



**STATE BOARD FOR COMMUNITY  
AND TECHNICAL COLLEGES  
OCTOBER 2023  
STATEMENT OF NEED  
BACHELOR OF APPLIED SCIENCE -  
TEACHER EDUCATION  
*WALLA WALLA COMMUNITY COLLEGE***

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# Cover Page — Statement of Need

## Program Information

Institution Name: Walla Walla Community College

Degree Name: Bachelor of Applied Science - Teacher Education

CIP Code: 13.1202

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

Degree: Associate of Applied Science-T in Early Childhood Education

CIP Code: 13.1210

Year Began: 2007

**Proposed Start Implementation Date: Fall 2024**

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year 2028: 32

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Yes

Off-site: Yes

Distance Learning: Yes

## 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.

A rectangular box containing a large, bold, black 'X' mark, indicating a signature line. Below the box is a solid black horizontal line.

Chief Academic Officer

7/7/2023

# Introduction

In recent years across Washington State, there continues to be an extreme shortage of educators who reflect the diverse demographics of P-12 students. The Professional Educator Standards Board (PESB) urges state and local policymakers to increase investments in research-based approaches, scale existing best practices, and incentivize strategies targeting recruitment and retention, including regional partnerships. Walla Walla Community College (WWCC) desires to increase equitable pathways into the education profession by supporting incentives for candidates pursuing certification in shortage areas such as grades K-8 for elementary and middle school teachers. In the WWCC service area, there is a shared commitment to increase community partnerships among regional school districts that address workforce needs and teacher preparation programs to improve educator placement in shortage areas. Walla Walla Community College is prepared to address the unique challenge faced by remote and rural school districts to create a robust educator workforce by addressing barriers in teacher recruitment and retention, often caused by a lack of human capital, financial resources, and economic opportunities. Moreover, rural school districts have fewer partnership opportunities with teacher preparation programs, leading to an often-limited candidate hiring pool. Thirty-nine percent of public baccalaureate graduates in Washington start at one of the state's community or technical colleges. Students should have the opportunity to complete their bachelor degree at their regional community college. To that end, Walla Walla Community College proposes a Bachelor of Applied Science in Teacher Education (BAS -TE).

Teaching jobs are in demand across the state and show a significant supply gap. While several Washington State colleges offer a related bachelor degree, the graduates are not nearly enough to meet the growing demand. Walla Walla Community College's Bachelor of Applied Science in Teacher Education with certification in grades K-8 will be a forward-looking degree concentrating on skills based in research-based theory, pedagogy, methodology, classroom management, assessment for learning, communication, child development, psychology and complex problem-solving needed to develop our next generation's teaching force. The program will focus on preparing students to create and develop active and engaging student-centered lessons, understanding the "whole child," planning and analyzing assessments and data, and the complexities of teaching in today's school environment.

This proposed degree fills a gap in the community's educational needs and meets the affordability requirement for those seeking to attain a bachelor degree. Walla Walla Community College aims to have a bachelor degree that is affordable, approved by the Washington State Professional Educators Standards Board, and easily available to the populations served. Since the closest Bachelor of Arts in Elementary Education in a public institution is offered over an hour away, the addition of this program increases access and opportunities for place-bound individuals. The Bachelor of Applied Science in Teacher Education program meets the needs of Walla Walla Community College because it is non-duplicative and does not require students to transition to another institution outside the area.

# Criteria 1

## Relationship to institutional role, mission, and program priorities.

The core themes, vision, and mission of Walla Walla Community College underscore the College's commitment to providing top-quality educational experiences to the community.

- Core Themes: Student Success, Strengthen Communities, Resource Stewardship
- Vision: Walla Walla Community College will be the catalyst that transforms our students' lives and the communities we serve.
- Mission: Walla Walla Community College inspires all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services.

Walla Walla Community College's mission is to inspire all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services. Consistent with this mission, one of the college's priorities is to increase equitable pathways to high wage, high demand offerings by increasing Bachelor of Applied Science offerings in the region, specifically Teacher Education.

Walla Walla Community College's Core Themes of Student Success, Strengthen Communities, and Resource Stewardship are assessed annually and reported to the Board of Trustees. The Core Theme of Strengthen Communities centers on providing educational programs and services to meet the local community's needs. The Student Success and Resource Stewardship Themes involve developing pathways for students to achieve their educational and career goals, helping guide their pathways to support each student's academic success and social-emotional well-being, and include offering students the ability to transition from an associate degree to a bachelor degree and beyond.

The addition of relevant educational programming in response to community and industry-identified needs directly supports the Core Themes. A new Bachelor of Applied Science in Teacher Education degree will contribute significantly to improving access to higher education in the region Walla Community College serves. This new BAS will help fulfill the College's vision and mission to transform students' lives by delivering relevant, innovative, and equitable access to baccalaureate attainment, which is not readily available.

Walla Walla County's population in 2021 was 22.6% Hispanic or Latino origin, while the State was only 12.3%. And while 88.4% of Walla Walla County's population 25 years or older were high school graduates from 2016-2020, this graduation rate barely lags the 88.7% rate for the state. Over the same period, those holding a bachelor degree or higher made up 28.4% of Walla Walla County residents age 25 and older compared to 33.7% of state residents. As the community continues to diversify, the lag in educational attainment rates is projected to continue to decline. Part of Walla Walla Community College's strategy to close this educational attainment gap is to add innovative and relevant educational pathways such as the BAS in Teacher Education.

Walla Walla Community College serves the counties of Walla Walla, Columbia, Garfield, and Asotin. Walla Walla Community College's service district covers a large geographical area, more than 5,000 square miles, that is primarily rural and agricultural.

This Bachelor of Applied Science directly addresses the strong regional interest in a diversified and growing economy. The Economic Development Alliance of Walla Walla County is a key college partner with a goal to have a more educated workforce to support economic growth and development. New businesses and industries are being recruited to the area by the Economic Development Alliance of Walla Walla County and the ports of Columbia County, Garfield County and Asotin County. Easy access to improved roadways and good railroad access have attracted new distribution centers, retail businesses, wineries, and other industrial development. According to the WA State Employment Security Department, here in Walla Walla County, industries that have maintained stability for the past five years include: construction, manufacturing, transportation and warehousing, wholesale trade, real estate, rental and leasing, arts and entertainment, and government.

For the next five years, industries expected to drive growth in the county are professional and business services, tourism, private education and health care services, information and financial activities, and other business and population services and construction. Walla Walla County, as part of the Eastern Washington workforce development area, is expected to grow 0.4 percent a year through 2024 and 0.8 percent a year from 2024 to 2029. A trained and educated workforce is vital to attract further investment in the region, support the increased economic development, and meet the needs of employers in the education sector. With the growing demand and potential market growth in Washington within the local sector, Walla Walla Community College has an opportunity to develop this program for entry-level, intermediate, and continued education for adults of all ages.

## Criteria 2

### Support of the statewide strategic plans.

The State Board for Community and Technical Colleges' (SBCTC) 2010 Mission Study includes long-term needs analyses for priority areas: economic demand, student success, and innovation. Walla Walla Community College's new Bachelor of Applied Science in Teacher Education program will support each of the priority areas in the following ways:

- **Economic Demand:** The Bachelor of Applied Science in Teacher Education program will support local and state economies by closing the supply/demand gap with a well-educated and skilled workforce.
- **Student Success:** The Bachelor of Applied Science in Teacher Education program will increase educational attainment across Walla Walla, Columbia, Garfield, and Asotin counties, and the Bachelor of Applied Science in Teacher Education program will attract students from feeder programs and schools across the region, contributing to increased educational

attainment at the state level. The program will improve student success by offering new opportunities for current and prospective students and incumbent workers in high-demand, competitive-wage occupations.

- Innovation: The new Bachelor of Applied Science in Teacher Education program will use technology and collaboration in new ways to meet the demands of the economy by working with regional school districts, education service districts, and professional organizations to develop curriculum and program outcomes.

Two of the focus areas identified in the Mission Study are the need to increase the education level of more people and to serve place-bound working adults. The Mission Study states that, “Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need. Many of today’s students struggle with barriers of time, distance, and competing work and family obligations. We need to find more ways to dismantle those barriers and make more of our programs accessible anytime, anywhere.” (pgs.3-4). Recognizing that many community college students are place-bound and balancing school, jobs, and families, the State Board for Community and Technical Colleges plans to address this through the production of more baccalaureate degrees.

In the Walla Walla Community College service area, the closest higher education public institution offering a bachelor degree in teaching to place-bound students is over an hour away. Offering the Bachelor of Applied Science in Teacher Education will open opportunities for place-bound students and will help increase the continuation of degree attainment for many of the residents of Walla Walla Community College’s service area. The Action Plan of the Mission Study also aims to close the skills gap for high-need industries, including the teaching workforce. The Bachelor of Applied Science in Teacher Education degree will contribute toward meeting these State Board for Community and Technical Colleges goals. The Washington Governor’s Office identifies education as one of the top priorities for funding allocation and in high demand. According to Washington State Governor’s Office, recruitment and diversity of educators are of top priority and states, Gov. Inslee signed a bill to update recruitment and retention programs for K-12 educators and expand financial incentives as the Pipeline for Paraeducators conditional scholarship that encourages paraeducators to pursue a teacher preparation degree.” The bill also creates a new conditional scholarship to expand the career and technical education workforce.

The Washington Student Achievement Council 2022 Strategic Action Plan reflects that education and training beyond high school are essential to earn a living wage and avoid the worst impacts of an economic downturn. Lifetime earnings, for instance, are almost double for those with a bachelor degree than those with only a high school diploma. Walla Walla Community College’s program will support the Washington Student Achievement Council policies and goals for higher education. Specifically, the Bachelor of Applied Science in Teacher Education addresses the following specific points from the Washington Student Achievement Council Action Plan:

- Equity: Walla Walla Community College’s core themes include Student Success, Strengthen Communities, and Resource Stewardship. Annually, the college studies the themes, and results from these studies are analyzed and reported to the college community. That data is disaggregated by race, and plans are developed to address any identified equity gaps. The gap between students of color and/or marginalized populations and white students



continues to be monitored through systems to address inequities. Specifically, the Latinx population in Walla Walla County has created a need for more variety of college degree levels for first-generation college students who cannot geographically attend other institutions. As more local Bachelor of Applied Science programs are available to these students, they will likely continue their education to the baccalaureate level. Walla Walla Community College continues to be committed to closing the gap in educational outcomes for historically underrepresented populations, and this Bachelor of Applied Science program is another crucial component of that commitment. Along with the traditional Bachelor of Applied Science curriculum development, Walla Walla Community College will leverage its existing work around inclusive pedagogy to inform program outcomes and curricular design to model instructional strategies intended to serve a diverse student population.

- **Affordability:** The Bachelor of Applied Science in Teacher Education will be very affordable to regional students. Leveraging current facilities and technology, the students will not be burdened with extra fees or charges for this program. The program's total cost to the student will be significantly lower than at private and other public institutions.
- **Enrollment:** The program will use a cohort model with students on campus only one day per week to support working individuals. Courses will be hybrid and supported with the most current technology, including mobile platforms for the Learning Management System, low-bandwidth multi-media streaming, Americans with Disabilities Act technology accommodations, multiple online resources, and a student-friendly Learning Management System. Support will be available through faculty advisors, a dedicated Bachelor of Applied Science Navigator, and peer-to-peer support networking within the cohort. Moreover, some coursework in the pathway will be available through dual credit offerings, allowing high school students to complete courses early as they simultaneously work towards their associate's degree and a high school diploma.
- **Completion:** The Bachelor of Applied Science in Teacher Education is part of the College's larger Guided Pathway approach to increasing persistence and completion.

## Criteria 3

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

Both employer and community demand for qualified workers with bachelor degrees exceed the current supply of graduates with relevant degrees in the region. Nearly three-quarters of residents in the Walla Walla Community College service district lack a bachelor degree. Furthermore, the educational attainment level in this service district is lower than the State. The current lack of higher education attainment in Walla Walla, Columbia, Garfield, and Asotin counties affects employers and the quality of life for community residents. It is projected that from 2024-2029 in Washington State,

there will be approximately 1,375 annual job openings for elementary and middle-level teachers and 656 openings specifically for kindergarten-level teachers. These jobs will require a bachelor degree, and projections show that the supply will fall about 2,000 short of the demand. (A Skilled and Educated Workforce: 2021).

According to Washington's A Skilled and Educated Workforce: 2021-22 Update report, "One of the largest supply and demand gaps at the baccalaureate level is Education. The demand is strong across a wide range of educational occupations, including kindergarten, elementary and middle school, secondary school, and special education teachers. In 2022, the workforce demand in education is significant at all education levels with annual job openings for education for the top occupations at the midlevel, bachelor degree, and graduate degree levels. At the midlevel, demand is led by jobs for teacher assistants, preschool teachers, and library technicians. At both the bachelor level, demand is strongest for elementary and middle school teachers, with nearly 25 percent of openings for educators at the bachelor level. Certain areas of the state face greater challenges in meeting educator needs. Low-income urban school districts and rural areas of the state are often the hardest hit, facing persistent challenges with high teacher turnover rates."

Additionally, Washington's A Skilled and Educated Workforce: 2021-22 Update report states, "The Professional Educator Standards Board reports that steady progress is being made to reduce the educator shortage in Washington, but challenges remain in key areas. Across the state, there continues to be a serious shortage of educators who reflect the diverse demographics of P-12 students. Educators in the areas of special education and English Language Learners (ELL) are also in short supply. And rural areas and some urban districts continue to face challenges in keeping qualified teachers."

This program will train local students to access a competitive wage, high-demand career in the service area, including Walla Walla, Columbia, Garfield, and Asotin counties. Currently, 33.7 percent of the population in Washington State has a bachelor degree or higher; however, the numbers are less for the population in the Walla Walla Community College service area. Only 28.4 percent of residents in Walla Walla County, 25.4 percent in Garfield County, 23.7 percent in Asotin County, and 26.8 percent of those in Columbia County hold a bachelor degree or higher (refer to Table 1). There are few options for place-bound students, and Walla Walla Community College would like to expand equitable access to higher education to improve living family wages. The nearest other teaching programs offering a bachelor are an hour to two hours away, depending on where in the region the student resides. This program would offer local access to a bachelor degree in education.

*Table 1: Population and Percentage with a bachelor degree in Walla Walla Community College Service Area Compared to State 2017-2021*

	Walla Walla	Garfield	Asotin	Columbia	District Total Average	WA State
Total Population	61,890	2,363	22,508	4,026	90,787	7,785,786
Percentage of Total Population – High School Diploma	88.4%	94.0%	91.5%	91.0%	91.225%	88.9%
Percentage of Total Population – bachelor degree or higher	28.4%	25.4%	23.7%	26.8%	26.0%	33.7%
<i>Data Source: U.S. Census Bureau 2021</i>						

## DEMAND

Washington State needs education services throughout most of the state. According to the Washington State Employment Security Department, 11,484 average annual openings for teacher jobs from 2025-2030 are estimated. The average annual wage for Teachers is approximately \$20.45 per hour or \$66,938 annually (refer to Table 2). The compensation rate in Washington is 1.15 percent higher than the national average for elementary and middle level public school teachers. These jobs are living wage jobs for graduates for the majority of the WWCC service area.

*Table 2: Average Teacher Salary in Washington State (grades K-8)*

Level	Average Salary in Local & Regional School Districts in WWCC service area		Average Salary in WA State	Average Salary in the United States
Elementary-Middle School teachers	Touchet	\$51,133	\$66,938	\$57,860
	Walla Walla	\$57,764		
	College Place	\$56,529		
	Prescott	\$57,465		
	Waitsburg	\$57,998		
	Dayton	\$58,410		
Data Source: School District Payrolls in Washington (govsalaries.com)				

*Table 3: Washington State Demand for Relevant Occupations*

Occupation	Demand	Required Education	Avg. annual growth rate (2025-2030)	Avg. annual openings (2025-2030)	Ave salary in WA
Kindergarten Teacher (25-2012)	Balanced	Bachelor degree	1.03%	1,296	\$66,938
Elementary School Teacher (25-2021)	Balanced	Bachelor degree	1.03%	7,636	
Middle School Teacher (25-2022)	Balanced	Bachelor degree	1.03%	2,552	
<b>Total</b>				<b>11,484</b>	
<i>Data Source: Washington State Employment Security Department, 2021</i>					

According to HR Director of Walla Walla Public Schools, Dr. Mindy Meyer, “Many of the openings depend on when jobs are posted. While other districts are pink slipping teachers, we have had a few more applicants than usual. We also have many paraeducators who are interested in being teachers but struggle to find programs nearby that work for them.”

Labor market data supports the growing need for individuals with a bachelor degree in education services. According to a Lightcast report, in the last year, there were over 2,440 unique job postings open in Washington. Of these, 1,054 required a bachelor degree or higher. There were 38 unique job postings open in Walla Walla Community College’s service area during this same time frame. Of these, all required a bachelor degree or higher. The average job posting activity is three per month with average monthly hires at 12.

Sample job titles include:

- Elementary Teacher
- Middle School Teacher
- Classroom Teacher (Ex: Learning Specialist/Title/Learning Assistance Program)

Current and projected demand data for selected, relevant careers in elementary teaching in Region 10 (Eastern Washington) reflect an average annual total openings from 2025-2030 of 352 (refer to Table 4). The Walla Walla Community College service region and surrounding counties demonstrate a need for over 200 workers (refer to Table 5).

Table 4 Region 10 (Eastern Washington) Demand for Relevant Occupations

Occupation	SOC Code	Demand	Required Education	Est. employment 2025	Avg. annual growth rate 2025-2030	Avg. annual total openings 2025-2030	Median Wage (Hourly)
Kindergarten Teachers, Except Special Education	25-2012	Balanced	Bachelor Degree	158	1.11%	33	\$36.24
Elementary School Teachers, Except Special Education	25-2021	Balanced	Bachelor Degree	1,012	1.06%	209	\$36.71
Middle School Teachers, Except Special and CTE	25-2022	Balanced	Bachelor Degree	531	1.07%	110	\$37.17
<b>Total</b>						<b>352</b>	
<i>Data Source: Washington State Employment Security Department, 2021</i>							

Table 5. Regional Open Jobs from June 2022-May2023 – Walla Walla, Columbia, Garfield, and Asotin Counties

City	Unique Job Postings	Posting Duration
Benton City, WA	8	27 days
Burbank, WA	1	38 days
College Place, WA	12	60 days
Dayton, WA	1	N/A
Garfield, WA	4	25 days
Kennewick, WA	79	16 days
Pasco, WA	54	23 days
Pullman, WA	9	34 days
Richland, WA	7	16 days
Walla Walla, WA	25	39 days
<b>Total</b>	<b>200</b>	
<i>Data Course: Lightcast-Q2 2023 Data Set (SOC 25-2012, 25-2021, 25-2022)</i>		

## SUPPLY

Approximately five bachelor degree programs related to the proposed program exist in the central and eastern parts of the state and generated approximately 475 graduates with K-8 certifications in 2023 (refer to Table 6). Of those colleges listed, WSU-Tri-Cities (44 completions) is the only college/university offering a K-8 certification in a neighboring county.

There is also an opportunity to diversify the future teaching field. According to a 2017-2018 report from the National Center for Education Statistics (NCES), currently 9 percent of all teachers identified as Hispanic/Latinx. About three-quarters (76 percent) of Hispanic teachers were female and this also represents the same percentage as for all teachers in WA state. The regional demographics, and college enrollment goals support increasing enrollment of men and students of color, specifically Latinx students interested in certification for K-8.

*Table 6: Number of Graduate Completions in K-8 Education*

Number of Graduate Completions 2023	Name of College/University	Type of Certification
166	Washington State University – Pullman	K-8
87	Eastern Washington University	K-8 & P-3
178	Central Washington University	K-8
44	Washington State University – Tri-Cities	K-8
20	Western Washington University	K-8
<b>495</b>	<b>Total</b>	
<i>Data Source: Individual communication with listed colleges</i>		

## GAP

The number of graduates and residents with requisite education levels is insufficient to meet the current and projected demand. Annual openings for in-demand occupations requiring a bachelor degree exceed the number of projected program graduates (refer to Table 7).

*Table 7: Demand/Supply/Gap*

Demand/supply	Openings
<i>Demand: Average annual total openings</i>	<i>11,484</i>
<i>Supply: Annual total degree completions</i>	<i>495</i>
<i>Gap</i>	<i>10,989</i>
<i>See Appendix A for SBCTC Applied Baccalaureate Degree Supply/Demand/Gap Rubric for Colleges</i>	

## Criteria 4

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

The proposed Bachelor of Applied Science in Teacher Education builds on a foundation of Walla Walla Community College's current early childhood education workforce degree (refer to Table 8). The upper division core curriculum will be an extension of the content offered in the associate degree, which includes deeper learning of the K-8 curriculum, teaching practicums, child psychology and development, and other related 21<sup>st</sup> Century skills in grades K-8. Augmenting content attained in an associate's program degree with upper-division courses will supply BAS-TE students with the communication, pedagogical, critical thinking, and technology skills necessary to grow and adapt to a constantly changing educational field. Furthermore, the BAS-TE program will include educational experiences, such as a required internship, to allow students to apply skills in an environment where they will likely work.

From an administrative perspective, Walla Walla Community College's success in developing and offering Bachelor of Applied Science degrees in agriculture and business will create a framework that can be adapted to the needs of the Bachelor of Applied Science in Teacher Education program. The BAS-TE will be constructed to include many of the instructional innovations implemented in the already established WWCC Bachelor of Applied Science in Agriculture and Bachelor of Applied Science in Business degree programs, such as team-taught courses, instructor-led learning labs, and a focus on promoting the development of social capital. WWCC will lean on the existing curricular infrastructure to inform its Bachelor of Applied Science in Teacher Education and utilize the robust advisory committee that has contributed to the success of the Early Childhood Education program. The existing early childhood education program advisory committee will act as a model for the creation of the BAS-TE program and others, as well as the average annual headcount and gross FTE from 2018-2023.

All degree and certificate programs at Walla Walla Community College are clustered into the following Pathways (meta-majors): Agriculture & Natural Resources; Arts, Humanities & Communications; Business & Consumer Services; Education & Social Sciences; Healthcare; Manufacturing, Electrical & Transportation; Science, Technology, Engineering & Math; and Transitional Studies. In addition, Walla Walla Community College offers courses through dual-credit and alternative high school programs and lifelong learning opportunities for personal or professional development. The new Bachelor of Applied Science in Teacher Education will be housed in the Education & Social Sciences pathway with the Early Childhood Education department. Walla Walla Community College has comprehensive Planning Guides that include career and transfer information for each Pathway and each degree. The Bachelor of Applied Science in Teacher Education will be included in those Planning Guides and as part of the education and career pathways presented in the required First Quarter Experience course.

Table 8: Current and future AAS-T & AAS degree programs offered at WWCC.

Program	EPC	Years Running	Average Annual Head Count (past 5 years)	Average Annual Gross FTE (past 5 years)
<b>Foundational Program</b>				
Early Childhood Education	ECEECAAS, ECEECAPT, ECEECC45	16	95.6	43.55
<b>Future Program Offering</b>				
Education Paraeducator AAS-T (To be submitted fall 2023)	TBD	0	Enrolling 2024	Enrolling 2024
<b>TOTAL</b>			<b>95.6</b>	<b>43.55</b>
Data Source: State Board for Community and Technical Colleges ctcLink				

## Criteria 5

### Student demand for program within the region.

Walla Walla Community College is dedicated to serving students who are limited in their ability to access education outside the Walla Walla service region. Many students at Walla Walla Community College are non-traditional students returning to college after a break or pursuing degrees and credentials to access higher paid and more secure employment. To meet the needs of local place-bound students, Walla Walla Community College has designed multiple diverse delivery methods to provide access to education in Walla Walla, Garfield, Columbia, and Asotin counties.

Walla Walla Community College's campus in Walla Walla is easily accessible within the city limits via public transportation. Walla Walla Valley Transit provides bus access from most areas of the greater Walla Walla area and provides bike racks mounted on their buses to allow individuals to combine bike and bus transport easily. The Grape Line bus service extends access to Milton-Freewater, Columbia County, and Umatilla County. The Asotin County Transit System serves the Clarkston campus, allowing access to some of the more rurally located students.

Walla Walla Community College uses innovative course delivery systems to connect students at the Walla Walla and Clarkston campuses through online, hybrid, Canvas, and Zoom classrooms.



Providing access in multiple formats allows students from both campuses to have the same classroom experience and benefit from faculty expertise no matter where they are located. Walla Walla Community College will ensure efficiency in the delivery of the BAS-TE by using both state and local resources to offer a clearly defined pathway for students to transition directly from their AAS-T programs into the BAS in Teacher Education program. For example: the College is currently working with the local and regional school districts to identify potential and future college-age students to enter the AAS-T programs across the region so they can take advantage of an affordable alternative to baccalaureate attainment. Course delivery will be enhanced with the same Canvas system throughout all four years creating consistency for students as they move from one step to another. Efficient and consistent delivery will allow employer predictability and encourage employer support of their workforce accessing the BAS-TE program.

Nearly all students, 86 percent, remain in the state immediately after leaving Walla Walla Community College, 67 percent stay within the four-county service region, and 55 percent stay in Walla Walla County within the first year after leaving WWCC. According to WWCC data, 20 percent of students in fall 2022 claimed to have dependents, and 48 percent lived in Walla Walla or Asotin counties near the Walla Walla and Clarkston campuses. Additionally, 41 percent of students reported being employed while attending college. Walla Walla Community College students are largely place-bound, working adults who need local and flexible programs to accommodate the demands of their time while achieving their educational goals.

With an annual average of over 3,084 students at Walla Walla Community College with 50 degrees, two applied baccalaureates, and about 60 certificate programs, there is a healthy pipeline to a Bachelor of Applied Science. In general, 37 percent of students in fall 2022 at Walla Walla Community College indicated a bachelor degree as their primary goal. Five percent enrolled in a BAS program, and 32% enrolled with an academic transfer intent.

Walla Walla Community College has an AAS-T in early childhood education, with an education paraeducator AAS-T request forthcoming. As those students graduate, they can seamlessly enroll in the Bachelor of Applied Science-TE program to continue their education. Based on the figures of the feeder programs offered and the ability to recruit students from other colleges and industry partners, Walla Walla Community College expects to enroll cohorts of 10 students annually in the Fall quarter when the program is fully developed and at full enrollment. This program will begin with a cohort of 10 students in the fall of year 1 and increase by four to eight students annually each fall until meeting the goal of 32 new students each year.

**EXPECTED ENROLLMENT:** 10 in the first year (2024-25), then consecutively 18, 24, 28, 32

*Table 9: Projected Student Cohort Numbers for 2024-2029*

Year	2024-25	2025-26	2026-27	2027-28	2028-29
Cohort Size	10	18	24	28	32
<i>Data Source: Projections determined by the Dean of Workforce</i>					

## Criteria 6

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

Walla Walla Community College intends to build a Bachelor of Applied Science in Teacher Education program that is accessible to students in the local area, and beyond. This means offering a high-quality program to place-bound students, ensuring that curriculum is inclusive of the diverse population, and meeting diverse education demands of the many small and medium organizations in the region and with other school districts in neighboring counties.

### Serving Place-Bound Students

Based on a review of program data, central and eastern Washington's top highest enrollment education programs were offered in a hybrid format with digital content and limited on-site meetings to benefit students and allow for flexible scheduling. Technologies such as lecture-capture software, streaming classrooms, and cloud computing will allow instructional delivery to occur on-site and online. These technologies allow place-bound students to access the program via on-ground classes and to take online courses that can be completed at home. Walla Walla Community College provides distance-learning opportunities at the two campuses in Walla Walla and Clarkston. Therefore, delivery of the Bachelor of Applied Science in Teacher Education program in this manner is a natural extension of the college's mission to serve students throughout the large and geographically diverse service area. The flexibility of the instructional model will also provide access to a baccalaureate education to potential students currently in the workforce or those with family obligations that make enrollment in programs that require full-time residency difficult, if not impossible.

Additionally, by partnering with local and regional school districts and their offerings of Teacher Academy programs housed at Walla Walla School District's SEATECH building (that is adjacent to the Walla Walla Community College campus), there would be continuous conversations and opportunities for high school students to access this future program without having to leave the community. Six school districts offer Teacher Academy classes and/or have identified students who want to become future educators (refer to Table 10).

*Table 10: Potential Incoming Student Numbers in Teaching Academies and/or identified through surveys in local and regional school districts starting in 2024-25*

School District	Future Potential Number of Students
Walla Walla	21
College Place	18
Prescott	2
Dayton	4
Waitsburg	3
Touchet	2
<i>Data Source: Information provided by Local and Regional High School Counselors</i>	

The closest public institution offering a Bachelor of Applied Science in Teaching is 50 miles away at Columbia Basin College in Pasco. This program is limited to obtaining a preschool through 3<sup>rd</sup> grade endorsement. For some students in the region, it takes well over two hours to get to Pasco. The other four public universities offer BA programs in elementary education are Washington State University Tri-Cities in Richland (62 miles), Washington State University in Pullman (116 miles), Central Washington University in Ellensburg (164 miles) and Eastern Washington University in Cheney (165 miles). There are two private universities, Walla Walla University and Whitman College in the local community. Walla Walla University, a private Adventist university, is in College Place (8 miles) where tuition is \$31,758 per year compared to Walla Walla Community College's annual tuition of \$4,818. Whitman College, the other private local institution, does not offer a teaching program.

While Columbia Basin College offers a bachelor degree program in Elementary Education with an endorsement specifically granted for preschool through 3<sup>rd</sup> grade, Walla Walla Community College's proposed Bachelor of Applied Science in Teacher Education program will attract a different student population, wider options for K-8 certification. It will provide targeted and hands-on development training. Walla Walla Community College will continue to recruit and promote educational opportunities to traditional and non-traditional students, especially the 2 + 2 pathway that Bachelor of Applied Science programs create for students interested in workforce programs.

Additionally, the Bachelor of Applied Science in Teacher Education will attract non-traditional students older than the general population attending the state's four-year institutions, which often require full-time attendance and accept minimal transfer credit from professional- technical programs. Future BAS-TE students will likely complete 2-year degrees in the state's community and technical colleges and generally look like Walla Walla Community College's current student population. This population requires flexible program scheduling that community colleges are better able to accommodate.

Regionally, Walla Walla Community College has communicated with Columbia Basin College regarding the intent to begin the Bachelor of Applied Science in Teacher Education program with a focus on K-8. The college is eager to work with Washington State University Tri-Cities, Washington State University, Eastern Washington University, and Central Washington University to develop agreements for BAS-TE students entering a master's degree program. These conversations are ongoing, and WWCC is optimistic about collaborating in ways that most benefit Washington students.

## Unique Program Aspects

As stated above, Walla Walla Community College's student population reflects the service area of the community. Walla Walla Community College's current Latinx population is 24.1 percent. It is projected to rise in the next few years, and serving this community is a top strategic priority of the College. This engagement with the Latinx community has prompted institution-wide changes that promote inclusivity. Specifically, BAS faculty have engaged in a curricular and instructional practice review through an inclusive pedagogy learning community.

BAS faculty leaders from Walla Walla Community College have presented this work throughout the state and nation, reshaping the college's culture and practices of inclusivity. These practices will

purposefully inform each step of Bachelor of Applied Science in Teacher Education program development. In this fundamental sense, the BAS-TE program will be instrumental in its instructional design and prioritization of inclusive approaches to teaching. WWCC looks forward to the challenging work of critically assessing traditional instructional strategies to attain equitable outcomes through inclusivity and diversity training that is culturally responsive and is a central tenant of the curriculum. Training students within this framework not only creates a learning environment that promotes a diverse student body, but it also builds an infrastructure for traditionally marginalized students to succeed and contribute to the education of others.

## Criteria 7

### Promoting equitable opportunities for students, including historically marginalized students.

Walla Walla Community College is committed to increasing the capacity of higher education to serve more students, specifically targeting low income and underserved populations with the new Bachelor of Applied Science in Teacher Education. The BAS-TE is an opportunity to increase the potential job market accessible to Walla Walla Community College graduates and to increase their lifetime earnings by accessing wage progression opportunities only available through bachelor degree attainment. This degree will target some of the region's most vulnerable workers and those who are often the most underserved, including older students, entry-level wage earners, students of color, place-bound students, and those who have entered college with math skills below college level. These students are often less likely to transfer to a university to complete a bachelor degree, thus, choose a two-year pathway focused on employment goals upon graduation.

Education is the seventh-largest employment sector in the region. Walla Walla Community College will seek to partner with local and regional school districts to encourage and promote positive partnerships and supports for any student who needs or prefers to stay within the local community to pursue a teaching degree in grades K-8. The college surveyed regional school districts and determined that adding a BAS-TE could improve candidates' chances of being hired into teaching positions in this sector. They voiced strong support for the BAS in Teacher Education.

Dr. Wade Smith, Superintendent of Walla Walla Public Schools, stated, "We are always trying to promote a pathway to create and diversify our teaching workforce. In order to recruit and retain a diverse workforce, we need to remove barriers for our underrepresented families, the largest barrier being that there is no local option to earn a teaching degree in our region".

## Conclusion

Walla Walla Community College works to inspire all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services. The College is committed to strengthening the regional economy and supporting local employers by providing workforce programs designed to meet their demand for well qualified employees.

The proposed BAS in Teacher Education will provide access to a flexible, hybrid and face-to-face baccalaureate education not available to place-bound and working students in rural eastern Washington at an affordable rate. It will build on the existing early childhood education successful AAS-T degree, by providing a baccalaureate pathway for future educators without having to transfer from the local community. This new degree will also serve the area's growing Hispanic and Latino population, providing access to a baccalaureate education that will lead to greater opportunity for wage progression and career advancement throughout their working life, further driving economic development for years to come.

The proposed Bachelor of Applied Science in Teacher Education closely aligns with Washington State's key industry sectors, State Board for Community and Technical College's goals, and the Walla Walla Community College mission statements. It also meets strategic planning goals, student interests, and industry demand. The BAS-TE is an innovative and forward-looking teaching degree intending to serve an in-demand industry locally and statewide. This program will provide access to training for regional place-bound students to engage in a competitive-wage, high-demand career in the service area as well as neighboring urban and rural centers. The Bachelor of Applied Science in Teacher Education will engage and prepare exceptional graduates to enter a growing field where students will create and develop active and engaging student-centered lessons, understand the "whole child," plan and analyze assessments and data, and understand the complexities of teaching in today's school environment. Additionally, graduates from the BAS-TE program will engage in practical and culturally responsive settings through a lens of inclusion and with an understanding of diversity in an evolving workplace.

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## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

### Appendix A

*This rubric aims 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.

<b>College Name: Walla Walla Community College</b>
<b>Program Name: Bachelor of Applied Science – Teaching</b>
<b>Select one:</b> Existing Occupation <input checked="" type="checkbox"/> <b>or</b> Emerging Occupation <input type="checkbox"/>
<b>If local demand/supply information is available for the specified degree program and target occupation(s),**</b>



## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

**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.)*

Job Titles:

- Elementary Teacher
- Art Teacher
- Classroom Teacher
- English Teacher
- Math Teacher
- Language Arts Teacher
- Middle School Teacher
- Reading Teacher
- Social Studies Teacher
- Science Teacher

State Data:

Occupation	Demand	Required Education	Avg. annual growth rate (2025-2030)	Avg. annual openings (2025-2030)	Ave salary in WA
Kindergarten Teacher (25-2012)	Balanced	Bachelor degree	1.03%	1,296	\$66,938
Elementary School Teacher (25-2021)	Balanced	Bachelor degree	1.03%	7,636	
Middle School Teacher (25-2022)	Balanced	Bachelor degree	1.03%	2,552	
<b>Total</b>				<b>11,484</b>	
<i>Data Source: Washington State Employment Security Department, 2021</i>					

### Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

Regional Open Jobs June 2022-May 2023:  
(*Walla Walla, Columbia, Garfield, and Asotin counties*)

City	Unique Job Postings
Benton City, WA	8
Burbank, WA	1
<i>College Place, WA</i>	<i>12</i>
<i>Dayton, WA</i>	<i>1</i>
Garfield, WA	4
Kennewick, WA	79
Pasco, WA	54
Pullman, WA	9
Richland, WA	7
<i>Walla Walla, WA</i>	<i>25</i>
<b>Total</b>	<b>200</b>

### Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<p><b>For supply gap:</b> 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).</p>	<p>Statewide Supply:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: center; padding: 5px;">Number of Bachelor Graduate Completions 2023</th> <th style="text-align: center; padding: 5px;">Name of College/University</th> <th style="text-align: center; padding: 5px;">Type of Certification</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">166</td> <td style="text-align: center; padding: 5px;">Washington State University – Pullman</td> <td style="text-align: center; padding: 5px;">K-8</td> </tr> <tr> <td style="text-align: center; padding: 5px;">87</td> <td style="text-align: center; padding: 5px;">Eastern Washington University</td> <td style="text-align: center; padding: 5px;">K-8 &amp; P-3</td> </tr> <tr> <td style="text-align: center; padding: 5px;">178</td> <td style="text-align: center; padding: 5px;">Central Washington University</td> <td style="text-align: center; padding: 5px;">K-8</td> </tr> <tr> <td style="text-align: center; padding: 5px;">44</td> <td style="text-align: center; padding: 5px;"><i>Washington State University – Tri-Cities</i></td> <td style="text-align: center; padding: 5px;">K-8</td> </tr> <tr> <td style="text-align: center; padding: 5px;">20</td> <td style="text-align: center; padding: 5px;">Western Washington University</td> <td style="text-align: center; padding: 5px;">K-8</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b>495</b></td> <td colspan="2" style="text-align: center; padding: 5px;"><b>Total</b></td> </tr> </tbody> </table> <div style="margin-top: 10px;"> <p>State Demand: 11,484              State Supply: 495              GAP: 10,989</p> <p>Regional Demand: 200              Regional Supply: 44 (WSU-TC)              GAP: 160</p> </div>	Number of Bachelor Graduate Completions 2023	Name of College/University	Type of Certification	166	Washington State University – Pullman	K-8	87	Eastern Washington University	K-8 & P-3	178	Central Washington University	K-8	44	<i>Washington State University – Tri-Cities</i>	K-8	20	Western Washington University	K-8	<b>495</b>	<b>Total</b>	
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20	Western Washington University	K-8																				
<b>495</b>	<b>Total</b>																					
<b>OR, if demand information is not available or it is a new/emerging/changing occupation, **</b>																						
<p><b>For demand:</b> Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u></p>	<p>NA</p>																					
<p><b>For supply gap:</b> 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></p>	<p>NA</p>																					
<b>OR, if based on a statutory or accreditation requirement, **</b>																						

### Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<b>Select one:</b> Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/>	
<b>For demand:</b> 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.	NA
<b>For supply gap:</b> 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. <u>Survey requirements are listed below.</u>	NA
* Demand is defined by state law as <b><i>“an occupation with a <u>substantial</u> number of current or projected employment opportunities.”</i></b> **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)?