. The local financing was authorized in Section 6001.1(j) of Engrossed Senate Bill 6074. A 20-year Certificate of Participation was sold by the Treasurer's office in August of 2012.

A map showing the property relative to the existing campus is provided as Attachment A.

Previously the building was used as classrooms and faculty offices for its corporate and continuing education programs. The college has had a diminishing need for the building and expenses are now more than twice the revenue generated from its operation.

The corporate training programs that previously used the facility will be held on employer sites in the future. The continuing education programs are currently being conducted remotely. Some will continue online and others will move to the main campus.

The college's facility master plan and program plan call for centralizing student services on and near the transit-oriented, main campus.

The property has been appraised to be worth \$6,770,000. Any expenditure of the proceeds for capital projects in the future will be submitted to the State Board for consideration.

On December 14, 2021, the Everett Community College Board of Trustees adopted resolution 2021-

12-3 recommending the State Board authorize the college to proceed with the sale of the property.

The college is coordinating with the Treasurer's office to pay off the remaining principle of approximately \$2,300,000 on the Certificate of Participation, issued in 2012, prior to sale of the property.

Consistent with State Board policy 6.50.40, the college is working with the Real Estate division of the Department of Enterprise Services to surplus the property in accordance with all state laws. The proceeds from the sale will remain with the college.

Potential questions

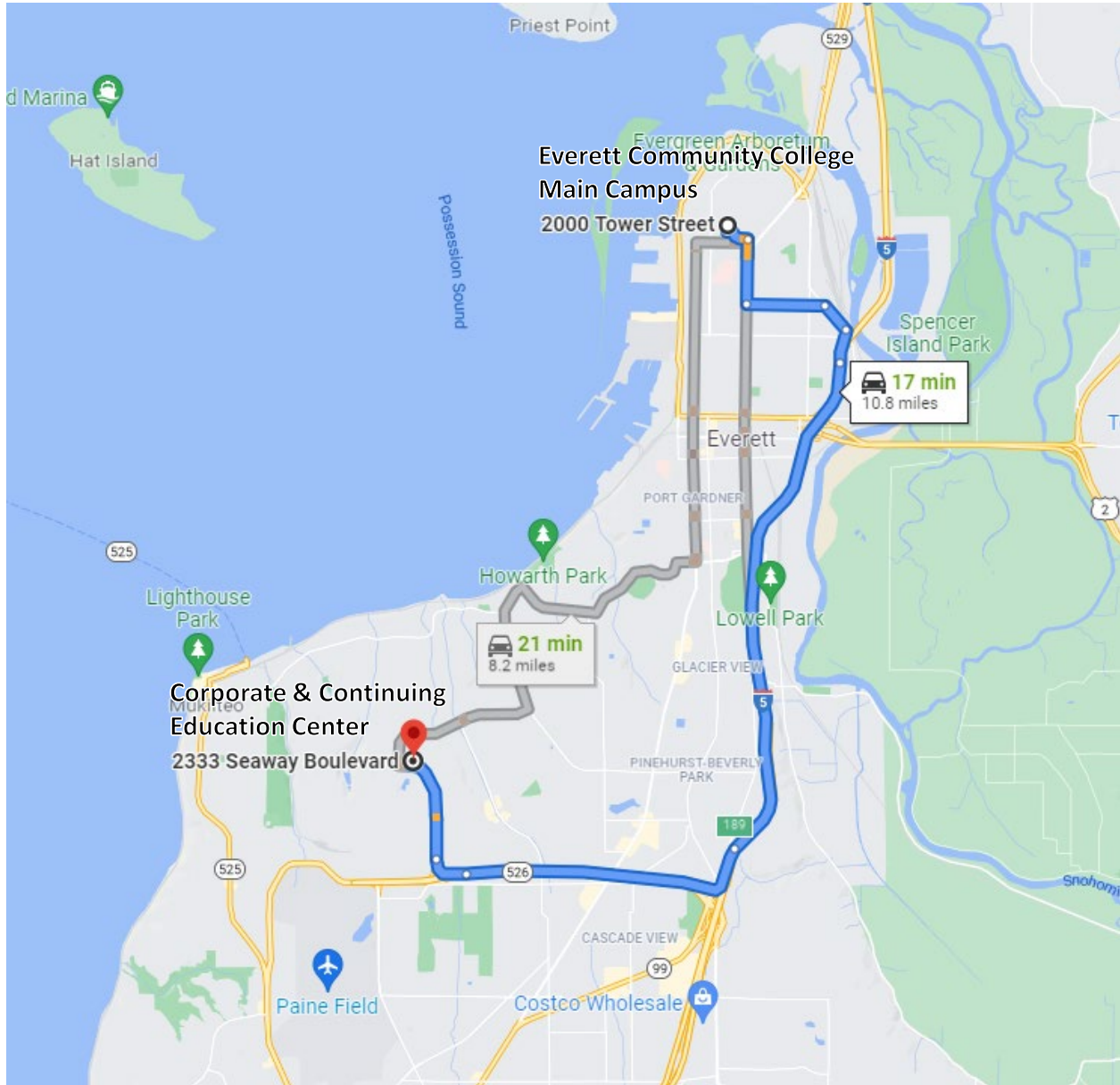
Is this project consistent with the State Board's goal of improving student access?

Recommendation/preferred result

Staff recommends approval of Resolution 22-02-04 giving Everett Community College authority to surplus 2333 Seaway Blvd. in Everett, Washington.

Policy Manual Change Yes No

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



Surplus Property Location Relative to Main Campus

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-02-04**

A resolution relating to Everett Community College's request to sell property at 2333 Seaway Blvd., Everett, Washington.

WHEREAS, Everett Community College acquired the property in 1981, built the building in 1986, and renovated it in 2012 using local funds; and

WHEREAS, the college no longer needs the building and has no foreseeable future use for the property; and

WHEREAS, the college has solutions to meet the corporate and continuing education program needs consistent with college plans; and

WHEREAS, any expenditure of the proceeds for a capital project will be submitted to the State Board for consideration in the future; and

WHEREAS, on December 14, 2021, the Everett Community College Board of Trustees authorized proceeding with the sale of the property; and

WHEREAS, the college is coordinating with the Treasurer's office to pay off the remaining principle on the Certificate of Participation, issued in 2012, prior to sale of the property; and

WHEREAS, the college is working with the Real Estate division of the Department of Enterprise Services to surplus the property in accordance with all state laws.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Everett Community College to surplus the property at 2333 Seaway Blvd. in Everett, Washington and retain the proceeds from the sale; 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 2/3/2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair



STATE BOARD MEETING MINUTES

Wednesday, December 1, 2021

Board members

Jay Reich, chair // Phyllis Gutierrez Kenney, vice chair // Carol Land McVicker // Fred Whang
Ben Bagherpour // Crystal Donner // Chelsea Mason // Martin Valadez // Mack Hogans
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 Jay Reich called the meeting to order at 8:30 a.m., welcomed those present, and requested a motion to adopt the agenda.

Motion: Moved by Mack Hogans, seconded by Martin Valadez, Phyllis Gutierrez Kenney offered a friendly amendment to include an Executive Session prior to the Board discussion at 4:45 p.m. The Board unanimously approved the agenda including the friendly amendment for the December 1, 2021, State Board meeting.

Approval of Consent Agenda

- a. Highline College, local expenditure increase, building 12 renovations
Resolution 21-12-55
- b. October 21, 2021, State Board meeting minutes

Motion: Moved by Mack Hogans seconded by Crystal Donner and unanimously approved by the Board the adoption of the December 1, 2021, consent agenda.

Strategic Plan Implementation - Advocacy

Board members had a chance to participate in discussion with community and technical college system partners and state board staff to discuss the past year's long-term strategic advocacy and messaging efforts. They discussed key issues for the 2022 legislative session and continued efforts to advance our community and technical college systems legislative goals.

Statewide Marketing Campaign Update

The Board was updated on the 2021-2022 statewide marketing campaign that is underway in support of enrollment at community and technical colleges. The ads will be launching for winter quarter.

2023-25 Operating Budget Development Process

Just five months after the new biennial operating budget is allocated to colleges, the system begins planning for the next biennial budget request. Due to the size and diversity of the community and technical college system, the budget process involves multiple stakeholders.

The State Board heard about the process timeline, recent legislative investments, and a current revenue outlook. Board members were able to discuss and ask questions about the community and technical college system operating budget development process. The Board will hear frequent updates from staff during the process of sharing with various stakeholders and receiving input.

Consideration of Alternative Methods of Prioritizing and Presenting the Capital Request for the 2023-25 Biennium (Resolution 21-12-56)

In section 7038 of the 2021-23 capital budget bill, SHB 1080, the legislature directed the State Board to look at alternative methods of prioritizing and presenting its capital request for the 2023-25 biennium.

The Board concluded that the final report is consistent with the State Board's goals and approved the report to be submitted to the fiscal committees of the legislature.

Motion: Moved by Mack Hogans seconded by Carol Landa McVicker and unanimously approved by the Board the adoption of Resolution 21-12-56, approving the alternative methods of prioritizing and presenting the Capital Budget request

Consideration of Emergency Funding Requests for Pierce College Fort Steilacoom Olympic South Building Asbestos Abatement (Resolution 21-12-57)

Pierce College Fort Steilacoom presented a report to the State Board on the discovery of significant contamination of asbestos in their Olympic Building. They requested authority for new state funding to spend money on the building asbestos abatement and restoration.

Motion: Moved by Carol Landa McVicker seconded by Chelsea Mason and unanimously approved by the Board the adoption of Resolution 21-12-57, approving the emergency funding requests for Pierce College Fort Steilacoom Olympic South Building asbestos abatement.

Student Association Legislative Priorities

The Legislative Committee leaders for the Council for Unions and Student Programs and the Washington Community and Technical College student Association student leaders updated the Board about student civic engagement.

The students discussed their four priority areas for the upcoming Legislative 2022 cycle and provided background on how student leaders will be gathering student voices for the community and technical college system.

Consideration of the 2022 Legislative Agenda and priorities (Resolution 21-12-58)

The primary focus of the 2022 legislative session is a sustainable operating budget for the college system, the capital budget request, and legislation supporting Basic Education for Adults. The Board discussed the proposal and asked questions of staff.

Motion: Moved by Mack Hogans seconded by Crystal Donner and unanimously approved by the Board the adoption of Resolution 21-12-58, approving the 2022 Legislative Agenda and priorities.

ACT Report

Doug Mah, President, ACT, reported on the following topics:

- Review of the ACT Fall Conference.
- December 21, next Trustee Tuesday will focus on the 2022 legislative session.
- January 24-25, Winter Conference including New Trustee Orientation and the Transforming Lives Dinner.
- February 2022 ACCT National Legislative Summit.
- May 19-20, ACT Spring Conference and Business Meeting at Tacoma Community College.

WACTC Report

Christine Johnson, Chancellor, Spokane Colleges, reported on the following topics:

- WACTC Meeting December 2-3 at UW and Virtual.
- Strengthening and building relationships with other Higher Education institutions and also the K-12 system.

Labor Report

Carla Naccarato-Sinclair, Washington Education Association, reported on the following topics:

- Focusing on the 2022 Legislative Session.
- House Bill 5194, guiding principles for the 200 new positions.

HyeEun Park, American Federation of Teachers, reported on the following topics:

- Legislative agenda for 2022 session including priorities in: public service loan forgiveness, cost of living adjustment, and collaboration with communities for our college's coalition.

Apprenticeships

As we emerge from the pandemic, significant shifts in the labor market are increasing the demand for workers across a broad array of industry sectors. The number of skilled trade jobs in the United States is far outpacing the supply of qualified workers. Future workforce needs are further impacted by variables such as anticipated industry growth, public investments in infrastructure, emerging technologies, and personnel retirements. In Washington state, registered apprenticeship is a way to help meet this demand.

Board members engaged in discussion with colleges and training trusts who are providing both long-standing and newer registered apprenticeship programs about barriers experienced and how to grow capacity for apprenticeship programs throughout the state.

Public Comment

- Natalie Simmons, Adjunct Faculty
- Denise Michaels, Adjunct Faculty
- Jacqui Cain, Adjunct Faculty
- Jake Hearse, Adjunct Faculty
- Amy Carlson, Adjunct Faculty
- Katrina Vega Villa, Adjunct Faculty
- Katie Baker, Adjunct Faculty

Executive Director Report

Jan Yoshiwara, Executive Director

- North Seattle ground lease and longhouse update.
- Strategic Plan progress report

Board Discussion

- Board members convened in executive session to evaluate a public employee. No action was taken during the executive session.
- The Board reconvened in open session at 5:08 p.m. where Executive Director, Jan Yoshiwara announced, her intention to retire in July of 2022. Chair Jay Reich discussed the beginning of the process moving forward in the coming months.

Adjournment/next meeting

There being no further business, the State Board adjourned its December 1, 2021, regular meeting at 5:15 p.m. The next meeting is scheduled for February 2-3, 2022.

Jan Yoshiwara, Secretary

Jay Reich, Chair



STATE BOARD MEETING MINUTES

Friday, December 10, 2021

Board members

Jay Reich, chair // Phyllis Gutierrez Kenney, vice chair // Carol Land McVicker // Fred Whang
Ben Bagherpour // Crystal Donner // Chelsea Mason // Martin Valadez // Mack Hogans
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 Jay Reich called the meeting to order at 2:00 p.m., welcomed those present, and requested a motion to adopt the agenda.

Motion: Moved by Carol Landa McVicker, seconded by Martin Valadez, the agenda of the December 10, 2021, State Board Special Meeting.

Review of Open Public Meetings Act and Records Requests

State Board Director of Human Resources, Julie Huss, gave a short review of the Washington State Open Public Meeting Act and Records Request guidelines.

Executive Director Search Process (Resolution 21-12-59)

Board members discussed:

- Charge to Search Advisory Committee
- Search Advisory Committee makeup
- Draft timeline

Motion: Moved by Ben Bagherpour seconded by Martin Valadez and unanimously approved by the Board the adoption of Resolution 21-12-59, approving the 2021-22 Search Advisory Committee composition and duties including a friendly amendment for the Chair, in consultation with the Vice Chair, to appoint the remaining committee members.

Executive Director Position Profile

Current Executive Director, Jan Yoshiwara, discussed current challenges and opportunities in the community and technical college system that the role of Executive Director will face.

Board Chair, Jay Reich, and Human Resource Director, Julie Huss, lead a discussion on the proposed required and preferred qualifications and skills of the new Executive Director.

Adjournment/next meeting

There being no further business, the State Board adjourned its December 10, 2021, special meeting at 4:00 p.m. The next meeting is scheduled for February 2-3, 2022.

Jan Yoshiwara, Secretary

Jay Reich, Chair

REGULAR ITEM

February 3, 2022

Tab 4

Legislative update

Brief Description

The board will be updated by staff and student legislative interns on the current 2022 legislative session.

2022 Student Legislative Interns

Melissa Littleton, Tacoma Community College

MJ Mencias, Highline 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 four system goals:

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

Background information and analysis

The 60-day legislative session began on January 10, 2022. The primary focus entering the 2022 legislative session is a sustainable operating budget for the college system, the capital budget request, and legislation supporting Basic Education for Adults.

As COVID-19 continues to be part of our lives and widen economic and racial divides, our community and technical colleges are uniquely positioned to build a healthy and inclusive economy—to pull people and businesses through this crisis stronger than they were before. We train students of all ages and backgrounds for real-time job opportunities and upskill workers for businesses as they rebound from the recession. Our 2022 supplemental operating budget request will help students experiencing homelessness and help other students navigate available financial aid.

Investing in capital projects at community and technical colleges will stimulate local economies across Washington. The projects will create healthy and safe facilities where people of all ages and backgrounds can learn skills for a changing job market. The 2022 supplemental capital request asks the legislature to fund an emergency repair and the remainder of the capital project list from the 2021 biennial request.

Policy Issues

SB 5771 Including certain residents who do not have a high school diploma or credential and the number of students expected to enroll in basic education for adults courses at community and technical colleges in caseload forecast council forecasting.

- Status: Jan. 25, Scheduled for executive session in the Senate Committee on Higher Education and Workforce Development

Budget Priorities

Operating Budget priorities in: Attachment A

Capital Budget priorities in: Attachment B

Other issues in the 2022 session:

SB 5600 Concerning the sustainability and expansion of state registered apprenticeship programs.

- Status: Jan. 24, Executive action taken in the Senate Committee on Labor, Commerce and Tribal Affairs

SB 5764 Concerning apprenticeships and higher education.

- Status: Jan. 25, Scheduled for executive session in the Senate Committee on Higher Education and Workforce Development

HB 1760 Expanding access to dual credit programs.

- Status: Jan. 28, Scheduled for executive session in the House committee on Education.

SB 5719 Concerning dual credit costs.

- Status: Jan. 21, Executive action taken in the Senate Committee on Early Learning and K-12 Education, Majority; 1st substitute bill be substituted, do pass and refer to Ways and Means.

HB 1840 Improving diversity, equity, and mental health at the community and technical colleges.

- Status: Jan. 27, Scheduled for executive session in the House Committee on College and Workforce Development.

HB 1659 Making higher education more affordable and accessible for students by bridging the gap between cost and need to reduce barriers, improve opportunity, and advance economic security.

- Status: Jan. 24, referred to Appropriations.

HB 1835 Creating outreach and completion initiatives to increase postsecondary enrollment.

- Status: Jan. 20, Executive action taken in the House Committee on College and Workforce Development.

2022 College System Bill Watch List: Attachment C

Current 2022 legislative statistics (as of Jan. 28, 2022)

- 85 bills being tracked by our agency
- Numerous legislative one-on-one appointments completed
- 10 college system advocates have participated in a work session or testified on a bill

Potential questions

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

Recommendation/preferred result

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

Policy Manual Change Yes No

Prepared by: Arlen Harris, Legislative Director
aharris@sbctc.edu



2022 SUPPLEMENTAL OPERATING BUDGET REQUEST

SEPTEMBER 29, 2021

Our system's 2022 supplemental budget request takes aim at critical issues facing Washington state today: cybersecurity threats, disparities in access to financial aid, climate change and homelessness. The request also calls for funding to help Afghan refugees learn skills to start their new lives in The Evergreen State. The request leverages the very strengths offered by our state's 34 community and technical colleges. We are nimble, relevant, community-based and serve people of all ages, incomes and backgrounds.

Improve Washington's Cybersecurity Workforce (\$7.2 million)

Our state faces a daily onslaught of hacking and ransomware attacks and a dangerous shortage of cybersecurity experts. Investments will fund 500 more full-time cybersecurity students and put them to work protecting the privacy and economic health of people, businesses and agencies across Washington. Expanding cybersecurity training at community and technical colleges will also bring much-needed diversity to the cybersecurity workforce.

Unlock Financial Aid through FAFSA/WASFA (\$6.7 million)

Thousands of Washingtonians who are eligible for financial aid fail to file a FAFSA or WASFA each year, leaving money on the table that could pay for a credential leading to a well-paying career. The very students who could benefit most from financial aid are less likely to apply.¹ With additional investments, our colleges will expand financial aid outreach work in partnership with local community-based organizations, with a focus on people whose lives are most disrupted by COVID-19 – young adults, low-wage workers, people without college credentials and people of color.

Integrate Climate Science (\$1.5 million)

Climate change is a health issue, an economic issue and an equity issue that affects every community in Washington state. With investments by the Legislature, our colleges will be able to integrate climate change education and training into professional-technical programs that lead to well-paying jobs supporting the green economy. Colleges will also integrate climate change into teaching and student engagement across departments and disciplines.

Expand Assistance for Homeless Students (\$2.9 million)

Thanks to legislation passed in 2019 and 2021, eight community and technical colleges are participating in a pilot program to begin meeting homeless students' needs for short-term housing or housing assistance, laundry facilities, storage and showers, reduced-price meals, technology, and case-management services. This request expands the pilot project across all 34 colleges.

Support Refugee Education (\$3 million)

Afghan refugees will need educational services to rebuild their lives within local communities. Investments will allow colleges and community-based organizations to expand existing English language and citizenship programs to transition Afghan refugees while connecting them to state resources.

Source: 1) WSAC Equity Landscape Report: Exploring Equity Gaps in Washington Postsecondary Education, October 2020



2022 SUPPLEMENTAL CAPITAL BUDGET REQUEST

NOVEMBER 4, 2021

Investment in Educational and Economic Recovery

The COVID-19 pandemic disrupted in-person teaching for nearly two years, however, one aspect of college life did not change: the need for modern, safe buildings for students, faculty and staff. Our colleges reopened this fall quarter and more classes are opening to in-person instruction each quarter.

Our students are relieved and excited to be back on campus. When asked how they prefer to learn, a majority of students surveyed in spring 2021 said they prefer all, or mostly, personal instruction.¹ This personal touch is especially important for historically underrepresented students and first-generation students, who often need one-on-one help to overcome barriers.

Job Training and Job Creation

Our \$293 million supplemental budget request focuses on projects that were not funded in the biennial budget. The request will fund minor projects at all 34 colleges and advance 13 major projects. The buildings being renovated or replaced are 45 to 61 years old and their deterioration has a significant impact on college operations.

Funding these projects now will support job-training for students of all ages and backgrounds in fields such as cybersecurity, radiology, welding, construction, clean energy and auto technology. Meanwhile, the projects will create an estimated 3,000 new jobs in the construction industry and supporting fields throughout Washington state in the next four years.

Investing in capital projects preserves and creates valuable public assets that advance students, communities and our economy.

Priority	College	Funding Phase	Project	Amount	Cumulative
1	Statewide	Design & Build	Minor Works – Infrastructure	\$27,083,000	\$27,083,000
2	Highline	Design	Welcome Center for Student Success	\$3,235,000	\$30,318,000
3	Lake Washington	Build	Center for Design	\$33,715,000	\$64,033,000
4	Bates	Build	Fire Service Training Center	\$32,563,000	\$96,596,000
5	South Seattle	Design	Rainier Hall Renovation	\$3,645,000	\$100,241,000
6	Olympic	Build	Innovation and Technology Learning Center	\$23,420,000	\$123,661,000
7	Everett	Design & Build	Baker Hall Replacement	\$32,229,000	\$155,890,000
8	Columbia Basin	Design & Build	Performing Arts Building Replacement	\$38,646,000	\$194,536,000
9	Whatcom	Design & Build	Technology and Engineering Center	\$32,980,000	\$227,516,000
10	Bellingham	Design & Build	Engineering Technology Center - Bldg. J Replacement	\$14,534,000	\$242,050,000
11	Clark	Design & Build	Hanna Foster Hawkins Complex Replacement	\$25,551,000	\$267,601,000
12	Peninsula	Design & Build	Advanced Technology Center	\$19,690,000	\$287,291,000
13	Seattle Central	Design	Broadway Achievement Center	\$3,060,000	\$290,351,000
14	Yakima	Design	Prior-Kendall Hall Replacement	\$2,025,000	\$292,376,000

Sources: 1) SBCTC public enrollment dashboard 2020-21 school year; 2) spring 2021 survey by Interact Communications

CONTACT INFORMATION

Wayne Doty
Capital Budget Director
360-704-4382
wdoty@sbctc.edu

Bill Status Report: Jan. 25, 2022

High Priority Bills

Title	Bill Title	Sponsor	Assigned To	Position	Bill Status
HB 1601	Student homelessness pilot	Leavitt	Jessica Porter	Support	HApprops
HB 1659	Higher education grants	Slatter	Yokiko Hayashi-Saguil	Support	HExec Action
HB 1760	Dual credit program access	Paul	Jamie Traugott	Support w/concerns	HEducation
HB 1781	Capital budget, supplemental	Tharinger	Wayne Doty	Support	HCap Budget
HB 1816	Operating budget, supp.	Ormsby	Cherie Berthon	Support	HApprops
HB 1835	Postsecondary enrollment	Hansen	Choi Halladay	Support w/concerns	HExec Action
HB 1840	Community colleges/diversity	Ortiz-Self	Ha Nguyen	Support w/concerns	HColl & Wkf Dev
HB 1943	Basic ed./caseload forecast	Entenman	Troy Goracke	Support	HApprops
SB 5600	Apprenticeship programs	Keiser	Genevieve Howard	Concerns	SLabor, Comm &
SB 5651	Capital budget, supplemental	Froct	Wayne Doty	Support	SWays & Means
SB 5693	Operating budget, supp.	Rolfes	Cherie Berthon	Support	SWays & Means
SB 5719	Dual credit costs	Mullet	Jamie Traugott	Concerns	SEL/K-12
SB 5764	Apprenticeships & higher ed.	Randall	Genevieve Howard	Concerns	SHigher Ed & Wo
SB 5771	Basic ed./caseload forecast	Holy	Troy Goracke	Support	SHigher Ed & Wo

Medium Priority Bills

Title	Bill Title	Sponsor	Assigned To	Position	Bill Status
ESHB 1329	Public meetings	Wicks	Beth Gordon	Neutral	SState Govt & E
HB 1485	Women's Suffrage Day	Caldier	Melissa Williams	Support	HState Govt & T
HB 1751	Hazing prevention	Leavitt	Joe Holliday	Support	HExec Action
HB 1758	Hazing penalty	Leavitt	Joe Holliday	Support	HPublic Safety
HB 1780	Workforce investment board	Slatter	Arlen Harris	Neutral	HColl & Wkf Dev
HB 1861	Future fund trust fund	Stonier	Choi Halladay	Support	HHous, Human Sv
HB 1867	Dual credit program data	Paul	Jamie Traugott	Support	HEducation
SB 5732	Green roofs	Das	Wayne Doty	Neutral	SEnvironment, E
SB 5752	Future fund trust fund	Trudeau	Choi Halladay	Support	SHuman Svcs, Re
SB 5789	Innovation challenge program	Randall	Yokiko Hayashi-Saguil	Neutral	SHigher Ed & Wo
SB 5799	Workforce surcharge/clinics	Robinson	Cherie Berthon	Neutral	SBusiness, Fina
SB 5877	Higher ed antidiscrimination	Conway	Yokiko Hayashi-Saguil	Support	SLaw & Justice

Low Priority Bills

Title	Bill Title	Sponsor	Assigned To	Position	Bill Status
SHB 1162	High school graduation	Stonier	Jamie Traugott	Support w/concerns	HExec Action
HB 1536	Regional apprenticeship prgs	Maycumber	Genevieve Howard	Neutral	HEducation
HB 1552	Personal data/state agencies	Boehnke	Grant Rodeheaver	Neutral	HState Govt & T
HB 1590	Enrollment stabilization	Dolan	Troy Goracke	Support	HApprops
HB 1622	Sex. assault nurse education	Mosbrucker	Anna Nikolaeva	Neutral	HRules R
HB 1629	Aerial imaging technology	Dolan	Wayne Doty	Neutral	HComm & Econ De
HB 1642	National guard ed. grants	Leavitt	Yokiko Hayashi-Saguil	Neutral	HColl & Wkf Dev
HB 1647	Building for the arts	Tharinger	Wayne Doty	Neutral	HCap Budget
HB 1687	College bound scholar./GPA	Bergquist	Yokiko Hayashi-Saguil	Support	HRules R

Bill Status Report: Jan. 25, 2022

Low Priority Bills (continued)

Title	Bill Title	Sponsor	Assigned To	Position	Bill Status
HB 1699	Work in retirement/schools	Bergquist	Julie Huss		HApprops
HB 1723	Telecommunications access	Gregerson	Grant Rodeheaver	Neutral	HExec Action
HB 1736	State student loan program	Sullivan	Yokiko Hayashi-Saguil	Neutral	HExec Action
HB 1755	TANF time limit extensions	Peterson	Jennifer Dellinger	Neutral	HApprops
HB 1805	Opportunity scholarship prog	Paul	Yokiko Hayashi-Saguil	Neutral	HColl & Wkf Dev
HB 1836	Scholarships/disadv. groups	Shewmake	Yokiko Hayashi-Saguil	Support	HCivil R & Judi
HB 1872	Care worker center	Senn	Anna Nikolaeva	Support	HColl & Wkf Dev
HB 1885	Dental therapy	Cody	Anna Nikolaeva	Neutral	HHC/Wellness
HB 1907	Gift equity packaging	Steele	Yokiko Hayashi-Saguil	Neutral	HColl & Wkf Dev
HB 1908	Surplus property for housing	Steele	Wayne Doty	Neutral	HHous, Human Sv
HB 1935	Workplace bullying	Wicks	Julie Huss	Neutral	HCivil R & Judi
HB 1942	Paraeducator course of study	Donaghy	Heather Stock	Neutral	HEducation
HB 1949	Higher edu capital projects	Caldier	Wayne Doty	Neutral	HCap Budget
HB 1992	Vacation leave accrual	Bateman	Julie Huss		HLabor & Workpl
HB 2007	Nurse educator loans	Slatter	Yokiko Hayashi-Saguil	Support	HColl & Wkf Dev
HB 2019	Careers in retail	Boehnke	Carolyn McKinnon	Support	HColl & Wkf Dev
HB 2048	TANF time limit extensions	Peterson	Jennifer Dellinger	Support	HHous, Human Sv
HB 2055	Higher ed. capital grants	Steele	Wayne Doty	Neutral	HCap Budget
SB 5435	Parking spaces/disability	Wagoner	Monica Olsson	Neutral	STransportation
SB 5517	Cannabis/employment	Keiser	Julie Huss		SLabor, Comm &
SB 5530	Building for the arts	Frockt	Wayne Doty	Neutral	SWays & Means
SB 5538	Aerial imaging technology	Hunt	Wayne Doty	Neutral	SState Govt & E
SB 5545	Survivor benefits	Wagoner	Yokiko Hayashi-Saguil	Support	SRules 2
SB 5553	Early STEM metrics	Wilson, C.	Summer Kenesson	Neutral	SEL/K-12
SB 5563	Enrollment stabilization	Wellman	Troy Goracke	Support	SWays & Means
SB 5564	Employee assistance programs	Keiser	Julie Huss		SLabor, Comm &
SB 5599	Journey level electricians	Saldaña	Genevieve Howard	Support	SLabor, Comm &
SB 5604	Contractor licensing refs	Keiser	Wayne Doty	Neutral	SLabor, Comm &
SB 5614	National guard ed. grants	Randall	Yokiko Hayashi-Saguil	Support	SRules 2
SB 5649	Family and medical leave	Robinson	Julie Huss	Support	SLabor, Comm &
SB 5659	Building material standards	Wellman	Wayne Doty	Neutral	SState Govt & E
				Support	
SB 5692	Corrections programming	Gildon	Patricia R. Seibert-Love	w/concerns	SHuman Svcs, Re
SB 5761	Wage and salary information	Randall	Julie Huss		SLabor, Comm &
SB 5797	Opportunity scholarship prog	Liias	Yokiko Hayashi-Saguil	Neutral	SHigher Ed & Wo
SB 5830	Tenure-track faculty	Liias	Julie Huss	Neutral	SHigher Ed & Wo
SB 5834	State gov. tech. policies	Carlyle	Grant Rodeheaver	Neutral	SEnvironment, E
SB 5844	Higher ed. work/bidding	Liias	Wayne Doty	Neutral	SHigher Ed & Wo
SB 5847	Public employee PSLF info.	Liias	Yokiko Hayashi-Saguil	Support	SHigher Ed & Wo
SB 5854	Faculty duties/ethics	Randall	Julie Huss		SState Govt & E
SB 5870	Uniform college athlete act	Frockt	Joe Holliday	Neutral	SLaw & Justice
SB 5874	Military student residency	Nobles	Yokiko Hayashi-Saguil	Support	SHigher Ed & Wo
SB 5892	High schools/nursing pilot	Brown	Anna Nikolaeva	Neutral	SHealth & Long
SB 5914	Electrician schools	King	Marie Bruin	Concerns	SLabor, Comm &
SB 5918	Board of regents/faculty	Frockt	Kim Tanaka	Neutral	SHigher Ed & Wo
SB 5942	Uniform college athlete act	Frockt	Joe Holliday	Neutral	

Bill Status Report: Jan. 25, 2022

TBD

Title	Bill Title	Sponsor	Assigned To	Position	Bill Status
HB 1795	Nondisclosure/illegal acts	Berry	Julie Huss		HLabor & Workpl
HB 1807	Civic education	Walsh	Melissa Williams		HEducation
HB 1886	Critical race theory	Klippert	Melissa Williams		HEducation
HB 2044	Ransomware protection	Boehnke	Grant Rodeheaver		HState Govt & T
SSB 5116	Procurement/automated system	Hasegawa	Grant Rodeheaver		SWays & Means
SB 5520	Harassment & discrim. NDAs	Keiser	Julie Huss		SRules 2
SB 5793	State boards, etc./stipends	Wilson, C.	Choi Halladay		SState Govt & E
SB 5916	Ransomware protection	Mullet	Grant Rodeheaver		SEnvironment, E

REGULAR ITEM

February 2, 2022

Tab 5

Climate Solutions Curriculum

Brief Description

The Washington community and technical college system is positioned to be a key resource in helping achieve climate solutions by offering relevant educational opportunities in a variety of academic programs. The community and technical college system seeks to incorporate climate solutions and climate justice information across the curriculum at its 34 community and technical colleges.

The State Board's goal is to integrate climate solutions/climate justice content in courses and programs in a way that will lead to greater economic vitality in a green workforce for the state of Washington. This proposal focuses on three key areas: Education (training, workshops, curriculum development, etc.); Equity (focusing on tribal collaborations, serving BIPOC students, and strengthening ties with community-based organizations); and the Economy (focusing on green jobs, connections to retraining through the Job Skills Program, Career Connect Washington, and the development of the new workforce skills standards).

The climate solutions curriculum project is one of five supplemental operating budget decision packages approved by the Board in August, and included in the Governor's proposed budget. If included in the final supplemental budget, \$1.5 million will establish the infrastructure for convening faculty in multiple disciplines, especially in professional/technical fields.

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 college 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

World-wide, climate change poses one of the most significant challenges that humanity has faced. Already, the warming climate is threatening the infrastructure, health and wellbeing of Washington State's communities and economies and will continue to do so for the foreseeable future.

At the same time, we are better equipped than ever to address these challenges as Washington State has emerged as a leader in research, policy, and infrastructure planning related to a clean energy future. In the past few years, the State has enacted legislation that will implement policies designed to reduce carbon emissions, create jobs, improve health outcomes, and ensure all workers

and vulnerable communities benefit from these changes. Efforts to broaden curriculum reform at the college system level now will reinforce and build alignment with these policies.

K-12's ClimeTime (climate science teacher training) will result in high school graduates who are much more literate about the climate crisis enrolling in community and technical colleges. Some will also be aware of local and regional climate strategies. The community and technical college system needs to be ready to build on the knowledge and skills of these students at the postsecondary level.

Community and technical colleges are well positioned to integrate climate solutions throughout the curriculum in align with both K-12 offerings through ClimeTime and with universities' established environmental science programs. Through Guided Pathways redesign, the college system is already engaged in transformative work affecting curriculum and student services.

Climate solutions curriculum must be integrated across programs, not just in science or technology fields. Solutions are emerging from a multidisciplinary approach. Community and technical colleges are key to educating the workers across industry sectors who can implement climate solutions in their workplaces. The college system has a successful record of accomplishment of doing such work through a communities of practice model, which engages groups of faculty in supporting one another as they explore new curricular content and integrate it into their courses and degree or certificate programs.

Potential questions

- How does the climate solutions curriculum project engage college faculty in this work?
- What do the climate curriculum work look like in future years?

Recommendation/preferred result

The board will engage in discussion with key leaders in the climate solutions curriculum work to better understand the approach and focus of the budget request.

Policy Manual Change Yes No

Prepared by: Carli Schiffner, Deputy Executive Director, Education
360-704-4353, cschiffner@sbctc.edu



INTEGRATING CLIMATE SOLUTIONS ACROSS THE CURRICULUM

February 3, 2022
Education Division
State Board for Community and Technical Colleges

AGENDA

I. Introductions

- I. Mr. Peter Lortz, Vice President for Instruction, North Seattle College
- II. Dr. Heather Price, Faculty, North Seattle College
- III. Dr. Thomas Broxson, Vice President for Instruction, Clover Park Technical College

II. Framing of the Conversation

III. Faculty Project Model

IV. Professional/Technical Pathways

V. Outcomes

BACKGROUND AND FRAMING OF THE CONVERSATION

FACULTY MODEL PROJECT



BELLEVUE COLLEGE The Faculty Commons

About Us | Current Events Catalog | Archived Programs & Events | Submit Your Proposal

Climate Justice Summer Institute

Date posted: June 8, 2021



The Climate Justice Summer Institute is an intensive experience designed to help participants hone their knowledge of climate justice issues and learn ways to bring this issue into one of their courses and involve students in civic engagement around this issue. It will be fully online this year and involve synchronous two-hour workshop-style sessions on three different days in July.



Program on Climate Change

Oct 30, 2020 | Seminars, Workshops

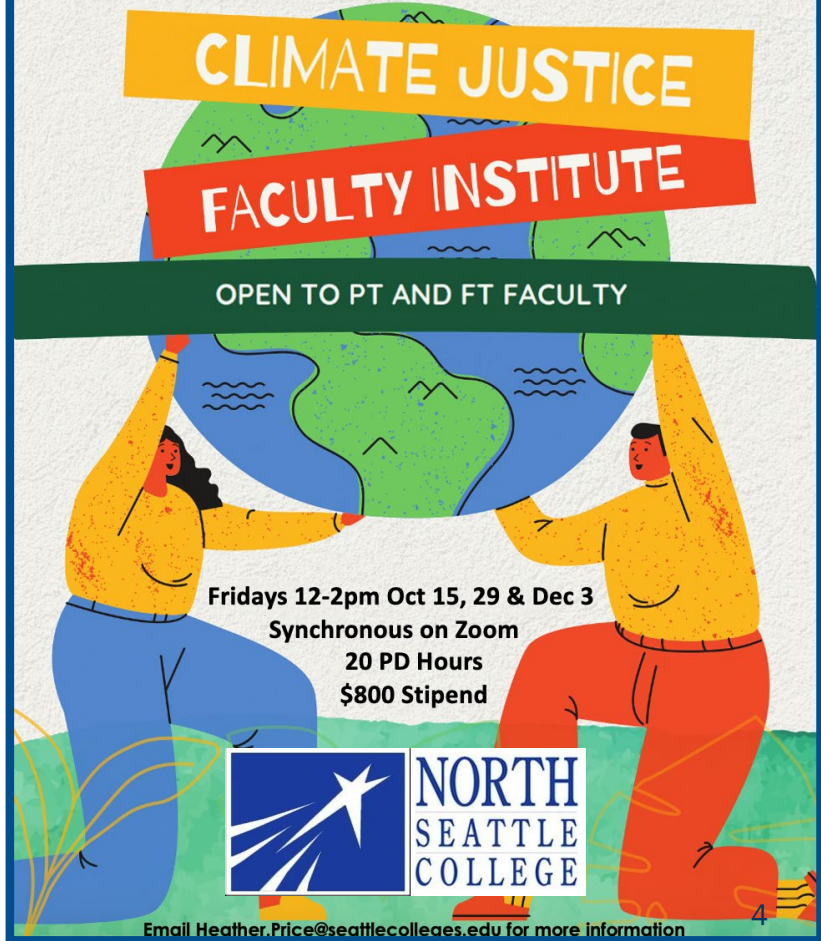
CLIMATE AND ENVIRONMENTAL JUSTICE COURSE DEVELOPMENT WORKSHOP-WINTER 2021

The Program on Climate Change and the Program on the Environment, with additional support from the College of the Environment, are sponsoring a Climate and Environmental Justice course development workshop during winter quarter 2021 led by Dr. Heather Price.


Students learn about climate change in the news and in some of our classes. They're hungry for what to do with that knowledge and how to connect it within their careers and communities. Faculty joining this institute will learn how to incorporate climate justice and community engagement into their existing curriculum. All disciplines welcome!

CLIMATE JUSTICE FACULTY INSTITUTE

OPEN TO PT AND FT FACULTY



Fridays 12-2pm Oct 15, 29 & Dec 3
Synchronous on Zoom
20 PD Hours
\$800 Stipend



Email Heather.Price@seattlecolleges.edu for more information

Climate Justice Curriculum Examples	Class
Food and the Land focusing on Indigenous staple foods in the PNW	ESL
Feeding Communities in a Changing Climate	Biology 213
Paying with Your Health: Modeling the Cost of Socioeconomic Status & Location on Health	Math/Algebra 098
Applying a Concept from Paulo Freire's Pedagogy of the Oppressed to Climate Justice	English 102
Climate Justice in Statistical Data Analysis	Statistics/Math 146
Floating House with Thermal Energy Heating System	Physics 115
Think Globally, Act Locally: Connections Between the Built and Personal Environments	Real Estate 130
Read and analyze a research article that connects climate issues (e.g., air pollution, heatwave...etc.) and human health	Nursing 320
Indigenous Knowledge in History and Today: Connections to Land and Fire Management	History 146
Climate Change and Epigenetics	Organic Chemistry 131
Sea Ice Data and Impacts on Communities	Chemistry 139 & 161
Energy: Chemistry of Methane & disproportionate impacts on climate & human health	Chemistry 161

PROFESSIONAL/TECHNICAL PATHWAYS

- Rapid shifts toward renewable energy, electric vehicles, and the “greening” of many other fields reflect significant demand for expanding the green labor market.
- Community Technical Colleges (CTC) play a significant role in preparing our workforce for green jobs and helping existing workers make related transitions.
- CTCs are well positioned to address economic, racial, as well as geographic inequalities. Linking new economic green career opportunities to traditionally underserved and underrepresented communities.
- New program development
- Retooling of existing programs

THANK YOU! QUESTIONS?

Peter Lortz, Vice President for Instruction, North Seattle College

Peter.Lortz@seattlecolleges.edu

Sonya Doucette, PhD, Faculty, Bellevue College

sonya.doucette@bellevuecollege.edu

Heather Price, PhD, Faculty, North Seattle College

Heather.Price@seattlecolleges.edu

Thomas Broxson, PhD, Vice President for Instruction, Clover Park Technical College

Thomas.Broxson@cptc.edu

Jean MacGregor, Retired Faculty at The Evergreen State College and Founding Director, Curriculum for the Bioregion

jeanmacg@thurston.com

Carli Schiffner, PhD, Deputy Executive Director of Education, SBCTC

cshiffner@sbctc.edu

REGULAR ITEM (RESOLUTION 22-02-TBD)

February 3, 2022

Tab 6

Executive Director Search Update

Brief Description

The board will hear an update on the Executive Director Search process and review the final Position Profile (attachment A).

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

The executive director position is established by state statute to support the Board and provide leadership and general direction of Washington's community and technical college system. The State Board has a tradition of substantive and innovative work and a highly motivated and skilled staff who strive to meet the evolving needs of the Board and the college including all aspects of the Strategic Plan.

Background information and analysis

Following the retirement announcement of current Executive Director, Jan Yoshiwara, the State Board held a Special Meeting on December 10, 2021, to establish an Executive Director Search Advisory committee. The purpose of the Search Advisory Committee is to support the State Board for Community and Technical Colleges in drafting the profile of the Executive Director, recruiting candidates, reviewing applicants based on criteria established by the Board, and recommending a finalist pool for consideration by the Board.

The Search Advisory Committee solicited feedback from stakeholders in their development of the final Position Profile. The participants who helped to develop the final position profile include:

- Internal college system stakeholders – Information on challenges/opportunities and candidate characteristics/traits will be solicited from internal stakeholders through survey and/or through telephone conversations with stakeholder leaders (i.e. students, faculty leaders, advisory councils).
- External college system stakeholders – Information on challenges/opportunities and candidate characteristics/traits will be solicited through telephone conversations and e-mails with external stakeholders (i.e. Washington State Labor Council, AWB, the Roundtable, COP, WSAC, WTECB, OSPI, the Governor's Office and legislative higher education leaders).

Potential questions

- Does the Position Profile accurately reflect the criteria established by the Board?

Recommendation/preferred result

The Executive Director Search Advisory Committee and staff recommend approval of the proposed Executive Director Position Profile.

Policy Manual Change Yes No

Prepared by: Julie Huss, Human Resource Director
jhuss@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-02-TBD

A resolution relating to the Executive Director Search Position Profile.

WHEREAS, the purpose of the Search Advisory Committee is to support the State Board for Community and Technical Colleges in drafting the profile of Executive Director, and reviewing applicants; and,

WHEREAS, the Search Advisory Committee will recommend candidates to the Board for further consideration, based on criteria established by the Board; and

WHEREAS, the Search Advisory Committee has engaged internal and external system stakeholders to develop a final position profile and screening materials,

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approve the Executive Director Position Profile (attachment A).

APPROVED AND ADOPTED on February 3, 2022.

Attest

Jan Yoshiwara, secretary

Jay Reich, chair



EXECUTIVE DIRECTOR POSITION PROFILE

The State Board for Community and Technical Colleges seeks an executive director for Washington's community and technical college system, a large, diverse network of 34 colleges located throughout the state that collectively serve about 278,000 students each year. The State Board oversees policy development, secures and allocates state, federal and private grant funding, approves educational programs and sets strategic direction for the entire system.

Our System

Washington's community and technical college system was established by the Legislature in 1967 to "offer an open door to every citizen, regardless of his or her academic background or experience, at a cost normally within his or her economic means."

Our colleges have three primary missions:

- To provide workforce training through professional, technical and apprenticeship programs;
- To provide the first two years of instruction for those who transfer to baccalaureate institutions; and
- To provide pre-college coursework and literacy instruction for adults, including English language classes.

Washington's community and technical colleges are nimble, responsive and innovative institutions that nurture hope and opportunity for students of all ages and backgrounds. Our colleges provide an open door to all prospective students by keeping tuition affordable, and by offering programs and services that meet the needs of people at every level of skill and literacy.

We also play a critical role in building the skills of Washington's workforce and strengthening Washington's economy. Our colleges provide employers with skilled and confident workers, managers and leaders. In addition to workforce certificates and associate degrees, our colleges offer 131 applied bachelor's degrees.

Our Students

Our 34 colleges serve students for whom a college credential makes the most difference in the trajectories of their lives.

- 51 percent are parents.
- 49 percent are students of color.
- 24 percent receive need-based financial aid in eligible programs.
- 51 percent enroll part time.

The median age of college system students, including dual-credit high school students, is 23.

Our 34 colleges served 278,435 people in the 2020-21 academic year, including full-time and part-time students.

Our Vision and Strategic Plan

Our [strategic plan](#) is designed to improve completion rates across-the-board for all students, and to improve completion rates for students of color. We view this as both a moral and practical imperative. People who earn a college credential earn higher incomes, participate more fully in their communities, and contribute to a thriving economy. Our strategic plan centers on the following vision statement:

“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”

To advance our vision, the strategic plan revolves around three goals:

- Achieve educational equity for students historically underrepresented in higher education.
- Improve completion rates for all students across all types of programs.
- Increase enrollment and retention among populations who can benefit the most from college access.

Our Governance Structure

A federation of colleges

Washington’s community and technical college system is often self-described as a “federation of colleges” under the governance of the State Board.

- **Centralized funding:** Our 34 colleges submit a single operating and capital budget request to the Legislature. As a result, our State Board, colleges and stakeholders work together to be successful in advocating for resources for our college system.
- **Decentralized governance at the college district level:** College presidents are appointed by local, Governor-appointed boards of trustees. Working with their presidents, local boards set budgets, determine programs and services, negotiate union contracts, hire faculty, and award tenure. This decentralized approach ensures colleges remain locally relevant and responsive.

The State Board

The Washington State Board for Community and Technical Colleges is led by a 9-member Board of Directors appointed by the Governor with the consent of the Senate. According to statute, the Governor must provide geographic balance and give consideration to representing labor, business, women and ethnic minorities when making the appointments. At least one member must represent business and one must represent labor. Board members serve four-year terms.

Colleges and college districts

The 34 community and technical colleges are organized into 30 college districts, each served by a five-member Board of Trustees appointed by the Governor and confirmed by the Senate. The trustees are comprised of local, business, labor and/or community leaders.

The mix of programs and services in each college district is determined by the demographic and economic needs of the local community. Colleges forge partnerships with local and regional business and labor leaders and employees to offer job-relevant programs.

Funding

The State Board submits a single operating budget request and capital budget request to the Legislature on behalf of all 34 colleges. When the Legislature approves its operating and capital budgets, the state funds are appropriated to the State Board, which then allocates funds to the 30 college districts.

The system has an annual operating budget of nearly \$1 billion and a 2021-23 biennial capital budget of \$776 million.

On average, state funds account for about 69% of revenue for colleges. The remaining 31% comes from tuition, grants, contracts, fees, and enterprises such as bookstores, parking service and food service.

Collective bargaining

Colleges employ more than 21,000 faculty, classified staff and administrators. Faculty unions bargain locally at the college district level. Classified staff unions bargain through the Governor's budget office – the Office of Financial Management – at all but two college districts (Yakima and Highline). At those two districts, classified staff unions bargain locally at the college level.

Executive Director

The State Board employs an executive director who is responsible for approximately 240 staff. Organization charts are available at <http://www.sbctc.edu>.

The executive director position is established by state statute to support the Board and provide leadership and general direction of Washington's community and technical college system. The State Board has a tradition of substantive and innovative work and a highly motivated and skilled staff who strive to meet the evolving needs of Washington state and the colleges. The executive director:

- Represents the Board and college system to the state's citizens, the executive and legislative branches of government, higher education institutions, K12, business, labor, industry, and state and federal agencies.
- Provides political acumen and displays persuasion and influence with the Legislature, executive branch and individual colleges.
- Provides visible, confidence-inspiring leadership, building relationships and reflecting the values and professionalism of the Board and the colleges.
- Is an effective public authority on educational policy and service issues while valuing a

collaborative process that builds coalitions and consensus.

- Is a proven advocate for policies and practices that reflect the system's commitment to equity, diversity, and inclusion.
- Supervises staff and has overall responsibility for planning, administration and management of all programs and systems.
- Brings leadership to the needs and issues addressed by the Board, while sustaining an effective and collegial team spirit and sense of humor.
- Is responsible for preparing and advocating for system-wide budgets with the executive and legislative branches of government; disbursing funds and monitoring their use.
- Serves as a member of several boards and commissions.

Accomplishing these tasks requires effectively working with the Governor and Legislature, college and system leaders as well as state board staff to forecast long-term system needs, facilitate long-term planning and strategies, provide adaptive leadership during periods of uncertainty, and organize the community and technical colleges around a common budget policy and capital agenda.

State Board staff

The State Board office is comprised of four divisions: executive office, information technology, educational services, and business operations. Employees work both on-site and remotely, depending on their roles and responsibilities.

The education division:

- Coordinates, supports, and provides leadership for our community and technical college districts in all matters related to instruction, student services, eLearning, and policy research.
- Builds and maintains agency partnerships with K-12, universities, business / industry, and labor groups and agencies on such collaborative efforts as transfer degree pathways, workforce development, corrections education, and dual enrollment.
- Advocates and successfully positions community and technical colleges to meet the workforce training and retraining needs of business and industry and helps colleges quickly respond to business needs.
- Provides research and analysis to support statewide policy development and other related initiatives.
- Administers and provides leadership (both state and national) for adult education and literacy programs, and adult high school completion programs.
- Champions educational resources for student and faculty learning needs such as open education resources.

The business operations division:

- Prepares a single operating and capital budget request to the Governor and legislature, representing the needs of the entire community and technical college system.
- Administers a statewide capital project prioritization analysis.
- Allocates funds received from the legislature to the community and technical colleges.
- Provides general accounting services for the system.
- Is accountable to the Office of Financial Management, the Governor's office and the Legislature for the appropriate use of state funds and maintaining systemwide adherence to government accounting standards.
- Provides human resource support for the agency and system, including administration of several retirement savings programs.
- Manages the collection, preparation, and reporting of two-year college enrollment information to state and federal agencies and the college system.
- Provides general State Board office management functions, including budgeting, purchasing and mailroom services.
- Provides day-to-day support for the finance and human capital management pillars of the system's enterprise resource planning (ERP) project, ctcLink.

The information technology division:

- Provides all colleges with centralized IT services for student, financial, and HR/payroll business functions.
- Provides integration services for student, financial, and HR/payroll systems to external agencies.
- Manages implementation of the system's enterprise resource planning (ERP) project, ctcLink.
- Provides centralized reporting services for college information to state and federal agencies.
- Coordinates all activities necessary for integration between the college campuses and the centralized IT functions.
- Encourages and communicates IT best practices throughout the community and technical college system.
- Manages enterprise IT contracting for the system.

The director's office/executive division:

- Assists in developing the policy agenda for the State Board review and action.
- Coordinates with the nine-member State Board and college system stakeholders.
- Manages legislative and state agency relations.

- Manages the Equity, Diversity and Inclusion division.
- Manages messaging, communications, media relations and the agency website.
- Supports the activities of the Washington State Association of College Trustees (ACT), the statewide trustees' association for the system.
- Supports and assists with coordinating activities of the Washington Association of Community and Technical Colleges (WACTC), which is the statewide presidents' association.
- Executive sponsor of the ctcLink ERP project, which involves replacing outdated software at all colleges with PeopleSoft software for student services, human resources, and finance functions. [Twenty-five of our 34 colleges have already transitioned to ctcLink.](#)

Our agency mission and values statement

SBCTC staff worked collaboratively to create an [agency mission and values statement](#) that is grounded within the broader vision for our system of colleges.

Our agency mission: We challenge, empower and embolden ourselves and our colleges to deliver equitable higher education through antiracist policies that ensure economic vitality across Washington.

Our agency values:

- Racial equity and social justice
- Accountability
- Community and culture building
- Service
- Humor
- Collaboration
- Innovation

Experience and Qualifications Sought for Executive Director

The Board seeks an executive director with commitment and an exceptional ability to [articulate and advance our system's vision and strategic plan](#). The successful candidate must have:

- A Bachelor's degree.
- At least five years of senior-level administrative experience in community or technical colleges, other post-secondary institutions, and/or business, industry, government, or nonprofit organizations.

The successful candidate must also demonstrate the following qualities:

- A strategic thinker who leads with vision and brings a global perspective, deep insight and genuine passion for students and their education.
- A clear communicator who can persuasively articulate the need to support hard-to-serve and under-funded students.
- A relationship-builder who creates and sustains partnerships that result in successful

advocacy with the Governor's Office, the state Legislature, Congress and other state and national policymakers.

- A skilled leader for a dynamic, complex college system who understands the challenges and opportunities of a federated college system that balances state and local decision making.
- A trusted, calm and respected presence that unites people for a shared purpose despite competing demands, interests and personalities both within and outside of the community and technical college system.
- An entrepreneurial and results-driven leader with a dedication to advancing our system's work to advance diversity, equity and inclusion at a systemic level.
- A leader capable of building an agile organization that adapts rapidly to political, cultural, demographic or economic shifts, or to other changes that compel our college system to quickly pivot.
- An inspirational and effective manager who sustains an office culture steeped in [agency values](#) around racial equity and social justice, accountability, community and culture building, service, humor, collaboration and innovation.

Compensation

Compensation is negotiable, commensurate with experience, and includes a generous leave package. Benefits include health, dental, vision, life insurance, long-term disability, retirement, and two optional deferred compensation programs.

Application

Complete applications consist of a cover letter describing relevant experience, a demonstrated commitment to diversity, equity and inclusion, and interest in the position. A resume and three references with contact information are also required. Confidential screening of applications and nominations will begin immediately and continue until the position is filled. However, to ensure best consideration materials should be submitted by March 31, 2022.

Please submit applications electronically to ExecutiveDirectorSearch@sbctc.edu

Questions may be confidentially asked by contacting:

Julie Huss, Director, Human Resources

jhuss@sbctc.edu

360.704.4350

Committed to diversity, the Washington State Board for Community and Technical Colleges is an equal opportunity and affirmative action employer.