WASHINGTON
HIGHER
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COORDINATING BOARD

# BOARD MEETING AGENDA

*The Evergreen State College*
*Longhouse*
*2700 Evergreen Parkway N.W., Olympia*
*January 25, 2007*

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**7:30** Continental Breakfast – HECB Members
*No official business will be conducted.*

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**8:00** Welcome and Introductions
*Mr. Gene Colin, HECB Chair*
*Dr. Les Purce, President, The Evergreen State College*
*Rep. Deb Wallace, 17th District*

**Approval of the December 14, 2006 Meeting Minutes** **1**

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Consent Items

- **College Readiness Report** **2**
  ***Resolution 07-01***

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**Discussion & Action: 2007 Higher Education Coordinating Board Elections**

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Report of the Executive Director
Dr. James Sulton, Jr. will provide an update on various activities.

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**8:30** Fiscal Committee
*Mr. Charley Bingham, chair*

**Information & Discussion: Overview of Governor's Budget** **3**
Jim Reed, interim director of fiscal policy, will provide an overview of higher education-related items included in the governor's proposed budget for 2007-09.

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**9:00** **Information & Discussion: Enrollment: Recent Trends and Projections** **4**
Fiscal policy staff will present a brief enrollment analysis for discussion purposes only. Additional analysis and review will be provided after institutions report enrollments for the 2007 winter and spring terms.

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**9:30** Education Committee

*Dr. Sam Smith, chair*

## Discussion & Action: WSU Tri-Cities Four-Year Program — 5

***Resolution 07-02***

SHB 2867 authorized Washington State University Tri-Cities to transform to a four-year university. The HECB is being asked to take action on the plan submitted by WSU at its January 2007 meeting. Subject to approval by the HECB, WSU Tri-Cities would be authorized to begin admitting lower-division students and freshmen in fall of 2007. Vicky Carwein, Chancellor of WSU Tri-Cities, and Don Lynch, Vice Chancellor for Academic Programs, will present along with Randy Spaulding, HECB director of academic affairs.

**10:00** 

## Discussion & Action: Comprehensive Accountability Report — 6

***Resolution 07-03***

The HECB is required by law to establish an accountability monitoring and reporting system. As a part of this mandate, the HECB is directed to review higher education system achievements annually, and to report achievements every two years. The board approved a summary report of statewide results at their December 2006 meeting – this comprehensive report includes institution achievements on performance measures last year.

**10:30**

## Information & Discussion: College Readiness – Art, Social Studies, and World Languages — 7

Consistent with the direction provided by the *Strategic Master Plan*, and by the *Washington Learns* report and Governor Gregoire, the Higher Education Coordinating Board (HECB) is engaged in efforts to define college readiness as a key strategy in preparing students for postsecondary education. This policy brief focuses on areas not yet addressed – the arts, social studies, and world languages. Michele Anciaux Aoki, Ph.D., of Anciaux International Communication, will present.

**11:00** Legislative Report

*Mr. Gene Colin, chair*

## Information & Discussion: Legislative Update — 8

Chris Thompson, director of government, college and university relations, will provide ongoing updates of legislative activities affecting higher education.

**11:30**

## Information & Discussion: Communications Plan and Master Planning Process Report — 9

Bob Burdick, director of public relations, will outline the HECB communications plan and give an overview of the planning process for developing the 2008 Statewide *Strategic Master Plan for Higher Education*.

Public Comment

**12:00** Adjournment

# Higher Education Coordinating Board 2007 Meeting Calendar

| Board Meeting | Location |
|---|---|
| **January 25**<br>**8:00 – 12:00** | **The Evergreen State College,** Longhouse<br>2700 Evergreen Parkway N.W., Olympia |
| **February 22**<br>**8:00 – 12:00** | **State Investment Board,** Board Room<br>2100 Evergreen Park Drive S.W., Olympia |
| **March 22**<br>**8:00 – 12:00** | **State Investment Board,** Board Room<br>2100 Evergreen Park Drive S.W., Olympia |
| **April 26**<br>**8:00 – 12:00** | **State Investment Board,** Board Room<br>2100 Evergreen Park Drive S.W., Olympia |
| **May 24**<br>**8:00 – 12:00** | **State Investment Board,** Board Room<br>2100 Evergreen Park Drive S.W., Olympia |
| **June 28**<br>**8:00 – 12:00** | **State Investment Board,** Board Room<br>2100 Evergreen Park Drive S.W., Olympia |
| **July 26**<br>**8:00 – 12:00** | **State Investment Board,** Board Room<br>2100 Evergreen Park Drive S.W., Olympia |
| **September 27**<br>**8:00 – 12:00** | **State Investment Board,** Board Room<br>2100 Evergreen Park Drive S.W., Olympia |
| **October 25**<br>**8:00 – 12:00** | **State Investment Board,** Board Room<br>2100 Evergreen Park Drive S.W., Olympia |
| **November 15**<br>**8:00 – 12:00** | **Seattle University,** Student Center 130<br>901 12th Avenue, Seattle |
| **December 13**<br>**8:00 – 12:00** | **State Investment Board,** Board Room<br>2100 Evergreen Park Drive S.W., Olympia |

WASHINGTON
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**January 2007**

# DRAFT Minutes of December 14 Meeting

**HECB Members Present**
Mr. Charley Bingham
Ms. Ethelda Burke
Mr. Bill Grinstein, vice chair
Mr. Jonathan Sprouffske
Dr. Sam Smith

**Welcome and Introductions**

Bill Grinstein, vice chair, welcomed everyone and introduced Phyllis Wise, Provost & Vice President for Academic Affairs at the University of Washington.

Dr. Wise welcomed the board to UW and thanked them for their work in providing a unified voice for higher education in Washington. She said the UW has been developing a vision statement and has been involved with the Washington Learns project, which she believes has improved collaboration on higher education issues in the state.

Mr. Grinstein announced that Charley Bingham would be taking over as chair of the fiscal committee, and student member Jonathan Sprouffske would be joining the financial aid and education committees.

Mr. Grinstein then asked for approval of the minutes from the October 26, 2006 HECB meeting and of the special meeting on November 16, 2006.

**Resolution approving the October 26, 2006 meeting minutes approved**

Action: **Ethelda Burke** moved to approve the resolution approving the October 26, 2006 board meeting minutes; **Sam Smith** seconded the motion. The resolution was approved unanimously.

**Resolution approving the November 16, 2006 special meeting minutes approved**

Action: **Ethelda Burke** moved to approve the resolution approving the November 16, 2006 special board meeting minutes; **Jonathan Sprouffske** seconded the motion. The resolution was approved unanimously.

Mr. Grinstein then asked for a motion to approve all items on the consent agenda:

- New degree program: Bachelor of Science in Computer Engineering and Systems at the UW-Tacoma
- 2007 board meeting calendar
- Reciprocity report

**Resolutions included on the consent agenda approved**

Action: **Sam Smith** moved to approve all items on the consent agenda; **Jonathan Sprouffske** seconded the motion. The resolutions were approved unanimously.

## Executive Director's Report

Jim Sulton, HECB executive director, clarified some changes in the structure and locations of HECB meetings during 2007, approved as part of the consent agenda. Meetings in 2007 will be held predominately at the State Investment Board in Olympia. Eleven meetings, rather than eight, will be held. Meetings will run from 8 a.m. to noon. Board members have said they intend to hold in-depth discussion of most board agenda items at the committee level rather than the main board meetings. This should result in shorter meetings with a focus on action items.

External stakeholders will need to be advised of the time, date and place of committee meetings well in advance so they can participate and collaborate on issues affecting them. Committee meetings should be concluded three weeks prior to board meetings so that changes requested at the committee level can be reflected in the board packet.

### Washington Learns

Dr. Sulton provided an overview of four higher education objectives contained in the final Washington Learns report: early learning, math and science, college and workforce training, and quality and accountability. Within each category, the HECB and its partners were given the following assignments:

*Early Learning: A Smart Investment*

- Develop strategies for increasing the availability of early learning teacher training, in collaboration with the new Office of Early Learning and the Office of the Superintendent of Public Instruction (OSPI).

*Math and Science: A Competitive Edge*

- Expand the Future Teachers Conditional Scholarship & Loan Repayment Program for teachers who commit to a period of teaching math and science in Washington.
- Establish a public-private partnership to pilot math and science pathways from middle school through high school to college and career, led by OSPI (subject to state funding).
- Develop a four-year college scholarship for which students who do well in math and science on the 10th grade WASL would be eligible to apply.

*College and Workforce Training: Increasing Opportunities*

- HECB, the State Board for Community and Technical Colleges (SBCTC), and the Council of Presidents (COP) establish one college-readiness test—state colleges and universities will all use the same test and "cut-scores"—for placement decisions.
- OFM to work with HECB and OSPI to develop and implement the Washington Learns Scholarship program.
- Analyze results of the less-than-halftime student pilot project to determine whether the program should be expanded.
- Recommend that the 2007-09 state budget direct funding to high-demand apprenticeship, certificate, and degree programs.

*Quality and Accountability: Keeping the Promise*

- Governor to create a P-20 Council.
- Beginning with the 2007-09 state budget, the Office of Financial Management (OFM) will establish the Global Challenge States as a benchmark for competitive compensation for early learning and K-12 teachers and staff and for higher education faculty and staff.
- By June 2009, the Professional Educators Standards Board will revise the requirements for college and university teacher preparation programs to match the new knowledge and skill-based performance system.
- Recommend the 2007 Legislature establish a minimum system-wide goal that all colleges and universities reach at least the 60th percentile of per-student funding at comparable institutions in the Global Challenge States within 10 years.
- Beginning in January 2007, the Governor's budget will describe specific, measurable results expected of colleges and universities in exchange for the institutional funding proposed.
- By September 2008, OFM and the HECB, SBCTC, the Workforce Training and Education Coordinating Board (WTECB), and the Independent Colleges of

Washington (ICW) will develop 10-year enrollment projections – considering enrollments needed at all degree levels, and in all areas of the state.

- By June 2007, state and local policymakers will determine how to address the need for additional baccalaureate capacity in Snohomish, Island, and Skagit counties.
- By September 2007, HECB membership will include one representative each from the SBCTC, the WTECB, the COP, and the ICW – appointed by Governor.

*Alignment with the 2004 Strategic Master Plan*

Dr. Sulton also presented a comparison of Washington Learns initiatives with those developed by the HECB as part of the *2004 Strategic Master Plan for Higher Education*. Plans included significant similarities in regard to:

- A statewide online student advising system
- Long-range enrollment plans
- Performance measures/targets
- A focus on high-demand enrollments
- College readiness standards and/or testing
- Training opportunities for non-traditional students

## Report of the Education Committee

### Consolidated Transfer Report

Randy Spaulding, HECB director of academic affairs, and Andi Smith, HECB associate director of academic affairs, presented this report.

Dr. Spaulding shared that, through his experiences working in recruitment, admissions, and financial aid, he found that transfer is working well for the receiving institutions, but that students are still confused by the process. He said the state's institutions need to provide accurate information about transfer pathways and alternatives in order to remove some of the inherent barriers that exist.

Dr. Spaulding said Washington is among the best-educated states in the country, yet is in the bottom half of the nation in terms of providing opportunities for our high school graduates to earn a bachelor's degree or higher. Washington relies heavily on the community and technical college (CTC) system to deliver the lower-division portion of a bachelor's degree. There is a need to support enrollment growth and strategies that would attract more high school graduates into college and encourage more CTC students to transfer and continue their studies toward a bachelor's degree and beyond.

The Consolidated Transfer Report covers three required reports to the Legislature:

- An update on transfer policy.
- A look at major-related programs designed to improve transfer readiness for specific majors.
- An examination of capacity at the baccalaureate institutions to accept transfer students.

*Recent Transfer Policy Initiatives*

Ms. Smith said the number of students transferring to public institutions is increasing, but the overall transfer rate has remained flat. The rate is a better indicator of the efficiency and effectiveness of the transfer system.

The HECB has recommended the Legislature fund a Web-based advising system being piloted by Bellevue Community College and the University of Washington. The system allows students to audit their progress toward a transfer degree. Focus groups will meet in early January to give input on the system. The HECB and SBCTC are collaborating to develop the system. Information gained from user feedback will be used to expand and refine the system. Elements of a system developed by the SBCTC and being used at Walla Walla Community College will be incorporated.

Recent legislation allowed for four community and technical colleges to offer Bachelor's of Applied Science degrees: Bellevue Community College, South Seattle Community College, Olympic College, and Peninsula College. The institutions anticipate enrolling students in the programs next fall. The HECB and SBCTC will evaluate the pilot programs in 2008.

A competency-based transfer pilot project to assess transfer readiness on the basis of skills, knowledge and abilities rather than on the number of credits completed was conducted in 2006 at Eastern Washington University and two Spokane-based community colleges. Collecting data on its success proved difficult. It remains to be seen whether the process will be tested statewide.

*Transfer Associate Degrees (Major Related Programs)*

There are three types of transfer associate degrees: The DTA (direct transfer agreement) for liberal arts, the AS-T (associate of science – transfer) for math and science, and the AAS-T (associate of applied science – transfer) for applied science. Major Related Programs (MRPs) specify certain areas of concentration within transfer associate degrees, which help transfer students to fulfill prerequisites and be more competitive in applying for particular bachelor's degree programs.

The HECB has developed two new MRP pathways: engineering technology and business. Each pathway must be assessed to make sure it helps provide better outcomes than the existing transfer associate degrees. The enabling legislation requires that each MRP be assessed in regard to its quantitative benefit for students.

Most of the transfer associate degree programs are too new to have produced meaningful data in time for inclusion in the report. The exception is the AS-T, which was created in 2000. This can be compared to the existing DTA, and provides an opportunity to develop an approach for assessing other MRPs.

Since 2000, the number of students choosing to get an AS-T degree has been steadily increasing, while the number choosing to get a science- or engineering-focused DTA has steadily decreased. Data also shows that the AS-T increases transfer efficiency; students in the AS-T programs take an average of ten fewer credits to earn their degree than do those in the DTA programs. Ninety-

three percent of students enroll in a four-year degree program within four years of getting the AS-T, while only 80 percent of those with the science- or engineering-focused DTA do so.

The Joint Access Oversight Group (JAOG)—made up of educational leaders from both the two- and four-year sectors—is helping to identify academic programs for which there is currently a "poor fit" between associate and bachelor's degrees. "Poor fit" means that students with an associate degree need to take additional credits, or face some other barrier in preparing for the related bachelor's degree. Degree programs identified are then assessed in regard to several other criteria in order to determine whether an MRP should be developed. Earth Science has already been designated by the group as needing an MRP.

*Baccalaureate Capacity*

Dr. Spaulding said that, over the last two decades, the state has initiated a number of strategies to provide students the opportunity to move smoothly from community and technical colleges to baccalaureate institutions. Enrollments are not set aside specifically for upper-division transfer students – transfer admission can be impacted by what happens in freshmen admissions and retention of continuing students.

Institutions have proportionality targets that establish a goal for the portion of their entering class that is comprised of community college transfer students. Institutions have exceeded these goals over the past several years, some by a wide margin. About one-quarter of students who transfer as juniors or seniors enroll at branch campuses, another one-third enroll at the research universities' main campuses, and the remaining 41 percent enroll at the regional comprehensive universities and The Evergreen State College.

The vast majority of unserved transfer students applied to either UW or WWU. This is consistent with the analysis of regional needs conducted in the *Statewide and Regional Needs Assessment*. That report found that the greatest pressure to increase access was in the Snohomish, Island, Skagit (SIS) Counties region, King County, and southwest Washington. Looking at just at upper-division needs, SIS and King County have substantial need for upper-division capacity – which is consistent with the finding that WWU and UW are least able to accommodate transfer students. Southwest Washington's needs are primarily in lower-division capacity.

In regard to specific programs, those that are competitive across the state include business; nursing; and, in some schools, communication. Some programs are strongest at individual institutions serving a statewide need, such as WWU's industrial design program and CWU's construction management program.

*Findings and Recommendations*

- Develop an online transfer advising system to provide students the opportunity to explore multiple majors at more than one institution, thus improving their ability to efficiently transfer credits and continue making progress toward their degree goal.

- Continue support for high-demand enrollments to reduce programmatic capacity constraints that currently limit access to specific majors.
- Provide for general enrollment growth to help meet enrollment needs of transfer students as well as direct entry students. Priority should be given to institutions in the Puget Sound region, including Pierce, King, Snohomish, Island, and Skagit counties.
- Continue work to develop additional transfer associate degrees for majors at baccalaureate institutions that currently lack a "good match" with existing associate degrees.
- Re-examine the existing proportionality agreements to ensure they adequately reflect the goals for transfer within the state's system of higher education. In addition, the HECB should establish a regular schedule for future review of proportionality goals.

Loretta Seppanen, assistant director of education services at the SBCTC, addressed the peak in transfer rates during the 2003-04 academic year. Seppanen said this increase resulted from two factors. First, there was a population bump in Washington residents between the ages of 19 and 23 during that time, which affected overall enrollment in the CTC sector. Also, the UW planned to change its transfer admissions policy around this time, so students who hoped to transfer under the old system were rushing to do so during this academic year.

In response to a question from Mr. Bingham, Ms. Seppanen indicated that un-served transfer students are qualified for admissions to a bachelor's program, but are not admitted due to a lack of space. She said this primarily occurs at UW and WWU, and is the result of enrollment funding shortages. Dr. Spaulding also said that many of these unserved students only apply to one institution, and therefore are not admitted elsewhere when there is not room at UW or WWU.

**Resolution approving the Consolidated Transfer Report**

Action: **Sam Smith** moved to approve the resolution approving the Consolidated Transfer Report; **Jonathan Sprouffske** seconded the motion. The resolution was unanimously approved.

**Accountability Summary Report**

Chris Thompson, HECB director of government, college and university relations, presented this report.

The HECB's statutory role is to establish a monitoring and reporting system, adopt performance targets, collect data on results, and report biennially. The report has two main components: A summary report, including system-level results and student experiences illustrating the results; and a full report, including institution-specific measures and results, results for Pell Grant recipients, results on additional measures, context data, and indicators.

Items included in the summary report are listed below.

*Performance Measures: Two-Year Colleges*

- Associate degrees awarded
- Number of students reaching "ready for transfer" benchmark
- Number of students reaching "prepared for work" benchmark
- Number of students improving basic skills competency

*Performance Measures: Four-Year Institutions*

- Bachelor's degrees awarded
- High-demand bachelor's degrees awarded
- Advanced degrees awarded
- Six-year graduation rate
- Three-year graduation rate
- Freshman retention
- Undergraduate efficiency

*Additional Measures (No Targets)*

- Three-year transfer rate outcomes
- Pell grant recipient outcomes on four-year institution measures
- Up to three institution-specific measures
- Pell grant recipients as proportion of undergraduate degrees conferred
- Programs rated in top 20 nationwide
- Ranking for federal research grants
- Programs accredited
- Job placement/graduate school

The summary report focuses on the system as opposed to individual institutions. Individual students are presented as illustrations. The format is more visual, with results available at a glance on the inside of both covers. The body of the report includes data related to transfer, degree production, workforce and basic skills measures, and baccalaureate degree measures such as graduation, efficiency, and freshman retention. The education committee wanted to include master plan goals and HECB recommendations on policy and budget proposals in the accountability report.

Mr. Grinstein asked if there is an accepted definition of "high-demand" at this time. Mr. Thompson said there is not, but that the HECB definition is in line with the statewide and regional needs assessment.

Mr. Sprouffske asked if the undergraduate enrollment peak seen in 2003 might lead to a spike in advanced degree production. Mr. Thompson responded that advanced degrees are, by nature, harder to predict, particularly because people don't always go immediately from undergraduate programs into graduate programs. Additionally, advanced degrees awarded by independent institutions are harder to track.

Thompson explained that the summary report is an action item; the education committee will meet on January 8 to look at the full report, which will be presented at the next full board meeting on January 25. Mr. Bingham suggested that there also be a "summary of the summary" – a quick one-page overview to present to legislators.

**Resolution approving the Accountability Summary Report**

Action: **Sam Smith** moved to approve the resolution approving the Accountability Summary Report; **Jonathan Sprouffske** seconded the motion. The resolution was unanimously approved.

**Gender Equity Report**

John Lederer, HECB associate director of academic affairs, presented this report.

State law prohibits gender discrimination in student services and support, academic programs, and athletics. The HECB is required to report on institutional compliance every four years.

Dr. Lederer said that overall findings were positive. There were some areas with deficiencies, including: Student employee wages – pay scales and job descriptions are not gender-specific, however there is a disparity in wage by gender; and, degree programs – fifty-six percent of large programs confer degrees disproportionately to one gender over the other. This raises questions about whether male and female students are equally prepared to enter certain fields. What role are institutions playing in helping students make choices? What strategies can support students who select a "non-traditional" field of study?

The report recommends further investigation in the following areas:

- Persistence toward degree by gender
- Academic preparation by gender
- Successful models for promoting gender equity in academic programs

In regard to athletics, Dr. Lederer said, all six institutions achieved proportionality compliance in 2006. There are some inequities, for instance female athletes receive 92 cents in athletics-related financial aid for every dollar received by male athletes. There are also more male coaches than female coaches, and 71 percent of game-day expenditures are spent on male teams. Dr. Lederer said that community colleges spend more on female athletics than do four-year institutions.

Dr. Lederer suggested that the HECB could establish proportionality requirements, specifically in regard to the number of female coaches and athletics-related financial aid.

In summary, Dr. Lederer said, all institutions are in compliance. Current areas of greatest concern are those that have been persistent problems:

- Degrees awarded in the sciences and professions
- The hiring of female athletic coaches

Mr. Bingham noted that the report did not include a section on faculty, and asked whether this is an area of gender disproportionality. Dr. Lederer responded that it is, and further research can be done in this area. Dr. Smith said that, in some fields, faculty shift over time. Veterinary medicine used to be predominantly male, but over the last twenty years has become female dominated. Dr. Smith also asked for further research on gender equity in high-demand fields specifically.

Mr. Bingham expressed concern that the HECB reports on proportionality in coaches but not in faculty. Dr. Lederer said that this is because equity in coaching is a required component of the report. Dr. Sulton pointed out that individual institutions have sole oversight of the faculty hiring process; we can report on inequities at the state level, but have no control over who institutions hire. Additionally, he said, change in this area is slow because turnover of tenured faculty is very low. He said that, while there is little or no disparity in tenured faculty by race or ethnicity, there is a large disparity by gender.

Dr. Spaulding said that future reports will look more closely at the issue of faculty.

**Resolution approving the Gender Equity Report**

Action: **Sam Smith** moved to approve the resolution approving the Gender Equity Report; **Ethelda Burke** seconded the motion. The resolution was unanimously approved.

**Legislative Agenda and Strategy**

Mr. Thompson presented an outline of top HECB priorities for the legislative session.

Both the House and Senate now have committees dedicated solely to higher education. The House Appropriations Committee also has a subcommittee that includes higher education. Membership has not been announced, though it is known that Senator Paull Shin will chair the Senate Higher Education Committee.

Mr. Thompson outlined several issues that are likely to receive attention from legislators during this session, including the SIS study, diversity, international education, and opportunity grants. He said he was hopeful that the new higher education-only committee would be able to address pending confirmations for HECB members. There has also been discussion of a new endowed scholarship program for veterans of the wars in Iraq and Afghanistan.

The meeting adjourned at 1:30 p.m.

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**January 2007**

# DRAFT College Readiness Definitions – English & Science

Washington state's 2004 Master Plan for Higher Education calls for defining college readiness in mathematics, science, English, world languages, social studies and the arts. In 2005, the Legislature provided funding ($600,000) for the Higher Education Coordinating Board (HECB) to define college readiness in English and science.

College readiness can be generally defined as the knowledge and skills students need to obtain to successfully complete entry-level college coursework without the need for remediation. College readiness, which focuses on what to learn and how to learn, is viewed as an essential strategy in improving student transition from high school to college.

The task of developing a comprehensive set of college readiness attributes and definitions began in January 2006, when content development teams composed of English and science teachers and faculty at the K-12 and college levels were convened. The teams were recruited by HECB staff in collaboration with K-12 and higher education institutions.

During 2006, the content teams developed, wrote, reviewed and edited the *preliminary* draft documents defining English and science college readiness attributes included in this board packet. As explained by content team members, the college readiness attributes focus on *how to learn* and the definitions focus on *what to learn*. Both are essential for successful college-level performance.

*Preliminary* is stressed above because it is expected the attributes and definitions may be modified after an anticipated pilot project in classrooms across the state in 2007-09. If approved, the Phase II pilot will be conducted in 11$^{th}$ and 12$^{th}$ grade classrooms with teams of high school teachers and college faculty. It is expected to establish a foundation on which to further evaluate teaching performance and learning after the college readiness definitions and instructional strategies have been implemented.

A planned Phase III (2009-11) would produce results achieved from the pilot testing period, including tracking students who participated in Phase II and comparing their academic progress with students who were not exposed to college readiness teaching strategies in high school.

State and private funds are being sought in order to complete phases II and III of the English and Science College Readiness Project.

# DRAFT College Readiness Definitions - English

## Introduction

Washington state's 2004 *Strategic Master Plan for Higher Education* calls for defining college readiness in mathematics, science, English, world languages, social studies, and the arts. In 2005, the Legislature provided funding for the Higher Education Coordinating Board (HECB) to define college readiness in English and science.

## The Need

Even though the majority of Washington's students enroll in a two- or four-year college or university within a year of graduation, a significant number of students do not score high enough on college placement tests to take credit-bearing coursework without first taking remedial coursework in English and/or mathematics.

A recent analysis of Washington's 2004 high school graduating class by the Social and Economic Sciences Research Center, Washington State University (Puget Sound Division), revealed the following:

- Among the 2004 public high school graduates attending Washington universities or community and technical colleges in their first year after graduation, 42 percent enrolled in at least one remedial course (English or math, or both).
- About twice as many recent graduates enroll in remedial math as in remedial English.
- Remedial enrollment is much higher among students at the open-enrollment community and technical colleges (55 percent), compared to the competitive-admission universities (13 percent).

Remediation rates for the sciences are not known because placement tests are not given. Although the state has developed mathematics Grade Level Expectations (GLEs) for grades 11 and 12, English and science GLEs do not exist beyond grade 10. The math GLEs contain thoughtfully-constructed learning goals with useful guidance for both teachers and learners through grade 12. The college readiness attributes and definitions included in this document were constructed by teams of educators in Washington state with that same intent – to provide an essential educational framework so that students will be better prepared for the rigors of college-level learning in the sciences and English (reading, writing, and communications).

## The Process of Phase I

In January 2006, Phase I of the English and Science College Readiness Project began by forming two content development teams of secondary teachers and college faculty whose charge was to define the skills and knowledge students need to be prepared for entry-level general education college coursework. Team members brought a wide range of experience and expertise in various science and English disciplines to this collaborative effort. (See attached list of team members.)
The teams began by examining college readiness criteria developed by other states and by national organizations. The teams also reviewed state K-10 learning goals, such as those in Washington's Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs). Since GLEs do not exist for English or science beyond grade 10, the teams set out to develop readiness strategies to bridge the gap between the GLEs and the knowledge and skill needed to succeed in college courses.

During 2006, the content teams developed, wrote, reviewed, and edited the preliminary college readiness attributes and definitions contained in this document. *Preliminary* is stressed because it is anticipated that

these attributes and definitions may be modified after they are piloted in classrooms across the state in a planned Phase II of the project.

The English and science college readiness documents are similar in format to the mathematics standards document published in 2006 by the Transition Mathematics Project led by the State Board for Community and Technical Colleges (SBCTC). Similar formats were developed to make it easier to implement the strategies across subject areas after field testing and professional development are completed.

Like the math project, the English and science college readiness attributes and definitions define the level of knowledge and skill students need to develop in high school make a successful transition to college, with specific focus on the last two years of high school.

The development teams have not developed these college readiness recommendations to add another assessment layer or requirement to the K-12 system. Additional statewide testing is considered unnecessary and, perhaps, counterproductive at this time. However, these readiness measures should be of value to teachers and learners concerned with improving college preparation.

## Prologue

College readiness in English can be broadly defined as the reading, writing, and communications skills and knowledge college students need to succeed in entry-level, general education college coursework. Students also must acquire several essential personal attributes to succeed in college: active intellectual engagement, responsibility, perseverance, time management, self-reflection, independence, ability to work in a multicultural context, and strategies to locate and use support groups.

In short, the college readiness "content definitions" in this document reflect "*what* to learn," while "attributes" reflect "*how* to learn." Although the content definitions and attributes are presented separately, they are clearly interconnected, interdependent, and necessary for success in entry-level, general education college coursework covering reading, writing and communications.

## Attributes

Postsecondary education demands a much higher level of student performance than does high school. Students must be able to read and write about more advanced topics within more condensed timeframes. Students who are given increasingly complex reading and writing experiences in high school are more likely to develop attributes that will enable them to succeed in college: personal confidence and a sense of belonging to a learning community. "College-ready" students challenge themselves to move forward into this new and rigorous environment, engaged, curious, and expecting success.

## Reading, Writing and Learning

Reading and writing abilities, inextricably linked, are critical to college success. The research is clear.

- Students learn more if they write about what they read.
- Students who read thoughtfully and critically are developing their writing abilities at the same time.
- What students read broadens their ability to think and write about history, science, math, business, political science, literature, and other topics, separately or in relationship to each other.

As stated by the Wisconsin Reading Association, "Reading and writing are parallel processes in that both are purposeful, dependent on background knowledge and experiences, and focused on the construction of meaning"(2006).

Many high school instructors erroneously consider reading instruction a remedial activity. In fact, developing the level of critical reading skill necessary for college success requires continuous instruction at every level and in every subject area of high school. Each content area teacher is, by default, a teacher of reading – acquiring knowledge of a content area requires learning and engaging with the specific reflective thought patterns, forms of inquiry, and modes of expression characteristic of that discipline.

College assignments require students to think and write within the rhetorical and critical constructs of specific disciplines. To promote college readiness, all content area teachers need to provide multiple and varied opportunities for students to read, inquire, and respond across disciplines, genres, and purposes. Students must continually practice reading and responding to more complex and sophisticated situations to be ready for the demands of the college curriculum.

College students may tend to read less actual literature that they do literary criticism. They also must read widely about many related subjects from a critical perspective: politics, art, religion, science, and psychology, for example. Newspaper editorials and commentary, critical literary essays, book reviews; philosophical essays; literary nonfiction; and textbooks on technical writing, all represent examples of the material college students must master. If introduced in high school, this type of subject matter can help students develop a much broader critical reading experience and capacity.

Developing a more complete understanding of how high school and college reading requirements differ can help high school instructors begin to add complexity to their assignments. For example, high school instructors who require students to focus on readings from primary sources rather than textbooks will help students shift from a focus on comprehension—"reading the lines"—to a focus on critical thought – "reading between the lines." This advanced reading requires exploring and synthesizing related ideas and connecting them to prior knowledge and context; evaluating, critiquing, and challenging positions. It would be valuable for teachers in specific content areas to come to agreement on how relevant and essential reading strategies will be introduced and reinforced in the curriculum.

Teaching reading in every content area means teaching students the technical skills of text reading:

- Questioning
- Skimming
- Reading for detail
- Differentiating between fact, opinion, and belief
- Paraphrasing
- Summarizing
- Making connections
- Evaluating

Student writers can learn to develop contextual thinking by being taught to listen responsibly to the different voices of the authors they read; to the teachers who critique their papers; to their peers; to the media; and, to the voices of their home culture. No single type of writing, process, or form can be applied successfully to all writing contexts. The goal of writing instruction, therefore, is not to provide prescriptive modes and formats, but rather to promote rhetorical awareness—the ability of writers to understand the various elements of the context in which they write—and to make choices in their writing based on their understanding.

Content area teachers who provide multiple and varied opportunities for students to "write to learn" across disciplines, genres, and purposes will empower students to do college-level work. Students must continually be challenged to practice the repertoire of writing competencies and strategies in response to more complex and sophisticated challenges. Almost all the writing students do in college is expository and rhetorical.

Therefore, writing opportunities in every content area should prepare students to:

- Respond
- Summarize
- Analyze
- Synthesize
- Evaluate

While engaging in this wide variety of writing opportunities, students will need to develop a substantive and flexible set of skills and strategies to:

- Find, create, and select relevant material
- Select effective organizing plans
- Choose precise words
- Compose concise, cohesive sentences and paragraphs
- Revise for readability and purpose
- Edit for clarity and correctness

As in the case of reading, content-area teachers should work together to determine the skills most useful for success in writing in each of the content areas.

# HIGHER EDUCATION COORDINATING BOARD
# ENGLISH COLLEGE READINESS DEFINITIONS

PRELIMINARY

JANUARY 2007

## STUDENT ATTRIBUTES

The student attributes common to English, Science and Math college readiness are in black type; the attributes applicable only to English college readiness are in *blue italic* type.

Intellectual curiosity is the heart of college readiness. Students succeed when they motivate themselves to persevere through difficult tasks and effectively navigate cultural and ethical norms.

| COMPONENT | EVIDENCE OF LEARNING |
|---|---|
| Demonstrate intellectual engagement. | • Recognize that ideas and knowledge are constructed and contested.<br>• Perceive that every discipline is a way of understanding and not just a sequence or compilation of discrete information.<br>• Develop intellectual curiosity: actively explore new ideas and pose questions about meaning, significance, and implications.<br>• Recognize one's own assumptions and challenge them as part of the learning process.<br>• Question, integrate, synthesize and connect new ideas to previously learned concepts.<br>• Actively seek to use the resources, tools, and strategies necessary to accomplish tasks. |
| Take responsibility for own learning. | • Engage in self-reflection and self-evaluation (i.e. examine and learn from errors, seek help when needed, and understand that failure is part of the learning process).<br>• Participate in class and when absent seek ways to learn the material covered in class.<br>• Take advantage of available resources - class time, notes, textbooks, assignments, tutoring services, supplemental materials, instructors, peers, equipment, electronic resources, *and libraries*.<br>• Prepare work assigned for class: devote the time necessary to be successful and plan ahead to meet deadlines<br>• Seek help addressing issues outside the classroom that may interfere with the learning process.<br>• *Seek ways to improve technology skills and understand that knowledge of technology increases one's own efficiency in a professional and/or academic setting.*<br>• Contribute to and benefit from group problem-solving. |
| Persevere through the learning process. | • Understand that sustained effort is an important component of successful learning.<br>• Persist at tasks that may be unlike tasks encountered through previous experience and for which simply replicating an example will not work.<br>• Successfully complete tasks that may be time-consuming and require organizing and applying multiple steps, concepts, or techniques<br>• Recognize when an approach is unproductive and make logical modifications and/or switch to another approach.<br>• Accept ambiguity as part of the learning process. |

STUDENT ATTRIBUTES

The student attributes common to English, Science and Math college readiness are in black type; the attributes applicable only to English college readiness are in *blue italic* type.

Intellectual curiosity is the heart of college readiness. Students succeed when they motivate themselves to persevere through difficult tasks and effectively navigate cultural and ethical norms.

| COMPONENT | EVIDENCE OF LEARNING |
|---|---|
| Pay attention to detail. | • Develop strategies to follow correctly all parts of oral and written directions without needing additional reminders.<br>• Understand the importance of accuracy and use conventions appropriate to the discipline.<br>• Work toward precision in the use of the discipline-specific language.<br>• Take time to review or edit work prior to submission. |
| Demonstrate ethical behavior. | • Treat others with respect through appropriate interpersonal behaviors.<br>• Follow established guidelines for academic honesty, such as the WAC (Washington Administrative Code) or other student codes of conduct. Refrain from academically dishonest behaviors, such as copying another's assignment, copying and pasting from Internet sources, and using sources without attribution.<br>• Take into account how one's decisions impact self, others, and the larger society.<br>• Exhibit an awareness of and respect for different cultural perspectives. |
| Communicate effectively across a variety of audiences and purposes. | • Choose language appropriate to the academic, social, and cultural conventions of the particular audience.<br>• Contribute relevant ideas, clear illustrations, and clarifying examples with an awareness of how one's contribution will impact others.<br>• Express disagreement in ways that permit continued dialogue. |
| *Recognize the role of language in communication.* | • *Understand that language is fluid and evolves over time.*<br>• *Realize that language is a means of effective and responsible human interaction and also a mode of inquiry into the beliefs and philosophies of oneself and others.*<br>• *Understand that language reflects a person's identity, and that people communicate in many different ways, depending on culture, class, environment, and location.*<br>• *Understand that attitudes about language need to be examined because language often reflects unchallenged biases.*<br>• *Demonstrate creativity in the use of the English language to interpret text and to construct written products.* |
| *Understand that evaluation of one's own and others' communication is a lifelong process.* | • *Use and monitor the qualities of effective communication (e.g. body language, pace, volume, tone, expression.)*<br>• *Assess the effect of presentation on audience (e.g., use verbal and nonverbal audience response and feedback to determine effect).*<br>• *Offer constructive, non-threatening feedback to peers in support of improving both formal and informal communication.*<br>• *Seek, consider, and use feedback from a variety of sources to improve written and verbal communication (e.g., teachers, peers, community members, and family members).* |

STUDENT ATTRIBUTES

The student attributes common to English, Science and Math college readiness are in black type; the attributes applicable only to English college readiness are in *blue italic* type.

Intellectual curiosity is the heart of college readiness. Students succeed when they motivate themselves to persevere through difficult tasks and effectively navigate cultural and ethical norms.

| COMPONENT | EVIDENCE OF LEARNING |
|---|---|
| *Use interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.* | • *Detect and respond to the clarification needs of others (e.g. inviting questions, adding examples, using specific references).*<br>• *Create group consensus for success and evaluate self and others according to the criteria established.* |

**DEFINITION A** READING, ANALYSIS AND INTERPRETATION

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Reading and Communication through Grades 9/10.*

Students need to read critically to be successful in college. Students read as a way to participate in constructing and contesting meaning.

| COMPONENT | EVIDENCE OF LEARNING |
|---|---|
| A.1 Construct meaning from texts. | • Construct meaning from visual and auditory information.<br>• Understand and evaluate meaning in relationship to past knowledge and others' responses. |
| A.2 Critically view text; evaluate the qualities of evidence. *[See Reading GLE 2.3.3]* | • Analyze the ways a text's organizational structure supports or confounds its meaning or purpose. *[See Reading GLE 2.3.1]*<br>• Evaluate the kind, breadth, and appropriateness of evidence used to support the writer's reasoning. *[See Reading GLE 2.4.4]*<br>• Identify the reader's own social and cultural points of view and biases that influence perceptions of and responses to a text.<br>• Analyze two or more texts addressing the same topic to determine how writers reach similar or different conclusions about social perspectives, cultural perspectives, issues, and/or themes. [See Reading GLEs 2.4.6, 2.4.7]<br>• Understand how rhetorical devices enhance meaning in both literary and non-literary texts. *[See Reading GLEs 2.2.2, 2.2.3, 2.3.4, 2.4.4]*<br>• Identify places in texts where power and privilege impact the intended or unintended message.<br>• Examine the effect of textual portrayals of race, gender, religion, sexuality, class, and culture on society and its more and less privileged groups. |
| A.3 Analyze writer's purpose and evaluate how a writer's style influences different audiences. *[See Reading GLE 2.4.2]* | • Compare how diverse writers use varying styles to achieve similar purposes. *[See Reading GLE 2.4.2]*<br>• Connect a writer's use of word choice and figurative language to interpretations of literary and non-literary texts. *[See Reading GLE 2.3.3]*<br>• Examine how specific rhetorical techniques may be used to achieve a specific meaning and purpose.<br>• Understand that a writer uses vocabulary as a rhetorical device to accomplish his/her purpose. *[See Reading GLE 2.4.2]* |
| A.4 Apply advanced comprehension monitoring strategies before, during, and after reading. *[See Reading GLEs 2.1.3, 2.1.4, 2.1.5, 2.1.7]* | • Summarize informational and technical texts, including information provided by visual components. [See Reading GLE 2.1.7]<br>• Paraphrase key concepts and complex sections of a text.<br>• Make inferences and draw conclusions based on textual evidence.<br>• Ask questions that provoke thoughtful conversation.<br>• Recognize that key words in a discipline communicate whole concepts.<br>• Write a sentence that captures the writer's central thought or the answer to his or her key question. *[See Reading GLE 2.4.7]*<br>• Write a sentence that states an arguable concept or conclusion that can be drawn from multiple selections (e.g., a thesis statement for a synthesis essay). *[See Reading GLE 2.4.5]*<br>• Understand familiar words in new contexts.<br>• Vary reading pace and reread when appropriate.<br>• Analyze a text's organizational structure, including transitions and shifts, to determine its main idea, argument, and/or central claims.<br>• Effectively annotate a text to increase understanding and retention.<br>• Use pre-reading strategies such as questioning, predicting, activating prior knowledge and setting a purpose for reading. |

**DEFINITION A** READING, ANALYSIS AND INTERPRETATION

*Note: This assumes that students have read from both traditional and contemporary sources, and both fiction and nonfiction.*

In a college setting, meaning is both constructed and contested. Thus, critical reading and thinking are paramount. Critical thinking can be defined as a process of evaluating facts in their exact arrangement and proportion to understand the certainty of our opinions or interpretations. Reading, then, becomes a conscious, constructive, mental activity wherein the reader analyzes and interprets texts. Students should be able to read for information, but college students will also understand how texts work and how to construct meaning through interaction with text.

| COMPONENT | EVIDENCE OF LEARNING |
|---|---|
| A.5 Analyze texts to develop insights and/or draw conclusions. *[See Reading GLE 2.4.1, 2.1.7]* | • Discover connections between reading and life. *[See Reading GLE 2.4.6]*<br>• Synthesize information from both informational and literary sources to draw conclusions that go beyond those found in individual sources. *[See Reading GLE 2.4.5]*<br>• Create a statement that best represents an arguable conclusion drawn from a selection. *[See Reading GLE 2.4.6]*<br>• Defend an evaluation of a text based on the credibility, reliability, and validity of textual evidence.<br>• Recognize that a variety of approaches may be used to critique text (e.g., personal, historical, sociological). |
| A.6 Identify genres and read effectively in a variety of genres. *[see Reading GLE 3.4.2]* | • Identify unique characteristics of lengthy and complex literary and non-literary texts (e.g., environmental, scientific, socio-political, economic, historical).<br>• Apply prior knowledge, context clues, and graphic features to predict, clarify, and expand understanding of a particular genre.<br>• Discriminate among types and quality of information.<br>• Navigate through large quantities of information using textual clues to evaluate quickly relevance and appropriateness of the information to the task (e.g., manage large amounts of information found with data-gathering technologies and information resources (search engines, periodical databases, and institutional websites). |
| A.7 Analyze recurring themes in non fiction and fiction. *[see Reading GLE 3.4.3]* | • Characterize the presentation of a similar theme or topic across genres (e.g., memoirs, journals, autobiographies, essays) and explain how the selection of genre shapes the theme or topic.<br>• Compare the development of a theme in fiction with the development of the same theme in nonfiction. |

**DEFINITION B** WRITING PROCESSES

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Writing through Grades 9/10.

Successful college students know that effective writing is most often the result of a process that takes place over time. Effective writers invent, compose, draft, revise, and edit their texts in successive trials to promote greater understanding and communication.

| COMPONENT | EVIDENCE OF LEARNING |
|---|---|
| B.1 Analyze and select effective strategies for generating ideas and planning writing. *[See Writing GLE 1.1.1]* | • Use discovery/exploratory techniques to generate ideas.<br>• Frequently ground ideas in required course readings.<br>• Write summaries of concepts discovered in the reading.<br>• Select a topic and determine purpose and audience.<br>• Examine a variety of organizational strategies.<br>• Use appropriate data-gathering technologies and informational resources (e.g. Internet search engines, periodical databases, institutional web sites, and libraries) to access information. |
| B.2 Compose, revise, and edit text. *[See Writing GLEs 1.2.1, 1.3.1, 1.4.1, 1.6.3]* | • With a specific audience in mind, compose a draft guided by an evolving purpose.<br>• Using self-assessment and feedback from readers create a revision plan.<br>• Demonstrate the difference between revising and editing.<br>• Use revision strategies to add, remove, change, or reorder material.<br>• Find and apply appropriate style guides to documents.<br>• Edit with a critical eye, using appropriate resources as needed (e.g., dictionary, electronic language tools, self-initiated checklist or editing guide, peer reviewer).<br>• Adjust time for prewriting, drafting, revising, and editing, depending on nature of the task.<br>• Use appropriate computer software, applications, and basic utilities to produce documents that can be accessed, submitted, and/or reviewed by peers and instructors. |
| B.3 Use collaborative skills as part of the writing process. *[See Writing GLE 1.6.2]* | • Participate in shared decision making to assign responsibilities for completing complex writing tasks.<br>• Make organizing, revision, layout, and publishing/presenting decisions collaboratively, synthesizing and choosing among alternate strategies.<br>• Access shared electronic workspaces and have the basic skills needed to learn how to manage electronic files effectively and to perform tasks associated with the writing process. (e.g. the ability to manage multiple logins and passwords for different environments (portals, virtual classrooms, campus computer labs, etc.)).<br>• Save writing in an electronic file format that is accessible by others, including peers and instructor. |
| B.4 Apply understanding of multiple and varied audiences to write effectively. [*See Writing GLE 2.1.1]* | • Identify and analyze the audience's expectations and needs.<br>• Intentionally adjust voice to specific audiences. |
| B.5 Make conscious rhetorical choices that respect the cultural backgrounds of potential audiences. *[See Communication GLE 2.3.1]* | • Anticipate and address readers' questions or arguments in a way that avoids historical and social stereotypes.<br>• Recognize that discourse communities exist and that they influence assumptions, content, and rhetoric of written communication.<br>• Understand and recognize how one's positions in particular discourse communities can affect how one writes and how one's writing is understood. |

**DEFINITION B** WRITING PROCESSES

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Writing through Grades 9/10.

Successful college students know that effective writing is most often the result of a process that takes place over time. Effective writers invent, compose, draft, revise, and edit their texts in successive trials to promote greater understanding and communication.

| COMPONENT | EVIDENCE OF LEARNING |
|---|---|
| B.6 Analyze, select, or develop effective organizational structures. *[See Writing GLEs 1.5.1, 2.2.1, 2.3.1 and 3.1.2]* | • Justify choice of form/genre, understanding that form is driven by purpose, occasion, situation, audience, and other contextual concerns.<br>• Analyze and evaluate others' use of forms and genres.<br>• Frequently write short (e.g. 3-5 pages), logically organized evidence-based essays quickly and competently, appropriately documenting citations and references.<br>• Write logically organized papers of considerable length and complexity, appropriately documented with citations and references.<br>• Write technical and non-technical documents for professional audiences, taking into consideration technical formats (business letters, letters of application to universities and colleges, scholarships, jobs, etc.). |
| B.7 Adapt voice, style, sentence patterns, and word choice to content, context, purpose, and audience. *[See Writing GLEs 3.2.1, 3.2.2, 3.2.3]* | • Understand that style, voice, and other matters of rhetoric have culturally determined values.<br>• Use sentence elements cohesively to express sophisticated and complex thoughts.<br>• Create complex sentences that clearly express sophisticated thoughts; know when to limit complex sentences to remain both concise and cohesive.<br>• Write clearly and logically, knowing when to use sentences of varying lengths. |
| B.8 Use writing conventions for editing as part of a writing process. *[See Writing GLEs 1.4.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8]* | • Employ grammar, usage, conventions, and intentional breaches of conventions to support purpose and increase readability.<br>• Understand that college culture privileges some written conventions over others.<br>• Understand that college requires continuous editing for accuracy in grammar, usage, conventions, and spelling. |

**DEFINITION C** RHETORIC, ANALYSIS AND ARGUMENT

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Writing and Communication through Grades 9/10.

College speakers and writers are expected to develop a basic understanding of rhetoric as the dynamic relationship among speaker / writer, audience, and text design.

| COMPONENT | EVIDENCE OF LEARNING |
|---|---|
| C.1 Analyze ideas, develop an arguable thesis, and choose specific, relevant details that support the arguable thesis. *[See Writing GLEs 3.1.1, 4.1.2, 4.2.1]* | • Articulate an arguable thesis/claim.<br>• Use appropriate, reliable and credible evidence and reasoning (determined by audience and purpose) to support a thesis.<br>• Identify claims in writing or other media that require outside support or verification.<br>• Distinguish among facts and opinions, evidence and inferences.<br>• Understand that academic discourse favors the discourse of the dominant culture.<br>• Move beyond summarizing information to discussing how format, audience expectation and rhetorical intent affect meaning. |
| C.2 Apply skills to plan and organize effective communication. *[See Communication GLEs 1.2.1, 2.1.1, 3.1.1, 3.3.1]* | • Use various forms of formal and informal logical argument (e.g., deductive reasoning, inductive reasoning, and analogies).<br>• Use techniques to enhance the message (e.g., metaphor, irony and dialogue to achieve clarity, force and aesthetic effect, as well as technical language).<br>• Use logical, ethical and emotional appeals for a purpose.<br>• Identify major points of argument, presentation, and performance.<br>• Preview and review major points to enhance audience comprehension and convey those points clearly to an audience.<br>• Use clear and effective graphics to support an arguable position when appropriate.<br>• Understand how visual elements influence meaning.<br>• Consider audience and format to determine when information is best presented visually. |
| C.3 Evaluate the effect of persuasive techniques and bias in different forms of communication. *[See Communication GLE 1.2.2]* | • Critique and evaluate varying media portrayals of race, gender, religion, sexuality, class, and culture on society and its more and less privileged groups.<br>• Critique and evaluate varying accounts of the same event and make inferences about the impact each account would have on the audiences.<br>• Recognize there is an academic discourse community, and that within that community exist a variety of expectations for conventions, points of view, and standards for evidence. |

***The Higher Education Coordinating Board and the College Readiness Content Development Teams wish to express their appreciation to the Office of Superintendent of Public Instruction for its work with the EALRs (Essential Academic Learning Requirements) and the associated GLEs (Grade Level Expectations), and for granting permission for the college readiness definitions to use language directly from the GLEs when appropriate.***

## GLOSSARY TERMS & DEFINITIONS

**Compare:** To find both similarities and differences.

**Critical thinking:** The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (Accessed on Critical Thinking.org, May 31, 2006)

**Discourse:** All texts, written and oral, that contribute to shared meaning. These texts represent cultural knowledge and are affected by intentional or unintentional uses of power.

**Genre:** A classification of a particular form of art or utterance according to criteria particular to that form. In all art forms, genres are vague categories with no fixed boundaries. Genres are formed by sets of conventions, and many works cross into multiple genres by way of borrowing and recombining these conventions. The scope of the word "genre" is usually confined to art and culture. (Genres are often divided into subgenres. Literature, for instance, can be organized according to the "poetic genres" and the "prose genres". Poetry might be subdivided into epic, lyric, and dramatic, while prose might be subdivided into fiction and non-fiction.)

**Power:** The ability to use language to set perceptions and thereby produce or prevent change.

**Privilege:** A special advantage, immunity, right, or benefit held as a prerogative of status (race, religion, sexual orientation, class, wealth, gender, etc.) and intentionally or unintentionally exercised to the exclusion or detriment of others.

**Rhetorical devices:** The full repertoire of strategies used to create meaning in speaking and writing; often understood as the tools and strategies used in persuasive writing or speaking.

**Summary:** A condensed version of a longer text, containing the most important ideas of the original in the writer's own words.

**Text:** Any communicative product, oral, written or visual.

**Thesis:** An explicit or implicit claim/argument of an academic essay; a position taken and supported by reasoning and evidence.

**Attachment 1**

## CONCLUDING REMARKS FROM ENGLISH CONTENT TEAM

### The Nature of Scholarship: What Students Need to Know

The tradition of scholarship is built upon the notion that seeking knowledge benefits both the personal and the greater good. When students come to college, they enter a community of scholars working toward these ends. In seeking and constructing knowledge, the members of learning communities succeed when they learn to further their own understanding. Scholars build upon their prior knowledge, and they use their learning to challenge their own previously held beliefs to investigate the knowledge of others, and add to it. The learning community of higher education is vibrant and simultaneously local, global, historical, and interdisciplinary. Students recognize the importance of others, both inside and outside the university, in the process of learning.

Scholars realize higher education is not solely about preparing for a career; they are motivated by the desire to discover and understand. Scholarship is informed by informal and formal processes of inquiry, discovery, application and sharing. As new scholars, successful students gain not only information in coursework, but also knowledge through research, trial and error, intellectual risk-taking and the sharing of tested and supported results. Reading critically and writing effectively are most often the means to testing and sharing these new ideas.

The pursuit of knowledge in college also means working with topics and readings sometimes difficult to discuss in high school. Discussions regarding race, ethnicity, class, gender, and power are fully integrated across the college curriculum, and it is important that new scholars willingly take on these challenges. Effective college students interact thoughtfully with people from other races and cultures as well as with people who have different beliefs and commitments. Scholars work across these differences and try to learn about themselves and others. These interactions are substantive and provide a basis for further inquiry and discovery. In this way, scholarship can be transformative: changing students, communities, and disciplines. At the same time, scholarship provides us with histories and traditions on which we continue to reflect and build, and thus from which we continue to learn. Engaged students enter these dialogues with care and minimal nervousness or reluctance, for they recognize the shared benefit of dialogue.

Higher education is a culture with values, norms, habits, and standards. Succeeding in this new culture requires persistence, a tolerance for ambiguity, and the ability for self-reflection and awareness. One of the key goals in higher education is to understand the structure of academic disciplines and subject areas. College-level course work provides new scholars with the opportunity to engage with and practice the language and ways of knowing within and across specific academic fields. Dedicated scholars acquire not only content area information, but also the skills necessary to pursue further knowledge by reading critically and writing articulately, thus becoming life-long learners.

### Culturally Responsive Teaching and Learning

One of the major missions of higher education is to construct and disseminate knowledge. As participants in this construction of knowledge, students of all backgrounds are expected to participate in a global learning community. Entering college, students benefit from being aware of their cultural positions and identities as they relate to the rest of the world in multiple learning communities. Since learning occurs within the context of the learner's background experiences and knowledge, culture must be addressed within the learning environment. Students need to encounter learning experiences that provide opportunities to learn how knowledge is constructed within cultural frameworks (Gay, 2000).

Entering college students are expected to be willing to examine their own cultural positions and identities as they relate to the rest of the world. This enables them to experience a wide range of emotions, including discomfort and joy, generated by the authentic engagement with people different from themselves. Students are encouraged to work with the conventions of academic English while integrating their unique expressions within those evolving conventions. Ultimately, the heart of college readiness is the ability to communicate across culture, race, and multiple Englishes (The Place of World Englishes in Composition: Pluralization Continued, A. Suresh Canagarajah, June 2006). Students have to talk to and learn from each other as well as from new texts and contexts. Therefore, reading a wide range of texts representing a broad variety of cultures and perspectives must be an integral part of students' classroom experiences. In addition, students need time for engaging dialogue surrounding the information and ideas presented in the college learning environment.

Successful students must feel comfortable in the global village of the 21st century. In assisting students' learning in preparation for college success, developing an awareness of world Englishes is useful in composition. Working within this context as students prepare for the postsecondary world helps them to develop an internationalist perspective capable of understanding the study and teaching of written English in relation to other languages and to the dynamics of globalization" (English Only and U.S. College Composition, Bruce Horner and John Trimbur, 2002). Students must develop an appreciation of the structures of all world languages. Canagarajah claims that "...rather than developing mastery in a single 'target language,' students should strive for competence in a repertoire of codes and discourses. Rather than simply joining a speech community, students should learn to shuttle between communities in contextually relevant ways" (2006).

Most composition theorists agree that students, both native and non-native speakers of standardized English, benefit from an exposure to a variety of written forms of language. Students learn to move among different language codes and are capable of making conscious language choices, one of which is "correctness." On-going engagement with a variety of discourses, much of which should be academic, increases students' linguistic strength and flexibility. In college, successful students shuttle between communities in contextually relevant ways. In moving toward the long-term goal of full acceptance for all varieties of English, students should be encouraged to work with the conventions of academic English as an additional, privileged variety, integrating their unique expressions within those evolving conventions.

**The Use of Technology**

Technology is an essential tool of modern communication. In college students continually need to update their technology skills: searching for information, assessing its credibility, and its ethical impact. Additionally, skills in using software programs in word processing, database, multi-media, and web pages round out a technologically savvy student.

**Attachment 2**

## ENGLISH CONTENT DEVELOPMENT TEAM MEMBERS

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**Attachment 3**

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# DRAFT College Readiness Definitions - Science

## Introduction

Washington state's 2004 *Strategic Master Plan for Higher Education* calls for defining college readiness in mathematics, science, English, world languages, social studies, and the arts. In 2005, the Legislature provided funding for the Higher Education Coordinating Board to define college readiness in English and science.

## The Need

Even though the majority of Washington's students enroll in a two- or four-year state college within a year of graduation, a significant number of students do not score high enough on college placement tests to take credit-bearing coursework without first taking remedial coursework in English and/or mathematics.

A recent analysis of Washington's 2004 high school graduating class by the Social and Economic Sciences Research Center, Washington State University (Puget Sound Division), revealed the following:

- Among the 2004 public high school graduates attending Washington universities or community and technical colleges in their first year after graduation, 42 percent enrolled in at least one remedial course (English or math, or both).
- About twice as many recent graduates enroll in remedial math as in remedial English.
- Remedial enrollment is much higher among students at the open-enrollment community and technical colleges (55 percent), compared to the competitive-admission universities (13 percent).

Remediation rates for the sciences are not known because placement tests are not given. Although the state has developed mathematics Grade Level Expectations (GLEs) for grades 11 and 12, English and science GLEs do not exist beyond grade 10. The math GLEs contain thoughtfully-constructed learning goals with useful guidance for both teachers and learners through grade 12. The college readiness attributes and definitions included in this document were constructed by teams of educators in Washington state with that same intent – to provide an essential educational framework so that students will be better prepared for the rigors of college-level learning in the sciences and English (reading, writing, and communications).

## The Process of Phase I

In January 2006, Phase I of the English and Science College Readiness Project began by forming two content development teams of secondary teachers and college faculty whose charge was to define the skills and knowledge students need to be prepared for entry-level general education college coursework. Team members brought a wide range of experience and expertise in various science and English disciplines to this collaborative effort. (See attached list of team members.)

The teams began by examining college readiness criteria developed by other states and national organizations. The teams also reviewed state K-10 learning goals, such as those in Washington's Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs). Since GLEs do not exist for English or science beyond the 10$^{th}$ grade, the teams set out to develop readiness strategies to bridge the gap between the GLEs and the knowledge and skill needed to succeed in college courses.

During 2006, the content teams developed, wrote, reviewed, and edited the preliminary college readiness attributes and definitions contained in this document. *Preliminary* is stressed because it is anticipated that

these attributes and definitions may be modified after they are piloted in classrooms across the state in a planned Phase II of the project.

The English and science college readiness documents are similar in format to the mathematics standards document published in 2006 by the Transition Mathematics Project led by the State Board for Community and Technical Colleges (SBCTC). Similar formats were developed to make it easier to implement the strategies across subject areas after field testing and professional development are completed.

Like the math project, the English and science college readiness attributes and definitions define the level of knowledge and skill students need to develop in high school make a successful transition to college, with specific focus on the last two years of high school.

The development teams have not developed these college readiness recommendations to add another assessment layer or requirement to the K-12 system. Additional statewide testing is considered unnecessary and, perhaps, counterproductive at this time. However these readiness measures should be of value to teachers and learners concerned with improving college preparation.

## Prologue

The science college readiness attributes and content definitions outlined in this document are a framework for preparing high school students for entry-level, general education coursework in two- and four-year colleges and universities. Definitions of science content and foundational knowledge are contained, as well as several personal attributes that are necessary for successful college-level learning.

The college readiness "attributes" proposed in this document reflect "*how* to learn", while the college readiness "content definitions" reflect "*what* to learn." Although the attributes and definitions are presented separately, they are clearly interconnected, interdependent, and necessary for success in college science courses.

## College Readiness Attributes

In general education college science classes, students come from many different backgrounds and follow many different academic paths. A "college ready" student will search for the relevance of academic materials, take responsibility for his/her learning, and actively seek assistance from available resources (instructors, teaching assistants, tutoring centers, etc.) when needed. This intellectual engagement is often daunting, but by acquiring and practicing these essential attributes, students will have a greater set of tools for successful learning.

A student with the essential attributes for college success:

- Demonstrates intellectual engagement
- Takes responsibility for his or her own learning
- Perseveres through the learning process
- Pays attention to detail
- Demonstrates ethical behavior
- Communicates effectively across a variety of audiences and purposes
- Effectively reads and organizes information presented in questions/problems in order to formulate solutions
- Builds creative solutions to intellectual and practical real-world problems

Acquiring and practicing these attributes will lead to successful learning in any college-level class as the learning process becomes more demanding, is more complex, and requires more student engagement. Also, the pace of college coursework is more rapid and the transition from small, secondary classrooms to large, lecture-oriented college classes may prove intimidating to some students. The sheer size of some college-level classes requires students to be almost completely responsible for their own learning, which represents a distinct departure from high school. In small seminar-style classes, students should be prepared to be deeply engaged, active contributors, and to be ready for the intellectual give and take that is expected in college-level learning.

To underscore the value of the essential student attributes noted above, science, mathematics and English college readiness development teams in Washington State, have independently identified and included attributes as essential to college success.

## College Readiness Definitions

In the collegiate culture, "knowledge for knowledge sake," is highly valued, if not essential. Faculty often engage in research that may change an established body of knowledge. This manifests itself in the notion that any body of knowledge is dynamic. Therefore, students should expect that what they have already learned or believe may be challenged. Conversely, students should expect to use their learning to challenge, in a civil fashion, the "accepted wisdom" or assumptions of others from previous eras. Successful college-level science students must be motivated to learn far more than 'what is on the test.'

The college readiness definitions are intended to bridge the gap between K-10 learning goals and the knowledge and skills needed for entry-level general education college science. Included below are the content areas and the foundational skills that, together, represent college readiness definitions for science.

### Definition A: Science Content ("Big Ideas")

The field of science contains too many specific knowledge areas to be generally measured in one test. Thus, Definition A emphasizes a student's proficiency with core science concepts—"big ideas" in science—at cognitive levels beyond those described in Washington State's Grade 10 science EALR 1. Emphasis on learning moves from primarily knowing and understanding towards synthesizing and evaluating big ideas into a coherent and useful picture of the natural world, including physical, life and earth/space sciences.

### Definition B: Science Foundational Skills

Students develop scientific thinking through engagement with challenging content. This is how they seek and frame questions, form hypotheses, and consider what science does or does not know. Equally important is the ability to interpret and communicate observations and results, and ultimately to appreciate the importance of science to society. Thus, Definition B covers these science foundational skills.

- Scientific Inquiry and the Nature of Science
- Science and Society
- Quantitative Analysis
- Technology
- Communication

# HIGHER EDUCATION COORDINATING BOARD
# SCIENCE COLLEGE READINESS DEFINITIONS

PRELIMINARY

JANUARY 2007

## STUDENT ATTRIBUTES

The student attributes common to English, Science and Math college readiness are in black type; the attributes applicable only to science college readiness are in *blue italic* type.

The personal attributes described below are essential for success in entry level college courses.

| COMPONENT | EVIDENCE of LEARNING |
|---|---|
| Demonstrate intellectual engagement. | • Perceive that every discipline is a way of understanding and not just a sequence or compilation of discrete information.<br>• Develop intellectual curiosity: actively explore new ideas, posing questions about meaning, significance, and implications *by designing and conducting scientific investigations and engaging in scientific inquiry.*<br>• Demonstrate curiosity, honesty, cooperation and skepticism in scientific investigations.<br>• Recognize one's own assumptions, take risks and be challenged as part of the learning process.<br>• Recognize and interpret patterns – as well as variation from previously learned or observed patterns – in data, diagrams, symbols, and words.<br>• Question, integrate, synthesize and connect new ideas to previously learned concepts.<br>• Actively seek to use the resources, tools, *technologies* and strategies necessary for effective learning. |
| Take responsibility for own learning. | • Engage in self reflection and self-evaluation (e.g. examine and learn from errors, seek help when needed, and understand that failure is part of the learning process).<br>• Proactively seek input and feedback on ideas and work.<br>• Seek help addressing issues outside the classroom that may interfere with the learning process.<br>• Participate in class sessions and when absent, seek ways to learn the material covered in class.<br>• Devote the time necessary to be successful and plan ahead to meet deadlines.<br>• Conscientiously prepare work assigned for class (for example on time, neatly presented, and taken seriously).<br>• Use effective strategies to learn independently.<br>• Take advantage of available resources - class time, notes, textbook, assignments, tutoring services, supplemental materials, instructor, peers, equipment and electronic resources.<br>• Participate effectively in groups to discuss or complete an assignment.<br>• Contribute to and benefit from group problem-solving activities. |

STUDENT ATTRIBUTES

The student attributes common to English, Science and Math college readiness are in black type; the attributes applicable only to science college readiness are in *blue italic* type.

The personal attributes described below are essential for success in entry level college courses.

| COMPONENT | EVIDENCE of LEARNING |
|---|---|
| Persevere through the learning process. | • Demonstrate sustained effort as an important component of successful learning.<br>• Successfully complete tasks that require organizing and applying multiple steps, concepts or techniques, and which may be time-consuming.<br>• *Persist in working on problems that require time and thought and demonstrate original critical thinking.*<br>• Recognize when an approach is unproductive and make logical modifications and/or switch to another approach.<br>• Accept ambiguity as part of the learning process. |
| Pay attention to detail. | • Correctly and independently follow oral and written directions.<br>• Work toward precision in the use of discipline-specific language and conventions.<br>• Review or edit work prior to submission. |
| Demonstrate ethical behavior. | • Treat others with respect.<br>• *Demonstrate respect for different cultural perspectives.*<br>• *Recognize that plagiarism is dishonest and unethical.*<br>• *Respect the intellectual and creative work of others by refraining from academically dishonest behaviors, such as copying another's assignment, copying and pasting from the internet, or using sources without attribution.*<br>• *Evaluate the intended and unintended consequences of one's actions on people, society and the environment prior to making decisions.* |
| Communicate effectively across a variety of audiences and purposes. | • Choose language appropriate to the academic, social and cultural conventions of the particular audience.<br>• Contribute relevant ideas, clear illustrations and clarifying examples.<br>• Express disagreement in ways that permit continued dialogue. |
| *Effectively read, parse, and organize information presented in questions/problems in order to formulate solutions.* | • *Employ reading strategies appropriate to scientific literature.*<br>• *Identify the key components of a question to determine what is being asked.*<br>• *Recognize that similar problems may be presented differently and that different problems may, at first, appear similar.*<br>• *Apply discipline-specific knowledge in new situations or contexts*<br>• *Generate possible approaches to unfamiliar problems.*<br>• *Develop a solution to a complex problem that combines multiple concepts.* |

**DEFINITION A** BIG IDEAS IN SCIENCE

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Science through Grades 9/10*.

Students will demonstrate facility with the core science concepts at cognitive demand levels beyond those described in Washington State Science EALR 1. The emphasis will move from primarily knowing and understanding towards synthesizing, evaluating and transferring knowledge and skills across disciplines to solve problems and generate explanations.

[This is necessary for success in courses that are part of the general education requirements in science in Washington State colleges and universities. Students intending to prepare for majors in science and technical fields should pursue high school courses that target more advanced topics and skills.]

| | |
|---|---|
| A.1 Physical Science, Life Science, Earth/Space Science | Synthesize knowledge of:<br>• properties of matter, forces, motion, and energy;<br>• living things, ecosystems, human biology, molecular heredity, and evolution and natural selection;<br>• Earth materials and systems, the solar system, stars, galaxies, the universe, and the evolution of the Earth and the universe;<br>• big ideas into a coherent and useful picture of the natural world; and,<br>• real world phenomena and approach the solution of unique problems.<br><br>Evaluate experimental or observational evidence based on knowledge of:<br>• properties of matter, forces, motion, and energy;<br>• living things, ecosystems, human biology, molecular heredity, and evolution and natural selection; and<br>• Earth materials and systems, the solar system, stars, galaxies, the universe, and the evolution of the Earth and the universe |

**DEFINITION B** SCIENTIFIC INQUIRY AND THE NATURE OF SCIENCE

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Science through Grades 9/10.

The student understands scientific inquiry and the nature of science.

| COMPONENT | EVIDENCE of LEARNING |
|---|---|
| B.1 Demonstrate understanding of the differences between observation, hypothesis, theory and law. | • Make an hypothesis (or multiple hypotheses) based on an observation that includes a prediction with a cause-effect reason.<br>• Demonstrate creativity and critical thinking to formulate and evaluate hypotheses.<br>• Distinguish between testable and non-testable questions.<br>• Understand the scientific definition of hypothesis, theory, and law.<br>• Understand that a theory does not turn into a law. |
| B.2 Understand how to plan and conduct scientific investigations using proper data collection and observation methods. [See GLE 2.1.2] | • Use approximation when appropriate; recognize when accuracy and precision are important.<br>• Accurately and thoroughly make and record observations.<br>• Distinguish between inference and observation and understand their roles in scientific investigation.<br>• Understand that predictions are inferential. |
| B.3 Synthesize a scientific explanation using evidence and data and defend it with logic, and if necessary revise the explanation to account for new evidence. [See GLE 2.1.3] | • Suggest alternative explanations for data and conclusions, and propose alternative hypotheses.<br>• Accept that unexpected or ambiguous results are often part of the experimentation process. |
| B.4 Use physical, conceptual and mathematical models to represent and investigate objects, events, systems and processes. [See GLE 2.1.4] | • Create physical, conceptual, and/or mathematical models to represent and/or investigate objects, events, systems, and processes.<br>• Evaluate how well a model describes or predicts the behavior of an object, event, system or process. |
| B.5 Orally and in writing, present and produce reports on scientific investigations, explanations of objects, events, systems, and processes. [See GLE 2.1.5] | • Summarize an investigation and discuss how the conclusions support or refute accepted scientific theories and laws.<br>• Effectively communicate investigative results and conclusions. |

**DEFINITION B** SCIENTIFIC INQUIRY AND THE NATURE OF SCIENCE

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Science through Grades 9/10.

The student understands scientific inquiry and the nature of science.

| COMPONENT | EVIDENCE of LEARNING |
|---|---|
| B.6 Analyze scientific theories, methods and conclusions for validity and reliability. [See GLEs 2.2.1, 2.2.2 and 2.2.4] | • Recognize the importance of performing multiple trials to obtain reliable results.<br>• Understand the limitations of an experimental design and its impact on the validity of conclusions.<br>• Suggest additional experiments that could be performed to explain experimental data or conclusions.<br>• Understand that constructive criticism about scientific investigations is useful and necessary.<br>• Recognize science and pseudoscience and explain why a given concept is or is not scientific. |
| B.7 Understand how scientific knowledge is dynamic [See GLE 2.2.5] | • Know that science often involves the testing, evaluation and modification of theories based on the application of scientific methods.<br>• Understand that the goal of scientific inquiry and investigation is to lead to a better understanding of the natural world. |

**DEFINITION C** SCIENCE AND SOCIETY

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Science through Grades 9/10.

The student applies scientific knowledge and solutions to other disciplines and real life situations.

| COMPONENT | EVIDENCE of LEARNING |
|---|---|
| C.1 Analyze local, regional, national, and global problems or challenges in which scientific designs can be or have been used to develop a solution. [see GLE 3.1.1] | • Critically analyze scientific information in current events to make personal choices, or to inform public-policy decisions.<br>• Recognize when more information is needed and demonstrate the skills to acquire such information. |
| C.2 Recognize that scientific knowledge and technological advances are discovered and developed by individuals and communities in all cultures of the world. [see GLE 3.2.1] | • Describe how our modern way of life has been impacted by scientific knowledge and technological advances from a variety of peoples.<br>• Analyze how scientific knowledge and technological advances contribute to changes in societies. |
| C.3 Analyze how the scientific enterprise and technological advances have had both positive and negative impacts on society and Earth. [see GLE 3.2.2] | • Investigate and describe specific examples of the unintended consequences of scientific enterprises on the natural world and society. |
| C.4 Analyze the effects human activities have on Earth's capacity to sustain biological diversity. [see GLE 3.2.4] | • Explain how human activities affect Earth's capacity to sustain biological diversity (e.g. global warming, introduced species, poaching, pollution, habitat destruction, etc.).<br>• Describe and analyze the global impacts created by the predicted exponential growth of human populations and develop possible solutions.<br>• Explain how the use of renewable and nonrenewable natural resources affects the sustainability of an ecosystem. |

**DEFINITION D** QUANTITATIVE ANALYSIS

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Science through Grades 9/10.

The student uses appropriate mathematical concepts and procedures in scientific investigations.

| COMPONENT | EVIDENCE of LEARNING |
|---|---|
| D.1 Apply concepts and procedures from algebra to analyze data. [see TMP Standard 7] | • Know when it is possible to simplify, solve, substitute in or evaluate equations and expressions and when it is not. For example, expand the expression (x-1) (x +4); substitute a = 2, b = 4 into the formula $a^2 + b^2 = c^2$; solve the equation 0 = (x +3) (x+1); and evaluate the function f(x) =(x+1) (x+4) at x = -1.<br>• Know ways that variables can be represented in mathematical functions (e.g., as a placeholder for an unknown, such as x + 2 = 9, or to represent a range of values, such as -3m - 8).<br>• Understand polynomial, logarithmic, exponential and trigonometric functions. |
| D.2 Apply concepts and procedures from analytic geometry to analyze data. | • Understand vectors and how they can be used to represent force, velocity, and other physical measurements.<br>• Use vector analysis, vector addition and scalar multiplication to solve problems.<br>• Understand that a curve drawn in a certain location is fully equivalent to a set of algebraic equations. |
| D.3 Use mathematical knowledge and logical reasoning to define and solve problems. [See TMP, Standard 1]. | • Create a variety of models to represent functions, patterns and mathematical relationships (e.g., statements, formulas, and graphs).<br>• Use various strategies to approach problem-solving situations and to revise solution processes. |
| D.4 Use symbols, diagrams and graphs to clearly communicate mathematical ideas, reasoning and their implications. (see TMP 2.2) | • Use appropriate/applicable method to represent data (e.g. charts, tables, plots and graphs).<br>• Interpolate or extrapolate data points on a graph. |
| D.5 Accurately apply concepts and procedures from measuring, estimating, probability and statistics to analyze data. [see TMP, Standard 6] | • Select and use appropriate units to express measurements.<br>• Understand the differences between the metric and the traditional U.S. measurement system and be able to convert between the two systems.<br>• Use scientific notation appropriately.<br>• Understand and be able to use descriptive statistics (e.g., mean, median, mode and standard deviation).<br>• Know the difference between accuracy and precision, as well as how to use significant digits appropriately.<br>• Know how to estimate and when to use estimation to solve problems.<br>• Consider the possible sources of measurement errors and their effects on calculations.<br>• Check to be sure that quantities are reasonable and plausible. |
| D.6 Accurately apply concepts and procedures from proportional reasoning to analyze data. | • Use proportional reasoning to solve problems (e.g., equivalent fractions, equal ratios, constant rate of change, proportions and percents).<br>• Understand ratios, proportions and percents and how each is related to the other.<br>• Determine how changing the value of one variable affects the value of a second variable in an equation (direct or inverse proportionality). |

**DEFINITION E** TECHNOLOGY

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Science through Grades 9/10.

The student uses appropriate technologies in conducting scientific investigations.

| COMPONENT | EVIDENCE of LEARNING |
|---|---|
| E.1 Use technology in scientific literature research (information literacy). | • Locate varied and reputable sources of information, using available library, electronic, and human resources.<br>• Use resources such as databases and tools such as search engines to access information relevant to a topic.<br>• Critically evaluate information from electronic and other sources. |
| E.2 Use technology to conduct scientific investigations, and analyze and present scientific data. | • Correctly and safely use available equipment to conduct a scientific investigation.<br>• Use technology and software to accurately collect, analyze and display data. [see OR PASS Standards] |

**DEFINITION F** COMMUNICATION

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Science through Grades 9/10.

The student effectively communicates scientific knowledge.

| COMPONENT | EVIDENCE of LEARNING |
|---|---|
| E.1 Use appropriate terminology and technology to communicate scientific knowledge. | • Communicate results using pictures, tables, charts, diagrams, graphic displays and text that are clear, neat, accurate, and informative. [PASS & Benchmarks for Scientific Literacy]<br>• Accurately use terminology, symbols, notations, and formulas to report results, identify patterns in data, and propose explanations. [PASS] |
| E.2 Communicate scientific information and defend scientific arguments both orally and in writing. [National Science Education Standards] | • Translate knowledge of scientific writings and terminology into everyday language. [KSUS]<br>• Clearly explain scientific claims or arguments presented. [PASS].<br>• Clearly communicate questions, hypotheses, methods, results, and conclusions.<br>• Use scientific evidence, as opposed to anecdote or personal opinion, to support scientific arguments.<br>• Seek and readily accept constructive comments. |

***The Higher Education Coordinating Board and the College Readiness Content Development Teams wish to express their appreciation to the Office of Superintendent of Public Instruction for its work with the EALRs (Essential Academic Learning Requirements) and the associated GLEs (Grade Level Expectations), and for granting permission for the college readiness definitions to use language directly from the GLEs when appropriate.***

**Attachment 1**

## CONCLUDING REMARKS FROM SCIENCE CONTENT TEAM

A major objective of college readiness is to encourage a more cohesive approach to the processes of science education. The science college readiness attributes and definitions should, therefore, be viewed as a framework to better prepare students for entry-level general education science classes. Students planning to major in science, math, or engineering will find additional science and math classes in their junior and senior years of high school to be essential

One of the strengths of this document is that it builds on the existing framework of standards and assessments used in Washington's secondary education system. It is important to recognize that high school curricula and teaching practices in Washington State already incorporate some of what is included in this college readiness document.

Also, it is both fair and important to state that the causes of student failure or success at the college level can be as varied as the quality of instruction and resources available in K-12 and postsecondary education institutions in our state. Therefore, it is imperative to acknowledge that a student's preparation and likelihood for success in college might be diminished by factors ranging from a lack of trained science educators in elementary grades, to college-related factors such as lecture-style teaching to hundreds of students, which we know does not work well for all students.

Perhaps Phase II of this project could identify factors that lead to both success and failure of students during their college years so that needed adjustments can be made at all levels. Significantly more students in our state could meet science college readiness expectations provided our system is adequately equipped to offer a quality, coordinated learning program. Defining science college readiness is considered vital to the goal of a quality coordinated program.

To this end, the capacity of school districts and colleges to offer improved science education also deserves careful consideration and thorough analysis. Some of the most compelling capacity issues include class size, professional development (K-20), equipment and facilities, additional demands placed on teachers without sufficient resources, and teacher compensation and retention.

Another significant challenge is providing resources that address economic disparities and home, community and cultural differences that affect learning. School institutions often are ill equipped to meet the complex needs of our state's diverse and needy student populations.

**Attachment 2**

## SCIENCE CONTENT DEVELOPMENT TEAM MEMBERS

Gerry Barclay, Instructor, Biology, Highline Community College
Linda Drake, Tech Prep/Special Projects Manager, Pierce County Career Connection
Tira Hancock, Teacher, Sciences, Eatonville School District/Pierce College/University of Phoenix
Rodger Hauge, Professor, Science and Social Studies, Eastern Washington University
Paula Heron, Associate Professor of Physics, University of Washington
Judith Kjellman, Math/Science Coordinator/Faculty, Yakima Valley Community College
Linda Kosa-Postl, Associate Professor, Cascadia Community College/Skagit Valley College
John Leitzinger, Facilitator, Curriculum & Instruction, Tacoma Public School District
Norah McCabe, Clinical Assistant Professor, Molecular Biosciences, WSU
James McDougall, Geology / Physics, Tacoma Community College/Olympic College
Heather McKean, Senior Associate Faculty Biology, Eastern Washington University
Bruce Palmquist, Professor, Physics/Science Education, Central Washington University
Kathleen M. Pavlich, Teacher, Sciences, N. Kitsap School District
Mary Margaret Pratt, Teacher, Chemistry, Cheney School District
Jennifer Sorensen, Director General Science/Assistant Professor, Chemistry, Seattle University
John Traxler, Teacher, Sciences, Mountlake Terrace High School
Roxanne Trees, Health & Human Services Pathway Lead, Seattle Public Schools
Paul Witt, Teacher, Biology, Shoreline School District
Eric Wuersten, Curriculum and Instruction, OSPI
Adam Wolfer, Chemistry Faculty, Lower Columbia Community College

**RESOLUTION NO. 07-01**

WHEREAS, Section 8 of the state's 2004 Strategic Master Plan for Higher Education calls for improving student transition from high school to college; and

WHEREAS, The 2004 Master Plan recognizes that defining college readiness in English, science, mathematics, world languages, the arts, and social sciences is essential as a strategy for improving student transition from high school to college; and

WHEREAS, In 2004, the Legislature and Governor Christine Gregoire provided funds for the Higher Education Coordinating Board, in collaboration with K-12 and postsecondary institutions, to define college readiness in English and science; and

WHEREAS, In 2006, cross-sector teams composed of K-12 and college English and science teachers and faculty in Washington State have engaged in a year-long process to define college readiness and have produced a consensus document that proposes preliminary college readiness definitions *(what to learn)* and attributes *(how to learn);*

NOW THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the English and Science Preliminary English and Science College Readiness Definitions and Attributes for use in an anticipated Phase II of the project.

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board supports a planned Phase II of the English and Science College Readiness Project which, if funded by the Legislature and Governor, would allow the definitions and attributes to be field tested in 11th and 12th grade classrooms utilizing teaching teams composed of K-12 and college teachers and faculty.

Adopted:

January 25, 2007

Attest:

_____

Gene Colin, Chairman

_____

Jesus Hernandez, Secretary

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

**January 2007**

# Governor Gregoire's 2007-09 Higher Education Budget Proposal: Summary and Highlights

## Introduction

This report summarizes the Governor's proposed higher education operating and capital budget for the 2007-09 biennium. As reviewed below, the Governor's proposal would fund a significant number of new enrollments in the state's public universities and colleges, with funding for new enrollment in high-demand programs[1] as a major priority.

Additionally, the Governor has proposed funding increases for new and existing state financial aid programs and funding for new financial incentive programs. These initiatives, along with other proposed allocations for higher education, support the central goals of the board's 2004 *Strategic Master Plan for Higher Education*.

For the operating budget, this summary highlights the Governor's proposed higher education expenditures, the total number of new full-time equivalent (FTE) students that would be available from the proposed expenditures, and a description of the Governor's proposed policy enhancements. Additionally, the proposed policy enhancements are compared to the board's 2007-09 operating budget recommendations within the four budget priority categories adopted by the board.

The Governor's 2007-09 capital budget is summarized by comparing the governor's proposed capital projects to the two-year and four-year prioritized lists of capital projects as recommended by the board. Additionally, this section provides a listing of proposed projects which would be financed by alternative financing methods.

[1] The HECB's *2004 Master Plan for Higher Education* listed specific fields reflected in the 2003-05 operating budget, including the following: nursing and other health services; applied science and engineering; teaching and speech pathology; computing and information technology; and viticulture and enology. In addition, two-year colleges included worker retraining in the list of fields.

## Operating Budget Proposal

### Proposed Higher Education Expenditures and Statewide Context

The Governor is proposing a total state operating budget of $64.8 billion (all funds). Of this amount, the Governor recommends $9.1 billion, or 14 percent, for higher education. Of the total all-funds request, the Governor proposes $30 billion from the General Fund, with $3.3 billion (11 percent) requested for higher education.

By comparison, the current 2005-07 state operating budget of $51.7 billion (all funds) provides $8.2 billion for higher education, or 16 percent of the total. The total General Fund appropriation of $27.3 billion contains $2.9 billion (11 percent) for higher education.

Illustration 1 compares the current total state budget and higher education's "share" to the governor's proposal. This comparison shows all funds and general fund state as discussed above.

**Illustration 1**
**Comparison of 2005-07 Operating Budget**
**to Governor's Proposed 2007-09 Operating Budget**

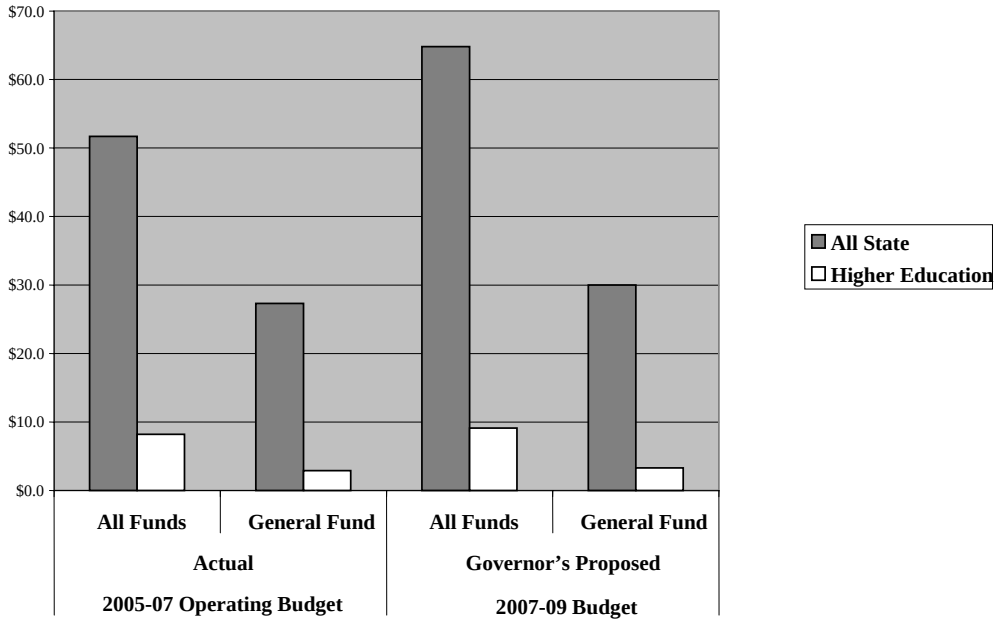


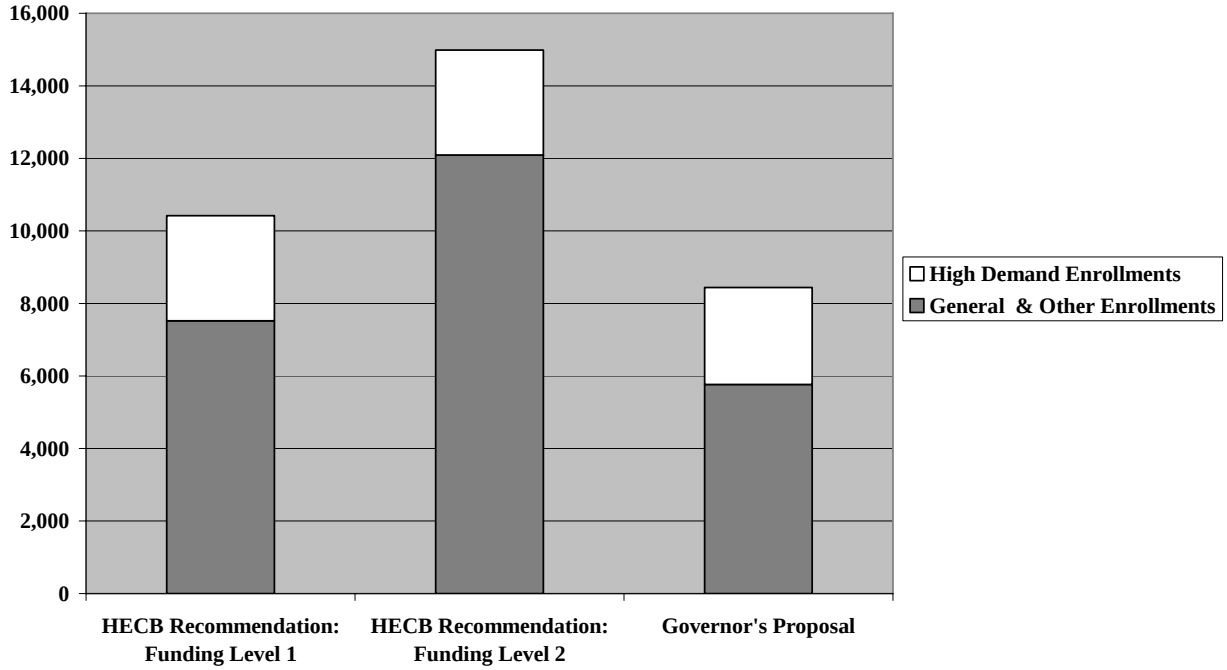

Table 1 (on page 7) shows the detail of the Governor's higher education operating budget proposal by institution and sector.

## New Student FTE Proposal

The Governor is proposing that 8,439 new full-time equivalent (FTE) students be funded in the 2007-09 biennium. Of this amount, 4,195 FTE are general enrollments, 2,671 FTE are high-demand enrollments, and 1,573 FTE are other enrollments. Table 2 (on page 8) displays the Governor's FTE proposal by institution and sector, and compares this to the board's recommendation.

Illustration 2 compares the Governor's general and high-demand enrollment proposals to the enrollment increases recommended by the board. As is shown, the Governor's plan for increases in high-demand enrollment is consistent with the board's recommendation, while proposed general enrollment increases are less than recommended by the board.

**Illustration 2**
**Governor's and HECB 2007-2009 New Enrollment Proposals**



## Proposed Policy Enhancements and HECB Operating Budget Priorities

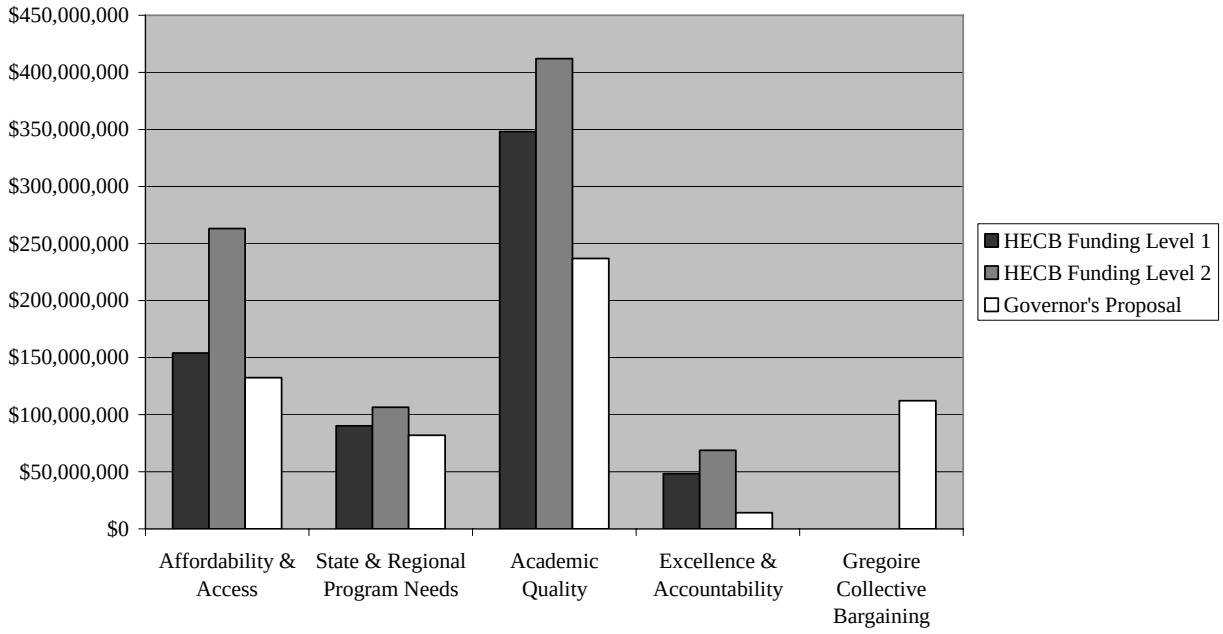
The board's 2007-09 operating budget recommendations are based on four specific objectives for the new biennium. These objectives, considered of equal importance, are:

- *Ensuring Affordability and Access for Students*
- *Responding to State and Regional Program Needs*
- *Maintaining Academic Quality*
- *Promoting Institutional Excellence and Accountability*

In its operating budget recommendation, the board prioritized all policy enhancement expenditures[2] within these four areas of priority. Table 3 (on page 9) shows these prioritized areas of policy enhancement compared to the Governor's proposed budget.

As shown in Illustration 3, the Governor's proposal, while lower in proposed expenditures, generally corresponds to the board's proportionate recommendations among the four priority categories.

**Illustration 3**
**HECB Operating Budget Recommendations and Governor's Proposal by HECB Priority Categories**




[2] The board's 2007-09 operating budget recommendations assumed the "Maintenance Funding Level" as calculated by the Office of Financial Management. Items within the maintenance level were not prioritized by the board.

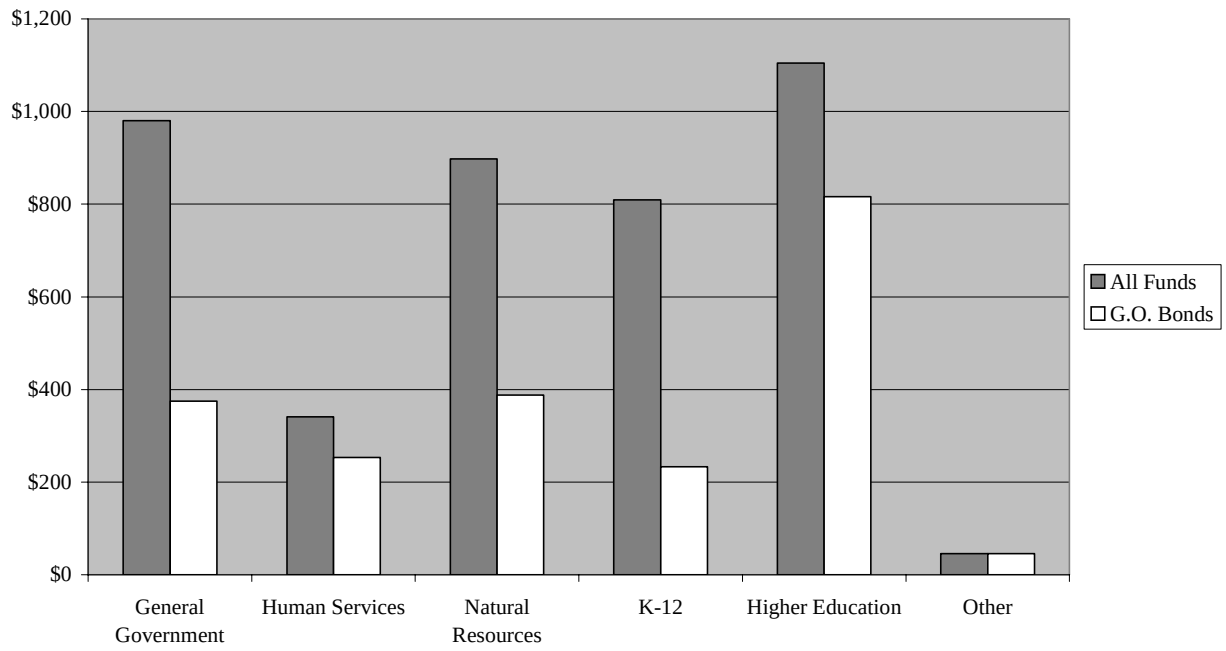
## Capital Budget Proposal

### Proposed Expenditures and Statewide Context

The Governor is proposing a total 2007-09 capital budget of $4.2 billion. Of this total amount, the Governor proposes $1.1 billion (26 percent) for higher education: $543 million for the four-year institutions and $513 million for the community and technical colleges.

This proposal is summarized in Illustration 4, which includes the amount of proposed capital expenditures to be financed by state General Obligation Bonds. The Governor is proposing about $816 million in General Obligation Bonds for higher education. This is about 38 percent of all General Obligations Bonds proposed statewide ($2.1 billion).

**Illustration 4**
**Governor's Proposed 2007-2009 Capital Budget by State Function and Type of Funds**




## Recommended Projects

Tables 4 and 5 in the next series show the prioritized lists of the four-year institutions and the community and technical colleges by the HECB and Governor's project funding recommendations. The Governor's proposal, while funding fewer projects than recommended by the board, closely follows the prioritized project rankings as adopted by the institutions' governing boards and the HECB.

# Table 1
# Summary of Governor's 2007-09
# Higher Education Operating Budget Proposal – All Funds
## (dollars in thousands)

| | GOVERNOR'S PROPOSAL | | | GOVERNOR'S as % of HECB |
|---|---|---|---|---|
| | GF - State | Other Funds | Total All Funds | |
| **MAINTENANCE LEVEL:** | | | | |
| CWU | $90,361 | $139,153 | $229,514 | |
| EWU | $90,239 | $127,056 | $217,295 | |
| TESC | $52,593 | $51,640 | $104,233 | |
| WSU | $428,598 | $657,929 | $1,086,527 | |
| UW | $703,481 | $3,123,601 | $3,827,082 | |
| WWU | $123,536 | $175,082 | $298,618 | |
| Four-Year Institutions | **$1,488,808** | **$4,274,461** | **$5,763,269** | |
| Community and Technical Colleges | **$1,177,425** | **$1,137,296** | **$2,314,721** | |
| Higher Education Coordinating Board | **$337,192** | **$98,159** | **$435,351** | |
| **GOV TOTAL MAINTENANCE** | **$3,003,425** | **$5,509,916** | **$8,513,341** | |
| **HECB RECOMMENDATION:** | | | | |
| **Level 1** | | | **$8,513,341** | **100%** |
| **Level 2** | | | **$8,513,341** | **100%** |
| **POLICY ENHANCEMENTS:** | | | | |
| CWU | $9,446 | $6,935 | $16,381 | |
| EWU | $9,484 | $6,048 | $15,532 | |
| TESC | $6,320 | $1,802 | $8,122 | |
| WSU | $39,392 | $31,010 | $70,402 | |
| UW | $64,132 | $171,571 | $235,703 | |
| WWU | $11,512 | $8,165 | $19,677 | |
| Four-Year Institutions | **$140,286** | **$225,531** | **$365,817** | |
| Community and Technical Colleges | **$99,439** | **$55,119** | **$154,558** | |
| Higher Education Coordinating Board | **$8,029** | **$48,947** | **$56,976** | |
| **ENHANCEMENTS** | **$247,754** | **$329,597** | **$577,351** | |
| **HECB RECOMMENDATION:** | | | | |
| **Level 1** | | | **$640,750** | **90%** |
| **Level 2** | | | **$850,469** | **68%** |
| **TOTAL BUDGET PROPOSAL:** | | | | |
| CWU | $99,807 | $146,088 | $245,895 | |
| EWU | $99,723 | $133,104 | $232,827 | |
| TESC | $58,913 | $53,442 | $112,355 | |
| WSU | $467,990 | $688,939 | $1,156,929 | |
| UW | $767,613 | $3,295,172 | $4,062,785 | |
| WWU | $135,048 | $183,247 | $318,295 | |
| Four-Year Institutions | **$1,629,094** | **$4,499,992** | **$6,129,086** | |
| Community and Technical Colleges | **$1,276,864** | **$1,192,415** | **$2,469,279** | |
| Higher Education Coordinating Board | **$345,221** | **$147,106** | **$492,327** | |
| **GOV TOTAL BUDGET PROPOSAL** | **$3,251,179** | **$5,839,513** | **$9,090,692** | |
| **HECB RECOMMENDATION:** | | | | |
| **Level 1** | | | **$9,154,091** | **99%** |
| **Level 2** | | | **$9,363,810** | **97%** |

(Excludes SIRTI)

Note: Direct comparison by institution is not possible between the HECB's request and the governor's proposal. This is because the HECB budget proposal does not allocate total enrollments on an institutional basis.

# Table 2
# Governor's 2007-09 Proposed Operating Budget
# FTE Student Enrollments

| | Total All Enrollments | | | General Enrollments | | | | High Demand Enrollments | | | Other Enrollments | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *2007-08* | *2008-09* | *Total* | *2007-08* | *2008-09* | *Total* | | *2007-08* | *2008-09* | *Total* | *2007-08* | *2008-09* | *Total* | |
| **University of Washington** | | | | | | | | | | | | | | |
| Seattle | 355 | 355 | 710 | 105 | 105 | 210 | * | 250 | 250 | 500 | | | | |
| Bothell | 220 | 220 | 440 | 220 | 220 | 440 | | | | | | | | |
| Tacoma | 240 | 240 | 480 | 240 | 240 | 480 | | | | | | | | |
| ***Total UW*** | **815** | **815** | **1,630** | **565** | **565** | **1130** | | **250** | **250** | **500** | | | | |
| **Washington State University** | | | | | | | | | | | | | | |
| Pullman/Spokane | 145 | 145 | 290 | 0 | 0 | 0 | | 145 | 125 | | 0 | 20 | 20 | |
| TriCities | 25 | 50 | 75 | 25 | 50 | 75 | | | | | | | | |
| Vancouver | 150 | 225 | 375 | 150 | 200 | 350 | | 0 | 25 | | | | | |
| ***Total WSU*** | **320** | **420** | **740** | **175** | **250** | **425** | | **145** | **150** | **295** | **0** | **20** | **20** | |
| Eastern Washington University | 100 | 258 | 358 | 50 | 200 | 250 | * | 50 | 50 | 100 | 0 | 8 | 8 | |
| Central Washington University | 330 | 50 | 380 | | 50 | 50 | * | 330 | 0 | 330 | | | | |
| The Evergreen State College | 25 | 75 | 100 | 25 | 75 | 100 | | | | 0 | | | | |
| Western Washington University | 168 | 268 | 436 | 120 | 120 | 240 | | 48 | 148 | 196 | | | | |
| ***Total Comprehensives*** | **623** | **651** | **1,274** | **195** | **445** | **640** | | **428** | **198** | **626** | 0 | **8** | **8** | ** |
| ***Total Four-Years:*** | **1,758** | **1,886** | **3,644** | **935** | **1,260** | **2,195** | | **823** | **598** | **1,421** | 0 | **28** | **28** | |
| ***SBCTC*** | **2,445** | **2,350** | **4,795** | **1,000** | **1,000** | **2,000** | | **600** | **650** | **1,250** | **845** | **700** | **1,545** | ** |
| ***Gov's Total New Enrollments:*** | **4,203** | **4,236** | **8,439** | **1,935** | **2,260** | **4,195** | | **1,423** | **1,248** | **2,671** | **845** | **728** | **1,573** | |
| ***HECB Proposal:*** | | | | | | | | | | | | | | |
| ***Level 1*** | **5,210** | **5,211** | **10,421** | **3,747** | **3,748** | **7,495** | | **1,463** | **1,435** | **2,898** | | **28** | **28** | |
| ***Level 2*** | **5,210** | **9,777** | **14,988** | **3,748** | **8,314** | **12,062** | | **1,463** | **1,435** | **2,898** | | **28** | **28** | |

Notes:

***General enrollments include Graduate level ftes for:
**UW (210ftes), CWU (50 ftes), and EWU (50 ftes)**

****Other Enrollments include:
WWAMI/RIDE ftes for **WSU and EWU**
**SBCTC:**

| | |
|---|---|
| I-BEST | 500 |
| Basic Skills | 500 |
| Apprenticeships | 400 |
| NSIS | 25 |
| CWU Centers | 120 |

Source: OFM Summary Sheet 12-19-2006

# Table 3
# 2007-09 Operating Budget Version Comparison
# Higher Education

| | HECB Recommendation "Enhancing Quality, Access, and the State's Competitiveness" Level 1 | HECB Recommendation "Building a Foundation for Excellence" Level 2 | Governor's Proposal |
|---|---|---|---|
| **Ensuring Affordability and Access for Students** | | | |
| 1. General enrollment increases requested by institutions | | | |
| Community/Technical College Enrollments (4,850 FTE $5,400/FTE) @$5,700 | $ 39,285,000 | $ 39,285,000 | $ 17,100,000 |
| Undergraduate Enrollments (Four-Year Institutions 2,222 FTE@ $6,300/FTE) | 22,447,000 | 22,447,000 | |
| UW @ $6,900 | | | 9,522,000 |
| WSU | | | 5,838,000 |
| EWU | | | 1,725,000 |
| CWU | | | 0 |
| TESC | | | 1,032,000 |
| WWU | | | 1,987,200 |
| ***Subtotal - Undergraduate Enrollments*** | ***61,732,000*** | ***61,732,000*** | ***37,204,200*** |
| Graduate/Professional Enrollments (HECB: Four-Year Institutions 423 FTE@ $15,000/FTE) | 9,705,000 | 9,705,000 | |
| UW @ $16,000 | | | 5,040,000 |
| EWU @ $15,000 | | | 750,000 |
| CWU @ $15,000 | | | 750,000 |
| WWU - @ $15,000 | | | 1,080,000 |
| ***Subtotal - Graduate/Professional Enrollments*** | ***9,705,000*** | ***9,705,000*** | ***7,620,000*** |
| Additional FTE to meet HECB projections (begin in FY 2009). To be allocated to four-year institutions - Level 2 only (4,567 FTE) - HECB | | 28,772,000 | 0 |
| ***Subtotal - Enrollment*** | ***$ 71,437,000*** | ***$ 100,209,000*** | ***$ 44,824,200*** |
| 2. Financial Aid | | | |
| State Need Grant (SNG) to 75% Median Family Income - HECB | 18,640,000 | 18,640,000 | 0 |
| SNG associated with new enrollments - HECB | 15,200,000 | 25,200,000 | 0 |
| *Maintain Financial Aid Service Levels - HECB* | - | - | 28,783,000 |
| SWS associated with new enrollments - HECB | 2,700,000 | 2,900,000 | 0 |
| GEAR UP Scholarships - HECB | 2,000,000 | 2,000,000 | 1,000,000 |
| *GEAR UP Service Expansion* | | | 2,500,000 |
| State Work Study (SWS) - High-Demand Fields - HECB | 1,500,000 | 1,500,000 | 500,000 |
| *Future Teachers Scholarship and Loan Forgiveness Program* | | | 500,000 |
| Educational Opportunity Grant - HECB | 1,875,000 | 1,875,000 | 0 |
| Maintain Scholarship Clearinghouse - HECB | 256,000 | 256,000 | 256,000 |
| Health Profession Loan and Scholarship - HECB | 4,306,000 | 4,306,000 | 0 |
| SNG - close tuition gap - HECB | 0 | 28,601,000 | 0 |
| *Regional* Opportunity Grants - SBCTC | 0 | 16,000,000 | 5,000,000 |
| Washington Center Scholarships (DC) - HECB | 0 | 120,000 | 0 |
| *Washington Learns Scholarships - HECB* | 0 | 0 | 5,000,000 |
| *GET Shares for Math and Science Scholarships* | 0 | 0 | 14,000,000 |
| ***Subtotal - Financial Aid*** | ***$ 46,477,000*** | ***$ 101,398,000*** | ***$ 57,539,000*** |
| 3. Tuition De-escalation: Level 1: reduce increases to 6% (research), 5% (comprehensive), 4% (community/technical). Level 2: reduce to 5%,4%,3%. Bring institution revenues to tuition equivalent of increases of 7%, 6%, 5% with State funding - HECB *nka "Tuition Freeze" for SBCTC* | 17,200,000 | 31,000,000 | 19,737,000 |
| 4. Statewide Proposal: Coordinated Transition/Outreach Program - HECB *nka Statewide Student Advising System* | 10,000,000 | 10,000,000 | 3,792,000 |
| 5. Increase state support (funding) for Adult Basic Education programs - SBCTC (Reduced by half in Level 1) | 7,050,000 | 14,100,000 | 5,775,000 |
| 6. Diversity and disability support services - UW, CWU, EWU | 1,950,000 | 1,950,000 | 0 |
| 7. Increased waiver authority - CWU, TESC | 0 | 4,400,000 | 0 |
| 8. Waterfront expansion - WWU | 0 | 0 | 0 |
| 9. Transitions Math Project (private match) - SBCTC | 0 | 0 | 750,000 |
| ***Subtotal - Ensuring Affordability and Access for Students*** | **$ 154,114,000** | **$ 263,057,000** | **$ 132,417,200** |

# Table 3
# 2007-09 Operating Budget Version Comparison
# Higher Education
## (continued)

| | HECB Recommendation "Enhancing Quality, Access, and the State's Competitiveness" Level 1 | HECB Recommendation "Building a Foundation for Excellence" Level 2 | Governor's Proposal |
|---|---|---|---|
| **Responding to State and Regional Program Needs** | | | |
| 1. High-demand enrollment increases: | | | |
| **SBCTC (2,000 FTE: HECB request)** | $ 24,000,000 | $ 24,000,000 | $ 16,995,000 |
| **SBCTC** - NSIS University Center Expansion | | | 346,000 |
| **SBCTC** - I-BEST | | | 5,775,000 |
| **SBCTC** - Apprenticeship Programs | | | 4,620,000 |
| **Four-Year Institutions (926 FTE originally requested)** | 22,732,000 | 22,732,000 | 22,066,000 |
| ***Subtotal - High Demand*** | ***$ 46,732,000*** | ***$ 46,732,000*** | ***$ 49,802,000*** |
| 2. Extending WWAMI & RIDE to WSU Spokane - WSU/UW/EWU. | 12,880,000 | 12,880,000 | |
| WSU - Health Sciences Expansion | | | 9,551,000 |
| UW - Health Sciences Expansion | | | 4,506,000 |
| EWU - Health Sciences Expansion | | | 1,021,000 |
| EWU -- RIDE 8 FTEs | | | 160,000 |
| ***Subtotal - WWAMI & RIDE*** | ***$ 12,880,000*** | ***$ 12,880,000*** | ***$ 15,238,000*** |
| 3. International Learning Opportunities - UW | 1,500,000 | 1,500,000 | 0 |
| 4. Food & Agriculture: joint venture with private funding & federal contracts -- WSU *nka Food and Agriculture Research* | 10,826,000 | 10,826,000 | 3,000,000 |
| 5. Advanced Materials Science & Engineering - WWU | 1,313,000 | 1,313,000 | 0 |
| 6. Accelerating the Development of Bio-Products - *now 2 separate approps* | 4,700,000 | 4,700,000 | 0 |
| 6a. *Agricultural Research Grants* | | | 2,000,000 |
| 6b. *Research and Technology* | | | 2,000,000 |
| 7. Global Health Teaching and Research - UW | 2,500,000 | 2,500,000 | 6,300,000 |
| 8. Biomedical Research Activities in Neuroscience - WWU | 1,055,000 | 1,055,000 | 0 |
| 9. Research Support: faculty research grants - EWU | 2,346,000 | 2,346,000 | 0 |
| 10. Small Business Development Center Expansion & Enhancement | 707,000 | 707,000 | 757,000 |
| 11. Interdisciplinary Research - UW | 3,000,000 | 3,000,000 | 0 |
| 12. Future Health Care Practitioners - WWU | 2,240,000 | 2,240,000 | 0 |
| 13. Extend Commercialization Services/Increase Productivity of Region - SIRTI | 480,000 | 480,000 | 0 |
| 14. Expansion of Jobs Skills Program - SBCTC *(See High Demand)* | 0 | 12,100,000 | 0 |
| 15. Expansion & Support of Centers of Excellence | 0 | 3,400,000 | 0 |
| 16. Policy Consensus Center - WSU *(nka William D. Ruckelshaus Center)* | 0 | 400,000 | 225,000 |
| 17. Policy Consensus Center - UW *(nka William D. Ruckelshaus Center)* | 0 | 400,000 | 225,000 |
| 18. *Academy of Sciences - WSU & UW* | 0 | 0 | 680,000 |
| 19. *State Climatologist* | 0 | 0 | 168,000 |
| 20. *Research K-12 Demonstration Grants (WSIPP)* | 0 | 0 | 600,000 |
| 21. *Strategies for English Language Learners (WSIPP)* | 0 | 0 | 880,000 |
| 22. *Labor Center* | 0 | 0 | 150,000 |
| ***Subtotal Responding to State and Regional Program Needs*** | ***$ 90,279,000*** | ***$ 106,579,000*** | ***$ 82,025,000*** |

# Table 3
# 2007-09 Operating Budget Version Comparison
# Higher Education
## (continued)

| | HECB Recommendation "Enhancing Quality, Access, and the State's Competitiveness" Level 1 | HECB Recommendation "Building a Foundation for Excellence" Level 2 | Governor's Proposal |
|---|---|---|---|
| **Maintaining Academic Quality** | | | |
| 1. Faculty/Exempt Compensation @ 4% each year Level 1 & 5% each year Level 2 - HECB | $ 90,000,000 | $ 112,500,000 | $ - |
| 2. Classified Staff Salary Increase (*nka nonrepresented salary and benefits changes)* | 229,419,000 | 229,419,000 | 229,419,000 |
| 3. Collective Bargaining - Grievance Settlement - WSU | 252,000 | 252,000 | 0 |
| 4. Statewide Proposal: Statewide Online Advising Systems - HECB and SBCTC | 7,432,000 | 7,432,000 | 0 |
| 5. Equipment: to keep programs in step with business & industry - SBCTC | 8,500,000 | 17,000,000 | 0 |
| 6. Education Technology: expand distance learning & library services - SBCTC | 4,083,000 | 8,165,000 | 0 |
| 7. Information Technology for teaching & learning plus enhanced functionality for administrative systems. - EWU | 3,450,000 | 6,900,000 | 0<br>0 |
| 8. Libraries: electronic databases, resources, digital collections - EWU | 1,605,000 | 3,210,000 | 0 |
| 9. Instructional & Administrative Technology - UW | 2,500,000 | 5,000,000 | 0 |
| 10. Meeting Technology Demands - TESC | 508,000 | 1,016,000 | 0 |
| 11. Purchased Annuity & Retirement Income Plan Authority - HECB | 328,000 | 328,000 | 0 |
| 12. Recruitment & Retention Funding for Faculty & Exempt Staff - WWU | 0 | 1,750,000 | 0 |
| 13. Recruitment & Retention Funding - CWU | 0 | 565,000 | 0 |
| 14. Faculty/Staff Recruitment & Retention - TESC | 0 | 1,086,000 | 0 |
| 15. Part-time faculty funding gap - SBCTC | 0 | 11,900,000 | 7,500,000 |
| 16. Dual Credit Programs: full State funding request - SBCTC | 0 | 4,500,000 | 0 |
| 17. Awards for Teaching Excellence - Make permanent one-time salary increases - | 0 | 225,000 | 0 |
| 18. Recruitment and Retention of a Diverse Workforce - WWU | 0 | 605,000 | 0 |
| 19. Contracted Faculty/Administrator Salary Study for CTC | 0 | 200,000 | 0 |
| ***Subtotal Maintaining Academic Quality*** | ***$ 348,077,000*** | ***$ 412,053,000*** | ***$ 236,919,000*** |
| **Promoting Institutional Excellence & Accountability** | | | |
| 1. Statewide Proposal: Accountability/Performance Seed Money - HECB *nka Retention and Completion Programs* | $ 20,000,000 | $ 40,000,000 | $ 7,000,000 |
| 2. Self-Insurance Premiums - all institutions' requests | 3,418,000 | 3,418,000 | 2,799,000 |
| 3. Utility Cost Increase for Natural Gas - CWU | 1,050,000 | 1,050,000 | 0 |
| 4. Enterprise Risk & Compliance Management Center - UW | 1,500,000 | 1,500,000 | 0 |
| 5. Operations & Maintenance Costs - UW | 15,630,000 | 15,630,000 | 3,344,000 |
| 6. Stewardship & Sustainability - TESC | 1,894,000 | 1,894,000 | 0 |
| 7. Maintenance & Operations for Non-State-Funded Buildings - WSU | 1,712,000 | 1,712,000 | 0 |
| 8. Data-Driven Policy Development - HECB | 482,000 | 482,000 | 0 |
| 9. Science & English College Readiness - HECB | 1,552,000 | 1,552,000 | 0 |
| 10. College Readiness Definitions - HECB | 1,042,000 | 1,042,000 | 0 |
| 11. Leadership Community Values Initiative - UW | 0 | 500,000 | 0 |
| 12. *Research to Products - UW & WSU* | 0 | 0 | 1,000,000 |
| ***Subtotal Promoting Institutional Excellence & Accountability*** | ***$ 48,280,000*** | ***$ 68,780,000*** | ***$ 14,143,000*** |
| **Governor's Other** | | | |
| *Pension Gain-Sharing Revisions* | | | $ (5,577,000) |
| *Collective Bargaining Agreements* | | | $ 117,980,000 |
| ***Subtotal Governor's Other*** | | | ***$ 112,403,000*** |
| **TOTAL BUDGET PROPOSALS** | ***$ 640,750,000*** | ***$ 850,469,000*** | ***$ 577,351,000 **** |

* Total of detail above differs by $556,000 due to rounding.

# Table 4
# 2007-09 Capital Budget Version Comparison
# Baccalaureate Institutions

| Priority | Institution | Description | Request | HECB | Governor |
|---|---|---|---|---|---|
| 1 | UW | Minor Works Preservation A | $23,000,000 | $23,000,000 | $23,000,000 |
| 2 | WSU | Minor Works Preservation A | $38,900,000 | $38,900,000 | $38,900,000 |
| 3 | CWU | Minor Works Preservation A | $9,800,000 | $9,800,000 | $9,800,000 |
| 4 | EWU | Minor Works Preservation A | $12,000,000 | $12,000,000 | $11,500,000 |
| 5 | WWU | Minor Works Preservation A | $10,000,000 | $10,000,000 | $10,000,000 |
| 6 | TESC | Minor Works Preservation A | $9,000,000 | $9,000,000 | $9,000,000 |
| 7 | UW | Minor Works Program A | $5,000,000 | $5,000,000 | $5,000,000 |
| 8 | WSU | Minor Works Program A | $17,000,000 | $17,000,000 | $17,000,000 |
| 9 | CWU | Minor Works Program A | $7,800,000 | $7,800,000 | $7,800,000 |
| 10 | EWU | Minor Works Program A | $11,000,000 | $11,000,000 | $11,000,000 |
| 11 | WWU | Minor Works Program A | $10,000,000 | $10,000,000 | $10,000,000 |
| 12 | TESC | Minor Works Program A | $930,000 | $930,000 | $930,000 |
| 13 | WSU | Life Sciences (R&EC #2) | $58,000,000 | $58,000,000 | $58,000,000 |
| 14 | WWU | Miller Hall Renovation | $5,523,000 | $5,523,000 | $5,523,000 |
| 15 | WWU | Carver Academic Renovation | $400,000 | $400,000 | $400,000 |
| 16 | WSU | Utilities Extension | $11,536,000 | $11,536,000 | $11,536,000 |
| 17 | WWU | Academic Facility Modernization Projects | $16,000,000 | $16,000,000 | $16,000,000 |
| 18 | UW | Savery Hall | $54,910,000 | $54,910,000 | $54,910,000 |
| 19 | WSU | Library Rd. Infrastructure | $15,000,000 | $15,000,000 | $15,000,000 |
| 20 | TESC | CAB Building | $4,900,000 | $4,900,000 | $4,900,000 |
| 21 | CWU | Dean Hall | $23,200,000 | $23,200,000 | $23,200,000 |
| 22 | EWU | Hargreaves Hall | $10,821,000 | $10,821,000 | $10,821,000 |
| 23 | UW | Clark Hall | $15,554,000 | $15,554,000 | $15,554,000 |
| 24 | UW | Playhouse Theater | $6,578,000 | $6,578,000 | $6,578,000 |
| 25 | UW | MHSC H-Wing | $10,000,000 | $10,000,000 | $10,000,000 |
| 26 | UW | Denny Hall P/D | $4,000,000 | $4,000,000 | $4,000,000 |
| 27 | UW | Lewis Hall | $2,000,000 | $2,000,000 | $2,000,000 |
| 28 | UW | Balmer Hall P/D | $4,000,000 | $4,000,000 | $4,000,000 |
| 29 | UW | Interdisciplinary Academic Building # 2 P/D | $5,000,000 | $5,000,000 | $5,000,000 |
| 30 | UW | Computing & Communications Data Center | $25,000,000 | $25,000,000 | $25,000,000 |
| 31 | TESC | Longhouse Expansion | $1,700,000 | $1,700,000 | $1,700,000 |
| 32 | CWU | Combined Utilities | $6,800,000 | $6,800,000 | $6,800,000 |
| 33 | WSU | University-Wide Infrastructure | $14,360,000 | $14,360,000 | $8,000,000 |
| 34 | WSU | Intermediate Preservation Projects | $7,740,000 | $7,740,000 | $3,119,000 |
| 35 | CWU | Hogue Renovation/Addition | $3,000,000 | $3,000,000 | $3,000,000 |
| 36 | UW | (A I) Student Services and Classroom Improve | $15,000,000 | $15,000,000 | $8,431,000 |
| 37 | WWU | Safety & Risk Reduction Projects | $8,000,000 | $8,000,000 | $0 |
| 38 | WSU | Vancouver: Undergraduate Classroom Bldg | $24,350,000 | $24,350,000 | $24,350,000 |
| 39 | EWU | Robert Reid Lab School Renovation | $3,500,000 | $3,500,000 | $3,500,000 |
| 40 | EWU | Patterson Hall Renovation D | $2,000,000 | $2,000,000 | $0 |
| 41 | WWU | Systems Modernization Projects | $6,400,000 | $6,400,000 | $0 |
| 42 | WSU | Dana Renovation | $3,700,000 | $3,700,000 | $0 |

# Table 4
## 2007-09 Capital Budget Version Comparison
## Baccalaureate Institutions
### (continued)

| Priority | Institution | Description | Request | HECB | Governor |
|---|---|---|---|---|---|
| **43** | TESC | COMM Building | $8,700,000 | $8,700,000 | $0 |
| **44** | UW | Tacoma 3- P | $150,000 | $150,000 | $6,150,000 |
| **45** | UW | Bothell 3 P/D | $5,000,000 | $5,000,000 | $5,000,000 |
| **46** | UW | (A I) Infrastructure Projects | $18,000,000 | $18,000,000 | $0 |
| **47** | WSU | Biomedical Sciences (RNEC#4) | $7,400,000 | $7,400,000 | $0 |
| **48** | WSU | Multi-Discipline Facility | $15,200,000 | $15,200,000 | $0 |
| **49** | EWU | Riverpoint (Pre & Design OFM Proviso) | $4,000,000 | $4,000,000 | $0 |
| **50** | CWU | Modernization/Consolidation | $4,800,000 | $4,800,000 | $0 |
| **51** | CWU | Academic Facility & Systems Modernization | $7,600,000 | $7,600,000 | $0 |
| **52** | EWU | Martin-Williamson Hall Renovation | $2,000,000 | $2,000,000 | $0 |
| **53** | WWU | Wilson Library Renovation | $350,000 | $350,000 | $0 |
| **54** | WWU | Art Annex Renovation | $4,850,000 | $4,850,000 | $0 |
| **55** | WWU | Campus Roadways Development | $3,500,000 | $3,500,000 | $0 |
| **56** | WWU | Rec/PE Fields Phase II | $4,900,000 | $4,900,000 | $0 |
| **57** | WSU | Wastewater Reclamation | $12,700,000 | $12,700,000 | $0 |
| **58** | WSU | Washington Building Renovation | $5,600,000 | $5,600,000 | $0 |
| **59** | TESC | CRC | $200,000 | $200,000 | $0 |
| **60** | WSU | Prosser: Multi-Purpose Bldg Phase 2 | $1,500,000 | $1,500,000 | $0 |
| **61** | WSU | Riverpoint: S. Campus Facility Phase 2 | $3,800,000 | $3,800,000 | $0 |
| **62** | WSU | University-Wide Network Infrastructure | $8,000,000 | $8,000,000 | $0 |
| **63** | WSU | Biocontainment | $7,200,000 | $7,200,000 | $0 |
| **64** | EWU | Physical Education Facility Improvements | $3,000,000 | $3,000,000 | $0 |
| **65** | WSU | Troy Renovation | $1,800,000 | $1,800,000 | $0 |
| **66** | EWU | Recreation Facilities Improvements | $3,500,000 | $3,500,000 | $0 |
| **67** | UW | Gould Hall Buildout - Predesign | $150,000 | $150,000 | $0 |
| **68** | UW | Tacoma Assembly Hall | $1,600,000 | $1,600,000 | $0 |
| **69** | WSU | Vancouver: Library 2nd Floor | $3,700,000 | $3,700,000 | $0 |
| **70** | EWU | Washington Street Boulevard Improvements | $5,000,000 | $5,000,000 | $0 |
| *** | **OFM** | SIS County Regional University | $0 | $0 | $2,000,000 |
| *** | All | Preventive Facility Maintenance (O&M) | 0 | 0 | $44,954,000 |
| | | **TOTAL ALL FUNDS** | **$811,902,000** | **$667,602,000** | **$542,655,000** |
| | | State Funds | | | $429,719,000 |
| | | Local Funds | | | $112,936,000 |
| | | General State Bonds | | | $280,878,000 |
| | | Gardner-Evans Bonds | | | $103,888,000 |
| | | Education Construction Fund | | | $44,953,000 |
| | | Local Capital Accounts | | | $112,936,000 |

# Table 5
# 2007-09 Capital Budget Version Comparison
# Community and Technical Colleges

| Priority | College | Description | Request | HECB | Governor |
|---|---|---|---|---|---|
| 1 | Statewide | Emergency Repairs and Improvements | $16,000,000 | $16,000,000 | $16,000,000 |
| 2 | Statewide | Roof Repairs | $6,675,610 | $6,675,610 | $6,676,000 |
| 3 | Statewide | Facility Repairs | $21,242,743 | $21,242,743 | $21,243,000 |
| 4 | Statewide | Site Repairs | $2,081,686 | $2,081,686 | $2,082,000 |
| 5 | Seattle Central | Bulkhead, Pier and Harbor Dredging | $1,688,000 | $1,688,000 | $1,688,000 |
| 6 | Shoreline | Automotive Building | $1,000,000 | $1,000,000 | $1,000,000 |
| 7 | Centralia | Health Education | $1,000,000 | $1,000,000 | $1,000,000 |
| 8 | Spokane Falls | ICN Building Renovation | $941,000 | $941,000 | $941,000 |
| 9 | Grays Harbor | Childcare Replacement | $1,000,000 | $1,000,000 | $1,000,000 |
| 10 | Clark | Child and Family Studies | $1,000,000 | $1,000,000 | $1,000,000 |
| 11 | Tacoma | Early Childhood Education | $1,000,000 | $1,000,000 | $1,000,000 |
| 12 | Walla Walla | Instruction and Student Development | $1,000,000 | $1,000,000 | $1,000,000 |
| 13 | Statewide | Minor Improvements - Program Related | $20,000,019 | $20,000,019 | $20,000,000 |
| 14 | Skagit Valley | Science Replacement | $28,068,200 | $28,068,200 | $28,068,000 |
| 15 | Centralia | Science Replacement | $28,716,042 | $28,716,042 | $28,716,000 |
| 16 | Olympic College | Replace Humanities Building | $37,889,297 | $37,889,297 | $37,889,000 |
| 17 | Green River | Humanities and Classroom Building | $2,744,000 | $2,744,000 | $2,744,000 |
| 18 | Seattle Central | Wood Construction | $2,549,000 | $2,549,000 | $2,549,000 |
| 19 | CBC | Career and Tech Ed Facility | $1,802,000 | $1,802,000 | $1,802,000 |
| 20 | Peninsula | Business and Humanities | $2,300,000 | $2,300,000 | $2,300,000 |
| 21 | Spokane Falls | Chem & Life Sciences | $2,520,000 | $2,520,000 | $2,520,000 |
| 22 | Spokane | Technical Education Bldg | $2,393,000 | $2,393,000 | $2,393,000 |
| 23 | Everett | Index Hall Replacement | $2,800,000 | $2,800,000 | $2,800,000 |
| 24 | Green River | Trades and Industry Complex | $138,000 | $138,000 | $138,000 |
| 25 | Bellingham | Instructional/LRC | $1,824,452 | $1,824,452 | $1,824,000 |
| 26 | Skagit Valley | Academics/Student Support | $136,000 | $136,000 | $136,000 |
| 27 | Lower Columbia | Science Replacement | $2,500,000 | $2,500,000 | $2,500,000 |
| 28 | Grays Harbor | Science Replacement | $276,000 | $276,000 | $276,000 |
| 29 | Green River | Physical Education Renovation | $3,818,000 | $3,818,000 | $3,818,000 |
| 30 | Pierce Ft Steilacoom | Cascade Core | $14,601,776 | $14,601,776 | $14,602,000 |
| 31 | Seattle Central | Edison North | $18,284,260 | $18,284,260 | $18,284,000 |
| 32 | CBC | Business Building | $5,020,000 | $5,020,000 | $5,020,000 |
| 33 | SPSCC | Building 22 Renovation | $10,359,000 | $10,359,000 | $10,359,000 |
| 34 | Yakima | Brown Dental Clinic | $5,675,433 | $5,675,433 | $5,675,000 |
| 35 | Edmonds | Meadowdale Hall | $9,256,489 | $9,256,489 | $9,256,000 |
| 36 | Spokane | Vacated Building 7 | $1,009,000 | $1,009,000 | $1,009,000 |
| 37 | Spokane Falls | Music Building 15 | $1,142,000 | $1,142,000 | $1,142,000 |
| 38 | Pierce Ft Steilacoom | Cascade Core | $2,241,750 | $2,241,750 | $2,242,000 |
| 39 | Tacoma | Health Careers Center | $255,000 | $255,000 | $255,000 |
| 40 | Bellevue | Health Sciences Building | $144,000 | $144,000 | $144,000 |
| 41 | Bates | Communication & Technology | $173,000 | $173,000 | $173,000 |
| 42 | CBC | Culture, Language, & Soc Sci | $111,000 | $111,000 | $111,000 |
| 43 | Clark | Health & Advance Technology | $250,000 | $250,000 | $250,000 |
| 44 | Spokane Falls | General Classrooms/Early Learning | $1,802,000 | $1,802,000 | $1,802,000 |
| 45 | Lake Washington | Allied Health | $1,732,000 | $1,732,000 | $1,732,000 |

# Table 5
# 2007-09 Capital Budget Version Comparison
# Community and Technical Colleges
## (continued)

| Priority | College | Description | Request | HECB | Governor |
|---|---|---|---|---|---|
| **46** | SPSCC | Learning Resource Center | $3,268,000 | $3,268,000 | $3,268,000 |
| **47** | Clover Park | Allied Health | $2,285,000 | $2,285,000 | $2,285,000 |
| **48** | Clark | East County Satellite | $27,183,772 | $27,183,772 | $27,184,000 |
| **49** | Bellevue | Science Technology Building | $31,331,717 | $31,331,717 | $31,332,000 |
| **50** | Pierce Puyallup | Communication & Allied Health | $25,303,284 | $25,303,284 | $25,303,000 |
| **51** | Everett | University Center North Puget Sound | $40,603,591 | $40,603,591 | $40,604,000 |
| **52** | Cascadia | Center for the Arts, Tech, Comm | $32,636,100 | $32,636,100 | $32,636,000 |
| **53** | Pierce Ft. Steilacoom | Science & Technology Building | $30,406,553 | $30,406,553 | $30,407,000 |
| **54** | SPSCC | Science Complex Expansion | $25,867,300 | $25,867,300 | $25,867,000 |
| **55** | GRCC | Primary Electrical Distribution | $1,870,000 | $1,870,000 | $1,870,000 |
| **56** | Edmonds | Primary Electrical Distribution | $2,466,107 | $2,466,107 | $2,466,000 |
| | Statewide | Preventive Maintenance/Bldg Sys Repairs | 0 | 0 | $22,802,000 |
| | **TOTAL ALL FUNDS** | | **$490,381,181** | **$490,381,181** | $513,183,000 |
| | | State Building Construction Account | | | $315,529,000 |
| | | Gardner-Evans Bonds | | | $115,527,000 |
| | | Education Construction Account | | | $22,802,000 |
| | | Comm/Tech College Capital Proj. Account | | | $59,325,000 |

## Alternate Financing Projects

### The Evergreen State College

This funding will allow a major renovation of all building systems, including electrical, mechanical, conveyances, roofs, specific building application equipment, and life safety and seismic codes. Students recently approved a fee for new space to address the inadequacies of the current facility, as well as their desire for better food service, lounge and recreational areas, and a more open and welcoming environment.

| | |
|---|---|
| Title | **College Activities Building Renovation** |
| Location | **Olympia** |
| Type | **Certificate of Participation** |
| Area | **112,238 square feet** |
| 2007-09 Cost | **$16,000,000** |

### Community and Technical College System

This facility provides a single location for a pilot program integrating services for employment, social services, and workforce training. The programs are offered by the Department of Social and Health Services, WorkSource North Seattle, Employment Security Department, and North Seattle Community College.

| | |
|---|---|
| Title | **North Seattle CC: Employment Resource Center** |
| Location | **Seattle** |
| Type | **Certificate of Participation** |
| Area | **N/A** |
| 2007-09 Cost | **$22,000,000** |

Walla Walla Community College will acquire up to 40 acres for future campus expansion of the professional technical education programs and campus services.

| | |
|---|---|
| Title | **Walla Walla CC: Land Acquisition** |
| Location | **Walla Walla** |
| Type | **Certificate of Participation** |
| Area | **N/A** |
| 2007-09 Cost | **$1,000,000** |

Columbia Basin College will develop an Academic Support and Achievement Center in the Diversity wing of the Science and Technology Building. This will allow for increased tutoring space, computer labs, and other academic support services.

| Title | **Columbia Basin College: Academic Support and Achievement Center** |
|---|---|
| Location | **Pasco** |
| Type | **Certificate of Participation** |
| Area | **N/A** |
| 2007-09 Cost | **$300,000** |

Green River Community College will purchase an existing building for their growing Kent station satellite campus.

| Title | **Kent Station Phase 2** |
|---|---|
| Location | **Kent** |
| Type | **Certificate of Participation** |
| Area | **40,000 square feet** |
| 2007-09 Cost | **$20,000,000** |

Tacoma Community College will construct a new Early Childhood Education and Learning Center that will allow for increased child care capacity and a centralized location for Early Childhood Education, ESL/Childhood Development Assistant, and parenting classes. The college typically has 100 to 150 children on a waiting list each quarter for child care. This new facility will improve student access by providing child care for 106 additional children.

| Title | **Tacoma CC: Early Childhood Ed/Child Care Center** |
|---|---|
| Location | **Tacoma** |
| Type | **Certificate of Participation** |
| Area | **15,000 square feet** |
| 2007-09 Cost | **$3,600,000** |

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

**January 2007**

# Enrollments 2006-07: Recent Trends and Projections for Public Higher Education in Washington State

This report contains enrollment projections for 2006-07 based on data collected in the first quarter of 2006. A final analysis and review of 2006-07 enrollments will be provided after institutions report enrollments for the 2007 winter and spring terms.

Enrollment reports for each term (quarter or semester) are submitted to the Office of Financial Management (OFM). These data are summarized and averaged for each academic year to determine full-time equivalent (FTE) enrollments over time. Even when data for only one or two terms are available, enrollment projections based on past trends can be made for an entire academic year. The source of the 2006-07 projections is OFM's "Budget Driver Report" released November 6, 2006 (displayed in Attachment A).

An important consideration in enrollment analysis involves the comparison of actual enrollments with the number of FTE enrollments budgeted by the Legislature through the appropriations process. Attachment B displays four years of data—from 2003-04 through 2006-07—showing actual FTE, budgeted FTE, and the difference.

Detail for the 2006-07 academic year is provided in the following table, which shows the number of FTEs budgeted for 2006-07 for each institution, the projected number of actual FTE enrollments expected for the full 2006-07 academic year, and the "percent of budgeted" (which is a comparison of budgeted to actual enrollments).

Percentages above 100 percent indicate the institution is expected to exceed the budgeted level; percentages below 100 percent indicate the institution may not reach the budgeted level for the 2006-07 academic year.

Please note the projected data are estimates, and annual enrollments for 2006-07 will change when actual enrollments are available for the winter and spring terms. In this regard, two institutions (TESC and WWU) have submitted written comments stating that they expect annual enrollments to exceed the projections provided by OFM.

## Fall 2006: Budgeted and Actual FTE Enrollments

| | Budgeted | Projected Actual | Projected: % of Budgeted |
|---|---|---|---|
| UW: Total | 36,776 | 36,448 | 99.1% |
| Seattle | 33,367 | 33,316 | 99.8% |
| Bothell | 1,540 | 1,365 | 88.6% |
| Tacoma | 1,869 | 1,767 | 94.5% |
| WSU: Total | 21,400 | 21,387 | 99.9% |
| Pullman/Spokane* | 18,982 | 18,990 | 100.0% |
| Tri-Cities | 730 | 692 | 94.8% |
| Vancouver | 1,688 | 1,705 | 101.0% |
| CWU | 8,692 | 9,346 | 107.5% |
| EWU | 8,946 | 9,206 | 102.9% |
| TESC | 4,143 | 4,066 | 98.1% |
| WWU | 11,729 | 11,612 | 99.0% |
| Unspecified** | 370 | N/A | N/A |
| Four-Year Total | 92,056 | 92,065 | 100.0% |
| Community/Technical Colleges | 132,857 | 132,297 | 99.6% |
| Overall Total | 224,913 | 224,362 | 99.8% |

*Pullman/Spokane enrollment combined.
**Unspecified includes FTEs in CTC budget for four-year contract. FTEs: as follows – 120 FTEs for partnerships and 250 FTEs for NSIS.

*Source:* OFM Budget Driver Report, November 6, 2006. Budgeted FTE for 2006-07 includes high-demand distributed to institutions.

In 2006-07, the total budgeted enrollments, compared to projected actual FTE enrollments, will be essentially at the same levels. Several years ago, actual enrollments were higher than budgeted, and this difference has been largely eliminated, as shown in the table below:

## FTE Enrollments: Recent Comparisons

| | 2003-04 | | | 2004-05 | | | 2005-06 | | | 2006-07 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Budgeted** | **Actual** | **Percent Comparison** | **Budgeted** | **Actual** | **Percent Comparison** | **Budgeted** | **Actual** | **Percent Comparison** | **Budgeted** | **Actual** | **Percent Comparison** |
| Public Four-Year | 86,149 | 90,075 | 104.6% | 87,614 | 91,358 | 104.3% | 89,248 | 91,571 | 102.6% | 92,056 | 92,065 | 100.0% |
| CTC | 127,189 | 138,241 | 108.7% | 128,855 | 131,489 | 102.0% | 130,905 | 130,933 | 100.0% | 132,857 | 132,297 | 99.6% |
| Total | 213,338 | 228,316 | 107.0% | 216,469 | 222,847 | 102.9% | 220,153 | 222,504 | 101.1% | 224,913 | 224,362 | 99.8% |

**ATTACHMENT A**

**ACTUAL/PROJECTED**
**Washington State Office of Financial Management**
**FULL TIME EQUIVALENT (FTE)**
**BUDGET DRIVER REPORT 2006-07 - Fall 2006**

**Colleges & Universities [1]**

| Public Four Year Institution | Sum 2006 Qtr | Actual Fall 2006 Qtr/Sm | Proj. [2] Win 2007 Qtr | Proj. [2] Sp 2007 Qtr/Sm | Proj. [2] Annual Avg. 2006-2007 | Budgeted 2006-2007 | Projected [2] Annual Avg. Variance Number | Percent | Optional [2] Inst. Proj. 2006-07 |
|---|---|---|---|---|---|---|---|---|---|
| UW - Seattle [3] | n.a. | 34,592 | 33,600 | 31,756 | 33,316 | 33,367 | -51 | -0.15 | n.a. |
| - Main | n.a. | 34,569 | 33,570 | 31,733 | 33,291 | n.a. | n.a. | n.a. | n.a. |
| - Even. Deg. Pro. | n.a. | 23 | 30 | 23 | 25 | n.a. | n.a. | n.a. | n.a. |
| - Bothell | n.a. | 1,401 | 1,361 | 1,332 | 1,365 | 1,540 | -175 | -11.39 | n.a. |
| - Tacoma | n.a. | 1,853 | 1,775 | 1,673 | 1,767 | 1,869 | -102 | -5.47 | n.a. |
| WSU - Pullman [4] | n.a. | 19,642 | n.a. | 18,338 | 18,990 | 18,982 | 8 | 0.04 | n.a. |
| - Main | n.a. | 18,277 | n.a. | 16,994 | 17,636 | n.a. | n.a. | n.a. | n.a. |
| - Spokane | n.a. | 1,365 | n.a. | 1,344 | 1,354 | n.a. | n.a. | n.a. | n.a. |
| - TriCities | n.a. | 693 | n.a. | 692 | 692 | 730 | -38 | -5.14 | n.a. |
| - Vancouver | n.a. | 1,702 | n.a. | 1,708 | 1,705 | 1,688 | 17 | 1.01 | n.a. |
| CWU [5] | n.a. | 9,718 | 9,375 | 8,943 | 9,346 | 8,692 | 654 | 7.52 | n.a. |
| EWU [6] | n.a. | 9,712 | 9,176 | 8,729 | 9,206 | 8,946 | 260 | 2.90 | n.a. |
| TESC | n.a. | 4,296 | 4,024 | 3,877 | 4,066 | 4,143 | -77 | -1.87 | 4,143 |
| WWU [7] | n.a. | 12,194 | 11,744 | 10,900 | 11,613 | 11,729 | -116 | -0.99 | 11,796 |
| **Subtotal 4-Year** | **n.a.** | **n.a.** | **n.a.** | **n.a.** | **92,065** | **91,686** | **379** | **0.41** | **n.a.** |
| 4-Yr & 2-Yr Partnership Prog.[8] | n.a. | n.a. | n.a. | n.a. | n.a. | 120 | n.a. | n.a. | n.a. |
| 4-r & 2-Yr NSIS Prog.[9] | n.a. | n.a. | n.a. | n.a. | n.a. | 250 | n.a. | n.a. | n.a. |
| **Subtotal 4&2 Year Program** | **n.a.** | **n.a.** | **n.a.** | **n.a.** | **n.a.** | **370** | **n.a.** | **n.a.** | **n.a.** |
| **TOTAL 4-YR FTEs** | | | | | **92,065** | **92,056** | **9** | **0.01** | **n.a.** |

**Community College (CC) and Technical College (TC) System**

| Public Two Year Institution | Actual Sum 2006 Qtr | Est. Fall 2006 Qtr | Proj. [2] Win 2007 Qtr | Proj. [2] Sp 2007 Qtr | Proj. [2] Annual Avg. 2006-2007 | Budgeted 2006-2007 | Projected [2] Annual Avg. Variance Number | Percent | Optional [2] SBCTC Proj. 2006-07 |
|---|---|---|---|---|---|---|---|---|---|
| CTC [10] | 39,563 | n.a. | n.a. | n.a. | n.a. | 125,421 | n.a. | n.a. | None |
| Dislocated Workers P. (DWP)[11] | 2,484 | n.a. | n.a. | n.a. | n.a. | 7,436 | n.a. | n.a. | None |
| **TOTAL 2-YR FTEs** | **42,047** | **122,155** | **119,213** | **113,476** | **132,297** | **132,857** | **-560** | **-0.42** | **None** |
| **TOTAL TWO+FOUR YEAR FTEs** | | | | | **224,362** | **224,913** | **-551** | **-0.25** | **n.a.** |

[1] Actual 4-year institution reported FTE is based on the definitions adopted by the Enrollment Reporting Task Force formed in Spring 2000. Recommendations for reporting revisions have been effective beginning Summer 2005. WSU figures are in semester FTEs, others are in quarter FTEs. SBCTC = State Board of Community & technical College System.

[2] OFM's method is explained in the cover letter. Institutional projected FTEs are optional. The corresponding explanation of each projected number, if shown, is included in the cover letter. "None" means "No Institutional Comments".

[3] UW budget includes 150 high demand program FTEs.

[4] WSU budget includes 80 high demand program FTEs. WSU has internally re-distributed main campus budgeted FTEs to other campuses.

[5] CWU budget includes 43 Higher Education Coordination Board (HECB) approved high demand program FTEs.

[6] EWU budget includes 27 HECB approved high demand program FTEs.

[7] WWU budget includes 25 HECB approved high demand program FTEs.

[8&9] 4-Yr contract FTEs are in CTC budget but reported by contracting partners - the 120 Partnership and 250 NSIS FTEs will be specified during 2006-07.

[9] NSIS = North Snohomish, Island, and Skagit counties higher education consortium.

[10] CTC = Community and Technical Colleges. Budget includes 187 high demand program FTEs, however, doesnot include 120 FTEs Partnership or 250 FTEs NSIS program (see footnotes #8&9).

[11] Dislocated Workers Program is previously labeled WFT = Workforce Training Prog. Including Private Career College (PCC) FTEs.

**ATTACHMENT B**

## COMPARISON OF PUBLIC HIGHER EDUCATION FTE ENROLLMENTS: THREE FISCAL YEARS

### ACTUAL

**PUBLIC HIGHER EDUCATION INSTITUTIONS:**
**Actual Annual Average FTE**

| | | 2003-04 Actual Annual Average | 2004-05 Actual Annual Average | 2005-06 Actual Annual Average | 2006-07 Projected/ Estimated |
|---|---|---|---|---|---|
| UW | TOTAL | **36,316** | **36,357** | **36,022** | 36,448 |
| | Seattle | 33,487 | 33,383 | 33,155 | 33,316 |
| | Bothell | 1,250 | 1,344 | 1,200 | 1,365 |
| | Tacoma | 1,579 | 1,630 | 1,667 | 1,767 |
| WSU | TOTAL | **20,542** | **21,157** | **21,325** | **21,387** |
| | Pullman/ Spokane* | 17,975 | 19,146 | 19,267 | 18,990 |
| | Spokane** | 627 | | | |
| | Tri-Cities | 677 | 672 | 691 | 692 |
| | Vancouver | 1,263 | 1,339 | 1,367 | 1,705 |
| CWU | | 8,657 | 8,885 | 9,057 | 9,346 |
| EWU | | 8,956 | 9,126 | 9,281 | 9,206 |
| TESC | | 4,099 | 4,120 | 4,131 | 4,066 |
| WWU | | 11,505 | 11,713 | 11,755 | 11,612 |
| ***unspecified ****** | | | | | *n/a* |
| **FOUR-YEAR TOTAL** | | **90,075** | **91,358** | **91,571** | **92,065** |
| **CTC** | | **138,241** | **131,489** | **130,933** | **132,297** |
| **OVERALL TOTAL** | | **228,316** | **222,847** | **222,504** | **224,362** |

### BUDGETED

**PUBLIC HIGHER EDUCATION INSTITUTIONS:**
**Budgeted FTE**

| | | 2003-04 Budgeted FTE | 2004-05 Budgeted FTE | 2005-06 Budgeted FTE | 2006-07 Budgeted FTE |
|---|---|---|---|---|---|
| UW | TOTAL | **35,187** | **35,666** | **36,021** | **36,776** |
| | Seattle | 32,458 | 32,857 | 33,037 | 33,367 |
| | Bothell | 1,235 | 1,265 | 1,340 | 1,540 |
| | Tacoma | 1,494 | 1,544 | 1,644 | 1,869 |
| WSU | TOTAL | **19,890** | **20,383** | **20,739** | **21,400** |
| | Pullman/ Spokane* | 17,479 | 18,480 | 18,696 | 18,982 |
| | Spokane** | 616 | | | |
| | Tri-Cities | 633 | 675 | 690 | 730 |
| | Vancouver | 1,162 | 1,228 | 1,353 | 1,688 |
| CWU | | 7,809 | 7,999 | 8,323 | 8,692 |
| EWU | | 8,150 | 8,269 | 8,593 | 8,946 |
| TESC | | 3,871 | 3,933 | 4,038 | 4,143 |
| WWU | | 11,242 | 11,364 | 11,534 | 11,729 |
| | | | | | *370* |
| **FOUR-YEAR TOTAL** | | **86,149** | **87,614** | **89,248** | **92,056** |
| **CTC** | | **127,189** | **128,855** | **130,905** | **132,857** |
| **OVERALL TOTAL** | | **213,338** | **216,469** | **220,153** | **224,913** |

### DIFFERENCE

**PUBLIC HIGHER EDUCATION INSTITUTIONS:**
**Difference between actual & budgeted**

| | | 2003-04 Difference | 2004-05 Difference | 2005-06 Difference |
|---|---|---|---|---|
| UW | TOTAL | **1,129** | **691** | **1** |
| | Seattle | 1,029 | 526 | 118 |
| | Bothell | 15 | 79 | (140) |
| | Tacoma | 85 | 86 | 23 |
| WSU | TOTAL | **652** | **774** | **586** |
| | Pullman/ Spokane* | 496 | 666 | 571 |
| | Spokane** | 11 | n/a | n/a |
| | Tri-Cities | 44 | (3) | 1 |
| | Vancouver | 101 | 111 | 14 |
| CWU | | 848 | 886 | 734 |
| EWU | | 806 | 857 | 688 |
| TESC | | 228 | 187 | 93 |
| WWU | | 263 | 349 | 221 |
| **FOUR-YEAR TOTAL** | | **3,926** | **3,744** | **2,323** |
| **CTC** | | **11,052** | **2,634** | **28** |
| **OVERALL TOTAL** | | **14,978** | **6,378** | **2,351** |

* Pullman/Spokane enrollment combined for 2004-05, 2005-06, 2006-07

** Spokane enrollment separate in 2003-04

*** "Unspecified" includes FTEs in CTC budget for 4-year contract FTEs - as follows: 120 FTE for partnerships, and 250 FTEs for NSIS.

source: OFM Budget Driver reports.

Budgeted FTE for 2006-07 includes high demand distributed to institutions. Note: 95 FTE for high demand were distributed (appropriations bill specified 80 FTE).

Projected FTE for 2006-07 based on Budget Driver Report of November 6, 2006.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

**January 2007**

# DRAFT Washington State University Tri-Cities Four-Year Program

## Background

In March 2006, the Washington State Legislature passed, and the Governor signed into law, Substitute House Bill 2867, authorizing Washington State University Tri-Cities (WSU Tri-Cities), an upper-division institution, to become a four-year university serving lower-division and freshmen students as well as upper-division transfer students.

To support and guide this transition, the Legislature directed WSU Tri-Cities to develop a plan identifying new degree programs and course offerings focusing on specific areas of need in southeastern Washington. The legislation also directed WSU Tri-Cities to explore how the resources and talent of the Tri-Cities area, including those available at the Pacific Northwest National Laboratory (PNNL), could be marshaled to support the expanded institution.

The Higher Education Coordinating Board (HECB) is being asked to take action on the plan submitted by WSU at its January 2007 meeting. If the HECB approves the plan, WSU would be authorized to begin admitting lower-division students and freshmen into programs in fall of 2007.

## Planning Requirements

Based on the planning framework and criteria set forth in the *Program and Facility Approval Policies and Procedures,* HECB staff outlined required elements for the plan and described the criteria for evaluating the plan. The goal was to ensure a successful transition, as articulated in the legislation.

HECB staff have reviewed and analyzed the plan, with a focus on the development of a general education curriculum, student demand and enrollment expectations, and the campus' relationship with other institutions of higher education and regional resources. Staff have assessed the degree to which the WSU Tri-Cities program is likely to:

- Support the HECB *Strategic Master Plan* goals of:
  - Increasing opportunities for students to earn degrees
  - Responding to the state's economic needs
- Support the unique role and mission of the institution
- Foster high-quality programs that enable students to complete their studies in a reasonable amount of time
- Meet state and/or regional student, employer, and community needs
- Provide access for diverse student populations
- Demonstrate that the need is commensurate with the costs to be incurred and represents an effective use of fiscal resources
- Be free from unnecessary program duplication

In addition, as required by the enabling legislation, staff analyzed the degree to which the plan incorporates the resources and talent in the Tri-Cities region, including resources available at the PNNL, as it guides the transition to a four-year institution.

## Relationship to the Strategic Master Plan and Institutional Role and Mission

The WSU Tri-Cities proposal follows an extensive period of local planning and preparation in response to the mandate of HB 2707, which required each of the research university branch campuses to study their expansion needs, changes in institutional role and mission, and governance. WSU Tri-Cities worked with area business leaders, Columbia Basin College (CBC), and PNNL to conduct the self-study required by this legislation.

The transition development plan being presented draws on information from the HB 2707 self-study and also incorporates lessons learned in the development of lower-division programs and freshmen recruitment at the three other research university branch campuses, each of which began enrolling freshmen in fall 2006.

This plan also responds to the goals outlined in the HECB's *Strategic Master Plan*. Lower-division enrollment opportunities will improve access to higher education in the region and provide students with more efficient options to progress toward their degrees. The plan proposes dual enrollment and transfer programs between WSU Tri-Cities and CBC to enable students who enroll as freshmen to get the coursework they need to enter high-demand degree programs offered by WSU-Tri-Cities, for example.

Finally, transitioning to a four-year institution is consistent with the WSU Tri-Cities mission, although it represents a significant change in the institution's role and scope from that of an upper-division institution serving transfer and graduate students to one serving freshmen through graduate students.

## Program Description

The three branch campuses already having made this transition contributed substantially to the development of the proposed lower-division academic program for WSU Tri-Cities. Beginning

with a 35-freshmen student cohort in fall 2007, the program is forecast to grow to a freshmen class of 100 by fall 2009. Initially built on a general education foundation, the program will prepare students to major in the following liberal arts programs: digital technology and culture, English, history, humanities, psychology, and social sciences.

Lower-division offerings will broaden as the program grows, offering students preparation for a wider range of majors. To provide students with greater flexibility in choosing a major, and to make full use of the resources already in place in the region, WSU Tri-Cities is also developing co-enrollment agreements with CBC. These two-way agreements will allow students to enroll in courses at both institutions.

## Curriculum

During the first two years, freshmen will enter as a cohort and enroll in an integrated curriculum made up of linked courses and campus events tied to learning themes for each academic year. Students in their first year of study will enroll in a defined curriculum. In their second year of study a core of common courses will be required, but more time for elective courses will be allowed. The curriculum is designed to fulfill the lower-division requirements, and the majority of the general education requirements for liberal arts majors at WSU Tri-Cities.

WSU Tri-Cities will continue to refine and develop co-enrollment and transfer oriented programs going forward. The plan notes that the traditional 2+2 transfer program does a good job of providing access to majors with few specific pre-requisites beyond general education. However, to better prepare students for specific majors, WSU-Tri-Cities has proposed the development of a coordinated bachelor's degree program. In this program, WSU Tri-Cities advisers will assist students at the community college in meeting prerequisite requirements for specific majors, as well as their community college requirements.

Although this program should provide better advising and course selection, it will have limitations in fields like business and engineering for which course sequences between the two institutions do not align particularly well. In some cases the community college may not offer the required courses.

WSU-Tri-Cities also has proposed adding high-demand co-admission and co-enrollment options to allow students broad access to courses available at both institutions as they work to complete requirements or specific majors. These options would provide courses for students in business, science, engineering, and nursing. WSU Tri-Cities students would be able to access math and science courses not offered at WSU-Tri-Cities (initially) while CBC students would have access to specific major requirements students need to gain entry into these majors.

## Faculty and Staff

For faculty and staff, WSU-Tri-Cities plans to draw on a local pool of highly-qualified research scientists who work at the PNNL and who have an interest in teaching. Through joint research agreements and shared faculty, the university will be able to provide students the opportunity to work with leaders in several scientific fields. WSU Tri-Cities employs 289 adjunct faculty, about a third of whom are PNNL employees.

Identifying faculty who are interested in engaging freshmen and lower-division students will be a critical challenge. In addition, potential students will be notified well in advance that a new, lower-division academic program is being developed at WSU Tri-Cities. This will help stimulate interest in and support for the program. WSU-Tri-Cities already has added two staff to the student affairs team using start-up funds provided in the supplemental budget. Two faculty have been identified for hire in fall 2007. An additional 6 faculty and staff lines would be added in fall 2008.

### Assessment

WSU Tri-Cities would adopt the established assessment process used in the WSU general studies program to evaluate the effectiveness of the lower-division program. The assessment process evaluates student performance in achieving the critical and integrative thinking skills necessary to master knowledge from multiple disciplines and to reason critically.

In addition, the WSU assessment process supports the institutional goals of developing quantitative and symbolic reasoning, critical and creative reasoning, information fluency, students' communication skills, and their understanding of self and society. Finally, assessment will help identify program weaknesses and strengths to help improve the program over time.

## Program Need

Because the proposed academic program is at the lower-division level, staff did not ask WSU Tri-Cities to demonstrate a link between it and employer demand. Rather, the institution was asked to describe how the addition of lower-division coursework would improve its ability to prepare students for majors that are in high demand within the region and the state. In response, the plan suggests various approaches to prepare students for coursework relevant to their majors.

The strengths and weaknesses of the existing 2+2 model were assessed and several improvement strategies offered. Policy changes are proposed in concert with CBC to improve student advising and allow students greater flexibility in course-taking between and across institutions. Continuing the 2+2 model with improved advising and clearly articulated pathways is discussed, as well as a coordinated bachelor's program with co-enrollment options. Finally, the plan proposes establishing a general liberal arts education core for freshmen at WSU-Tri-Cities and the development of additional programs based on demand and institutional capacity as determined by an ongoing institutional needs assessment process.

A survey conducted in fall of 2004 asked potential students to indicate their top 10 degree program interests. Programs in business, computer science, engineering, health, agriculture, and physical sciences topped the list. Initially, WSU Tri-Cities intends to offer co-enrollment and coordinated bachelor's degree options for these areas. As lower-division liberal arts enrollment grows, additional program areas can be supported. Program development would be prioritized based on the results of an assessment process scheduled for spring 2007.

The local community has been deeply involved in the expansion of WSU-Tri-Cities. In January 2006 the Higher Education Committee of the Tri-City Development Council (TRIDEC)

published a report titled "Building Bridges for Lifelong Learning in the Tri-Cities and Beyond." Among its recommendations, the report advocates for aggressive expansion of WSU Tri-Cities, and greater collaboration between WSU-Tri-Cities, CBC, and PNNL. The WSU Tri-Cities plan calls for more measured growth while drawing on many of the recommendations of the committee.

### Students

WSU Tri-Cities will continue to attract the majority of its new students through transfer programs. Freshman recruitment efforts will focus on the region's high schools by attempting to attract graduates who ordinarily might leave the area to enroll in a baccalaureate degree program elsewhere. Students would have the opportunity to enroll in the integrated liberal arts curriculum, or through the co-enrollment options, and prepare for majors in a variety of areas including business, engineering, math, nursing, science, and teacher education.

Strategies to attract students from historically under-represented populations include outreach to faith-based organizations, businesses, high schools, and community colleges, plus work with the Hispanic Academic Achievers Program, Afro-Americans for an Academic Society, and other organizations. One-on-one and group meetings with students, parents and teachers will promote enrollment in combination with the efforts of Math, Engineering, and Science Achievement (MESA) programs, GEAR-UP, and Upward Bound Yakima.

### Resource Requirements

WSU Tri-Cities received $250,000 for planning in the 2005-07 supplemental budget. This enabled the institution to hire two recruiters in the Student Affairs division and accomplish other related start-up activities. Funding will be needed to support an entering freshman class of 35 students in the first year, growing to 100 freshmen in the third year. The budget estimates contained in the report would fund freshmen students though all four years of the program, with the lower-division academic program reaching full enrollment of 200 FTE in the fourth year.

Lower-division enrollment growth will produce growth in upper-division programs and a corresponding need for additional FTE funding. The first class of freshmen would enter their junior year in the third year of the transition, and the upper-division growth would continue through the sixth year of implementation.

Total state funding required for implementation is $224,805 in the first year to support 35 FTE students growing to $2,569,200 in the sixth year to support 400 FTE students.

## Collaboration and Relationship with Other Institutions of Higher Education

Tri-Cities community organizations have strongly supported expanding higher education enrollment options in their area. TRIDEC's higher education committee developed an aggressive agenda to improve access to higher education in the region, better prepare students to take advantage of those opportunities, and encourage policy changes to improve interoperability across educational sectors.

The TRIDEC committee analyzed the limitations of the current 2+2 model and proposed a set of programs to address these limitations, drawing on the strengths of the existing system, using resources in place, and developing a strategy to expand access to students who may not otherwise remain in the region for their higher education. Greater collaboration between WSU-Tri-Cities and CBC should encourage students to continue their studies and enter majors that have been less accessible to transfer students historically.

WSU-Tri-Cities also intends to strengthen its ties to PNNL through use of shared facilities, joint faculty appointments, and joint research projects. Although the collaboration will benefit students at all levels, it will offer special opportunity for students interested in science and engineering. Students will be able to work with leading researchers in several fields while remaining in their home community. The collaboration benefits PNNL staff by providing a professional development and enrichment experience through exposure to students in a classroom or lab setting. In addition, PNNL and WSU-Tri-Cities faculty will benefit from joint research projects.

Finally, WSU-Tri-Cities proposes to remain engaged in the TRIDEC planning process. Thus far, the collaboration has been an important factor in the growth and development of the WSU Tri-Cities campus. The TRIDEC higher education committee will continue its work to continuously improve higher education opportunities within the Tri-Cities region.

## Analysis and Recommendation

The planned expansion of the role of WSU Tri-Cities is consistent with the HECB master plan goals to increase opportunities for students to earn degrees, and is responsive to the state's economic needs. The proposed program would provide opportunities for freshmen enrollment at WSU Tri-Cities with a goal of retaining within the region students who may otherwise choose to enroll outside the region or out of state. In addition, provision of freshmen enrollment may encourage students who might not otherwise attend college to do so. In addition to freshmen enrollments the plan proposes a number of enhancements to transfer that will provide better advising and course availability for students who may be entering high-demand fields in math, science, engineering, and health care.

WSU Tri-Cities planners have been diligent in their development of this plan, drawing on lessons learned in the development and implementation of lower-division programs at University of Washington Tacoma and Bothell as well as Washington State University Vancouver. These campuses began enrolling freshmen in fall 2006 and provided WSU-Tri-Cities valuable feedback reflected in the plan.

The proposed program will provide students with a high-quality academic experience preparing them for work in their academic major. The focus on the liberal arts for the initial cohort is an appropriate step to ensure a solid general education curriculum is established prior to expansion into more specialized fields. In addition, the program would provide excellent preparation for a range of occupations or graduate school placement

This needs assessment was intended to establish whether the proposed program would improve access to major lines of study that are in demand. While the initial program in liberal arts is

difficult to link to specific occupations, there is statewide demand for additional graduates with this background. In addition, the plan outlines approaches to improve access to several majors that fall within those typically defined as "high demand' including engineering, nursing, science and math.

The recruitment strategy outlined in the plan includes outreach to students and families through a variety of approaches. Within that plan a multicultural recruitment strategy is articulated that draws on community groups to inform and attract diverse students to the program.

The proposed program would serve primarily students from within the region at a cost comparable to other research university campuses within the state. The program would not unnecessarily duplicate other offerings within the region.

The development of the lower-division program, co-enrollment agreements, and the coordinated bachelor's degree program represent a high level of inter institutional cooperation. In addition, as it expands into a four-year institution, WSU-Tri-Cities would maintain and strengthen its ties to PNNL.

## Recommendation

Based on careful review of the Washington State University Tri-Cities Four-Year Degree Plan and supplemental materials submitted to the HECB, staff recommend approval of the Four-Year Degree Plan.

**RESOLUTION NO. 07-02**

WHEREAS, The passage of Substitute House Bill 2867 authorizes Washington State University Tri-Cities (WSU Tri-Cities) to begin offering coursework to lower-division students and to directly admit freshmen students; and

WHEREAS, The Higher Education Coordinating Board approval of the lower division enrollment plan is required prior to WSU Tri-Cities admitting lower-division students and freshmen; and

WHEREAS, The planned expansion of the role of WSU Tri-Cities is consistent with the HECB master plan goals to increase opportunities for students to earn degrees and is responsive to the state's economic needs; and,

WHEREAS, While the program is consistent with the mission of the institution, it does represent an expanded role for WSU Tri-Cities; and,

WHEREAS, The proposed program would provide students with a high quality academic experience that would prepare them for work in their academic major; and,

WHEREAS, The recruitment strategy outlined in the plan includes outreach to students and families through a variety of approaches, including targeted recruitment to attract a diverse student body; and,

WHEREAS, the plan represents a high level of inter-institutional cooperation and the program would serve students from within the region at a cost comparable to other research university campuses within the state;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves Washington State University Tri-Cities four year degree implementation plan and authorizes WSU Tri-Cities to begin admitting freshmen for Fall 2007.

Adopted:

January 25, 2007

Attest:

_____

Gene Colin, Chairman

_____

Jesus Hernandez, Secretary

WASHINGTON
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**January 2007**

# Accountability for Student Success in Washington Higher Education

## Preface

Washington's higher education institutions and the state have struggled for many years to develop consistent, meaningful, mutually acceptable accountability standards. Since 1995, accountability policies have changed at least every three years, and as often as annually. (See Appendix I for a chronology of the state's varying approaches to accountability policy).

Continual changes in accountability policy and targets have prevented institutions from fully implementing a common set of strategies designed to meet a common set of goals. This fluid accountability environment has created confusion among some institutions, which start in one direction and then must reverse their field as new policies and targets emerge.

Optimally, a student entering a community college who wishes to transfer to a four-year institution should complete an associate degree in two years and a bachelor's degree in two additional years. However, this 'optimal' progress actually occurs among only a relatively small number of students. Many students need five or more years to complete a bachelor's degree; three years or longer to obtain an associate degree; and one year or more to complete a job-related certificate program.

How can institutions, faced with continually changing short-term goals, tackle this broader problem in a consistent and effective manner? Even the best conceivable higher education accountability policy cannot provide much benefit if colleges and universities are not given several years, at the very least, to implement strategies for achieving the goals of the policy.

The accountability standards and measurements presented in this report were created by the state's higher education institutions in collaboration with the HECB in response to HB 3103 in 2004. Institutional progress will be assessed and reported on in three two-year intervals leading to a six-year accountability report due after the 2010-11 academic year.

It is important to note that changes in accountability policy can significantly lengthen – by up to six years – the amount of time it takes to achieve meaningful data. Therefore, the HECB recommends making only modest refinements to these measurements in each two-year cycle, saving more significant changes for the six-year assessment cycle.

Accountability standards proposed in the Washington Learns Steering Committee Final Report appear to differ slightly from those in this report. The HECB encourages the Legislature and the Governor to consider carefully the effect future changes in accountability policy may have on data gathering and program development. Consistency is needed to provide produce a truly meaningful accountability system for students, colleges, universities and the public.

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**January 2007**

# Accountability for Student Success in Washington Higher Education

## Introduction

In 2004, the Legislature and the Governor revised the roles and responsibilities of the Higher Education Coordinating Board (HECB). House Bill 3103 directed the HECB to establish an accountability monitoring and reporting system to determine how performance would be measured, set targets for achievement within this framework, and gather and periodically report data on results.

The HECB developed a performance measurement framework, which was adopted by the Board in April 2005. However, the 2005-07 state budget contained additional accountability provisions that did not precisely align with the framework adopted by the Board. This resulted in what appeared to be two different state accountability systems that were not coordinated or consistent. Institutions were unclear about state expectations.

To streamline the number and scope of accountability performance measures, and to clarify the state's highest priorities, the HECB convened representatives of the institutions, the State Board for Community and Technical Colleges and the Office of Financial Management early in 2006. These groups created a revised accountability framework with new, more ambitious performance targets. OFM and the HECB approved the new framework and targets in May 2006.

The revised framework included a measure of three-year transfer outcomes intended to show how well the two-year and four-year sectors of higher education are connecting to form a single system that works seamlessly for the student. Some long-standing measures were refined; some were discarded.

As a part of its mandate under House Bill 3103, the HECB is directed to review higher education system achievements annually and to report achievements every two years. This report fulfills the biennial requirement to share with policymakers and the public the results achieved in the public higher education system in Washington.

A separate summary report presents aggregate statewide accountability data from the most recent academic year for which statewide data are available (in most cases, the 2005-06 academic year). More in-depth data for each four-year institution, as well as background information and contextual data, is included in this report. HB 3103 also directs the HECB to define measurable indicators of its own performance as an agency; those indicators are also included in this report.

Trend data from two previous periods are shown – the annual average for the five years from the 1997-98 academic year though 2001-02, and the annual average for the three years immediately preceding the most recent year. Data from other states has been included to enrich the comparative perspective.

Accountability measurements such as the ones described here will enable our state higher education institutions to better serve their students, now and in the future. The HECB appreciates the contributions of the legislature, the institutions, other governing boards, OFM, the Governor's Office, and many other individuals who have helped create this new evaluation structure.

## Transfer

Students who transfer from two- to four-year institutions make up about 40 percent of those earning degrees annually in Washington. More than 70 percent of the students who access higher education in our state do so first at a two-year institution. Seen from this perspective, the transfer process is a vital link in our state's higher education system.

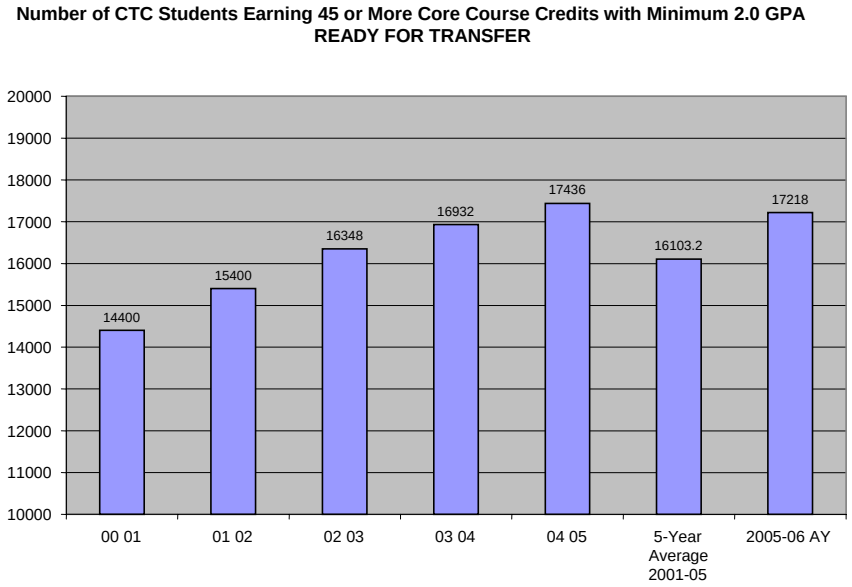
Washington has met the challenge of providing initial access to postsecondary education by developing a robust community and technical college system. Our state ranks fifth in the nation in two-year system participation. Conversely, Washington ranks near the bottom – 45$^{th}$ – in public four-year system participation.

Washington developed its higher education system in response to the fact that its population is widely distributed in different geographic and economic centers. Considerations of cost, physical access for place-bound students, an emphasis on workforce development and other elements fostered a conservative approach to authorizing new four-year institutions.

As Washington's population has more than doubled in the last 20 years, the state has attempted to expand its four-year capacity by developing regional affiliates. However, transfer remains a principal element of the system and increasing transfer success rates a principal means of ensuring that more students earn bachelor's degrees.

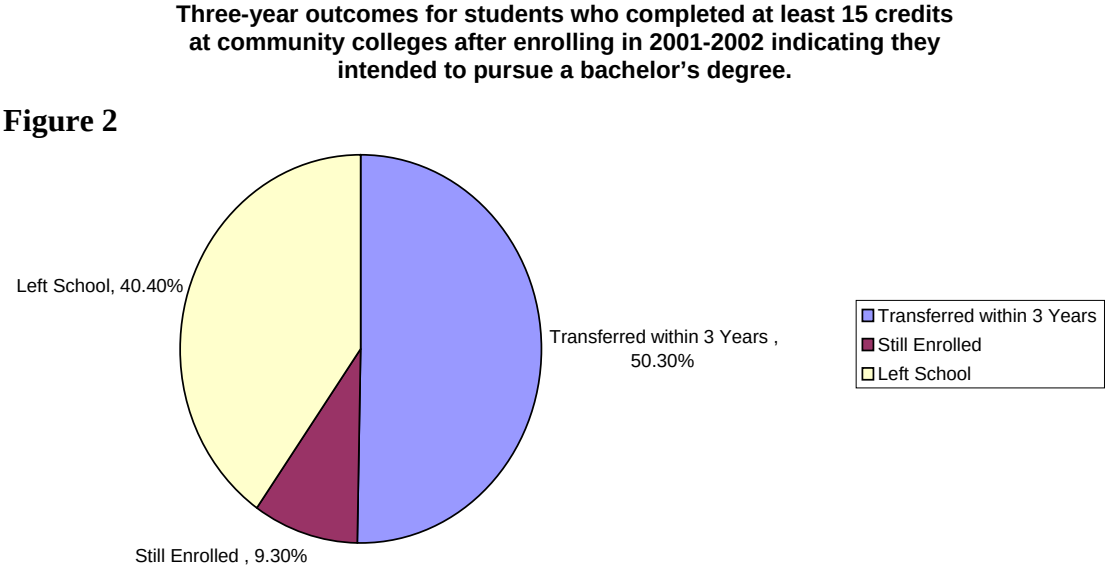
The accountability framework contains three performance measures providing insight about transfer. One measure reports the number of students who complete at least 45 credits of core coursework with a GPA of 2.0 or higher. This data is displayed in Figure 1. Results show a steadily growing number of students reaching this benchmark between 2000 and 2005. There was a slight drop in the number of students deemed "ready for transfer" in 2006. However, even with this drop the 2006 level exceeded by 1,100 students the annual average over the previous five years.

**Figure 1**



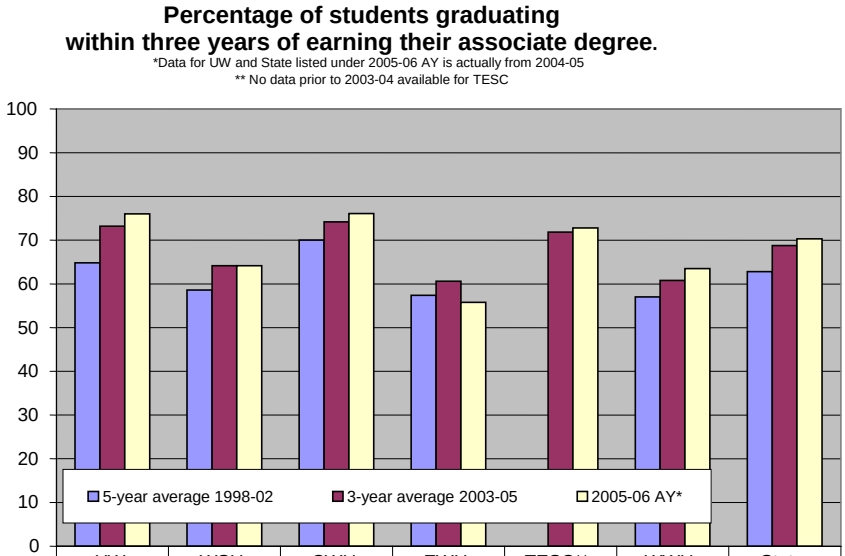

Another measure focuses on whether students are realizing their intent to transfer. To measure this it is necessary to determine what happened within a three-year period of the time students enrolled in the two-year college sector indicating they intend to transfer to a four-year institution. Baseline data is given for students who enrolled at Washington community and technical colleges in 2001-02 declaring their intention to transfer and pursue a four-year degree. Students who completed at least 15 college level credits were included. Trend information is not yet available.

**Figure 2**



The performance measure shown below in Figure 3 examines transfer outcomes for students who transferred with an associate degree from a Washington community college are included.

**Figure 3**




| | UW | WSU | CWU | EWU | TESC** | WWU | State |
|---|---|---|---|---|---|---|---|
| 5-year average 1998-02 | 64.8 | 58.6 | 70 | 57.4 | | 57 | 62.8 |
| 3-year average 2003-05 | 73.2 | 64.2 | 74.2 | 60.6 | 71.8 | 60.8 | 68.8 |
| 2005-06 AY* | 76 | 64.2 | 76.1 | 55.8 | 72.8 | 63.5 | 70.3 |

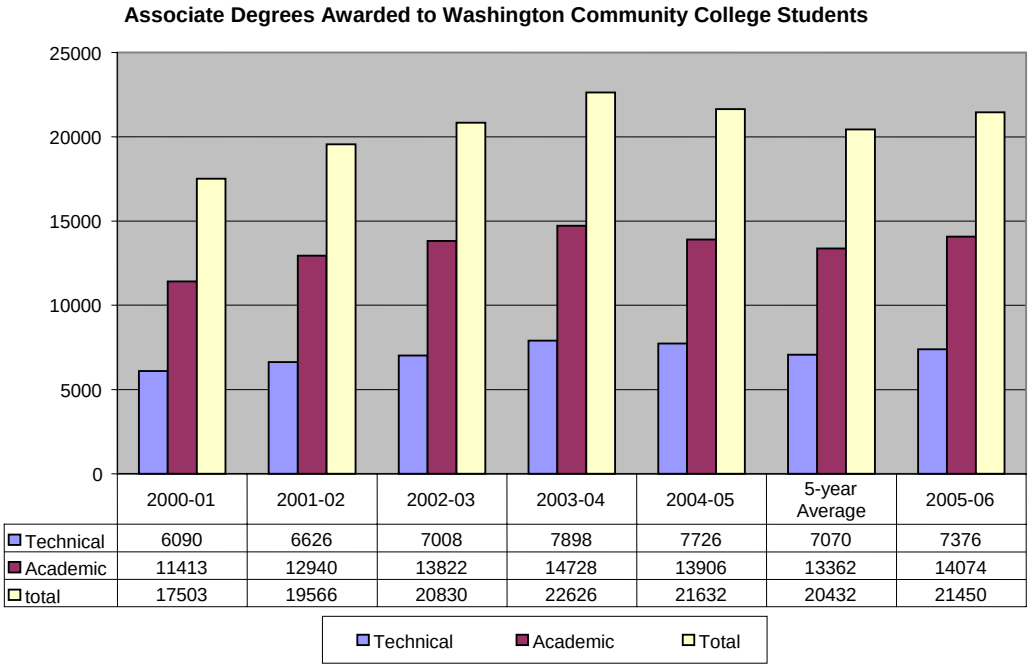
## Degrees Awarded

The 2004 Strategic Master Plan for Higher Education established goals to increase the number of associate degrees awarded annually to 27,000 and the number of bachelor's degrees to 30,000 by 2010. The master plan and the accountability system focus on degrees awarded because completion is a vital component of the success for both the student and the educational institution.

### Associate Degrees

Washington community and technical colleges annually award 18 associate degrees per 1,000 residents aged 20 to 34, a high rate of degree production compared to other states. The fact that 70 percent of Washington's postsecondary students gain access through the state's community college system contributes to this high rate of associate degree production. Figure 4 below shows associate degree production.

**Figure 4**




| | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 5-year Average | 2005-06 |
|---|---|---|---|---|---|---|---|
| Technical | 6090 | 6626 | 7008 | 7898 | 7726 | 7070 | 7376 |
| Academic | 11413 | 12940 | 13822 | 14728 | 13906 | 13362 | 14074 |
| total | 17503 | 19566 | 20830 | 22626 | 21632 | 20432 | 21450 |

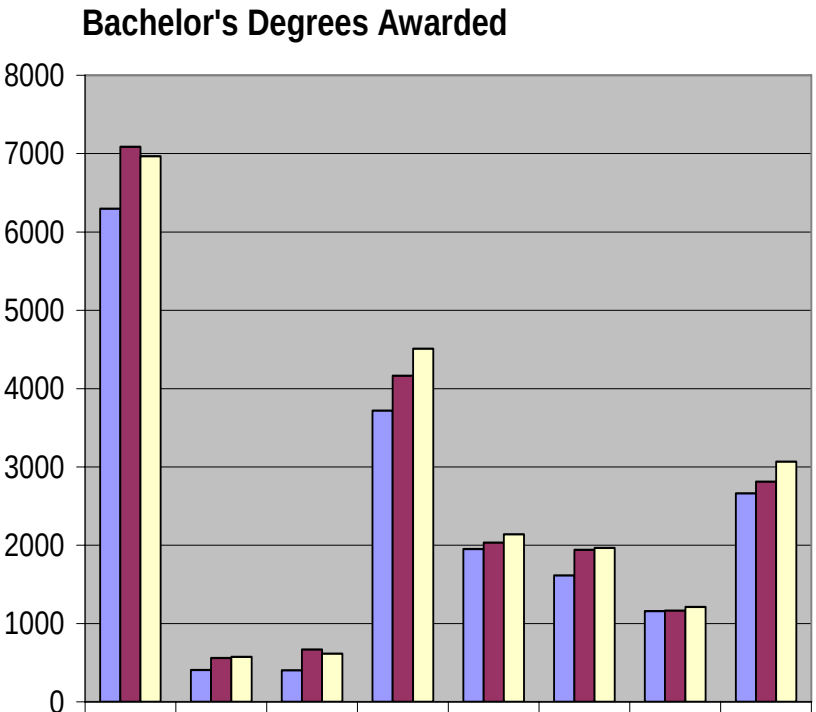
## Bachelor's Degrees

Almost 21 bachelor's degrees per 1,000 residents (age 20 to 34) are awarded by the state's public four-year colleges and universities in Washington annually. This is low compared to other states. It indicates that too few students are participating in higher education. It also indicates that too few of those who attend the community and technical colleges transfer successfully.

Washington performs well in graduating those students who do enroll in four-year institutions. Figure 5 below shows that when degree production is examined in relation to the size of the student population, it is evident that Washington's higher education system is highly productive

In comparison with leading states (U.S. Global Challenge states that score highest on the New Economy Index) and leading countries in Europe and Asia (OECD countries), Washington's higher education can be seen as highly productive. For example, Washington exceeds all the Global Challenge states, outperforms numerous OECD countries, and far surpasses the U.S. national average in degrees conferred per 1,000 enrolled students.

**Figure 5**




| | UWS | UWB | UWT | WSU | CWU | EWU | TESC | WWU |
|---|---|---|---|---|---|---|---|---|
| 5-Year average 1998-02 | 6295 | 409 | 404 | 3720 | 1950 | 1615 | 1158 | 2662 |
| 3-Year average 2003-05 | 7087 | 560 | 668 | 4166 | 2031 | 1942 | 1164 | 2813 |
| 2005-06 AY | 6966 | 573 | 616 | 4508 | 2139 | 1964 | 1211 | 3067 |

## High-Demand Bachelor's Degrees

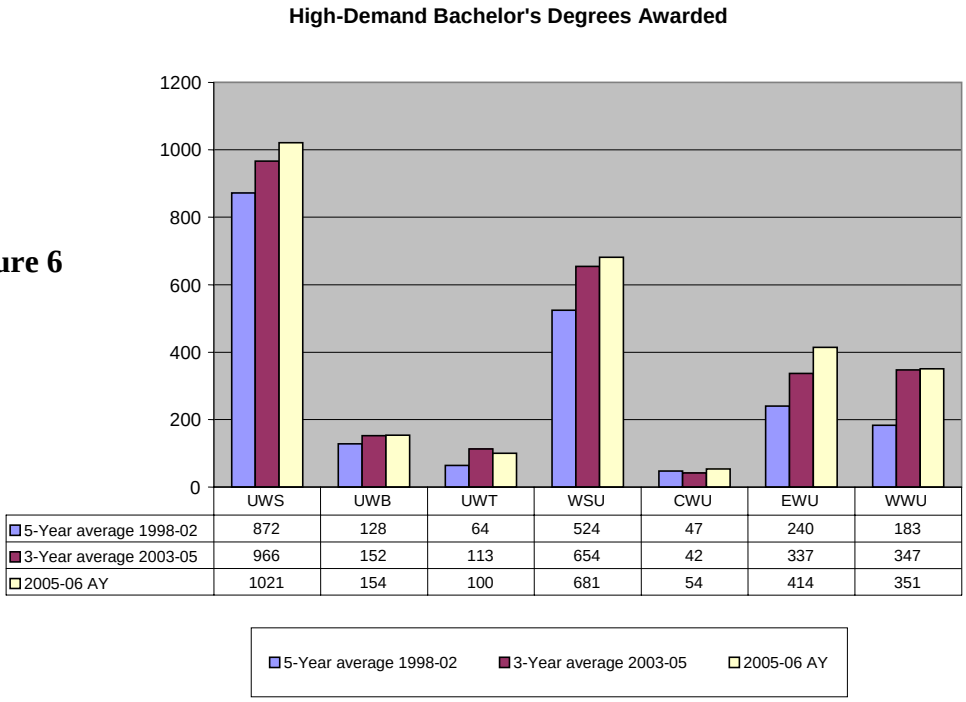
The HECB's 2004 Strategic Master Plan for Higher Education emphasizes the tremendous importance of a higher education system that responds to the needs of the state's economy. The performance measure for the number of bachelor's degrees in high-demand fields is included to address this priority.

In the *Statewide and Regional Needs Assessment*, the HECB defined as "high demand" those fields in which demand from students, employers and the community were all high.

Engineering, computer science, and health care professions lead the list. Although targeted funding for expanding high-demand degree programs has been intermittent over the last few biennia, degree production in these fields has increased steadily in Washington.

High-demand programs also are often high-cost programs. Higher costs for faculty salaries, equipment and facilities must be factored in legislative funding decisions linked to increased high-demand program development and degree production.

**Figure 6**




| | UWS | UWB | UWT | WSU | CWU | EWU | WWU |
|---|---|---|---|---|---|---|---|
| 5-Year average 1998-02 | 872 | 128 | 64 | 524 | 47 | 240 | 183 |
| 3-Year average 2003-05 | 966 | 152 | 113 | 654 | 42 | 337 | 347 |
| 2005-06 AY | 1021 | 154 | 100 | 681 | 54 | 414 | 351 |

## Graduate/Professional Degrees

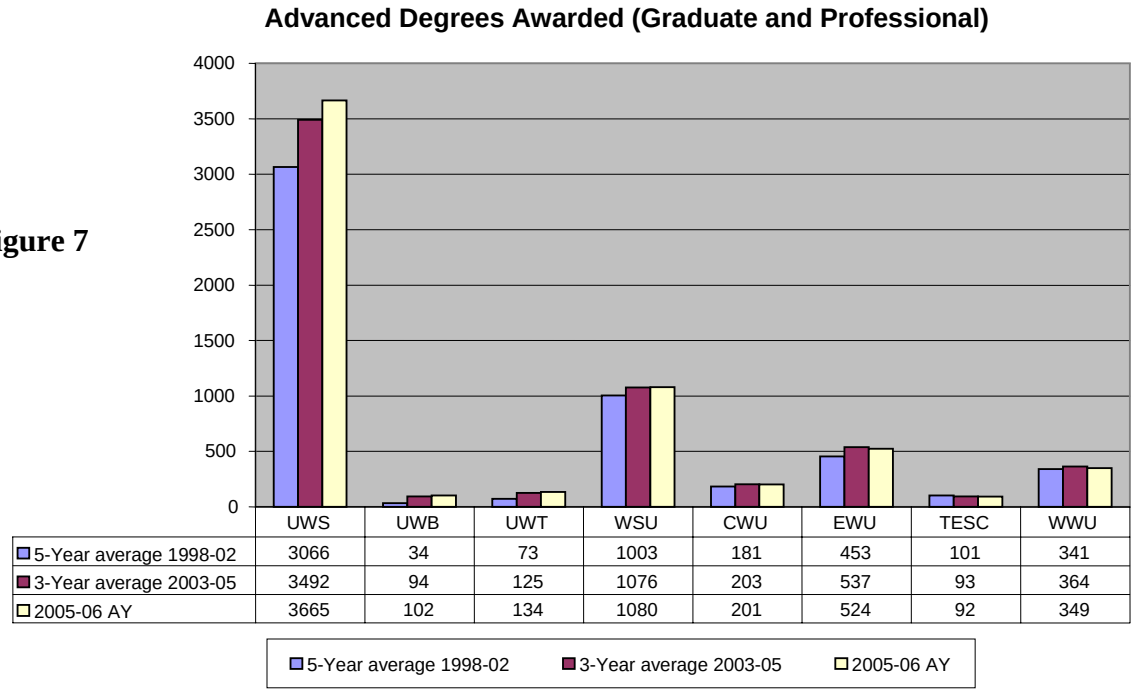
Washington institutions award 7.9 advanced degrees annually per 1,000 residents from 20 to 34 years old. This output is lowest among the eight Global Challenge States.

Washington's very low participation rate (47$^{th}$ in the nation for public graduate and professional student participation) must be taken into account when interpreting these data. Private institutions award 44 percent of the advanced degrees in Washington. The master plan goal is to confer 11,500 advanced degrees per year by 2010.

Public institutions awarded 6,147 advanced degrees in 2005-06, an increase of 28 percent since the 1997-98 academic year. In spite of this progress, graduate and professional degree production will have to increase 64 percent to reach the average for the Global Challenge States.

**See Figure 7 on next page.**

**Figure 7**

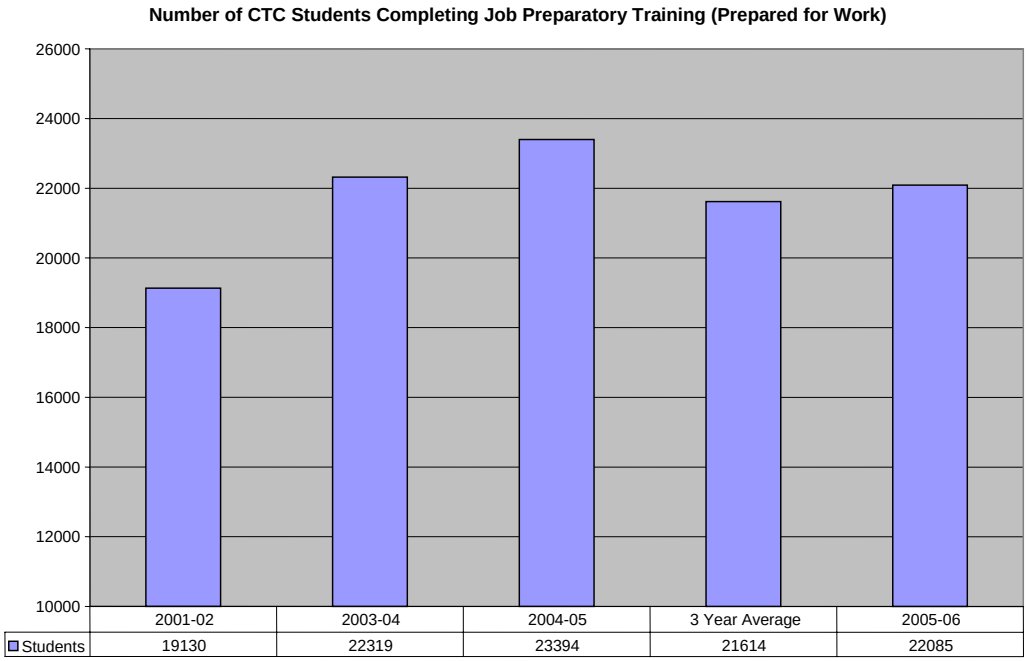



| | UWS | UWB | UWT | WSU | CWU | EWU | TESC | WWU |
|---|---|---|---|---|---|---|---|---|
| 5-Year average 1998-02 | 3066 | 34 | 73 | 1003 | 181 | 453 | 101 | 341 |
| 3-Year average 2003-05 | 3492 | 94 | 125 | 1076 | 203 | 537 | 93 | 364 |
| 2005-06 AY | 3665 | 102 | 134 | 1080 | 201 | 524 | 92 | 349 |

## Workforce and Basic Skills

Several years ago the SBCTC developed performance measures for workforce preparation and for adult basic skills. Figure 8 below shows the number of students who completed a professional or technical certificate or degree and achieved industry skill standards.

**Figure 8**




| | 2001-02 | 2003-04 | 2004-05 | 3 Year Average | 2005-06 |
|---|---|---|---|---|---|
| Students | 19130 | 22319 | 23394 | 21614 | 22085 |

### Basic Skills Competency

Students enrolling in an Adult Basic Education or English as a Second Language program take a pre-program and post-program standardized test in areas such as reading, writing, mathematics, and English language proficiency. Students who gain at least one competency level after completing the program are included in this measure. During 2005-2006 the number meeting this benchmark increased from 20,950 to 21,602.

## Graduation Rates

Graduation rates for two groups of students in the four-year institutions are monitored. The three-year graduation rate for selected transfer students was discussed earlier. Students, who enter the higher education system for the first time as full-time students with freshman status at a four-year institution, are included in the six-year graduation rate.

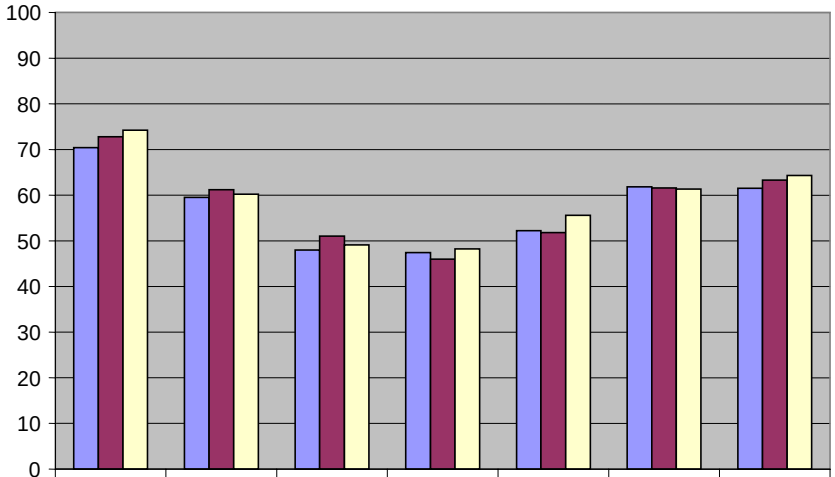
Washington traditionally reported five-year graduation rates. Recently a shift to reporting "six-year" graduation rates was made to permit comparison with other states, which report only six-year graduation rates.

This measure does not suggest it should take six years to graduate with a bachelor's degree. In general, students are expected to complete their studies as efficiently as possible. However, course schedule conflicts, health problems, financial pressures, work schedules, changes in academic plans, rigorous degree requirements, competitive major programs of study, and other personal, academic, and institutional circumstances can prevent a student from completing all his or her degree requirements within four academic years.

**Figure 9**

**Percentage Graduating within Six-Years of Enrolling as First-Time Full-Time Freshmen**

(*Most recent available data for UW and TESC is 2004-05, so 2004-05 data is also used for statewide result)




| | UW | WSU | CWU | EWU | TESC | WWU | STATE |
|---|---|---|---|---|---|---|---|
| 5-year average 1998-02 | 70.4 | 59.5 | 48 | 47.4 | 52.2 | 61.8 | 61.5 |
| 3-Year average 2003-05 | 72.8 | 61.2 | 51 | 46 | 51.8 | 61.6 | 63.3 |
| 2005-06 AY* | 74.2 | 60.2 | 49.1 | 48.2 | 55.6 | 61.3 | 64.3 |

According to the Council of Presidents, the average length of time it takes to complete a bachelor's degree at a public institution in Washington ranges from as low as 4.2 years up to a high of 4.8 years.

*Measuring Up, 2006*, a national higher education report card produced by the National Center for Public Policy and Higher Education states Washington, "has consistently been a very high performer" on six-year graduation rates. The top five states achieved a 64 percent rate, according the report. Washington earned a 63 percent rate.

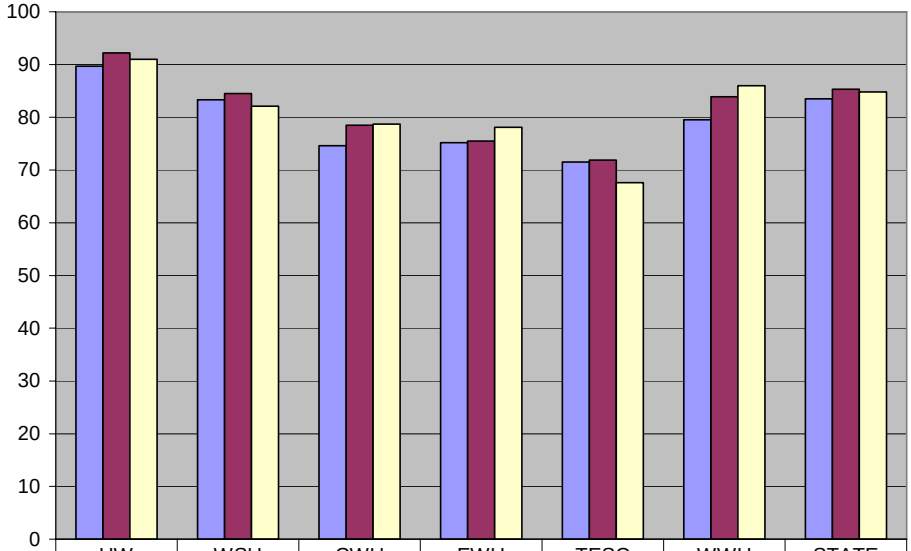
## Freshman Retention

Students who succeed in college start by gaining momentum in high school and carry that momentum through their freshman year. Although far too many students do not complete their freshman year or do not return for the second year, those who do have a much greater chance of completing their degrees.

Public four-year institutions in Washington report freshman retention rates that compare very favorably with other states. In fall 2006, 84.8 percent of students statewide returned for their sophomore year, as shown in Figure 10 below. *Measuring Up* reports the top five states have an average freshman retention rate of 82 percent. In 2006, the rate for Washington was 82 percent, which is up from 80 percent in 1992.

**Figure 10**

**Freshman Retention Rates (Percentage enrolling second year)**




| | UW | WSU | CWU | EWU | TESC | WWU | STATE |
|---|---|---|---|---|---|---|---|
| 5-Year average 1998-02 | 89.7 | 83.3 | 74.6 | 75.2 | 71.5 | 79.5 | 83.5 |
| 3-Year average 2003-05 | 92.2 | 84.5 | 78.5 | 75.5 | 71.9 | 83.9 | 85.3 |
| 2005-06 AY | 91 | 82.1 | 78.7 | 78.1 | 67.6 | 86 | 84.8 |

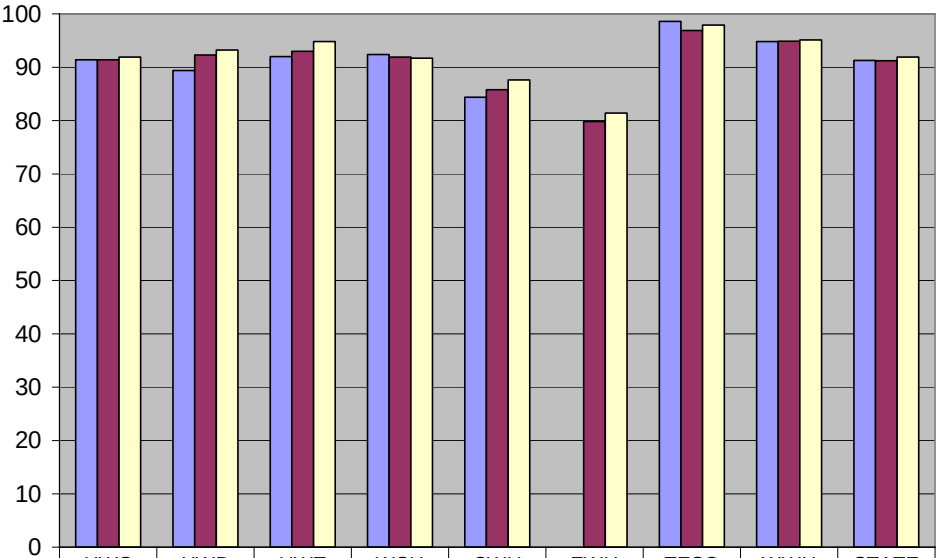
## Graduation Efficiency

Once a student has enrolled, it is important that student make rapid progress toward completing a degree. The more efficiently the student completes his or her program of study, the lower the cost per student borne by taxpayers in the form of subsidies, and the sooner a slot opens up for another student to enroll. This graduation efficiency measure is important because institutions and the state are better able to serve more students when students do not accumulate large numbers of non-essential credits.

A threshold permitting students to earn up to 25 percent more credits than they need for a particular degree has been established. Some students need the opportunity to explore a field, the freedom to change majors, or the flexibility to add a minor to complement the major course of study. The data below include only students earning a single undergraduate degree with a single major.

**Figure 11**

**Among All Bachelor's Degrees -- Percentage Awarded to Students Not Taking More Than 125% of Required Number of Credits (Single Major, Single Degree Only)**




| | UWS | UWB | UWT | WSU | CWU | EWU | TESC | WWU | STATE |
|---|---|---|---|---|---|---|---|---|---|
| 5-Year average 1998-02 | 91.4 | 89.4 | 92 | 92.4 | 84.4 | | 98.6 | 94.8 | 91.3 |
| 3-Year average 2003-05 | 91.4 | 92.3 | 93 | 91.9 | 85.8 | 79.8 | 96.9 | 94.9 | 91.2 |
| 2005-06 AY | 91.9 | 93.2 | 94.8 | 91.7 | 87.6 | 81.4 | 97.9 | 95.1 | 91.9 |

## Pell Grant Recipient Results on Baccalaureate Measures

Outcome data for students receiving Pell grants must be reported for all accountability measures developed for the four-year institutions. One measure – advanced degree production – is not included because graduate students are not eligible for Pell grants.

Performance targets are not required. However, the HECB and OFM intend to monitor Pell Grant recipients because they are at greater risk of not succeeding and because improving access for low-income students is a high priority. If substantial gaps in performance emerge and persist, performance targets might be re-visited in the future.

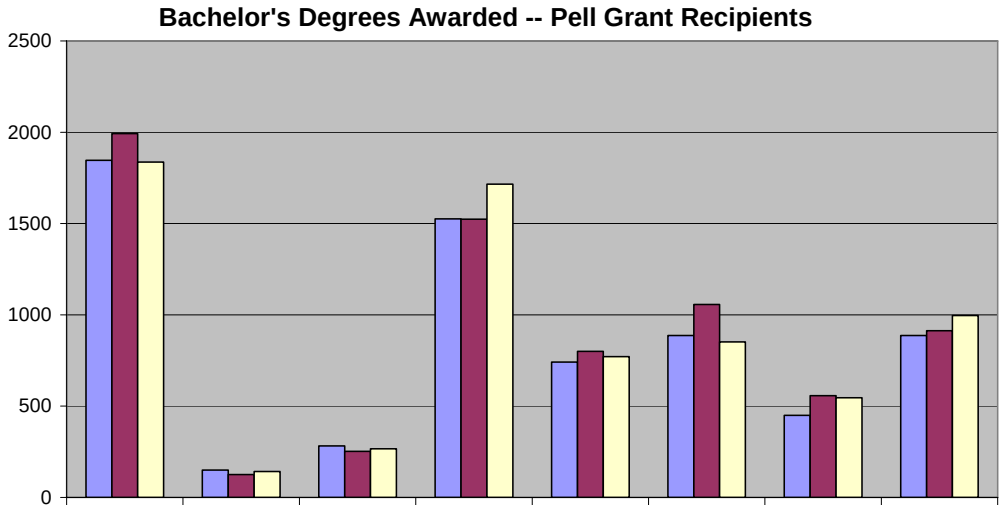
Pell grant recipients were chosen for this performance indicator as a proxy for students from low-income families and because institutions already had the data readily available. Eligibility for Pell grants is determined using a variety of criteria. The income-related criteria are included in a formula that calculates an expected family contribution to determine eligibility.

Compared with the overall student population, Pell Grant recipients do well on some accountability measures and lag in others. Results vary by institution, by performance measure, and over time.

Comparing Pell Grant recipients to the general student population does not always provide an accurate picture of performance. For example, for purposes of larger comparison, Pell Grant recipients are counted as part of the general student population. This can skew the data slightly. Also, Pell recipients represent a traditionally disadvantaged group of students. Comparing them to more traditional students raises an apples-and-oranges argument. In addition, admissions processes vary, which can rob more general institutional comparisons of their validity.

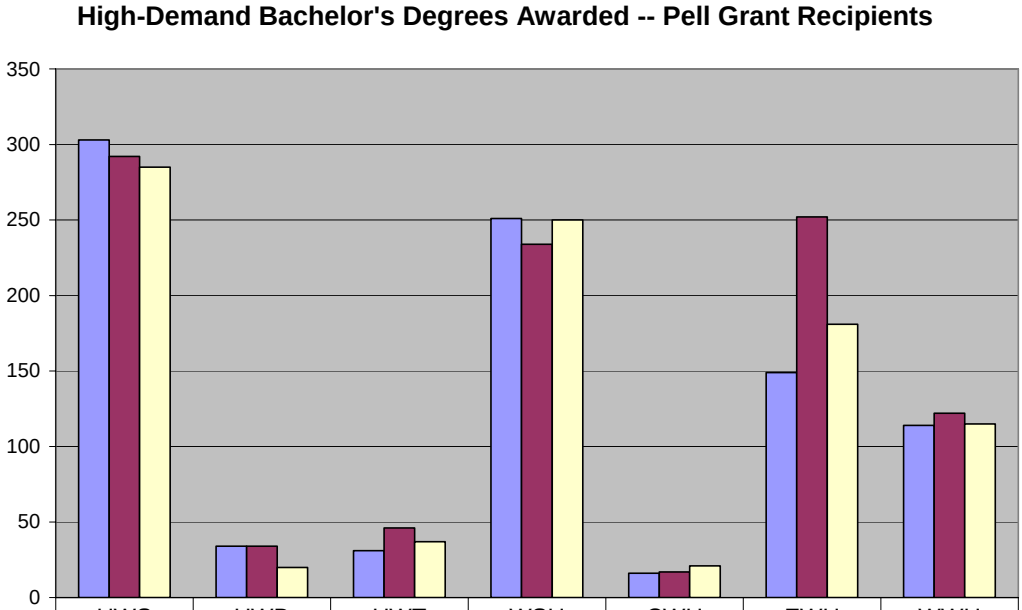
Therefore, we encourage readers who may be interested in gleaning findings from the Pell grant recipient data to proceed with caution. The most conceptually sound comparisons can be reached by examining data for one specific measure for one specific institution … *at a time, and over time*. Data compared in this way can provide clues about whether outcomes for Pell grant recipients may be improving over time.

**Figure 12**




| | UWS | UWB | UWT | WSU | CWU | EWU | TESC | WWU |
|---|---|---|---|---|---|---|---|---|
| 2003-04 | 1846 | 150 | 283 | 1526 | 742 | 887 | 450 | 887 |
| 2004-05 | 1992 | 125 | 253 | 1524 | 800 | 1057 | 557 | 913 |
| 2005-06 | 1837 | 142 | 267 | 1716 | 772 | 852 | 546 | 997 |

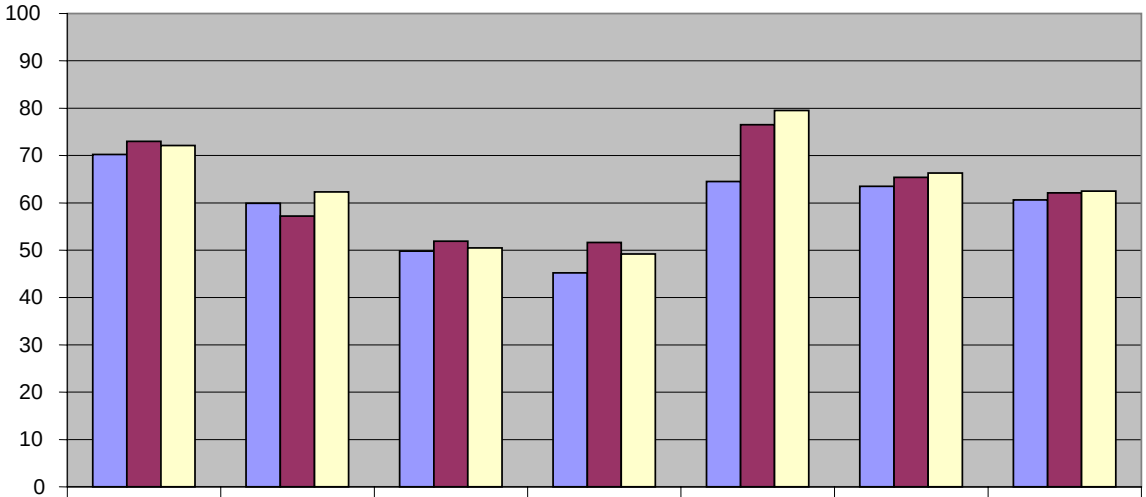
**Figure 13**




| | UWS | UWB | UWT | WSU | CWU | EWU | WWU |
|---|---|---|---|---|---|---|---|
| 2003-04 | 303 | 34 | 31 | 251 | 16 | 149 | 114 |
| 2004-05 | 292 | 34 | 46 | 234 | 17 | 252 | 122 |
| 2005-06 | 285 | 20 | 37 | 250 | 21 | 181 | 115 |

**Figure 14**

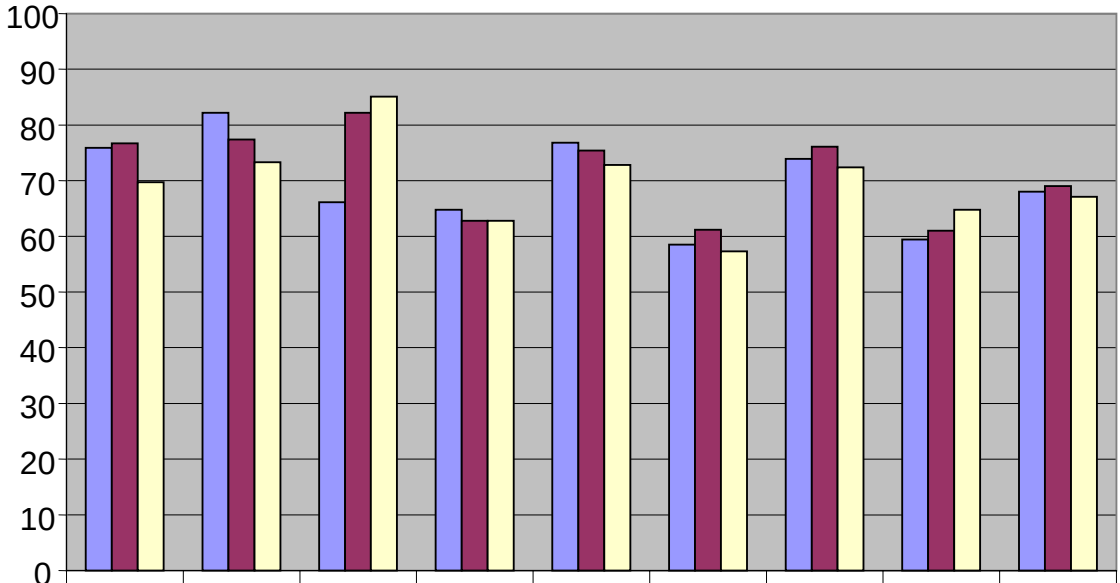
**Percentage Graduating within Six Years of Enrolling as First-time, Full-Time Freshmen – Pell Grant Recipients**




| | UW | WSU | CWU | EWU | TESC | WWU | State |
|---|---|---|---|---|---|---|---|
| 2003-04 | 70.2 | 59.9 | 49.8 | 45.2 | 64.5 | 63.5 | 60.6 |
| 2004-05 | 73 | 57.2 | 51.9 | 51.6 | 76.5 | 65.4 | 62.1 |
| 2005-06 | 72.1 | 62.3 | 50.5 | 49.2 | 79.5 | 66.3 | 62.5 |

**Figure 15**

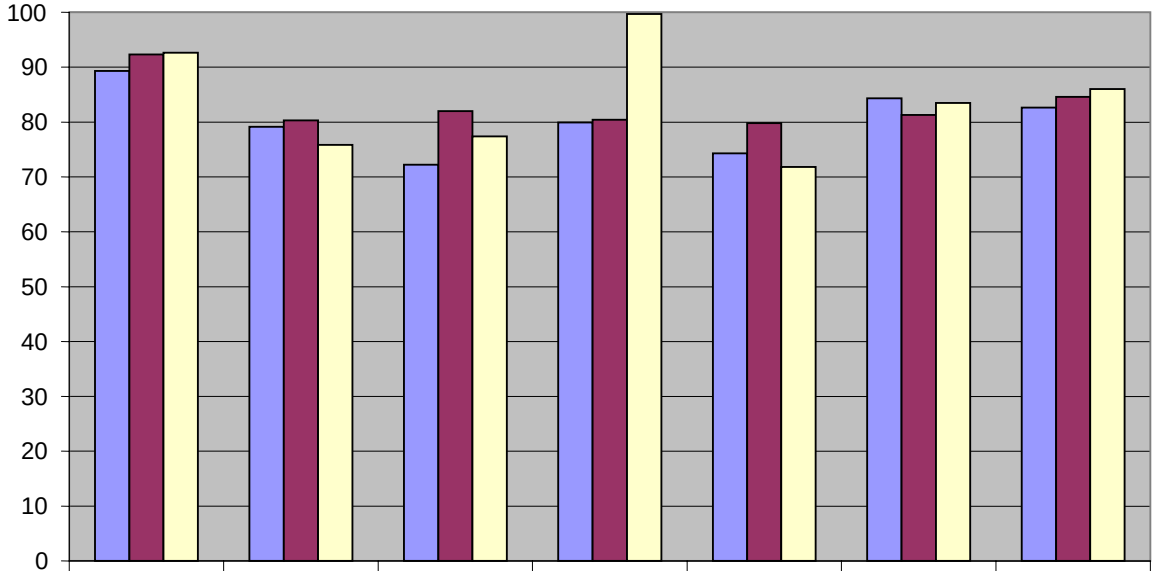
**Percentage Graduating within Three Years of Transferring from WA Community College with Associate Degree – Pell Grant Recipients**




| | UWS | UWB | UWT | WSU | CWU | EWU | TESC | WWU | State |
|---|---|---|---|---|---|---|---|---|---|
| 2003-04 | 75.9 | 82.2 | 66.1 | 64.8 | 76.8 | 58.5 | 73.9 | 59.4 | 68 |
| 2004-05 | 76.7 | 77.4 | 82.2 | 62.8 | 75.4 | 61.2 | 76.1 | 61 | 69 |
| 2005-06 | 69.7 | 73.3 | 85.1 | 62.8 | 72.8 | 57.3 | 72.4 | 64.8 | 67.1 |

**Figure 16**

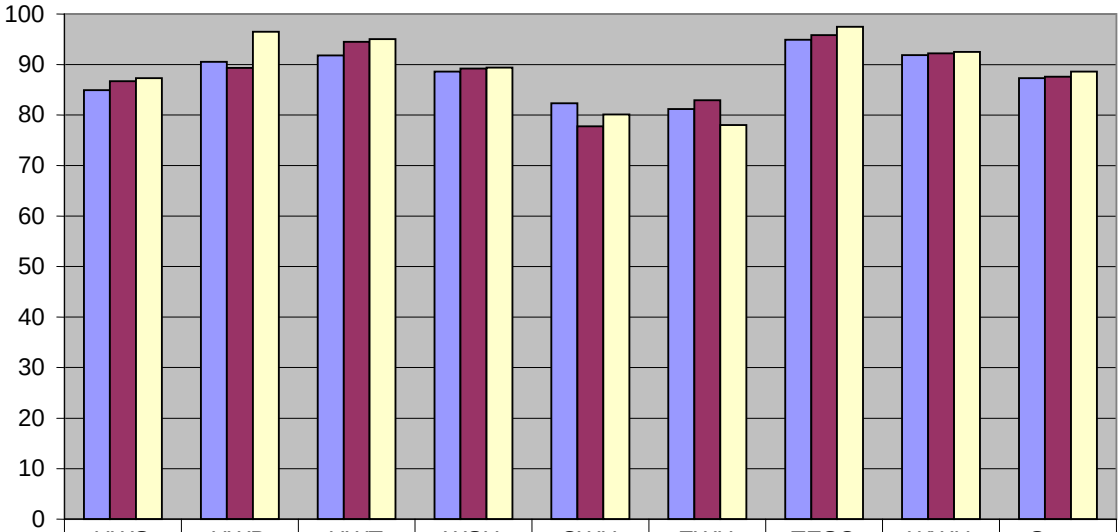
**Freshman Retention Rates (percentage enrolling second year)**
**Pell Grant Recipients**




| | UW | WSU | CWU | EWU | TESC | WWU | State |
|---|---|---|---|---|---|---|---|
| 2003-04 | 89.3 | 79.1 | 72.2 | 79.9 | 74.3 | 84.3 | 82.6 |
| 2004-05 | 92.3 | 80.3 | 82 | 80.4 | 79.8 | 81.3 | 84.6 |
| 2005-06 | 92.6 | 75.8 | 77.4 | 99.7 | 71.8 | 83.5 | 86 |

**Figure 17**

**Among All Bachelor's Degrees – Percentage Awarded to Students**
**Not Taking More Than 125% of Required Number of Credits**
**(Single Major, Single Degree) – Pell Grant Recipients**




| | UWS | UWB | UWT | WSU | CWU | EWU | TESC | WWU | State |
|---|---|---|---|---|---|---|---|---|---|
| 2003-04 | 84.9 | 90.5 | 91.8 | 88.6 | 82.3 | 81.2 | 94.9 | 91.9 | 87.3 |
| 2004-05 | 86.7 | 89.3 | 94.5 | 89.2 | 77.8 | 82.9 | 95.8 | 92.2 | 87.6 |
| 2005-06 | 87.3 | 96.5 | 95 | 89.4 | 80.1 | 78 | 97.5 | 92.5 | 88.6 |

## Institution-Specific Performance Measures

Each of the six public baccalaureate institutions in Washington is permitted to identify up to three performance measures unique to its mission for inclusion in this report, The accountability framework encourages institutions to place a special focus on the quality of the programs, services or other priorities they identify, but does not require performance targets for these measurements.

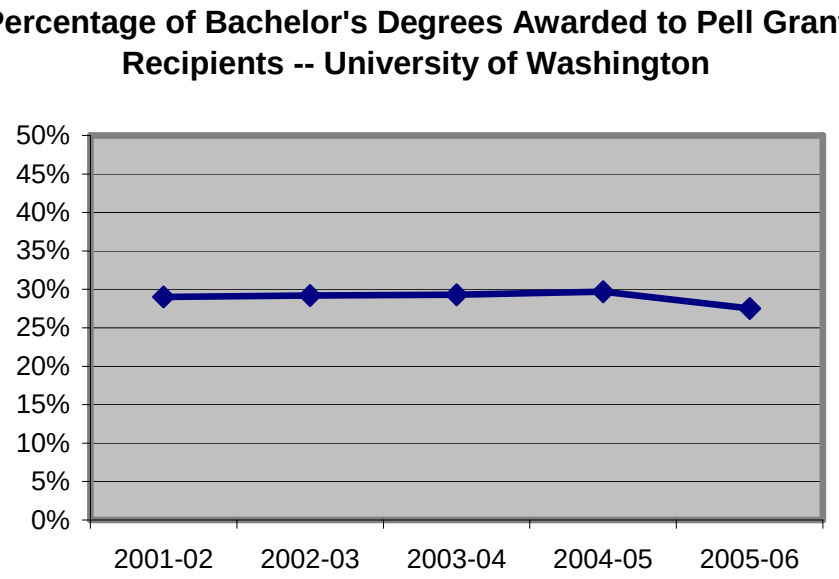
Some institutions are attempting to measure quality in innovative ways, which has made it more difficult to define accountability measures. In other cases, institutions have chosen to measure activities for which data already was available. In the future, these issues will diminish as the institutions standardize their data collection and establish firm baselines from which to measure performance trends.

## University of Washington

### Bachelor's Degrees to Pell Recipients

As one of its institution-specific measures, the University of Washington chose to track and report on the proportion of bachelor's degrees awarded to Pell grant recipients among the total number of undergraduate degrees awarded by the university. Data for each of the past five years are displayed below in Figure 18.

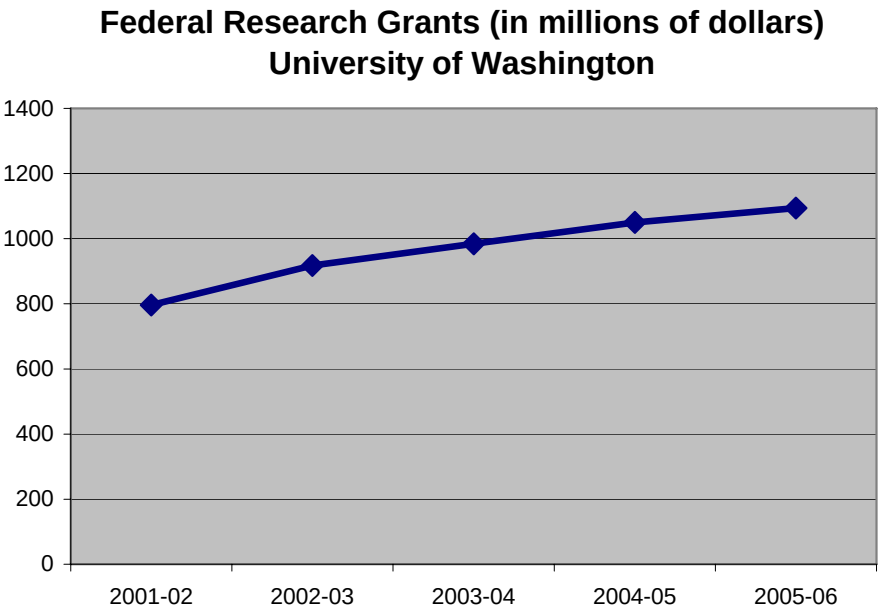
**Figure 18**




### Research Grants

The University of Washington is one of the nation's top public research institutions. The funding it receives from highly competitive federal research grants has a significant impact on the state's economy. The quality of the UW's research programs is evident in the number of grant awards the university receives: second among all institutions in the nation and first among the public universities. Figure 19 on the next page shows the amount of federal grants being awarded the UW annually for the last five years.

**Figure 19**




## Faculty Awards, National Academy Memberships

The UW tracks the quality of its faculty by measuring the number of awards granted to faculty and the number of faculty who are members of national academies. Five years of trend data is shown in Figure 20 below, as well as corresponding rankings for each measure among public institutions and all institutions nationwide.

**Figure 20**

**Number of Faculty Awards, Ranking among all Institutions, Public Institutions – University of Washington**

| Year | Number Awards | Institutional Ranking (All) | Institutional Ranking (Public) |
|---|---|---|---|
| 2004 | 34 | 13 | 6 |
| 2003 | 38 | 7 | 5 |
| 2002 | 42 | 5 | 3 |
| 2001 | 37 | 8 | 4 |
| 2000 | 37 | 7 | 3 |

**Figure 21**

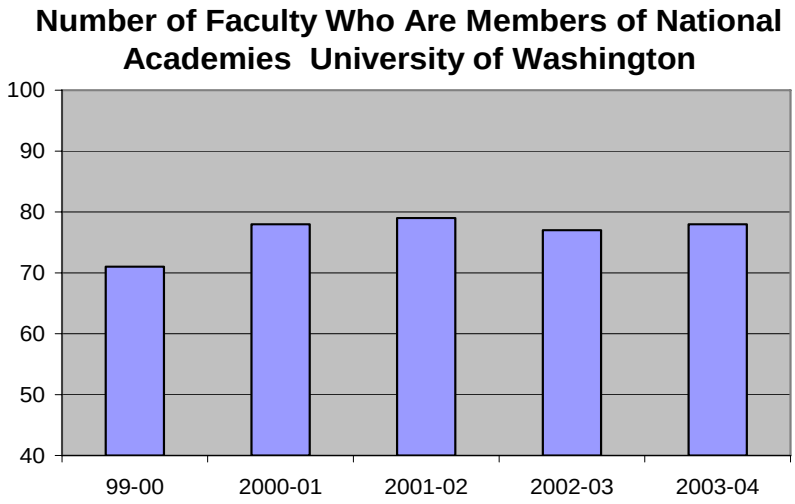



**Figure 22**

**Number of Faculty Who Are Members of National Academies, Ranking Among All Institutions, Public Institutions -- University of Washington**

| Year | Number Faculty | Institutional Ranking (All) | Institutional Ranking (Public) |
|---|---|---|---|
| 2004 | 78 | 12 | 4 |
| 2003 | 77 | 12 | 4 |
| 2002 | 79 | 10 | 3 |
| 2001 | 78 | 9 | 3 |
| 2000 | 71 | 11 | 3 |

# Washington State University

## Student Assessment-Driven Improvement

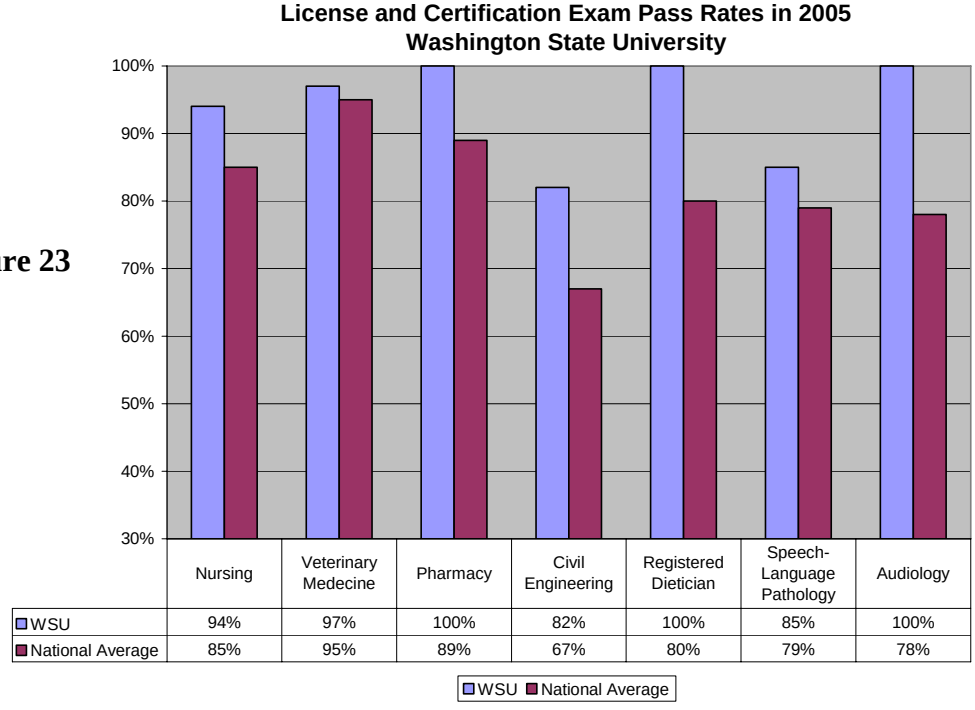
Washington State University tracks the proportion of degree programs achieving improvement based on an assessment of student learning. The first two years of data for this reporting category show significant improvement.

- In fiscal year 2005, 25 percent of degree programs documented improvement in the manner described.
- By 2006, the percentage of programs doing so jumped to 35 percent.

## Professional Exam Pass Rates

WSU also collects data on its students' professional exam pass rates (for fields in which the exam is required for licensure or certification and subsequent professional practice). National average pass rates for these exams are provided for comparison. In every field the pass rate for WSU students is above the national average, and in three fields pass rates reach a remarkable 100 percent.

**Figure 23**

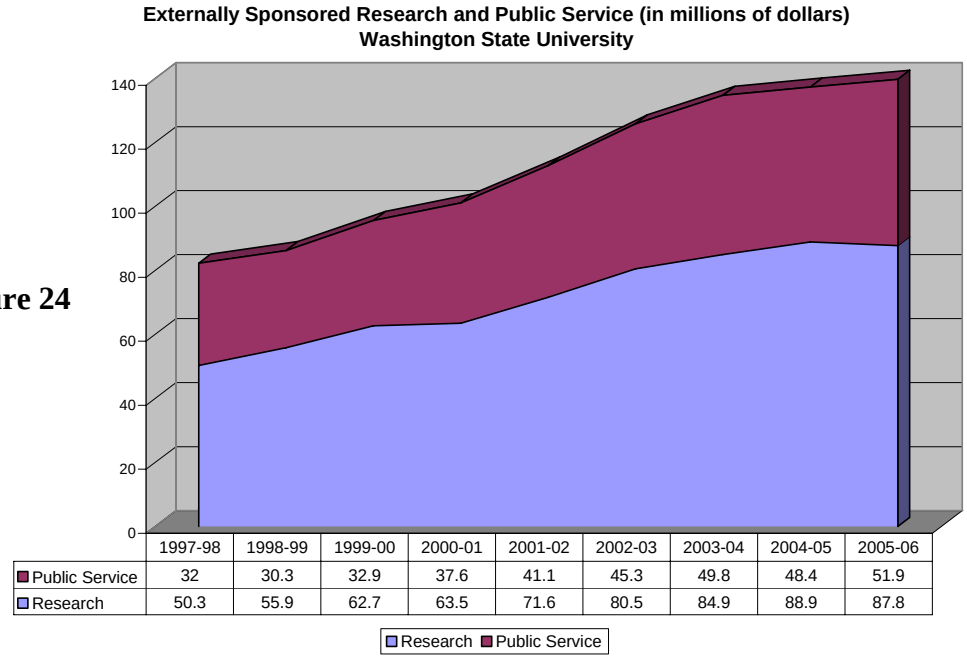



| | Nursing | Veterinary Medecine | Pharmacy | Civil Engineering | Registered Dietician | Speech-Language Pathology | Audiology |
|---|---|---|---|---|---|---|---|
| WSU | 94% | 97% | 100% | 82% | 100% | 85% | 100% |
| National Average | 85% | 95% | 89% | 67% | 80% | 79% | 78% |

### External Support for Research, Service

The dollar value of external contributions supporting the research and public or community service activities of WSU faculty and staff is a measure of the quality of research and service potential of WSU faculty and staff as perceived and validated by outside agencies and organizations.

**Figure 24**




| | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|---|---|---|---|---|---|
| Public Service | 32 | 30.3 | 32.9 | 37.6 | 41.1 | 45.3 | 49.8 | 48.4 | 51.9 |
| Research | 50.3 | 55.9 | 62.7 | 63.5 | 71.6 | 80.5 | 84.9 | 88.9 | 87.8 |

## Central Washington University

### External Funding

Central Washington University tracks and reports the sum of grant and contract funds received each fiscal year for research, public service, and special educational programs for high-achieving students, at-risk students and students in high-demand fields. (Grants from the Higher Education Coordinating Board are excluded, but grants from other state agencies are not.) The amount received last year was $6,549,114. Trend data for this and other CWU-specific measures is not available at this time.

### Student Participation in Co-curricular Activities

The quality of a student's experience in higher education can be deepened through participation in programs and activities outside the classroom. CWU tracks student participation in service learning strategies and enrollment in service learning courses as a way of measuring the impact of this activity. In 2006, there were 3,680 instances of student participation in service learning (duplicated headcount). Service learning also provides many direct benefits to the university's home community.

**Pass Rates on Professional Certification Exams**

CWU's education students passed the state's endorsement exam at a high rate in 2005-06 academic year. Pass rates for other fields in which exams are required for professional certification also are being collected by CWU and will be available in the future. In the 2005-06 academic year, 85 percent of CWU education students who took the Washington Educator Skills Test for Endorsements as future teachers passed.

## Eastern Washington University

**Student Enrollment**

Eastern Washington University reports unduplicated student headcount, including both state-supported and self-supporting program enrollments, to illustrate the level of quality it provides as perceived by the universe of potential students. EWU considers increasing enrollments as a sign of its strength in a competitive marketplace and thus a measure of perceived quality.

- In the fall of 2005, EWU had a total unduplicated headcount enrollment of 10,908 students.

- For the fall of 2006, enrollment rose to 11,161, an increase of 2.3 percent.

**Learning Environment**

EWU is working to develop two additional performance measures. A Learning Environment Index will list internal performance indicators such as:

- Academic and library resources
- Technology
- Facilities
- Equipment and materials
- Facility use rates

**Quality of Instruction**

A Quality of Instruction Index is also under development. Plans are to measure quality of instruction, faculty, scholarly and creative activity, and student researc

The EWU Strategic Planning Council continues to work toward final determination of components of the definition for both indices. Both measures are subject to approval by the EWU faculty organization.

## The Evergreen State College

The Evergreen State College tracked three measures of quality related to its students' performance and experience as expressed by those students in the National Survey of Student Engagement (NSSE), a voluntary survey administered regularly by many institutions around the country.

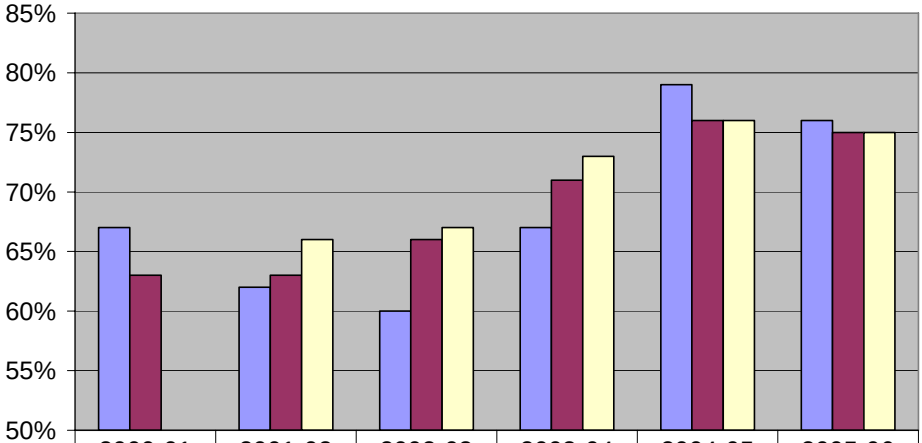
### Student Community Service

In 2005-06, about 76 percent of Evergreen students reported they have performed or plan to perform community service prior to graduation. This exceeds the national average recorded on the NSSE and the average of a second set of peer institutions, the Council of Public Liberal Arts Colleges (COPLAC). COPLAC consists of institutions recognized nationally for their small classes, teaching innovation, student-faculty interactions, opportunities for faculty-supervised research, and supportive atmospheres.

Evergreen students trailed the national average slightly between 2001 and 2004 before surpassing it in 2004-05. This evidence of improvement is expected to continue in coming reporting periods.

**Figure 25**

**Percentage of Seniors Done or Planning Community Service Before Graduating -- The Evergreen State College**

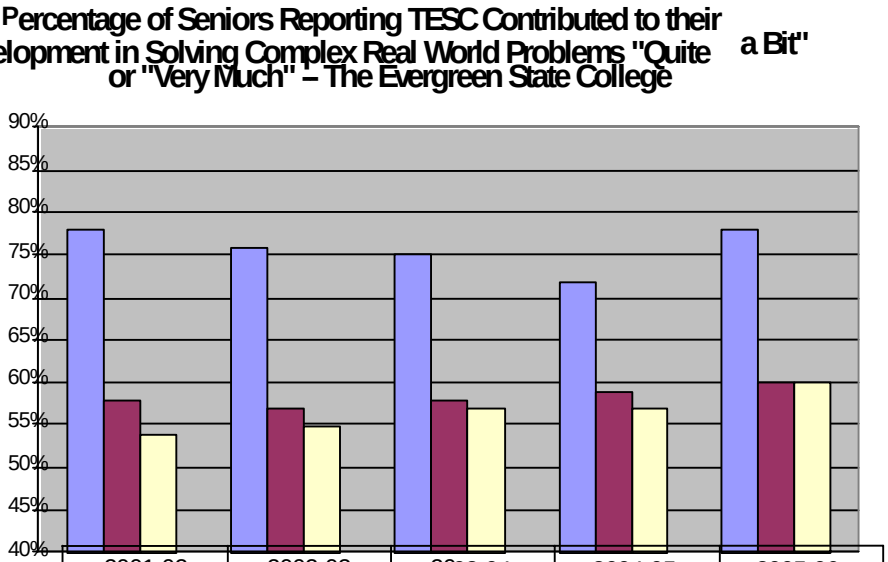



| | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|---|---|---|
| TESC | 67% | 62% | 60% | 67% | 79% | 76% |
| National Average | 63% | 63% | 66% | 71% | 76% | 75% |
| COPLAC | | 66% | 67% | 73% | 76% | 75% |

### Developing Problem Solving Capacities

A substantial percentage of Evergreen seniors – well above the national and peer averages – report they believe their college experience has prepared them to solve 'complex world problems' either 'quite a bit' or 'very much.' Evergreen students have consistently responded positively to this question over the last five years.

**Figure 26**

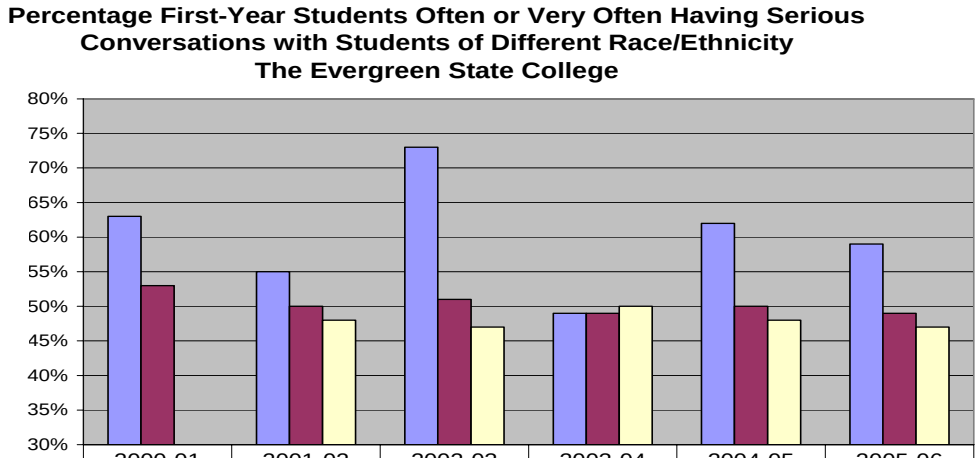



| | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|---|---|
| TESC | 78% | 76% | 75% | 72% | 78% |
| National Average | 58% | 57% | 58% | 59% | 60% |
| COPLAC | 54% | 55% | 57% | 57% | 60% |

## Interacting with Diverse Student Body

Evergreen students also report their conversations with a racially or ethnically diverse mix of students are frequent and significant. In this category, Evergreen has performed above the national average in all but one of the last six years.

**Figure 27**




| | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|---|---|---|
| TESC | 63% | 55% | 73% | 49% | 62% | 59% |
| National Average | 53% | 50% | 51% | 49% | 50% | 49% |
| COPLAC | | 48% | 47% | 50% | 48% | 47% |

# Western Washington University

## Under-represented Student Group Graduation Rate

The six-year graduation rate for first-time, full-time freshmen from "under-represented" groups is presented in this report. These groups are identified as African-American, Hispanic, Asian-American and Native American students.

The data reported during the last three years are as follows:

- Of 301 students from under-represented groups who enrolled in fall 1998, 160 had graduated by the end of the 2003-04 academic year, a graduation rate of 53.3 percent.

- The graduation rate for this group in 2004-05 was 54.6 percent in 2004-05, and 53.7 percent in 2005-06.

In 2003-04, the under-represented groups graduated at a rate 9.5 percent less than the total student population of first-time, full-time freshmen. By 2005-06, the gap between the overall population and the under-represented groups had been reduced to 7.6 percent.

Because students are followed over a six-year period, there will be a time lag before improvements to the graduation rate can be demonstrated. In recent years, WWU has focused on improving retention and progress toward the degree. Western believes students are benefiting from those efforts now and expects higher graduation rates and continued progress toward parity between ethnic groups beginning as soon as next year.

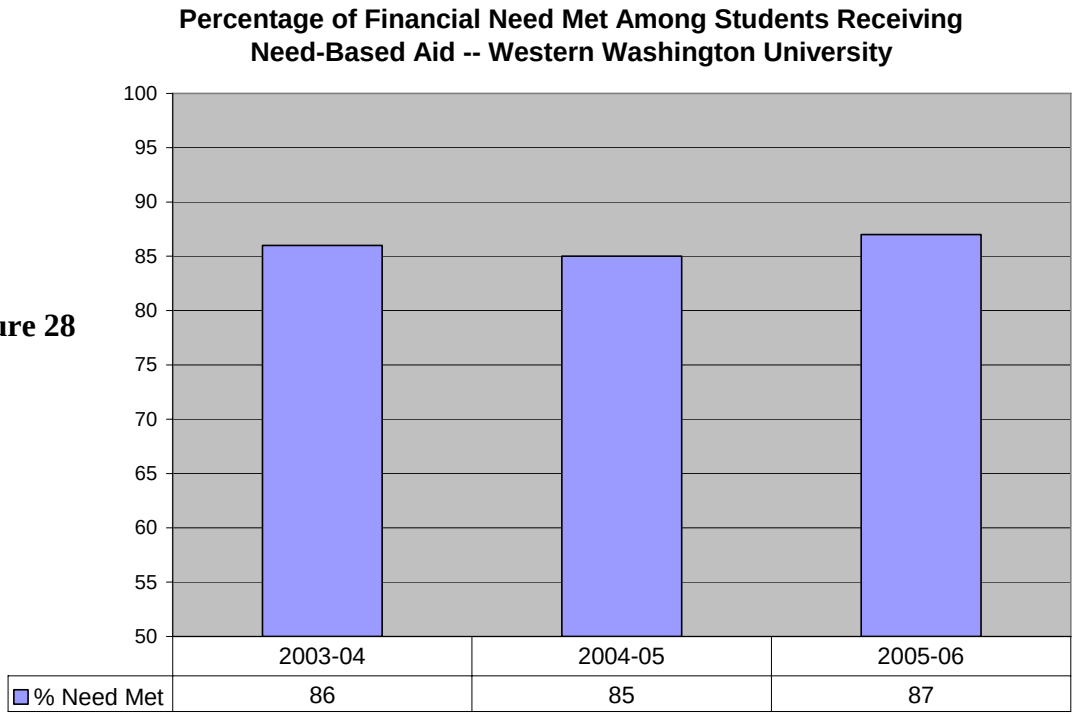
## Financial Need

One way to improve student success is to help students from low-income families – students who are more at-risk economically – gain *affordable* access to higher education. WWU tracks the percentage of financial need met annually because it is an important contributing factor to student success initiatives. Aid comes from federal, state, institutional, and private sources.

By continuing to track all students who received any need-based aid (whether from federal, state, institutional, or private sources) WWU hopes to correlate data on percentage of need met with other 'success factors' over time. This should lead to more accurate and persuasive demonstrations of the importance of increasing financial aid to ensure student success.

Improvement in this measure is subject to the availability of federal, state, institutional, and private funding. WWU's institutional financial aid typically makes up less than 15 percent of total aid awarded its students.

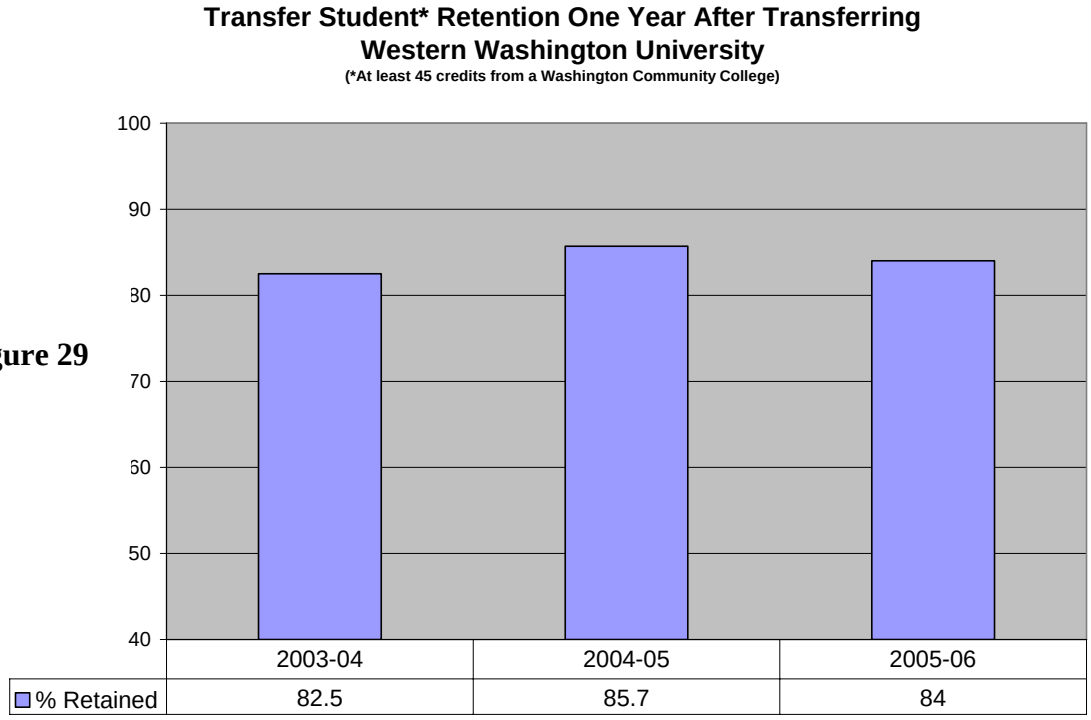
**Figure 28**




## Transfer Retention

Finally, WWU includes among its performance measures the persistence rate of transfer students. Students who enroll at WWU with at least 45 transfer credits from a two-year college are included. The data shows how many students re-enroll after the first year.

**Figure 29**



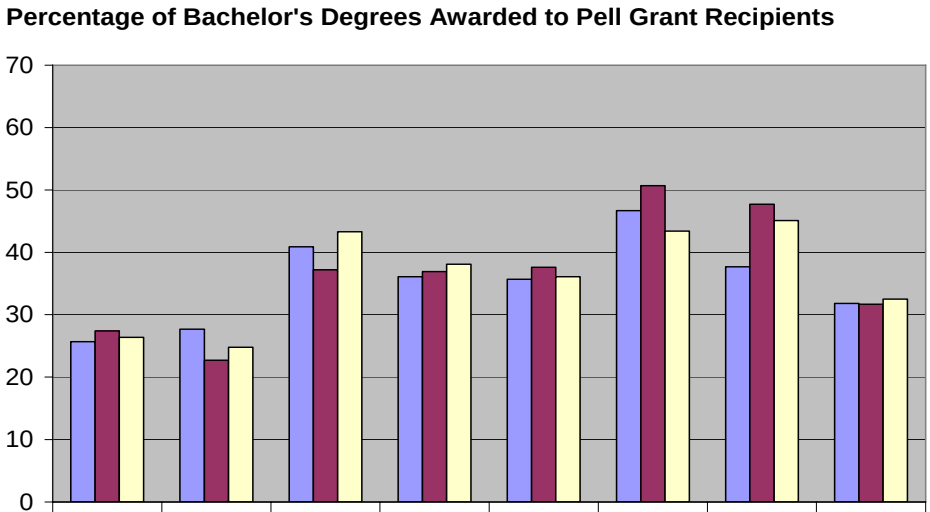
## Performance Measures in 2005-07 Biennial Budget

Additional institution-specific performance measures, discussed below, were created for the 2005-2007 biennial budget period by the HECB and OFM. These accountability measurements are part of the budget provision language.

### Proportion of Degrees to Pell Grant Recipients

To preserve access to higher education for students from low-income families, the budget requires reporting bachelor's degrees awarded to students who receive Pell grants as a proportion of all bachelor's degree conferred by the institutions. Results for the past three academic years are shown in Figure 30 below.

**Figure 30**




| | UWS | UWB | UWT | WSU | CWU | EWU | TESC | WWU |
|---|---|---|---|---|---|---|---|---|
| 2003-04 | 25.7 | 27.7 | 40.9 | 36.1 | 35.7 | 46.7 | 37.7 | 31.8 |
| 2004-05 | 27.4 | 22.7 | 37.2 | 36.9 | 37.6 | 50.7 | 47.7 | 31.7 |
| 2005-06 | 26.4 | 24.8 | 43.3 | 38.1 | 36.1 | 43.4 | 45.1 | 32.5 |

### Job Placement and Graduate School

The budget proviso also stipulated that rates of job placement or graduate school acceptance among students completing undergraduate degrees must be tracked. Unfortunately, graduate school *acceptance* rates are not available to institutions. However, they *can* provide reliable data on their bachelor's degree recipients who enroll in graduate schools or who have earned graduate degrees.

Job placement data is not easy to obtain either because institutions do not have the resources to track students after they graduate or leave. What *is* readily available for all of the four-year institutions is alumni survey data. Public four-year institutions in Washington generally survey alumni every two years. Return rates for these surveys average about 33 percent. However, the questions asked on such surveys differ between institutions, which accounts for the variability of some of the responses. Although the data reported below does not comport exactly with the budget proviso requirements, it does provide a reasonable indication about what students do once they graduate from the state's public higher education institutions.

**University of Washington**

University of Washington alumni are surveyed every other year. According to the most recent results, 25.4 percent had obtained an advanced degree within five years of earning the bachelor's degree. Within 10 years, 36.1 percent report having earned an advanced degree. The UW survey also asks of graduates how well they believe their education at the UW prepared them for their current or most recent job. On a scale of 1 to 5, the average score from respondents was 4.0

**Washington State University**

The 2004 Washington State University alumni survey indicated 82 percent of graduates were employed while 22 percent were enrolled in graduate school. Obviously, some students reported being both employed and in graduate school.

**Central Washington University**

About 97 percent of Central Washington University's alumni reported they either were employed or in graduate school – 62 percent were employed; 35 percent were in graduate school.

**Eastern Washington University**

About 90 percent of Eastern Washington University's alumni who responded to a 2004 survey indicated they were either employed or in graduate school. EWU uses Employment Security Department data to track employment. However, this data cannot be used for comparison purposes.

**The Evergreen State College**

The Evergreen State College also uses a biennial alumni survey to provide data on this measure. The 2004 survey indicated 88.2 percent of bachelor's degree holders were either employed or enrolled in graduate school.

**Western Washington University**

Western Washington University uses results from a survey it conducts annually among students who have been served by the institution's Career Services Office. This survey has a higher rate of return than Western's biennial alumni survey. About 54 percent responded to the most recent Career Services Office survey in 2006. The results indicate 93.4 percent of the respondents were either employed or enrolled in graduate school. Of this group, 78.6 percent were employed, and 14.8 percent were in graduate school.

**Ranked Programs**

The two research institutions were required by the budget to report the number of programs ranked among the top 20 in the country. The University of Washington reported having 16 such programs in 2004-05, up from 13 programs in the previous year. WSU had two degree programs ranked among the top 20 in the nation.

## Research Grant Funding

The budget also required the research institutions to report their national rankings in terms of federal research grants received. The UW ranks second in the nation among all research institutions, and first among public research institutions in terms of research grant funding. WSU ranks 73rd nationally in research grant funding.

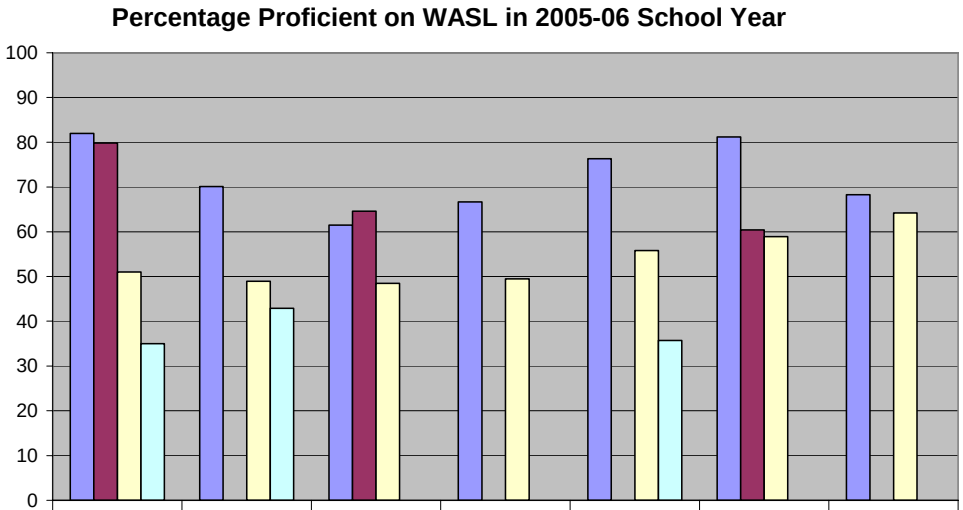
## National Accreditation

Comprehensive institutions were directed to report the number of degree programs that have received national accreditation. Central Washington University reports 8; Eastern Washington University reports 56 (out of 73 for which accreditation is available); and Western Washington University reports 38 (out of 46 programs for which accreditation is available). This measure is not applicable to The Evergreen State College.
Accreditation is not usually required for programs, and institutions vary widely in how they "manage toward" or prioritize this measure for internal quality improvement efforts. There are also different ways of defining and counting programs for this measure, so it cannot be assumed that data from different institutions are comparable on this measure.

## Context Measures

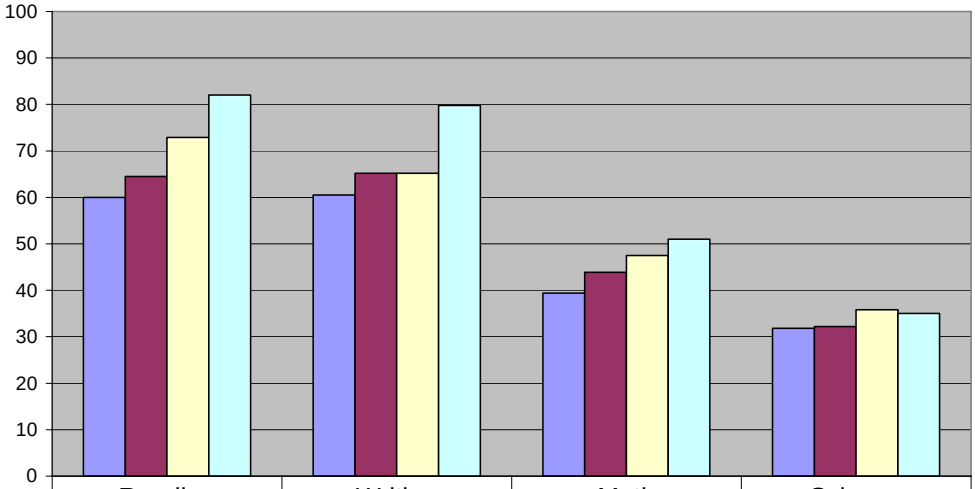
Academic achievement in the common schools – particularly in the high schools – is an indicator of success in higher education. Below are statewide WASL results.

**Figure 31**




| | 10th grade | 8th grade | 7th grade | 6th grade | 5th grade | 4th grade | 3rd grade |
|---|---|---|---|---|---|---|---|
| Reading | 82 | 70.1 | 61.5 | 66.7 | 76.3 | 81.2 | 68.3 |
| Writing | 79.8 | | 64.6 | | | 60.4 | |
| Math | 51 | 48.9 | 48.5 | 49.5 | 55.8 | 58.9 | 64.2 |
| Science | 35 | 42.9 | | | 35.7 | | |

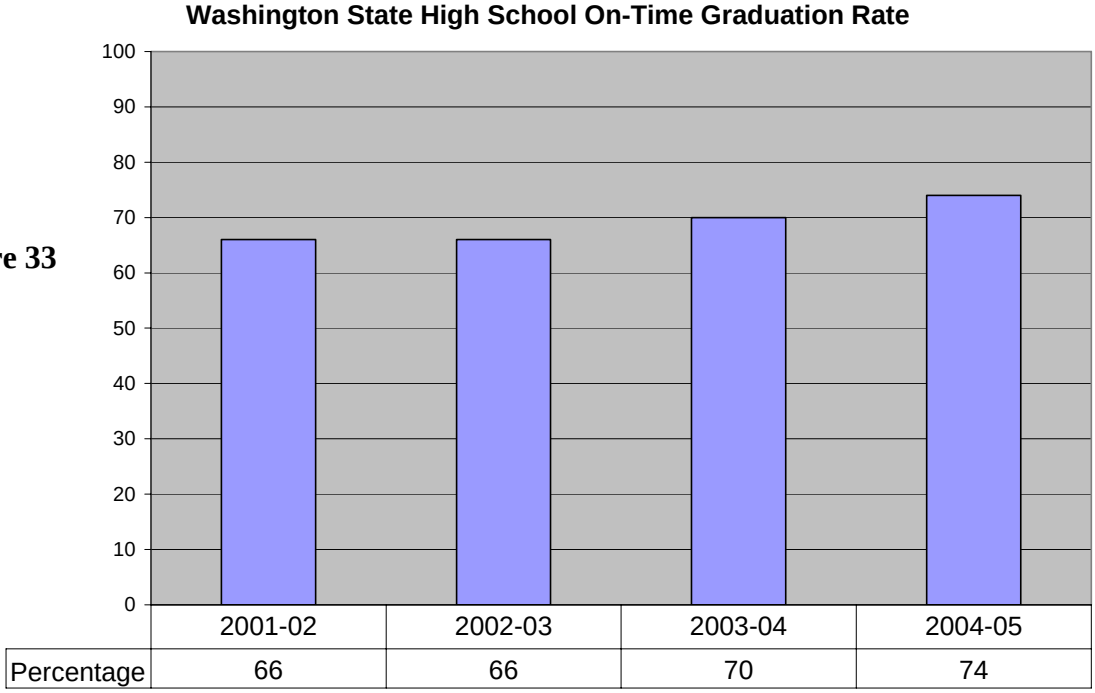
**Figure 32**




| | Reading | Writing | Math | Science |
|---|---|---|---|---|
| 2002-03 | 60 | 60.5 | 39.4 | 31.8 |
| 2003-04 | 64.5 | 65.2 | 43.9 | 32.2 |
| 2004-05 | 72.9 | 65.2 | 47.5 | 35.8 |
| 2005-06 | 82 | 79.8 | 51 | 35 |

High school graduation rates can have an impact on rates of application, admission, enrollment, and academic achievement in postsecondary education. Since most students enter college with a high school diploma, increasing high school graduation rates presumably should increase the number of students seeking further education and training.

**Figure 33**




## Academic Preparation through High School

Students who complete high school have widely varying degrees of academic attainment. This level of attainment relates directly to how well they do in college. Learning more about how well students are performing in high school helps provide context about the general academic landscape our higher education institutions inhabit.

One way of obtaining a picture of student attainment is to examine the scores earned by Washington high school juniors and seniors on Advanced Placement (AP) tests. In 2005, the College Board reported that an average of 147 out of every 1,000 students taking an AP test nationwide scored a 3 or higher. In Washington, 120 out of 1,000 students scored a 3 or higher. This placed Washington 20th among all states.

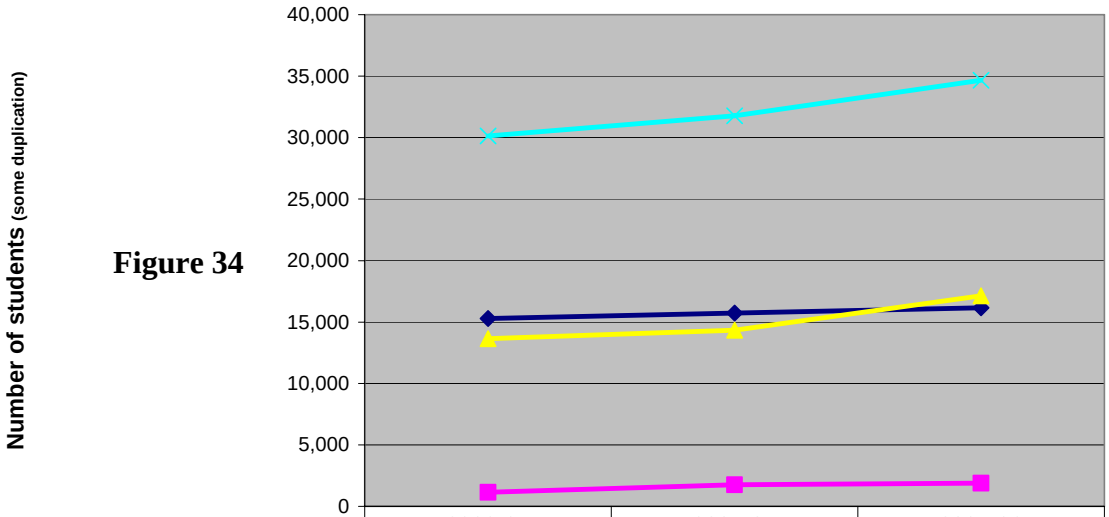
SAT and ACT scores provide another means of comparison for Washington students. In 2004, nearly 185 of every 1,000 students taking the SAT or ACT had scores above 1,200 or 26 respectively. This was slightly higher than the national average for high-scoring students reported by the College Board, ACT, and WICHE. Washington ranked 18th among all states in this category.

### Getting a Jump on College

Motivated high school students in Washington can earn college credit through three "dual-credit" program options: Running Start, Tech Prep, and College in the High School. Figure 34 below shows duplicated counts of students in each program with an unduplicated total number of students provided as well. Participation in such programs is substantial and is on the rise over the last three years.

**Figure 34**

**Participation in High School/College Dual Credit Programs**



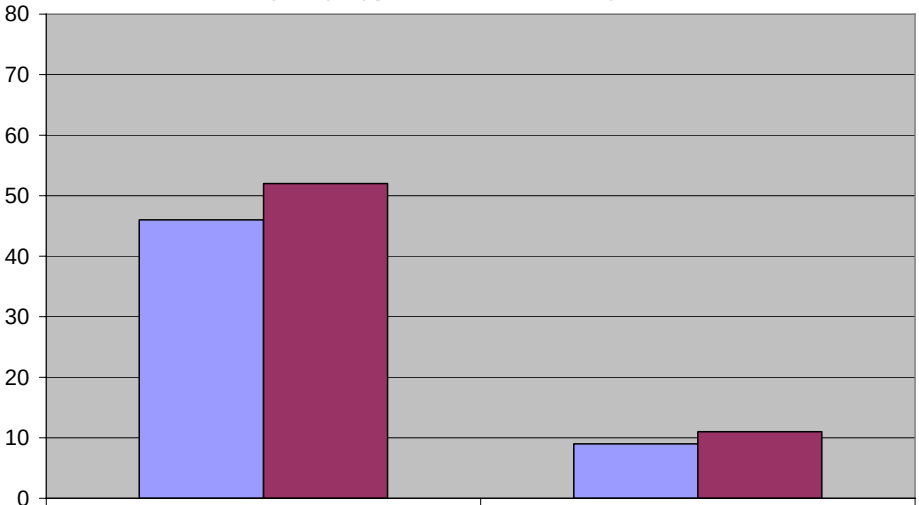

| | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|
| Running Start | 15,295 | 15,741 | 16,166 |
| College in the High School | 1,153 | 1,756 | 1,884 |
| Tech Prep | 13,649 | 14,335 | 17,133 |
| Unduplicated Total | 30,131 | 31,787 | 34,669 |

## Remediation

As one might expect, those who perform at lower academic levels in the K-12 system are those most likely to require remediation at the postsecondary level. Figure 35 on the next page shows that 52 percent of the high school graduates who enroll in the community and technical colleges directly from high school require remediation in some subject, and that 46 percent require remediation in math. Community and technical colleges bear the brunt of the remediation problem because they maintain open admission policies. A more selective admissions process at the four-year institutions keeps remediation levels relatively low at those institutions.

**Figure 35**

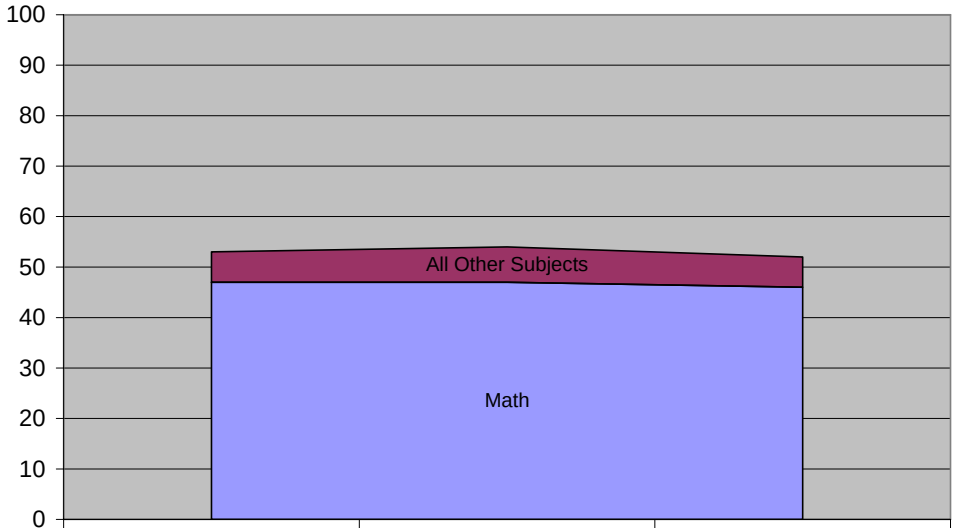
**Percentage of Recent High School Graduates Requiring Remediation While in College, by Type of Postsecondary Institution**




| | CTCs | 4-Year Institutions |
|---|---|---|
| Math | 46 | 9 |
| All subjects | 52 | 11 |

**Figure 36**

**Remediation Rates Among Recent High School Graduates at Washington Community and Technical Colleges**



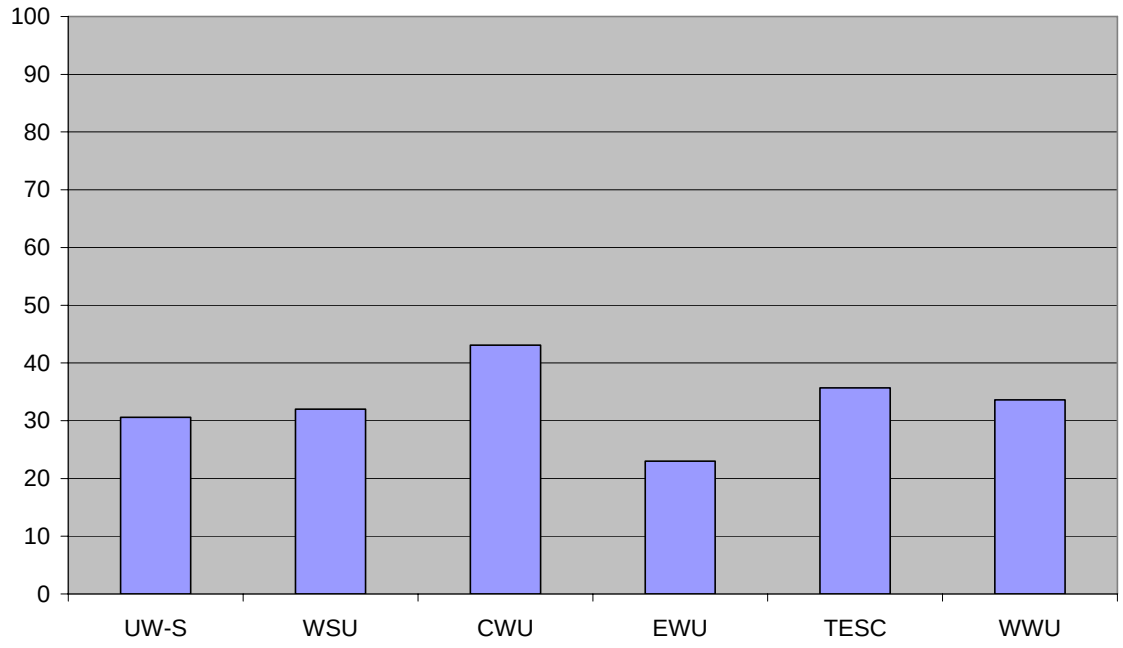

| | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|
| All Other Subjects | 6 | 7 | 6 |
| Math | 47 | 47 | 46 |

## Transfer as a Proportion of Incoming Students

Any higher education system that emphasizes the two-plus-two model for producing bachelor's degrees, as Washington's system of higher education does, relies heavily on the transfer process to ensure the system functions effectively and provides access for students. Context measures in the accountability framework include the following data to facilitate monitoring the proportion of the entering class of students who are transfer students in relation to the overall entering class.

The data reports by institution the proportion of entering students (degree-seeking students who enrolled for the first time at that institution in the most recent year) who transferred from a community college in Washington.

**Proportion of Students Enrolling for First Time Who Transfer from a Washington Community College -- 2005-06**




## College Attendance

The principle is well established. As greater numbers of students enroll in college, more college degrees are granted. Participation rates also strongly affect many other results obtained in higher education. That is why the HECB, the Washington Learns report, and many other studies focus on access and expansion issues. Increasing the number of students who participate in higher education is critical to future success.

As our population continues grow, greater numbers of traditional students (age 18 to 24) will seek postsecondary education. Concurrently, there will be a need to provide postsecondary education for a greater overall percentage of our population. These dual challenges augur the need for a significant expansion in the capacity of the state's higher education system.

Washington's overall participation rates in higher education are mixed, reflecting the state's emphasis on providing access through a robust community and technical college system. Washington is 5th among all states in the number of community and technical college enrollments per 1,000 people. However, it is 45th nationally in the number of enrollments per 1,000 residents at its four-year institutions.

OFM data on participation levels in higher education is reported separately for the two- and four-year educational sectors. For baccalaureate institutions, the number of *individual students* enrolled per 100 residents in three age groups is reported in Figure 37. It shows the highest levels of participation among 17 to 22-year-olds. Participation levels in this category increased at the beginning of the decade, declined between 2000 and 2005, and appear to be trending slightly upward. Participation levels of those 25 to 29 have remained relatively stable as have those for individuals 30 and over.

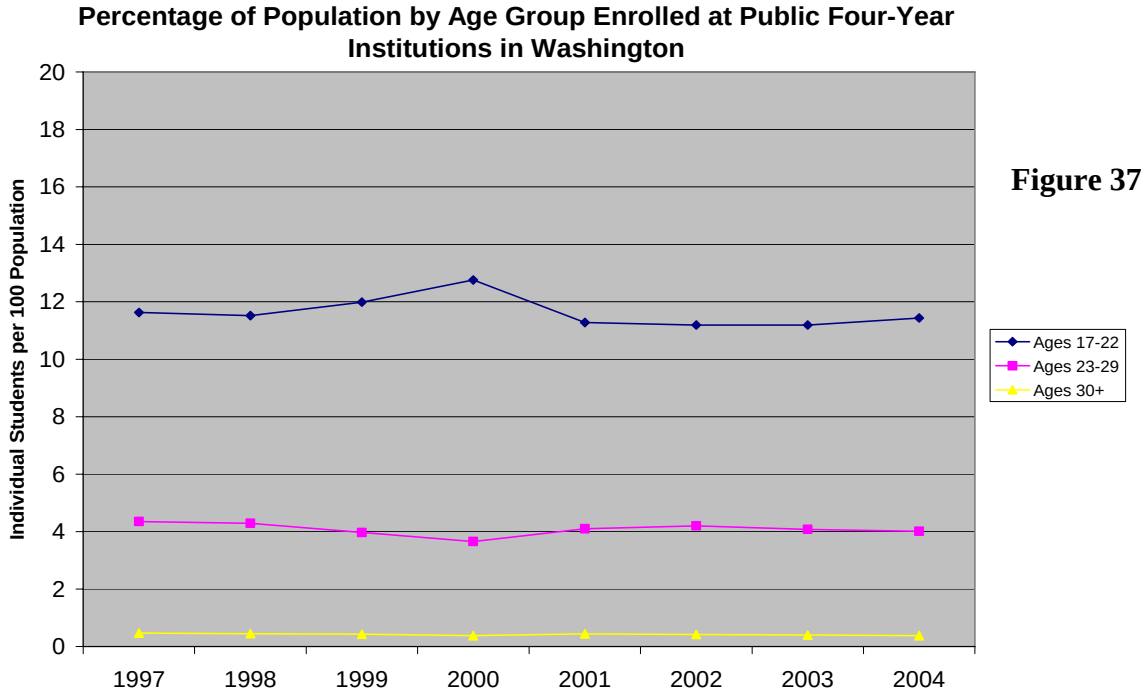



**Figure 37**

In the two-year college sector, *full-time equivalent* (FTE) enrollment levels are reported, rather than individual students. The results below are similar to headcount averages above. Enrollment in the 17-22 age group in Figure 38 is trending slightly down.

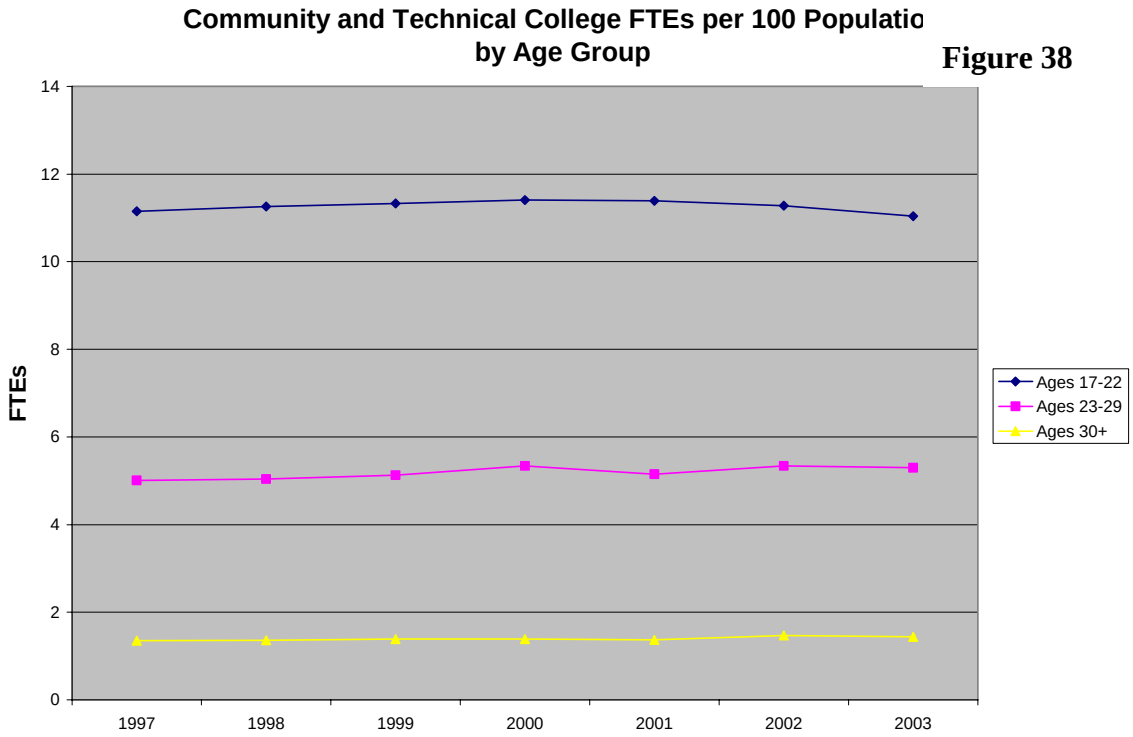



**Figure 38**

## Degrees as a Percentage of State Population

Data recorded in 2000 indicated that 27.7 percent of Washington's population held a bachelor's or advanced degree. This compared with a rate of 24.4 percent nationally, according to the Digest of Education Statistics published by the Census Bureau in 2005. Eight states and the District of Columbia had higher proportions of their populations holding bachelor's or advanced degrees.

## Degrees Conferred Per Full-Time Equivalent Student

Another way to look at degree production efficiency is to factor the number of students enrolled in a particular program against the number of credentials conferred by that program. The HECB calculated this number using the data reported by OFM in the 2005 Washington State Higher Education Trends and Highlights report issued by OFM's Forecasting Division.

Credentials for the two-year colleges include both associate degrees and certificates. Credentials for the four-year institutions include all degrees awarded at the bachelor's and advanced degree levels.

**Number of FTE Enrollments Per Credential Awarded**
**Credentials at CTCs include Associate Degrees and Certificates;**
**Credentials at Four-Year Institutions Include Bachelor's and Advanced Degrees**

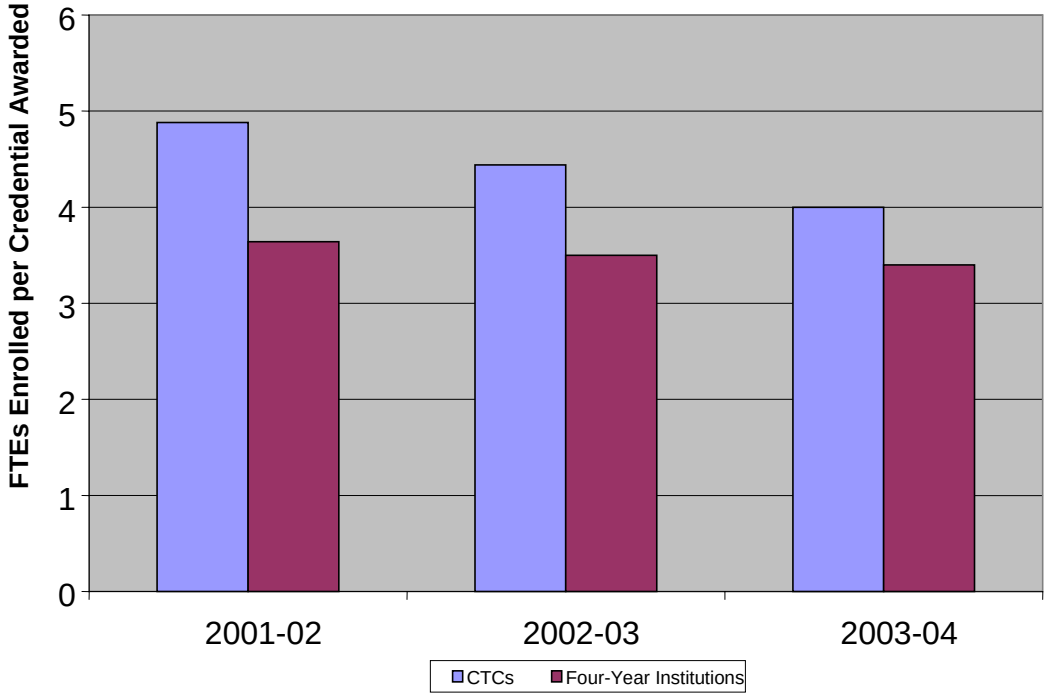



**Figure 39**

## Affordability

The National Center for Public Policy and Higher Education compiles a state-by-state report card with data on affordability. In 2005, the cost of attending a two-year institution in Washington for a year equaled 26.9 percent of the state's median family income. The national figure was 24 percent of the median family income. Washington ranked 40 among all states in terms of affordability.

The data for public four-year colleges and universities indicate 31 percent of the median state family income is needed in Washington to pay for college. This figure is slightly above the national average of 30.7 percent. Compared to Washington, a public four-year college education was less affordable in 19 states and more affordable in 30 states.

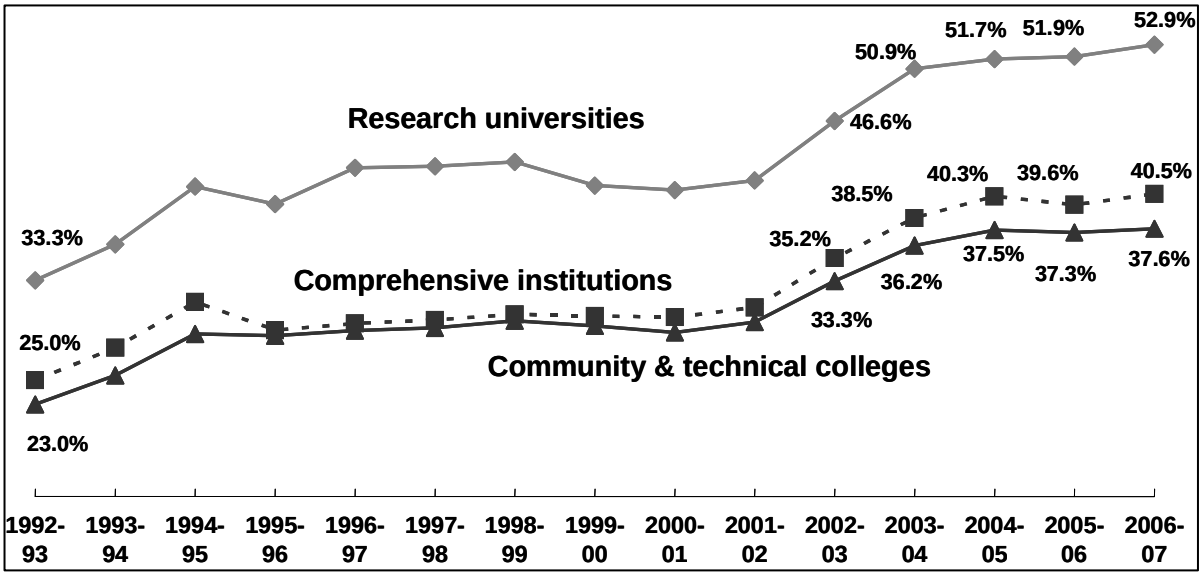
In 2006, the Project on Student Debt reported that student debt averaged $19,565 for graduates of all public and private (non-profit) institutions in Washington. The average debt for students graduating from public institutions in Washington was $18,399, placing it 15th among the states.

Institution-specific information on the proportion of graduates with debt, the average amount of such debt, and the trends from 2001 to 2005 is available at www.projectonstudentdebt.org/state_by_state-view.php?area=WA

Another way of understanding trends in the affordability of a college education involves tracking the proportion of the cost of instruction which is borne by the student and/or the student's family through tuition. The data below does not take into account the impact of financial aid. However, financial aid trends over time have also increasingly emphasized loans over grants.

### Student share of cost of college has increased significantly over time

**Figure 40**



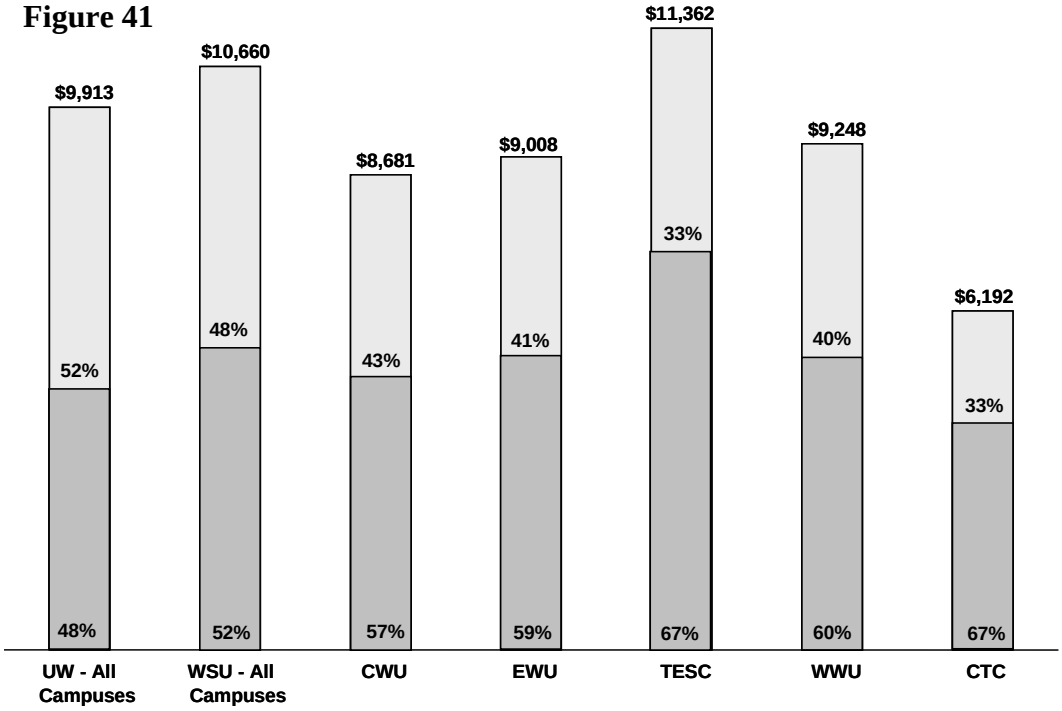

| | 1977-78 to 1980-81 | 1981-82 to 1992-93 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|---|---|---|---|---|---|---|---|---|
| **Research universities:** | | | | | | | | |
| Resident undergraduate | 25.0% | 33.3% | 41.6% | 46.6% | 50.9% | 51.7% | 51.9% | 52.9% |
| Nonresident undergraduate | 100.0% | 100.0% | 138.3% | 150.2% | 161.1% | 166.2% | 170.6% | 174.2% |
| **Comprehensive institutions:** | | | | | | | | |
| Resident undergraduate | * | 25.0% | 31.1% | 35.2% | 38.5% | 40.3% | 39.6% | 40.5% |
| Nonresident undergraduate | * | 100.0% | 120.5% | 132.2% | 143.1% | 148.5% | 142.5% | 141.7% |
| **Community/technical colleges:** | | | | | | | | |
| Resident undergraduate | * | 23.0% | 29.8% | 33.3% | 36.2% | 37.5% | 37.3% | 37.6% |
| Nonresident undergraduate | * | 100.0% | 127.2% | 130.4% | 134.2% | 131.5% | 125.6% | 121.7% |

*Resident undergraduate rates at the comprehensive institutions were set at 80 percent of the research universities. Community college resident rates were set at 45 percent of research universities; nonresidents at 50 percent of research.

The next Figure takes a closer look at the cost shares in effect today for both the students through tuition and the public through state appropriations.

**Cost of instruction: average for resident undergraduates**
**2006-07 academic year**

**Figure 41**




## State Funding in Support of Higher Education

The amount of funding appropriated by the state to higher education is a critical variable in the system's ability to achieve improved overall results across many accountability measures.

There are many ways to measure state support for higher education. The measure below in Figure 40 shows in constant dollars the magnitude of state support per student over time. The source of these data is Legislative Evaluation and Accountability Program (LEAP).

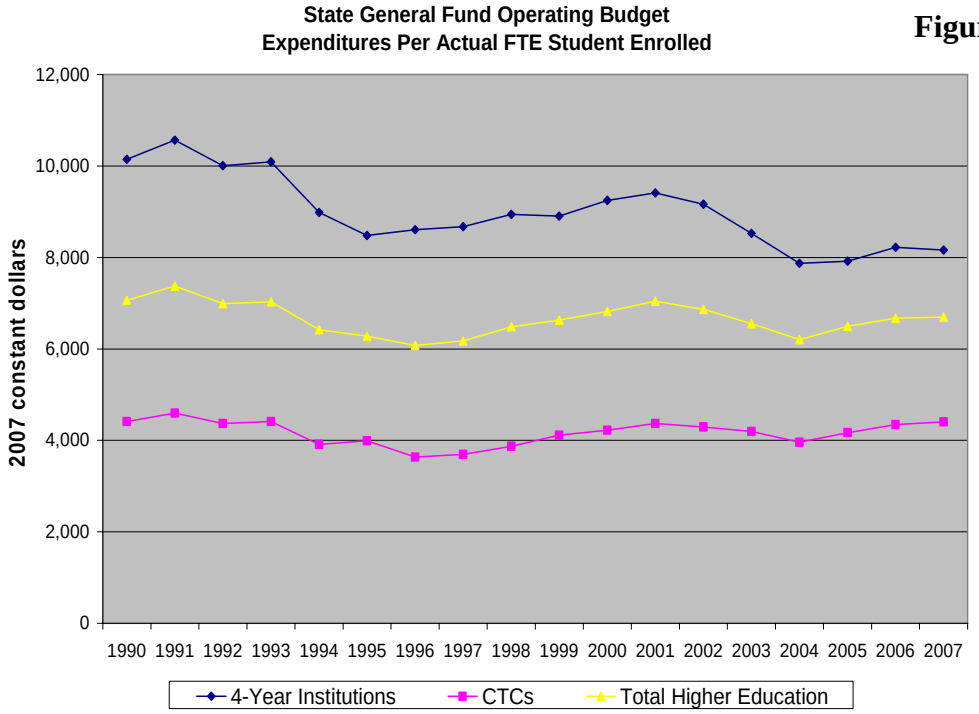
Funding per-FTE has held steady over time at the community colleges but has declined substantially in the four-year sector. Since 1990, per-FTE funding has declined 19.6 percent at the four-year institutions. This overall decline was spurred by sharp funding cuts in 1994 and again in 2003 and 2004.

Although state support for the two-year sector declined in seven of the last 18 years, the cuts were proportionately less and state funding has subsequently rebounded to a greater degree than has occurred in the four-year sector.

Since this data set reflects only general fund support, it slightly under-reports the level of state support for higher education in the most recent four years. Education Legacy Trust Account appropriations in 2006 and 2007 amounted to $139 and $218 respectively per FTE in the four-year sector and $136 and $218 per FTE in the two-year sector.

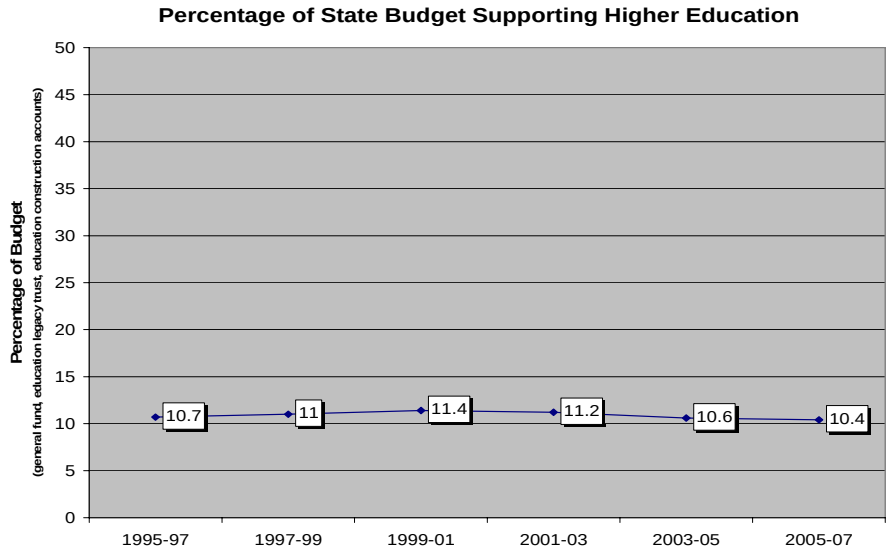
Preventive facility maintenance and repair support provided for the 2003-05 and 2005-07 biennia through the Capital Budget Education Construction Account is also not reflected in these data. These amounts were, for example in 2006, $244 per FTE in the four-year sector and $90 per FTE in the two-year sector. The broad trends over time, however, remain as described on the basis of general fund expenditures."

**Figure 42**




Another measure of state commitment to higher education is the proportion of the state budget allocated to the system. The proportion of state operating funds devoted to higher education over the last six biennia is reported in Figure 43.

**Figure 43**



# Mission, Students, and Programs

## Washington's Community and Technical Colleges

**The mission of the community and technical colleges is to provide:**

- An open door to every citizen
- Local, affordable access to higher education
- Job training and education
- Adult basic skills and literacy education

The two-year college system serves about 460,000 Washington residents each year and receives roughly 40 percent of the state's $3.2 billion higher education budget.

**Student Participation**
Forty-one percent of all graduates with a four-year degree start at a community or technical college. Two-year colleges provide an essential pipeline for students who eventually attend the UW, WSU and the comprehensive institutions (CWU, EWU, TESC, and WWU). In fact, 53 percent of teachers, 40 percent of engineers and 60 percent of all nurses in Washington began their educational journey at a two-year college.

**Economic Stimulation**
Two-year colleges infuse the economy with an educated and trained workforce. Community and technical colleges tie their programs to the needs of local business and industry**.** Last year, 17,861 students completed workforce training and entered the workforce in well-paying jobs.

**Serving Underserved Populations**
Two-year colleges provide under-served populations the opportunity to get on the pathway to higher education. Many adults enroll in a single course or a few courses to upgrade their job skills or improve their basic skills. For example, 68,940 students participated in ESL, adult basic education, GED and high school completion at a two-year college last year.

**Governance**
Each two-year college district is governed by a board of five trustees appointed to five-year terms by the Governor with the consent of the Senate.

The State Board for Community and Technical colleges is comprised of a nine member board appointed by the Governor to provide "general supervision and control over the state system of community and technical colleges."
In their 2006 System Direction, the State Board adopted 10-year goals around *Economic Demand, Student Success* and *Innovation*.

# University of Washington

## UW Vision

The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.

Discovery is at the heart of our university. We discover timely solutions to the world's most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation, and the world.

**UW Values**

*Integrity*
*Diversity*
*ExcellenceCollaboration*
*Innovation*
*Respect*

The University of Washington's vision and strategic priorities reflect the core values and culture that make us great and unique.

- **UW Standard of Excellence**
  We recruit the best, most diverse, and innovative faculty and staff from around the world, encouraging a vibrant intellectual community for our students. We link academic excellence to cutting edge research through scholarly exploration and intellectual rigor. We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.
- **Academic Community**
  We are educators and learners. We promote access to excellence and strive to inspire through education that emphasizes the power of discovery and the foundation of critical and analytic thinking. We foster creativity, challenge the boundaries of knowledge, and cultivate independence of mind through unique interdisciplinary partnerships.

**World Leaders in Research**

We have grown into the most successful public research university in the nation in attracting support for our research. Ours is a proud culture of innovation, collaboration, and discovery that has transformational impact.

**Celebrating Place**

The natural beauty of the Pacific Northwest envelops us. This is an important element of who we are, for this awe-inspiring place not only anchors us, it reaffirms our desire to effect positive change in the world around us. We accept gratefully our role in preserving and enhancing Washington: the place, the people, our home.

**Spirit of Innovation**
As Washingtonians, we are profoundly optimistic about our future. Based on our past and present, we find inspiration for the future. Ours is a culture with a determined persistence that engenders innovation and a belief that our goals can

**World Citizens**
We are compassionate and committed to the active pursuit of global engagement and connectedness. We assume leadership roles to make the world a better place through education and research. We embrace our role to foster engaged and responsible citizenship as part of the learning experience of our students, faculty, and staff.

**Being Public**
As a public university we are deeply committed to serving all our citizens. We collaborate with partners from around the world to bring knowledge and discovery home to elevate the quality of lives of Washingtonians. This measure of public trust and shared responsibility guides our decision-making as well as our aspirations and vision for the future.

## Washington State University

Washington State University is the state's research, land-grant university. Its *Mission Statement* asserts that, "As a public, land-grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions, and communities that we serve by fostering learning, inquiry, and engagement."

Its four, primary *Strategic Goals*, which guide its planning and budgeting, are as follows:

1. Offer the best undergraduate experience in a research university.
2. Nurture a world-class environment for research, scholarship, graduate education, the arts, and engagement.
3. Create an environment of trust and respect in all we do.
4. Develop a culture of shared commitment to quality in all of our activities.

The university includes four campuses (Pullman/Spokane, Vancouver, and Tri-Cities), six Research and Extension Centers, 10 Learning Centers (mainly on community college campuses), 26 Small Business Development Center locations, and 39 County Extension Offices. It sees itself as a unified system not defined by place.

Washington State University carries out its mission and goals through 10 colleges: Agricultural, Human, and Natural Resource Sciences; Business; Education; Engineering and Architecture; Liberal Arts; Nursing; Pharmacy; Sciences; Veterinary Medicine; and the Honors College; plus the Graduate School, and the Center for Distance and Professional Education.

Although it serves primarily Washington residents, its students also are drawn from around the country and throughout the world. In 2005, 91 percent of its freshman came from Washington, with 67 percent from the west side of the state and 24 percent from the east side.

About 15 percent received Pell Grants (an indication of low-income status); 15 percent of freshmen identified themselves as members of multicultural ethnic categories; and the average SAT score was 1109. About 13.3 percent of entering freshmen required remediation in math, which is provided at Pullman by the Community Colleges of Spokane.

Of the more than 23,500 students enrolled institution-wide in 2005, 3,219 were graduate students, 740 were professional students (nursing, pharmacy, and veterinary medicine), and 19,585 were undergraduates.

Of the total student body, 13 percent identified themselves as members of multicultural ethnic categories. Slightly more than 36 percent of the baccalaureate graduates that year had entered WSU as transfer students from Washington community and technical colleges (25 percent of the graduating students entered with an associate degree).

The average age of all WSU students was 24 years old, with 17 percent attending part time. Women made up 53 percent of the total student population.

## Central Washington University

### Mission

Central Washington University's mission is to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives.

Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems.
Qualified faculty and staff create a community that encourages and supports the emotional, personal, and professional growth of students from a variety of backgrounds.

The university works with community colleges to establish centers throughout the state and employs technology to extend the reach of its educational programs. The university community values teaching as the vehicle to inspire intellectual depth and breadth, to encourage lifelong learning, and to enhance the opportunities of its students.

The faculty develop and strengthen bachelor's and master's degree programs in the arts, sciences, and humanities; in teacher education; in business; in the social services; and in technological specializations.

A strong liberal arts foundation; applied emphases; opportunities for undergraduate research, creative expression, and international study; and close working relationships between students and faculty are hallmarks of the undergraduate experience.

Graduate programs develop partnerships between faculty and students to extend scholarship to important areas of research and practice.

### Vision

Central Washington University will be respected nationally for outstanding academic programs, global sensitivity and engagement, and a stimulating intellectual community that prepares students for lifelong learning and a diverse and changing world.

### Core Values

As a community of scholars, we are committed to

- Each student's greatest good;
- Excellence achieved through a diversity of ideas and people;
- A rigorous curriculum and outstanding teaching;
- Intellectual inquiry, exploration, and application; and
- A supportive university community.

# Eastern Washington University

### Mission statement

Eastern Washington University is a student-centered, regional, comprehensive university. Its campus is located in Cheney, within the Spokane metropolitan area, with additional learning centers in the region and elsewhere in Washington State. Its mission is to prepare broadly educated, technologically proficient and highly productive citizens to attain meaningful careers, to enjoy enriched lives and to make contributions to a culturally diverse society.

Eastern Washington University will achieve its mission by providing:

- An excellent, student-centered learning environment;
- Professionally accomplished faculty who are strongly committed to student learning;
- High-quality integrated, interdependent programs that build upon the region's assets and offer a broad range of choices as appropriate to the needs of the University's students and the region; and
- Exceptional student support services, resources, and facilities.

### EWU enrollment by race/ethnicity

| | Headcount | Percent |
|---|---|---|
| Non-resident Alien | 142 | 1.4% |
| American Indian/Alaska Native | 204 | 2.0% |
| Asian American | 353 | 3.5% |
| Black/African American | 310 | 3.1% |
| Native Hawaiian/Pacific Islander | 28 | 0.3% |
| Hispanic | 656 | 6.6% |
| White | 6819 | 68.2% |
| Other | 56 | 0.6% |
| Multiple Races | 21 | 0.2% |
| Unknown | 1416 | 14.2% |
| **Total** | **10,005** | |

### Fall 2005 undergraduate average 10th day student profile

| | |
|---|---|
| Average Age | 23.5 |
| Gender | 5,851 (58.5%) Females |
| | 4,154 (41.5%) Males |
| Origin | |
| Washington state | 8,916 |
| Non-resident US | 903 |
| Foreign countries | 186 |

### Degree-seeking Status

Less than .5% of students are "not degree seeking."

| | |
|---|---|
| Pell Grants: | 3,288 awards made in Fall 2006 |
| FT/PT Status: | 8,996/1,009 or 89.9%/10.1% |
| Remedial Enrollment: | 989 (28.1%) recent HS grads |
| SAT/ACT Composite Avg.: | 980 |

## The Evergreen State College

### Mission: Making Learning Happen

The Evergreen State College is a public, liberal arts college serving Washington State. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, social sciences, humanities, and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles, described below, that guide the development of all college programs and services.

### Principles that guide Evergreen's educational programs:

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.
- Academic program offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.
- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.
- College offerings involve active participation in learning, rather than passive reception of information, and integrate theory with practical applications.
- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse place-bound populations, guides Evergreen's community-based programs in Tacoma and on Tribal Reservations.
- Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, (dis)ability, gender, religious preference, and sexual orientation.
- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.
- The college serves the needs of a diverse range of students including recently graduated high school students, transfer students, working adults, and students from groups that historically have not attended college.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state, and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.

## Evergreen Student Body
## Fall 2006

| | **TOTAL** | % of total | **UNDERGRAD** | % of undergrads | **GRAD** | % of graduate |
|---|---|---|---|---|---|---|
| Headcount | **4416** | 100.0% | 4124 | 100.0% | 292 | 100.0% |
| WA Resident | **3485** | 78.9% | 3212 | 77.9% | 273 | 93.5% |
| Non-resident | **931** | 21.1% | 912 | 22.1% | 19 | 6.5% |
| White | **3052** | 69.1% | 2833 | 68.7% | 219 | 75.0% |
| African American | **209** | 4.7% | 199 | 4.8% | 10 | 3.4% |
| Asian/Pac. Islander | **200** | 4.5% | 190 | 4.6% | 10 | 3.4% |
| Native Amer./Alaskan Native | **182** | 4.1% | 156 | 3.8% | 26 | 8.9% |
| Hispanic/Latino | **208** | 4.7% | 204 | 4.9% | 4 | 1.4% |
| Not Indicated | **543** | 12.3% | 522 | 12.7% | 21 | 7.2% |
| Other | **5** | 0.1% | 5 | 0.1% | 0 | 0.0% |
| Non-Resident Alien | **17** | 0.4% | 15 | 0.4% | 2 | 0.7% |
| Students of color *(w/aliens in original ethnic category)* | **811** | 18.4% | 761 | 18.5% | 50 | 17.1% |
| Fulltime | **3745** | 84.8% | 3617 | 87.7% | 128 | 43.8% |
| Part-time* | **671** | 15.2% | 507 | 12.3% | 164 | 56.2% |
| Male | **1941** | 44.0% | 1837 | 44.5% | 104 | 35.6% |
| Female | **2475** | 56.0% | 2287 | 55.5% | 188 | 64.4% |
| Median Age | **22** | | 22 | | 31 | |
| Average Age | **26.3** | | 25.8 | | 34.1 | |
| Olympia | **4153** | 94.0% | 3861 | 93.6% | 292 | 100.0% |
| Tacoma | **206** | 4.7% | 206 | 5.0% | 0 | 0.0% |
| Tribal | **34** | 0.8% | 34 | 0.8% | 0 | 0.0% |
| Grays Harbor | **23** | 0.5% | 23 | 0.6% | 0 | 0.0% |
| Disability | **327** | 7.4% | 316 | 7.7% | 11 | 3.8% |
| First-generation | **639** | 14.5% | 635 | 15.4% | 4 | 1.4% |
| Undergraduate Pell Grant recipient (any qtr) | | | **1464** | 35.5% | | |
| **Total Degree-seeking** | **4203** | 95.2% | 3931 | 95.3% | 272 | 93.2% |
| Special (Non-matriculated) | **213** | 4.8% | 193 | 4.7% | 20 | 6.8% |

**PT for UG=<12 credits; PT for GR=<10 credits.*

# Western Washington University

## Vision

Western Washington University will become the premier public comprehensive university in the country through engaged excellence.

## Mission

### The Western Experience

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills.
As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state. Western provides students with a personalized teaching and learning environment of the highest quality. Through engaged excellence:

- Western instills in graduates a lifelong passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity.
- Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.
- Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.
- Western brings together an increasingly diverse and talented student body, faculty, and staff to form a learning community that, along with community partners, involves its members in active learning, scholarly discourse, and reflection.
- Western provides a high-quality environment that complements the learning community on a sustainable and attractive campus intentionally designed to support student learning and environmental stewardship.

These efforts create an integrated and distinctive Western Experience.

### Western Values

Western's mission and strategic objectives are supported by the following core values:

### Excellence

Western attains and recognizes excellence in all facets of operation.
Engagement: Western expects students to be actively involved in their own learning and all community members to be actively involved in collaborative scholarship, creative activities and in service to the broader community.

**Diversity**
Western appreciates the importance of diversity of thought and people and seeks to become more diverse. We honor the contributions of all members of the campus community. We are committed to listening to all sides of an issue and opposed to any form of discrimination.

**Community Service**
Western expects all members of the University to serve and enrich the intellectual vitality of the campus and the broader community. We expect individual members to be committed to improving the *Western Experience* for all.

**Integrity**
Western expects all members of the campus community to interact honestly and ethically. We value and expect open, fair, and straightforward behavior and take personal and collective responsibility for our words and our actions.

**Innovation**
Western encourages creativity, collaboration, and a willingness to experiment and be receptive to new ideas. We strive to bring these qualities to our work and our interactions with others.

**Enrollment – All Students, Fall 2006**

| | | |
|---|---|---|
| Headcount: | 12,979 (FTE: 12,194) | Men: 5,950 (45.8%) |
| Undergraduate headcount: | 12,154 | Women: 7,029 (54.2%) |
| Full-time: | 11,583 | |
| Part-time: | 571 | Average Age: |
| Non-Matriculated: | 0 | Mean: 21.6 Median: 20 Mode: 20 |

**Ethnic Origin**

| | |
|---|---|
| Black | 306 (2.4%) |
| American Indian | 277 (2.1%) |
| Asian-American | 1,040 (8.0%) |
| Hispanic American | 429 (3.3%) |
| Caucasian | 10,137 (78.1%) |
| Other/Unknown | 790 (6.1%) |
| Combined Ethnic/Minority Groups: | 2,052 (15.8%) |

**County of Origin**

| | |
|---|---|
| King | 3,727 (28.7%) |
| Snohomish | 1,653 (12.7%) |
| Whatcom | 1,563 (12.0%) |
| Pierce | 1,020 (7.9%) |
| Other Western Counties | 2,826 (21.8%) |
| Eastern Counties | 1,143 (8.8%) |
| Other States/Foreign | 1,047 (8.1%) |

**Pell Grant Recipients (2005-06)**
2,629 of 12,154 undergraduate students (21.5%)

# HECB Indicators

## Background

The 2004 Legislature examined the HECB's roles and responsibilities and passed House Bill 3103 - expanding the board's policy duties, reorganizing its administrative duties and deleting functions deemed to no be longer necessary. As part of the accountability monitoring plan put in place by this legislation, the board is required to develop measurable indicators and benchmarks for its own performance and submit its own accountability plan to the legislature.

> *The board shall develop measurable indicators and benchmarks for its own performance regarding cost, quantity, quality, and timeliness and including the performance of committees and advisory groups convened under this chapter to accomplish such tasks as improving transfer and articulation, improving articulation with the K-12 education system, measuring educational costs, or developing data protocols. The board shall submit its accountability plan to the legislature concurrently with the biennial report on institution progress. (RCW 28B.76.270 (6))*

The HECB is separately required to develop and report on performance measures as part of the state's budget development process. Student financial assistance comprises the majority of the general fund state monies managed the board (about 97 percent for FY 07). As a result, the board's OFM-approved performance measures primarily fall in the area of student financial assistance. Responding to the requirements of HB 3103 allows the board to examine other aspects of its performance.

## Accomplishments Since 2004

### Statewide Planning and Coordination

- Developed the first-ever *Statewide and Regional Needs Assessment* to allow for data-driven decisions related to the allocation of student enrollments by providing a comprehensive assessment of regional higher education needs to meet student, employer, and community demand. The report examined current and projected degree programs and enrollment at public and private institutions of higher education, by location and mode of service delivery.
- Completed study on the higher education needs of the Snohomish, Island and Skagit counties region. Worked with local citizens, education leaders, and others to analyze options and alternatives. Submitted report to the Legislature in November 2006.
- Reviewed role and mission of individual institutions, and initiated development of a statewide role and mission for Washington's higher education system. Completed a report on Washington's research university branch campuses, including the UW campuses in Bothell and Tacoma, and WSU's campuses in Vancouver and the Tri-Cities. Followed up with a progress report on planning activities in the Tri-Cities to expand programs and services delivered by WSU's branch campus in Richland and by Columbia Basin College in Pasco, and to improve the coordination of the two institutions' efforts.

## Transfer and Articulation

- Convened work groups to develop transfer associate degrees called major-ready pathways (MRPs). Three new transfer associate degrees were developed in pre-nursing, engineering, and elementary education. Reported in December 2006.
- Piloted a competency-based transfer program at Eastern Washington University and the two community colleges in Spokane. Competency-based transfer is described in statute, as "the knowledge, skills and abilities students should possess in order to enter an upper-division program in a particular academic discipline." The pilot began in fall 2003, and the HECB reported in December 2005 and 2006.
- Removed requirement that students transferring with associate degrees must complete an addition 90 quarter-based credits at a public four-year college or university in order to earn a bachelor's degree.
- Reported on several transfer-related issues, including: transfer and articulation, transfer associate degrees, and upper-division baccalaureate capacity. A consolidated report was approved in December 2006.
- Proposed and piloted a web-based advising system to aid community college students who plan to enter the four-year system. The system will provide students with an online environment in which they can explore requirements for admission, requirements of different majors, and audit their progress toward a degree. Received a grant for over $200,000 to conduct the pilot with two institutions, using broad-based focus groups to ensure final product will meet the needs of all institutions.
- Developed measures and benchmarks to be used in implementing HB 1794. The legislation brought together several strategies to improve access, including authorizing an expanded role for the branch campuses to include the development of lower-division courses, greater flexibility in admission of transfer students, and freshman enrollment at all four branches.

## Articulation with the K-12 Education System

- Worked with Transition Mathematics Project to develop standards that define the math skills and knowledge high school graduates need to complete college-level coursework, meet minimum admission requirements, and avoid remediation upon enrolling in college.
- Published draft definitions for English and science college readiness, seeking to define what is needed for students to be able to successfully complete entry-level college coursework, without remediation, in two- and four-year colleges and universities.

## Measuring Educational Costs

- Constructed a simulation model to look at impacts and costs of variations in higher education participation, graduation, state support, tuition, capital funding, and financial aid.
- In compliance with HB 3103, the HECB reviewed existing cost study criteria and procedures for determining costs, and developed new methodology for institutions to use in reporting instructional costs.
- Examined tuition and fees at public colleges and universities compared with other western states, all 50 states, and peer institutions. Reported to the Legislature in February 2006.

## Recommendations for the state's Higher Education Budget

- Adopted 2007-09 Operating and Capital budget guidelines and recommendations.
- Reviewed operating, capital, biennial and supplemental budgets and made recommendations to OFM and the legislature.
- The HECB's 07-09 budget recommendations featured a new method of prioritization designed to assist state budget writers in evaluating budget requests.

## Developing Data Protocols

- Developed memoranda of understanding with the pubic baccalaureate institutions to collect and analyze PCHEES data. This process included adding new data elements related to student outcomes that hadn't been collected previously. Outcome reporting will include data on the number of credits transferred into baccalaureate institutions, previous higher education GPA, course completions, and degree completions including students' majors and minors.

## Accountability in Higher Education

- With OFM, revised accountability framework to align and streamline previously separate accountability processes defined in the board's enabling legislation and the state budget.
- Adopted a summary report on accountability performance measures and results achieved in the 2005-06 academic year. The board will be asked to take final action adopting a comprehensive report on January 25, 2007.

## Program Planning and Review

- Revised the *Program and Facility Approval Policies and Procedures*. The revised polices and procedures clearly define the criteria used to approve programs and off-campus facilities and offer ample opportunity for interested parties to provide feedback on program proposals.
- Since 2001, approved 48 new baccalaureate degree programs, five certificate programs, 33 master's degree programs, and 17 doctoral degree programs. Eliminated 46 programs.
- Allocated $900,000 in funding to increase enrollment in high-demand fields at Washington's regional universities and The Evergreen State College during the 2006-07 academic year. Also concluded and reported on the 2003-05 high-demand grant cycle, in which $11.8 million was distributed to Washington's four-year public baccalaureate institutions.

## Diversity and Gender Equity

- Completed the report *Diversity in Washington Higher Education*, based on analysis of state-level data on diversity in higher education, information generated from a survey of Washington colleges and universities conducted by HECB staff in 2006, and meetings throughout the state.
- Reviewed policies and procedures in place at the six public four-year institutions in regard to gender equity. State law prohibits discrimination based on gender in student services and support, academic programs, and athletics. Reported in December 2006.

## Additional Notable Reports

- Using the enrollment simulation model, reported on the enrollment and capital costs associated with six discrete policy alternatives.
- Collected data on student movement between institutions of higher education within the state. Approved the *Statewide Mobility Report* in September 2006.
- Produced a biennial report to the governor and Legislature on the status of Washington's state-level reciprocity agreements with Idaho, Oregon, and British Columbia.

## Financial Aid Policy

- Developed a pilot project for the 2005-07 biennium to assess the need for, and cost to expand, eligibility for the State Need Grant (SNG) program to students taking only four or five credits. Institutions began serving students in fall 2005, and the HECB submitted its report to the Legislature in December 2006.
- Assisted OSPI, in collaboration with the Governor's Office, the State Board for Community and Technical Colleges and the Council of Presidents, to create a workable definition of rigorous high school coursework that would allow Washington students to qualify for the newly created federal Academic Competitiveness (ACG) and Science and Mathematics Access to Retain Talent (SMART) grants.

## Selected Administrative Accomplishments

- Held first-ever elections for HECB officers in January 2006, reorganized committee structure in September 2005, and updated HECB bylaws in February 2006.
- Managed $188 million in state-funded student financial aid.
- Managed the Guaranteed Education Tuition (GET) program. As of December 31, 2006, 69,447 accounts had been opened, with a total value of $806.2 million.
- Authorized 50 institutions to offer degrees in Washington (22 non-profit, 19 for-profit and nine out-of-state public institutions) covering 346 programs of study. Institutions are authorized every two years.
- Verified the exempt status of 111 institutions (40 public, 20 accredited independent, 48 religious, two tribally-controlled, and one federal).
- Applied for, and received, a second GEAR UP grant to serve 1,035 seventh-grade students over six years. Scholarship program services are provided through 12 school districts, providing college awareness, academic planning, and scholarship opportunities to low-income middle and high school students.
- Administered $150,000 in child care grant funding to address the need for high quality, accessible, and affordable child care for students at Washington's public baccalaureate institutions.
- Administered the Distinguished Professorship Program and the Graduate Fellowship Program, which provide state matching grants for creation of professorships and fellowships at public four-year institutions. Under these programs, the state matches $250,000 worth of donations per professorship and $25,000 worth of donations per fellowship.
- Laid administrative groundwork for the newly-created Foster Care Endowed Scholarship program. In 2006, the scholarship was added to the list of eligible recipients for contributions to the Combined Fund Drive.
- Together with members of the non-profit Scholarship Coalition, HECB staff worked toward the development of a statewide scholarship clearinghouse that would be administered by the HECB. The clearinghouse is intended to provide a "one-stop shop" for students looking for information on existing scholarships and help in applying for them.

## Indicators and Benchmarks for the 07-09 Biennium

Proposed measures are in italics.

## Strategic Planning

The HECB develops, publishes and implements the *Statewide Strategic Master Plan for Higher Education* every four years. The most recent strategic plan was published in 2004. The plan includes two overarching goals - to increase opportunities for students to earn degrees and to respond to the state's economic needs. The plan further proposes that the state work toward achieving these goals by following eleven strategic policy initiatives. Within the 11 policy initiatives, the plan calls for the HECB and state policymakers to complete 31 specific tasks.

## Timeliness of Reports

State law assigns to the HECB a number of recurring reports and analyses. Topics include transfer, articulation with the K-12 sector, measuring educational costs, diversity, gender equity, and many others. Many of these reports have specific due dates in statute.

*Percentage of statutorily required reports the board takes action on within 30 days of the due date.*

## Advisory Council

The board's advisory council has evolved since it was first created in 2004. At present, it serves as a forum for the board to gain more in depth understanding of policy areas and to begin exploring policy solutions. Ideally, issues reviewed by the advisory committee will result in policy recommendations or board action within 6 to 12 months.

*Percentage of policy areas resulting in board action within 12 months of discussion at the advisory council.*

## Program and Facility Approval

The program and facility approval process ensures that new public baccalaureate programs support the role and mission of the institution; foster high-quality programs; meet state, regional and community needs; provide access for diverse populations; demonstrate the need is commensurate with the costs and be free from unnecessary program duplication. HECB staff and board members strive to complete the review and approval process in a timely manner, so institutions can move forward (or not) with their plans.

*Percentage of program and facility approvals the board takes action on within 60 days after the comment period closes.*

## Transfer

Even though the number of students transferring from the two-year to four-year institutions has increased, the rate at which they transfer has remained relatively static, and actually declined this decade according to an analysis conducted by the HECB. However, a different analysis is used here as the basis for the next indicator. Outcomes after three years for the cohort of students who entered the community and technical college system for the first time in 2001-02 with the intention of transferring to a four-year institution are shown in this HECB analysis of data provided by the SBCTC (see figure ???). Just over half of the students intending to transfer did so within three years. Another 9.3 percent remained enrolled into the fourth year, while over 40 percent had left school. These data exclude students who did not earn at least 15 credits.

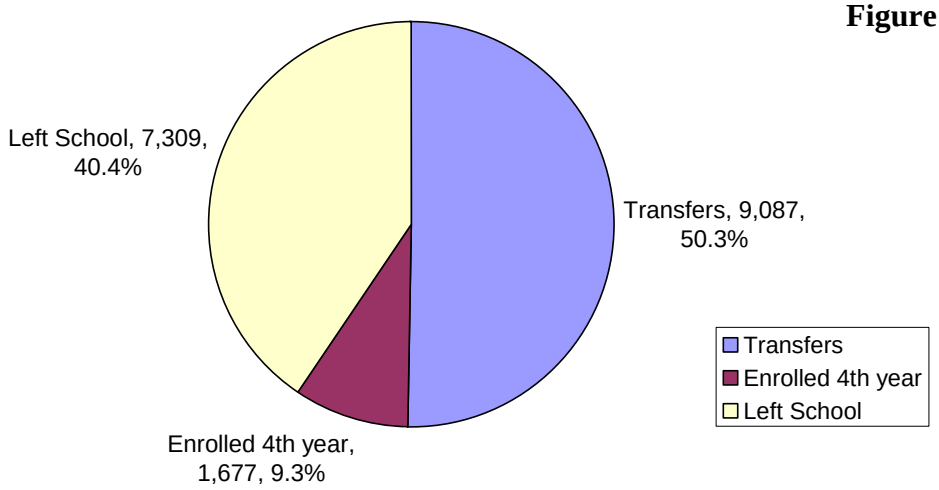
Transfer rates may be impacted by lack of capacity at the four-year institutions, lack of adequate preparation, financial issues, and other factors not well understood. Although the number of students who transfer to four-year institutions has continued to increase, these gains have not yet improved the state’s ranking in terms of bachelor’s degrees awarded.

The HECB is actively proposing policy solutions to remove barriers for student who wish to transfer. Examples include development of a web-based advising system and major-related programs, increasing enrollment capacity at public baccalaureate institutions and increasing funding for the board's Educational Opportunity Grant (EOG) financial aid program - which is designed to serve transfer students. The HECB believes adoption of these policies will improve the state's transfer rate.

*Percentage of community and technical college students who transfer to a baccalaureate institution within three years of initial enrollment in the two-year college system or remain enrolled in their fourth year of study (among students declaring an intention to transfer; excluding students who do not earn at least 15 credits).*

**Transfer Rate within 3 Years of Enrolling at CTC in 2001-02**
**(Students Earning Fewer Than 15 Credits Not Included)**

**Figure 44**




Outcomes for the cohort of students enrolling for the first time at Washington Community and Technical Colleges in 2001-02 with the intention of transferring to a four-year institution are further described in Figure 45 below. This is not a performance indicator for the HECB, but is included at the request of the State Board for Community and Technical Colleges. To read the table, figures total from top to bottom in columns. In rows, figures total from right to left. The cohort as defined includes 18,073 individual students. In the analysis shown in the table, the cohort is divided into two groups, according to whether they earned an academic associate degree or not. Then for each of these two groups, the outcomes of transferred, still enrolled, or left school are reported. Percentages do not add up to 100 due to rounding.

**Figure 45**

| | Students by academic degree outcome | Transferred within three years | Still Enrolled | Left School |
|---|---|---|---|---|
| Academic Associate Degree Earned | 6,677 | 5,178 (78%) | 856 (13%) | 643 (9%) |
| No degree or technical degree earned | 11,396 | 3,909 (34%) | 821 (7%) | 6,666 (58%) |
| Total Students | 18,073 | 9,087 (50%) | 1,677 (9%) | 7,309 (40%) |

## K-12 Articulation

According to data provided by the SBCTC, 52 percent of recent high school graduates take at least one remedial course while enrolled in the community and technical colleges, with 46 percent taking remedial courses in mathematics. Similarly, 11 percent of recent high school graduates take at least one remedial course at public 4-year institutions, with nine percent taking remedial courses in mathematics.

The HECB participates in a number of policy initiatives designed to better define or communicate how students can prepare for college level work. In addition to its statutory role of defining minimum admissions standards for the state's public baccalaureate institutions, the board is a member of the management oversight group for the Transitions Math Project and is spearheading a similar project to define college readiness in English and science. The HECB believes completion of this policy work and implementation of its findings will reduce the state's remediation rate.

*Percentage of recent high school graduates requiring remediation while in college.*

## Developing Data Protocols

In 2005, the HECB signed a series of memoranda of understanding with the public baccalaureate institutions, adding new data elements related to student outcomes that hadn't been collected previously. Outcome reporting will include data on the number of credits transferred into baccalaureate institutions, previous higher education GPA, course completions, and degree completions including students' majors and minors. The MOUs also defined how and when the data may be used and included a requirement that the HECB review its use and interpretation of data with the institutions prior to publishing reports or sharing analyses based on the data.

*Percentage of uses of PCHEES data reviewed with institutions prior to releasing reports or analyses.*

**Cost:**

The policy and coordination work done by the HECB is in some ways analogous to work done in some divisions of OFM. Most notably, the divisions shown as "Statewide Economic and Revenue Forecasts, Fiscal Planning and Research", "Budget Driver and Expenditure Forecasts, Research and Monitoring", "Population Estimates, Forecasts and Census", "Budget Development" and "Statewide Policy Development" include similar work and require employees with similar skills.

Below is a table comparing the costs of these selected OFM functions with the cost of the HECB's policy and coordination function. The cost is presented on a "per FTE" basis and was calculated using numbers reported in each agency's 05-07 activity report. It is important to note that the costs included in the ratio are not limited to salary and benefit costs. The ratio also includes allocated indirect costs, such as lease, heat, light, telephone, and mail, and some allocation of each agency's support service costs, such as accounting, budget, information technology, and human resources. It is also important to note that the state does not mandate how each agency allocates such costs and that larger agencies, such as OFM (281.8 FTE) can reasonably be expected to have greater economies of scale than smaller agencies like the HECB (86.1 FTE). Despite these limitations, the ratio can be used to make a gross comparison between similar functions of state government.

**Figure 46**

| Agency/Activity | General fund state cost (Biennium) | FTE | Biennial Cost per FTE |
|---|---|---|---|
| OFM - Statewide Economic and Revenue Forecasts, Fiscal Planning and Research | $1,422,000 | 7.3 | $194,795 |
| OFM - Budget Driver and Expenditure Forecasts, Research and Monitoring | $1,422,000 | 7.2 | $197,500 |
| OFM - Population Estimates, Forecasts and Census | $1,422,000 | 7.3 | $194,795 |
| OFM - Budget Development | $8,060,000 | 40.4 | $199,505 |
| OFM - Statewide Policy Development for the Governor's Office | $7,599,000 | 25.6 | $296,836 |
| HECB- Policy and Coordination | $5,067,000 | 27.9 | $181,613 |

*Biennial cost per FTE for HECB Policy and Coordination function.*

## RESOLUTION NO. 07-03

WHEREAS, State law directs the Higher Education Coordinating Board to "establish an accountability monitoring and reporting system" for the purpose of making "progress towards the achievement of long-term performance goals in higher education"; and

WHEREAS, State law further directs the board to annually review results achieved and to report each biennium on those results; and

WHEREAS, Washington's public baccalaureate institutions, the State Board for Community and Technical Colleges, and the Office of Financial Management worked collaboratively with the board to develop the new accountability framework and performance targets; and

WHEREAS, The board and the Office of Financial Management approved a revised set of performance measures and performance targets for public baccalaureate institutions and the community and technical college system as a whole in May 2006; and

WHEREAS, The board adopted *Accountability for Student Success in Washington Higher Education, Summary Report, December 2006*, on December 14, 2006 in order to focus on results from a systemic perspective; and

WHEREAS, The board has separately compiled a comprehensive report detailing results achieved at individual baccalaureate institutions and the two-year college sector as a whole on a variety of performance measures, including statewide and institution-specific measures and results for Pell grant recipients, and has compiled data on a variety of relevant contextual factors; and

WHEREAS, The board expresses its appreciation to higher education institutions and the State Board for Community and Technical Colleges for their invaluable assistance gathering and reporting data on performance as well as biographical information on students to help illustration performance in the system of higher education;

NOW THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts *Accountability for Student Success in Washington Higher Education, January 2007*.

Adopted:
January 25, 2007

Attest:

_____
Gene Colin, Chairman

_____
Jesus Hernandez, Secretary

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

**January 2007**

# Policy Brief on College Readiness for the Arts, Social Studies, and World Languages

## Overview

During the last nine months, the HECB Office of Academic Affairs has developed a policy research agenda to address key issues impacting student access and success to postsecondary education and training. We also intend to address the responsiveness of our education system to the needs of students, employers, and the community at large. The attached "Policy Brief" is the second in a series of reports on topics within our policy research agenda. Other topics to be addressed include:

- College Readiness and Workplace Readiness
- Aspirations, Attainment, and Capacity in Higher Education
- International Education
- Teacher Preparation
- The Role of Private Institutions in the Washington Higher Education System
- Diversity in Higher Education

## Policy Brief

The attached policy brief, *College Readiness for the Arts, Social Studies and World Languages*, emphasizes that the stakes are high if our state is to achieve the primary mission of *Washington Learns*: "To be competitive in the global economy, we must educate *more* people to achieve at *higher* levels."[i] The brief identifies a number of challenges to college readiness: the gap between high school graduation and college admissions; establishing world-class graduation requirements; credits for seat-time or performance as indicators of readiness; continuity of learning; preparation for study abroad; alignment of readiness for college; and readiness for work.

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[i] "Washington Learns Report." Washington Learns. 21 Nov. 2006 http://www.washingtonlearns.wa.gov/FinalReport.pdf

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Policy Brief

January 2007
Volume 1
Number 2

# Preparing students to live and work in a global economy

*College readiness in the arts, social studies, and world languages*

*Prepared by*

*Michele Anciaux Aoki, Ph.D.*

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## Introduction

Washington state has embarked on a path to create a world-class and seamless education system to prepare all Washingtonians to be competitive worldwide and participate in a healthy democracy.[1]

The *Washington Learns* report, presented by Governor Chris Gregoire in November 2006, lists three goals that relate directly to preparing students for college or for work in a knowledge-driven and technology-based global economy:

*"In Washington and other states, we learn about talented high-school students who don't fulfill their promise – not because they fail at school, but because our schools fail them."*

*– Bill Gates*

- ◊ All students will graduate from high school with an international perspective and the skills to live, learn, and work in a diverse state and a global society.
- ◊ All students will complete a rigorous high school course of study and demonstrate the abilities needed to enter a post-secondary education program or career path.
- ◊ Washington will have a well-trained and educated workforce that meets the needs of our knowledge-based economy.

Consistent with the direction provided by the *Washington Learns* report and Governor Gregoire, the Higher Education Coordinating Board (HECB) is engaged in efforts to define college readiness as a key strategy in preparing students for postsecondary education.

Washington's 2004 Strategic Master Plan for Higher Education, Section 8*: Helping Students Make the Transition to College,* calls for defining college readiness in mathematics, English, science, the arts, social studies, and world languages. The intent is to help students transition to college by:

- ◊ Defining the skills and knowledge students need to be prepared for entry-level college coursework, without the need for remediation.
- ◊ Aligning college readiness requirements with Essential Academic Learning Requirements (EALRs).

The HECB became engaged in the effort to define college readiness in mathematics, English, and science in 2004 through the Transition Mathematics Project (TMP), led by the State Board for Community and Technical Colleges. The TMP published standards approved by the board in July 2006 are being field tested in classrooms throughout the state. To view the math standards and see more information, go to http://www.transitionmathproject.org/highlights.asp.[2]

In 2005, the Washington Legislature provided funds for the HECB to define college readiness in English and science. Following extensive input from K-20 educators across the state, the board will consider adoption of preliminary English and science college readiness definitions in January 2007. View draft definitions in English and science and see more information at http://www.learningconnections.org/clc/hecb.htm.[3]

This policy brief focuses on the areas not yet addressed—the arts, social studies, and world languages—by examining **Current Requirements** for high school graduation and college admissions in Washington; **Preparing for Success** in college; **Critical Connections** among these three subjects; and, **Challenges for College Readiness** (internationalization of curriculum, study abroad, etc.).This report will serve as a first step in the process of establishing college readiness definitions for the arts, social studies, and world languages in Washington state.

## Current Requirements

*"In Washington and other states, we learn about talented high-school students who don't fulfill their promise – not because they fail at school, but because our schools fail them. They study hard, do well and get into college. But in college, instead of the good grades they're used to, they get D's and F's. They take remedial classes, but still they can't keep up—so they quit.*

*"These are bright kids. All through grade school and high school, they do everything we ask of them. But we don't ask enough. And then, after 12 years of not asking enough, we suddenly ask way too much."* [4]

***Bill Gates, speaking at Washington Learns Education Summit, November 13, 2006***

## *Credits for Classes*

The State Board of Education and the Higher Education Coordinating Board are responsible for setting minimum high school graduation requirements and minimum college admissions requirements, respectively. One requirement is credits earned based on seat time in approved classes, as outlined in Table 1.

**Table 1.** High School Graduation and College Admissions Requirements in Washington

| Subject | Minimum state high school graduation requirements | Minimum admissions requirements for public, four-year colleges and universities in Washington state | Recommended courses for highly selective colleges and universities |
|---|---|---|---|
| **Social Studies** (including U.S. and Washington State history) | 2.5 credits | 3 years | 3-4 years |
| **World language** (same language) | 0 credits | 2 years | 3-4 years |
| **Visual or performing arts** | 1 credit | 1 year | 2-3 years |

Source: Adapted from http://www.k12.wa.us/GraduationRequirements/CreditReq.aspx (accessed 11/12/2006) [5]
Note: One "credit" in high school equates to one "year" or "unit" for college admissions purposes.

Table 2 shows a comparison of several national colleges considered "highly selective."

**Table 2.** Recommended Courses for Admission to "Highly Selective" Colleges and Universities

| Subject | Brown University | Harvard University | Stanford University | University of Washington |
|---|---|---|---|---|
| **Social Studies** | 2 units History | 3 units (+ 2 History) | 2 units (+ 1 History) | 4 units |
| **World language** (may be called "Foreign" Language) | 4 units | 4 units | 3 units | 3 units |
| **Visual or performing arts** | Not listed | Not listed | Not listed | Not listed |

Source: http://apps.collegeboard.com/search/index.jsp (accessed 11/24/2006)

Note: One "unit" in this table corresponds to one "credit" in Washington high schools.

Focusing on credit requirements, we can compare the difference between high school graduation requirements and college admissions requirements in Washington. A student who has earned a high school diploma in Washington state can satisfy minimum college admissions requirements in the arts with no extra coursework and with just one additional semester of social studies in high school (see Table 1). However, that same student would need at least two credits of world/foreign language study in order to meet minimum college admissions requirements, and three or four credits if the student intended to apply to a "highly selective" college or university (Table 2).

*"All students will need to take courses traditionally reserved for the college bound if they are going to have a chance at a good job that pays well and allows for career advancement."*

***Achieve http://www.achieve.org/ (accessed 11/11/2006) Closing the Expectations Gap http://www.achieve.org/files/50-statepub-06.pdf p.17***

## *State Standards & Assessments*

In addition to earning credits toward high school graduation, students in Washington must demonstrate mastery of the state standards (EALRs).[6] Starting in 2008-09, schools are encouraged to implement classroom-based performance assessments (CBPAs) in the arts and classroom-based assessments (CBAs) in the social studies.[7] The Civics CBA is required starting in 2008-09. The state has not developed a test like the WASL (Washington Assessment of Student Learning) for the arts or social studies.[8] Rather, through extensive professional development, teachers are learning to use classroom projects for assessment; based on a common set of expectations and scoring rubric as ways to ensure quality and fairness from classroom to classroom.

Some districts are combining the CBA with the senior culminating project, which will also be a graduation requirement with the class of 2008. Here is an example of a very creative culminating project incorporating social studies skills: "Graduation Requirements: 4. Culminating Projects." Office of Superintendent of Public Instruction. 26 Nov. 2006, http://www.k12.wa.us/graduationrequirements/CulminatingProjects/examples.aspx [9]

> *Before embarking on her culminating project, **Alaina** volunteered with an international organization as a camp counselor in Croatia. She worked to promote peace and conflict resolution with children in Bosnia, Serbia, Croatia, and on the island of Badija. Returning to Washington, she established her own conflict resolution curriculum and program by designing and organizing activities to help 6th graders from low-income neighborhoods understand their own and each other's cultures, learn about other cultures, and create "pen pal" relationships with students in the former Yugoslavia.*[11]

World languages were not explicitly included in the four learning goals that launched Washington's education reform effort in 1993,[10] so no state standards or state assessments have been developed for languages other than English. In December 2005, the Superintendent of Public Instruction did adopt Voluntary World Language Standards.[11] These are content standards (similar to the Essential Academic Learning Requirements in other subject areas in Washington State) and will be helpful for planning curriculum content, but don't include benchmarks for assessing language proficiency.[12]

While the HECB has investigated[13] the possibility of making the WASL (Washington Assessment of Student Learning) an element of minimum college admissions requirements in Washington's four-year public colleges and universities, no one has explored the possibility of using the classroom-based performance assessments for arts or classroom-based assessments for social studies as a college-admissions requirement. In general, there is currently no direct link between college admissions and the performance-based K-12 educational system resulting from the education reform efforts launched in 1993.

# Preparing for Success

*"To identify students who will be likely to succeed in college, the admissions officers have to look deeper than grades or test scores. They need to look at what kind of courses students were taking and whether they were challenging themselves."*

***Doug Scrima, Director of Admissions, The Evergreen State College (Interviewed 11/14/2006)***

While credits indicate students have satisfied specific course requirements for high school graduation and college admissions, and state assessments may demonstrate that students have mastered the state standards in K-12 education, do they answer the question: "What must students know and be able to do to succeed in entry-level university courses?" This question was addressed in a study undertaken by the American Association of Universities and The Pew Charitable Trusts, entitled, "Understanding University Success."[14] More than 400 faculty and staff members from 20 research universities contributed to the two-year study, producing "the most comprehensive and thoroughly grounded set of standards for college success yet developed."[15]

Besides content knowledge in specific disciplines, the study found that **even more important to college success** were the "habits of mind," such as:

Critical thinking, analytic thinking and problem solving;

An inquisitive nature and interest in taking advantage of what a research university has to offer;

Willingness to accept critical feedback and to adjust based on such feedback;

Openness to possible failures from time to time; and

The ability and desire to cope with frustrating and ambiguous learning tasks.[16]

*"State high school standards and tests should have some relationship to university success, given that close to two-thirds of American high school graduates go on directly to some form of postsecondary education."*

***"Understanding University Success"[17]***

A good starting place for the HECB as it considers college readiness in the arts, social studies, and world languages would be to compare the college readiness standards identified in "Understanding University Success" (often referred to as "Knowledge and Skills for University Success" or **KSUS**) with the standards and practices in these subjects in Washington high schools today. Let us explore preparing for success in the arts, in social studies, and in world languages.

## *In the Arts*

*"Children will have the human characteristics to succeed in all academic areas because of the skills they gain in the Arts, e.g., discipline, creative thinking, collaboration, poise, presentation skills and the ability to express themselves in a variety of ways."*

***Lael Williams, Chair of the Arts Subject Advisory Committee, Commission on Student Learning (Interviewed 10/9/2006)***

### KSUS Standards in the Arts

The Knowledge and Skills for University Success Standards in the Arts identify knowledge and skills in the various arts disciplines: dance, music, theatre, and visual arts. KSUS standards also include a component of art history. Each discipline includes standards for Technical Knowledge and Skills, Cultural and Historical Knowledge and Skills, and Aesthetics and Art Criticism Knowledge and Skills.[18]

The KSUS standards note that the arts differ from other academic disciplines because students may not necessarily take art classes during the freshman year, so "readiness" really refers to readiness for any college-level work in the arts. A significant distinction between high school- and college-level work in the arts is that students must "know how to practice in a sustained, focused fashion without external supervision, how to manage their time, and how to discipline themselves to remain focused for extended periods of time while mastering the technical aspects of their area of endeavor."[19]

### K-12 Arts in Washington State

Arts educators in Washington think that completing the Arts CBPAs would be an effective way for students to demonstrate their college readiness in the arts.[20] The CBPAs cover the range of disciplines identified in the arts (dance, music, theatre, and visual arts), and the performance assessments offer students the opportunity to develop and demonstrate other critical characteristics needed for college success.

The CBPAs can contribute to a student's arts portfolio. An arts major in college needs a portfolio, many arts credits, and recommendations. For the non-arts major, creating a portfolio is still a powerful way to demonstrate creativity, discipline, and perseverance. Advanced Placement (AP) classes for arts (Dance, Theater, Art, and Music Theory) require students to create an AP Portfolio, as well.

*"You must view the Arts Classroom-Based Performance Assessments to see the scope and magnitude of our work on behalf of the arts and how students create, perform, and respond to demonstrate what they know and are able to do. This work is unique in the world, and historic! The CBPAs are making more arts education happen wherever they are given."*

***AnnRené Joseph, Supervisor for the Arts, Office of Superintendent of Public Instruction (Interviewed 10/9/2006)***

## *In Social Studies*

### KSUS Standards in Social Sciences

The Knowledge and Skills for University Success Standards in the Social Sciences[21] consist of eight main components (representative topics given in parentheses):

I. General Knowledge & Skills (history, economics, geography, political science, sociology)

II. History (U.S. and world history, and historical perspective and analysis)

III. Economics (economics basics, conflict, and how to use economic analysis tools)

IV. Geography (geographic locations, human populations, environmental, and human change)

V. Political Science (civics, types of governments, and U.S. political system)

VI. Sociology (social problems, social structure, class, human behaviors, social groups, mediation, cooperation, and conflict resolution)

VII. Inquiry, Research & Analysis (scientific method, reading and interpreting data, use of information, analyzing problems)

VIII. Communication (presenting a coherent thesis, making an argument, organizing ideas, writing research papers, understanding plagiarism, and knowing English grammar)

The KSUS standards indicate successful students in the social sciences need a strong foundation in writing, grammar, and communication, as well as mathematical and statistical knowledge for interpreting economic and sociological data and reports. They also need to understand the scientific method and how to differentiate theory from opinion.[22]

*"Teaching and encouraging the development of civic skills and attitudes among young people have long been recognized as important goals of education. The primary impetus, in fact, for originally establishing public schools was the recognition of literacy and citizenship education as critical to the health of a democratic society."*

***"The Civic Mission of Schools"[23]***

### K-12 Social Studies in Washington State

Washington's Social Studies standards (EALRs[24]) cover the range of disciplines identified in the KSUS Standards: civics, economics, geography, history, and social studies skills (but no explicit component of sociology). The recommendations from the KSUS report would suggest that Washington's current efforts to bring all students to high standards in reading, writing, and math (through the WASL and alternative assessments) are important for preparing students to be successful in college in the social sciences. In particular, recent work to encourage teachers to use the Social Studies CBAs as tools for helping students meet the Writing Grade Level Expectations could bolster both writing and social studies skills. Perhaps social studies teachers could work more explicitly with math teachers to ensure that the mathematical and statistical knowledge students are gaining is being applied to relevant issues being studied in social studies.

College professors assume students come to college with the skills to do courses in the social sciences. However, in practice, Washington colleges find that students have not mastered basic research and writing skills, such as those identified by KSUS and in the Social Studies Skills EALRs: Inquiry & Information Skills, Interpersonal and Group Process Skills, and Critical Reasoning Skills. These skills are built into the Social Studies CBAs.[25] Perhaps encouraging (or requiring) college-bound high school students to complete the full range of Social Studies CBAs available to them would be one way to improve success in college in the social sciences.

## *In World Languages*

*"I can't think of a single career that wouldn't be enhanced by knowledge of a language. Plus you get the fringe benefit of knowledge of a culture (values, nuances, etc.)."*

***Michael Launius, Executive Director, International Studies and Programs, Central Washington University (Interviewed 11/6/2006)***

### KSUS Standards in Second Languages[26]

The Knowledge and Skills for University Success Standards in Second Languages[27] consist of four main components (representative topics given in parentheses):

I. Communication Skills (speaking, listening, reading, and writing in the interpersonal mode, presentational mode, and interpretive mode)

II. Culture (products, practices, and perspectives of the target culture, geophysical landmarks, historical facts, current events)

III. Structure (basic knowledge of English syntax, semantics, and discourse structures and how to compare these with the target language)

IV. Learning Behaviors (strategies in the process of learning, discipline, group work, speaking in front of others, risk-taking, use of reference materials, curiosity, asking questions, memorization, testing hypotheses, coping with ambiguity, use of meta-cognitive and meta-linguistic strategies)

The KSUS standards emphasize the importance of developing the ability to employ learning strategies. A student who can successfully "negotiate meaning" using a variety of strategies (outlined in IV) may be more successful at comprehending and communicating than a student without such strategies whose language knowledge has come mainly from studying the textbook. Other key characteristics for college success in a second (world) language are openness to learning new things and a high tolerance for linguistic and cultural ambiguity.

### K-12 World Languages in Washington State

World languages are taught in Washington state without the benefit of required standards (EALRs and Benchmarks) to ensure a level of consistency in learner outcomes from school-to-school and district-to-district. There are no common standards to ensure students coming from Washington high schools are "ready" to be successful studying a language in college. High school language teachers have lamented the fact that, while the focus in high school language classes has been to get students to communicate more, the college placement tests for world

languages tend to weight knowledge of grammar more heavily, and the high school graduates often get placed in remedial language courses.[28]

The KSUS Standards for Second Languages align quite well with the Standards for Foreign Language Learning,[29] which are the basis for the Voluntary World Language Standards[30] adopted in 2005 in Washington state. By further developing and widely disseminating KSUS standards in Washington state, it should be possible to ensure more students are prepared to be successful language learners in college and to develop the high levels of language proficiency needed by this country in the 21st century.[31]

*"An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens. To do this, we must be able to communicate in other languages, a challenge for which we are unprepared."*

***National Security Language Initiative January 5, 2006***[32]
***http://www.state.gov/r/pa/prs/ps/2006/58733.htm (accessed 11/24/2006)***

## Critical Connections

Washington's Voluntary World Language Standards (based on the Standards for Foreign Language Learning developed with U.S. Department of Education funding) encompass five areas: Communications, Cultures, Connections, Comparisons, and Communities. While Communications entails the specific language skills of reading, writing, listening, and speaking through various modes of communication, the other "C's" integrate well with the arts and social studies through the study of:

- **Cultures** (learning about a culture involves learning its history, geography, economy, and social and political contexts, as well as arts, both fine arts and folk arts)
- **Connections** (learning the disciplines of social studies and the arts, as well as science and math as content, while learning the language)
- **Comparisons** (experiencing how cultures and languages differ or are similar)
- **Communities** (extending the learning outside the classroom, which may well involve the arts or civics, for example).

The arts naturally integrate with other disciplines. History, geography, and culture provide the context for understanding the evolution and relationship of the arts. Singers may need to develop skills in multiple languages, and classical musicians may choose to live and study in the birthplace of the great composers. The arts foster a sense of perspective and the ability to see patterns – attributes that contribute greatly to being a successful language learner or social scientist. All three subject areas train the brain in different ways, helping students develop flexibility and the ability to deal with uncertainty and change – key characteristics for success in college and life.

The U.S. tends to be an individualistic society. The creativity that defines American culture is widely admired throughout the world. As the curriculum emphasis is shifting toward basic skills in reading and writing, plus a new focus on math and science, we must watch for unintended consequences, such as neglecting those areas of the curriculum that foster creativity.

*"While traveling through Japan on a study tour organized by the UW's East Asia Resource Center, I was struck by the number of times business leaders, educators, and government officials mentioned how creative Americans were. To them creativity was a national asset that needed to be cultivated in their elementary and secondary schools….just like in the United States."*

***Joe Gotchy, Former Social Studies Teacher, Consultant to the Asia Society (Interviewed 11/20/2006)***

*"People who are creative and imaginative thrive in the knowledge economy. The old model of a hierarchical bureaucracy has largely been replaced with flexible business organizations whose employees have the authority to create solutions as challenges and opportunities arise."*

***Washington Learns Report, November 2006***

As the HECB continues its work on defining college readiness, it makes sense to capitalize on the synergy of these three subject areas by examining them together.

## Challenges for College Readiness

The plan for the HECB to examine college readiness in the arts, social studies, and world languages could not be better timed. The stakes are high if our state is to achieve the primary mission of *Washington Learns*: "To be competitive in the global economy, we must educate *more* people to achieve at *higher* levels."[33] There are a number of challenges to college readiness that need to be examined.

### *Challenge 1: The gap between high school graduation and college admissions*

Who is making the choice about whether students are college bound or aiming for high school graduation? Do parents and families even realize there is a difference in the coursework and the number of credits a student must earn? Do high school teachers and college professors understand that there is a major gap? Is it time to make college-bound the default and make minimum high school graduation requirements the personal choice?

*"[T]here are provisions that allow parents to opt their children out of college- and work-ready courses of study, provided they sign a waiver acknowledging the risks of allowing their children to study a less rigorous curriculum. Although technically not a requirement for all students, this approach has a number of virtues. It sets and communicates a very clear expectation for what courses students should take to be prepared for life after high school, and it removes obstacles students frequently encounter in gaining access to advanced college- and work-prep courses. It simultaneously underscores the ultimate responsibility of students and their parents for taking advantage of the opportunity."*

***Achieve, Inc., "Closing the Expectations Gap"[34]***

A bill with a similar proposal was introduced in the 2005 legislative session: HB 2706 calling for a more rigorous high school curriculum for high school graduation.[35] *Washington Learns* has made an explicit recommendation: "Align high school graduation requirements and college admissions standards so that students are prepared for work or college-level courses."[36]

Pathways to College Network, an alliance of 38 national organizations and funders committed to advancing college access and success for underserved students, including those who are the first generation in their families to go to college, low-income students, underrepresented minorities, and students with disabilities has identified this as one of its top priorities for 2004-06: "Encourage schools to make a rigorous college-prep curriculum the standard course of study for all students, so they will have the skills and knowledge they need to be successful in both postsecondary education and the workplace."[37]

### *Challenge 2: World-class graduation requirements*

Even if the gap between high school graduation requirements and minimum college admissions requirements is addressed, will that make our educational system "world-class?" *Washington Learns* has embraced the concept of benchmarking our educational system against a group of "Global Challenge States (GCS)" — states that are the top eight performers on the New Economy Index.[38] Perhaps it is time to compare Washington's high school graduation requirements in the areas of arts, social sciences, and world languages with those of the GCS.

### *Challenge 3: Credits for seat-time or performance?*

The current high school graduation and college admissions systems depend heavily on credits earned for "seat time" in established courses. For world languages, in particular, seat time is not necessarily indicative of proficiency level. Work was done in the late 1990s through the board's Admission Standards Action Committee to develop college admission standards using classroom-based evidence to satisfy college admissions requirements in English, math, and world languages. Perhaps it is time to revisit that work and consider how to make education more about creating results and less about "doing time."

### *Challenge 4: Continuity of learning*

Lack of continued exposure to math and world languages in the senior year too often leads to costly remediation. Encouraging students to accomplish more than the minimum is the best way to ensure they will maintain and further develop the skills and knowledge needed for success in college. In addition, we can explore creative ways to build in continuity of learning, for example, through culminating projects that incorporate world languages, social studies, arts, and other disciplines. Credits and seat time are not the only way.

### *Challenge 5: Study abroad*

In the past, when opportunities for study abroad in college were few and far between, only the most qualified students got a chance to have those experiences. Now that opportunities are more plentiful, colleges are discovering that even students without much prior language or travel experience can achieve dramatic results when they have a chance to study abroad. It's not just culture and language, but a different world view. It impacts stereotypes and encourages further language study.[39]

*"The Institute for the **International Education of Students (IES)**, www.iesabroad.com, surveyed alumni from all **IES** study abroad programs from 1950 to 1999. Regardless of where students studied and for how long, the data from the more than 3,400 respondents (a 23 percent response rate) shows that studying abroad is usually a defining moment in a young person's life and continues to impact the participant's life for years after the experience." … 86% said it "Reinforced commitment to foreign language study" and 98% said it "Helped me better understand my own cultural values and biases"*

***"The Benefits of Study Abroad"*** [40]

Unfortunately, few of the college students taking advantage of study abroad come from our teacher preparation programs.[41] Yet, these are the very people who will enter our classrooms and be tasked with preparing our children for the global interconnectedness of the 21st century. Will they be prepared to do that if they themselves have not experienced the benefits of study abroad?

### *Challenge 6: Readiness for college, readiness for work*

Ultimately, even college students will enter the workforce, so readiness for college should also be a path toward readiness for work. However, a 2006 study by the Conference Board, Corporate Voices for Working Families, The Partnership for 21st Century Skills, and The Society for Human Resource Management revealed that even college graduates are not excelling in workplace skills, as they should be.

*"Young people need a range of skills, both basic academic skills as well as the ability to apply these skills and knowledge in the workplace. The survey results indicate that far too many young people are inadequately prepared to be successful in the workplace. At the high school level, well over one-half of new entrants are deficiently prepared in the most important skills—Oral and Written Communications, Professionalism/Work Ethic, and Critical Thinking/ Problem Solving. College graduates are better prepared, with lower levels of deficiency on the most important skills, but too few are excelling. Only about one-quarter of four-year college graduates are perceived to be excellent in many of the most important skills, and more than one-quarter of four-year college graduates are perceived to be deficiently prepared in Written Communications."*

***"Are They Really Ready to Work? Employers' Perspectives On The Basic Knowledge And Applied Skills Of New Entrants To The 21st Century U.S. Workforce"*** [42]

The study also identified that, "*Knowledge of Foreign Languages* will 'increase in importance' in the next five years, more than any other basic skill, according to over 60 percent (63.3 percent) of the employer respondents." Is Washington State ready to meet that challenge?

[1] "Washington Learns Report." Washington Learns. 21 Nov. 2006 http://www.washingtonlearns.wa.gov/FinalReport.pdf.

[2] Setting the Standards for Student Success, Transition Mathematics Project, http://www.transitionmathproject.org/highlights.asp

[3] College Readiness Project, English and Science College Readiness Definitions Project Milestones, October 5, 2006, http://www.learningconnections.org/clc/hecb.htm

[4] Quoted in an Op Ed to the Seattle Times:
"Getting our children ready for school, college and work." Seattle Times 16 Nov. 2006 http://seattletimes.nwsource.com/html/opinion/2003432481_billgates16.html

[5] There are additional credit requirements in other subject areas: English, Math, Science, etc. See:
"Graduation Requirements." Office of Superintendent of Public Instruction. 25 Nov. 2006 http://www.k12.wa.us/graduationrequirements/CreditReq.aspx

[6] All of the state standards—Essential Academic Learning Requirements—are available on the website of the Office of Superintendent of Public Instruction:
"Curriculum and Instruction." Office of Superintendent of Public Instruction. 12 Nov. 2006 http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx.

[7] Reference to HB 2195 for the Arts:
"Implementing Arts Education and Classroom-Based Performance Assessments (CBPAs) in Washington State OSPI Timeline of Events." Office of Superintendent of Public Instruction. 12 Nov. 2006 http://www.k12.wa.us/assessment/WASL/Arts/pubdocs/ArtsEducationTimeline.doc
and Social Studies: "Social Studies Classroom-Based Assessments (CBAs) & Scorer Training Packets." Office of Superintendent of Public Instruction. 12 Nov. 2006 http://www.k12.wa.us/assessment/WASL/SocialStudies/default.aspx

[8] The WASL is an "on-demand" test, i.e. it is given at a preset time and place with strict guidelines for how it is to be administered, and the tests are scored by a professional scoring company. The classroom-based assessments are administered at the discretion of the classroom teacher.

[9] "Graduation Requirements: 4. Culminating Projects." Office of Superintendent of Public Instruction. 26 Nov. 2006, http://www.k12.wa.us/graduationrequirements/CulminatingProjects/examples.aspx

[10] "Curriculum & Instruction: Overview." Office of Superintendent of Public Instruction. 25 Nov. 2006 http://www.k12.wa.us/CurriculumInstruct/default.aspx

[11] "Voluntary Standards for World Languages." Office of Superintendent of Public Instruction. 12 Nov. 2006 http://www.k12.wa.us/curriculuminstruct/socstudies/WorldLanguages/voluntarystandards.aspx

[12] There are Language Proficiency Guidelines from ACTFL, but these have not been adopted in Washington State. See:
"ACTFL Proficiency Guidelines." American Council on the Teaching of Foreign Languages. 26 Nov. 2006 http://www.actfl.org/i4a/pages/index.cfm?pageid=4236

[13] See the survey questions from this February, 2004 HECB document:
"Minimum College Admission Standards Review." Higher Education Coordinating Board. 24 Nov. 2006 http://www.hecb.wa.gov/research/issues/feb-17-04.AdmissionsStandards.pdf

[14] "Understanding University Success describes foundational skills and content standards (elsewhere referred to as Knowledge and Skills for University Success) in English, mathematics, natural sciences, social sciences, second languages and the arts." Quoted from:
"Understanding University Success." Center for Education Policy Research. 24 Nov. 2006 http://www.s4s.org/cepr.uus.php

[15] "Understanding University Success: Introduction." Center for Education Policy Research. 24 Nov. 2006 http://www.s4s.org/KSUS_introduction.pdf p.8

[16] "Understanding University Success: Introduction." Center for Education Policy Research. 24 Nov. 2006 http://www.s4s.org/KSUS_introduction.pdf p.8

[17] "Understanding University Success: Introduction." Center for Education Policy Research. 24 Nov. 2006 http://www.s4s.org/KSUS_introduction.pdf p.10

[18] "Understanding University Success: The Arts." Center for Education Policy Research. 24 Nov. 2006 http://www.s4s.org/KSUS_arts.pdf p. 76

[19] "Understanding University Success: The Arts." Center for Education Policy Research. 24 Nov. 2006 http://www.s4s.org/KSUS_arts.pdf p. 73

[20] AnnRené Joseph, Supervisor for the Arts at the Office of Superintendent of Public Instruction, interviewed 10/9/2006. See also:
"The Arts Classroom-Based Performance Assessments (CBPAs)." Office of Superintendent of Public Instruction. 9 Oct. 2006 http://www.k12.wa.us/Assessment/WASL/Arts/default.aspx

[21] "Understanding University Success: Social Sciences." Center for Education Policy Research. 12 Nov. 2006 http://www.s4s.org/KSUS_social_sci.pdf

[22] "Understanding University Success: Social Sciences." Center for Education Policy Research. 12 Nov. 2006 http://www.s4s.org/KSUS_social_sci.pdf p. 57

[23] "The Civic Mission of Schools." Campaign for the Civic Mission of Schools. 26 Nov. 2006 http://www.civicmissionofschools.org/cmos/site/campaign/cms_report.html

[24] "Social Studies Essential Academic Learning Requirements." Office of Superintendent of Public Instruction. 6 Oct. 2006 http://www.k12.wa.us/CurriculumInstruct/SocStudies/default.aspx.
Civics http://www.k12.wa.us/curriculumInstruct/SocStudies/civicsEALRs.aspx
Economics http://www.k12.wa.us/curriculumInstruct/SocStudies/econEALRs.aspx
Geography http://www.k12.wa.us/curriculumInstruct/SocStudies/geographyEALRs.aspx
History http://www.k12.wa.us/curriculumInstruct/SocStudies/historyEALRs.aspx
Social Studies Skills http://www.k12.wa.us/curriculumInstruct/SocStudies/socstudiesskillsEALRs.aspx

[25] Caleb Perkins, Supervisor for Social Studies and International Education at the Office of Superintendent of Public Instruction, interviewed 10/6/2006

[26] KSUS uses the term "Second Language" to refer to learning a language other than English. In most academic circles, other languages are called "foreign" languages or "world languages."

[27] "Understanding University Success: Second Languages." Center for Education Policy Research. 12 Nov. 2006 http://www.s4s.org/KSUS_second_lang.pdf

[28] Personal Communication from Dr. Paul Aoki, Director of the UW Language Learning Center.

[29] "Standards for Foreign Language Learning." American Council on the Teaching of Foreign Languages. 26 Nov. 2006 http://www.actfl.org/i4a/pages/index.cfm?pageid=3324

[30] "Voluntary Standards for World Languages." Office of Superintendent of Public Instruction. 12 Nov. 2006 http://www.k12.wa.us/curriculuminstruct/socstudies/WorldLanguages/voluntarystandards.aspx

[31] The importance of adopting state standards in world languages was a frequent comment in the 2004 World Languages Survey conducted by the Office of Superintendent of Public Instruction. See:

[32] "National Security Language Initiative." U.S. Department of State. 24 Nov. 2006 http://www.state.gov/r/pa/prs/ps/2006/58733.htm

[33] "Washington Learns Report." Washington Learns. 21 Nov. 2006 http://www.washingtonlearns.wa.gov/FinalReport.pdf

[34] "Closing the Expectations Gap 2006." Achieve.org. 12 Nov. 2006. The Eight states include: Arkansas, Texas, Indiana, Kentucky, Michigan, New York, Oklahoma, South Dakota. Note that Achieve was looking at graduation requirements for English and mathematics, so this statement does not imply that theses states have high graduation requirements in other areas http://www.achieve.org/files/50-statepub-06.pdf

[35] "HB 2706 Regarding a more rigorous high school curriculum for high school graduation." Washington State Legislature. 26 Nov. 2006 http://apps.leg.wa.gov/billinfo/summary.aspx?bill=2706

[36] "Washington Learns Report." Washington Learns. 21 Nov. 2006 http://www.washingtonlearns.wa.gov/FinalReport.pdf. p. 34.

[37] "About the Pathways to College Network." Pathways to College Network. 24 Nov. 2006 http://www.pathwaystocollege.net/aboutus/index.html

[38] "Washington Learns Report." Washington Learns. 21 Nov. 2006 http://www.washingtonlearns.wa.gov/FinalReport.pdf. p. 16-17.

[39] David Fenner, Assistant Vice Provost for International Education; Director, International Programs and Exchanges; at the University of Washington, interviewed 10/23/2006.

[40] "The Benefits of Study Abroad." Transitions Abroad.com 24 Nov. 2006 http://www.transitionsabroad.com/publications/magazine/0403/benefits_study_abroad.shtml

[41] Michael Launius, Director of International Studies, Central Washington University, interviewed 11/6/2006.

[42] "Are They Really Ready to Work? Employers' Perspectives On The Basic Knowledge And Applied Skills Of New Entrants To The 21st Century U.S. Workforce." Infoedge. 24 Nov. 2006 http://www.infoedge.com/samples/CB-BED6free.pdf

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**January 2007**

# Legislative Update

In order to provide up-to-date, relevant information, the legislative update will be available to members and visitors on the day of the board meeting. It will also be available on the HECB Web site at www.hecb.wa.gov/boardmtgs/index.asp.

For more information, please contact Chris Thompson, director of government, college and university relations, at 360-753-7811 or christh@hecb.wa.gov.

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# Communications Plan 2007

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WASHINGTON HIGHER EDUCATION COORDINATING BOARD

# Communications Plan
## Introduction

## General Goals of Communication Plan

- Raise public and stakeholder awareness about the Washington Higher Education Coordinating Board's pivotal role in the effort to transform higher education.
- Develop a public profile of the board as actively engaged in shaping the future of the state's higher education system.
- Convey a set of simple, yet compelling messages stressing the board's concern, active involvement, credibility, influence, and commitment to improving higher education opportunities for Washington citizens.

## Initial Objectives

This plan calls for the HECB to provide the public and key stakeholder groups with interesting, timely, and high-quality messages about the major strategic work being accomplished by the HECB in 2007 and beyond.

- Over time, create a sustained effort to disseminate information about the HECB. This will build greater public and stakeholder awareness about and support for our agency.
- Messages in the coming year will focus on the development of a new Master Plan, with specific focus on the elements of the Washington Learns report.
- We also will create new print pieces that tell our story more effectively: a general brochure about the HECB; an annual report; more attractive and readable program brochures; and special publications like the recently completed Accountability Summary Report.
- Busy decision-makers need accurate and timely synopses of our work. Therefore, we have begun producing a monthly online newsletter that summarizes board reports and provides other timely information.
- Through a redesigned Web site, we will report on college readiness efforts, accountability, high-demand program development, capacity issues, financial aid issues, and student access issues in a way that helps people develop a comprehensive, contextual understanding of higher education in our state.
- We will work closely with the two- and four-year institutions to collaborate on messages, as we did in the recent Accountability Report.
- We also will seek to attain greater public and stakeholder awareness about these issues by aggressively seeking thoughtful press coverage (editorial page reports).

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

# Communications Plan
## Strategies - 2007

## Strategies - 2007

- Issue monthly online stakeholder newsletter.
- Plan, write, edit, design and produce a new agency Master Plan.
- Develop public and stakeholder awareness about the Master Plan and encourage feedback.
- Build employee awareness about the Master Plan and the organization's vision, mission, and goals through expanded internal communication effort.
- Improve the materials used to communicate with legislators and the executive branch.
- Create new agency publications with consistent brand identity to serve divisional needs.
- Redesign the Web site. Promote greater use of the site.
- Proactively engage the media to obtain coverage of key issues.
- Incorporate central boilerplate messages about the HECB into all publications.
- Increase press visits/editorial board meetings.
- Create general information pieces that tell the HECB story (print/online).

## Strategies Beyond 2007

### Web Site Improvement

The current Web site is attractive, fairly navigable, and is kept up to date reasonably well. However, it could be much better. A redesign would make the site more user-friendly, permit better emphasis on key messages, and provide a more contemporary look and feel. The emphasis should be on messages, navigability, and appearance.

### Annual Report

The HECB currently does not produce an annual report to track our accomplishments for a calendar year. Such a piece could be developed in tandem with the annual 'facts' piece. It would not have to be overly complex – we already may be gathering all or most of the necessary information. It could strengthen our effort to chart progress on Master Plan goals and strategies.

### Design Consistency

HECB publications currently do not have a consistent design and feel. Having all publications fall under a common design format would strengthen organizational identity. This is not to say all publications should look alike. They simply need to carry some common design elements (our logo and a consistent set of messages).

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

**Communications Plan**
**Background**

# Essential Qualities of a Comprehensive Communications Plan

The role of communications is to help an organization build public and stakeholder understanding, support, confidence, and enthusiasm for its central mission and goals.

Communicators identify, articulate, and deliver messages to the public and stakeholder groups in support of this central objective.

The HECB will be successful in developing a stronger and more persuasive public profile if it approaches the task of creating and delivering messages in a more strategic and consistent manner.

## Messages

Effective messaging represents the core of effective communication planning.

To successfully communicate, organizational messages must be honed to their essence. People often make decisions about complex subjects based on 'instinct.' An effective message produces not only an intellectual but also an emotional response.

*Effective messages are contextual. They link back to central organizational tenets and strategies.*

Master planning and effective messaging are inextricably linked. An organization that achieves its communication goals is effective in continually articulating the main points of its strategic plan.

## Qualities of Effective Messages

Consistent
Clear, Concise, Accurate
Timely
Contextual
Targeted
Reliable
Insightful
Impactful

## A Media-Saturated Society

People are bombarded by messages. They have very little time or capacity to absorb new information. Organizational messages delivered repeatedly—preferably through a variety of media—are the most effective way to build awareness.

## Communication Modalities

Press, Radio, Television
Word of Mouth
Advertisements
Public Service Announcements
Public Forums
Speeches
Internet Websites
Email/Direct Mail
Brochures/Flyers/Booklets
Reports/Policy Documents

## Cost Effectiveness

Cost is a key factor in selecting the media appropriate to accomplish a communication goal. The more frequently an individual hears a message, the more likely the message will make an impact. But repetition can be expensive.

Relatively few organizations have the resources to create and continually deliver messages through high-impact media such as television. Therefore it is important to plan and execute message delivery carefully.

*Communication expenditures should be evaluated on the basis of the results they will produce. Accountability is essential.*

## Weighing Alternatives

To determine which set of media strategies might be appropriate to realize a particular objective it is necessary to develop a working knowledge of the strengths and weaknesses of various communication modalities.

Comprehensive communication plans rarely rely solely on one or two types of message delivery mechanisms. They make full use of all the alternatives available.

Some media, such as television, radio and outdoor billboards, can be effective at raising short-term awareness – announcing an upcoming event, for example.

Other strategies, such as direct mail, are used to encourage a person-to-person response (a solicitation letter).

More complex, nuanced messages require a multi-faceted delivery strategy. You cannot explain a university budget in a 30-second television ad.

## Message Strategies

### Newspapers / Radio / Television

Attempting to get complex messages out through a third party, such as a newspaper, carries a number of disadvantages. These include lack of consistency (messages that are 'lost in translation'), the temporary nature of printed news (yesterday's newspaper) and the ever-present possibility that someone at the paper may not like your message.

Still, newspapers (and to a lesser extent television and radio) represent an important forum for the discussion of ideas because they, of all media, are most likely to be read by people in a position to influence outcomes. Editorial page material is particular important in this context.

Therefore, any comprehensive communication plan involving relatively complex messages must have a press component. Typically such a plan includes:

- Regular visits with 'beat' reporters.
- Regular and reliable news releases.
- Editorial board meetings to discuss in-depth issues.
- Calendar listings and other special notices.
- Comprehensive and timely response to media questions.
- Robust, easy-to-navigate Web sites.

### Web Sites

Web sites need to contain timely, compelling, comprehensive, and easily-navigable information. Web site development improves internal and external communication. It provides a consistent source for in-depth information that explains organizational goals in context.

### Email Lists

Email lists also provide an important avenue for message delivery. Keeping email lists updated is highly important and can be labor intensive.

However, email provides a direct, *interactive* information link to stakeholders or interested parties. By targeting messages, we give each group just the information they need and want delivered directly to their preferred email address accessible by them when they have the time to reflect.

## Print Publications

Print publications are necessary to reach audiences who cannot be reached through electronic messaging.

Print publications have a number of advantages. They are portable, tactile, and familiar. They are also expensive to print and distribute.

HECB print publications provide specific stakeholder groups valuable information: financial aid information to students/parents; GET information to parents; special program information to targeted groups.

*At the HECB, print publication production tends to be somewhat decentralized. This has led to a variety of design styles. It also has inhibited the general messaging potential of these publications.*

- Each publication produced by the HECB should deliver a central set of common organizational messages in addition to the specific information they are designed to convey. Otherwise, the HECB loses the opportunity to build awareness about its central mission and goals.
- The HECB should institute a central review and approval process for all publications by the Communications Office. Design standards should be developed to help establish a clear organizational identify.

In general, when considering print publications, a valuable exercise is to ask the question: "Can it be done differently?"

## Public Meetings / Open Forums

Necessary to obtain public input and feedback, public meetings also offer a direct communication pathway to stakeholders.

Many public meetings held by organizations (in general) are not well organized or thought through strategically.

*Whether soliciting public opinion or making presentations, meeting organizers need to spend more time strategizing about potential meeting problems and outcomes with professional communicators.*

Presentation materials are particularly important and should be reviewed by communications professionals during their developmental stages to ensure message flow and impact.

## Speeches

Speeches to stakeholder groups also need to be carefully prepared and edited to ensure the information being presented is consistent with information available through online or printed documents and that key central messages are conveyed.

## Employee Communication

*Well-informed employees who understand the organization's mission and vision constitute a valuable resource in the effort to achieve public and stakeholder support.*

Effective organizations invest time and money making sure their employees are fully invested in the organization's vision, mission, and goals.

*The development of a new Master Plan presents an opportunity to build awareness among all employees about the HECB's central mission and purpose.*

## Reports / Policy Documents

In line with other recommendations, reports and background documents should carry general organizational messages and a common design element.

## The Role of Communicators

Communications is not a discrete activity. It is embedded in all organizational activity – especially in organizations that produce written word product.

*In developing effective organizational communication strategies, it is necessary to view communicators as experts in message articulation and delivery.*

Communicators are an essential link in the effort to achieve greater organizational credibility. As such, they should be included in the discussion and preparation of all documents created by organizations designed for external audiences.

## Accountability

Unlike advertisers, who are selling a product, public relations professionals work to change the way people think about particular issues.

*Changing how people think cannot be accomplished by one campaign or strategy. A collective and persistent effort carried out over time and on many fronts is needed.*

Effective organizations never stop refining their communications work.

## Outcome Measurements

- Track media placements.
- Track message responses.
- Administer customer surveys. Seek continuous feedback from Web site.
- Conduct a baseline attitude and opinion survey about higher education. Update every three years. Regular attitude and opinion surveys can be used to identify specific issues that need to be addressed. These should be conducted professionally. They are a good way to gauge progress.
- Conduct regular post-campaign sessions to analyze what worked and what did not.
- Seek the opinions of our peers and our employees through surveys and word of mouth. Employee surveys allow organizations to continually measure the effectiveness of internal communication efforts.

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# Communications Plan
## Support Needed

## Communication Services

The Communications Division provides a broad array services for the agency's divisions:

- Writing and editing services for all divisions, including the preparation of agency reports, brochures, fact sheets, presentation materials, correspondence, background documents, and many other incidental items.
- Development of board packet materials and ancillary documents.
- Web site posting and content development and organization.
- Media relations, speech writing, event preparation, and legislative support.
- Strategic master planning.
- New publications development and communications planning.
- Master plan development.

## Support Needed

- Additional administrative support is needed to:
    - ◊ Create, maintain, and update the proposed segmented email lists.
    - ◊ Coordinate the distribution of print and online documents.
    - ◊ Provide professional staff support during legislative session.
    - ◊ Perform routine updates to agency's Web pages.
    - ◊ Proofread and prepare correspondence for distribution.
    - ◊ Collect data about higher education institutions.
- An additional professional staff person is needed to:
    - ◊ Coordinate a more strategic approach to agency publications.
    - ◊ Write, edit, and produce new publications outlined in the communication plan.
    - ◊ Edit and prepare promotional strategies for agency reports.
    - ◊ Carry out continuous improvement initiatives.
    - ◊ Provide additional writing and editing capacity for periods of high service demand.

## Background

The Communications Division does not have enough staff to perform all the editing and writing work, all the media relations work, *and* accomplish all the objectives outlined in this plan.

There are three people in the office: the public relations director, the communications director, and the communications specialist.

During the legislative session, the communications specialist works about half-time for the director of government, college and university relations. During the session we are constantly behind on our regular work. For example, there is only one other person – already working a full-time job – who can post work information to the Web site and prepare reports for publication.

Every report, every published piece, all board packet materials, and much of the correspondence undertaken by the agency is run through this office, which also manages the Web site and provides substantial support for communications work carried out in the divisions.

The Communications Division needs an administrative support person and a publications/web editor to enable it to meet increasing internal demand for assistance and heightened board expectations.

## Staffing History

The Communications Division lost a full-time editor to GET in 2006. Part of this loss was offset when the legislative duties of the previous director were re-assigned. Still, in a climate of increased expectations the division now has about 70 percent less direct support than it did a year ago.

The director of public relations will have to spend considerable time helping develop, write, edit, and promote the agency's Master Plan in 2007. This will reduce his ability to carry out strategic work on the communications plan and will limit his ability to provide direct support to the executive director, deputy director, and others who seek his assistance.

Demand for new publications is likely to increase in the coming year as new programs mandated by the Legislature are implemented.

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# Strategic Master Plan Development

During the coming year, the Communications Division will help organize the development of the 2008 Strategic Master Plan for Higher Education. The board, staff, and key stakeholders all will be involved in this effort. The structure and content of the plan will be of particular importance, not only in guiding the agency's work, but also in establishing a new public agenda for higher education in Washington.

## Proposed Key Organizational / Message Areas for Strategic Master Plan

The recommendations and guidance found in the *Washington Learns* report should provide focus for the plan, but we also have been encouraged to think more broadly—about building a platform from which to view higher education more strategically—looking 10 years and more into the future.

Some of the *Washington Learns* recommendations that align with goals and objectives outlined in past master plans are being pursued in one form or another by the HECB and the state's public colleges and universities. Fully integrating these ongoing efforts into the context of a new plan will be essential. The new plan also should place a premium on developing as-yet-undefined, innovative approaches to emerging issues and identifying new long-range challenges.

## Initial Discussion

Developing a new higher education agenda for the state will require a substantial amount of collaborative work with the institutions, the HECB Advisory Council, the proposed new P-20 Council, the legislative and executive branches, other governing boards and councils, and additional stakeholder groups.

The vision, values, mission, and goals articulated will provide guidance as the objectives and strategies contained in the new Strategic Master Plan are fully developed. Therefore, this work must proceed first in the overall planning and development process.

Following is an outline meant to *stimulate discussion* and provide *organizational context* for the strategic master plan. The outline:

- Addresses vision, values, and mission development first.
- Provides a proposed planning schedule.
- Identifies five potential major goals.
- Suggests elements, many linked to either current planning efforts or Washington Learns, that can be used as a starting point from which to consider key strategies.

The process of developing a statewide mission and vision for higher education was initiated last fall by the HECB. The four-year institutions have been asked to provide their most recent vision/mission statements. These are being reviewed with the intent of developing fully integrated HECB vision and mission statements for the state.

A typical strategic plan contains a vision statement, a mission statement, and a values statement. It also contains a set of major objectives or goals. Beneath each goal are listed strategies to accomplish the goal. The strategies typically contain a statement about the challenge being addressed; the proposed solution; a timeline and cost; who will participate; how the strategy fits in the context of other work; and how it the outcome will be measured.

## Vision Statement

A vision statement typically addresses the direction higher education is heading from a 30,000-foot perspective. What do we want to be? A new vision statement would provide an opportunity to re-state the need for a public higher education agenda in Washington. Words that might fit this proposal include seamless, inclusive, accountable, student-centered, dynamic, innovative, responsive – a system committed to preparing students to shape Washington's future in the 21st century.

## Values

Values differ slightly from goals in that they express the holistic sense of the enterprise, the moral principles that guide us in pursuit of our goals.

| | |
|---|---|
| *Accountability* | *Discovery* |
| *Collaboration* | *Innovation* |
| *Inclusiveness* | *Access* |
| *Discovery* | *Affordability* |

## Mission

Mission statements are purposeful, intentional and shared by the whole community. The mission statement will offer the board an opportunity to define and articulate how the state's system of higher education will work. Mission statements typically provide an umbrella under which to place the major goals. They are more action-oriented than vision statements. Words that might address the mission include: working collaboratively and strategically to support student success; ensuring accountability; maintaining affordability; valuing diversity; addressing critical state needs; supporting research and innovation; and, meeting global challenges while strengthening local communities.

## Goals

Goals articulate, generally, what we intend to do to accomplish the mission. They develop a framework for the strategies designed to achieve the outcomes we determine are important.

## Strategies

Strategies are the 'how' of the plan. Several strategies will be needed to accomplish each goal. Each strategy will contain accountability measures to help determine if the desired outcomes are being accomplished.

## Ideas Expressed at 2006 Board Retreat

The following is a brief synopsis of some of the main ideas expressed by board members at their 2006 retreat on strategic planning. These ideas will be of value in identifying the new vision, values, mission and strategies contained in the 2008 plan. They also contain specific

recommendations that can be encompassed in the strategies identified to accomplish the mission and goals.

- Leading with a bold, compelling vision & strategic direction
- Advocating for educational excellence
- Expanding system capacity
- Enhancing system effectiveness & accountability
- Ensuring educational relevance & quality
- Providing relevant information & research
- Acquiring public & private resources
- Ensuring access & affordability
- Communicating the value & benefit of higher education

### Other Institutional Mission Statements

Recently, the HECB received revised mission statements from all of the four-year institutions and from the SBCTC as part of a review being conducted, which will used as the HECB works with these institutions to develop a new statewide role and mission for Washington's higher education system. Highlights from the University of Washington's mission, vision, and values statement, recently updated after many years, are included below as an organizational roadmap, but also because they contain many key words the board may consider essential to the broader state higher education mission that will be developed as part of the Strategic Master Plan.

## Recent University of Washington Vision / Mission / Values

### UW Vision

The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.

Discovery is at the heart of our university.

We discover timely solutions to the world's most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation, and the world.

### UW Values

*Integrity*
*Diversity*
*Excellence*
*Collaboration*
*Innovation*
*Respect*

The University of Washington's vision and strategic priorities reflect the core values and culture that make us great and unique.

## UW Standard of Excellence

We recruit the best, most diverse and innovative faculty and staff from around the world, encouraging a vibrant intellectual community for our students. We link academic excellence to cutting edge research through scholarly exploration and intellectual rigor. We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.

## Academic Community

We are educators and learners. We promote access to excellence and strive to inspire through education that emphasizes the power of discovery and the foundation of critical and analytic thinking. We foster creativity, challenge the boundaries of knowledge, and cultivate independence of mind through unique interdisciplinary partnerships.

## World Leaders in Research

We have grown into the most successful public research university in the nation in attracting support for our research. Ours is a proud culture of innovation, collaboration, and discovery that has transformational impact.

## Celebrating Place

The natural beauty of the Pacific Northwest envelops us. This is an important element of who we are, for this awe-inspiring place not only anchors us, it reaffirms our desire to effect positive change in the world around us. We accept gratefully our role in preserving and enhancing Washington: the place, the people, our home.

## Spirit of Innovation

As Washingtonians, we are profoundly optimistic about our future. Based on our past and present, we find inspiration for the future. Ours is a culture with a determined persistence that engenders innovation and a belief that our goals can be realized.

## World Citizens

We are compassionate and committed to the active pursuit of global engagement and connectedness. We assume leadership roles to make the world a better place through education and research. We embrace our role to foster engaged and responsible citizenship as part of the learning experience of our students, faculty, and staff.

## Being Public

As a public university we are deeply committed to serving all our citizens. We collaborate with partners from around the world to bring knowledge and discovery home to elevate the quality of lives of Washingtonians. This measure of public trust and shared responsibility guides our decision-making as well as our aspirations and vision for the future.

# Schedule for Master Plan Development

## January

- Executive Management Team agrees to plan development schedule.
- Schedule reviewed by board and finalized.
- Schedule posted on master plan development Web pages and communicated to stakeholders through the board newsletter.
- Past plans, current reports integrated and reviewed by committee.
- Discussion of mission/vision/goals. Review of institutional mission statements.
- Plan outline draft discussed.
- Staff assigned to study/respond to material presented.

## February

- Staff response to material formalized/discussed
- Mission, vision, goals discussed and working draft developed with the assistance of the state's four-year colleges and universities.
- Plan outline draft revised and posted on Web site.
- Board reviews plan outline/provides feedback.
- Draft outline modified per board input.
- Draft outline reviewed by Governor's staff/OFM.

**NOTE:** At this point, the plan outline should consist of a reasonably well-articulated vision, mission statement, and five general goal statements. If agreement is reached, the HECB general committee can be split into five groups to begin work developing strategies to accomplish the four goals.

## March

- Groups report on specific strategies associated with each goal. These should include performance measures (capable of being expressed in a GMAP presentation).
- Group discussion about each set of strategies is conducted. Strategies are revised, combined, removed, replaced, etc.
- Web site postings summarize the work of the committees.
- Ten-year planning elements incorporated into each strategy.
- Final set of strategies is sent to executive director for review and feedback.
- Revisions are made per executive director's suggestions.
- A synopsis of all developmental material is created to inform discussion about the plan with board members.
- Executive director and staff hold a presentation meeting with board members (executive committee?).
- Input is received from board/further revisions are made.
- Revised working draft shared with Governor/OFM.

## April

- Committees continue to analyze and more fully develop key strategies for each major goal.
- A final working draft is prepared by mid-May
- Schedule of review sessions developed.
    - Four-year institutions

- Two-year institutions
- SBCTC
- WTECB
- OFM
- Governor's office
- Student groups
- Legislative
- Other key constituent groups as determined

### May/June/July

- Full working draft developed and presented to constituent groups at a series of public forums.
- Notes from each public session transcribed for use by working groups.
- Notes posted on HECB Web site.

### August

- Final comments received from all constituent groups.
- Final edits to working draft by committees.
- Design of piece begun.
- Progress report on Web site

### September

- Design format finalized and working draft incorporated.
- Communications plan for report developed.
- Initial communication work accomplished.

### October/November

- Report posted online in final edited and designed format for further review by key groups, including Governor's Office, OFM, legislators, and key stakeholders.
- Additional comments, input, and revisions if necessary.
- Communication plan includes visits to key editorial boards and press conferences in various regions of the state.

### December

- Report printed and disseminated prior to 2008 legislative session.

# Strategic Objectives 2007-09

## Goal #1
## Support Washington Learns Initiatives
## Math/Science/Early Learning

Key math and science and early learning objectives identified in the *Washington Learns* report have long-range planning implications. Although the initial performance measures have fairly short timelines, this overall effort will play out over a 10-year period and possibly beyond as new objectives are developed. The HECB and the state's higher education institutions will play a key role in helping coordinate and develop the following initiatives in the short and long term.

### Early Learning

- Increase availability of early learning teacher training through participation in the following initiatives:
    - Credit for community-based training and experience.
    - Ensure credits transfer among institutions.
    - More classes in rural communities and during evenings & weekends.
    - Stronger links between early learning & high school.
    - Improve math & science education for early learning teachers.
- Participate in the development competitive compensation standards based on GCS benchmarks for early learning, K-12 teachers and staff, and higher education faculty and staff.
- Assist in developing revised requirements for college and university teacher preparation programs to match the new knowledge and skill-based performance system.

### Math/Science Education

- Develop and expand the Future Teachers Conditional Scholarship & Loan Repayment Program for teachers who commit to a period of teaching math and science in Washington.
- Participate in public/private effort to pilot math/science pathways from middle school through college and career.
- Create new scholarship program for students who do well on the math and science section of the WASL.
    - Develop and support an effort to win an appropriation for matching funds to purchase GET shares for high school students graduating in the class of 2010.

## Goal #2
## Ensure Affordability

### General Enrollment Increases

Develop a long-range higher education funding strategy based on performance outcomes. Achieve annual support equal to at least the 60$^{th}$ percentile of per-student funding at comparable institutions within the Global Challenge States within 10 years. Explore other alternative funding models for higher education linked to outcomes rather than those based on enrollment.

### Tuition

Work to achieve long-range, predictable tuition rates at Washington higher education institutions based on the *Washington Learns* proposal to set tuition limits while raising the state's overall level of support. Inform college students and their parents about the contribution Washington is making toward their higher education and workforce training.

### Financial Aid

Continue to advocate for increased state support of financial aid programs: *Washington Learns* Scholarship; State Need Grant, Educational Opportunity Grant, GEAR UP, Running Start, Future Teachers Scholarship, Health Profession Loan and Scholarship, Regional Opportunity Grants, GET Shares for Math and Science Scholarships, and State Work Study funding.

Develop a more comprehensive, long-term process to continually assess and improve financial aid linked to a better understanding of how financial aid affects the performance of students as they transition through the higher education system.

## Goal #3
## Promote Access/Success

### Strengthen College Readiness

Continue work on improving college readiness by aligning high school graduation requirements (a minimum three years of math) and college admissions standards as proposed in *Washington Learns*; developing a college readiness test; conducting college readiness pilot projects to test recently developed college readiness standards and strategies; participating in other programs with K-12 and the community and technical colleges designed to reduce the need for remediation.

### Improve Progress to Degree

Implement a statewide, *Web-based advising system*; expand programs that have proven to be successful in improving the rates of low-income and first-generation college students who stay in college and earn a degree; pilot math/science pathways from K-12 through college and career; reduce barriers to collaborative efforts with the community colleges; expand the academic programs and student services available through the research institution branch campuses.

### Reduce Barriers for Non-Traditional Students

Implement recommendations of the Diversity Report; increase ABE/ESL programs; develop a statewide student record unit database to improve our ability to develop programs that deliver specific outcomes.

## Goal #4
## Respond to State and Regional Program Needs

### Plan for Enrollment

With OFM, SBCTC, WTECB and the ICW, develop 10-year enrollment projections that identify the enrollments needed at all degree levels, and in all areas of the state; further address the need for baccalaureate capacity in Snohomish, Island, and Skagit counties; optimize the use of existing space to meet program needs; expand private sector partnerships to deliver on-site programs; and, pursue innovative agreements with private colleges and universities.

### High-demand Enrollment Increases

Significantly increase the development of high-demand degree programs throughout the state system of higher education. Meet the needs of local communities, students, and employers by investing in high-demand apprenticeship and certificate programs to educate the next generation of skilled laborers, mechanics, and technicians.

### International Learning Opportunities

More than ever, our education system must prepare world citizens who respect cultural differences, who understand political differences, and who can make informed choices among different policies. Higher education must support international learning opportunities to help advance Washington's status as a leading international trade state and to compete in the global economy.

### Technology

*Washington Learns* calls for all education institutions to constantly monitor and regularly modernize new technology and best practices, and never again settle for a cycle of reform that occurs only once a decade. Investments in improved and more transparent reporting and accounting systems will enable institutions to track student outcomes and show taxpayers exactly how dollars are spent.

Increased virtual learning opportunities will enable more students from more places to reach higher levels of education and have more diverse experiences – students who are unable to get to a college campus or who learn better using technology. More Washington residents who do not live near a college campus will complete certificates and degrees.

### Small Business Assistance

Continue to support partnerships among community and technical colleges, unions and businesses to identify regional workforce skill gaps, and provide opportunities for adults to get training for jobs and careers that fill those gaps. The SBCTC and the Higher Education Coordinating Board will evaluate these projects and submit a report to the Governor and Legislature by November 15, 2008. The results of that report will be used to determine if the projects should be expanded.

## Goal #5
## Promote Institutional Accountability and Excellence

### Accountability

Continue to develop and refine 10-year accountability goals for the state's higher education institutions in collaboration with the P-20 Council.

### Increase State Research Funding

Increase support for basic and applied research proposals with the potential to positively impact Washington's economy. Seek ways to combine public/private support to meet critical objectives.

Define and support innovative programs to increase the state's global competitiveness. Assess and develop programs to support regional state economic development.