Center of Excellence for Information and Computing Technology
Self-Assessment

2012–2013
Table of Contents

I: Executive Summary.................................................................3
II: About the Center of Excellence for Information and Computing Technology ........................................5
III: 2012–2013 Core Expectations: Center Deliverables ........................................................................7
IV: Industry Sector Strategies and Partnerships ....................................................................................29
V: System Collaboration and Cooperation: Serving the CTC System..................................................31
VI: The Bridge between K-12 System ..................................................................................................34
VII: Accountability of Centers of Excellence ........................................................................................40
Appendix I: Core and Performance Funding..........................................................................................41
I: Executive Summary

The Center of Excellence for Information and Computing Technology’s (CoE for ICT) three primary commitments in serving the community and technical college system (CTC) in its entirety are:

1. To provide high-quality, effective, free and/or reasonably priced innovative opportunities such as events, services, research, and resources for ICT educators.
2. To partner, recruit, and solicit advice and input, as well as sponsorships and in-kind donations, from industry to better align CTC students’ educational experience to current and future workforce needs, and utilizing the expertise from the industry advisory board to inform strategic Center objectives.
3. To present transparent information related to state-funded work about Center products and programs so stakeholders are confident of:
   1) cost-efficiencies;
   2) a return on the annual investment;
   3) the evaluative data demonstrating success; and
   4) tangible system value.

The Center developed and implemented the following annual and new events, resources, research, and services for the 2012–2013 year:

Events
- *IT Programs of Study and Common Course Initiative Work Session*
- *IT Skills Gap Forum*
- *Careers in IT: The Real Story*
- *Five Minutes in the Life of an ICT Professional* (four video interviews) and event videos featured on Center Website
- *Pathways to IT Applied Baccalaureate Degrees for WA State Students Summit*

Resources
- CoE for ICT Website
- *WA State Community/Technical College & University Online Searchable Information and Computing Technology (ICT) Program & Resource Guide*
- ICT Programs of Study Update and Website – YourFuturein.IT (beta and closed beta-version)

Research
- Common Course Research (Continuing)
- Tweeting and Featured Articles for the Web
- Workforce and Labor Demand Data Research for Skills Panel, ICT Customized Program Review, IT Applied Baccalaureate Recommendations, and ICT Reviews Grant Proposal Research and Program Development
- *YourFuturein.IT Website Content*
Services
- ICT Reviews, IT Applied Baccalaureate Degree Recommendations, and Consulting
- Community and Technical College Collaborative Grant Project Research and Support

The Center of Excellence’s 2012–2013 annual report highlights Center events, resources, research, and services; reviews its processes; and details the state’s return on investment. This report:

1. showcases achievements;
2. describes Center impact on the community and technical college (CTC) system as a whole, as well as the K-12 system;
3. documents connections made between industry and educators; and,
4. examines cost savings by focusing on eight selected Center initiatives.

The combined system savings, in-kind/donations/consulting/grants and return on investment (ROI) leveraging the state investment of $155,000 investment (based on a selection of nine events, resources, research, services, or activities) totaled $347,760. (Note: Updated upon actual figures that were indicated as “projected” or not available as the time of the reports publication.)

<table>
<thead>
<tr>
<th>System Savings</th>
<th>In-Kind/Donations/Consulting/Grants</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>$143,056</td>
<td>$79,750</td>
<td>$124,954</td>
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II: About the Center of Excellence for Information and Computing Technology

The Center is a statewide resource for the CTC system and K-12 educators. It builds crucial relationships with information and computing technology industry professions in order to leverage:

- Best practices for ICT education, professional development opportunities, and events to create opportunities for faculty and students to collaborate with industry.
- Up-to-date research, including ICT trends that impact hiring, educational needs and business growth across industry sectors in Washington State.
- Products, services, consulting, resources, community forums, and research to ensure that faculty receive pertinent access to information regarding new and emerging technologies as well as changes in workforce demand.
- K-14 faculty professional development opportunities and student-centric events that focus on informing students about careers in information and computing technology.
- Industry research to keep educators informed about emerging technologies that translate into updated programs, curriculum, and best practices.
- Pathways through better educational system coordination to assist in building seamless educational and work-related systems.
- Delivery of effective, efficient, industry-relevant professional development training to build a competitive workforce for Washington State.

Center Personnel
Maureen Majury is Director for the Center of Excellence for Information and Computing Technology. She manages Center initiatives, services, and activities which have included over the last six years: the annual Washington State Working Connections IT Institute, Careers in IT: The Real Story, the IT Futures Summit at Microsoft, the Center’s website, and the quarterly CoE for ICT newsletter. She also performs CTC degree and certificate reviews and subsequent reports based upon the findings, and provides consulting services.

New Center activities and initiatives for 2012–2013 included: ICT Programs of Study and Common Course initiative; IT Skills Gap Forum; Customized Program Reviews and Analysis and Recommendations on new IT Applied Baccalaureate Degrees; Consulting Projects (Big Bend Community College’s Aviation Flight Program; ICT Programs of Study Website – YourFuturein.IT (beta and closed-beta version); using Twitter; 5 Minutes in the Life of an IT Professional video series for students and CTC faculty (four produced); Pathways to IT Applied Baccalaureate Degrees for WA State Students Summit; and, Washington State CTC system collaborative-project support, research and recommendations on major grant efforts.

Ms. Majury also provides fiscal oversight and budget development for the Center’s funding. Some of her past responsibilities include fiscal management for the NWCET, updating the Cyber Security and Information Assurance skill standards with CSSIA, and acting as PI on the IT Skill Standards update project.

Ms. Majury received her M.Ed. in Leadership and Policy Analysis Studies, a B.A. in English and history, and a two-year secondary teaching degree, all at the University of Washington. Ms. Majury developed leadership curriculum and provided program advice as part-time faculty for the college’s Leadership
Institute managed by Student Programs and offered through the Human Development program. She has worked at Bellevue College since 1992.
III: 2012–2013 Core Expectations: Center Deliverables

The Centers of Excellence were codified into statute during the 2009 legislative session in SBH 1323. It is the role of the Centers to employ strategies to: create educational efficiencies; build a diverse, competitive workforce for strategic industries; maintain an institutional reputation for innovation and responsiveness; develop innovative curriculum and means of delivering education and training; act as brokers of information and resources related to community and technical college education and training for targeted industries; and serve as partners with workforce development councils, associate development organizations, and other workforce and economic development organizations.

Note: Many of the graphic images heading events, projects, services, core performance deliverables images are hyperlinked (just click on the image). It will then take you to the individual web page(s) that covers, in greater detail activities, video, etc., the summarized descriptions within this self-assessment report. Additionally, evaluative and ROI data, if captured, is hyperlinked to those event, project, services, etc. described below. Click on the hyperlink to go to the web site page documenting that data.

Center of Excellence Core Expectations

Core Expectation #1: Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

Core Expectation #2: Provide leadership by representing the Washington community and technical college system, local business, and industry in state, national, and international industry specific forums, activities, and economic development initiatives.

Core Expectation #3: Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry specific skill standards, and best practices.

Core Expectation #4: Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington’s economic, workforce development, and educational systems.

Core Expectation #5: Ensure the long-term sustainability of the Center of Excellence.

2012–2013 Core and Performance Expectations Delivered by the Center

1. EVENTS

1. IT Programs of Study and Common Course Initiative Work Session

On July 20, 2012, the Center hosted the Information Technology (IT) Program of Study and Common Course Initiative Work Session for two- and four-year higher education institutions (see agenda here). At the end of the day-long session the two- and four-year faculty created three common courses that a
student could take at a community or technical college (CTC) that would then be accepted at the four-year university or college so they would not have to retake the courses.

Attendees came from the following colleges and universities:
- Eastern Washington University
- Pacific Lutheran University
- Seattle University
- Western Governors University
- Bellevue College
- Bates Technical College
- Cascadia Community College
- Green River Community College
- Highline Community College
- Shoreline Community College

The group came to consensus on learning outcomes for the following three courses: Programming I and II, and Data Structures. The Center analyzed the data gathered at the July 20, 2012 initiative work session and based upon that data and research evaluated additional common courses that might be developed. As a result of the work session, the Center created three separate surveys to the three groups of educators (middle/high school, community and technical colleges, and four-year universities) to drive next steps. The findings indicated a majority of CTC faculty were supportive of the initiative and willing to either make or consider changing or updating curriculum to create common courses. Secondary educators expressed reservations about changing their curriculum to create common IT academic pathways leading to articulation at the CTC-system level. The Center also presented work-to-date on the beta website YourFuturein.IT, designed to help students how to successfully navigate an information technology (IT) academic plan, create awareness, and provide fun and factual information, tips, and suggestions on how students can best prepare for a career in IT.

The work session led to the development of a second event, Pathways to IT Applied Baccalaureate Degrees for WA State Students Summit scheduled for June 7th, 2013 at the Microsoft Conference Center.

The following Core Expectation was met through this event:
- **#1:** Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

<table>
<thead>
<tr>
<th>Stated Measurable Outcome</th>
<th>Actual Outcome</th>
<th>Result(s)</th>
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<tbody>
<tr>
<td>1. a. Continue the process of approaching colleges about working on common course numbering. 1. b. Work with the CTCs that</td>
<td>1. a. The Center will hold the Pathways to IT Applied Baccalaureate Degrees for WA State Students Summit on June 7th, 2013 at the Microsoft Conference Center. See agenda which addresses stated measurable outcomes: 1.b, 1.c., and 1.d.</td>
<td>1. a. -1.d. Expect to Exceed.</td>
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</table>
attended and also reach out to those who did not to align their curriculum to Programming I & II and Data Structures. 1. c. Review universities and colleges (excluding WSU and UW until a later date – 2013) and identify additional common courses if they exist. 1. d. Ask industry partners to review and vet the three courses, Programming I & II and Data Structures.

2. IT Skills Gap Forum

The Center of Excellence for Information and Computing Technology held an IT Skills Gap Forum on Friday, March 22, 2013 at Bellevue College. Thirty IT industry professionals were in attendance for a Center presentation and to answer a series of questions in smaller focus groups. The purpose of the forum was to obtain “real time” information from business and industry leaders about expected job growth trends over the next three to five years and to discuss workforce skills gaps that make filling job vacancies difficult for employers within the industry.

The IT Professionals completed an IT Skills Gap Forum questionnaire prior to the event. The Center asked them questions for the purpose of assisting the State Board for Community & Technical Colleges with its upcoming AWB report on all ten of the Center of Excellence’s Skills Gap Forums. The Center also developed and contributed additional questions to the questionnaire based upon research on skills gap and career pathway data, as well as new technology trends. This was done in order to aid the Center in disseminating a comprehensive look at the state of the IT industry, as well as where the future of IT is heading in the next three to five years, to the entire CTC system. Additionally, the Center created a series of questions to ask of the IT professionals at the forum and facilitated one of the three focus groups, and oriented the other two professionals who facilitated the other two focus groups.

Upon completion of the forum, the Center published:
• **The State of the IT Industry** PowerPoint presentation which focuses on technology trends and their impact on nine in-demand IT career pathways, as well as technical knowledge and skills of prospective employees identified with associated ratings of importance and difficulty in finding.

• Presentation supplements: 1) New *Technology Adoption Graph for Software Developers*, 2) *Washington State Demand by IT Career Pathway* (Source: EMSI), 3) *WA State Regional Breakdown By IT Occupation* (Source: EMSI)

• *IT Skills Gap Questionnaire Results, March 22, 2013*

• *IT Skills Gap Focus Group Questions & Answers, March 22, 2013*

The following Core Expectation was met through this event: #2:

• Provide leadership by representing the Washington community and technical college system, local business, and industry in state, national, and international industry specific forums, activities, and economic development initiatives.

### Measurable Outcome(s)

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<th>Stated Measurable Outcome</th>
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<th>Result(s)</th>
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<tr>
<td>1) Host the IT Skills Gap Forum with a minimum of 15 IT industry professionals in attendance</td>
<td>1) The Center had 30 IT industry professionals in attendance at the event</td>
<td>1) Exceeded.</td>
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<tr>
<td>2) Create a presentation for the Forum</td>
<td>2) Researched and developed <em>The State of the IT Industry</em> PPT presentation which focuses on technology trends and their impact on nine in-demand IT career pathways, as well as technical knowledge and skills of prospective employees identified with associated ratings of importance and difficulty in finding.</td>
<td>2) Exceeded</td>
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<td>3) Disseminate the results of the forum to the CTC system, as well as the K-12 system.</td>
<td>3) On May 9th, sent out a notification to the CTC and grade 7-12 educators and Workforce Administrators of the publication of the results to the Center website.</td>
<td>3) Exceeded.</td>
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System savings: $17,250 (includes additional savings for research, analysis, and publication of results)
Students, teachers, faculty, counselors, and career specialists are annually invited to bring their students to *Careers in IT: The Real Story*, to learn how important information and computing technology (ICT) is to their future. *Careers in IT* is a free, half-day event. The eighth annual event took place on April 17, 2013. It is an excellent opportunity for students to consider and plan for an ICT degree at a two-year community or technical college. The students were also updated on the State’s seven new IT applied baccalaureate degrees.

At the event, students, K-20 educators, paraprofessionals, and administrators have a chance to listen to an industry professional’s keynote speech relevant to the changing workforce needs. For example, this year, given the opportunities afforded by an improving economy, strong demand in mobile application development, and the new applied baccalaureates, the keynote speaker and panelists shared:

1. How easy it is to develop mobile applications on a smartphone and how to get started in that process;
2. How to balance school, work, and internships and volunteer positions to increase success while in school and when seeking a job;
3. How teamwork, collaboration, and seeking out both school-related projects and outside projects can not only prepare student for the IT work culture, but also showcase future soft skills to an employer;
4. How the landscape of employment opportunities in IT is broadening to include contract positions and how to prepare the strengths and challenges of that type of employment; and,
5. How important it is to recognize that whether it be applied or theoretical math, the more math students complete during high school the better prepared they will be to transition to IT programs of study at college.

Each year the event features an industry keynote speaker and panelists from a variety of IT organizations who speak about their careers, experience in colleges, preparation for a career in IT, and their daily challenges and opportunities. They also answer attendees’ questions.

Click here for the [evaluative and ROI data](#). **System savings: $19,052 (includes in-kind donations)**

**The following Core Expectation was met through this event: #3:**

- Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry specific skill standards, and best practices.

### Measurable Outcome(s)

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<tr>
<td>1) Have a maximum of 275 students and educators attend.</td>
<td>1) The Center had 210 in attendance at the event.</td>
<td>1) Exceeded.</td>
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<tr>
<td>2) Indicate a level of satisfaction of 85% or higher.</td>
<td>2) The value of the event was rated 91% by attendees.</td>
<td>2) Exceeded.</td>
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4. The Life of an IT Professional: A Five Minute Story and Event Videos

In 2011 the Center developed a video competition to promote awareness and interest about careers in information and computing technology. A recognition award was made to Mr. Robert Johnson, Jr. of Shoreline Community College for his video interview of Carl Williams, an I.P. Support Specialist at Comcast in spring of 2011. The Center continues to support the competition, and also hires a student team of filmmakers, SunnyNorway films who produce IT professional videos. This year the Center’s stated outcome was to produce up to five videos with SunnyNorway films, owned by Mr. Johnson, Jr. Four videos are projected to be produced (two already produced and available for viewing). Event videos were again created for Behind the Scenes at Careers in IT: The Real Story and the IT Pathways Summit. Systems saving: $6,000

The following Core Expectation was met through this event/resource:

- **#3**: Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry specific skill standards, and best practices.

**Measurable Outcome(s)**

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| 1) Create up to five IT professional videos, as well as event videos featured on Center Website. | 1a) The Center created four new IT professional videos.  
1b) The Center created one additional video as a “behind-the-scenes” feature video with industry professionals who served as panelists for Careers in IT: The Real Story. The Center is anticipating another video focusing on the faculty and industry professionals who participated in Pathways to IT Applied Baccalaureate Degrees for WA State Students Summit were interviewed. | 1a) Exceeded/TBD.  
1b) Exceeded/TBD. |
5. Pathways to IT Applied Baccalaureate Degrees for Washington State Students Summit at Microsoft

To address this increasing demand for a skilled workforce, the Center of Excellence for Information and Computing Technology is holding a one-day IT Futures Summit: Pathways to IT Applied Baccalaureate Degrees for Washington State Students, including working with IT Programs of Study & Common Courses on Friday, June 7, 2013 at Microsoft’s Conference Center.

The Center has invited each Washington State Community and Technical College to bring a team of up to four individuals including the information technology division dean or workforce dean, program chair and two IT faculty (and, if the college has an IT baccalaureate manager/Advisor, please include them as part of the college team) to the summit. All travel expenditures (hotel, per diem outside of the breakfast and lunch provided at the summit, and mileage) are to be covered by Center funding. Participants will:

- Find out about recent state initiatives in developing common courses and core IT competencies
- Learn about current and proposed IT applied baccalaureate degrees in Washington State community and technical colleges (CTC)
- Hear industry professional’s perspectives on CTC pathways to applied baccalaureate degrees
- Think about course and levels of preparedness (including courses that prepare students for a rigorous IT Program of Study, for example tech prep courses) that secondary students should be encouraged to take and how K-12 might find courses that articulate or are accepted for program credit at a CTC.

As of May 18, 2013, 22 CTCs teams (80 faculty, academic and/or workforce administrators), 6 high school Career and Technical directors and educators, and 19 industry professionals have registered for the event.

Click here for the evaluative data once the event has been completed. Projected System Savings: $15,000+

The following Core Expectation will be met through this event:

- #3: Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.

**Measurable Outcome(s)**

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<tr>
<td>1) Have a maximum of 80 educators attend the IT Futures Summit.</td>
<td>1) As of May 18, 2013, 80 educators from 22 community and technical colleges, 6 high school CTE and Tech Prep educators, and 19 industry professionals have registered.</td>
<td>1) Exceeded.</td>
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</table>
2) Have attendees indicate a level of satisfaction of 85% or higher.  
2) The level of satisfaction will be published after June 7, 2013.  
2) TBD.

2. RESOURCES

1. Center of Excellence for Information and Computing Technology Website

The Center’s website objectives for 2012–2013 remained consistent from the prior year. Objectives included:
- Perform general web maintenance, update and redesign for increased usability, and upgrade to the next version of WordPress.
- Increase content (especially video), keep data current, and maintain transparency by posting evaluative and ROI data.
- Continue to add to the web library resource of information technology news, information, and predictions.
- Take advantage of all the innovative and creative tools and applications that make a website more accessible, inviting, and user-friendly.

The main goal of the Center is to provide access to valuable information to our state’s CTC Information Technology (IT), Computer Science (CS), and Business Technology (BT) educators so they can:
- Stay abreast of current changes in the ICT space.
- Keep current with issues regarding technology.
- Understand how workforce evolving needs to affect development of college programs and curriculum, and ultimately impact the career pathway of the K-20 student.
- Learn how the CTC system can help educators implement change through professional development training, keep current on emerging technology trends, and connect with each other to share best practices and learn from each other.
- Continue educator collaborations with other CTCs to assist them in graduating students who either successfully enter the workforce or articulate to a four-year institution.

Website Data:
- 20,566 visits (a decrease of 452 visits over the prior year).
- 17,935 new visitors (an increase of 15 visitors over the prior year).
- Average time on site/Unique Visitors: 1.18 minutes / 17,935 over twelve months (Note: To give context, the number five (Wikimedia Foundation) and number eight (InterActivCorp) global positions in the chart, Top 10 Global Web Parent Companies, Home & Work, below, are at 14.47 and 8:52 minutes, respectively, with 175,273,637 and 137,289,080).
The following Core Expectation was met through this resource:

- **#1**: Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

**Systems savings:** $13,200

### Measurable Outcome(s)

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<tr>
<td>1) Increase visitors and queries on CoE services, events and activities by a minimum of 10%.</td>
<td>1) Unique website hits came in at 17,950, and there were over unique 207 inquiries.</td>
<td>1) Exceeded.</td>
</tr>
<tr>
<td>2) Increase content of data on industry trends, emerging technologies, and best practices through multiple dissemination points by 25%</td>
<td>2) Increased content (create new pages, update pages with new attachments, data, attachments, hyperlinks to video, PPTs, reports, evaluative data, etc.) by 29%.</td>
<td>2) Exceeded.</td>
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Source: Nielsen
3) Assess success of new technological upgrades and/or web tools.

3) Google analytics and Vimeo tracking provide usage of new surveys, uploads of video, times viewed, etc. The Center assessed the ease of use of the new online IT program search and resource guide and as a beta, it functions and is usable. It updated twice during 2012-2013 all the degree/certificate links for all colleges/universities. The next closed-beta will be ongoing between May-June 2013, and then continuing into the next fiscal year. The latest version of WordPress was installed for 2013.

3) Exceeded/Met.


The Washington State Directory of Community and Technical College (CTC) Information and Technology Program (ICT) Program & Resource Guide (2013 Edition), a searchable database, is a new tool that was added to the Center’s website in December 2012. The new IT and CS degree and certificate guide is housed in the YourFuturein.IT site. The Center of Excellence’s funded the development piece of the searchable database which can also be found on YourFuturein.IT website. Additionally, there is an interactive map; and specific program and college and university information for each degree or certificate. Users can also search by the following IT academic/career pathways and go directly to a comprehensive list of all colleges and universities within the IT pathway.

- Application Development & Software Engineering
- Systems & Network Administration
- Web Design, Development & Digital Communications

The following Core Expectations were met through this resource/tool:
- #1: Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

Systems savings: $11,660 ($3,600 print/graphics cost, $8,000 minimum of 40 hours X 4 weeks)

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<th>Result(s)</th>
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Measurable Outcome(s)
1) Track directory database search tool and record at least 100 searches for the 2012-2013 year.  
1) More than 450 users accessed the directory over a one-year period. **Note:** The Center printed 150 copies in 2011-2012.  
1) Exceeded.

### 3. ICT Programs of Study Website – YourFuturein.IT (beta and closed beta-version)

In April 2012 the Center suggested to the state’s Workforce Training Board and OSPI it would develop an IT Programs of Study website, with the customizable templates and the ICT Directory information and test it by June 30, 2012. A design plan, goals and objectives, and a work plan have been developed with Bellevue College website professionals.

Over the last year, the Center has continued to work on the new interactive website YourFuturein.IT for students exploring education and careers in IT, in correlation with the articulated statewide Programs of Study being developed in three IT pathways. The website has been designed to market and disseminate the revised academic program planning guides (application development and software engineering, systems and network administration, and web design/development and digital design), as well as provide other IT tools, resources, and information for middle, high school, and community and technical college students. The website’s purpose is to serve as an informational and resource tool for students, parents, and guidance counselors.

To-date the center has uploaded to the site:

- All of the [web content](#)
- Architecture
- Design
- Tools (a searchable [Washington State higher education IT degree/certificate database](#) which houses records for all colleges and universities, including what a degree looks like as well as program contact information)
- An animated [IT interest survey](#)
- An interactive programs of study academic [planning guide](#) for three distinct career pathways in IT

The Center received a Perkins grant from the WA Workforce Training board to be used by September 15, 2012. Between July 1, 2012 and September 15, 2012, the remaining balance of the funding went towards labor to complete the websites tools, including the IT academic planning pathway, the animated quiz, and the ICT degree/certificate searchable database.
The website’s tools are considered closed-beta; the websites design is still in beta. The Center is anticipating a system-wide launch fall quarter 2013, with associated marketing, a user-guide, and a user experience questionnaire developed in coordination with OSPI.

The following Core Expectations were met through the development of this resource:
- **#3**: Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.

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<th><strong>Actual Outcome</strong></th>
<th><strong>Result(s)</strong></th>
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<tr>
<td>1) Launch and compare the data from Fall quarter student user experience evaluations to Spring quarter student user experiences, with satisfaction and usability evaluations increasing by up to 25%.</td>
<td>1) There were two sets of user experience survey sent out to students. The second survey tallied usability of the tools (75-100%); the usefulness of the main page content (91%); ease of navigations (80%).</td>
<td>1) Exceeded.</td>
</tr>
<tr>
<td>2) Record and track site subscribers and users with a maximum of 50 users by 2013.</td>
<td>2) At the time of the reports submission date, 103 users have subscribed.</td>
<td>2) Exceeded.</td>
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3. **RESEARCH**

1. **IT Common Course Research (continuing)**

The Center as part of its ongoing commitment to the IT Programs of Study project searched for additional common courses to the three that resulted from the July 20, 2012 *IT Programs of Study and Common Course Initiative Work Session*. In reviewing degrees/certificates across the CTC system, two courses seemed common to the majority of IT degrees/certificates. The two courses: 1) Networking and 2) Database Development/Design will be introduced at the June 7th *IT Pathways Summit*. Working groups from all attending CTCs will participate in facilitated sessions to develop and agree upon
common course outcomes. Next steps include: asking the attending members of the Summit if they will move the five courses through the curriculum approval at their respective colleges for approval as five commonly numbered courses. Further details on the courses can be found here.

The following Core Expectation was met through the development of this research and process development:

- #3: Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.

3. Tweeting and Featured Articles for the Web

The Center tweets and uploads featured articles to the Center’s main website related to technology news, trends, educational innovations, best practices, and workforce development. It uses these methods to inform and research for Center use, find out what is changing or developing that impacts program development and design, and it gives the Center new ways to serve its customers. The featured articles are also archived for website users to review and read. Additionally, tweeting drives traffic to the Center website which in turn informs a wide number of educators, industry, and students about the Center’s offerings.

The following Core Expectations were met through this activity:

- #3: Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices; and,
- #4: Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington’s economic, workforce development, and educational systems.


The Center performs research on workforce demand, state and national projected labor demand data, job classifications, emerging occupations, and emerging/new technologies in order to support its services. This year Center research supported the followings services to the system:

- The IT Skills Gap Forum
• ICT Customized Program Review (Lower Columbia)
• IT Applied Baccalaureate Recommendations (Green River Community, North Seattle Community, and Olympic Colleges)
• ICT Reviews (Bellevue and Seattle Central Community Colleges)

The Center uses a variety of research tools and resources to inform its reviews, analysis, and recommendations to the CTC system as a whole, and specific colleges.

• College and University Model IT Program Scans
• Economic Modeling Specialist International (EMSI)
• Job Search Engines (dice.com, indeed.com, etc.)
• O*Net
• Occupational Outlook Handbook (Bureau of Labor & Statistics)
• Surveys and Questionnaires (create and customize)
• Statistical Analysis
• White Papers from Non- and For-Profit Organizations and Businesses
• Websites (concentrating on technical news, emerging technologies, scientific discoveries, workforce demand, etc.)

Recommendations included:
1. Gathering, summarizing, and analyzing the IT Skills Gap Forum data (from the questionnaire and the focus groups and then disseminating it to the system.

   Wow this is GREAT, thanks for sharing Maureen.

   Misty Cline, Program Manager, Computer Programs (CIS/CS/CEN)
   Edmonds Community College

2. A redesign for Lower Columbia’s business technology Administrative Assistant degree. A scan of other degrees; job titles, what the administrative assistant of the future would be required to do on the job, materials to market the updated degree, etc. informed a complete redesign and new degree title.

3. IT Applied Baccalaureate degree concentration selection, taking into consideration workforce demand/developments regionally and across the state for a specific career pathway in networking engineering (Green River), data systems and engineering (Olympic), and software engineering (North). The Center will also be helping North Seattle in designing their new degree.

4. ICT Reviews (Bellevue and Seattle Central Community Colleges) were performed on May 17, 2013. Reports will be delivered to the colleges in June 2013.

The following Core Expectations were met through this resource/tool:
• #1: Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.
5. YourFuturein.IT Website Content

The Center researched, developed, and uploaded 58 informational pieces to inform YourFuturein.IT users on:

- General Academic Advice and Tips
- Why Taking Math and Statistics Will Make your IT Educational and Career Pathway So Much Easier
  o (Including tips on how best to overcome math anxiety, fun ways to prepare for math, etc.)
- Professional Advice
  o (It’s never too early to start thinking about building an online portfolio, internships, and part-time jobs)
- Extra-Curricular Activities
- How to Build the Skills that Will Help You in High School and Beyond...
- How to Build the Skills that Will Make You Employable

The content developed focused on the following user-groups:

- Academic/Career Counselors
- Educators
- Parents
- Students

The following Core Expectation was met through this activity:

- #3: Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.

4. Services

1. ICT Reviews, IT Applied Baccalaureate Degree Recommendations, and Consulting

1. The CoE for ICT had five IT professionals review two current Washington State CTC program degrees. Each review team looked at the composition, title, course titles, and course descriptions for each of the two degrees or certificates submitted. The two community colleges directly below, as well as the other
colleges mentioned in this section were not charged for these services (with the exception of Big Bend Community College):

- Bellevue College
- Seattle Central Community College

Each college received a report documenting methodology, detailed suggestions for degree or certificate titles, course titles, descriptions, and a high-level industry demand scan.

Additionally, the Center was invited to participate in an external program review for South Seattle Community College’s networking program. The Center director researched the degrees and certificates, workforce demand, and all materials shared by South Seattle, and then participated as a review team member for five hours.

2. The Center was asked by three colleges, Green River Community, North Seattle, and Olympic, to research their proposed IT applied baccalaureate degrees. The Center analyzed workforce demand and emerging technology trends that might impact career pathways. It then sent 10 to 15 page reports including data, analysis, and recommendations to the colleges. With North Seattle, the Center has been asked to take a more active role in researching, soliciting industry feedback, finding advisory board members, and the actual design of the degree. This process started May 16, 2013, and will continue through the submission date to the SBCTC. Additionally, it promoted baccalaureate degree questionnaires to industry contacts for Bellevue and Green River Community College.

3. The Center was asked by Lower Columbia’s Business Technology program chair and faculty member, Ms. Nadine Lemmons, to review its Administrative Assistant degree. This was based on a recommendation by Mr. David Rosi, the IT program chair who the Center had performed two ICT reviews for in the past. The Center invited Ms. Lemmons to spend a Center-subsidized day at Bellevue College going over the degree. The Center prepared for the one-day review session with its typical research process. A customized review session followed with Ms. Lemmons sending the following email two weeks after the visit.

On another note.....I am so excited!!! Tim totally agreed to develop Project Mgmt. over the summer, and Dave totally bought into the plan for the degree. Thanks for all your help on this, I will be taking a heap to curriculum committee in May and June, but we should be on track to start new in fall.

Nadine Lemmons  
Business Technology Chair/Faculty  
Lower Columbia College

4. The Center was approached by Big Bend Community College to write a project proposal to review its Aviation Flight Program. Big Bend contracted the Center to perform research, interviews, comparative analysis between October 2012 and February 2013. A 40-plus page report was delivered to Big Bend on February 27, 2013. Mr. Bob Mohrbacher, Vice President of Instruction and Student Services, sent the following email message, “Thanks Maureen. We appreciate your hard work.” Mr. Clyde Rasmussen shared that since the report was issued, over the last two months he has had some of the most meaningful and constructive conversations with the program’s faculty and personnel.

System savings: $48,988 ($15,088 – two ICT Reviews, $6,000 - IT applied baccalaureate degrees research, $2,900 Customized Degree Review, $25,000 – Big Bend Consulting)
The following Core Expectation was met through this service:
- **#3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices.

### Measurable Outcome(s)

<table>
<thead>
<tr>
<th>Stated Measurable Outcome</th>
<th>Actual Outcome</th>
<th>Result(s)</th>
</tr>
</thead>
</table>
| 1) Hold up to 12 ICT reviews for any CTC that applies and measure change made to degrees/certificates through evaluative data. | 1a. The Center performed two standard ICT reviews (Bellevue and Seattle Central). Participated in a program review process (South Seattle).  
1. b. Researched three IT applied baccalaureate degrees, analyzed workforce demand and emerging technology trends that might impact career pathways. Promoted industry surveys on types of degrees (Bellevue and Green River). Delivered a report of analysis and recommendations (Green River, North Seattle, and Olympic).  
1. c. Researched business technology and administrative assistant degree for Lower Columbia. Met with Lower Columbia’s program chair/faculty, Nadine Lemmons, for a one-day customized degree review (Lower Columbia).  
1. d. Wrote a project proposal to review Big Bend Community College’s Aviation Flight Program. Was contracted by Big Bend and performed research, interviews, comparative analysis between October 2012 and February 2013. Delivered a 40+ page report on February 27, 2013. Invoiced and received payment of almost $26,000. | 1) Exceeded. |

2. Community and Technical College Collaborative Grant Project Research and Support
The Center tabled a prospective grant project proposal (it will instead implement the IT Future Challenge pilot-project as part of its 2013-2014 work plan) to assist North Seattle Community College by researching and supporting the TAACCCT 2013: Washington IT Pathways Proposal. The project’s purposes is to develop stackable IT certificates and moving CTC students into the CTC’s applied baccalaureate degrees to create more Washington State IT workers.

The Center’s role if funded may include the following:

- Create a thoughtful process involving the SBCTC and partner colleges in order to leverage current and future IT Applied Baccalaureate (ITAB) degrees and any related upper-division certificates in order to upskill displaced workers in high-demand career pathways. This might include working with their advisory boards, creating new opportunities for skills panels specific to their region, etc.
- Leverage the work of Carnegie-Mellon for the online course development and related materials. Research emerging trends as it relates to helping partner colleges develop a road-map for their faculty’s professional development focusing on any upskilling for a current or proposed ITAB.
- Work with industry to develop employer internship toolkit to be used by partners and their employer partners to pilot internships and other work-based learning.

The following Core Expectation was met through this service:

- **Core Expectation #5**: Ensure the long-term sustainability of the Center of Excellence.

### 5. Core Center Responsibilities

#### 1. Industry Advisory Board

A core Center responsibility and expectation is for the Center to meet regularly with industry leaders to ensure system responsiveness. Holding regular industry advisory board meetings is one of the ways to accomplish this.

The Center held two industry advisory board meetings, with a third meeting scheduled for June 14, 2013. The agenda and notes for the following meetings can be found by clicking [here](#):

- October 23, 2012
- May 17, 2013
- June 14, 2013

The following Core Expectation was met through this activity:

- **#2**: Provide leadership by representing the Washington community and technical college system, local business, and industry in state, national, and international industry specific forums, activities, and economic development initiatives.
Measurable Outcome: The measurable outcome was met with three advisory board meetings taking place during the 2012–2013 year.

### Measurable Outcome(s)

<table>
<thead>
<tr>
<th>Stated Measurable Outcome</th>
<th>Actual Outcome</th>
<th>Result(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Hold a minimum of three industry advisory board meetings annually.</td>
<td>1) Held three industry advisory board meetings during 2012-2013.</td>
<td>1) Met.</td>
</tr>
</tbody>
</table>

#### 2. Center Director Meetings

The Center of Excellence director attended all four scheduled Center of Excellence Directors’ meetings and attended the summer retreat/meeting. The Center hosted and subsidized the Winter Quarter meeting at Bellevue College.

**The following Core Expectation was met through this activity:**

- **#1**: Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.

#### 3. Newsletters and News and Update Blasts

The Center consistently publishes newsletters, updates, and informative blasts about Center activities, events, services, resources, and research. Newsletters, updates, and informative blasts can be found by clicking on the image next to the header, “Newsletters and News and Update Blasts.”

**The following Core Expectation was met through this activity:**

- **#4**: Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington’s economic, workforce development, and educational systems.

### Measurable Outcome(s)
<table>
<thead>
<tr>
<th>Stated Measurable Outcome</th>
<th>Actual Outcome</th>
<th>Result(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Publish a minimum of five news blasts, updates, and newsletters during 2012–2013.</td>
<td>1) The Center published and disseminated over 50 news blasts, updates, and quarterly newsletters during the 2012–2013 year.</td>
<td>1) Exceeded.</td>
</tr>
</tbody>
</table>

4. Reporting

The Center created and submitted three quarterly reports, a 2013-2014 work plan, and a 2012-2013 Self-Assessment report. These materials were created and submitted on time. The annual and self-assessment reports from the last four years can be reviewed by clicking on the image above the header, Reporting.

The following Core Expectation was met through this activity:
- **#1:** Ensure the efficient use of state resources for workforce development activities and initiatives by fostering a culture of cooperation within the community and technical college system.
- **#4:** Demonstrate excellence in communication and collaboration while fostering synergistic interconnectedness of Washington’s economic, workforce development, and educational systems.

5. Website

The Center of Excellence devotes its time, resources, and planning to regularly updating and enhancing its website. The site has strong quantitative and qualitative data that support the idea that the site serves as one of the Center’s best marketing tools. The website dashboard is reviewed, as well as the creation of website updates, posts, edits, and newly added content on a daily basis. A more detailed accounting of visitor traffic, upgrades, and additions can be found in the section III: 2012–2013 Core Expectations: Center Deliverables, 2. Resources.

The following Core Expectations were met through this resource:
- **#3:** Serve as a resource for the creation and sharing of model curricula, educational pathways, degree/certificate programs, industry-specific skill standards, and best practices; and,
6. Workforce Education Council (WEC)

The Center Director attended all four WEC meetings and serves as a member of the Pathways to Workforce Programs sub-committee. Her contributions to the sub-committee included: sharing progress on Programs of Study, and participating in activities as recommended.

The following Core Expectation was met through this activity:
- #2: Provide leadership by representing the Washington community and technical college system, local business, and industry in state, national, and international industry-specific forums, activities, and economic development initiatives.

7. Center Visibility and Accountability

As a core Center expectation, the Center participates upon invitation to any economic group to assist in both disseminating and obtaining economic information for development of Center projects and initiatives. These activities are of benefit to the CTC system because: (1) It is important to share with regional economic groups about Center activities and initiatives; and (2) It informs the CTC system about the work the Center does (for example, the ICT reviews).

The following Core Expectations were met through this activity:
- #2: Provide leadership by representing the Washington community and technical college system, local business, and industry in state, national, and international industry-specific forums, activities, and economic development initiatives; and,
- #5: Ensure the long-term sustainability of the Center of Excellence.

Measurable Outcome(s)

<table>
<thead>
<tr>
<th>Stated Measurable Outcome</th>
<th>Actual Outcome</th>
<th>Result(s)</th>
</tr>
</thead>
</table>

Centers of Excellence for Information and Computing Technology Assessment Report 2012–2013
<table>
<thead>
<tr>
<th></th>
<th>Publish a minimum of five news blasts, updates, and newsletters during 2011–2012.</th>
<th>1a) The Center disseminated throughout 2012–2013 updates, PPT presentations, outcomes of the industry skills gap questionnaires, analysis, recommendations, and workforce research to state and national colleges and universities, K-12 schools, workforce groups, national research groups, as well as students and the CTC system. 1b) The website also receives a high volume of traffic from Washington State as well as national visitors. (See Center of Excellence for Information and Computing Technology Website, section III: 2012–2013 Core Expectations: Center Deliverables, 2. Resources for the numeric data.)</th>
<th>1a/1b) Exceeded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Publish and report out on a minimum of five Center events, activities, services (such as the evaluative and ROI data) to the Center’s website, as well as documenting it on hard copy.</td>
<td>2) The Center published and reported out on over 11 Center events, resources, and services.</td>
<td>2) Exceeded.</td>
</tr>
</tbody>
</table>
IV: Industry Sector Strategies and Partnerships

- The Center works with multiple ICT industry professionals on the majority of its events, the creation of resources, research, and service offerings. Industry professionals come from the following companies: Boeing, Telligent, Costco, Group Health, Microsoft, AT&T, T-Mobile, Cisco, F5 Networks, Yellow Global, Well Played Games, and Click Networks. They work with the Center to review and design curriculum, participate as keynote speakers and industry panelists, make multiple presentations on new trends and emerging technologies, act as sponsors either with in-kind or limited monetary donations on specific projects or programs, and provide guidance and information when making decisions on select Center initiatives and project assessment and progress.

- The industry partnerships developed by the Center have increased in size and quality. The Center consistently updates and makes new industry contacts so that there is a wide and varied roster of industry professionals to rotate into different roles and responsibilities. The Center increased the number of IT industry professional contacts within 2012-2013 by 25. They will be added to the database the Center uses for its events, services, and research activities.

- The Center held three advisory board meetings (with eight members) during the year, and will hold its third on June 14, 2013. The Center values its industry partners as they contribute or participate in multiple events, services, and resource activities the Center delivers, including:
  - Programs of Study & Common Course Initiative Work Session
  - IT Skills Gap Forum
  - Careers in IT: The Real Story
  - The Pathways to IT Applied Baccalaureate Degrees for Washington State Student’s Summit
  - ICT Reviews (Standard and Customized), IT Baccalaureate Degree Support, Consulting
  - The Life of an IT Professional: A Five Minute Story video series
  - Behind the Scenes videos
  - WA State Community/Technical College & University Online Searchable Information and Computing Technology (ICT) Program & Resource Guide
  - The Center website

- The nine Center initiatives selected above represent a total system savings of $143,056. The cost analysis includes in most cases the value of in-kind donations. Evaluative data including ROI is posted to the Center’s website upon completion of programs and projects. The formula is as follows: Expenditures minus for-profit market value (at least three cost assessments are averaged to create the market value), plus in-kind or cash donations, equals system savings or return on investment. In-kind donations totaled $79,750.

<table>
<thead>
<tr>
<th>System Savings</th>
<th>In-Kind/Donations/Consulting/Grants</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>$143,056</td>
<td>$79,750*</td>
<td>$124,954</td>
</tr>
</tbody>
</table>

- The ICT Review service continually prompts thoughtful review and in the majority of cases, substantial change to degrees and certificates as well as curriculum review and redesign by the state’s colleges. Again and again, the Center hears from both workforce administrators and
faculty that they (1) took the review seriously, and (2) made significant changes to their programs, including redesigning the entire degree, renaming the degree, updating course descriptions and content. The Center has heard from Big Bend, Green River, Lower Columbia, North Seattle Community, Olympic, Seattle Central, South Seattle Community Colleges that the reviews, recommendation (including analysis and research) made a difference in how they looked at their own degrees and certificates.

The IT Programs have applied for and received industry reviews since 2010 for our Database, Programming, Web Design and Web Development programs. The review panel feedback has been of extreme value to us, as it has provided us with an analysis of the outcomes of our courses and programs reflecting how well we’re preparing our students for employability in their areas of major. We have then been able to extrapolate major points of concern and success to review with our Technical Advisory Committees – this has led our faculty team to revise current or develop new courses to maintain currency and to give our students advantages as they pursue their career pathways. Technology changes quickly, and so do the needs of employers. The CITE-sponsored reviews have allowed Seattle Central Community College’s IT Programs to evolve with technology and to work to meet the goals of our students and the needs of the industry.

-Jody Laflen, Dean of Business, Information Technologies & Creative Arts, Seattle Central Community College (February 2013)

- Industry-generated presentation materials (PowerPoint, video, and documents) are made available to the system through the Center website, through e-newsletters, and upon request. Examples include the PowerPoint presentations from the Programs of Study & Common Course Initiative Work Session, Careers in IT: The Real Story, The Life of an IT Professional: A Five Minute Story, the IT Skills Gap Forum, and Pathways to IT Applied Baccalaureate Degrees for Washington State Student’s Summit. These presentations, videos, research reports and outcome documents:
  o share industry trends and employment information;
  o provide advice and information on IT career pathways for students;
  o discuss trends in educational degrees/certificates and new and innovative K-20 programs;
  o explain how to use new applications and programs;
  o provide updates on current and projected sought-after technical knowledge and skills that are made accessible in a number of different formats.
V: System Collaboration and Cooperation: Serving the CTC System

A core principle for the Center is to collaborate with, partner with, and provide easy access for its services, events, programs, products, and resources to the CTC system and K-12. It has partnered with, collaborated with, or served every college in the CTC system that has an Information, Computing, or Business Technology program, as well as increasing outreach and subsequently participating in events and services from the K-12 system. The projects, services, and programs detailed in section IV: Industry Sector Strategies and Partnerships demonstrate outreach, access, and shared ownership of what the Center provides to the K-14 system. The Center has also collaborated on, or provided services, or products that benefit all Centers, regardless of industry sector. Many of the projects or initiatives listed above will continue and this maintains the Center’s commitment to serving the CTC system, as well as consistent outreach and marketing to the K-12 system. The Centers will continue to serve in the many roles that it does as long as core and performance funding are maintained. The Center will continue to focus on doing what it does best—enhancing opportunities for educators to align their curriculum to industry workforce needs. Doing so will successfully prepare work-ready graduates to enter the workforce or prepare students for successful articulation to a four-year institution.

The Center consistently collaborates/cooperates with state CTCs by participating in STBCTC-directed initiatives and self-directed initiatives that are designed to push back as much of the Center’s funding back into the CTC and K-12 systems. These efforts are made in order to inform the system of industry trends and technology advances that impact IT academic and career pathways, encourage well-researched changes that colleges can implement with their IT Programs (degrees/certificates), and provide opportunities to facilitate system-wide improvements to promote enhanced opportunities for IT students and faculty.

In 2013 the Center collected data on the number of instances of participation, accessing information, using services, advising, and collaboration with the Center for the 33 CTCs (see below). The graph on page 35 documents instances of serving the CTC System for 2012–2013.

<table>
<thead>
<tr>
<th>Percentage of Instances of Serving the CTC System</th>
<th>No. of Instances</th>
<th>No. of CTCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.25% instances of serving the CTC system</td>
<td>3–5</td>
<td>9</td>
</tr>
<tr>
<td>33.25% instances of serving the CTC system</td>
<td>6–9</td>
<td>11</td>
</tr>
<tr>
<td>24.25% instances of serving the CTC system</td>
<td>10–15</td>
<td>8</td>
</tr>
<tr>
<td>15.25% instances of serving the CTC system</td>
<td>over 15</td>
<td>5</td>
</tr>
</tbody>
</table>

The number of instances of services has increased for colleges either further away geographically from the Center and for colleges that aren’t typically high-usage colleges. The number of colleges using Center services, attending events has increased in the “3-5” range from 12 to 27.25%. This is because the Center used a strategy it posed in its 2011-2012 Self-Assessment Report: subsidize travel opportunities for those colleges in Eastern, North, and South Washington. The overall instances of serving the CTC 10 or more times remained consistent with 2011-2012, with a slight increase in “over 15”.

One of the colleges with four or fewer instances of accessing the services, events, and resources provided by the Center is Grays Harbor which no longer has an IT program. Walla Walla Community College is no longer in the bottom percentile (as opposed to last year).
Note: The Center allocates “1” for instances of educator visits to its website. The number of Washington State educators visiting the website is actually in the thousands, but Google Analytics does not collect IP addresses.

“Other” Educational and Non-Educational Organizations/Institutions and Industry Involvement

The Center also tracks instances of service to other educational and non-educational organizations. See the chart titled, 2012—2013 Number of Instances of Serving “Other” Educational and Non-Educational Organizations/Institutions, directly below. Additionally, this year the Center tracked industry involvement in acting as subject matter experts and as participants on focus groups and at events.

### 2012-2013 Number of Instances of Serving “Other” Educational and Non-Educational Organizations/Institutions

- Eastern Washington University
- OSPI
- Pacific Lutheran University
- SBCTC
- Seattle University
- University of Washington
- WA State Workforce & Training...
- Western Governors University

### 2012-2013 Number of Instances of Industry Involvement

- Zear Inc
- Wimmer Solutions
- Wells Fargo
- WA State Chamber of Commerce
- University of Washington
- Plassers
- NED
- Megapath
- Keep Holdings
- HTC America
- Group Health
- Extended Learning
- EIR Associates
- Cisco
- Cascade
- 3Yet
- Symmetry
- Office in an LLC
- CDP
- Costco
- PR Networks
- Well Played Games
- Boeing
- Bellevue College Computing Services
- Microsoft
Number of Instances Serving the CTC System
VI: The Bridge between K-12 System

The Center continues to see and track increases in educators in the K-12 system utilizing Center events, resources, and professional development opportunities, as well as providing ways to connect the K-12 system with the CTC system through the Careers in IT: The Real Story; IT Programs of Study Website, YourFuturein.IT; and, Pathways To IT Applied Baccalaureate Degrees for Washington state Students at Microsoft. These Center projects and initiatives are designed to include and help K-12 educators learn new technologies and form collaborative relationships as all recognize the importance of a smooth transition for students who are interested in or pursuing an IT educational pathway from the K-12 to the CTC system. The Center made an increased effort to provide clock hours for all its events and professional development opportunities so K-12 educators would feel welcome. The Center has also engaged secondary educators in the IT Future Challenge Day pilot-project for 2013-2014. Thus far, 14 high school educators have expressed interest in participating as curriculum developers/instructors and also have provided useful feedback.

The total number of instances was impacted by the Center not holding/hosting The STEM Summit; however, it is still up by 43% over 2011. See the chart, 2011-2012 Number of Instances Serving the K-12 System, (page 38).

<table>
<thead>
<tr>
<th>Percentage of Instances of Serving the K-12 System</th>
<th>No. of Instances</th>
<th>No. of K-12s</th>
</tr>
</thead>
<tbody>
<tr>
<td>17% instances of serving the K-12 system</td>
<td>2–3</td>
<td>7</td>
</tr>
<tr>
<td>43% (up 17% from 2012) instances of serving the K-12 system</td>
<td>4–5</td>
<td>18</td>
</tr>
<tr>
<td>21% instances of serving the K-12 system</td>
<td>6–8</td>
<td>9</td>
</tr>
<tr>
<td>19% (up 3% from 2012) of instances of serving the K-12 system</td>
<td>over 8</td>
<td>8</td>
</tr>
</tbody>
</table>
2012-2013 Number of Instances Serving the K-12 System

- Marysville Arts and Technology
- Marysville Getchell High School
- Bellevue Big Picture School
- Auburn Mountainview High School
- WaNIC Skills Center
- North Thurston Public Schools
- Granite Falls High School
- Noosack Valley School District
- Mount Vernon High School
- Liberty High School
- Ingelwood Middle School
- Bellevue High School
- Twin Falls High School
- Tacoma High School
- Kennedy High School
- Bethel School District
- Sammamish High School
- Kennewick School District
- John R. Rogers High School
- Everett School District
- Edmonds School District
- Cedarcrest Middle School
- Bellevue School District
- Sedro-Woolley High School
- Ridgetop Junior High
- Renton School District
- Monroe Middle School
- Mercer Island High School
- East Valley of Yakima School District
- East Valley High School
- Charles Wright Academy
- Bremerton School District
- Bothell High School
- Anacortes High School
- Port Angeles High School
- McNich Middle School
- Hazen View High School
- Eton Veladare Academy
- Dayton School District
- Clover Park School District
- Thomas Jefferson High

0 10 20 30 40 50 60 70
VII: Accountability of Centers of Excellence

The CoE for ICT uses its website as a real-time accountability, evaluative, transparent assessment tool. The quarterly and annual reports reflect evaluative and return-on-investment data.
## Appendix I: Core and Performance Funding

### Center of Excellence Budget 2012-2013

<table>
<thead>
<tr>
<th>Events</th>
<th>Base Funding</th>
<th>Base (Salary)</th>
<th>Performance Funding</th>
<th>Performance (Salary)</th>
<th>Perkins Funding/Consulting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs of Study Work Session</td>
<td>$2,500</td>
<td>$3,500</td>
<td>$500</td>
<td></td>
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</tr>
<tr>
<td>Careers in IT: The Real Story</td>
<td>$4,004</td>
<td>$2,500</td>
<td>$250</td>
<td>$1,000</td>
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<tr>
<td>IT Skills Gap Forum</td>
<td>$2,500</td>
<td>$4,500</td>
<td>$800</td>
<td>$1,750</td>
<td>$1,200</td>
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<tr>
<td>Pathways to IT Applied Baccalaureates</td>
<td>$7,161</td>
<td>$4,500</td>
<td>$10,000</td>
<td>$1,750</td>
<td></td>
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</table>

**Resources**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Base Funding</th>
<th>Base (Salary)</th>
<th>Performance Funding</th>
<th>Performance (Salary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoE for ICT Website</td>
<td>$1,350</td>
<td>$2,398</td>
<td>$500</td>
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<tr>
<td>Event Videos on Website</td>
<td>$1,500</td>
<td>$352</td>
<td>$550</td>
<td>$500</td>
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<tr>
<td>ICT Professional Video Series</td>
<td>$1,750</td>
<td>$352</td>
<td>$550</td>
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<tr>
<td>Online ICT Program &amp; Resource Guide</td>
<td>$1,200</td>
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<td>$1,000</td>
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<tr>
<td>Miscellaneous</td>
<td>$1,500</td>
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<td>$2,119</td>
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<tr>
<td>ICT POS Website/YourFuturein.IT (beta)</td>
<td>$3,750</td>
<td>$3,500</td>
<td>$250</td>
<td>$1,331</td>
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**Research**

<table>
<thead>
<tr>
<th>Research</th>
<th>Base Funding</th>
<th>Base (Salary)</th>
<th>Performance Funding</th>
<th>Performance (Salary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Course (continuing)</td>
<td>$1,415</td>
<td>$3,500</td>
<td>$1,000</td>
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<tr>
<td>Grant (IT Future Challenge, DOL)</td>
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<td>$1,000</td>
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<tr>
<td>POS Templates (update and revisions)</td>
<td>$1,225</td>
<td>$3,600</td>
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<td>Tweeting/Featured Articles for the Web</td>
<td>$819</td>
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<tr>
<td>Workforce/Labor Research</td>
<td>$500</td>
<td>$4,500</td>
<td>$1,750</td>
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</table>

**Services**

<table>
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<tr>
<th>Services</th>
<th>Base Funding</th>
<th>Base (Salary)</th>
<th>Performance Funding</th>
<th>Performance (Salary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT Consulting (Big Bend/Enterprise Acct.)</td>
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<td>$26,000</td>
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<tr>
<td>ICT Program Review/Research</td>
<td>$1,000</td>
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<td>$2,500</td>
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<td>ICT Reviews (Spring 2012)</td>
<td>$950</td>
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<td>$800</td>
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**Core Center Responsibilities**

| ATL/CTE Conference                                                     | $250         |               |                     |                       |
| Industry Advisory Board                                               | $2,500       | $1,918        |                     |                       |
| Center Director Meetings                                              | $3,000       | $1,920        |                     |                       |
| ICT Program Directory                                                 |              |               | $2,750              |                       |
| Participation (Industry Groups, etc.)                                  | $75          | $2,000        |                     |                       |
| Reporting/Work Plan                                                   | $9,600       |               |                     |                       |
| Website                                                               | $6,000       | $1,750        | $1,650              |                       |
| WEC                                                                   | $1,251       | $4,160        |                     |                       |

**Administration**

| Hourly, Temporary Employees                                           | $3,000       |               |                     |                       |
| WEC                                                                   | $12,000      |               | $3,500              |                       |

**Total Expenditures**

| Total Expenditures                                                    | $48,000      | $72,000       | $14,000             | $21,000               | $27,900                 | $8,500                   |

**Total Revenue**

| Total Revenue                                                         | $120,000     | $35,000       | $36,400             |                       |                       |                       |