

BOARD MEETING AGENDA
State Investment Board Room
2100 Evergreen Park Drive SW, Olympia
February 22, 2007

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

8:00 **Welcome and Introductions**
Mr. Bill Grinstein, HECB chair

Approval of the January 25, 2007 Meeting Minutes **1**

8:15 **Panel Discussion: 2008 Master Plan** **2**
Ann Daley, executive director, will introduce a panel of legislators and senior higher education leaders to discuss key policy issues and higher education’s role in implementing the vision of Washington Learns through the 2008 Master Plan for Higher Education.

Panel 1

- Sen. Paull Shin, chair, Senate Higher Education Committee
- Rep. Deb Wallace, chair, House Higher Education Committee

9:00 **Panel 2**
• Terry Bergeson, chair, Washington Learns K-12
• Denny Heck, chair, Washington Learns Higher Education
• Jone Bosworth, director, Department of Early Learning
• Deb Merle, higher education policy advisor, Governor’s Office

9:45 **Information & Discussion: Legislative Update** **3**
Chris Thompson, director of government, college and university relations, will provide updates of legislative activities affecting higher education.

10:15 **Education Committee**
Dr. Sam Smith, chair

Information & Discussion: Status Report on Program Approvals **4**
The HECB is charged with planning and coordinating academic programs and off-campus facilities, including teaching sites and centers. This is an informational report that does not require board action at this time.

10:30 Information & Discussion: Final Report – Essential Components of a Web-Advising System 5

The Connections Group will present its final report on focus groups conducted to develop a prioritized set of requirements for a statewide, Web-based advising system.

11:00 Panel Discussion: 2008 Master Plan

Panel 3

- Andy Bodman, provost, Western Washington University
- Charlie Earl, executive director, SBCTC
- Don Bennett, interim executive director, WTECB
- Violet A. Boyer, president and CEO, ICW
- Terry Teale, executive director, Council of Presidents

11:50 Public Comment

12:00 Adjournment

Public Comment: A sign-in sheet is provided for public comment on any of the items presented above.

Meeting Accommodation: Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.

Higher Education Coordinating Board 2007 Meeting Calendar

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

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

January 2007

Draft Minutes of January 25, 2007 Meeting

HECB Members Present:

Mr. Gene Colin, chair
Mr. Bill Grinstein, vice chair
Mr. Jesus Hernandez, secretary
Mr. Charley Bingham
Ms. Ethelda Burke
Ms. Roberta Greene
Sen. Betti Sheldon
Dr. Sam Smith
Mr. Jonathan Sprouffske

Welcome and Introductions

Higher Education Coordinating Board (HECB) chair Gene Colin began by welcoming everyone to the meeting and asked audience members to introduce themselves. He then thanked The Evergreen State College and Dr. Les Purce, president of the college, for hosting the meeting, and invited him to say a few words.

Dr. Purce welcomed the board and the audience, and brought attention to recent renovations in Evergreen's Longhouse Education and Cultural Center. He highlighted the HECB's contribution to the improvements in the form of capital budget recommendations. As a welcome, Dr. Purce presented board members with stuffed geoducks and sang the Evergreen Alma Mater and the Geoduck Fight Song.

Rep. Deb Wallace (17th District, Vancouver)—chair of the House Higher Education Committee—also introduced herself and affirmed her belief in the upcoming partnership between the board and the Legislature. She stressed the importance of education in Washington, and noted that it is a top agenda item for Gov. Gregoire. Rep. Wallace encouraged members of the board and HECB staff to contact her with their thoughts and ideas.

Dr. James Sulton, HECB executive director, then took a few minutes to praise and thank Joann Wiszmann, former HECB deputy director, for her service to the state and presented her with a plaque recognizing her six years of service with the agency.

Action: Joann Wiszmann recognized for her service to the state

Charley Bingham moved to approve the resolution thanking Joann Wiszmann for her service (Res. 07-04); **Roberta Greene** seconded the motion, which passed unanimously.

Action: meeting minutes approved

Sam Smith moved to approve the minutes of the December 14, 2006 meeting; **Greene** seconded the motion, which passed unanimously.

Action: College Readiness Report unanimously approved

Smith moved to approve the College Readiness Report (Res. 07-01); **Betti Sheldon** seconded the motion, which was unanimously approved.

Action: 2007 HECB elections

At the most recent executive committee meeting, Bill Grinstein, Jesus Hernandez, and Sheldon were nominated for the posts of board chair, vice chair, and secretary, respectively.

Smith moved to approve the election of the nominees for board leadership positions; **Bingham** seconded the motion, which was unanimously approved.

Greene commended former chair Colin on his excellent leadership and his ability to expedite extraneous matters while making other members of the board feel valued. She suggested the board consider amending its bylaws to include the former board chair as a member of the executive committee, so as to benefit from their experience and wisdom.

Grinstein applauded the idea and suggested that Colin be an invited guest to executive committee meetings until the bylaws could be amended.

Report of the executive director

HECB Executive Director James Sulton began by encouraging all those present to watch this year's Super Bowl – noting that both coaches are African American. He stressed that this is no accident, but an outcome of the “Rooney Rule,” which requires that every National Football League coaching search include minority candidates in its applicant pool. Sulton said such intentional action is the remedy to inequality, and that the NFL rule should serve as a reminder to college presidents and boards as they hire presidents and provosts. It's important to remember that the current disparity is not the product of accident, but of intentional discrimination. To right this wrong, we must be deliberate and intentional in our efforts, Sulton said.

Web-based student advising system

Andi Smith, associate director for academic affairs, briefed the board several months ago on the status of this project, which enables any community college student in the state to explore degree programs at any Washington institution. HECB staff members have held focus groups around the state featuring students, faculty, and staff. Students have endorsed the program as long overdue. The final report on results will be completed in early February.

The first major test of the Web-based advising system pilot project was conducted successfully last week between Bellevue Community College and the University of Washington. Students

participating in the test indicated they wanted to start using it right away. Academy One, HECB's private partner in the venture, is incorporating feedback from the initial trial and will test the software again. The system is scheduled to go live in mid-February. HECB staff have been meeting with staff from the State Board for Community and Technical Colleges (SBCTC) to determine how this system will work with SBCTC's Web-based advising system.

Work plan on gender equity in higher education

After approving a report on gender equity in December 2006, board members expressed concern about the issue of gender equity among faculty at public institutions. The HECB work plan to ensure gender equity calls for research on specific questions regarding gender equity among faculty and in faculty hiring practices – and also includes a timeline for further board action on the issue.

Greene said sometimes the board approves reports that are never again addressed, and it is important to take further action on certain issues. The board as a whole must think of ways to become more proactive in showing its support of such issues as diversity and gender equity, she said.

Grinstein concurred and added that this question had been raised at the last executive committee meeting. Reports are only as good as their implementation, and the HECB must aggressively take the next step, he said. The board needs an implementation plan and a board liaison on gender equity and diversity issues.

Hernandez said issues such as diversity and gender equity need champions who will actively support and collaborate to move an issue forward – much like what Jim Sulton was able to do for the report *Diversity in Washington Higher Education*, issued in December 2006.

Ricardo Sanchez, HECB associate director for academic affairs, said consultants and institutional representatives have been meeting to determine the next steps in developing a comprehensive diversity plan for Washington higher education. Sanchez said university presidents need to be at the table to ensure the HECB has institutional support at the policy level. An initial goal is to ensure that every institutional mission statement includes diversity as a priority for education excellence.

Report of the Fiscal Committee

Bingham, fiscal committee chair, said Gov. Gregoire had prioritized higher education in her budget, focusing on affordable access and funding with results. The next step is to sustain and improve higher education funding.

Overview of Governor's Budget

Jim Reed, interim director of fiscal policy, Kathy Raudenbush, HECB fiscal policy analyst, and Marziah Kiehn-Sanford, HECB associate director of fiscal policy, presented. In November 2006, the board adopted a set of operating and capital budget recommendations for the 2007-09 biennium. After reviewing these, the governor released her budget proposal in December. Both the HECB's and the governor's budget proposals are under consideration by the 2007

Legislature. Reed said the governor's proposed budget was sound and well thought-out, with initiatives entirely consistent with and supportive of the HECB's proposals. It includes more than \$500 million in policy management funding for higher education – a 65 percent increase from the current biennium. The governor's budget also includes more than \$1 billion to meet capacity needs at institutions. Other substantial budget increases include 8,500 new FTE slots and \$82 million for economic needs, including research and high-demand enrollments. The budget also addresses compensation for classified and exempt staff.

The governor's capital budget proposal also equitably addresses two- and four-year building needs, Reed said. This is a starting point; the HECB must work to sustain the governor's commitment, Reed said.

Grinstein said the fiscal committee discussed the need for a common definition of high-demand programs and the fact that economic forecasts will play a greater role in influencing higher education budgets, especially in the area of workforce training.

The governor's capital budget includes \$1.06 billion for higher education; approximately \$546 million for the 4-year institutions and \$513 million for the community and technical colleges. Compared to previous budgets, there is a decrease in the proportion of bond funding in the capital budget for higher education and an increase in the use of local funds. About \$816 million of the \$1.06 billion will come from bonds, including about \$220 million in Gardner-Evans bonds, which are tied to prioritization of the four-year institutions' capital project needs. The budget funds 100 percent of the community and technical colleges' prioritized list and about 75 percent of the four-year institutions' list. Branch campus development is a priority in the governor's budget. The governor's budget would fund a continued study of the Skagit, Island and Snohomish (SIS) counties' need for higher education, which was not included in the HECB's recommendations. Operations and maintenance funds continue to be transferred from the operating budget to the capital budget.

Enrollment: Recent Trends and Projections

Reed and Patty Mosqueda, HECB policy associate for fiscal policy, presented. Total projected enrollments for 2006-07 are about the same as budgeted. Between 1996 and 2006, enrollment increased steadily. Budgeted enrollment failed to keep pace with this growth. In the early 2000s, overall enrollment reached a plateau. This allowed budgeted enrollment to catch up with actual enrollment. Enrollment has begun to increase again, and is expected to continue to increase throughout the next decade. Budgeted enrollment has increased at an average of 3,000 FTE per year.

Bingham said these numbers don't indicate whether increases in enrollment translate into additional degrees conferred; the HECB must focus more on outcomes. Furthermore, there is little comparison of the ratio between the growth of the college-eligible population and increases in enrollments. These need to be addressed as a matter of policy.

Grinstein suggested also looking at data dealing with acceptance rates, cost increases, growth in high-demand slots, and over-enrollment funding.

In reply to Colin's question regarding what happens after the current demographic groundswell (which is purported to peak in 2010), Grinstein replied that the next strong increase in population is projected for 2016.

Report of the Education Committee

WSU Tri-Cities four-year program

Vicky Carwein, chancellor of WSU Tri-Cities; Don Lynch, vice chancellor for academic programs at WSU Tri-Cities; and Randy Spaulding, HECB director of academic affairs, presented. In 2006, the Legislature authorized WSU Tri-Cities to offer lower-division and freshman-level courses in fall 2007, subject to HECB approval. A report proposing this transition was presented by the education committee, which recommended board approval.

Carwein read letters of support from Richard Cummings, acting president of Columbia Basin College (CBC); Kelly Sullivan of Pacific Northwest National Laboratory (PNNL); Chris Johnson, president and CEO of the Tri-Cities Chamber of Commerce; and Karl Adrian, president and CEO of the Tri-Cities Development Economic Council (TRIDEC).

Carwein said the plan was solid, rational, and realistic, proposing a small cohort of 45 students in fall 2007. This small entering class would permit the comprehensive approach to educating students spelled out in the report, she said. The plan to begin offering a freshman curriculum was developed following consultation with WSU Vancouver and UW Tacoma. Furthermore, WSU Tri-Cities and CBC enjoy a close relationship, and collaboration between the two institutions serves the students well, she said. Other institutions are eager to participate as well.

Lynch said WSU Tri-Cities would conduct a comprehensive needs assessment in the spring and noted that WSU Tri-Cities would be the only public four-year institution in southeastern Washington. He said recruiting efforts were being conducted within a 100-mile radius of the campus, although a lack of student housing probably will result in most freshmen coming from the immediate area.

Lynch said WSU Tri-Cities has an excellent relationship with CBC, and representatives from the two campuses have met at least twice a month over the past two years. WSU Tri-Cities expects to begin with moderate funding, high expectations from the community, and good resources in CBC and PNNL, he said. Two years ago, the institution implemented a coordinated baccalaureate program with CBC, which provides thorough advising so that transfers between CBC and WSU Tri-Cities are seamless. The downside of the program is that it is based on a 2+2 model, and some degree programs—especially in engineering and the sciences—require that students take certain classes as early as their freshman and sophomore years. The solution is to allow students to co-enroll and take the classes they need at either institution.

In response to Bingham's question regarding the relationship between WSU Tri-Cities and the local K-12 system, Lynch replied that education faculty work closely with the local middle schools, especially on math and science education. Furthermore, the Tri-Cities has an umbrella organization that coordinates education in the area and provides a "bridge" between different levels – including representatives from pre-kindergarten through higher education. Also, the WSU Tri-Cities campus is across the street from the local high school.

In response to Grinstein's question about long-term enrollment objectives, Carwein said that while there are no hard numbers, the Tri-Cities community is growing fast and demand will increase. The question of student housing will need to be addressed before a specific enrollment projection can be given.

Hernandez said he was impressed with the level of collaboration and vision he saw when he visited the area.

Action: WSU Tri-Cities four-year program approved

Smith moved to approve the WSU Tri-Cities four-year program (Res. 07-02); **Colin** seconded the motion, which was unanimously approved.

College Readiness – Art, Social Studies, and World Languages

Dr. Michele Anciaux Aoki, of Anciaux International Communication, presented.

In today's secondary education system, students have very little chance to interact with the world and rarely graduate from high school with an international perspective, Aoki said. The Washington Learns report states as one of its goals that all students will graduate from high school with an international perspective. However, current high school graduation requirements do not include a foreign language, while current minimum college entrance requirements include at least two years' study of a foreign language. Language is fundamental to any knowledge base and Washington is isolating itself from the rest of the world by not requiring its high school students to learn a foreign language, she said.

Students in Washington must go through Classroom-Based Performance Assessments (CBPAs) in the arts and Classroom-Based Assessments (CBAs) in the social studies. These assessments are designed to determine the level of knowledge gained, just as the WASL measures math, science and language arts. They require that teachers learn to use classroom projects for assessment, based on a common set of expectations and scoring rubric to ensure fairness from one classroom to the other. Again, Aoki said, world languages were not addressed in education reform, so there are no performance standards. The Superintendent of Public Instruction has agreed to a set of voluntary content standards, which Aoki said is a step in the right direction.

The six main challenges for college readiness are:

1. The gap between high school graduation standards and college admission requirements.
2. Washington state needs world-class graduation requirements.
3. Credits are currently given for seat-time.
4. Ensure continuity of learning from 9th grade through college.
5. More study abroad opportunities – for students as well as teachers.
6. College students are better prepared for the workplace than high school graduates.
Knowledge of a foreign language continues to increase in importance.

Hernandez asked if there were scholarships for students who wish to travel, and suggested that they be included in the Scholarship Clearinghouse the board is currently working on. Aoki replied that an increasing number of such scholarships are available to students.

Jonathan Sprouffske noted that, as a field, social studies actually includes about eight disciplines, and asked if there was any discussion of breaking the field into disciplines and increasing the requirements. Aoki replied that the disciplines are easy to integrate: for instance, it is easy to perform a CBA in economics in a history class.

Grinstein commented that Aoki's presentation is the outgrowth of the HECB advisory council meeting of August 24, 2006 that focused on international education.

Bingham asked what the next steps were in terms of world languages and international education. He then noted that there is no substitute for total immersion in learning a language.

Colin added that calling something a "plan" instead of a "study" ensures action; the next step for the HECB is to come up with a plan.

Comprehensive Accountability Report

Chris Thompson, HECB director of government, college and university relations, and Marc Webster, budget analyst for higher education with the Office of Financial Management (OFM), presented. At its December 2006 meeting, the board approved a summary report that was subsequently printed and submitted to the Legislature. The HECB also has put together a "summary of the summary" brochure, which includes the report's main points. By statute, the HECB's role in accountability is to adopt targets, collect results annually, and report on the results biennially. The focus is at the institutional level for four-year institutions and at the statewide level for the community and technical colleges.

In early 2006, the HECB, state agencies, legislators and representatives of postsecondary institutions held a series of conversations to establish a framework for accountability. The current report is the outgrowth of this framework. Each baccalaureate institution has developed three performance measures that reflect their unique role, mission, and priorities.

At the four-year level, the number of bachelor's degrees conferred, bachelor's and advanced degrees conferred in high-demand areas, freshman retention, and efficiency are measured. Extra data include the number of Pell Grant recipients, institution-specific measures, context measures, and HECB indicators (to track the agency's performance). At community and technical colleges, the number of associate degrees, number of ready-for-work students, and number of ready-for-transfer students are measured.

The above measures are included in the report because the 2004 Legislature asked for draft performance contracts. While enrollment was the only factor the Legislature asked about, the HECB also decided to look at ways of measuring quality and accessibility. In developing the agency's 2007-09 budget recommendations, staff included the framework and targets that were already in place. It's important for policymakers to understand that these numbers are interrelated. It is not necessarily the best or final work, but it will strengthen the HECB's accountability framework, Thompson said.

Grinstein asked whether, now that there are frameworks, the goals are being defined. Webster replied that the process is underway.

Bingham asked how far the HECB is from setting goals. Webster and Thompson replied that some absent and hard-to-obtain data need to be identified before goals can be set.

Smith asked if the data will be used to develop budgets. Webster and Thompson replied that while the framework is too new at this point, the targets are reflected in the budget and are a strong signal to the institutions.

Smith asked if the outcome goals are priorities for the state, and whether they're reflected in the institutions' strategic plans; in short, what effect this report will have, and whether the goals are effective. Colin asked for clarification in the relationship between institutions' strategic plans and the accountability report, and added he didn't see the point in working on accountability if it wasn't reflected in concrete terms in institutional plans. He then invited Jane Sherman, WSU associate vice provost for academic affairs, and Fred Campbell, UW dean emeritus, to come forward and explain how they would be using the accountability framework and targets set by the HECB.

Grinstein added that accountability doesn't work unless goals are set before the framework is set. He asked how to develop communion between the institutions and the HECB.

Campbell noted that strategic goals at institutions never have hard numbers attached. Institutions aren't driven by strategic goals as much as they are driven by end-points such as those set by the HECB. For example, an HECB-set factor such as time-to-degree will not be included in the institution's strategic goals, but academic leaders will use it as a guideline in advising students and allocating efforts. In short, the goals are an external force that brings about internal change.

Sherman added that each strategic goal includes a series of sub-goals with specific action items. Accountability measures are a good tool to dialogue with the state and find out if WSU is meeting the needs of the state. The mantra is that the institution's own accountability measures have to reflect the HECB's plan for the state.

Smith asked if relatively flat enrollment numbers make it wise to provide funding based on FTE slots, or if the HECB should be using other criteria. Campbell replied that WSU just experienced a growth spurt, but will eventually plateau; at that point the institution will be ready to address participation rates, which is currently Washington's biggest educational issue. Sherman added that Washington Learns is a move in the right direction, and institutions should experience continued growth in the number of applicants. It's important to note that just one institution can't be responsible for the participation rate, and that the HECB should be accountable as well.

Grinstein noted that similar conversations have taken place at education committee meetings. Participation rates and outcome goals are a closed system, and it's important not to become so prescriptive as to lose flexibility. Bingham added that the HECB has the opportunity to imagine higher performance levels.

Sherman added that since the data are recorded annually and targets are reported biennially, institutions have the opportunity to measure their progress.

Greene invited the provosts present at the meeting to come forward and speak about the accountability report. WWU provost Andy Bodman stated that each institution's goal is to

provide the best possible education, while moving toward the benchmarks set by the HECB. He pointed out that the board is missing one issue: When performance contracts are discussed with OFM, a desired measure was state-subsidy-per-FTE.

Action: Comprehensive Accountability Report Approved

Smith moved to approve the Comprehensive Accountability Report (Res. 07-03); **Greene** seconded the motion, which passed unanimously.

Report of the Executive Committee

Legislative Update

Chris Thompson presented. HECB staff members have been busy giving presentations at the Legislature and helping legislators get up to speed on issues surrounding higher education in Washington. Soon the Legislature will hear from the governor on Washington Learns, which focuses heavily on financial aid and proposes many new or changed programs:

- Washington Learns Scholarship Programs (SB 5098)
- GET Ready for Math and Science
- Regional Opportunity Grant (HB 1096 / SB 5410)
- State Need Grant
- Tuition policy
- HECB changes
- Education research

Proposed bills related to student financial assistance are:

- State Need Grant Structure (HB 1222 / SB 5411): Students whose income falls within 75-85 percent of the median family income would become eligible for the State Need Grant.
- State Need Grant Eligibility (HB 1179): Students taking 3 to 5 credits would become eligible for the State Need Grant.
- Low-Interest Loans (HB 1354): Low-interest loans would be offered to students who have unmet need.
- Opportunity Grant Program (HB 1096 / SB 5410): The grant would cover tuition at community and technical colleges, plus money for books and supplies.
- Foster Youth Outreach and Scholarships (HB 1131 / SB 5155): Offers scholarships to young people who were formerly in foster care.
- Survivors' Endowed Scholarship Program (SB 5040): Provides scholarships to spouses and children of deceased veterans.
- Tuition Waivers for Military Service Members (SB 5442 / HB 1454): Would require public institutions to waive tuition and fees for service members who receive certain medals.

Proposed bills related to academic planning are:

- Snohomish-Island-Skagit Counties (SB 5322): Would require OFM to assess options and recommend a site for a comprehensive four-year institution in the region.
- Applied Baccalaureate Pilot Programs (SB 5104): Would direct the SBCTC to select up to two technical colleges and develop an applied baccalaureate program.

Proposed bills related to high demand are:

- Qualified Conditional Scholarships (SB 5369): Provides conditional scholarships to outstanding students enrolled in math, engineering, or a physical or natural science program.
- Graduate Students in Science (HB 1033): Would establish a fellowship trust fund for graduate students in the sciences.
- Science and Technology (HB 1110): Would declare legislative intent to create a Washington Institute of Technology.

Other bills of import:

- Tuition Waivers for Teachers (SB5101): Would waive tuition on a space-available basis for teachers taking courses to fulfill continuing-education requirements.
- Strategic Directions (HB 1385): Outlines strategic direction for higher education.

Communications Plan and Master Planning Process Report

This item was tabled until the February meeting.

Meeting Adjourned at 12 p.m.

Board members went into executive session at 12 p.m.

February 2007

Strategic Master Plan for Higher Education Panel Discussions

Two panel discussions at the February HECB meeting will initiate the process of developing the 2008 *Strategic Master Plan for Higher Education*. These discussions are meant to give the board, HECB staff, and the higher education community a better understanding of higher education issues and priorities as seen by key stakeholders in the Legislature, the governor's office, and higher governance.

A panel composed of Sen. Paull Shin, chair of the Senate Higher Education Committee; Rep. Deb Wallace, chair of the House Higher Education Committee; Deb Merle, higher education policy adviser for the governor's office; Terry Bergeson, Superintendent of Public Instruction; and Denny Heck, who chaired the higher education steering committee of Washington Learns, will provide perspective on public higher education priorities.

A second panel composed of representatives from the Council of Presidents, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, and the Independent Colleges of Washington will discuss issues related to internal change, accountability, and collaboration.

Each panel discussion will include time for public questions and comment.

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February 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.

February 2007

Status Report on Program Approvals

HECB Information Item

This is an informational report to the members of the Higher Education Coordinating Board (HECB) at its February 22, 2007 meeting. No board action is necessary at this time.

Background

The HECB is charged with planning and coordinating academic programs and off-campus facilities, including teaching sites and centers.

In September 2005, the board adopted revised policies and procedures contained in *Program and Facility Approval Policies and Procedures*. The revised policies 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.

Under the *Program and Facility Approval Policies and Procedures*, the HECB approves:

- New degree programs by any public four-year college or university.
- Creation of any off-campus programs by a public four-year college or university.
- Purchase or lease of major off-campus facilities by a public four-year college or university or a community or technical college.
- Creation of higher education centers and consortia.
- New degree programs and creation of off-campus programs by an independent college or university, in collaboration with a community or technical college.
- Applied bachelor's degree programs developed by a community or technical college.
- Agreements between a community or technical college and one or more regional universities, branch campuses, or state colleges to offer bachelor's degree programs.

The *Program and Facility Approval Policies and Procedures* authorize the HECB executive director to approve proposals by public four-year institutions to plan new programs or extend existing degree programs to an off-campus location. The process requires an institution to submit a "notification of intent" (NOI) to the HECB, providing basic information about the program and detailing the need and cost of delivering the program.

HECB staff post the information on the HECB Web site within five business days after receiving the proposal and notify the provosts of the other public four-year institutions, the Independent Colleges of Washington, the Council of Presidents, and the four-year universities' Committee on Academic Program Planning. Interested parties have 30 days to review and comment, and if there are no objections, the HECB executive director will approve the proposal.

New Degree Programs Approved in 2006

Section A-5; A-8

The HECB approves new baccalaureate and graduate degree programs offered by a Washington public college or university. *RCW 28B.76.230 (5)*

The HECB approves applied baccalaureate degree programs offered by Washington community and technical colleges. *RCW 28B376.230 (5)*

Central Washington University: BA in Film and Video Studies
(Approved 9-27-06, Resolution 06-25)

Eastern Washington University: BA in Women's and Gender Studies
(Approved 2-23-06, Resolution 06-05)

Eastern Washington University: BFA in Graphic Design
(Approved 9-26-06, Resolution 06-25)

University of Washington: Ph.D. in Public Policy and Management
(Approved 3-30-06, Resolution 06-07)

University of Washington: Doctor of Nursing Practice
(Approved 5-25-06, Resolution 06-14)

University of Washington: Ph.D. in Rehabilitation Science
(Approved 7-27-06, Resolution 06-15)

University of Washington: MS in Real Estate
(Approved 7-27-06, Resolution 06-16)

University of Washington, Bothell: MA in Culture Studies
(Approved 1-26-06, Resolution 06-01)

University of Washington, Tacoma: BA in Computing and Software Systems
(Approved 1-26-06, Resolution 06-02)

University of Washington, Tacoma: BS in Computer Engineering & Systems
(Approved 12-14-06, Resolution 06-37)

Washington State University: BS in Agricultural and Food Systems
(Approved 5-25-06, Resolution 06-09)

Western Washington University: BA in Japanese
(Approved 9-27-06, Resolution 06-24)

Olympic College: BS in Nursing
(Approved 7-27-06, Resolution 06-17)

South Seattle Community College: BAS in Hospitality Management
(Approved 7-27-06, Resolution: 06-18)

Bellevue Community College: BAS in Radiation and Imaging Science
(Approved 7-27-06, Resolution 06-20)

Peninsula College: BAS in Applied Management
(Approved 7-27-06, Resolution 06-19)

Program Extensions and Contract Programs

Sections A-6, A-9

The HECB approves the extension of existing degree programs to new locations or via distance delivery. *RCW 28B.76.230 (5)*

The HECB approves agreements as authorized under HB1794 Section 12 between a community or technical college and a regional university, state college, or branch campus to offer baccalaureate degrees. *RCW 28B.50.820*

WWU: Elementary Education Teacher Certification (Approved 8-4-06)

Western Washington University received approval to extend its elementary education teacher certification with a major in special education (BAE) program to teaching sites in Bremerton, Everett, Oak Harbor, and Seattle. The program will replace the existing baccalaureate teaching certificate programs at these locations.

Projected enrollment in the first year is 80 FTE, roughly the size of the current cohort of students enrolled in teaching programs at these locations. The program will grow to 240 FTE at full enrollment.

CWU: Bachelors in Psychology (Approved 8-4-06)

Central Washington University has received approval to extend its existing Bachelor of Arts in Psychology to students throughout the greater Puget Sound region through delivery at centers in Des Moines and Lynnwood and through the Pierce County teaching site. CWU has previously offered the minor at these sites, with increasing numbers of students completing the minor and

expressing interest in a major. The program will serve 15 FTE in the first year, and in the third year will reach full enrollment with 45 FTE.

EWU: BA in Social Work at Clark College (Approved 9-15-06)

Eastern Washington University will offer the BA in Social Work with minors in Alcohol and Drug Studies and Aging Studies. The BASW will be offered as a three-year, part-time program enrolling a cohort of 22 students beginning in winter 2007.

CWU: BAS in Information Technology and Administrative Management at Edmonds CC (Approved 9-15-06)

CWU is currently authorized to offer the BAS in ITAM at its Lynnwood Center on the Edmonds Community College campus. The contract funding would support the implementation of the program on that site. Under the terms of the agreement, CWU will enroll 50 FTE students in the first year and 100 FTE students in the second year.

CWU: BA in Education – Elementary Education at Pierce College (Approved 9-15-06)

CWU has been approved to make their existing BA in Education program available to students on the Pierce College campus through a combination of traditional classroom instruction, distance learning, and interactive television. Under the terms of the agreement, beginning fall 2006, CWU will enroll 30 FTE students in the first year and 60 FTE students in the second year.

**Other Program Changes
Sections A-11, 12, 13**

CWU: Bachelor of Science in General Studies Program at Yakima (Approved 8-4-06)

The program had been scheduled to sunset; however, with the award of high-demand funds, the program began enrolling students in fall 2006.

CWU: Bachelor of Science Electronic Engineering Technology (Approved 8-4-06)

CWU relocated the Bachelor of Science in Electronic Engineering Technology from the Pierce County teaching site to the Des Moines Center. Effective August 4, 2006, the HECB granted approval of this program delivery location change.

EWU - Spokane Riverpoint: BA in Communication Disorders (Approved 2-13-06)

EWU received approval to move the undergraduate program in communication disorders to the Spokane Riverpoint Campus.

WWU: Teaching English to Speakers of Other Languages (TESOL) Certificate

A 27-credit certificate that meets the needs of the Washington State ESL endorsement will continue at the Bellingham campus and the Everett teaching site, using a combination of classroom-based and distance education. *No approval required*

WWU: Emergency Management Certificate

A 24-credit certificate offered online to prepare students to pursue a career in emergency management or advance within the field. *No approval required*

**Programs Granted Permission to Develop
Section A-4**

The HECB approves initial plans for new baccalaureate and graduate degree programs. Planning authority expires two years from approval. *RCW 28B.76.230 (5)(a)*

CWU: MS in Nutrition

Approved: 9-26-06, Sunset Date: 9-26-08

The proposed program will move the existing specialization in Nutrition under the MS in Family and Consumer sciences to an MS in Nutrition. The program will enroll 4 FTE students in the first year and grow to 6 FTE at full enrollment in the third year.

UW: Bachelor of Arts in American Indian Studies

Approved: 6-28-06, Sunset Date: 6-28-08

The University of Washington received permission to develop a proposal to offer a Bachelor of Arts in American Indian Studies. The program will prepare students for work in state and federal agencies and tribes, and for graduate study in a variety of fields. The program will enroll 5 FTE students in the first year and grow to 20 FTE by the fifth year.

UW: MA of Clinical Health Services

Approved: 12-05-06, Sunset Date: 12-05-08

MEDEX Northwest Physician Assistant Program received permission to develop a proposal to convert the current certificate and bachelor's degree PA program to a fully graduate-level master's degree-granting program. The program will serve 80 FTE (full capacity) in the first year.

UWB: Bachelor of Arts in Applied Computing

Approved: 8-04-06, Sunset Date: 8-04-08

UW Bothell has received permission to develop a Bachelor of Arts in Applied Computing. The program will prepare students for careers that rely on advanced information systems. The program will enroll 20 FTE students in the first year and grow to 80 FTE by the fourth year. The program will build on the existing Bachelor of Science in Computing and Software Systems.

WSU: Master of Liberal Studies

Approved: 6-28-06, Sunset Date: 6-28-08

Washington State University received permission to develop a program to offer a Master's in Liberal Studies. The program will be offered through a combination of classroom-based instruction and online delivery. The program will enroll 7.5 FTE in the first year and grow to 37.5 FTE at full enrollment in the fifth year.

WWU: Masters in Professional Accounting

Approved: 3-15-06, Sunset Date: 3-15-08

WWU received permission to develop a program to offer a Master's in Professional Accounting. The 45-credit master's degree will prepare students for the C.P.A. exam. The program will enroll 15 FTE students in the first year and grow to 25 FTE at full enrollment.

The following programs received Permission to Develop prior to 2006 and are scheduled to sunset by 12/31/07.

UNIVERSITY

LOCATION

Central Washington University

BS Geography

Ellensburg

MA Visual Arts: Teaching

Ellensburg

University of Washington

BA Geographic Information Systems & Cartography

Tacoma

BA Community, Leadership & Social Justice

Seattle

BA Urban and Regional Planning

Tacoma

MA Rehabilitation Counseling

Seattle

MEd in Education (Currently under review)

Tacoma

MA Computational Molecular Biology

Seattle

MS Medical Education and Informatics

Seattle

Ph.D. Library and Information Management

Seattle

Ph.D. Computational Molecular Biology

Seattle

Washington State University

BA Linguistics

Pullman

Ph.D. Health Policy & Administration

Pullman, Spokane

Ph.D. Nursing

Spokane, Distance Education

Western Washington University

MS Marine and Estuarine Science

Bellingham

Program Additions and Changes Currently Under Review

New Degree Program Proposals

University of Washington, Tacoma MEd in Education

(Comment period ends February 20, 2007)

Program Planning Notifications of Intent (PNOI)

University of Washington MS in Biomedical Regulatory Affairs
(Comment period ends January 22, 2007)

University of Washington BA in Early Childhood and Family Studies
(Comment period ends January 22, 2007)

Location Notification of Intent (LNOI)

University of Washington, Bothell - Location NOI – BSN
(Comment period: January 8-February 8, 2007)

February 2007

Final Report – Essential Components of a Web-Advising System

In late December, The Higher Education Coordinating Board (HECB) contracted with The Connections Group to help determine the top priorities for a Web-based academic advising system. Given that many end-users would likely have several preferences for what that system might include, The Connections Group conducted focus groups among students and administrators.

The proposed system, as outlined by the HECB, would serve the interests of both public and private baccalaureate and community and technical colleges and universities, and would be used by a diverse group of stakeholders – including students, transfer students, prospective students, academic advisors, admissions staff, and records and registration staff. With this varied group of end-users, and an already ambitious list of requirements for the system, The Connections Group was asked to conduct focus groups to determine stakeholders' highest priorities and expectations for how the system would work.

During the focus groups, participants were asked to rank each potential feature, identifying which they considered 'must have,' 'nice to have,' and those that aren't currently a priority.

Overview

In January, The Connections Group conducted seven focus groups across the state. Each group involved a mix of people who are expected to use the system – including students, admissions officers, records/registrar staff, and academic advisors from two-year and four-year schools.

The focus groups were held at the following locations:

- Jan. 8 – Eastern Washington University
- Jan. 9 – Central Washington University
- Jan. 10 – The Evergreen State College
- Jan. 18 – University of Washington
- Jan. 24 – Western Washington University
- Jan. 26 – Washington State University-Vancouver (students only)
- Jan. 26 – Washington State University-Vancouver (administrators only)

To recruit participants, The Connections Group contacted staff at each of the public baccalaureate institutions and surrounding community and technical colleges. Outreach efforts focused on those who are most familiar with the current transfer and articulation process and who would be most affected by a new system – including advisors, admissions officials, and registrars or records specialists. Response was overwhelmingly positive, and nearly every institution sent at least one representative.

Students were recruited through online advertisements, e-mails to student leaders, and referrals from other students or administrators. Students who had transferred, or were strongly considering transferring, were targeted as a way of exploring the issues unique to this type of student. Most student participants were “swirling students,” or those who have taken credits at several institutions in a “cafeteria approach.” In many cases these students did not follow more traditional timelines for completing a degree. Students from Central Washington University seemed to be an exception to this generalization (most likely due to a lack of “feeder schools” in the region) and tended to be more traditional, four-year students.

Today’s Students

Today’s students are approaching education as just one aspect of their busy lives. Instead of institutions dictating the timeline, course load, and path of each student, students are choosing how and when they want their education. There are an unprecedented number of influences on their decisions: costs, degree programs, interest/career goals, time, location, and life and family concerns. In addition, students also are seeking advice from a variety of sources – including family, friends, and new online sites, as well as their school advisors.

Students are increasingly tech-savvy and comfortable using the Internet to facilitate major decisions. However, they also have higher standards for the systems they use. They want a user-friendly system that provides information in fewer than three clicks of a mouse. Rather than spending time searching for what they want, they will move to another Web site. We also discovered that the students were not interested in logging onto a Web-based survey to provide feedback. They liked participating in the focus groups and thought that was a better way of providing information on the system. Their feelings were, “...if the system doesn’t work the way we need it to, we’ll let you know, otherwise our use of it will indicate it is working.”

In addition to an easy-to-use Web site, students are looking for something that will give them better information suited to their individual needs. They don’t want more information; they want the right information at the right time that will help them make better decisions. Specific features of interest included:

- Blogs or message boards for students to talk with other students who are facing, or have faced, the same choices.
- Advice that helps them to save money, as well as time.
- Guidance on how and when to make educational decisions.
- Pathways to career planning: information on how their interests fit into majors, how majors lead to a degree, and how the degree leads to an entry-level job and builds into a career.

Administrators and Advisors

The key words administrators used to describe the proposed system were: excitement, anticipation, and fear. It is critical that administrators are not turned off by the system. They want information about what is happening in every step of the development process. The more system information, feedback, and knowledge they gain now, the more likely they will be to adopt it when it ‘goes live.’

Advisors want the system to elevate the level of conversation they can have with students. The goal of the system should be to help students make better decisions so that the time that they spend with advisors is enriched. Advisors recognize that existing advising and degree audit systems are often hard to find, hard to navigate, and the results are hard to understand. Instead of spending valuable advising time discussing decisions, they spend much of their time with students answering basic, general questions about the transfer process. If students start bringing in better questions and having more in-depth discussions with their advisors based on their use of the system, administrators will be excited about the system and are more likely to use it themselves. Staff are hopeful that the system will encourage students to plan for transfer “early and often.”

Administrators are not worried that the system will take their jobs away; they are more worried that it will increase their workload. They are concerned about the number of staff required to maintain the accuracy of system information. Administrators would like to help develop a plan that would be implemented before the system launches, detailing who would be responsible for updating information and clarifying funded issues.

Given the ambitious goals for the system, administrators are skeptical about project feasibility. Many have also had underwhelming experiences with their own systems (DARS, COCO, Degree Works, etc.) and worry that this new system will be too cumbersome, too complicated, or just too hard to use. As a result, they insist it would be preferable to do something simpler, on a smaller scale, and more quickly, rather than pursue a larger, more complicated system over a longer period of time.

Three features were rated as “must have” by focus group participants:

- Web-accessible course equivalency tables that “translate” one course to another at different institutions.
- Degree audits that would require the system to accept individual courses as well as a “package” of courses, i.e. transfer associate degrees, such as the Direct Transfer Agreement or one of the new Major Related Programs.
- The capacity to link to existing degree audit systems, as well as to the system being developed by the community and technical colleges.

During the focus groups, it also became apparent that certain features were necessary if the system were to provide accurate, timely information that could be easily updated and controlled by each campus. Each was not considered a stand-alone feature, but considered absolutely necessary to support other features rated as “must have.” For example, in order to publish accurate course equivalency tables that translate one course to another at different institutions,

the system must be able to store and communicate “start” and “end” dates for those courses and programs. Without the following functions, the system would likely be meaningless:

- User-friendliness.
- Accommodation of start and end dates for courses and programs, since courses change – which in turn affects whether they remain equivalent.
- Inclusion of a comprehensive list of degree programs offered in the state by both public and private colleges and universities.
- Reasonable interaction among existing systems.
- A plan for keeping the system updated.

Administrators maintain that two proposed features should be left for future development efforts and “de-prioritized” for initial implementation: automated faculty and staff communication, and students’ ability to send their electronic records or unofficial transcripts. In both cases, advising and admissions staff indicated that processes for both functions already exist and are working relatively well. Allocating limited resources to duplicate these functions via a Web-based advising system might compromise the quality of other “must have” features.

Conclusions

In the past, colleges and universities determined the timeline, process, and rules for a student to earn a degree. Much has changed. Factors like cost, competition, interests/career goals, time, location, and life and family concerns are all changing the ways in which students access higher education. Students have more choice in how and when they conduct their studies; consequently, their paths through the higher education system are becoming more complex.

Students recognize that they face a series of complicated choices, and they are excited about the possibility that they could access a “one stop shop” for some of this information. They overwhelmingly support the development of a Web-based advising system, and they have high expectations for its function. Students are demanding fast, accurate, user-friendly service in helping them plan their education. If that level of service isn’t delivered, they will seek potentially inaccurate advice elsewhere.

Faculty and staff expressed much excitement about the possibility of a new Web-based advising system – especially those from the smaller, more geographically-remote and technologically-strapped institutions. Coupled with that excitement is a healthy measure of anxiety about whether the system can be successfully implemented, and whether the information will be accurate. There is a shared realization that, for this to succeed, it cannot be based on a one-time infusion of resources. There must be a plan for ongoing training, updates, improvements, and student-suggested changes.