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

BATES TECHNICAL COLLEGE

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Program Information

Institution Name: Bates Technical College

Degree Name: Bachelor of Applied Science in Public Safety Administration

CIP Codes: 43.0103; 43,0202; 44.0499

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

Degree: Cybersecurity AAS/AAS-T

CIP Code: 11.1003

Year Began: 2020

Degree: Fire Service AAS/EMT

CIP Codes: 43.0203, 51.0810

Year Began:1973

Degree: Fire Service Supervision AAS

CIP Code: 43.0203

Year Began: 1973

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

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year 5: 25

Funding Source: State FTE

Mode of Delivery

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

Off-site: Potential internship/capstone

Distance Learning: Web-enhanced, hybrid, online

Statement of Need

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

Contact Information (Academic Department Representative)

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Chief Academic Officer signature

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

Recoverable Signature

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Chief Academic Officer
Signed by: 4a380b95-7622-4daa-b8d4-61367e91d7c7

2/3/2023

Introduction

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

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

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

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

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

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

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

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

Criteria 1

Relationship to institutional role, mission, and program priorities.

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

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

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

1. *Workforce Education: We are committed to providing high quality training that helps students realize their potential for growth and success through innovative instruction.*

2. *Student Centered: Bates supports students, enabling them to succeed, to aspire to education, to reach their educational goals and transition successfully to further education or employment.*

3. *General Education: Bates recognizes that the skills and knowledge attained through general and related education are essential to success and ensuring well-rounded learners.*

4. *Community Relationships: Strong local and global partnerships with business, industry, labor and the public make the college a respected, effective community resource, contributing to local community vitality.*

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

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

Program Description

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

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

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

Program Outcomes

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

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

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

Criteria 2

Support of the statewide strategic plans.

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

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

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

- Supporting Washington State's workforce development mission by closing the statewide skills gap for technically trained workers

- Designing seamless, easy-to-navigate pathways for all students

- Innovating through the adoption of web-based and mobile technology tools for eLearning and online student services.

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

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

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

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

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

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

Criteria 3

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

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

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

- Relevance, with a focus on managerial positions

- Elimination of positions requiring extensive specialized study, such as education, healthcare, or counseling

- Inclusion in Job Zone Four: Extensive Preparation Needed, positions that generally require a bachelor's degree

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

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

Demand

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

Table 1: Demand

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

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

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

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

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

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

Supply

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

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

Table 2: Annual Supply of Graduates

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

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

Gap

Table 3: Gap in Open Positions and Graduates

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

subsets on regulatory affairs, compliance, and loss management as well as fire services and law enforcement administration			

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

Criteria 4

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

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

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

Distinct Headcount by Program

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

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

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

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

Distinct Headcount for Fall Terms

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

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

Criteria 5

Student demand for program within the region.

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

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

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

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

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

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

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

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

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

Table 3: Five-year FTE Enrollment Projection

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

Criteria 6

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

Serving Local Students

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

Regional Collaboration

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

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

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

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

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

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

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

Unique Program Aspects

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

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

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

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

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

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

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

- Relationship Development and Management

- Social Justice Implementation

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

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

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

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

Selected Resources

Bates Technical College. Our Mission and Vision. Our Mission and Vision - BatesTech - BatesTech

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

Center for Regional Disaster Resilience. Center for Regional Disaster Resilience - Home (regionalresilience.org)

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

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

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

Goodwin University. What is Public Safety Administration, and How Can You Get Involved? What is Public Safety Administration? | Goodwin University

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

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

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

O*Net Online. O*NET OnLine (onetonline.org)

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

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

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

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

State Board for Community and Technical Colleges. Field Guide 2022, Bates Technical College. Bates Technical College | Field Guide 2022 | SBCTC

State Board for Community and Technical Colleges. Mission Study. sbctc-mission-study.pdf

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

Student Success Center | SBCTC

Tacoma City Council. City Council Priority: Community Safety.
https://www.cityoftacoma.org/government/city_departments/City_Managers_Office/transforming_tacoma/city_council_priority__community_safety_#:~:text=Many%20things%20contribute%20to%20

Tacoma Police Department. Reflect Tacoma/Protect Tacoma. Reflect Tacoma | Protect Tacoma - Tacoma Police Jobs (reflectandprotect.org)

Washington Student Achievement Council. 2022 Strategic Action Plan. Strategic Action Plan | WSAC (wa.gov)

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

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

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

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

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

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

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

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

College Name: Bates Technical College
Program Name: Public Safety Administration
Select one: Existing Occupation ☒ or Emerging Occupation ☐
If local demand/supply information is available for the specified degree program and target occupation(s),**

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

	Source: Lightcast, Quarter 4 Data Set. Public Safety in 3 Washington Counties. January 2023, Seattle Office of Economic Development.

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

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

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

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

Survey Requirements:

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

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