

**BOARD MEETING AGENDA**

*Tacoma Community College  
Senate Room, Opgaard Building (# 11)  
6501 S. 19<sup>th</sup> Street, Tacoma 98466  
April 26, 2007*

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**8:15**    **Continental Breakfast – HECB Members**  
*No official business will be conducted.*

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**9:00**    **Welcome and Introductions**  
*Mr. Bill Grinstein, HECB chair  
Pamela Transue, president, Tacoma Community College*

**Approval of the March 22, 2007 Meeting Minutes** **1**

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**9:10**    **Update: Guaranteed Education Tuition (GET) 2006-07 Enrollment** **2**  
The board will receive a briefing on Washington's Guaranteed Education Tuition Program (GET), which recently completed a record enrollment year, with families opening more than 12,700 new accounts.

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**9:15**    **Update: Summary of 2007 Legislative Session** **3**  
Staff will provide an end-of-session summary of the higher education bills approved by the 2007 Legislature and the Governor.

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**9:45**    **Fiscal Committee**  
*Mr. Charley Bingham, chair*  
**Information & Discussion: Budget Update** **4**  
HECB staff will conduct an analysis comparing budget proposals from the Higher Education Coordinating Board, the office of the governor, and the budgets as passed by the Legislature.

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**10:30**    **Education Committee**  
*Dr. Sam Smith, chair*  
**Information & Discussion: Minimum Admission Standards** **5**  
Staff will present a revised proposal for minimum freshman admission standards based on feedback from public hearings and discussions with various education sectors, including K-12, admissions directors at the public institutions, and other institutional representatives. The board will take action on the proposal at its May meeting.

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**11:15 Update: Diversity Report Recommendations 6**

A brief overview of the board's diversity report will be presented, as well as the process for developing a comprehensive, system-wide action plan for diversity in higher education. The intent is to integrate the diversity action plan into the 10-year Strategic Master Plan for Higher Education.

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Public Comment

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**11:30 Board and Advisory Council Lunch (web café)**

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**12:30 Introduction of Advisory Council members**

- **Discussion: Minimum Admission Standards**

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**1:00 2008 Master Plan****Master Plan Framework**

Staff will summarize the master plan discussion that took place during the board's mini-retreat in March, including the framework of the plan for 2008.

Two panel discussions will follow: The first group will comment on the recommendations contained in the board's diversity report, particularly as it relates to increasing the participation and success of students of color in postsecondary education. The second panel will discuss changing demographic issues in the context of the state's higher education system.

**1:15 Increasing Minority Postsecondary Participation & Success**

- Rosalund Jenkins, executive director, Commission on African American Affairs
- Ellen Abellera, executive director, Commission on Asian Pacific American Affairs
- Felix Negron, commissioner, Commission on Hispanic Affairs
- Craig Bill, executive director, Indian Affairs

**2:15 Building on Demographic Issues**

- Irv Lefberg, Office of Financial Management
- Carol Jenner, Office of Financial Management

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**3:00 Board and Council discussion: 2008 Master Plan vision, mission and goals 7**

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**4:00 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.

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

**WE HELP STUDENTS SUCCEED**

**REVISED 2007 MEETING CALENDAR**

<b>Board Meeting</b>	<b>Location</b>
<b>January 25</b> 8:00 – 12:00	<b>The Evergreen State College</b> , Longhouse 2700 Evergreen Parkway N.W., Olympia
<b>February 22</b> 8:00 – 12:00	<b>State Investment Board</b> , Board Room 2100 Evergreen Park Drive S.W., Olympia
<b>March 22</b> 8:00 – 4:00	<b>State Investment Board</b> , Board Room 2100 Evergreen Park Drive S.W., Olympia
<b>April 26</b> 8:00 – 4:00 <b>Advisory Council</b>	<b>Tacoma Community College</b> Senate Room, Opgaard Bldg. (#11) 6501 S. 19 <sup>th</sup> , Tacoma 98466
<b>May 24</b> 8:00 – 4:00	<b>Bellevue Community College</b> Boardroom, B201 3000 Landerholm Circle SE, Bellevue 98007
<b>June 28</b> 8:00 – 4:00 <b>Advisory Council</b>	<b>UW Bothell</b> North Creek Events Center 18115 Campus Way NE, Bothell 98011
<b>July 26</b> 8:00 – 4:00	<b>Eastern Washington University</b> Towanka Bldg Cheney
<b>September 27</b> 8:00 – 4:00 <b>Advisory Council</b>	<b>WSU Tri-Cities</b> CIC 210/212 2710 University Drive, Richland 99354
<b>October 25</b> 8:00 – 4:00	<b>WSU Vancouver</b> tbd 14204 NE Salmon Creek Avenue, Vancouver
<b>November 15</b> 8:00 – 4:00 <b>Advisory Council</b>	<b>Seattle University</b> Student Center 130 901 12th Avenue, Seattle
<b>December 13</b> 8:00 – 4:00	<b>State Investment Board</b> , 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

March 2007

## **Draft minutes of March 2007 meeting**

### **HECB members present:**

Bill Grinstein, chair  
Charley Bingham  
Ethelda Burke  
Gene Colin  
Roberta Greene  
Earl Hale  
Betti Sheldon  
Sam Smith  
Jonathan Sprouffske

### **Welcome and introductions**

HECB chair Bill Grinstein began by welcoming everyone to the meeting and asked audience members to introduce themselves. Grinstein then welcomed Earl Hale, former director of the State Board for Community and Technical Colleges (SBCTC) and new member of the HECB.

Ann Daley, HECB executive director, introduced the HECB's newest staff members, Christy England-Siegerdt, research and program development analyst for the student financial assistance division, and Don Bennett, former interim executive director at the Workforce Training and Education Coordinating Board (WTECB) and new deputy director for the agency.

### **Action: Minutes of February 2007 meeting passed**

**Colin** moved to approve the minutes of the February 22, 2007 meeting; **Sheldon** seconded the motion, which was unanimously approved.

### **Action: Master of Education at University of Washington, Tacoma approved**

**Colin** moved to approve the proposed Master of Education program at the University of Washington, Tacoma (Res. 07-05). **Smith** seconded the motion, which passed unanimously.

Sam Smith announced that the April 26, 2007 meeting with the Advisory Council will include a presentation on minimum admission standards; the board will take action on minimum admission standards at its May 2007 meeting.

## **2008 Master Plan Discussion**

### Higher Education Strategic Planning

- Representative Fred Jarrett, ranking member of the Transportation Committee and member of the Higher Education Committee and Appropriation Subcommittee on Education;
- Representative Skip Priest, ranking minority member of the Education and Appropriations committees and member of the Appropriations Subcommittee on Education.

Representatives Priest and Jarrett discussed higher education funding and the need for a strategic plan with greater relevance and visibility. As the economy fluctuates, so do funding levels for higher education. This year sets new highs in funding levels so *now* is the time to implement vehicles to ensure that funding for higher education doesn't fall below maintenance levels in the next few years.

Higher education has become a de facto rainy-day fund for the state, partly because there is no relationship between the higher education community and the Legislature. A compact like the strategic master plan helps legislators in making funding decisions because it helps them understand exactly what they're funding. Stressing the important of the master plan to legislators and holding public hearings about the plan will encourage them to help meet its commitments, as well as allow them to make informed decisions.

A strategic master plan is a great way to have a conversation with legislators and the public, but it has to be *measurable* to be meaningful, and it has to be *specific*. The HECB must lead a more sophisticated discussion and intensify its lobbying efforts to educate legislators about higher education issues and to increase its visibility to the public.

If the HECB succeeds in engaging stakeholders and legislators in drafting the plan, as well as producing a detailed, concrete document, it will become relevant. Finally, the HECB needs to control the higher education budget. If higher education funds are funneled through the agency, institutions will pay attention to the master plan.

### The Return on Education Investments

- Paul Sommers, Ph.D., founder of the Center for Metropolitan Studies at Seattle University
- Bill Chance, Ph.D., executive officer of the Northwest Education Research Center

Chance described the work that he and Sommers conducted for Washington Learns regarding the returns on higher education investments. The results show that there are both public and private returns on education investments. Many studies on the relationship between educational

attainment and earnings show that there is a significant rate of return to getting a degree: the more advanced the degree, the higher the rate of return. But as people think of the benefit of education in terms of individual salaries and life improvements, the argument shifts to looking at tuition as a private investment rather than a public good. Yet the social returns are indisputable. A greater number of degreed individuals in a community results in higher wages for everyone in that community. People with college degrees pay about 50 percent more sales tax. They are more likely to vote, more likely to volunteer, and are less likely to be incarcerated. As education levels in a community go up, crime rates go down.

#### Higher Education and Economic Prosperity (joint presentation)

- Marc Frazer, vice president, Washington Roundtable
- Susannah Malarkey, executive director, Technology Alliance
- Bill McSherry, director of economic development, Prosperity Partnership

The panelists urged the board and the state's postsecondary institutions to begin making a more concerted effort to communicate about the key issues facing the state in this period of rapid economic and social change. The three are members of College & Work Ready, a coalition of business and labor that also includes research universities and the Prosperity Partnership. The coalition's priorities are to:

1. Strengthen the quality of early learning. While the need for educated people is the highest it has ever been, the population currently growing up is the least educated. What happens in the early years makes a difference, and children are currently underserved.
2. Improve K-12 education, particularly in math and science. Currently, less than half of all math teachers majored or minored in math.
3. Increase Bachelor's degree capacity in high-demand fields. Washington consumes more Bachelor's degrees than it produces and there's a disconnect between job openings and the types of degrees conferred.
4. Enhance state support for research and graduate studies. Due to the presence of Microsoft and Boeing, our state is very strong in research and development, but it's weak in the field of academics. Washington ranks 21<sup>st</sup> nationally in the amount of public research funds it receives from the federal government. It is also weak in terms of graduate education and the number of degrees conferred.

Grinstein noted that all three presenters emphasized the need for math and science education. For this to happen, the state needs to train teachers. Malarkey said the board is in a position to take a leadership role and tell colleges of education what they need to do to attract students to the math and science fields. Specificity is the key to success. One concrete step the HECB can take is to identify the number of teachers needed and how to accommodate that number.

Grinstein said that the challenge is to establish a link between demonstrating the need and providing funding to sustain the need. The board must look at the granting process to support some of its planning in the master plan process. This provides an opportunity to work with other entities as a formal part of the planning process.

### **Legislative Update**

Daley provided an update on the House and Senate bills related to higher education, including the budget, Washington Learns recommendations, and new scholarship programs.

### **Report of the Fiscal Committee – budget update**

Jim Reed, HECB director for fiscal policy, presented an update on both operating and capital budgets for the institutions. The budgets emerging from the House reflect the Governor's commitment to higher education.

In the capital budget, the Appropriations Committee has approved \$1.1 billion in spending. The priority lists submitted by the SBCTC and the four-year institutions have been followed. One area of concern is the number of projects that are in the pre-design or design phases. Once construction begins, these projects will need to be funded; however, the Gardner-Evans bonds will cease after the next biennium. Reed recommends that the HECB encourage the Legislature to examine the possibility of reauthorizing the Gardner-Evans bill. An increase in interest rates would diminish the state's ability to refinance at lower rates.

### **Report of the Financial Aid Committee – Rules change regarding eligibility criteria for proprietary schools participating in the State Need Grant Program**

John Klacik, HECB director of student financial assistance, provided background information and described proposed revisions to the rules governing the participation of proprietary schools in the State Need Grant (SNG) program.

Proprietary schools have been eligible to participate in the SNG program since 1978. However, some of them have closed precipitously, sometimes resulting in serious consequences to students and loss of state funds. When BCTI (Business Computer Training Institute) closed, it owed the state \$250,000, none of which has been repaid. The matter is now in the hands of the Attorney General, who concluded that there are no assets to recoup. Klacik said he didn't know if the owners will be prosecuted for criminal fraud.

A work group (including representatives from the proprietary schools) has been formed to review the current standards and propose changes to the rules governing the participation of for-profit schools in the SNG program. The proposed rules would provide clarity and detail on administrative and financial expectations, as well as a list of criteria used to assess them; performance expectations regarding student completion; and the steps the board can take to address deficiencies.

Next steps in the process include holding public hearings and beginning the formal rule-making process. Adoption of the proposed rules is tentatively set for June 2007.

**Action: Proposed rules changes passed**

**Bingham** moved to approve the proposed rules changes for proprietary schools participating in the SNG program (Res. 07-06); **Sheldon** seconded the motion, which passed unanimously.

The meeting adjourned at 12 p.m.

*Next meeting: April 26, 2007, Tacoma Community College.*



April 2007

## **The Guaranteed Education Tuition Program: Helping Families Save for College**

HECB staff members are providing the following update about Washington's Guaranteed Education Tuition (GET) Program for information only. No board action is required.

### **Overview**

The GET program is Washington's 529 prepaid college tuition plan. Established by the Legislature and governor in 1997, the state program allows families to prepay for future college tuition and guarantees that money saved will keep pace with rising college tuition.

GET works on a unit system, with 100 GET units equal to one year of resident undergraduate tuition and required state fees at the most expensive Washington public university (University of Washington or Washington State University). Students can use their GET accounts at nearly any public or private college, university or vocational school in the country. All earnings on GET accounts are exempt from federal income taxes when used for tuition, room and board, and other qualified higher education expenses.

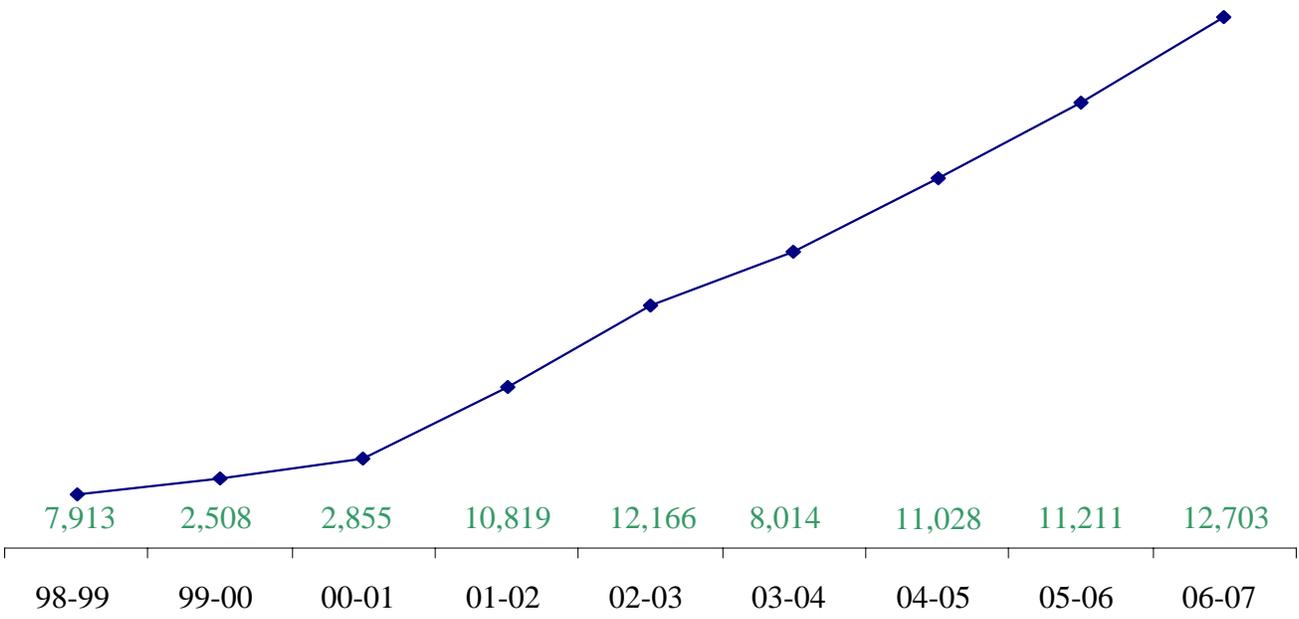
The current unit price of \$70 assumes that tuition at the state's research universities will increase no more than 7 percent annually, the historical average increase at these universities. The GET program is self-sustaining and receives no ongoing state appropriations.

### **Highlights**

- Families have opened nearly 79,000 GET accounts worth \$900 million.
- More than 7,100 students have used their GET accounts to pay for college.
- The 2006-07 enrollment year, which ended March 31, was a record year for the program, with families opening more than 12,700 accounts.
- The Washington GET program has been the nation's fastest-growing prepaid college tuition program for three consecutive years.
- The program will celebrate its tenth enrollment year (Sept. 2007 – March 2008) later this year.



### Number of New GET Accounts (Enrollment Years: 1998 to 2006)





**April 2007**

## **Update: 2007 Legislative Session**

In order to provide the most current information regarding the 2007 legislative session, briefing materials will not be available for distribution until the meeting on April 26.



**April 2007**

## **Budget Update**

The legislative Budget Conference Committee will be releasing its budget proposal shortly before the board meeting. At that time, HECB staff will conduct an analysis comparing budget proposals from the Higher Education Coordinating Board, the office of the governor, and the budgets as passed by the Legislature and provide materials and a briefing to the board on April 26.

April 2007

## **DRAFT – Minimum Freshman Admission Standards: Increasing College Readiness as a Means to Increasing Student Success**

*Master Plan Policy Strategy 8 - Helping Students Make the Transition to College*

### **Introduction**

The 2004 Strategic Master Plan for Higher Education called for the Higher Education Coordinating Board to develop and adopt new minimum college admission standards for freshmen. The HECB's statute (RCW 28B.76.290 (2)) requires it to set admission standards, while recognizing that each institution will accept or reject applicants based on the merit of their applications.

In 2005, the HECB conducted public forums throughout the state to elicit stakeholder and public opinion about how to revise minimum admission standards. The Board was scheduled to consider a proposal recommending new admission standards for approval at its September meeting that year. However, rather than adopt the new standards at that meeting, the Board was asked to wait until after the *Washington Learns* task force completed its work in the fall of 2006.

- The November 2006 *Washington Learns Report* recommended minimum college admission standards that differ slightly from the proposed 2005 revisions. The differences, mostly in math, are noted below:  
The *Washington Learns Report* recommends three years of math, including math in the senior year, and would require competency through Algebra II.
- The Board's 2005 proposal required competency through Algebra II with four years of math including a senior-year math requirement that could be met by higher levels of math, algebra-based science, or other courses in which students used their math knowledge such as applied math, statistics, or career and technical courses that high schools determine are equivalent to College Academic Distribution Requirements (CADR) [formerly called "core courses" and now renamed CADR, to distinguish them from "high school graduation core courses."]

This year, the Board is set to reconsider minimum college admission standards with continuing assistance from K-12 and higher education stakeholders. The differences in math requirements noted above have been addressed in the draft document (below) along with proposed academic requirements for English, science, world languages, social sciences, and the arts (CADR courses). In general, the proposed minimum standards encourage four years of math. The revised standards will provide important guidance for teachers and learners throughout K-12 and higher education.

See the attached table comparing current minimum admission standards with the Board's 2005 proposal and the 2007 revised draft proposal.

As the Board prepares to reconsider and adopt minimum college admission standards in 2007, the differences noted above will be addressed, along with the academic requirements in the other CADR subject areas of English, science, world languages, and the arts. With input from K-12 and higher education stakeholders, the Board intends to find common ground and adopt minimum admission standards that will provide important guidance for teachers and learners spanning K-12 and higher education. See the attached table that compares current minimum admission standards with the Board's 2005 proposal and a 2007 revised draft proposal prepared by Board staff members with input from the public baccalaureate institutions.

The standards established by the Board represent the minimum level of preparation required for a student to be considered for admission to one of the state's public baccalaureate institutions. Meeting these standards does not guarantee admission to a public baccalaureate institution. It is important that students and families understand that completion of a rigorous curriculum in high school is critically important to prepare for success in college. The changes to the admission standards are intended to encourage students to enroll in challenging coursework throughout their high school career to ensure they are ready to succeed academically and earn baccalaureate degrees.

Following is a narrative related to the proposed revisions contained in the attached table.

### **Implement a “credit” rather than a “year-long course” requirement**

The Board's 2005 proposal used the term “credit” in an attempt to recognize and accept block scheduling, i.e., in which students complete a “year” of coursework in one term, and other alternative course delivery models. The revised proposal continues to use the term, “credit” rather than “year” in the requirements, for that same reason.

The revised minimum admission standards would maintain the current requirement that students complete a total of at least 15 credits of College Academic Distribution Requirements. The revised requirement further stipulates that students must complete at least three credits of CADR coursework in each year of high school (Grades 9, 10, 11, 12).

### **College Academic Distribution Requirements (CADR) Designation**

Beginning in 1993, public baccalaureate institutions agreed to allow school districts to determine which of their courses meet CADR guidelines and, thus, can be credited towards meeting minimum college admission standards. The Board's 1993 letter describing the agreement states, “...*school districts may determine what curricular patterns meet the specific HECB minimum requirements and certify on each student transcript what requirements have been met.*”

The revised proposal incorporates this long-standing agreement into the minimum admission policy. In addition, the Board intends, in cooperation with higher education stakeholders, to establish a clear set of guidelines for use by the school districts in determining which courses meet CADR guidelines. The policy also will require that CADR courses be noted on high school transcripts and provide for periodic review of CADR courses by the HECB and the baccalaureate Institutions.

### **Revise the proposed math requirement to include at least three credits of math**

The revised standards would maintain the current requirement that students take math at least through Intermediate Algebra (Algebra II), or its equivalent, Integrated Math III. In addition, passing the 10th-grade WASL-M would fulfill the first two CADR requirements in math.

### **Require one credit of quantitative coursework in the senior year.**

Math heightens mental acuity and makes students sharper in all subjects. The proposed revisions in math include a requirement that students engage in quantitative coursework in their senior year of High School. The intent is to ensure that students build and retain their math skills throughout high school. As a result, students *may* complete a higher level of math than they would have under the previous standards. However, the revised proposal *does not require* students to complete a higher level of math than was required in the existing minimum admission standards (intermediate algebra or integrated math III). The only change is to require that students take a math or other math based quantitative course during their senior year.

Students could choose from several options to meet the proposed requirement:

- They may take Intermediate Algebra (Algebra II) or Integrated Math III in the senior year.
- They could move to a higher level of math (pre-calculus) if they have completed Intermediate Algebra or Integrated Math III.
- They could take the required algebra-based science course in their senior year.
- They could take another course during their senior year of high school in which they apply their math knowledge/skills (such as statistics, applied math, appropriate career and technical courses, or another algebra-based science) if the high school determines the course meets the guidelines for designation as a math CADR.
- Students who successfully complete math through pre-calculus would meet the math requirements, and be exempt from the senior year math requirement, even if they take pre-calculus before their fourth year of high school.

**Retain the current requirements in Science, English, World Languages, Social Science and the Arts.****Science:**

Students currently are required to take two credits of science, one of which must be laboratory-based. The Board has already approved a change in admission policy, to take effect in 2010, requiring two years of laboratory science, with one being algebra-based.

The revised proposal retains this policy since it would then coincide with the requirement that students pass the science WASL for graduation in 2010. This would allow high schools more time to amend their science courses (The Board may opt to revisit this policy if the Legislature delays the science WASL requirement, as it has done in math. Alternatively, the Board may determine that all CADR requirements, including science, should go into effect together; see section on implementation, page 6).

**English:**

Students currently are required to take four credits of English, including three credits of literature and composition. The requirements allow for one credit of elective English, such as creative writing, additional literature and composition, journalistic writing and English as a second language. The revised standard would allow passage of the 10th-grade WASL-R to fulfill the first two CADRs in English. An additional credit in literature and composition and one elective credit would still be required.

**World Languages:**

The revised proposal carries forward the current requirement for two credits of the same world language, including Native American language, or American Sign Language.

**Social Science:**

The revised proposal would not change the current requirement for three credits of social science coursework.

**Art:**

The revised proposal maintains the current requirement of one credit of fine, visual, or performing arts, and clarifies language on an option under this requirement that allows students to complete one additional credit in math, English, social science, lab science, or world language.

**Use passing scores on all sections of the WASL to satisfy some CADR course requirements**

As indicated, the proposal allows students who pass the 10<sup>th</sup> grade WASL-M and WASL-R to fulfill the first two CADRs in math and English respectively.

## **Admission Index, GPAs, SAT, ACT**

The Admission Index is a formulaic scoring and ranking system used to evaluate high school graduates based on their cumulative grade point averages and scores on the SAT or ACT college entrance exams. The revised proposal eliminates use of the index as a requirement because its use is believed to discourage, rather than encourage, students to take rigorous classes. It is widely believed that students refrain from taking challenging courses for fear of negatively impacting their GPAs and overall index scores.

The revised proposal leaves intact the requirement that students achieve at least a 2.0 grade point average on a 4.0 scale, and that they submit test scores (SAT, ACT) to be considered for college admission.

## **Comprehensive review of applications for admission**

Currently each of the public baccalaureate institutions employs a comprehensive or holistic review process for at least a portion of their applicants. The Board encourages institutions to utilize comprehensive and holistic review as a means of ensuring access to students who otherwise might not appear prepared using standardized criteria, including some traditionally underserved populations, particularly those with significant socioeconomic challenges. It should be noted that eliminating the admission index creates greater flexibility in this process.

## **Continue to Provide Institutions Flexibility to Administer Admission**

The public baccalaureate institutions make admission decisions based on a variety of factors. In the revised proposal, as in current policy, institutions are allowed to enroll up to 15 percent of entering students who do not meet the Board's minimum admission requirements, but who have otherwise made a compelling case they are prepared to succeed in college.

## **Minimum college admission standards and “college readiness”**

The Board recognizes that taking high school courses, including CADR courses, does not necessarily mean a student has all the skills and knowledge to be successful in 2- or 4-year colleges.

Minimum college admission standards are based on:

- Credits earned by high school students for successfully completing high school courses in the academic subject areas of mathematics, English, science, world languages, social science and the arts;
- Performance in those courses; and
- Standardized measures.

College readiness standards go beyond minimum college admission standards, representing a higher, aspirational standard for students. College readiness standards define the skills and knowledge that students need to successfully complete entry-level college coursework.

College readiness standards are intended to help educators improve curricula at the high school and postsecondary levels and to establish a common set of expectations and targets for successful college-level learning. By adequately preparing students for the rigors of college, the expectation is that college remediation rates will decline, and college completion rates will increase.

The Transition Mathematics Project<sup>1</sup> and the English and Science College Readiness Project<sup>2</sup>, both in Washington State, define college readiness in mathematics, English and science, and pilot projects are underway or planned to introduce college readiness concepts to K-12 classrooms across the state.

It is critical for our state to continue to move forward on these college readiness initiatives and to expand them to other important subject areas.

### **Students would have time to take some electives and career/vocational courses**

In the revised proposal, standards are not intended to restrict student choice with respect to career and technical education or other elective areas of the curriculum. Rather, these standards are directed toward college success. School districts would remain able to assess whether career and technical education courses meet CADR guidelines, and identify ways for students to participate in valuable career exploratory, applied, and other elective courses.

### **Implementation of revised minimum admission standards**

Following adoption by the Board of revised minimum college admission standards, lead-time will be necessary for K-12 and baccalaureate institutions to make necessary adjustments to accommodate new course requirements, including communication of the new minimum standards to students, prior to implementation. HECB staff recommend that full implementation of new course requirements should take effect no earlier than four full years following adoption of the new standards. If the Board adopts new standards in 2007, fall of 2012 would be an appropriate implementation date for the 4-year institutions to implement the revisions to the CADR in its admission decisions. However, other aspects of the revised standards, such as elimination of the admission index, comprehensive review, and implementation of revised guidelines for review of CADR may be phased in sooner.

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<sup>1</sup> <http://www.transitionmathproject.org/>

<sup>2</sup> <http://www.hecb.wa.gov/collegeprep/collegereadinessproject.asp>

### **Action plan to support implementation of the standards**

The Higher Education Coordinating Board has been asked to join with the Office of the Superintendent of Public Instruction, the State Board for Community and Technical College, the Workforce Training and Education Coordinating Board, and other key stakeholders in development of a joint action plan to implement the standards. The Board has an important role in advocating that postsecondary institutions work side by side with K-12 and other sectors to address issues raised by establishing more rigorous minimum college admission standards. Collaborative planning and implementation strategies will be needed to implement the revised standards successfully.

At a minimum, a collaborative action plan would consider the following:

- Teacher capacity, especially the preparation of more math and science teachers.
- Early outreach and guidance counseling in middle and high schools.
- Communications and public information about minimum admission requirements and college readiness to school districts, parents and students, beginning in middle school or earlier.

## Minimum Freshman Admission Requirements

Goals of the minimum freshman admission requirements are to ensure that:

- Freshmen selected to enroll at the state’s public baccalaureate institutions are ready to succeed academically and earn baccalaureate degrees;
- The amount of remedial instruction required for recent high school graduates is minimized;
- Institutions recognize that experiences and activities beyond academic achievement can contribute to a successful college application; and
- Students and families understand that completion of a rigorous curriculum in high school is critically important to prepare for success in college.

	<i>Current Standards</i>	<i>Proposed in January 2005 (changes in bold)</i>	<i>Staff Recommendations following hearings (changes in bold)</i>
<b>Implementation Date</b>		Takes effect for all freshmen seeking admission to the state’s public baccalaureate institutions during and after summer 2008 academic term.	Takes effect for all freshmen seeking admission to the state’s public baccalaureate institutions during and after summer <b>2012</b> academic term.
<b>Academic Distribution Requirements</b>	15 Total Credits of “Core” Coursework	15 Total Credits of CADR Coursework. Students must take a minimum of <b>3 credits</b> <sup>3</sup> of CADR courses each year of high school, including the senior year.	15 Total Credits of CADR Coursework. Students must take a minimum of <b>3 credits</b> <sup>4</sup> of CADR courses each year of high school, including the senior year.
<i>English</i>	<b>4 years</b> , including 3 years of literature and composition.	<b>4 credits</b> of English, including 3 credits of literature and composition; may include 1 credit of elective English, such as creative writing, journalistic writing and English as a second language.  <b>Note: Passage of the WASL-R is equivalent to the first 2 years English.</b>	<b>4 credits</b> of English, including 3 credits of literature and composition; may include 1 credit of elective English, such as creative writing, journalistic writing and English as a second language.  <b>Note: Passage of the WASL-R is equivalent to the first 2 years English.</b>

<sup>3</sup> 12/04 proposal submitted to the Board referred to “year-long courses.” In the proposed WACs approved by the Board at its 1/05 meeting, the wording was changed to “credits” in recognition of schools that schedule an equivalent course in a shorter time period (block scheduling by many high schools results in year-long courses being offered in one term, or half-year). The term, credits, would be retained in the Board’s policies.

<sup>4</sup> 12/04 proposal submitted to the Board referred to “year long courses.” In the proposed WACs approved by the Board at its 1/05 meeting, the wording was changed to “credits” in recognition of schools that schedule an equivalent course in a shorter time period (block scheduling by many high schools results in year-long courses being offered in one term, or half-year). The term, credits, would be retained in the Board’s policies.

	<i>Current Standards</i>	<i>Proposed in January 2005 (changes in bold)</i>	<i>Staff Recommendations following hearings (changes in bold)</i>
<i>Mathematics</i>	<b>3 years</b> , including algebra, geometry and advanced math.	<b>4 credits</b> of math, with at least 1 credit completed in senior year of high school, including: 1 credit each of algebra, geometry, and intermediate algebra or 3 credits of integrated math through integrated math III; and 1 credit that may include courses such as a math elective, statistics, or an algebra-based science course.  <b>Note: Passage of the WASL-M is equivalent to the first 2 years math (algebra &amp; geometry or integrated math I and II)</b>	<b>3 credits</b> of math with at least 1 credit completed in the senior year, including: 1 credit each of algebra, geometry, and intermediate algebra or 3 credits of integrated math through integrated math III. The senior year requirement may be met by courses such as a math elective, statistics, applied math or certain career and technical courses, or an algebra based science course.  <b>Or</b> <b>Successful completion of math through pre-calculus meets both the course and senior year requirement in math.</b>  <b>Note: Passage of the WASL-M is equivalent to the first 2 years math (algebra &amp; geometry or integrated math I and II)</b>
<i>Science</i>	<b>2 years</b> , including 1 year of lab science (equivalent of biology, chemistry, physics, or principles of technology). <b>Note:</b> Students applying for college freshman admission beginning in fall 2010 must have completed 2 years of lab science, including 1 year of algebra-based biology, chemistry or physics.	<b>2 credits</b> of lab science, including 1 credit of algebra-based biology, chemistry, or physics. <b>Note:</b> the requirement for 2 years of lab science, including 1 year of algebra-based biology, chemistry or physics is moved up from 2010 to 2008.	<b>2 credits</b> of lab science, including 1 credit of algebra-based biology, chemistry, or physics. <b>Note:</b> the requirement for 2 years of lab science, including 1 year of algebra-based biology, chemistry or physics would take effect in 2010.
<i>World languages</i>	<b>2 years</b> of the same foreign language, Native American language, or American Sign language.	<b>2 credits</b> of the same foreign language, Native American language, or American Sign language.	<b>2 credits</b> of the same foreign language, Native American language, or American Sign language.

	<i>Current Standards</i>	<i>Proposed in January 2005 (changes in bold)</i>	<i>Staff Recommendations following hearings (changes in bold)</i>
<i>Social Science</i>	3 years of social science	3 credits of social science	3 credits of social science
<i>Arts</i>	<b>1 year</b> of fine, visual or performing arts or electives from any of the other required subjects.	<b>1 credit</b> of fine, visual, or performing arts, or 1 additional credit in math, English, social science, lab science, world language.	<b>1 credit</b> of fine, visual, or performing arts, or 1 additional credit in math, English, social science, lab science, world language.
<b>Minimum Grade Point Average</b>	Minimum unweighted cumulative Grade Point Average of 2.0 on a 4.0 scale.	Minimum unweighted cumulative Grade Point Average of 2.0 on a 4.0 scale.	Minimum unweighted cumulative Grade Point Average of 2.0 on a 4.0 scale.
<b>Admission Index<sup>5</sup></b>	Achieve a <b>minimum score</b> of at least 13 at Central, Eastern and Western Washington universities and The Evergreen State College; and at least 28 at Washington State University and the University of Washington.	<b>Eliminate Admission Index requirement</b>	<b>Eliminate Admission Index requirement</b>
<b>Required tests</b>	<b>SAT or ACT</b>	<b>SAT or ACT.</b> Students unable to provide standardized test scores may petition the institution for a waiver. International students are not required to provide test scores. No more than 5 percent of the new freshmen enrolled annually at each institution may receive waivers from this requirement.	<b>SAT or ACT.</b> Students unable to provide standardized test scores may petition the institution for a waiver. International students are not required to provide test scores. No more than 5 percent of the new freshmen enrolled annually at each institution may receive waivers from this requirement.

<sup>5</sup> Each student receives a score based on grade point average and college admission test scores.

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## **DRAFT: Diversity in Washington Higher Education** **(Information Item)**

### **Introduction**

In September 2006, the Higher Education Coordination Board approved a report titled, *Diversity in Washington Higher Education*. The report was produced by staff following a series of public forums and meetings held in the spring of 2006.

The report recommends the state develop a systemic diversity plan for higher education, but it does not spell out how this should happen. In addition, recommendations in the report do not reflect consensus among the various higher education institutions. Both are needed if the diversity report is to have strength and purpose in the long term.

In approving the report, the Board was mindful of Initiative 200 (I-200), approved by Washington voters in 1998, which expressly prohibits state and local agencies from discriminating against or granting preferential treatment to any individual or group based on race, sex, color, ethnicity, or national origin in public employment, education, or contracting.

I-200 does not prevent governmental agencies from implementing programs that are consistent with the mission and purpose of higher education or efforts to provide equal access to all of Washington's students.

Data in the report point to significant disparities, when comparing by race and ethnicity, the number and percentage of college-age Washington students who participate in and complete a college education, and who participate in graduate and professional programs. The report also notes that African American and Hispanic students are more likely to be from poor families, and thus, often face additional barriers to college attendance and persistence.

In addition to issues related to student enrollment and completion, the report also examines faculty and staff employment. The report finds disparities in employment and retention of faculty of color in our colleges and universities.

To address these disparities, the diversity report contains recommendations that range from conducting discrete programs and activities at the campus level, to calling for system-wide change and accountability at the state level. Several of the recommendations are narrowly targeted to encourage enrollment, retention, and completion of specific underrepresented student groups; or recruitment, and retention and promotion of faculty and staff of color.

Others, such as coordination of pre-college programs and creation of additional student outreach programs, are broader in purpose (currently the case in the “GEAR UP” program), and would benefit students who face a wide range of barriers to higher education.

Following publication of the September 2006 diversity report, Board staff met with representatives of some of the baccalaureate institutions to consider what is needed to develop and implement a comprehensive and systemic diversity plan for higher education in Washington state.

All agreed that many of the campus-based activities or programs recommended in the report can be and, in some cases, are being offered by individual institutions. A comprehensive and systemic diversity plan will require commitment and involvement by the state’s higher education leaders, e.g., presidents and boards of regents/trustees of the state’s colleges and universities, and state boards of higher education.

To this end, staff recommend that the Board’s 10-year master plan for higher education, scheduled for adoption in December 2007:

- Incorporate diversity as essential to the mission of higher education in Washington state;
- Promote policies to encourage higher education access considering: changing demographic trends, differing levels of academic preparation, and economic disadvantage;
- Integrate a comprehensive and systemic diversity strategy that calls for policy guidance and resources at the state level, and implementation at the institutional level; and
- Establish a system of accountability that includes clear indicators and benchmarks as well as aggressive goals for improvement in student access and completion, and employment, retention, and promotion of faculty and staff of color.

## **Next Steps**

Development of a systematic diversity plan for higher education will be integrated into the board’s master planning process. The HECB will engage a broad cross section of state educational stakeholders in review and analysis of the 2006 diversity report and develop recommendations for consideration by the full Board.

As stated above, the diversity report recommendations reflect both statewide and campus-based programs or activities that can be or are being practiced. These recommendations should be carefully reviewed and analyzed by a workgroup composed of diversity practitioners and professionals in our colleges and universities. Based on this review and analysis the workgroup would address:

- Policies that would encourage and support diversity efforts at the campus level and at the state level;
- Activities that are essential and/or proven effective; and therefore, should be practiced statewide; and
- An accountability monitoring system with clearly defined indicators and benchmarks.

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## **2008 Master Plan Discussion: Vision, Mission, Values, Goals**

### **Definitions:**

#### **Vision Statement**

The vision statement provides an over-arching view of the future.

#### **Mission Statement**

The mission statement presents an organization's reason for existence. It succinctly identifies what the institution does, why, and for whom. The mission should be no more than one paragraph in length and ideally it should be one sentence.

#### **Values**

Values shape the actions undertaken to accomplish the mission.

#### **Goals**

Goals are general statements of purpose for the organization that identify broad, desired results.

#### **Objectives**

Objectives provide distinct categories into which each goal can be divided.

#### **Strategies**

Strategies are developed to accomplish the objectives for each goal. Each strategy should include the:

1. Challenge;
2. Background;
3. Solution;
4. Implementation Timeline;
5. Cost Estimate; and
6. Outcome Statement.

## ***EXAMPLE – VISION, MISSION, VALUES***

### **Washington’s Higher Education Institutions**

*Preparing citizens to shape Washington’s future.*

#### **Our Vision**

In the global economy of the 21<sup>st</sup> Century, Washington’s citizens are fully prepared to shape the state’s social, economic and cultural development and participate in its success.

#### **Our Mission**

Educate increasing numbers of students to higher levels, engage in the pursuit and development of new knowledge, provide high-quality academic programs and delivery systems to meet changing economic and demographic needs and nurture and support student learning across the education spectrum.

#### **Values**

- Free and open inquiry
- Active, participatory learning
- Critical thinking
- Ethical conduct
- Accountability
- Inclusiveness
- Collaboration



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## **2008 Strategic Master Plan for Higher Education**

### *Three Goals:*

#### **Goal 1 – Develop the workforce of the future**

Increase the number of high school graduates, adult learners and students from under-represented groups who complete apprenticeship and technical degree programs, certificates, bachelor's, advanced and high demand degrees. Develop institutional goals for degree attainment linked to new funding models that reward institutional success.

#### **Goal 2 – Engage, motivate, support, and prepare students to succeed**

Work collaboratively across the education spectrum – early learning through higher education – to engage, prepare, motivate, and support students to succeed. By 2018, increase the statewide high school graduation rate by x percent; the transfer success rate by x percent; freshman retention rates by x percent; and six-year graduation rates by x percent.

#### **Goal 3 – Ensure access; identify and respond to economic opportunities**

Keep postsecondary education affordable, especially for students from under-represented or economically disadvantaged groups. Create a 20-year program and facilities development plan built on a solid analysis of workforce needs, regional economic opportunities, and changing population demographics. Emphasize strategies to maximize the use of existing facilities, increase efficiencies and encourage the development of new, collaborative learning networks. Identify and recommend the development of innovative program delivery models.

# 2008 Strategic Master Plan Update Development Timeline – Final Plan Due December 15, 2007

