

BOARD MEETING AGENDA
Bellevue Community College
Library Building, D126
3000 Landerholm Circle SE, Bellevue
May 24, 2007

8:15 Continental Breakfast – HECB Members
Cafeteria 130 B - No official business will be conducted.

9:00 Welcome and Introductions

- *Bill Grinstein, HECB chair*
- *B. Jean Floten, president, Bellevue Community College*

Approval of the April 26, 2007 Meeting Minutes **1**

9:15 Consent Agenda

New Degree Programs for Approval **2**

- **Master of Science in Biomedical Regulatory Affairs, UW**
Resolution 07-07

- **Master of Professional Accounting, WWU** **3**
Resolution 07-08

New Minimum Admission Standards **4**
Resolution 07-09

9:20 **Education Committee**
Sam Smith, chair

Information and Action

New Degree Program for Approval: Ph.D. in Nursing, WSU Spokane **5**
Resolution 07-10

Washington State University proposes a doctoral degree in Nursing that would leverage existing research strengths in the WSU College of Nursing. The program will be delivered through a combination of in-residence sessions, interactive video conferencing, asynchronous web-based instruction, discussion boards, and on-site supervision of dissertation research.

Information**9:30 Title II, Part A – Improving Teacher Quality Programs 6**

The HECB administers the Title II, Part A grant, which is used to fund competitive partnerships for projects that provide professional development for K-12 teachers, principals and paraprofessionals. The program's purpose is to increase student achievement in core academic subjects by improving the quality of educators. Staff will provide an overview of the program, including a description of the various projects and partnerships.

9:45 Degree-Granting Institutions Act 7

Staff will provide an overview of the state's Degree-Granting Institutions Act, which the HECB administers to protect Washington consumers from substandard, fraudulent and deceptive activities at degree-granting colleges and universities in the state.

2008 Strategic Master Plan for Higher Education**10:00 • Status review – Master Plan Development Process**

Staff will review the status of the master plan process and timeline.

10:15 • Institutional Panel: K-12 Preparation

The notion that higher education institutions must become more involved in helping develop the next generation of K-12 students has taken hold nationally and will be part of the recommendations in the master plan. The members of this panel will discuss the challenges facing the state's K-12 system and how higher education might help address these issues.

11:15 • Student Panel: Priorities for Higher Education 8

The Student Listening Initiative seeks input from students on their experiences in accessing, persisting, and graduating from Washington's higher education institutions. This student panel will address the issues of greatest concern to students.

12:00 AdjournmentLunch

Cafeteria 130 B & A - No official business will be conducted.

1:00 Campus Tour

Bellevue Community College astronomy faculty member Arthur Goss, creator of "The Ever-Changing Sky," will host this planetarium show at the Willard Geer Planetarium. The show highlights changes that occur in the sky – stars and constellations like Orion and the Big Dipper warping and changing over a night, a year, and even over centuries.

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.

WASHINGTON
HIGHER
EDUCATION
 COORDINATING BOARD
 WE HELP STUDENTS SUCCEED

REVISED 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 – 4:00	State Investment Board , Board Room 2100 Evergreen Park Drive S.W., Olympia
April 26 8:00 – 4:00 Advisory Council	Tacoma Community College Senate Room, Opgaard Bldg. (#11) 6501 S. 19 th , Tacoma 98466
May 24 8:00 – 4:00	Bellevue Community College Library Bldg., D126 3000 Landerholm Circle SE, Bellevue 98007
June 28 8:00 – 4:00 Advisory Council	UW Bothell North Creek Events Center 18115 Campus Way NE, Bothell 98011
July 26 8:00 – 4:00	Eastern Washington University Towanka Bldg Cheney
September 27 8:00 – 4:00 Advisory Council	WSU Tri-Cities CIC 210/212 2710 University Drive, Richland 99354
October 25 8:00 – 4:00	WSU Vancouver tbd 14204 NE Salmon Creek Avenue, Vancouver
November 15 8:00 – 4:00 Advisory Council	Seattle University Student Center 130 901 12th Avenue, Seattle
December 13 8:00 – 4:00	State Investment Board , Board Room 2100 Evergreen Park Drive S.W., Olympia

May 2007

Draft minutes of April 26, 2007 meeting

HECB Members Present:

Bill Grinstein, chair
Charley Bingham
Earl Hale
Jesus Hernandez
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. He thanked Dr. Pamela Transue, president of Tacoma Community College (TCC), for hosting the meeting and invited her to say a few words.

Transue said TCC is participating in a Lumina Foundation grant called “Achieving the Dream,” which provides support services and affirmation to students who are most likely to drop out. Ninety-one percent of TCC students do not have college-level math skills and 70 percent do not have college-level reading skills. Attrition rates increase as more students are required to take remedial courses. The TCC math faculty have been working with local high schools to clarify college-readiness standards.

Action: Minutes of March 2007 meeting approved

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

Guaranteed Education Tuition (GET) 2006-07 Enrollment

Betty Lochner, HECB director for GET, reported that in 2006-07, the program experienced its largest enrollment increase in the nine years of its existence. There are more than 70,000 GET accounts, and the average age of children for whom accounts are being opened is dropping. At least two scholarship programs use GET units.

Summary of 2007 Legislative Session

Chris Thompson, HECB director of government and university relations, reported on bills passed by the 2007 Legislature related to postsecondary education.

- The University of Washington is charged with opening a new branch campus with a polytechnic focus in the Snohomish, Island, and Skagit counties region.
- Tuition increases shall not exceed seven percent annually. In the 2007-09 budget, they cannot exceed two percent for the community and technical colleges; five percent for the comprehensive universities; and seven percent for the research universities.
- The 2008 Strategic Master Plan for Higher Education will cover a ten-year planning period and be updated every four years. The annual deadline for submitting budget recommendations to the HECB is moved up one month.
- Three new scholarships – the Opportunity Grant Scholarship, the College-Bound Scholarship, and the GET Ready for Math and Science Scholarship – received funding from the Legislature.
- Funding for non-resident tuition waivers was cut significantly. This is an area of concern, since the program enables research universities to attract the best and the brightest graduate students from around the world. Washington research institutions will no longer be competitive with other schools in this regard.

Budget Update

Jim Reed, HECB director of fiscal policy, provided the Board with an update on the budget that passed the Legislature. The Legislature provided the largest funding increase for postsecondary education in the last 20 years, reflecting the Governor's and the Legislature's commitment to higher education.

Minimum Freshman Admission Standards

Randy Spaulding, HECB director of academic affairs, presented. Minimum admission standards would provide a guideline to institutions as they consider applicants. Students would be required to take at least three years of math to be considered for admission. Institutions may waive the minimum requirements for up to 15 percent of each cohort. Students must be made aware that the standards are minimums meant to remove disincentives to take harder classes instead of basing admissions on a score.

Diversity Report Recommendations

Ricardo Sanchez, HECB associate director of academic affairs, presented. He recommended an overarching, systemic framework for diversity that would be integrated into the ten-year strategic master plan. The framework would provide a means for postsecondary institutions to work within the constraints of the law to improve racial, ethnic, and economic diversity and would enable the HECB to monitor progress on diversity. The next step is to call on diversity professionals and experts to help shape a framework to be incorporated into the 2008 Strategic Master Plan.

Public Comment:

Four individuals had comments on the diversity report recommendations.

Fred Campbell, vice-provost at the University of Washington, said institutions need room to recruit high-risk students and provide them with support. Current expectations such as time-to-degree limitations are a disincentive to institutions to work with high-risk students. The HECB must take this into account as it drafts its next plan.

John Frazier, TCC student, said institutions have all the data they need. The problem is that minority students are allowed more leeway, with the unintended consequence of allowing them to fall behind, and the further they fall behind, the harder it is for them to catch up. The solution is to have high expectations of minority students, and not let them fall behind, thus allowing them to compete with their white peers in the marketplace.

Sharon Parker of the University of Washington Tacoma commended the Board on its work on diversity. The strategic plan is an opportunity to adopt a holistic view of the issue, to ensure that minority students graduate from college as well as get into college.

Eleni Papadakis, executive director of the Workforce Training and Education Coordinating Board, added that children whose mothers attended college are more likely to attend college themselves. Providing opportunities for low-income, single mothers to attend college would greatly increase odds for those mothers' children.

Advisory Council Meeting**Advisory Council members present:**

Kyra Kester, representing Dr. Terry Bergeson (OSPI)

Kathe Taylor, representing Mr. Steve Floyd (SBE)

David Prince, representing Mr. Charles Earl (SBCTC)

Eleni Papadakis (WTECB)

Fred Campbell, representing Dr. Mark Emmert (research universities)

Elizabeth Street, representing Dr. Jerilyn McIntyre (comprehensive universities)

David Lovell (four-year faculty)

Ruth Windhover (two-year faculty)

Raymond Yen, representing Claude Comair (proprietary schools)

Violet Boyer (independent institutions)

Grinstein welcomed the Advisory Council to the meeting, and thanked council members for their involvement and engagement. Hernandez chaired the meeting.

Minimum Admission Standards

Randy Spaulding, HECB director of academic affairs, presented. The HECB is required to set minimum freshman admission standards for four-year institutions. This work has been ongoing since 2003. The proposed set of revisions would encourage students to take more challenging courses rather than “safe” courses, where a good grade is guaranteed. Under the proposed revisions, students would have to take at least three math classes, and would have to take at least one class with quantitative coursework during their senior year. Districts would determine which courses meet core requirements for graduation. Passing the math WASL would be equivalent to two math classes; passing the English WASL would be equivalent to two English classes.

2008 Strategic Master Plan for Higher Education

Bob Burdick, HECB director of public relations, presented. The three challenges before the board are to:

1. Engage, motivate, support and prepare students to succeed.
2. Ensure access; identify and respond to economic opportunities.
3. Prepare the workforce of the future.

Panel presentation: Increasing minority postsecondary education

- Rosalund Jenkins, executive director of the Commission on African American Affairs
- Ellen Abellera, executive director of the Commission on Asian Pacific American Affairs
- Felix Negrón, executive director of the Commission on Hispanic Affairs
- Craig Bill, executive director of the Governor’s Office of Indian Affairs

Jenkins said the African American community is disappointed in the state’s efforts toward increasing minority participation. Data collection alone is insufficient. The link between challenges and recommendations is weak. Furthermore, the pipeline issue between K-12 and higher education must be resolved. Campus climate problems, especially at four-year institutions, must be addressed.

Abellera said Asians and Pacific Islanders are the largest minority in Washington. Furthermore, almost one in three Washington residents will belong to a minority group by 2010. The most pressing issue is in K-12, because the pipeline issue affects minority participation rates in higher education. Also at issue are the need to encourage greater parental involvement and to address problems resulting from cultural miscommunication. There must be cultural mediators and interpreters in the schools for parents and the community to be involved. Teachers must be trained to be aware of cultural differences in their classrooms, and minority teachers must be recruited to reflect Washington’s changing demographics.

Negrón said that “Hispanic” is impossible to define since it includes such a wide range of cultures. Language remains the single biggest hurdle for Latino participation in higher education: almost one in five Latinos in the United States do not speak English. Education matters more than immigration to the Latino community. The HECB should base its success rate

on how well it educates those who are most difficult to reach. The WASL is a major concern in the Latino community, since many students who are told that they won't be able to pass the WASL believe that if they don't pass the WASL, they won't graduate from high school. They are therefore more likely to drop out of high school. Information needs to be available to Latino students and their parents; when conducting outreach, it must be done in Spanish as well as English. Furthermore, by the time students receive information on postsecondary education, all the deadlines are passed.

Bill said that Native Americans tend to assume that work on diversity is conducted solely at individual universities, not at the statewide level. Part of why Native Americans have low participation rates is that as recently as the 1950s, they were forcibly removed from their tribes and sent to boarding schools, where they were instructed to reject their culture and trained to become nurses and laborers. There is still a fear in the Native community that attending college means being forced to renounce one's culture. Furthermore, college is regarded as an unattainable goal, and students who leave their reservations for college often experience culture shock. Having campuses on reservations, and offering programs such as Evergreen's Master in Tribal Administration, are positive steps to increase participation rates.

Panel presentation: Building on demographic issues

- Irv Lefberg, assistant director of the Office of Financial Management
- Carol Jenner, senior forecast analyst, OFM

Washington faces five major demographic issues:

1. By 2030, the higher education system will need to accommodate an additional 38,000 FTE over today's levels.
2. Future college enrollments will be more diverse than those of today.
3. College is becoming less affordable for middle-income families.
4. Washington is over-dependent on the in-migration of well-educated workers.
5. There are significant demographic variations in the state's regions.

The projections were made based on current participation rates. OFM and the HECB have studied projections based on increased participation rates, but such projections are difficult to achieve in a vacuum.

Violet Boyer added that there is no guarantee that participation rates will increase, since most of our population growth will come from an increase in minority populations. Unless the state makes an earnest effort to increase participation within those communities, it will lose ground. The master plan must come up with a robust outreach plan.

Discussion: vision, mission, and values

A vision must reflect the future the HECB wishes to achieve; it also has to attract attention. It must reflect the difference between now and then; and unless it clearly addresses minority issues, they won't get addressed as a priority. The Board must reconcile two potentially contradictory missions: addressing the imperative that Washington's economy requires a certain kind of workers, and the reality that there are not enough opportunities for students to participate in higher education. The master plan also should reflect the fact that education plays a large part in the state's collective well being.

May 2007

DRAFT: Master of Science in Biomedical Regulatory Affairs, University of Washington

Introduction

The University of Washington (UW) seeks the Higher Education Coordinating Board's (HECB) approval to offer a Master of Science degree in Biomedical Regulatory Affairs through the UW School of Pharmacy, Department of Pharmacy. The program, delivered in partnership with UW Educational Outreach, would be self-supporting, primarily through tuition revenues, and would not receive state FTE support. Core courses would be offered evenings and weekends to maximize accessibility for working adults. The program would contain elements drawn from two popular certificate programs offered by UW Educational Outreach: Biomedical Regulatory Affairs and Clinical Trials.

Relationship to Institutional Role and Mission and the Strategic Master Plan for Higher Education

The UW's role and mission statement calls for the development of evening degree programs to serve non-traditional students. The School of Pharmacy is charged with "educating students for service to the region and the nation." The proposed program would serve a critical skill need in the biomedical and biotechnology economic sectors. The focus, content, and method of instruction are consistent with the stated role and mission of the university.

The program would support *Washington's Strategic Master Plan for Higher Education* by providing the opportunity for students to earn advanced degrees in a field responsive to the state's economic needs. Washington's biotechnology and biomedical device industry employs nearly 20,000 people and provides indirect employment for over 55,000 citizens. The industry is a prime economic driver, attracting more than \$2.2 billion per year in federal health and environmental sciences research funding and about \$400 million in venture capital support.

The program would be the only one of its kind in the Pacific Northwest and one of only a few in the country. Professional development training in biomedical regulatory affairs is available to area companies only through narrowly focused seminars offered by for-profit training organizations. These expensive seminars (\$1,000 - \$4,000 per three-day session) lack the comprehensive in-depth professional education available through the UW program.

Program Need

The HECB's January 2006 report, *A Skilled and Educated Workforce: An assessment of the number and type of higher education and training credentials required to meet employer demand*, concluded, "the higher education system will need to...expand graduate programs to increase the number of professional and doctoral degrees produced annually." The report stated there were particular deficits in the fields of research/scientist, business, and management.

The UW conducted two focus groups to help assess the need for the program, one with industry representatives and another with UW faculty, external stakeholders, and representatives of the Food and Drug Administration. The university also sent area biotechnology and biomedical employers an online survey to assess program need and hiring qualifications.

From the focus groups, UW learned:

- The region's biotechnology/biomedical industry is focused more on research and development than manufacturing of products, and this trend is likely to continue and increase in the foreseeable future.
- The industry is in need of personnel who are trained in regulatory affairs.
- The outcomes planned for the Master of Science in Biomedical Regulatory Affairs are compatible with industry needs.

Online survey respondents affirmed the need for the program; however, they emphasized the importance of practical experience (as opposed only to theoretical knowledge). This was addressed, in part, by the inclusion of a nine-credit practicum as a degree requirement. The respondents predicted that the current high level of demand for professionals with regulatory affairs skills would continue for at least the next three to five years.

The existing certificate programs - Biomedical Regulatory Affairs and Clinical Trials - have enrolled 30 to 45 students each session. Those students who enrolled have indicated they are committed to working locally in the biotechnology/biomedical industry, and often they are employed in the industry and/or have years of related work experience. Most participants indicated this was the first time they have had an opportunity to study regulatory affairs systematically. Those who worked in regulatory affairs typically learned through on-the-job experience. Neither certificate program is designed to provide the larger context for work in this field, taken separately or together. The new program would provide the broader context by adding analysis of the principles and concepts that underlie practice.

Program Description

The program is designed for students who have a bachelor's degree in science. Students with engineering or law degrees would also be considered. Those with related work experience and other advanced degrees would be considered favorably in the admissions process. The program would target working adults in the early to mid stages of their careers. Some would receive full or partial support from their employers, but most students probably would be self-supporting.

The program is designed to achieve the following professional development needs:

- Regulatory affairs professionals seeking a comprehensive view of the field, possibly for advancement;
- Clinical trials staff of pharmaceutical companies, contract research organizations, hospitals, and clinics;
- Nurses seeking training for positions in the clinical fields;
- Professionals seeking employment with the FDA or other health authorities;
- College graduates seeking entry into a field within or related to regulatory affairs;
- Attorneys seeking a broad understanding of the field to serve corporate clients engaged in drug and biomedical device development, testing, and manufacture and sales;
- Pharmacists, physicians, scientists, or engineers interested in learning the fundamentals of regulator affairs prior to engaging in drug and device development and/or research; and,
- Senior staff members of a biotechnology or biomedical device company or hospital who need to better understand these fields to supervise others and carry out their responsibilities.

Program graduates will be prepared to perform the following functions in the workplace:

- Shepherd new medical products (pharmaceuticals, biomedical devices, and biologics) through regulatory, clinical, and quality assurance regimes;
- Identify and apply essential aspects of the clinical trial process;
- Access and assimilate regulations, guidelines, application procedures and reviews used by the FDA, International Conference on Harmonisation (ICH) and the International Standards Organization (ISO);
- Identify, mitigate, manage, and react to medical risks;
- Write effective and accurate technical documents and report appropriately to the professional environment;
- Undertake professional responsibilities in a pharmaceutical, medical device or related company; and,
- Improve readiness to pass professional certifications including the Regulatory Affairs Professional Society (RAPS), Clinical Research Associate (CCRA), and Clinical Research Coordinator (CCRC).

A minimum of 45-quarter credits would be required to receive the Master of Biomedical Regulatory Affairs degree. Students who have taken the UW certificate programs in Clinical Trials or Biomedical Regulatory Affairs may not be required to repeat those courses, but they would be required to meet the course credit requirement by taking other courses.

The core courses that make up the focus of the program are composed of 10 three-credit courses in regulatory affairs and clinical trials, a six-credit course in advanced topics in medical products regulation, and a nine-credit practicum. A total of 45 credits would be required to receive the degree. Based on their need, area of specialization, and interest, students will be encouraged to take other recommended courses offered by the UW on technical communication, project management, and intellectual property.

The program budget provides for a program coordinator who would manage practicum sites, provide students with academic advising support, manage information on student progress and practicum site evaluation, develop systems for student communications, and schedule mentoring encounters with faculty.

The program faculty would be a combination of teaching faculty and adjunct faculty who are industry practitioners. The program would be directed by Dr. Tom Hazlet, Associate Professor of Pharmacy. Dr. Hazlet would devote 0.25 FTE to the direction of the program. A full-time program lead faculty would be hired who would serve as the main student mentor, teach some courses, and work closely with Dr. Hazlet to ensure the quality of the instruction. Several industry practitioners currently teaching some of the certificate program courses have expressed interest in this position.

The program was developed with the assistance of an industry/stakeholder advisory board, who would continue to provide the program with guidance during its implementation phase. The advisory board would meet at least once a year and review course content, and connect program faculty and students with professional networks that can provide mentorship and practicum site opportunities.

Students would be assessed continuously through the end of course assessments and projects. Each core course has a description of content and identified student competencies/outcomes that will form the focus of the assessments. In addition, students would be required to take the Regulatory Affairs Professional Society's Regulatory Affairs Certification online self-assessment exam, and review the results with program faculty. This assessment would help each student, and the program itself, align with industry-developed professional skill standards. It would also encourage students to pursue and secure professional certification.

The program would be evaluated by looking at outcomes from the student, industry, and UW/community perspectives. With regard to students, the evaluation would determine whether students have acquired competencies they can use on the job, and new strategies and resources for professional development. It would assess whether students perceive the degree as a valuable experience. From the industry perspective, the program would be assessed for the extent that industry has used its resources and graduates, and the extent to which industry has valued the program by helping to keep the curriculum relevant to its skill needs.

A social network analysis would be used to evaluate changes in community and partnership building generated by the program. The evaluation would look at what collaborations and partnerships have been formed, how the program's resources are leveraged, the extent to which underserved segments of the community have been served, and new initiatives that build on the program. The tools used in student, industry, and UW/community evaluation would include exit surveys, student interviews, follow-up surveys, and employer/stakeholder interviews. The program intends to utilize students studying program evaluation at UW to perform some of this work.

Diversity

The program would coordinate closely with the UW Office of Multi-Cultural Affairs at the School of Medicine to ensure it is well marketed to under-represented groups in health science careers. Other offices the program intends to work with include the Health Sciences Minority Student Programs - UW School of Medicine, Native American Center of Excellence - UW School of Medicine and Washington Mathematics Engineering and Science Achievement (MESA).

External Review

An external review of the program was conducted by Dr. Lois M. Hinman, Director, Regulatory Affairs for Hoffman-La Roche, Inc. (commonly known as Roche), a pharmaceutical and biomedical diagnostic systems company. Also, Dr. Larry E. Gunderson, Director, Regulatory Affairs Programs at the Center for Bio-Pharmaceutical and Bio-Device Development, San Diego State University, provided a second external review.

Roche's Dr. Hinman concurred with the industry need for a program of this type, citing a "void in opportunities for professional training, other than on-the-job training, for individuals interested in careers in regulatory affairs." Dr. Hinman went on to make several overall comments on the program, suggestions for additional courses to strengthen the program scope, and comments on proposed course content.

Dr. Hinman offered a more expansive list of program outcomes than what has been listed above including managing interactions with health authorities, guiding drug development strategies, understanding regulatory findings and common deficiencies, understanding the role of the regulatory team leader, and understanding the unique regulatory expectations for biologics and the medical device regulatory process and business models.

Dr. Hinman indicated she thought the core course offerings were overly focused on clinical trials, good clinical practice compliance, and medical writing. She advocated for more emphasis on FDA/health authority expectations for toxicology, drug metabolism, pharmacokinetic and clinical pharmacology, and the technical aspects of drug development. She felt that the curriculum also should emphasize how to assess risk, and when and how to communicate with health authorities. She advocated for the addition of courses covering:

- Health authority interactions, including the preparation of briefing packages and what type of questions are appropriate at each stage of development;
- Assessing risk for the registration of products in specific therapeutic areas and preclinical strategies for regulatory development;
- Clinical study design, when various study designs are appropriate for use;
- A separate course on biologics regulatory strategy; and,
- Special topics seminars.

Dr. Hinman also advocated for a program design that permitted students to specialize in either drug, biologic, or device regulation. This recommendation was rejected by the UW program design team who, in recent correspondence with HECB staff, reasoned that understanding in one domain is strengthened by understanding of comparable technologies from the others. In correspondence with HECB staff, Dr. Hazlet suggested that students would be better served by a solid grounding in all three domains of the field.

Dr. Gundersen, San Diego State University (SDSU), gave a more favorable review and offered fewer proposed modifications. Frequently, he used the experiences of administering the MS in Regulatory Affairs program at SDSU to support his contention that the proposed program was headed in the right direction.

Dr. Gundersen said during the first two years of program implementation, gaps in the curriculum would be identified and addressed with the development of new courses. He also stated that experience suggests there is significant pent-up student demand for this type of program, and there should be no shortage of qualified students interested in enrolling. His experience was that most students received partial or full financial support from their employer.

Like Dr. Hinman, Dr. Gundersen cautioned against an over-emphasis on pharmaceuticals at the expense of biologics and medical device, noting that the proposed program would be housed in the Department of Pharmacy. Dr. Gundersen also advocated for the compressed class schedule that the SDSU program utilizes - a concentrated class schedule he thinks is better for working students. The SDSU core courses are two, four-hour sessions, twice per week for five weeks. Subsequent courses follow without regard to the University's academic calendar.

Finally, Dr. Gundersen suggested he was unsure whether the 45-credit requirement for the degree was sufficient. The SDSU requirement is (the equivalent of) 60-quarter credits, and the University of South California's and Temple University's programs are both 54 credits. Long Island University's program is 50 credits - all higher than the proposed UW program.

Program Costs

Instructional cost of this self-support program per FTE would be \$14,414 in the first year and \$11,028 in the second year and each year thereafter, based on full enrollment of 20 students per cohort (and an expected loss of three students in the second year of each cohort due to attrition). The 2-year tuition would be \$26,961, not including student fees and books. Many students may receive full or partial support from their employers. This has been the experience of many participants in the certificate programs offered by Department of Pharmacy and UW Educational Outreach. By comparison, program tuition is about \$5,800 more than the total tuition for Tier I graduate students at the UW (Masters in Pharmaceutical Sciences students would pay Tier I tuition in that state-supported program). The budget provided by the UW for this program anticipates expending \$7,638 per year in tuition waivers, and no funds for scholarships.

Staff Analysis

The proposed program is consistent with UW's role and mission and the *Strategic Master Plan for Higher Education*. It would increase the system's output of advanced degrees serving an industry that is vital to the regional and state economy, focusing on vitally important knowledge and skills to that industry. Similar programs across the country have been successful, and the program would be one of only a few similar programs in the country and would not duplicate existing programs in the state.

The program draws on experienced and well-qualified faculty with a good mix of instructional faculty and industry practitioners. External reviews support the expertise of the proposed faculty.

The program's approach to student and program assessment are sound.

The program's existing and proposed linkages and partnerships with other offices at the university and outside organizations are strong; but they could be strengthened, especially with regard to inter-college collaboration in the development of program content. Curricular and program linkages with the Business School, the School of Public Health and Community Medicine, the School of Medicine, and the new joint Department of Global Health are not well defined, but could be further developed once program implementation has commenced. The continued use of a program advisory committee that includes stakeholders from other parts of the University would help make some of these connections.

The targeting of the program to entry- and middle-stage professionals working in the field is appropriate. The extent to which students interested in the program will have access to financial support from employers is unclear; however, Dr. Gundersen, SDSU, claimed that most of their students received employer support. The program proposal states that most of the students are expected to be self-supporting.

High tuition may be a significant barrier to program access for many students that are not in a position to receive full support from their employers. The high program tuition combined with the lack of student financial support in the program budget may jeopardize achievement of the diversity goals. The program proposal identified only student loans as the financial aid resource available to students. Considering that the program budget anticipates nearly \$112,000 in excess revenues beginning in year two and every year thereafter, the UW may be in a financial position to offer more student aid.

The program's plans for outreach are commendable, but just getting the word out about the program would be insufficient in providing access to groups under-represented in health science careers. The university should consider providing more student financial support (in the form of waivers, grants, and scholarships) so that access to the program is not solely determined by a student's ability to secure employer financial support.

Recommendation

Based on careful review of the program proposal and supplemental communications and sources, the HECB staff recommends approval of the Master of Science in Biomedical Regulatory Affairs at the University of Washington.

The Education Committee met on May 7, 2007 and recommended approval of the proposed program to the full Board.

RESOLUTION NO. 07-07

WHEREAS, the University of Washington proposes to offer a Master of Science in Biomedical Regulatory Affairs; and

WHEREAS, the program would support the unique role and mission of the institution by providing students with an opportunity to earn an advanced degree in a field with substantial need; and

WHEREAS, the program would respond to demonstrated student, employer, and community needs, consistent with the state and regional needs assessment conducted by the HECB and the university's own assessment of need; and

WHEREAS, the program targeting and recruitment plan is well-defined and builds on existing programs at the university; and

WHEREAS, the costs are reasonable;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Master of Science in Biomedical Regulatory Affairs at the University of Washington.

Adopted:

May 24, 2007

Attest:

Bill Grinstein, Chair

Jesus Hernandez, Vice-Chair

May 2007

DRAFT: Master of Professional Accounting Western Washington University

Introduction

Western Washington University (WWU) is seeking approval to establish a Master of Professional Accounting (MPAcc) degree. The proposed program would offer master's level preparation for students entering occupations as Certified Public Accountant (CPA)-qualified accounting graduates in government, business, and the non-profit sectors. The Professional Accounting program would be a traditional daytime program offered on the Bellingham Campus, and would build upon the current bachelor's level curricula offered by the Department of Accounting in WWU's College of Business and Economics. If approved, the program would begin fall 2007.

Program Need

The faculty considered four measures of need in developing the program: projected industry demand for CPA-qualified graduates nationally and in Washington, local business support, student interest, and changing CPA-certification needs.

Students who graduate with a master's degree in accounting are entering a growing industry. Since the accounting scandals at Enron, Worldcom, and Tyco, federal legislation has been passed that has accelerated the demand for CPA-qualified hires.¹ According to a 2006 article from the *Wall Street Journal*, demand for accountants exceeds supply by 20 percent nationally because there are not enough experienced professionals to replace those who are leaving public accounting for positions in private industry, a result of the SOX Act of 2002.

According to data from the American Institute of Certified Public Accountants' (AICPA), "*The Supply of Accounting Graduates and the Demand for Public Accounting Recruits*," hires of new accounting graduates increased 17 percent between 2003 and 2004. This increase was, in part,

¹ The Sarbanes-Oxley Act of 2002 also known as the Public Company Accounting Reform and Investor Protection Act or "SOX" is wide ranging and establishes new or enhanced standards for all U.S. public company boards, management, and public accounting firms. New reporting regulations coupled with increased demand from the private sector have increased demand for certified public accountants.

due to a 33 percent increase in hires for master's-qualified graduates, compared to a 13 percent increase for bachelor's degree recipients. The data from AICPA also indicates significant increases in the need for CPA-qualified candidates in the future. By 2009, hires of new accounting graduates will increase between 10 and 19 percent, based on the size of the hiring firm.

The same demand trends hold true for Washington state. According to the Employment Security Department (ESD), accountants and auditors consistently appear in the top ten occupations for job openings through 2012. In addition, the Northwest region, from which WWU draws nearly half of students attending a four-year institution, accountants and auditors rank fourth in projected openings through 2012. Regional accounting professionals confirm this trend data. According to a survey from 2004, 39 percent of respondents indicated that demand for CPAs would increase over the next five years.

The proposed program is also in demand because public accounting firms require that their hires eventually become CPAs. To sit for the CPA exam, students must have 225-quarter hours of education. Currently, students at WWU who wish to become CPAs must either take additional undergraduate courses that are not necessarily specific to accounting or enroll in the MBA with an accounting focus. Recent data from AICPA shows that firms are more likely to hire MPAcc students than those with an MBA. The MPAcc degree provides additional technical and professional training in accounting, enabling students to compete more effectively for employment after graduation.²

Students also indicate a need for the proposed program. According to a survey given to students from 2004, 62 percent of respondents expressed an interest in public accounting. A total of 29 percent indicated that they would be "likely" or "very likely" to enroll in a MPAcc program immediately if it were offered. Institutional data bears out this trend as well. Based on analysis of graduates from WWU's three major programs (Accounting, Accounting and Computer Science, and Economics and Accounting), the number of graduates has increased from 54 in 2002, to 90 in 2006.

Program Description

The proposed degree program is 48-credits, aimed at undergraduate students at WWU, and is intended to be completed in three quarters beginning in the fall of 2007. The proposed program will enroll 15 FTE in year 1 and 25 FTE in subsequent years. Faculty designed a five-year package that builds upon undergraduate offerings to provide additional graduate-level professional and technical training while still allowing students who do not wish to follow the CPA track to graduate at the end of four years. The addition of 48 credits at the graduate level also meets Washington's requirement that students have 225 quarter hours of credit in order to be eligible to sit for the CPA exam.

² The accounting firm of Ernst & Young submitted a letter of support encouraging the development of the program. In the letter, staff stated that over 80% of their hiring now included students with a Masters of Professional Accounting credential. The letter explicitly stated, "Students without a MPAcc have a competitive disadvantage."

The proposed degree would include 28 core credits in various topics related to accounting including information systems, communication, international accounting, and ethics. Students also are encouraged to participate in a 12-credit internship during the winter quarter to apply academic curriculum in a 'real world' setting. The final eight credits are electives to be taken from the MBA program or other programs on campus. Students who do not take the internship option would be required to take 12 additional credits in the MBA program for a grand total of 20 elective credits.

The proposed program would be supported by full-time faculty from the Department of Accounting as well as one new faculty line allocated to the department from WWU's central administration. The department does not intend to use adjunct faculty for the MPAcc program.

Assessment

Students would be assessed using various course-embedded methods using course objectives, learning outcomes, and content to gauge the extent of learning taking place. Methods would include exam performance, writing assignments, and projects. Students would take a comprehensive exam during the final quarter in the program.

The proposed program would use several methods in assessing the effectiveness of learning. Student performance on the national examination for the CPA certificate would be tracked. Graduates also would be surveyed after one year to determine their perspective on the value of the program. Finally, the advisory board launched in June 2005, comprised of industry professionals, would provide feedback on current trends in the profession as well as their evaluation of the students graduating from the program. This will be an important link in keeping the proposed program responsive to the needs of industry.

Diversity

The proposed program includes several steps to ensure a diverse student population. Currently, 18 percent of the students who graduate from the College of Business are students of color; a percentage which exceeds WWU as a whole at 14% of total graduates. The target market for recruiting students into the proposed program is WWU's own undergraduate accounting program, thus, program planners anticipate similar representation of students of color in the proposed program.

In order to make certain that minority students apply to the program, WWU included the following steps in their program proposal:

- Coordinate recruiting/retention efforts with appropriate WWU programs and student groups (e.g., Admissions, Office of Multicultural Support Programs and Retention, Office of Student Life, etc.)

- Continue existing mutually productive relationships with professional organizations, such as the AICPA and the Washington Society of CPAs, and members of the business community to increase enrollments from underrepresented populations.
- Support annual scholarships for diversity; funding currently exists in the Department of Accounting.
- Regularly assess recruitment/retention efforts of underrepresented students through both qualitative and quantitative research.
- Continually monitor and improve the Department of Accounting's climate of appreciation and respect towards the diversity of humankind.
- Strive to maintain and continuously improve our existing culture which emphasizes a strong sense of inclusive, supportive community for all students, staff, and faculty.

External Review

Western Washington University submitted the program to two external experts for review. The first, Dr. Barbara Reider, Professor of Accounting at the University of Montana, Missoula, submitted a supportive review and noted that the program is academically sound and economically justifiable. She indicated that students will have the necessary academic background to complete the program in three quarters and will be ready for professional employment at graduation. She added that faculty members are well-qualified and respected in the academic community. Her only concern is whether enough accounting faculty could be hired in time to start the program in the fall of 2007, as there is currently a demonstrated shortage of accounting faculty. In WWU's response to Dr. Reider's comments, the department indicated that it has already made two accounting hires who would be used to support the program, if approved.

The program also was reviewed by the coordinator of the accounting program at Washington State University. Professor Debra L. Sanders submitted a supportive review of the proposed program and indicated the number of openings for graduate education in accounting (roughly 120 between UW and WSU) cannot satisfy the demand within the state. She noted that the advisory board will play a key role in keeping the proposed program current with industry demand. She added that the MPAcc will put the graduates poised to sit for their CPA exam at a competitive advantage. These students would receive additional professional and technical training, when compared to their peers who merely enroll in more undergraduate courses, and therefore could compete more effectively – not only against fellow WWU graduates – but with students from the University of Washington and Washington State University.

Professor Sanders pointed out two areas of concern. First, she recommended that program planners examine the timing of the internship, stating that at WSU, most students receive internships the summer before entering the program. The vast majority of these students are hired by the firms for which they intern. She also questioned whether or not it is appropriate for students to receive college credit to work for their employer for a quarter.

Second, Prof. Sanders asked planners to consider the potential burden of the winter internship, if positions are not offered in Bellingham. If internships are not available locally, students would need to move to Seattle for the quarter. She suggested polling students' interest in a winter internship before making it an integral part of the MPAcc.

In WWU's response to Prof. Sanders, program planners indicate that WWU students have been receiving winter internships more frequently than summer internships and that their students are typically offered full-time employment during the winter internship. They argue that the value of the internship is from the quality of work experience and its enhancement of the education experience, regardless of a promise of permanent employment. They note that WWU does not differentiate between students who have a full-time offer of employment and those who do not when granting internship credit.

In regard to Prof. Sander's comments related to the potential burden of moving to Seattle for winter quarter, program planners state that most undergraduates find internships within the I-5 corridor. Most of WWU's accounting students are from the Seattle area, and they therefore do not expect a significant burden for them to relocate (if necessary). They further state that Bellingham provides several internship opportunities for students and that they are not aware that relocation has been an issue in the past. Given the availability and demonstrated student interest in internships, planners believe that polling student interest would be unnecessary.

Cost

During the first years of existence, the program will draw on existing faculty and one new faculty hire as well as equipment and classroom space already in place to support the Department of Accounting. First year program expenses include a total of \$223,400 in staff and faculty salaries/benefits, and \$23,733 for program marketing, goods and services, equipment and various student support activities. At full enrollment (25 FTE), salary costs rise to \$234,220, while other marketing and student support expenses grow to \$33,645. Expenses for each year after year two are adjusted for inflation at 3 percent.

Program revenue is calculated to be \$298,114, including general fund state support, as well as tuition and fees (\$15,000 per FTE). Program planners assume students are residents, study full-time, and take between 10 and 18 credits per quarter. In year two at full enrollment, total revenue grows to \$502,955. Program revenue grows in subsequent years, based on an estimated 5 percent annual increase in tuition and fees. Based on these revenue and expense calculations, the proposed program is projected to garner a net revenue of \$50,981 in year one and \$235,090 in year two. Net revenue decreases at a rate of about 2.5 percent in subsequent years. Based on these calculations, costs per FTE average \$16,475, to serve 15 FTE in academic year 2007-08, and \$10,715 in 2008-09, serving 25 FTE.

Staff Analysis

Data indicate that there is strong student and employer demand for occupations related to public accounting, both regionally and nationally. Though graduate programs are offered at UW and WSU, total enrollment slots available at those schools fall well below projected demand based on undergraduate enrollments. Thus, the addition of WWU's MPAcc program would meet an unmet need for students and for industry.

The program will be taught by seven tenure-track faculty from the Department of Accounting, including one new full-time professor. WWU does not plan to use adjunct faculty for the proposed program. Based on revenue and expense calculations, the program would be adequately funded and well positioned to provide a high level of student service and support.

Based on the feedback submitted by expert external review, the curriculum meets or exceeds industry and academic expectations. Program and student assessment also are more than adequate. Perhaps the largest benefit of the proposed program is the addition of technical and professional coursework as part of a five-year undergraduate/graduate package. Graduates of the program will be very well positioned to compete for jobs that require a CPA certification, given that they will have already met Washington's requirement of 225 quarter-credit hours of education to be eligible to sit for the CPA exam. The addition of accounting-specific, technical coursework will put MPAcc students at an advantage when compared with undergraduates who merely take additional undergraduate courses to meet the 225-credit requirement. Hiring trend data also indicate that firms are hiring MPAcc graduates more often than accounting-focused MBA graduates. Thus, the program appears highly responsive to industry needs.

The program is designed to articulate with the undergraduate program at WWU; however, appropriate preparation is well specified for students outside WWU who wish to apply. Admission requirements indicate that students must hold an accounting-focused degree from an AACSB accredited business school. Community college students transferring into the undergraduate program could prepare by getting a business transfer degree. Once admitted to the institution and to the major, students participate in the same program as students who enrolled in WWU as freshman.

The program proposal includes a plan to recruit and retain a diverse student population that is consistent with the university's mission and core values.

Recommendation

Based on careful review of the program proposal and supplemental resources, HECB staff recommend approval of the Master of Professional Accounting program at Western Washington University.

DRAFT

RESOLUTION NO. 07-08

WHEREAS, Western Washington University proposes to offer a Master of Professional Accounting; and

WHEREAS, The program would respond to student and employer demand for occupations related to public accounting; and

WHEREAS, The program would serve students who reside in Bellingham, Washington so they would not have to travel out of state and pay out-of-state tuition; and

WHEREAS, With the evident demand, the proposed program is well positioned to meet a state and regional needs; and

WHEREAS, The program has received support from external experts and employers stating that the program meets or exceeds industry and academic expectations;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Master of Professional Accounting.

Adopted:

May 24, 2007

Attest:

Bill Grinstein, Chair

Jesus Hernandez, Secretary

May 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 (HECB) 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.

The current standards were first adopted by the Board in 1988. In 2000, the standards were amended to require an additional year of science for freshmen entering college in 2010.

The Board discussed proposed revisions to the minimum admission standards in depth at its April 26 meeting, and is being asked to adopt revisions to the minimum college admission standards at its May 24, 2007 meeting. The proposed standards reflect feedback from a variety of stakeholders and are consistent with the direction provided in the *Washington Learns 2006 Final Report*.

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.

Minimum Freshman Admission Standards

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

The proposed standards use 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 (CADR). 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 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 toward 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 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 their 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 complete 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 implementation section on 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 languages.

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

The proposal allows students who pass the 10th grade WASL-M and WASL-R to fulfill the first two CADRs in math and English, respectively.

Admissions Index, GPAs, SAT, ACT

The Admissions 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 affecting their GPAs and overall index scores.

The revised proposal leaves intact the requirement that students achieve at least a 2.0 GPA on a 4.0 scale, and that they submit test scores (SAT or 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, including some traditionally underserved populations, who otherwise might not appear prepared using standardized criteria -- particularly those who face significant socioeconomic challenges. It should be noted that eliminating the admissions 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 two- or four-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 Project¹ and the English and Science College Readiness Project², both in Washington state, define college readiness in mathematics, English, and science. Pilot projects are underway, or planned, to introduce college readiness concepts to K-12 classrooms across the state.

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

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

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

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 still be able to assess whether career and technical education courses meet CADR guidelines, and could identify ways for students to participate in valuable career exploratory, applied, and other elective courses.

Implementation of revised minimum admission standards

Following Board adoption 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. To provide ample time for communication of the revised standards, 2012 would be an appropriate date for full implementation of the proposed standards including revisions to the CADR. However, some aspects of the revised standards, such as elimination of the admissions index, comprehensive review, and implementation of revised guidelines for review of CADR, may be phased in sooner. Once fully implemented, the proposed standards would replace the minimum freshman admission standards currently in place.

Action plan to support implementation of the standards

Board staff are directed to work with the public baccalaureate institutions, the Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, 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 successfully implement the revised standards.

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

- Timeline to phase in implementation of admission standards with full implementation effective for the entering class of 2012.
- Development of clear guidelines to determine which courses meet the College Academic Degree Requirements.
- The need for added teacher capacity, especially the preparation of additional 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.

	Current Standards	Proposed Minimum Admission Standards
Implementation Date		Phased implementation plan to be developed. Standards would be fully implemented for all freshmen seeking admission to the state's public baccalaureate institutions during and after summer 2012 academic term.
Academic Distribution Requirements	15 total credits of "core" coursework	15 total credits of CADR coursework. Students must take a minimum of 3 credits ³ of CADR courses each year of high school, including the senior year.
English	4 years, including 3 years of literature and composition.	4 credits 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. Note: Passage of the WASL-R is equivalent to the first 2 years of English.
Mathematics	3 years, including algebra, geometry and advanced math.	3 credits of math with at least 1 credit completed in the senior year, including 1 credit each of algebra, geometry, and inter-mediate 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. or

³ The current standard refers to “year long courses.” In the proposed revisions to the standards 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.

		<p>Successful completion of math through pre-calculus meets both the course and senior year requirement in math.</p> <p>Note: Passage of the WASL-M is equivalent to the first 2 years of math (algebra & geometry or Integrated Math I and II)</p>
<p>Science</p>	<p>2 years, including 1 year of lab science (equivalent of biology, chemistry, physics, or principles of technology).</p> <p>Note: 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.</p>	<p>2 credits of lab science, including 1 credit of algebra-based biology, chemistry, or physics.</p> <p>Note: the requirement for 2 years of lab science, including 1 year of algebra-based biology, chemistry, or physics would take effect in 2010.</p>
<p>World Languages</p>	<p>2 years of the same foreign language, Native American language, or American Sign language.</p>	<p>2 credits of the same foreign language, Native American language, or American Sign language.</p>
<p>Social Science</p>	<p>3 years of social science</p>	<p>3 credits of social science</p>
<p>Arts</p>	<p>1 year of fine, visual, or performing arts, or electives from any of the other required subjects.</p>	<p>1 credit of fine, visual, or performing arts, or 1 additional credit in math, English, social science, lab science, or world languages.</p>
<p>Minimum Grade Point Average</p>	<p>Minimum unweighted cumulative grade point average of 2.0 on a 4.0 scale.</p>	<p>Minimum unweighted cumulative grade point average of 2.0 on a 4.0 scale.</p>
<p>Admissions Index⁴</p>	<p>Achieve a minimum score 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.</p>	<p>Eliminate Admissions Index requirement</p>
<p>Required tests</p>	<p>SAT or ACT</p>	<p>SAT or ACT: 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.</p>

⁴ Each student receives a score based on grade point average and college admission test scores.

RESOLUTION NO. 07-09

WHEREAS, The *2004 Strategic Master Plan for Higher Education* calls for the Higher Education Coordinating Board to develop and adopt new minimum college admission standards for freshmen; and

WHEREAS, 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; and

WHEREAS, In 2005, the HECB conducted public forums throughout the state to elicit stakeholder and public opinion about how to revise minimum admission standards; and

WHEREAS, The proposed revisions to the freshman admission standards reflect feedback from a broad set of stakeholders and the recommendations of the *Washington Learns 2006 Final Report*; and

WHEREAS, The proposed 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; and

WHEREAS, The proposed standards would replace the minimum freshman admission standards that are currently in place; and

WHEREAS, Board staff are directed to work with the public baccalaureate institutions, Office of the Superintendent of Public Instruction, and other key stakeholders in development and implementation of a joint action plan to implement the standards;

THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board adopts the revised minimum freshman admission standards, and that the standards be phased in, with full implementation effective for the entering class of 2012; and

BE IT FURTHER RESOLVED, That the Board delegates authority to the HECB executive director to approve guidelines used to determine which courses meet the College Academic Distribution Requirements.

Adopted:

May 24, 2007

Attest:

Bill Grinstein, Chair

Jesus Hernandez, Secretary

Washington State University proposes a doctoral degree in Nursing that would leverage existing research strengths in the WSU College of Nursing. The program will be delivered through a combination of in-residence sessions, interactive video conferencing, asynchronous web-based instruction, discussion boards, and on-site supervision of dissertation research.

Complete document is not yet available - materials will be distributed and posted the day of the meeting.

May 2007

Title II, Part A – Improving Teacher Quality Program Update

Information Item

This is an informational report to the members of the Higher Education Coordinating Board at its May 24, 2007 meeting. No board action is necessary at this time.

Introduction

Since July 2002, the U.S. Department of Education has awarded the Higher Education Coordinating Board (HECB) about \$1.2 million per year for the No Child Left Behind Washington State Higher Education Improving Teacher Quality Program. The money is used to fund and administer competitive partnership grants for projects that provide professional development for K-12 teachers, principals, and highly qualified paraprofessionals. HECB expects to receive an additional \$1.2 million for the program on July 1, 2007.

The program's purpose is to increase student achievement in core academic subjects by improving educator quality through professional development. Thus, the program helps students succeed by helping educators educate.

Background

The No Child Left Behind Act of 2001 (NCLB), signed into law by President Bush on January 8, 2002, reauthorized the Elementary and Secondary Education Act of 1965 (ESEA).

Title II, Part A of NCLB established the Teacher and Principal Training and Recruiting Fund in order to increase student academic achievement using various strategies -- including improving teacher and principal quality through professional development. Title II, Part A, revised and replaced the Eisenhower Professional Development Program, which focused on math and science.

Title II, Part A has three subparts. In Washington state, the Office of the Superintendent of Public Instruction (OSPI) administers subpart 1 and subpart 2 programs, which provide resources directly to school districts.

HECB administers the subpart 3 competitive partnership grant program, known as the No Child Left Behind Washington State Higher Education Improving Teacher Quality Program. HECB works with OSPI to determine program goals and other aspects of the program.

Program Partners

Eligible partnerships consist of three required partners and any number of optional partners.

Required partners:

- A public or private institution of higher education and the division of the institution that prepares teachers and/or principals
- A school of arts and sciences
- A high-need school district

Optional partners include (for a complete list, see NCLB §2131(1)(B) in Appendix A):

- Additional school districts
- Educational service agencies
- Nonprofit educational organizations
- Additional colleges or universities
- Nonprofit cultural organizations
- Teacher organizations
- Principal organizations
- Businesses

Program Goals

Improving Teacher Quality projects must be designed to achieve one or more of the following program goals:

1. Increase participants' subject-matter knowledge (including the use of computer-related technology to enhance student learning) of mathematics and/or content-area reading (reading within subject areas – such as science).
2. Increase participants' ability to use challenging Washington state academic content and student achievement standards and Washington state assessments to improve instructional practices and improve student academic achievement in mathematics and/or content-area reading.
3. Increase principals' instructional leadership skills that will help them work most effectively with teachers to help students master mathematics and/or content-area reading.

HECB and OSPI cooperatively determine these goals each year. The goals are derived from the federally allowable uses for the money, which are spelled out in NCLB §2134 (See Appendix A). HECB and OSPI also cooperatively determine how to target the partnership grants. This year, the focus is on middle school and senior high school educators.

Program Operation

HECB awards grants through a competitive process: issuing a Request for Proposals (RFP), establishing a review panel to evaluate the proposals, and selecting semi-finalists based on reviewer scores and the geographical location of the school districts served. HECB awards funds to semi-finalist projects that successfully complete contract negotiations with the agency.

Each partnership awarded funds must enter into a contract with HECB. The contract binds the project's partners to follow all applicable rules and regulations. During the term of the contract, the partnership conducts professional development activities and submits invoices for those activities. The partnership must also submit midterm and final reports.

HECB monitors the project in various ways including, but not limited to, midterm and final reports, examination of invoices together with their supporting transaction details, and site visits.

Program Legal Requirements

The Improving Teacher Quality program is subject to various legal requirements, both general and program specific. The general legal requirements apply broadly to many U.S. Department of Education grants. For example, projects can only charge a grant for reasonable and necessary items.

The program-specific requirements apply to the Improving Teacher Quality program in particular. They are of interest here because they constrain HECB's ability to freely use the grant money in support of HECB initiatives. In addition to (§2134) requirements governing what types of professional development activities the money can be used for, program-specific legal requirements include:

- A partnership must include all of the required partners;
- No single partner may use more than 50 percent of the partnership's funds; and
- The grants must be equitably distributed geographically.

Program Professional Development Activities

As long as partnerships follow the legal requirements, they may design their projects using a variety of professional development models, which could include a mix of the following:

- College courses;
- Intensive institutes offered in the summer;
- Shorter workshops offered over time during the school year (e.g., 1-2 days per month over a period of months);
- Telecommunicated opportunities offered during the summer and/or school year;
- Training opportunities (including coaching and teacher mentoring) delivered onsite at schools, educational service districts, or other nearby sites; or
- One-to-one technical assistance.

Whatever models or approaches they employ, projects should provide sustained, high quality professional development activities. Each project should serve a minimum of 20 participants and provide a minimum of 80 hours of professional development activities for the primary group of participants (i.e. the K-12 educators targeted by the proposal) during the project period. Projects should avoid “one-shot” training approaches and should instead provide intensive training programs with appropriate follow-up components.

Projects should include follow-up components to encourage teachers (and principals and highly qualified paraprofessionals, as appropriate) to continually apply new knowledge and skills in the classroom. Examples of follow-up components include: teacher assignments conducted during the school year, teachers visiting other teachers’ classrooms, teachers working with building-level educator teams, and learning communities, and follow-up coaching.

Program Results So Far

Since 2003, the program has provided over \$4.5 million to 25 projects across the state, seven of which are still active. The table below summarizes the projects, which have ranged in duration from 10 to 38 months, with an average of 21 months:

Primary Institution of Higher Education	Reading Projects	Math Projects	Joint Math/Reading Projects	Joint Math/Science Projects
Central Washington University				1
Heritage University	2		1	
Eastern Washington University		1	2	
Saint Martin’s University	2	1		
University of Washington	4	3		
Washington State University	3	1	1	
Western Washington University		1		
Yakima Valley Community College			2	

These projects have provided professional development to over 1,500 educators, serving tens of thousands of students per year. Projects have included a variety of professional development approaches, with the most popular model being a summer institute followed up with various activities during the academic year. Although that approach is the most popular, the jury is still out on which approach is most effective.

To determine project effectiveness, HECB initially hired an external evaluator, who reviewed the first eight projects via pre- and post-training participant surveys, classroom observations, focus groups, and student test scores. The evaluator found:

- The projects' professional development activities improved the quality of K-12 teachers and paraprofessionals, increasing both their academic content knowledge and their instructional skills.
- Participant learning was enhanced by follow-up meetings after summer institutes ended.
- Overall, math and reading scores of participants' students increased on the Washington Assessment of Student Learning (WASL) and Iowa Test of Basic Skills (ITBS); however, increases may have had more to do with wholesale changes within each school's curriculum and instructional practices, rather than professional development training.
- Math projects that included both subject matter content and instructional strategies resulted in deliberate and purposeful changes in teachers' and paraprofessionals' classroom practices.
- Having several educators from the same school participate together was very effective.
- When administrators also attended the training, new practices were more likely to be tried.

Subsequently, HECB has relied on self-reporting by projects. Each project has been free to choose its own evaluation methods. Consequently, HECB has not had a uniform basis on which to compare projects in terms of their effectiveness. A couple of projects hired their own independent evaluators, but most projects did not. Several projects administered pre- and post-project surveys to participants. Some also recorded observations of participant teacher classroom practices. A couple attempted to measure their impact on the students of the participants either with an academic assessment or with student surveys.

Despite the lack of uniformity in project reports, some common themes have emerged:

- Participant surveys indicated that participants felt the professional development helped them. Anecdotal comments from participants have supported this notion.
- Classroom observations (when reported) indicated that participants' teaching practices changed, as a result of the professional development they received.
- Participant responses to learning communities and other forms of group work has been very positive.
- Participants worried they would not have time to implement changes when they got back to their classrooms. They felt overwhelmed just doing their jobs.
- Project leaders worried that improvements in student performance were not observable within a short project timeframe.

Program Plans for the Future

At the national level, the ESEA is up for reauthorization. The Improving Teacher Quality program is unlikely to go away, but allowable activities may change, and there will not be any grandfather provisions for projects that are active when the new law takes effect. Consequently, the HECB has limited the project term for the next round of projects to 15 months, beginning in July 2007, to reduce the risk that the new law will shut down an expensive, multi-year project.

At the state level, staff will continue collaborative efforts with OSPI. In addition to jointly determining program goals, OSPI staff will help HECB staff review new proposals this year. In return, HECB staff have helped OSPI review proposals for OSPI's Math Science Partnership program, and have volunteered to help review proposals OSPI receives for other programs. Also, OSPI published HECB RFP announcement in one of its newsletters, and HECB has offered the same consideration in future agency newsletters.

At the agency level, HECB staff will look for opportunities to coordinate the Improving Teacher Quality program with other HECB activities and policies. For example, 2004 Strategic Master Plan policy proposal number 8, "Helping Students Make the Transition to College," involves collaboration between the K-12 and higher education systems to develop a comprehensive definition of college readiness. The Improving Teacher Quality program can be a useful tool in implementing such initiatives. HECB has taken a first step in that direction this year by incorporating college readiness into one of the criteria that proposal reviewers will use to score proposals. Similar coordination may be possible with regard to other HECB initiatives.

In addition, the Improving Teacher Quality program Request for Proposals (RFP) can serve as a public information tool for HECB initiatives. For example, this year's RFP listed links to three different college readiness-related Web sites. The current RFP may have been the first exposure to college readiness definitions for many prospective applicants. The RFP is widely circulated among both public and private institutions.

Finally, plans are underway to strengthen the evaluation process by:

- Requiring projects to include rigorous evaluation components in their work plan; for example, participants may be required to take pre- and post-treatment subject matter tests;
- Strengthening reporting requirements; and
- Moving to longer term projects, once the ESEA is reauthorized. This should make it easier for projects to document changes in student achievement.

Strengthening the evaluation process is consistent with HECB initiatives for greater accountability and should help determine which approaches to professional development are most effective. Institutions of higher education can benefit from effective approaches by incorporating them in their teacher preparation programs.

Appendix A**Title II, Part A, Subpart 3 of the No Child Left Behind Act of 2001****SEC. 2131. DEFINITIONS.**

In this subpart:

(1) **ELIGIBLE PARTNERSHIP**- The term eligible partnership' means an entity that -

(A) shall include -

(i) a private or State institution of higher education and the division of the institution that prepares teachers and principals;

(ii) a school of arts and sciences; and

(iii) a high-need local educational agency; and

(B) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a prekindergarten program, a teacher organization, a principal organization, or a business.

(2) **LOW-PERFORMING SCHOOL**- The term low-performing school' means an elementary school or secondary school that is identified under section 1116.

SEC. 2132. SUBGRANTS.

(a) **IN GENERAL**- The State agency for higher education for a State that receives a grant under section 2111, working in conjunction with the State educational agency (if such agencies are separate), shall use the funds reserved under section 2113(a)(2) to make subgrants, on a competitive basis, to eligible partnerships to enable such partnerships to carry out the activities described in section 2134.

(b) **DISTRIBUTION**- The State agency for higher education shall ensure that -

(1) such subgrants are equitably distributed by geographic area within a State; or

(2) eligible partnerships in all geographic areas within the State are served through the subgrants.

(c) **SPECIAL RULE**- No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

SEC. 2133. APPLICATIONS.

To be eligible to receive a subgrant under this subpart, an eligible partnership shall submit an application to the State agency for higher education at such time, in such manner, and containing such information as the agency may require.

SEC. 2134. USE OF FUNDS.

(a) IN GENERAL- An eligible partnership that receives a subgrant under section 2132 shall use the subgrant funds for -

(1) professional development activities in core academic subjects to ensure that -

(A) teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject-matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and

(B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and

(2) developing and providing assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that -

(A) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;

(B) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development described in subparagraph (A) to other such individuals within such school; and

(C) may include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

(b) COORDINATION- An eligible partnership that receives a subgrant to carry out this subpart and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under that section 203.

May 2007

Degree-Granting Institutions Act Update

HECB Information Item

This is an informational report to the members of the Higher Education Coordinating Board (HECB) at its May 24, 2007 meeting. No board action is necessary at this time.

Overview

Under the state's Degree-granting Institutions Act (RCW 28B.85), the HECB is charged with protecting Washington consumers from substandard, fraudulent, and deceptive activities at degree-granting colleges and universities in Washington.

The law offers four primary benefits:

- 1) Students attending post-secondary schools with the intention of earning a degree in Washington are ensured consumer protection under state law.
- 2) Employers who use academic credentials as part of the hiring process are able to rely on the credibility of the state's degree programs.
- 3) In the case of a school's closure, the state is able to intervene to preserve student records.
- 4) Information collected through the authorization process assists HECB staff in determining educational need within the state.

In Washington State, the HECB oversees all institutions that offer degrees unless they are considered "exempt" from board authorization. In general, the exempt schools include all public colleges and universities, long-standing private institutions, and schools that primarily offer religious training. All exempt schools are listed on the attached appendix.

All other schools that meet at least one of the following criteria must be authorized by the HECB under the requirements of the Degree-granting Institutions Act:

- Offer degree programs or for-credit courses at or from a physical location in the state;
- Recruit or advertise specifically to Washington state residents;
- Offer distance-learning programs from within the state; and/or
- Maintain any type of physical presence in the state.

Non-exempt institutions interested in offering degrees in Washington State must apply to the HECB for authorization. HECB staff review includes areas such as the institution's financial stability, business practices, academic programs, and faculty qualifications; however, the 52 schools that have been authorized cannot operate at will in the state. Authorization is program and site specific; and each program, as well as each teaching site, must be individually reviewed and authorized. Once authorized, schools are reviewed every two years.

In addition to the Degree-granting Institutions Act, the HECB is also responsible for implementing the Foreign Degree-granting Branch Campus Act (RCW 28B.90). That law applies to foreign colleges or universities that bring students enrolled in programs in the country of origin to Washington for brief periods of study. There are currently two foreign degree-granting branch campuses operating in Washington State. These schools must be "approved" by the Higher Education Coordinating Board.

Exempt Schools

- Certain schools are exempt from authorization under the Degree-granting Institutions Act.

Exemptions apply to all Washington public colleges and universities (40 schools); Washington-based independent schools that have been operating in the state and have been accredited for a minimum of 15 years (23 schools); schools that offer programs that are strictly religious in nature (49 schools); tribally-controlled Native American schools (two schools); and schools that offer programs exclusively to federal employees and their dependents on a federal site (one school). The number of schools obtaining religious exemption has grown over the past few years, increasing from 26 schools in 1997 to 49 schools currently. The 49 schools currently offering programs that are religious in nature are reviewed every two years to ensure that they continue to qualify for exempt status.

As with authorization, no exemption is permanent, and all conditions under which the exemption was granted must remain in effect for the exemption to continue.

Authorized Schools

- Authorized (non-exempt) schools include new private schools beginning operation in Washington as well as out-of-state schools that want to operate in the state.

There are currently 52 institutions authorized to operate in Washington, including 25 non-profit schools, 19 for-profit schools, and eight out-of-state public schools. In total, these schools offer 334 programs of study, ranging from associate degrees through doctoral degrees. By type of study, the largest number of programs offered as resident courses in the state are in business (111 programs), followed by social science (40 programs), computer science (38 programs), and education (33 programs).

More than one-third of the programs (36 percent) are at the baccalaureate degree level, and another one-third (33 percent) are master's degree programs. Fourteen percent of the programs are at the associate degree level, and the remaining 17 percent are either doctoral level or certificate programs offering college-level credit.

Enrollments at authorized schools range from a high of approximately 528 full-time equivalent students for University of Phoenix, to a low of two FTEs for Oregon Health and Science University.

The number of schools authorized in Washington has grown steadily over the past few years – from 28 schools in 1997 to the current 52 schools. In addition, the number of currently authorized programs has increased from 123 in 1998 to the current 334, a 172 percent increase.

Waived Schools

- The law also allows the HECB to waive authorization requirements in unique circumstances.

In general, these cases apply to those schools that offer limited courses to a select group of students. For example, the Oregon Institute of Technology offers courses exclusively to Boeing employees, at the company's request. The state currently has waived authorization requirements for five schools that operate in the state.

2006 Activity Summary

Significant activity for calendar year 2006 included the authorization of three new schools to operate in Washington, the withdrawal of authorization for three schools, 18 renewals for authorization, and the authorization of 36 new programs and four new sites. In addition, staff met with 11 schools seeking future authorization to operate in the state.

Activity related to religious exempt schools included the exemption of two new schools, the denial of two schools for religious exemption, and the withdrawal of six schools from religious exemption. Degree authorization renewed the exemption of 22 schools, reviewed nine new programs for exemption and met with two schools seeking future exemption.

Degree authorization staff also worked with personnel from Henry Cogswell College to help ensure that students would be assisted in transferring credits upon closure of the school. The HECB now maintains the student transcripts for the school, as well as the transcripts from four other schools that have closed.

Future Activity

HECB staff are currently writing changes to the rules governing degree authorization. The proposed changes are aimed at:

1. Adding new statutory requirements;
2. Clarifying the regulations;
3. Addressing inconsistencies that have hampered day-to-day administration of the law;
4. Improving protections for students in the event of an unfair business practice on the part of a school; and
5. Ensuring that the HECB meets a statutory requirement to set fees that are sufficient to cover the approximate cost of the application process. Schools seeking authorization are charged a fee for initial and renewal application review.

Appendix

Authorized Institutions:

Antioch University
Apollo College
Argosy University
Bainbridge Graduate Institute
Bakke Graduate University of Ministry
Capella University
Central Texas College
Chapman University
Collins College
Columbia College
Cornell University
DeVry University
DigiPen Institute of Technology
Embry-Riddle Aeronautical University
Everest College
Faith Evangelical Seminary
Fred Hutchison Cancer Research Center
Goddard College
Golden Gate Baptist Theological Seminary
Golden Gate University
Grand Canyon University
Interface Computer School
International Academy of Design &
Technology
ITT Technical Institute-Everett
ITT Technical Institute-Indianapolis
Kepler College
Lesley University
Lewis and Clark College
Mars Hill Graduate School
Moody Bible Institute
Northwest Aviation College
Nova Southeastern University
Old Dominion University
Oregon Health and Science University
Pacific Northwest University of Health
Sciences
Park University
Portland State University
Praxis Institute for Early Childhood Education
Seattle Institute of Oriental Medicine

Southern Illinois University
Trinity Western University
Troy University
Universal Technical Institute
University of Phoenix
University of Portland
Vincennes University
Walden University
Webster University
Western Culinary Institute
Western Oregon University
Whidbey Writers Workshop
WyoTech

Exempt Institutions:

Art Institute of Seattle
Bastyr University
City University
Cornish College of the Arts
Crown College
Fuller Theological Seminary
Gonzaga University
Heritage University
ITT Technical Institute-Seattle
ITT Technical Institute-Spokane
Northwest College of Art
Northwest University
Northwest Indian College
Pacific Lutheran University
Pima Medical Institute
Puget Sound Christian College
Saint Martin's University
Seattle Pacific University
Salish Kootenai College
Seattle University
Trinity Lutheran College
University of Puget Sound
Walla Walla College
Whitman College
Whitworth College

Religious Exempt Institutions:

Armour Bible College and Armour Seminary
Calvary Chapel Bible College
Calvary Lighthouse Bible Institute
Center for Ministry Preparation
Christian Life School of Theology
College for Global Deployment
Columbia Evangelical Seminary
Covenant Bible Seminary
Crossroads Bible College
Dominion College
Evergreen Christian University
Full Gospel Northwest Bible College and Seminary
Heart 4 the Nations Bible School and Ministry Training Center
Horizon College of Ministry
imago Dei institute/Cascade Bible College
The Institute for Biblical Studies
Institute for Christian Works
International College of Metaphysical Theology
International Graduate School of Ministry
KAES Bible College & Seminary
Keys Bible College
Kristos Theological Seminary
Living Faith Fellowship College of Ministry
Lorian Center for Incarnational Spirituality
North Park Theological Seminary
Northwest Baptist Seminary
Northwest Theological Seminary
Pacific Seminary
Pacific Theological Seminary
Portland Bible College
Renewed Life Seminary
Salem Bible College
School of Ministry Arts
Seattle Bible College
Shepherds Bible College
Sophia Divinity School
Sound Baptist Bible College
Tacoma Bible College
Triune Biblical University
University of Christian Studies and Seminary

Vineyard Learning Community
The Washington Bible Institute
Washington College and International Seminary
Washington Seminary
Western Reformed Seminary
Wisdom Bible Institute
Wisdom for Life Leadership School
Woolston-Steen Theological Seminary
The Worship Arts Conservatory

Institutions granted waivers:

Brigham Young University-Idaho
The National Graduate School
New Mexico State University
Oklahoma Baptist University
Oregon Institute of Technology
Vincennes University

Foreign Degree-granting Branch Campuses:

Mukogawa Fort Wright Institute
Trajal Hospitality and Tourism College

May 2007

Higher Education Coordinating Board Strategic Master Plan Student Listening Initiative

Information Item

This is an informational report to the members of the Higher Education Coordinating Board at its May 24, 2007 meeting. No board action is necessary at this time.

Overview

In preparation for the development of the 2008 update of the *Strategic Master Plan for Higher Education*, the Higher Education Coordinating Board (HECB) is seeking the input of students to better understand their experiences accessing, persisting, and graduating from Washington's higher education institutions. The HECB is particularly interested in hearing from students attending community and technical colleges, students enrolled in baccalaureate and graduate programs, and college-bound high school students.

The goal of this initiative is to inform the HECB members and staff of the issues that are of greatest concern to students, determine how the HECB can improve its responsiveness to student concerns, and identify how the *Strategic Master Plan* can address the issues students feel are most critical to their success.

The Student Listening Initiative will initially include a series of three sessions:

- A structured discussion of student concerns was held on Friday, May 11, at the Renton office of the Puget Sound Educational Service District from 11 a.m. - 3 p.m. The session was attended by 3-4 students representing each of the four constituency groups: 2-year students, baccalaureate students, graduate students, and high school students. The session was led by Board Member, Jonathan Sprouffske, with assistance from HECB staff.
- There will be a 45-minute presentation and discussion to the Higher Education Coordinating Board by a panel of students representing each of the four student constituency groups, at its May 24 meeting at Bellevue Community College.
- A follow-up session in June at a time and place to be determined.

Some of the issues that may be important to students and could be addressed in the *Strategic Master Plan* include:

- The availability of pre-college and college academic planning and counseling support for students;
- Strategies for maintaining and/or increasing participation rates in higher education;
- The relationship between higher education and economic development goals and the emphasis of new enrollment support on high demand occupations;
- Access to financial aid and the availability of grants and scholarships;
- Student and faculty/staff diversity and multi-cultural awareness in campus life; and
- Access to and quality of student housing, health services, daycare services, and library/academic support services.