

**REGULAR MEETING OF THE STATE BOARD  
FOR  
COMMUNITY AND TECHNICAL COLLEGES**

**MINUTES OF MEETING**

**April 5, 2006**

**State Board Members**

**Jim Garrison (Chair), Mt. Vernon  
Jim Bricker, Coupeville  
Reuven Carlyle, Seattle  
Sharon Fairchild, Spokane  
Tom Koeninger, Vancouver  
Al Link, Silverdale  
Erin Munding, Omak  
Jane Nishita, Seattle  
Lyle Quasim, Puyallup**

**Statutory Authority: Laws of 1967, Chapter 28B.50 Revised Code of Washington**

**State of Washington**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**Olympia**

**A C T I O N   I N D E X**  
**April 5, 2006**

<u>Resolution Number</u>	<u>Description</u>	<u>Page in Minutes</u>
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**STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES  
Olympia**

**Regular Meeting Minutes  
April 5, 2006  
Renton Technical College**

*The State Board held a special meeting/work session on April 4 from 4:00 p.m. to 9:00 p.m. at the Renton Holiday Inn Select to discuss the overall system direction. The Board also held an informal breakfast meeting on April 5 from 7:45 a.m. to 8:45 a.m. at Renton Technical College. No action was taken at these meetings.*

State Board Members Present: Jim Garrison (Chair), Jim Bricker, Reuven Carlyle, Sharon Fairchild, Tom Koenninger, Al Link, Erin Mundinger, Jane Nishita, Lyle Quasim

**CALL TO ORDER**

Chair Jim Garrison called the meeting to order at 9:00 a.m. and welcomed those present. He thanked President Don Bressler for hosting the meeting at Renton Technical College.

**ADOPTION OF CONSENT AGENDA**

***MOTION: Moved by Tom Koenninger and seconded by Jane Nishita that the State Board adopt the consent agenda for its April 5, 2006 regular meeting as presented:***

- a) Approval of March 9, 2006 State Board regular meeting minutes*
- b) Resolution 06-04-06 (ATTACHMENT #1) - approval of Clark College local capital project*
- c) Resolution 06-04-07 (ATTACHMENT #2) - approval of Skagit Valley College property acquisition*

***MOTION CARRIED.***

**APPROVAL OF APPLIED BACHELOR'S DEGREE PILOTS (Resolution 06-04-08)**

Jan Yoshiwara gave a general overview and introduced a panel of three members of the Applied Bachelor's Degree Evaluation Committee: David Borofsky, president of Bates Technical College; Bryan Wilson, associate director with the Workforce Training and Education Coordinating Board; and Loretta Seppanen from the State Board staff. The panel reviewed the evaluation process used to assess the six college proposals submitted for consideration. These proposals responded to the criteria and were evaluated according to the process approved by the State Board at its October 2005 meeting. Based on the review of criteria and given the legislative limitation of four pilots,

the evaluation committee unanimously identified four proposals as the strongest among the six submitted. The committee recommended the following four pilot projects for approval:

- Bellevue Community College – Bachelor’s of Applied Science Radiology and Imaging Sciences
- Peninsula College – Bachelor’s of Applied Science Management
- Olympic College – Bachelor’s of Science Nursing
- South Seattle Community College – Bachelor’s of Applied Science Hospitality Management

Discussion followed the panel presentation. The Board received comments from technical and community college presidents; trustees; students; staff; business, industry and labor representatives; legislators; and community members who spoke in support of the Lake Washington Technical College and Everett Community College proposals that were not among the four pilots recommended for approval. They asked the Board to consider broadening the pilot program to move all six proposals forward.

The Board thanked the staff, task force and evaluation committee members, and the six colleges that submitted proposals for their work. The next steps in the approval process are for the four colleges recommended to seek authority from the Higher Education Coordinating Board (the agency that approves all bachelor’s degrees in the state) and the Northwest Commission on Colleges and Universities (the regional accrediting association).

***MOTION: Moved by Erin Mundinger and seconded by Al Link that the State Board adopt Resolution 06-04-08 (ATTACHMENT #3) approving four applied bachelor’s degree pilot projects submitted by Bellevue, Peninsula, Olympic and South Seattle Community Colleges and recommended by the Community and Technical College Applied Bachelor’s Degree Evaluation Committee and authorizing the selected pilot colleges to move forward with the next steps in the approval process and receive the appropriate 2006-07 funding to begin detailed planning.***

***MOTION CARRIED.***

### **APPROVAL OF UNIVERSITY CONTRACT PILOTS (Resolution 06-04-09)**

Jan Yoshiwara gave a general overview and introduced a panel of three members of the University Contract Evaluation Committee: Ken Minnaert, president of South Puget Sound Community College; Sandra Fowler Hill, executive dean for student learning at Cascadia Community College; and Loretta Seppanen from the State Board Staff. The panel reviewed the selection process used to evaluate the four college proposals submitted for the three pilot university contracts authorized by legislation. Specifically, the Legislature authorized three pilots that will partially address the current gap in upper-division capacity by bringing bachelor’s degrees to the community or technical college campus in underserved areas of the state.

The evaluation committee composed of representatives from community and technical colleges, four-year universities, and a member of the State Board staff met in late March to hear from the colleges and to make a determination as to their recommendation to the State Board. The

evaluation committee reviewed the proposals in terms of their responsiveness to the criteria and their likelihood of expanding bachelor's degree access in the state. The committee unanimously recommended the following three college proposals as the strongest of the four presented:

- Clark College in partnership with Eastern Washington University – Bachelor of Arts in Social Work
- Edmonds Community College in partnership with Central Washington University – Bachelor of Applied Science-Information Technology and Administrative Management
- Pierce College-Fort Steilacoom in partnership with Central Washington University – Bachelor of Arts in Elementary Education (minor in reading)

Staff summarized each of the recommended pilot projects and discussed next steps in the approval process.

The Board thanked the staff, evaluation committee members, and the four colleges that submitted proposals for their work.

***MOTION: Moved by Jim Bricker and seconded by Al Link that the State Board adopt Resolution 06-04-09 (ATTACHMENT #4) approving the university contract pilot colleges recommended by the University Contract Evaluation Committee and authorizing the selected pilot colleges to move forward with the steps required to gain approval from the Higher Education Coordinating Board and the Northwest Association of Colleges and Universities and receive the appropriate 2006-07 funding to commence the contract for instruction.***

***MOTION CARRIED.***

### **APPROVAL OF 2007 OPERATING AND CAPITAL BUDGET ALLOCATIONS (Revised Resolution 06-04-10)**

Mary Alice Grobins presented the fiscal year 2007 operating budget allocation recommendation for the Board's consideration. Approval is recommended for an allocation of \$573,049,269 to community and technical college districts, the Center for Information Services, and the State Board office. She noted that State Board approval is also sought for delegated authority to the executive director for unallocated funds totaling \$45,885,731.

The staff recommends that funds be allocated to colleges in generally the same manner as the previous year. Allocations would be based upon colleges' existing base budgets (including one-time and variable fund adjustments), with legislative funding changes added to or subtracted from base budgets. The staff also recommends that FY2007 growth enrollments be allocated after the 2005-06 academic year is completed and final enrollment data for each college is known. A notable change in allocation practice results from legislative action related to funding faculty increment pay.

Mary Alice summarized four items in the operating budget related to the community and technical college system that were vetoed by the Governor.

Mary Alice presented the fiscal year 2007 capital budget allocation recommendation for the Board's consideration. Approval is recommended for an allocation of \$9,739,000 from the Gardner-Evans Higher Education Construction Account (bonds) for six community college projects. She noted a correction to page 2 of the proposed resolution, where the Everett Community College capital project was incorrectly listed as Edmonds. In addition, authority is also sought to spend local funds for a new alternative financing project at Edmonds Community College.

Nancy Kennedy, AFT-Washington, expressed concern about how faculty salaries are funded and asked that the Board consider a new method for determining faculty compensation. She offered to work with the State Board and staff to craft such a proposal. The Board suggested that the Operating Budget Task Force address this issue at its next meeting and report back with recommendations.

The Board requested periodic updates from staff as to how the funds delegated to the executive director for allocation are distributed, particularly when there are differences of opinion.

***MOTION: Moved by Jane Nishita and seconded by Erin Munding that the State Board adopt Revised Resolution 06-04-10 (ATTACHMENT #5) approving the operating and capital budget allocations for fiscal year 2007 as described in the resolution and attachments.***

***MOTION CARRIED.***

#### **APPROVAL OF 2006-07 TUITION RATES (Revised Resolution 06-04-11)**

Mary Alice Grobins presented a recommendation for 2006-07 tuition and fee rates for the Board's consideration. At its March meeting, the Board reviewed tuition-related materials in preparation for action. As part of that preparation, the Board and a panel of community and technical college presidents discussed a variety of considerations related to the tuition decision, including issues of student affordability and access, as well as colleges' ability to deal with inflationary pressures that do not receive legislative funding. The presidents provided the Board with the substance of the tuition discussion that WACTC engaged in at its January meeting. The panel's discussion was summarized and distributed to Board members.

At its March meeting, the Board had also asked staff to research the practices of other states with regard to differential tuition. Mary Alice explained that differential tuition is defined as charging different tuition rates based on factors such as time of day, mode of delivery, and college location. The State Board has the authority to establish differential tuition. Mary Alice reported that nearly 20 states were surveyed, many with comparable community college governance structures, and none except Texas had tried using differential tuition. The research findings for Texas were summarized and provided to Board members.

Discussion of the tuition recommendation followed, and the Board agreed to revise the proposed resolution to reflect its desire for a long-term, comprehensive tuition and financial aid policy in order to better understand its options prior to the development of the community and technical college system's 2007-09 budget request.

***MOTION: Moved by Erin Mundinger and seconded by Jim Bricker that the State Board adopt Revised Resolution 06-04-11 (ATTACHMENT #6) setting 2007 tuition and fees for resident and non-resident students, encouraging community and technical colleges to set aside a portion of tuition collections for needy students, establishing tuition for specific ungraded courses, authorizing the technical colleges to increase tuition and fees by no more than five percent, authorizing community colleges to increase services and activities fees up to the maximum levels as outlined in the attachments, and calling for a follow-up survey and report to the Board on the colleges' plans to provide waivers to needy students in the 2006-07 academic year.***

**MOTION CARRIED.**

### **DIRECTOR'S REPORT**

Executive Director Charlie Earl reported on recent meetings and activities of the Governor's Executive Cabinet. Jim Garrison and he are scheduled to meet with the Governor on April 7. Charlie also reported on recent system task force meetings and meetings of the Prosperity Partnership and its higher education work group on which he serves. Charlie provided an update on the Economic Development Study and noted that a meeting is being scheduled with business leaders to get their input on the study. He also briefed the Board on the Governor's request to study the workforce development system. The study is being framed by the Workforce Training and Education Coordinating Board. Copies of the 2006 legislative bill summary produced by the State Board staff were distributed to Board members. Charlie also requested and received feedback from Board members following their April 4 strategic planning work session. The Board plans to continue this discussion at its May meeting.

### **ADJOURNMENT/NEXT MEETING**

There being no further business, the State Board adjourned its regular meeting of April 5, 2006, at 12:55 p.m. The next regular meeting of the State Board will be held May 3-4, 2006, at Olympic College Poulsbo Campus.

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Jim Garrison, Chair

ATTEST:

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Charles N. Earl, Secretary

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 06-04-06

A resolution relating to use of local funds at Clark College.

**WHEREAS**, Clark College is in a position to take ownership of the Triangle Property; and

**WHEREAS**, the Triangle property is part of the expansion of the campus and is clearly delineated in the June 20, 2001 Facilities Master Plan; and

**WHEREAS**, the Clark College Board of Trustees has recommended approval of \$5 million in local funds to initiate improvements on this property; and

**WHEREAS**, these improvements are important to meet the long term instructional needs of the college,

**NOW THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges authorizes Clark College to use up to \$5 million in local funds to initiate improvements on the Triangle Property.

**APPROVED AND ADOPTED** on April 5, 2006.

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Jim Garrison, Chair

**ATTEST:**

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Charles N. Earl, Secretary

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 06-04-07

A resolution relating to property acquisition at Skagit Valley College.

**WHEREAS**, Skagit Valley College has identified acquisition of this property within its master plan boundary; and

**WHEREAS**, the college recognizes this acquisition is extremely valuable for its future development; and

**WHEREAS**, the college has sufficient local reserves to acquire the property; and

**WHEREAS**, the college is using the services of General Administration Real Estate Services to manage the acquisition,

**NOW THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges authorizes Skagit Valley College to enter into an agreement to purchase property using up to \$1,300,000 in local funds, and

**BE IT FURTHER RESOLVED** that Skagit Valley College be authorized to enter into an option to purchase all or a portion of the property should the agreement to purchase require extending the acquisition date.

**APPROVED AND ADOPTED** on April 5, 2006.

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Jim Garrison, Chair

**ATTEST:**

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Charles N. Earl, Secretary

*STATE OF WASHINGTON*

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 06-04-08**

A resolution to approve the pilot colleges recommended by the Community and Technical College Applied Bachelor's Degree Evaluation Committee and authorizing the selected pilot colleges to:

- Move forward with the steps required to gain approval from the Higher Education Coordinating Board and the Northwest Commission on Colleges and Universities
- Receive the appropriate 2006-07 funding to begin detailed planning.

**WHEREAS** consistent with the Washington State Legislature's requirement of the State Board for Community and Technical Colleges, the State Board developed objective criteria related to selection of the Community and Technical College Applied Bachelor's degree pilots; and

**WHEREAS** the Community and Technical College Applied Bachelor's Degree Evaluation Committee found the colleges identified below provided evidence of meeting or exceeding these criteria and that these colleges presented proposals that will expand the bachelor's degree capacity in the state;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges approves the recommendations of the Evaluation Committee to select the following pilot colleges, authorizes these colleges to pursue approval of their proposal by the Higher Education Coordinating Board and the Northwest Commission on Colleges and Universities, and directs staff to include funding for the pilots in the FY07 allocation proposal due for consideration at the May 2006 State Board meeting:

- Bellevue Community College – Bachelor's of Applied Science Radiology and Imaging Sciences
- Peninsula College – Bachelor's of Applied Science Management
- Olympic College – Bachelor's of Science Nursing
- South Seattle Community College – Bachelor's Applied Science Hospitality Management

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges commends the six colleges that developed proposals for the Community and Technical College Applied Bachelor's Degree for their extensive work required to prepare proposals consistent with the criteria and for the institution's vision for expanding bachelor's degree access in their community.

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges commends the members of the Community and Technical College Applied Bachelor's Degree Evaluation Committee for their thoughtful and thorough work in evaluating the proposals for these pilot programs.

**APPROVED AND ADOPTED** on April 5, 2006.

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Jim Garrison, Chair

**ATTEST:**

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Charles N. Earl, Secretary

**CTC Bachelor's Degree Evaluation Committee Members**

President

- David Borofsky, Bates Technical College

Instruction

- Anthony Beebe, Yakima Valley Community College
- Paula Norby, Tacoma Community College

Student Services

- Terri McKenzie, Spokane Community College

Business

- Ken Turner, Big Bend Community College

State Workforce Needs

- Bryan Wilson, Workforce Training and Education Coordinating Board

Baccalaureate Institution Offering Applied Bachelor's Degrees

- Linda Beath, Central Washington University

State Board staff (sharing a single vote)

- Loretta Seppanen and Jim Crabbe

## CTC Applied Bachelor’s Degree Pilots

### Proposed Principles, Criteria, and Standards

<b>Principles</b>	<b>Criteria</b>	<b>Standards</b>
<p><b>Service to Placebound Students:</b> Locally offered applied bachelor’s degrees are intended primarily to serve students from the college’s catchment-area not otherwise served by existing public baccalaureate degree programs due to factors such as distance, cost, enrollment limitations or major.</p>	<p><b>Program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area</b></p>	<p><b>Requirement:</b> Provide evidence that no public baccalaureate institution offers or has submitted a pending Notice of Intent (NOI) to offer this degree or related degrees serving the placebound graduates of relevant applied associate degree programs in the college’s geographic area. <b>For a stronger proposal:</b> Additionally, provide evidence that no public baccalaureate institution offers degrees serving the graduates of relevant applied associate degrees programs in the region (broader than college’s catchment-area) or state.</p>
	<p><b>Demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate</b></p>	<p><b>Requirement:</b> Provide evidence that the number of students graduating from relevant applied associate degree graduates in the catchment-area result in sufficient students going on for the BAS each year to match the planned junior year FTE request. Currently about 10% of applied associate degree graduates transfer (with considerable variation by field of study). National data indicate that the transfer rate could be as high as 30% if pathways were available to match student interests. <b>For a stronger proposal:</b> Additionally, provide evidence of student demand from multiple sources. Examples of other evidence include transfer trends for similar applied associate degree programs elsewhere; demand in excess of opportunity to enroll in related traditional bachelor’s programs; changes in industry requirements such that upgrading the bachelor’s will be necessary.</p>
	<p>If applicable, has a plan for program articulation with nearby colleges</p>	<p><b>Requirement:</b> Indicate why articulation is or is not applicable. If applicable, describe articulation plans and the number of student expected from nearby colleges.</p>

<p><b>Part of Workforce Mission:</b> Applied bachelor's degrees are an extension of the workforce education mission of community and technical colleges, and a response to the increasing skill requirements of employers in occupations for which community and technical colleges have traditionally provided education and training.</p>	<p><b>The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree</b></p>	<p><b>Requirement:</b> Based on the data sources described<sup>1</sup>, document either that state-wide demand in the proposed occupational area substantially exceeds current state-wide supply, <b>or</b> local demand substantially exceeds local supply. <b>For a stronger proposal:</b> Document a supply-demand gap at both the state level and in the local region.</p>
	<p>Has a plan for development of the curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree</p>	<p><b>Requirement:</b> Describe both the technical curriculum for the BAS and the general education component of the bachelor's degree (both the portion expected from the applied associate level and the portions at the upper division level).</p>
<p><b>Capacity &amp; Sustainability:</b> Colleges selected as pilots have a record of good use of human and financial resources suggesting the likelihood of successful development and continuation of new curricular offerings.</p>	<p><b>Demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program</b></p>	<p><b>Requirement:</b> Provide a financial plan for the degree program proposal, including a three year projections of all costs, expenditures and revenue streams to support the proposal (differentiating revenue from the new pilot FTE funding, employer contributions and any anticipated redistribution from existing funding) and a description of adequacy of facilities, equipment and other instructional resources required by the bachelor's program. Also, document a history of financial stability that demonstrates the capacity to undertake and to sustain new instructional initiatives.</p>
	<p>Had analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments, and anticipated sources of qualified faculty and staff</p>	<p><b>Requirement:</b> Describe the number and characteristics of staff and faculty needed for the components of the program (the major, general education courses and electives). For faculty identify the highest level of education needed and describe other experience expectations.</p>

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	<p><b>Has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level</b></p>	<p><b>Requirement:</b> Document that by fall 2007, the current faculty reassigned to the program plus the faculty hired using the new FTE funding will have the background consistent with the above analysis plus <u>recent</u> work experience in the field (minimum of two years at a job appropriate for those with at least the bachelor’s degree). Faculty and administrators responsible for technical courses must meet certification requirements for professional-technical administrators and instructors  <a href="http://www.sbctc.ctc.edu/workforce/docs/FinalCertificationWACs2004.doc">http://www.sbctc.ctc.edu/workforce/docs/FinalCertificationWACs2004.doc</a>  <b>For a stronger proposal:</b> Additionally, document that faculty assigned to the program will have teaching experience in the field.</p>
<p><b>Maintain 2-Year Focus:</b> Community and technical colleges will remain predominantly lower division institutions. The applied bachelor’s degree will be an additional degree offered by community and technical colleges, and is not viewed as the first step to a progressive conversion to a comprehensive baccalaureate institution.</p>	<p>Has an adequate and appropriate student services plan</p>	<p><b>Requirement:</b> Describe the services that will be needed by the students admitted to the applied bachelor’s degree program, and plans for providing those services. Include a description of the following items in the plan:</p> <ul style="list-style-type: none"> <li>• provision of student financial aid services for students admitted to the program</li> <li>• effective academic advising that engages disciplinary expertise</li> <li>• retention strategies to enhance success of students in the program</li> <li>• how to assist program graduates with placement</li> </ul>
	<p>Has a plan for the assessment of student achievement and program assessment at the bachelor’s level built upon a track record of effective assessment of the associate degrees</p>	<p><b>Requirement:</b> Describe methods for assessment of student achievement and program assessment for the related applied associate degrees and provide examples of how those assessments have been used to improve the program. Describe which parts of that assessment will be applied at the bachelor’s levels and the plans for other assessments at that level.</p>

<p><b>Open Door:</b> Maintaining the open door mission of community and technical colleges is an important value and context for adding applied bachelor's degree programs at some colleges.</p>	<p>Has a plan for selective admissions processes, if used for the bachelor's program, consistent with an open door institution</p>	<p><b>Requirement:</b> Describe the program selection and admissions process (how this process relates to and supports the open door.) Also, describe efforts to assure that the CTC bachelor's serves as diverse a population as enrolled in the relevant associate degree programs in terms aspects of diversity important to the college community.</p>
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**Items in bold represent language drawn directly from E2SHB 1794.**

**APPLIED BACHELOR’S DEGREE PILOT  
EVALUATION COMMITTEE SUMMARY**

<b>Principle: Service to Place bound Students</b>	
<b>Criteria 1.A</b>	<b>Standards</b>
Program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.	<b>Requirement:</b> No public baccalaureate institution offers degrees like this one serving the placebound graduates of relevant applied associate degree programs in the college’s geographic area.

**Bellevue:** Good – no degree in area or state

**Everett:** Concern - some concern about possibly responding to a need that might be addressed by business degrees

**Lake Washington:** Good – closest degrees in Lynnwood and Highline – transforms “terminal” degrees to pathway to bachelors

**Olympic:** Good – no degree in area for placebound students

**Peninsula:** Good – no degree in area for placebound students

**South Seattle:** Good – no degree in area, WSU far away

<b>Principle: Service to Placebound Students:</b>	
<b>Criteria 1.B</b>	<b>Standards</b>
Demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate.	<b>Requirement:</b> Provide evidence that the number of students graduating from relevant applied associate degree programs in the catchment-area result in sufficient students going on for the BAS each year to match the planned junior year FTE request

**Bellevue:** Good – considerable student demand

**Everett:** OK – Need to add in demand from three colleges and from workers in addition to own associate degrees together sufficient demand

**Lake Washington:** OK – fine student demand from the combination of all technical colleges, not sure if demand equally high from the immediate catchment area, though survey data suggests it is.

**Olympic:** Good – enough student demand

**Peninsula:** Good – focus on Port Angeles & Sequim first – good approach

**South Seattle:** Mixed – Student interest well demonstrated. Need further thought on the pathway for incumbent workers to the AAS-T and then this degree. Prior Learning assessment good.

<b>Principle: Service to Placebound Students</b>	
<b>Criteria 1.C</b>	<b>Standards</b>
If applicable, has a plan for program articulation with nearby colleges.	<b>Requirement:</b> Indicate why articulation is or is not applicable. If applicable, describe articulation plans and the number of student expected from nearby colleges.

**Bellevue:** Okay – many other programs do not currently include the same general education classes (college-level math for example). This articulation issue could be better addressed. The lack of general education courses will extend the credits needed to the degree.

**Everett:** Good – articulation with Skagit and Edmonds

**Lake Washington:** Good – much articulation in the works

**Olympic:** Okay – Peninsula and Grays Harbor

**Peninsula:** NA

**South Seattle:** Good – 7 CTCS

<b>Principle: Part of Workforce Mission</b>	
<b>Criteria 2.A</b>	<b>Standards</b>
The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree.	<b>Requirement:</b> Based on the data sources described document either that statewide demand in the proposed occupational area substantially exceeds current statewide supply, <b>or</b> local demand substantially exceeds local supply.

**Bellevue:** Good – significant job gap in region and state, some concern regarding the two options in the degree and whether the industry demand is equal for both.

**Everett:** Concerns – job gap for computer area exist, but many of the other areas are filled by 2 year and 4 year degrees both, the discounting method for those with those degrees was not well justified. There are as many business management degrees awarded in Washington than demand for such workers. A more focused analysis and thus curriculum may better meet this standard.

**Lake Washington:** Concerns – job gap for computer area, but industrial technologies area jobs and most business services management jobs (exclusive of accounting) are filled by 2 year and 4 year degrees both – the analysis looked only at 4 year degrees, Fitness instruction management is not a degree area (may have mistaken for fitness instructor). A more focused analysis and thus curriculum may better meet this standard.

**Olympic:** Good – significant job gap in region and state

**Peninsula:** Good – local demand exceeds local supply

**South Seattle:** Good – while only 4% of this industry needs this level of degree – a demand gap currently exists and with industry changes may grow larger without this program.

<b>Principle: Part of Workforce Mission</b>	
<b>Criteria 2.B</b>	<b>Standards</b>
Has a plan for development of the curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree.	<b>Requirement:</b> Describe the curriculum (both the portion expected from the applied associate level and the portions at the upper division level) substantially exceeds local supply.

**Bellevue:** Mixed fit curriculum well to industry focus group results. Need to think through the general education courses that are specific to the field of study – e.g. Medical Ethics – may or may not meet accreditation requirements, need to address general education from an educational outcomes perspective, some concern if the management option is sufficiently comprehensive.

**Everett:** Mixed some found program unique and innovative, some found program similar to others or if unique adding another risk element in addition to the bachelor's at a CTC. Raised the possibility that a college could add entrepreneurship to the Applied Associate degrees and thus meet the goal without adding a bachelor's degree? The integrated studies approach needs to be stated in general education learning outcomes terms to meet accreditation requirements. Not clear how students who completed ATA programs (few or no transferable general education courses) would transition into the program.

**Lake Washington:** Good – responsive to feedback from experts

**Olympic:** Good – UWT relationship, good general education program

**Peninsula:** Okay – positive response to Evaluation Committee feedback about possibility that general education not sufficient depth in the natural sciences. Need to recognize the problem for credits to the degree for those with ATA rather than AAS-T degrees.

**South Seattle:** Okay – may need additional work in human resources and marketing

<b>Principle: Capacity &amp; Sustainability</b>	
<b>Criteria 3.A</b>	<b>Standards</b>
Demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program.	<b>Requirement:</b> Provide a financial plan (costs, expenditures and revenue streams to support the proposal) and a description of adequacy of facilities, equipment and other instructional resources required by the bachelor's program.

**Bellevue:** OK – have equipment, good partnership support from industry

**Everett:** OK – one concern about whether \$88,000 would pay for 2.5 FTE faculty

**Lake Washington:** Good – strong work on library resources, industry partnerships

**Olympic:** OK – still concern that the \$54,000 a year is less than needed in the budget for tenure track faculty positions

**Peninsula:** Good – community support \$

**South Seattle:** Good – industry commitment

<b>Principle: Capacity &amp; Sustainability</b>	
<b>Criteria 3.B</b>	<b>Standards</b>
Has analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments and anticipated sources of qualified faculty and staff.	<b>Requirement:</b> What kind of staff needed

**Bellevue:** OK – analyzed staff needs carefully

**Everett:** Concern – No evidence of broad faculty buy-in for the entrepreneurial approach

**Lake Washington:** Concern – Can a program be sustained with significant reliance on part-time faculty in the management courses

**Olympic:** OK – better to explain more about the Poulsbo site and breadth of faculty in that location

**Pensinsula:** OK

**South Seattle:** Good – WSU mentor role is helpful

<b>Principle: Capacity &amp; Sustainability</b>	
<b>Criteria 3.C</b>	<b>Standards</b>
Has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level.	<b>Requirement:</b> by fall 2007, the current faculty reassigned to the program, plus the faculty hired using the new FTE funding, will have the background consistent with the above analysis plus recent work experience in the field (minimum of two years at a job appropriate for those with at least the bachelor's degree).

**Bellevue:** Good – have strong faculty and plans for additional faculty

**Everett:** Concern – are the current business faculty ready to embrace the interdisciplinary approach implied by the proposal?

**Lake Washington:** Mixed - Good hiring plan, strong part-time faculty, concern that faculty who have not done team teaching and not worked together in the past can do so as a way of using one full-time social science faculty member to provide breadth in the social sciences.

**Olympic:** Good – strong faculty development plan. One concern about ability to keep nursing faculty long-term.

**Peninsula:** Good – strong local faculty pool for courses due to hires in alignment with the community’s economic clusters

**South Seattle:** OK

<b>Principle: Maintain 2-Year Focus</b>	
<b>Criteria 4.A</b>	<b>Standards</b>
Has an adequate and appropriate student services plan.	<b>Requirement:</b> Describe plan

**Bellevue:** Good plan

**Everett:** Good plan

**Lake Washington:** Good plan

**Olympic:** Good plan

**Peninsula:** Good plan

**South Seattle:** Good plan

<b>Principle: Maintain 2-Year Focus</b>	
<b>Criteria 4.B</b>	<b>Standards</b>
Has a plan for the assessment of student achievement and program assessment at the bachelor’s level built upon a track record of effective assessment of the associate degrees.	<b>Requirement:</b> Describe plan

**Bellevue:** Good – pre-post approach well regarded

**Everett:** Concern – How will the college assess the entrepreneurial gains? Student assessment needs to be closely linked to the program goals.

**Lake Washington:** Mixed - Good use of Baldrige. Depending on the LWTC global outcomes for assessment, but transfer in students will have operated under a different frame work - how will this work?

**Olympic:** Good - assessment plan related to program goals

**Peninsula:** Good - multiple ways to track students, graduate follow-up

**South Seattle:** OK - strong lower division track record to build upon

<b>Principle: Open Door</b>	
<b>Criteria 5.A</b>	<b>Standards</b>
Has a plan for selective admissions processes, if used for the bachelor's program, consistent with an open door institution.	<b>Requirement:</b> Describe admissions approach

**Bellevue:** Good – asking the right questions, the plan is still clearly in process of being developed, clear requirements and plan for transfers from other institutions.

**Everett:** Concern – Not clear how admission process will work for Edmonds and Skagit students or for those who will enter with skills from the workplace rather than an applied associate degree.

**Lake Washington:** Mixed – Good process for own students, not clear how admission process will work for those who transfer in.

**Olympic:** Good–Clear approach, should result in diversity similar to ADN

**Peninsula:** Good–have identified issue related to work with Tribes, clear criteria

**South Seattle:** OK – clear criteria for with the AAS-T – without needs more thought for the incumbent worker

*STATE OF WASHINGTON*

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 06-04-09**

A resolution to approve the pilot colleges recommended by the University Contract Evaluation Committee and authorizing the selected pilot colleges:

- Move forward with the steps required to gain approval from the Higher Education Coordinating Board and the Northwest Commission on Colleges and Universities.
- Receive the appropriate 2006-07 funding to commence the contract for instruction.

**WHEREAS** the State Board for Community and Technical Colleges developed selection criteria for the University Contract Pilots; and

**WHEREAS** the University Contract Evaluation Committee found the colleges identified below provided evidence of meeting or exceeding these criteria, and evidence that their proposed plans will add to the bachelor's capacity in the state;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges approves the recommendations of the Evaluation Committee to select the following pilot colleges, authorizes these colleges to pursue approval of their proposal by the Higher Education Coordinating Board and the Northwest Association of Colleges and Universities and directs staff to include funding for the pilots in the FY07 allocation proposal due for consideration at the May 2006 State Board meeting:

- Clark College in partnership with Eastern Washington University: Bachelor's of Arts in Social Work,
- Edmonds Community College in partnership with Central Washington University: Bachelor's of Applied Science-Information Technology and Administrative Management
- Pierce College, Fort Steilacoom in partnership with Central Washington University: Bachelor of Arts in Elementary Education (minor in reading)

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges commends the colleges that developed proposals for the University Contract pilots for their extensive work required to prepare proposals consistent with the criteria and with the institution's vision for expanding bachelor's degree access in their community.

**BE IT FURTHER RESOLVED** that the State Board for Community and Technical Colleges commends the members of the University Contract Evaluation Committee for their thoughtful and thorough work in evaluating the proposals for these pilot programs.

**APPROVED AND ADOPTED** on April 5, 2006.

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Jim Garrison, Chair

**ATTEST:**

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Charles N. Earl, Secretary

**University Contract Evaluation Committee Members**

President

- Ken Minnaert, South Puget Sound Community College

Instruction

- Laurel Williamson, Lower Columbia College
- Sandra Fowler Hill, Cascadia Community College
- Mary Ann Goodwin, Spokane Falls Community College

Student Services

- Tomas Ybarra, Yakima Valley Community College

Business

- Carol Werner, Renton Technical College

Baccalaureate Institution with University Contract

- Sandra Bloomberg, Dean of the College of Professional Studies at New Jersey City University

State Board staff

- Loretta Seppanen

## University Contracts

### Principles, Criteria, and Standards

Principles	Criteria	Standards
<p><b>Service to Placebound Students:</b> Serving the further education needs of placebound community and technical college graduates is an important value. Bachelor's degrees through the University Contract are intended primarily to serve students from the college's geographic area not otherwise served by existing public baccalaureate degree programs due to factors such as distance, cost, enrollment limitations or major.</p>	<p><b>Bachelor's degree(s) offered fill gaps in service delivery options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area</b></p>	<p><b>Requirement:</b> Provide evidence that no public baccalaureate institution offers sufficient local capacity to meet the needs of placebound transfer students in the degree area(s). <b>For a stronger proposal:</b> Additionally, provide evidence that public institutions do not provide sufficient capacity statewide to meet the needs of transfer students in the degree area(s).</p>
	<p><b>Demonstrate sufficient student demand for the proposed degree(s) offered locally to make the program cost-effective and feasible to operate for both the university partner(s) and the hosting college</b></p>	<p><b>Requirement:</b> Provide evidence of sufficient number of associate degree graduates in the catchment-area that those going on to the partner's bachelor's degree each year match in number the planned junior year FTE request. <b>For a stronger proposal:</b> Additionally, Provide of evidence of student demand from multiple sources. Examples of other evidence include data from the HECB's needs assessment regarding low access to bachelor's degrees for students in the area, or demand in excess of opportunity to enroll in similar bachelor's programs elsewhere.</p>
<p><b>Serving Community Includes Responding to Bachelor's Needs of the Community:</b> Providing bachelor's education (traditional degrees and applied bachelor's degrees) for students irrespective of location in the state is an important value. The selected community or technical college will serve community needs by contracting with university partners to bring bachelor's degree programs to the community.</p>	<p>Demonstrate community need for the proposed bachelor's degree(s)</p>	<p><b>Requirement:</b> Describe results of surveys or other community input that documents a community interest in offering degrees in the community.</p>
	<p><b>The college can demonstrate that employers demand the bachelor's degrees proposed, making it cost-effective for students to seek the degree(s)</b></p>	<p><b>Requirement:</b> Provide evidence from the HECB needs assessment, review of employer data sources to demonstrate a statewide or local employer demand for a bachelor's degree(s) in the field(s) of study, or local employer assessments that demonstrate a unique local need despite oversupply at the state level. <b>For a stronger proposal:</b> Provide evidence of both statewide and local employer needs for more workers with the proposed bachelor's degree(s).</p>
<p><b>Explore Alternative Models:</b> University contracting provides the opportunity to explore alternatives to the university</p>	<p>Has an agreement with the university partner(s) regarding the partnership arrangement that tests alternatives not currently in</p>	<p><b>Requirement:</b> Describe your past and current relationship with the University Partner. Describe the alternative(s) arrangement and the portion of funding that would be used for the alternative to current</p>

<p>center models already in place in Washington.</p>	<p>place in Washington</p>	<p>practices. Also, provide evidence of the partner’s willingness to explore the alternative for sufficient time to learn from the pilot.</p>
<p><b>Maintain 2-Year Focus:</b> Community and technical colleges will remain predominantly lower division institutions. The addition of a funding flow to contract for upper division course work will bring additional degree offerings to the community without a change in college mission, and is not viewed as the first step to a progressive conversion to a comprehensive baccalaureate institution.</p>	<p>Partner has the ability to offer a bachelor’s degree in the same or similar field</p>	<p><b>Requirement:</b> Provide information from the partner with an overview of the proposed bachelor’s offering(s) and relationship to their other degree offerings.</p>
	<p>Has a plan for sustaining the relationship with the university partner(s)</p>	<p><b>Requirement:</b> Provide evidence of the partner’s commitment to a long-term relationship via an institutional letter documenting the proposed agreement.</p>
	<p>Has a plan for program articulation with nearby colleges</p>	<p><b>Requirement:</b> Describe articulation plans and number of students expected from nearby colleges. Also provide evidence that the partner has an admission plan that recognizes the diversity of transfer students (part-time enrollment, working status, and other aspects of diversity important to the college’s community.)</p>

**UNIVERSITY CONTRACT PILOTS**  
**EVALUATION COMMITTEE SUMMARY**

**Principle: Service to Placebound Students:** Serving the further education needs of placebound community and technical college graduates is an important value. Bachelor’s degrees through the University Contract are intended primarily to serve students from the college’s geographic area not otherwise served by existing public baccalaureate degree programs due to factors such as distance, cost, enrollment limitations or major.

<b>Criteria 1.A</b>	<b>Standards</b>
Bachelor’s degree(s) offered fill gaps in service delivery options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.	<p><b>Requirement:</b> Provide evidence that no public baccalaureate institution offers sufficient local capacity to meet the needs of placebound transfer students in the degree area(s).</p> <p><b>For a stronger proposal:</b> Additionally, provide evidence that public institutions do not provide sufficient capacity statewide to meet the needs of transfer students in the degree area(s).</p>

**Clark:** BASW: Good – only other BASW offered by UW Seattle. Other regional institutions offer a social services degree, but not a Bachelor of Art in Social Work. BST: Does not meet requirement – EWU already offers the Bachelors of Science in Technology degree at Clark on a self support basis. EWU did not provide sufficient evidence to assure the committee that the needs could not be met by expanding the self-support model or using EWU’s existing FTE. Proposal did not provide evidence that new funds, if awarded, would not supplant the existing offerings.

**Edmonds:** Good – Only BAS in Information Technology & Administrative Management in state

**Everett:** Good – No similar program in north part of Snohomish County or in Island and Skagit Counties

**Pierce:** Good – No bachelor’s level option in Pierce or Thurston Counties – all options are either private or post-baccalaureate

<b>Principle: Service to Placebound Students</b>	
<b>Criteria 1.B</b>	<b>Standards</b>
Demonstrate sufficient student demand for the proposed degree(s) offered locally to make the program cost-effective and feasible to operate for both the university partner(s) and the hosting college	<p><b>Requirement:</b> Provide evidence of sufficient number of associate degree graduates in the catchment-area that those going on to the partner's bachelor's degree each year match in number the planned junior year FTE request.</p> <p><b>For a stronger proposal:</b> Additionally, Provide of evidence of student demand from multiple sources. Examples of other evidence include data from the HECB's needs assessment regarding low access to bachelor's degrees for students in the area, or demand in excess of opportunity to enroll in similar bachelor's programs elsewhere.</p>

**Clark:** BASW: Good – Student interest from survey results. BST: Mixed – Given the number of graduates from related AAS degrees and the industry mix of the community, the demand should be high. There is no evidence that students are being turned away from the current program or that student demand exceeds the capacity of the current program.

**Edmonds:** Good – Large interest from the student surveys

**Everett:** Mixed – Clear demand for more bachelor's degrees and clear student interest in more bachelor's degrees including those in the liberal arts from survey results, but evidence that the demand for this particular degree is more circumstantial.

**Pierce:** Good – Evidence that students well prepared for transfer are not continuing on because options are not available locally. Paraeducator options especially relevant for placebound working adults.

<b>Principle: Serving Community Includes Responding to Bachelor's Needs of the Community:</b> Providing bachelor's education (traditional degrees and applied bachelor's degrees) for students irrespective of location in the state is an important value. The selected community or technical college will serve community needs by contracting with university partners to bring bachelor's degree programs to the community.	
<b>Criteria 2.A</b>	<b>Standards</b>
Demonstrate community need for the proposed bachelor's degree(s)	<p><b>Requirement:</b> Describe results of surveys or other community input that documents a community interest in offering degrees in the community.</p>

**Clark:** Good – Overall need for more bachelor's degrees is clear from multiple sources of information. Support letters provided for both programs

**Edmonds:** Good – Rotary and Chamber support, connected to Workforce Development Partnership in the county

**Everett:** Good – Overall need for more bachelor’s degrees is clear from multiple sources of information

**Pierce:** Good – Letters from community groups and school districts

<b>Principle: Serving Community Includes Responding to Bachelor’s Needs of the Community</b>	
<b>Criteria 2.B</b>	<b>Standards</b>
The college can demonstrate that employers demand the bachelor’s degrees proposed, making it cost-effective for students to seek the degree(s)	<p><b>Requirement:</b> Provide evidence from the HECB needs assessment, review of employer data sources to demonstrate a statewide or local employer demand for a bachelor’s degree(s) in the field(s) of study, or local employer assessments that demonstrate a unique local need despite oversupply at the state level.</p> <p><b>For a stronger proposal:</b> Provide evidence of both statewide and local employer needs for more workers with the proposed bachelor’s degree(s).</p>

**Clark:** Good – Employer demand shown in support letters and in analysis of job demand information

**Edmonds:** Mixed – Multiple sources of evidence for employer need. One source (chart on page 8) includes some fields that may not fit well with this BAS degree – software engineering for example.

**Everett:** Mixed – Employer demand analysis provided. It is indirect as might be expected for a liberal arts program. No employer support letters speaking to this specific degree were provided.

**Pierce:** Good – Letters of support from school districts

<b>Principle: Explore Alternative Models:</b> University contracting provides the opportunity to explore alternatives to the university center models already in place in Washington.	
<b>Criteria 3.A</b>	<b>Standards</b>
Has an agreement with the university partner(s) regarding the partnership arrangement that tests alternatives not currently in place in Washington.	<p><b>Requirement:</b> Describe your past and current relationship with the University Partner. Describe the alternative(s) arrangement and the portion of funding that would be used for the alternative to current practices. Also, provide evidence of the partner’s willingness to explore the alternative for sufficient time to learn from the pilot.</p>

**Clark:** Okay – The alternative arrangements related to the library and offering the BASW to MSW at Clark should be useful pilot studies

**Edmonds:** Good – Interesting proposal to work on team teaching and hiring Edmonds faculty

**Everett:** Concern – The UW B letter expressed only a cautious commitment to the degree offering rather than a strong commitment to the students who would begin their studies at UWB at Everett.

**Pierce:** Good – Evening and weekend approach for working adults, local inclusive advisory committee, analysis of impact of new Elementary Education DTA/MRP, paraeducator pathway

**Principle: Maintain 2-Year Focus:** Community and technical colleges will remain predominantly lower division institutions. The addition of a funding flow to contract for upper division course work will bring additional degree offerings to the community without a change in college mission, and is not viewed as the first step to a progressive conversion to a comprehensive baccalaureate institution.

<b>Criteria 4.A</b>	<b>Standards</b>
Partner has the ability to offer a bachelor’s degree in the same or similar field.	<b>Requirement:</b> Provide information from the partner with an overview of the proposed bachelor’s offering(s) and relationship to their other degree offerings.

**Clark:** Good – High quality EWU programs in both area and experience offering off campus

**Edmonds:** OK – New program but being taught now at Ellensburg and related to long-standing high quality CWU program in same department

**Everett:** Good – High quality UW-B program that is central to their offerings in Bothell

**Pierce:** Good – High quality CWU program already being offered at a distance

<b>Principle: Maintain 2-Year Focus</b>	
<b>Criteria 4.B</b>	<b>Standards</b>
Has a plan for sustaining the relationship with the university partner(s)	<b>Requirement:</b> Provide evidence of the partner’s commitment to a long-term relationship via an institutional letter documenting the proposed agreement.

**Clark:** Good – Commitment in letter of support representing programs, provost and president at EWU

**Edmonds:** Mixed – Long-standing, strong partnership. The committee was pleased to hear that Edmonds would address the issue of greater collaboration related to library instruction and resources during the upcoming negotiations. Consider providing Edmonds library staff access to the CWU library resources for purposes of better serving students.

**Everett:** Concern – The level of UW-B’s long-term commitment to offering the proposed degree in Everett is unclear

**Pierce:** Good – Letter of commitment

<b>Principle: Maintain 2-Year Focus</b>	
<b>Criteria 4.C</b>	<b>Standards</b>
Has a plan for program articulation with nearby colleges.	<b>Requirement:</b> Describe articulation plans and number of students expected from nearby colleges. Also provide evidence that the partner has an admission plan that recognizes the diversity of transfer students (part-time enrollment, working status, and other aspects of diversity important to the college's community.)

**Clark:** Mixed with Significant Concerns – Evidence of addressing diverse students based on services for students with disabilities, focus on women in BST, offering BASW to serving working adults (evening program). BASW: Concern – Articulation presented as being addressed by requirement of the DTA. Committee is concerned that more specific course requirements may be needed and not yet addressed. BST: Does not meet requirement – Stated the intent to articulate the LCC programs, but provided no evidence of a plan to achieve such articulations. No letter or other evidence of commitment was provided related to articulation from the relevant CC programs.

**Edmonds:** Good – Letters showing interest and involvement of a number of nearby colleges.

**Everett:** Good – The liberal arts nature of the program offers straight forward articulation from the DTA where ever offered. Evidence of common ground on commitment to serving a diversity of students.

**Pierce:** Good – The new statewide agreement smooth articulation. Paraeducator articulation addressed. Evidence of common ground on commitment to serving a diversity of students who will become the teachers of tomorrow.

**STATE OF WASHINGTON**

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 06-04-10  
(REVISED)**

A resolution allocating state funds to community and technical colleges.

**WHEREAS**, the State Board has the authority to award and allocate state general funds, Administrative Contingency Account funds, Education Legacy Trust Account funds, Pension Funding Stabilization Account funds, and Gardner-Evans Higher Education Construction Account funds, and

**NOW THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges allocate operating funds as listed below:

1. Approves the FY 2006-07 community and technical college district, Center for Information Services (CIS) and State Board program and office state general fund operating allocation of \$587,085,000, Administrative Contingency Account allocation of \$1,475,000, Education Legacy Trust Account allocation of \$29,099,000 and Pension Funding Stabilization Account allocation of \$1,276,000 as displayed on the Attachment Three - Use of Funds Statement; and
2. The total initial allocation includes state funds totaling \$573,049,269 found on Attachment Three – Section 3.
3. Authorizes the director to allocate an additional \$45,885,731 of state funds throughout the year for Enrollments, Worker Retraining, Revolving Funds, Facilities Maintenance and Operations, Opportunity Grants, Workforce/Rural Development Projects, Apprenticeship, High Demand Enrollments, Applied Baccalaureate and University Contracts, Part-time Faculty Health Benefits, Quarterly Disability Reserves, NSIS University Contracts, Firefighter Apprenticeship, Nursing Faculty Salary Pilot, UWT Technology Institute Pipeline, Childcare Match, and Reserves found on Attachment Three – Section 4.
4. Approves the operating funds allocation methodology as displayed in Attachment Two.
5. Approves the enrollment FTES distribution as displayed in Attachment Six.
6. Authorizes the director to adjust districts' enrollment allocations based on the enrollment rules in Attachment Seven.
7. Approves the rules for faculty increments and turnover savings included as Attachment Eight.
8. Requires allocations for Outcomes Assessment, Workforce Development base funding, Workbased Learning Tuition, Childcare Programs, Students of Color, and Disability Accommodations to be spent only for those efforts.

**BE IT FURTHER RESOLVED**, that the State Board for Community and Technical Colleges allocate capital funds as listed below:

- |   |             |
|---|-------------|
| 1. Everett Community College - Undergraduate Education Center   | \$3,844,000 |
| 2. Skagit Valley College - Science Replacement  | \$ 325,000  |
| 3. Highline Community College - Primary Power Feed  | \$1,717,000 |
| 4. Skagit Valley College - Campus Fire Loop   | \$1,634,000 |
| 5. Green River Community College - Campus Water System  | \$1,951,000 |
| 6. Seattle Central Community College - Bulkhead, Pier & Dredging  | \$ 268,000  |
| 7. Authorization to spend local funds for alternative financing project at Edmonds Community College - Bookstore and Student Center | \$8,500,000 |

**BE IT FURTHER RESOLVED**, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for actions taken by the governor, computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, uniform accounting and reporting requirements, and unanticipated changes due to state or federal funding.

**APPROVED AND ADOPTED** on April 5, 2006

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Jim Garrison, Chair

**ATTEST:**

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Charles N. Earl, Secretary

(Note: Attachments are on file at the State Board Office and are available upon request.)

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 06-04-11  
(REVISED)

A resolution relating to 2006-07 Tuition and Fees.

**WHEREAS**, the Legislature has adopted a biennial operating budget in which it delegates tuition setting authority for resident students and flexibility to the State Board for Community and Technical Colleges; and

**WHEREAS**, the Legislature has enacted RCW 28B.15.067 delegating authority to set tuition and fees for nonresident students to the State Board for Community and Technical Colleges; and

**WHEREAS**, the Legislature's biennial budget provides that resident student tuition and fees may be increased by a maximum of an average of five percent by the State Board for Community and Technical Colleges; and

**WHEREAS**, the Legislature has limited increases in technical college tuition and S&A fees to the same increases as community college operating fees; and

**WHEREAS**, the Board recognizes that the community and technical college system needs a long-term, comprehensive tuition and financial aid policy and recognizes that the trend of decreasing state support being replaced with increasing tuition is not compatible with an open access, low tuition system; the State Board needs to better understand tuition policy options prior to development of the community and technical college system's 2007-09 biennial budget request in August.

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

Adopts the community college tuition and fee schedule and rates for 2006-07 as set forth in **Attachment One**;

Encourages the community and technical colleges to set aside up to two percentage points of the increased tuition revenue collected in order to provide tuition waivers for needy students;

Requires a report of colleges' plans to provide tuition waivers for needy students;

Establishes apprenticeship tuition at \$37 per credit, parent education tuition at \$11 per credit, and tuition for other ungraded courses as the option of the colleges, as set forth in **Attachment Two**;

Limits the maximum increase in technical college tuition and S&A fees for 2006-07 to five percent;

**APPROVED AND ADOPTED** on April 5, 2006.

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Jim Garrison, Chair

**ATTEST:**

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Charles N. Earl, Secretary