WASHINGTON HIGHER EDUCATION COORDINATING BOARD

BOARD MEETING AGENDA

Eastern Washington University
Tawanka 215 B&C
Cheney, Washington

8:00 Continental Breakfast – HECB Members
Tawanka 215 A - No official business will be conducted.

9:00 Welcome and Introductions
Bill Grinstein, HECB chair
Pres. Rodolfo Arévalo, Eastern Washington University

Consent Items

Approval of the June 28, 2007 Meeting Minutes **1**

New degree programs for approval:

- **M.S. and Ph.D. in Earth and Space Sciences, UW** **2**
  Resolution 07-12
- **B.A. in American Indian Studies, UW** **3**
  Resolution 07-13
- **B.A. in Applied Computing, UW Bothell** **4**
  Resolution 07-14

9:15 Executive Director's Report **5**

- Update on Institutional Performance Targets
- Update on GMAP

9:30 **2008 Master Plan: Workforce Development – Panel 1**
Randy Spaulding, Director Academic Affairs, HECB
Paul Sommers, Center for Metropolitan Studies, Seattle University
David Prince, Senior Manager of Research and Analysis, SBCTC
Madelyn Thompson, Policy Analyst, WTECB

The panel will provide the board with background to assist in setting appropriate goals for enrollments, degrees and certificates below the bachelor's level. Specifically, the panel has been asked to address specific goals relating to articulation of academic programs, financial aid support to improve access to higher education, and support/promotion of lifelong learning.

10:30 **2008 Master Plan: Washington Financial Aid Programs**
Staff will describe the state's current financial aid programs and future challenges that need to be addressed in the 2008 Master Plan.

11:30 **2008 Master Plan: Demographics update** **6**
Staff will provide an overview of Washington's changing demographics, as presented at earlier board meetings. Additionally, staff will provide preliminary information regarding how key demographic and educational achievement indicators in Washington compare to that of global challenge states

12:00 Working Lunch – Continue master plan discussion
Pence Union Bldg 263

1:00 **2008 Master Plan: Increasing Diversity in Higher Education**
Rodolfo Arévalo, President, EWU
Sheila Edwards Lange, Vice Provost for Diversity/VP for Minority Affairs, UW
Jan Yoshiwara: Director of Educational Services Division, SBCTC

The panelists will provide their perspectives and suggestions for positioning diversity as a system-wide strategy for helping higher education institutions carry out their respective missions, and for improving academic achievement of all students.

2:00 **2008 Master Plan: Workforce Development - Panel 2**
Bob Drewel, Executive Director, Puget Sound Regional Council (PSRC)

The higher education working group of Prosperity Partnership developed a proposal that calls for an additional 8,000 degrees by 2010 and 10,000 by 2020 in high-demand and high-impact fields. Drewel will present his findings and highlight the data sources used in developing this proposal. The PSRC manages the Prosperity Partnership.

Public Comment

3:00 Adjournment

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

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

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

2007 MEETING CALENDAR

Board Meeting	Location
January 25 8:00 – 12:00	**The Evergreen State College,** Longhouse 2700 Evergreen Parkway N.W., Olympia
February 22 8:00 – 12:00	**State Investment Board,** Board Room 2100 Evergreen Park Drive S.W., Olympia
March 22 9:00 – 4:00	**State Investment Board,** Board Room 2100 Evergreen Park Drive S.W., Olympia
April 26 9:00 – 4:00 **Advisory Council**	**Tacoma Community College** Senate Room, Opgaard Bldg. (#11) 6501 S. 19th, Tacoma 98466
May 24 9:00 – 4:00	**Bellevue Community College** Library, D126 3000 Landerholm Circle SE, Bellevue 98007
June 28 9:00 – 4:00 **Advisory Council**	**UW Bothell** North Creek Events Center 18115 Campus Way NE, Bothell 98011
July 26 9:00 – 4:00	**Eastern Washington University** Tawanka 215 B & C Cheney
August 14-15 **Board Retreat**	**Talaris Conference Center** Seattle
September 27 9:00 – 4:00 **Advisory Council**	**WSU Tri-Cities** CIC 210/212 2710 University Drive, Richland 99354
October 25 9:00 – 4:00	**WSU Vancouver** ADM 110 14204 NE Salmon Creek Avenue, Vancouver
November 15 9:00 – 4:00 **Advisory Council**	**Highline Community College** Mt. Constance, Student Union Bldg. 2400 S 240th, Des Moines
December 13 9:00 – 4:00	**State Investment Board,** Board Room 2100 Evergreen Park Drive S.W., Olympia

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

July 2007

Draft Minutes of June 2007 Meeting

HECB Members Present
Mr. Bill Grinstein, Chair
Mr. Jesus Hernandez, Vice Chair
Ms. Roberta Greene
Mr. Gene Colin
Sen. Betti Sheldon
Dr. Sam Smith (via phone)

Welcome and Introductions
HECB Chair Bill Grinstein welcomed everyone to the meeting and invited audience members to introduce themselves. He welcomed Sen. Rosemary McAuliffe, former chair of the Senate Education Committee, and invited her to say a few words. Senator McAuliffe expressed her pleasure at seeing the HECB using the *Washington Learns* report as a springboard as it drafts the new strategic master plan. Grinstein then invited Steven Olswang, Interim Chancellor at the University of Washington Bothell (UWB), to say a few words.

Olswang said UWB was founded in 1989, and is collocated with Cascadia Community College. A new chancellor, Kenyon Chan, is scheduled to start on July 1. UWB is a non-residential campus that recruits almost exclusively from north King and south Snohomish counties. This year it accepted its first cohort of freshmen, turning it from an upper-division institution to a four-year school.

Action: State Need Grant (SNG) Rules Change and May 2007 Minutes Approved

Gene Colin moved to approve the SNG rules changes (Res. No. 07-11 and the minutes of the May 2007 meeting; **Roberta Greene** seconded the motion. Both items passed unanimously.

2008 Strategic Master Plan

Progress Report: Demographics Work Group

Andi Smith, Associate Director for Academic Affairs
Randy Spaulding, Director for Academic Affairs
Patty Mosqueda, Policy Associate for Fiscal and Policy

Staff presented an overview of demographic changes, the education pipeline, and upcoming challenges facing higher education. Washington will see its population grow in the future, with people of color – who are historically under-represented in higher education – the fastest-growing group. In addition, the fastest growing age cohort is 65 or older, which will increase competition for limited state resources. Many students from traditionally under-represented populations have families that earn less than the state's median income and have a greater need for financial aid. The K-12 population will become increasingly diverse. Compared with other states and nations, Washington is behind in degree production: the state is a net importer of degreed individuals.

K-12 Panel

Kathe Taylor, Policy Director for the Washington State Board of Education (SBE)
Paul Rosier, Executive Director of the Washington Association of School Administrators

Taylor said the K-12 and higher education systems need to work together to create bridges, eventually making the system seamless. The SBE has existed for over 100 years and has accumulated a number of responsibilities over time. It was reconstituted by the Legislature last year and now focuses on dramatically raising student achievement and providing opportunity to all Washington students. Taylor said there is currently a disconnect between the credits required to graduate from high school and the credits required to enter college; this is especially true for math, science, and foreign languages.

The SBE has established the Meaningful High School Diploma Committee to determine how to best provide opportunity for all students and recommend changes in graduation requirements, which have been in place since 1985. High school graduation requirements in Washington are low compared to other states. The HECB's strategic master plan could advocate for more faculty to expose middle- and high-school students to life in college; provide incentives to encourage more college faculty and middle- and high-school teachers to work together to improve teaching and learning; and provide integrated data systems that follow students from pre-kindergarten through higher education. In short, the strategic master plan must seek ways to strengthen or build bridges between K-12 and higher education.

Rosier said public schools have been in reform for the past 10 years. Schools must prepare students for the 21st century, improve kids' learning, and empower them to make choices in their lives. To begin, it's important to improve children's literacy rates. WASL results show that reading and writing have significantly improved. There have also been gains in math.

Technology Panel
Jean Floten, President of Bellevue Community College
Muriel Oaks, Dean of the Center for Distance Learning and Professional Education at Washington State University (WSU)
John Bourne, Director of the Sloan Center on Online Education at Olin and Babson Colleges (via Second Life Web site)
Andreas Brockhaus, Manager of Learning Technologies at UWB

Floten presented on teaching and learning in the digital age. Technology is becoming ubiquitous in young people's lives, and their constant use of technology to communicate and interact has changed the way they process information, as well as the way they learn. The strategic master plan must consider how competitive Washington wants to be in the area of educational technology; how we can maximize the impact of technology; what barriers to technology education exist and need to be removed; and how to pay for it all. Little has been invested in teaching effectiveness.

Oaks presented on distance learning at WSU. Private organizations such as Microsoft, Apple, and Dell are working with public institutions on a project called P21. The group wrote a report outlining how learning can happen in the 21st century, using 21st century tools and teaching in a 21st century context. Required skills include global awareness, self direction, collaboration, technological literacy, and information literacy. The report recognizes that technology is more than just a delivery system: it affects the way students learn.

Brockhaus and Bourne presented on incorporating learning technologies into teaching and learning. Brockhaus said technology is a situational tool; it is accepted and used when it enhances how a learning goal is achieved, yet doesn't radically change the learning goal itself. At UWB, technology helps students feel connected to their learning; as a commuter campus, there would be little campus community without the extended technological network. Brockhaus said Blackboard is the most popular classroom management system.

Bourne joined the discussion on the phone and presented via the Second Life Web site, which is a collection of online communities, including an increasing number of postsecondary institutions. Opportunities and benefits include serving new populations, improving retention and graduation rates, increasing learning effectiveness, reducing costs, and international connectivity.

UWB Student Panel
Xheni Diko, freshman
Erin Milandin, class of '07, Master in Business Administration
Michael Hoak, Computing and Software Systems major
Aicha Rhaidy, Cascadia Community College

The students shared their experience and thoughts about technology; how technological tools such as Blackboard enhance learning, and ideas for improvement. Milandin said he appreciates

the ubiquity of technological resources, and the fact that technology doesn't overwhelm the educational experience.

Board members, Advisory Council members, and members of the audience then had a lunchtime discussion on technology in higher education, followed by a demonstration of Second Life by Brockhaus.

The meeting adjourned at 2:30 p.m.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

July 2007

DRAFT: Master of Science & Doctor of Philosophy in Earth and Space Sciences, University of Washington

Introduction

The University of Washington is seeking approval to establish Master of Science and Doctor of Philosophy degrees in Earth and Space Sciences (ESS). In 2001, the Geophysics Program and the Department of Biological Sciences were combined to form the Department of Earth and Space Sciences. The MS and PhD proposals discussed below would consolidate two degrees under an umbrella program with a common core and two separate areas of emphasis that correspond to the separate degrees. The Earth and Science graduate programs would be traditional daytime programs offered at the Seattle campus. The program would begin in fall 2007.

Program Need

The program would serve four distinct areas of need: administrative, student demand, economic growth/workforce development, and community service. After its formation in 2001, the Earth and Space Science Department focused mainly on reorganizing its undergraduate program and developing physics and environmental options. Graduate students were expected to satisfy the graduation requirements of the programs for which they had been recruited. However, as the department began to mature, faculty felt unification in the graduate department would strengthen learning outcomes and provide additional opportunity for interdisciplinary research, a pursuit highlighted as important by both external reviewers and reflective of changes in the field.

Student demand for the program has been strong far outstripping supply. Between 2002 and 2005, the program received an average of 187 applications (mean). The department made 39 offers, on average, with 17 students accepting. The ESS department has recruited about 40 percent of the students to whom they have made offers.

The program's students have found employment in private enterprise as faculty and researchers throughout the country. The department is ranked third nationally in the number of graduating students who later become faculty at other universities. Large numbers of faculty members are expected to retire nationwide in the next 10 years. Programs like ESS will play a significant role filling those gaps. In addition, ESS faculty have an excellent record of bringing in sustained research programs. They generated $9.3 million in research grants and $2.0 million in indirect costs in 2005.

The department's students and faculty play an important public service role by providing hazard analysis and evaluation for tsunamis, landslides, volcanic activity, and seismic activity through the Pacific Northwest Seismic Network (PNSN). During the recent Mt. St. Helen's activity, the department's website registered 40 million hits. In addition, students and faculty provide local authorities involved with soil analysis vital information for construction, river restoration, and hazard evaluations. Faculty also serve on a number of internationally recognized committees and editorial boards.

Program Description

The two proposed programs share a core set of goals, objectives, and student learning outcomes, the focus of which is to engage students in "research across a very broad range of the physical and biological sciences that are connected with the history and dynamics of the earth and solar system." As mentioned, the department encourages interdisciplinary courses of study that provide a breadth of exposure to research areas and ensure rigorous training in a student's chosen concentration. The combined programs have enrolled about 80 to 90 graduate students over the last five years, and it is anticipated that the new program will sustain the same number.

The proposed degree program (both MS and PhD tracks) consists of 36 credits in courses numbered 400-799. Only courses with a grade point of 2.7 or above count toward the 36-credit total. At least 18 credits must be in courses at the graduate level. A minimum GPA of 3.00 is required.

All MS and PhD students in ESS are required to demonstrate proficiency in four main areas as determined by the student's advisory committee. A lengthy description of each area is contained in the program proposal but has not been included in this assessment.

1. Breadth (6 credits)
2. Field/Experimental Learning and Data Acquisition (6 credits)
3. Data Analysis (3 credits)
4. Disciplinary (minimum 15 credits)

In addition to these areas, students must take courses in Introduction to ESS Research (each quarter of the first year) and an ESS Seminar each quarter. Students also must pass a preliminary exam, normally taken at the beginning of the second year. The exam requires students to develop and defend a research proposal.

The MS student can complete either a thesis or a non-thesis option. The thesis option requires that students submit and defend a paper to their committee suitable for publication, and pass an oral examination. The student must register for a minimum of nine credits of thesis (700-level) work and pass the preliminary exam. The non-thesis option requires that students defend a journal-worthy scholarly work as well as pass the preliminary examination. The non-thesis option does not require the formal university processes related to writing a full thesis.

Students in the PhD program are required to take a total of 90 credits, of which 36 are in the master's program discussed above. A master's degree from UW or another institution may be used as a substitute for 30 credits of enrollment. Students must complete at least 60 credits before taking the general examination, with 18 of those credits completed at the 500 level or above. A minimum of 27 dissertation credits over a period of at least three quarters also must be completed. It is estimated that the average time for completion of the PhD is seven years. To obtain his/her PhD, a student also must pass three examinations:

1. Preliminary Exam: normally taken during the beginning of the second year
2. General Exam: described above, taken after completing at least 60 credits
3. Final Exam: taken at the end of a student's studies in which they must present and defend their own research findings

The ESS faculty currently consists of 20 professors (17 1/3 FTE), 2 associate professors, 2 assistant professors, 1 professional lecturer, and 1 senior lecturer. Two searches are under way to replace losses in faculty over the last couple of years. The proposed programs would be taught with existing department resources.

Assessment

The current program is routinely assessed through class surveys and collegial reviews of teaching faculty. Faculty and teaching assistants who score low are mentored to address identified concerns. The department recently completed a ten-year review, which included a comprehensive assessment and external review. The program's success also is evidenced by the number of students who have secured positions after graduation. According to UW data, between 2005-07, the ESS department awarded 22 PhDs. Of those graduates, 64 percent went on to post-doctoral appointments, 9 percent found positions in industry, 5 percent were employed at research universities, 9 percent gained work at a liberal arts college, and 5 percent work for the government. Outcomes for the remaining 9 percent have not been determined.

In addition to program assessment, graduating students are surveyed about their experiences within the department. On a scale of 1 to 5, PhD students consistently ranked their experience at 5; master's students ranked their experience at 4.

Diversity

The proposed program will actively recruit women and under-represented minorities through full scholarships whenever possible. Based on statistics from the current programs, approximately 40-50 percent of students are women and 3 percent are minorities. To enhance diversity, the department recruits at both the national and international levels and has a strong international student cohort representing about 10 percent of total ESS graduate enrollments.

External Review

The University of Washington submitted its proposed program to two external reviewers, Dr. Peter Shearer, Professor of Geophysics at the University of California, San Diego, and Dr. Bruce Buffett, Professor in the Geophysical Sciences Department at the University of Chicago. Both reviews were positive and in full support of the proposed programs.

Dr. Shearer, who believes the program description and review criteria are the most relevant factors in creating a new program, said this was never a concern because the existing degree programs, faculty, and facilities are widely considered "first rate." Dr. Shearer indicated there was a strong rationale for the new program.. "Given the new unified Earth Science Department and the increasing importance of interdisciplinary research, it does not make sense to maintain separate geology and geophysics programs".

He cautioned, however, that as the program is implemented, faculty should take into account the different learning expectations of geology and geophysics students. The "difficulty in merging these cultures is in creating flexible requirements for the students that have real meat, but don't simply double the existing requirements in the separate programs," he said. Dr. Shearer suggested time be spent creating a cohesive curriculum by carefully deciding what courses can be left out of the core.

Dr. Shearer recommended that faculty administering the preliminary exam have common expectations regarding the background knowledge the students are expected to master. He also suggested strict time limits to encourage PhD students to graduate within 6 to 7 years.[1] Overall, Dr. Shearer was supportive of the program and indicated that any problems arising from implementation would certainly be addressed, given the quality of the faculty involved.

The second review was conducted by Dr. Bruce Buffett, who also characterized the proposed programs as "sensible and worthy of support." Dr. Buffett's analysis suggested that greater integration of coursework is needed, especially in the area of data analysis. He suggests that

[1] In the narrative portion of the program proposal, faculty planners stated that the average time to PhD was seven years. Given Dr. Shearer's feedback that a seven-year average was too long, the department included completion statistics in the program proposal, which indicated that students take six years, on average, to get their PhD

there is some redundancy in the manner in which the courses are currently organized (namely around the old departmental structure), but he stated that different ways of packaging the content will make themselves apparent as the new proposed programs get implemented and subjected to periodic review.

In addition to the responses from Dr. Buffett and Dr. Shearer, Dr. Andrew Bodman, Provost and Vice President for Academic Affairs at Western Washington University, indicated his concern about offering a non-thesis track MS degree. ”Western tried the non-thesis track and found it considerably less effective than the thesis track, especially regarding communication skills and problem solving ability,” he said. He further indicated employers were aware of this disparity and had communicated their concerns to his institution. In response to Dr. Bodman’s feedback, the department indicated that the non-thesis option would still require students to defend an article publishable in a scientific journal. The formality of writing a full thesis is replaced by additional course work in the non-thesis track, but it still requires the same level of rigor.

Cost

Since the older programs are currently functioning within the ESS Department, the UW was able to provide a detailed summary of anticipated yearly costs. The cost information provided reflects the cost of the entire ESS program, excluding purely research activities but including undergraduate students. Attempting to distinguish between the undergraduate and graduate programs would be somewhat artificial.

The proposed programs will rely on existing faculty, lecturers, and the two new faculty brought in by the current searches. First year program expenses include $3,502,361 in staff and faculty salaries/benefits and $263,838 for program marketing, good and services, equipment, various student support, and other itemized costs activities. If indirect costs were applied to the proposed program, the department would incur an additional $457,866 in yearly cost. At full enrollment, the programs serve 150 ESS undergraduate majors, 90 graduate students, and 900 non-majors. Approximately 96 percent of program funding will come from general fund state support as well as tuition and fees. Four percent of funding will come from other sources including grants. In addition, 90 graduate students will be served with new funding authorized during the 2007 legislative session. When all students, including non-majors, are counted cost per FTE is $3,778.

Staff Analysis

Data indicates there is strong student and employer demand at both the regional and national level for students with advanced degrees in geology and geophysics. Large numbers of faculty are expected to retire in the next 10 years; therefore, the program is well positioned to produce ESS faculty for the next generation. External review indicates the fields of geology and geophysics are becoming increasingly interdisciplinary in nature, thus the combined ESS

department is well positioned to provide the type of breadth and depth students will need to be adequately prepared to be leaders in their chosen field. The UW is unique in the State of Washington as it is the only PhD program that provides interdisciplinary studies in the two fields. [2]

The program will be taught by 26 tenured and tenure-track faculty as well as two professional lecturers from the Department of Earth and Space Science, including two new full-time professors (contingent upon successful searches). The University of Washington 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 academic expectations. Both external reviewers anticipate that some adjustments to course structure and content will need to be made after implementation, but also are more than confident in the faculty to do this work. Program and student assessment are also more than adequate. The University actively seeks to recruit women and underrepresented minorities with financial and other incentives. As is, the current programs are comprised of almost 50 percent women.

Recommendation

Based on careful review of the program proposal and supplemental resources, the HECB staff recommend approval of the Master of Science and Doctor of Philosophy in Earth and Space Science at the University of Washington.

[2] Washington State University currently offers a PhD in Geology.

RESOLUTION NO. 07-12

WHEREAS, the University of Washington proposes to offer a Master of Science and Doctor of Philosophy in Earth and Space Science;

WHEREAS, the program would respond to student and employer demand for occupations related to geology and geophysics, including service to the community;

WHEREAS, the program would serve students in Washington as well as provide teaching and research faculty for colleges and universities around the nation;

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

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

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Master of Science and Doctor of Philosophy in Earth and Space Science.

Adopted:

July 26, 2007

Attest:

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Bill Grinstein, Chair

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Betti Sheldon, Secretary

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

July 2007

DRAFT: Bachelor of Arts in American Indian Studies, University of Washington

Introduction

The University of Washington (UW) seeks approval to offer a Bachelor of Arts in American Indian Studies (AIS). The AIS program began offering courses in 1970; and in 1982 with the formation of the American Indian Studies Center, the university began offering a minor in the field and an option within the general studies major. The BA in AIS is viewed by the university as an important next step. AIS faculty and students research, among other topics, the nation-to-nation relationship of the United States, by treaty, to Native nations, and the historical and anthropological foundations of Native nations. Students in the program would develop core skills in writing and speaking, and dealing with diverse, sometimes-conflicting perspectives. The program would prepare students for work with the state and federal agencies and tribes, and prepare students for graduate study in a variety of fields. The program would enroll 15 FTE students in the fall 2007 and grow to 40 FTE by its fifth year.

Relationship to Institutional Role and Mission and the Strategic Master Plan

The program supports the role and mission of the University of Washington. "The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge… As an integral part of a large and diverse community, the University seeks broad representation." President Emmert has stated that a goal of the University must be to expose students to multicultural perspectives and interactions. A fully-developed American Indian Studies major would allow students to join in the process of preserving, advancing, and disseminating the knowledge of, and about, Native peoples. Currently offered AIS classes tend to attract more diverse student populations than the typical UW class; and due to this diversity, they offer enhanced opportunities for learning and intellectual growth.

The programmatic goals are consistent with the *Statewide Strategic Master Plan for Higher Education* goal of providing opportunities for students to earn degrees. The proposal emphasizes the importance of programs such as the AIS program in attracting a diverse student body. In particular, the AIS degree program is important in attracting and retaining Native American

students. This is not to say these students would come to the UW specifically to major in AIS. Rather, the program offering has both symbolic and practical importance to many students. For example, the report suggests Native American students are more likely to apply and enroll if an institution offers an AIS degree program, whether or not that is their intended major. In addition, the majority of the enrollments in the program are expected to come from students in other majors who are taking elective or general education courses.

Program Need

The AIS program responds to needs expressed by students, employers, and community stakeholders. The *State and Regional Needs Assessment* anticipates continued growth in the humanities and calls for additional growth in the social sciences.

The new degree would make optimal use of the research interests and teaching strengths of the current AIS faculty while offering flexibility for future growth. Student demand for the program is expected to be strong. As many as 65 students are expected to major in American Indian Studies when the degree is offered. For the purposes of planning, they estimated that the program would have about 15 students in its first year and grow to forty students by Year Five.

About 40 students are completing bachelor's degrees with an emphasis in American Indian Studies within the American Ethnic Studies Department. Each year, about five students complete a General Studies major with an emphasis and senior studies final project on American Indian Studies. Another 10 students are completing the minor, but say they would pursue an American Indian Studies major if one were available. The department is developing an undergraduate component of the Native Voices Documentary Film Program, which is expected to draw another 10 students per year.

American Indian Studies draws most of its students from the humanities and social sciences. There is a growing need for writers and editors and social service positions related to American Indian Studies. American Indian Studies is also appropriate training for graduate and professional programs, such as law and public policy. The program would offer students the flexibility to shape their degree to fit their career goals. Since American Indian Studies is a multi-discipline major, students can develop concentrations of study in anthropology, art, ethnic studies, literature, film study and production, history, political science, or sociology. Completion of the degree with one of these areas of concentration, will enable the student to pursue graduate work in that area or to seek a career associated with those disciplines.

The AIS program also would emphasize experiential learning, including filmmaking and managing intertribal powwows. In addition, specific content in the proposed major acquaints students with art and artifacts of various native cultures, as well as the history of Indian gaming. Thus, it would position graduates for work with individual First Nations tribes

and reserves, or Alaskan Native corporations. The degree also would prepare students for work with federal agencies, such as the Bureau of Indian Affairs, charged with working with indigenous populations. Finally, the degree would prepare students for employment with global agencies that carry out work with indigenous populations.

Washington State has a strong Native American presence, ranking sixth among the states in terms of Indian population. Arizona and Washington each have 26 tribes or federations. Eleven additional Washington tribes are landless and lack federal recognition. Washington State's diversity of Indian nations and cultures provides an excellent background to support an expanded Native Studies program because it offers excellent opportunities for research and community involvement.

Finally, on November 3, 2003, the Associate Students of the University of Washington passed a resolution calling for the formation of an American Indian Studies major. As it stands, AIS can be taken as a minor, and it can be taken as an emphasis within American Ethnic Studies or General Studies.

The proposed program would not unnecessarily duplicate programs offered in Washington. While other public and private universities in the state offer degree programs with similar content, there remains a compelling reason to provide an opportunity for students to receive a degree in this area within a large comprehensive university.

Program Description

The AIS program would draw on the strengths of the current AIS Center, which includes eight full-time tenured and tenure-track faculty. A strength of the proposed program, as noted by the developers and affirmed by the external reviewers, is the development of a program independent of ethnic studies and other related disciplines. The proposal points out that while many faculty in AIS programs are from disciplines such as ethnic studies and anthropology, the field has developed greatly and the issues addressed go well beyond any single discipline to include legal and policy issues and social issues, in addition to the study of history and culture. As discussed above, graduates of the program would be well prepared for a variety of careers and/or further study.

The proposed program would consist of 55 quarter credits. Students who maintain at least a 2.0 GPA and complete 10 credits of AIS coursework would have the option to declare the major at any time. Transfer students could meet the requirements to enter the degree once they had completed the 10 credits of AIS coursework at UW or equivalent coursework at their previous institution. The curriculum would consist of 10 quarter credits of introductory coursework that would provide a foundation for later work in the program. Students would then engage in an additional 40 credits of AIS elective coursework, which would provide greater depth in a particular topical and/or subject area within AIS. The curriculum allows students a great deal of

flexibility in determining their courses, so students would work closely with faculty in planning their coursework. Finally, students would be required to complete a senior project that consists of a major research project and a presentation on a selected issue.

The program would accommodate 15 FTE students in the first year and grow to 40 FTE at full enrollment in its fifth year. The curriculum would be delivered by eight FTE tenured and tenure track faculty (one of whom also serves as the program director) who are currently teaching coursework within the American Indian Studies Center. In addition, the program would employ a .375 administrative assistant.

As indicated, the program would build on an existing minor and option within the general studies curriculum. The faculty have developed syllabi for the additional courses required to deliver the major. All courses have been approved by the appropriate committees at the UW.

Students would be assessed based on a clear set of learning objectives that are defined for individual courses. Students would be assessed throughout the program in each course and through the assessment of their senior project. The program would be assessed through faculty assessments and through a formal program review process on a five-year cycle.

Diversity

The program is currently among the most diverse offered at UW. The program employs more faculty of color than any other program at the UW, half the faculty are Native American. In addition, the program supports the university's diversity efforts. The AIS program is viewed as an important asset in helping to attract and retain a diverse student body and is particularly important in attracting and retaining Native American students.

External Review

The program was reviewed by two external experts. Dr. Clara Sue Kidwell, Professor and Director of the Native American Studies Program at the University of Oklahoma and Dr. Patricia C. Albers, Professor and Chair of the Department of American Indian Studies at University of Minnesota.

Both reviews were supportive of the program in terms of the quality faculty and the broader need for programs of this type. Further, both reviewers stated a need for AIS to stand in an independent department and indicated that development of the AIS program would be an important step, especially for a large university in a state with a significant tribal presence.

Dr. Kidwell was supportive of the program, reinforcing the need for a university to offer programs that "…acknowledge the validity of tribal history and culture and political status…".

Kidwell asked whether the students were provided sufficient research methods background and expressed some concern that students may have too much flexibility in designing their course of study and that some courses may have substantial overlap in content. The program developers responded to clarify the expectations of the research methods course and to indicate that the syllabi for the courses had been developed; and although the brief course descriptions provided in the proposal may lead one to express some concern about overlap, the actual content of the courses while related, do not overlap.

Finally, Kidwell indicated a need for a more active approach to recruiting students into the program than described in the proposal.

Dr. Albers applauded the University of Washington for maintaining an AIS as an independent program. She indicated the field has matured to a point where it is important that it be independent of the disciplines that contributed to the development of the field. In addition, she asserted that AIS is an essential program offering in a large institution, especially in a state with a sizeable American Indian population.

Albers also supported the analysis within the proposal that indicates the availability of an AIS degree program is an important part of an institutional diversity strategy and is an especially important factor in attracting and retaining American Indian students, as well as providing a broad general education that provides for understanding of cultural competency among all students.

Albers cautioned that the number of majors may remain small over time, but that should not be the only measure of success for the program. Programs such as AIS provide service through their contribution to the general education of the university as a whole as well.

Albers' experience with AIS students at University of Minnesota confirms that students have good success in entering careers and graduate study. According to Albers, students who develop language proficiency are especially well positioned for careers in their field of study.

Finally, Albers indicated the curriculum was well designed to serve a broad range of interests and would be delivered by a well-qualified faculty.

The program proposal also was circulated for comment from other Washington institutions and stakeholders. The HECB received a letter of support from Central Washington University. The Evergreen State College expressed some concern about the proposal's assessment of other programs, including their own, which is reflected in the discussion of program duplication in this analysis; however, they remain supportive of the proposal overall. Finally, an instructor of ethnic studies at Yakima Valley Community College questioned whether Native American faculty would teach in the program. The program proposal indicates that half of the faculty are Native American and come from a diverse academic background.

Program Costs

The program would enroll 15 FTE students in the first year and grow to 40 FTE in the second year; however, the program also serves a substantial number of students in other majors. Course enrollment last year averaged to 324 FTE.

The 8 FTE faculty who would deliver the program are already on staff and are well qualified with expertise in a broad set of topical areas, no new hires called for in the proposal.

No capital or library improvements are required for the implementation of the program.

The AIS program would continue to serve a broad university population through a number of courses and other resources that draw students from across the institution. While the cost for the program in terms of FTE's enrolled in the major is $46,206 per FTE in the first year and $18,562 per FTE at full enrollment in its fifth year, the program would actually serve 324 FTE's when students enrolled in AIS courses from other majors are counted. Using this figure the cost per FTE is $1,986 in Year One and $2,040 in Year Five.

Staff Analysis

The proposed program would support the unique role and mission of the institution and the *Strategic Master Plan* goals by providing students an opportunity to join in the process of preserving, advancing, and disseminating the knowledge of, and about, Native peoples. In addition, the program supports the university's diversity efforts attracting more diverse student populations than do the typical UW classes; and due to this diversity, they offer enhanced opportunities for learning and intellectual growth.

The program responds to demonstrated student, employer, and community needs consistent with the *State and Regional Needs Assessmen*t and the institutions own assessment of need. The program would provide students a broad undergraduate experience that would prepare them for a wide range of careers in state and federal government, tribal careers, graduate study, and other professions that require an understanding of societies, art, and culture as well as critical reasoning, communication, and analytic skills.

The program draws on an experienced and well-qualified faculty. In addition, the proposal outlines a well-defined student assessment system with clear learning outcomes tied to specific courses; however, the plan for program assessment could be strengthened. The proposal indicates that the program would be reviewed by faculty and through the university wide five-year review process. While the university process is a well-defined institutional assessment tool, the program should do more to provide feedback for continuous improvement in the curriculum earlier in the program's development.

The program employs a diverse faculty and serves a diverse student body. In addition, the program is important to the university-wide diversity efforts.

The program would be an important addition to a comprehensive research university in Washington, especially given the significant tribal presence in our state. Therefore, although a number of intuitions have programs that address similar issues, it does not unnecessarily duplicate existing programs. Given the total FTE's served by the program, it would also be offered at a reasonable cost.

Recommendation

Based on careful review of the program proposal and supplemental sources, HECB staff recommend approval of the Bachelor of Arts in American Indian Studies, effective fall 2007.

RESOLUTION 07-13

WHEREAS, The University of Washington proposes to offer a Bachelor of Arts in American Indian Studies;

WHEREAS, The program would support the unique role and mission of the institution and the Strategic Master plan goals by providing students an opportunity to join in the process of preserving, advancing, and disseminating the knowledge of, and about, Native peoples;

WHEREAS, The program would support the university's diversity efforts attracting more diverse student populations than do the typical UW classes, and due to this diversity offer enhanced opportunities for learning and intellectual growth;

WHEREAS, The program would provide students a broad undergraduate experience that would prepare them for a wide range of careers in state and federal government, tribal careers, graduate study, and other professions that require an understanding of societies, art, and culture as well as critical reasoning, communication, and analytic skills;

WHEREAS, The program draws on an experienced and well-qualified faculty and has undergone an extensive development and review process that has received support from external experts;

WHEREAS, The program would be an important addition to a comprehensive research university in Washington, especially given the significant tribal presence in our state and it would also be offered at a reasonable cost; and

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Arts in American Indian Studies at the University of Washington effective July 26, 2007.

Adopted:

July 26, 2007

Attest:

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Bill Grinstein, Chair

_____

Betti Sheldon, Secretary

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

July 2007

DRAFT: Bachelor of Arts in Applied Computing, University of Washington Bothell

Introduction

The University of Washington Bothell (UWB) seeks approval to offer a Bachelor of Arts in Applied Computing (BAAC) degree through the Computing and Software Systems (CSS) program. The new degree would differ from the existing Bachelor of Science in CSS (BSCSS) program in the following key ways:

- Requires completion of a minor area of study in an approved, discipline-specific course of study other than computing;
- Reduces emphasis on computer programming theory in favor of applying systems thinking to problems within the student's minor area of study;
- Includes a new application-focused course integrating hardware architecture and operating systems;
- Includes a senior seminar requiring the student to conduct computing-related research within the minor area of study; and
- Reduces the prerequisite calculus requirement from two courses to one, and adds a required prerequisite for a general introductory course on computing and its use in society.

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

The UWB mission statement calls for innovative and creative curricula. The new degree would achieve that mission by addressing the regional demand for technology workers in a growing and competitive job market. The curriculum also builds on the current BSCSS program and would share faculty, lab resources, library, community/industry linkages, and community college partnerships with the existing program. It would also build on the institution's new lower division course offerings.

The new program would accommodate a wider range of student interests in the field by infusing high technology coursework into a wide range of disciplines. The program represents a rigorous course of study applied to specific knowledge domains.

Finally, the program would improve student diversity and interest in technology-related education by allowing students who may not consider computing to be a viable path for them to use computing skills and knowledge to solve real-world problems. In this way, it may broaden interest and access to computing skills to more diverse groups of students.

Program Need

Generally, there is a shortage locally and nationally of computing professionals with combined education and experience in the application of computing systems and a specified knowledge domain (*e.g.*, health services or environmental studies). The new program is designed to meet the need for industry-specific computing professionals.

To assess student demand, the proposed program was presented to a group of about 100 local area community college students. There was enthusiastic interest in the course from students enrolled in Information Technology (IT) programs at the community colleges. UWB has discussed the proposed program for over a year at college information sessions and has seen a similar high level of interest from participants. Based on participant response at these forums, the level of interest in the new program is much higher among women and minority students than in the existing BSCSS program. The students appreciated the interdisciplinary and applied focus of the proposed degree program.

From the employer perspective, the program would help computer technology dependent organizations meet their industry-specific goals and objectives. The HECB's *State and Regional Needs Assessment Report* (2006) identified a skill gap and long-term need for computer science and computer engineering graduates. It also identified a critical need for advanced technology workers in health care, Geographic Information Systems (GIS) systems, knowledge management systems, bioinformatics, and media/film/communications.

A recent report by the Workforce Training and Education Coordinating Board (WTECB), *Reconceptualizing a Workforce: New Opportunities for Education and Industry*, found that 88 percent of Washington employers reported continued or increased need for technology workers over the next five years, particularly those able to align business goals with information technology. The report recommended that educational institutions strive to train technologists to be "business enablers," providing them with industry-specific knowledge and problem analysis skills.

In addition, the program proposal includes letters of support from several area employers, including Microsoft and Boeing.

Program Description

The program is comprised of a series of required and elective courses totaling 105 credits taken primarily in the junior and senior years. Students admitted to the program would be required to fulfill the following pre-requisites in their first two years or at a community or technical college prior to transfer:

- High school core subject requirements;
- Intensive writing course (so-called "W" courses), composition, or technical writing (3-5 credits);
- Advanced English composition (5 credits);
- Introductory calculus and introductory statistics/probability (10 credits total);
- Introductory programming series (CSE 142 and 143 or equivalent, 10 credits total); and
- Introductory course on computers and society.

The 105-credit program includes the three 100-level courses above in programming and computers and society (15 credits), five required core courses (25 credits), 35 credits in CSS electives, 25 or more minor field credits, and a five-credit senior seminar. Conceivably, students who already have a BA in another field could return to school and pick up a second BA in Applied Computing with an additional 80 credits or less, by counting their existing degree toward the 25-credit minor field requirement.

UWB estimates it will take four years to ramp up the program, by which point it will serve 76 students (40 FTE) and graduate about 18 students each year.

Diversity

Because this is an applied program with a minor field requirement, UWB feels it will have broader appeal to a more diverse group of students than the BSCSS program. In fact, they suspect interest will mimic the campus's overall diversity profile of 58 percent women and 45 percent students of color. UWB plans to emphasize outreach using methods and modes of communication designed to reach the traditionally underserved populations. The proposal listed several other CSS department activities aimed at engaging and supporting diversity in the CSS programs including community internships, diversity conferences and courses emphasizing the relationship between cultural and social factors and computing application design.

External Review

Two external reviewers commented on the program design: Dr. Timothy Lindquist, Interim Dean of the College of Science and Technology, Arizona State University, and Dr. Robert Lewis, Associate Professor, Electrical Engineering and Computer Science Program, Washington State University Tri Cities. Both reviewers supported the general program direction, focusing on computing applications in a specific field of knowledge or industry, with one reviewer stating that the proposal was "appropriate to this shift in the profession of computing."

The reviewers noted the importance of area employers understanding how the training BAAC graduates receive would be different from the training received by current BSCSS students. The department plans to establish an industry advisory committee to assist in effective communication with employers. In addition, both reviewers noted that the new program would not be as appropriate as the existing BSCSS program in preparing students for graduate study in computer science. UWB noted that it would make this clear to students and advise them to switch to the BSCSS program if they were considering graduate study, which could be accomplished any time up to the end of the student's junior year.

Several additional points of concern raised by the outside reviewers were addressed in a subsequent internal memo that was included in the proposal.

Program Costs

The UWB claims they can, at least initially, add the new program using existing laboratory and academic support resources available to other CSS students. There is sufficient excess capacity and under-utilization to add new sections to the laboratory schedule without the need to build new facilities. CSS faculty would have both BAAC and BSCSS students in their classes at the same time.

The faculty impact would be 2.0 additional FTE to develop and teach three new courses and teach additional sections of existing courses to the new students. An additional 0.67 FTE is anticipated in administration and staff to support a half-time program coordinator/advisor and additional counseling services.

Total projected program expenses would gradually increase from $184,000 in Year One to $350,000 in the years following the four-year ramp-up phase, when the direct program cost per FTE would be $8,762. A full-time student could expect to pay $2,100 in resident tuition each quarter. The program would be supported by state FTE support (general fund), tuition and fees. The UWB would annually reallocate institutional resources to the program, ranging from $38,000 in the first year to $47,000 by the end of the ramp-up period.

Staff Analysis

The proposal submitted by UWB was complete and well written and documented. It is clear that the program would address a current and emerging need for computing professionals who understand how to build and support industry and discipline-specific applications. The program represents an appropriate shift away from programming and engineering knowledge toward application management and support. The program would help businesses select and support computer applications that advance their business and market goals and objectives. The demand for the program from both the employer/community and student perspectives is well documented.

The overall program design is strong, with the creation of introductory courses including new 100-level courses in programming and the role of computers in society. Also key are the minor field requirement (25+ credits) and senior seminar, which includes a capstone project that applies computing knowledge and skills in the student's minor field. The program is relatively inexpensive to develop, relying on excess capacity in lab space and equipment, existing academic support programs and resources, and the conversion of several existing special topic courses into regularly offered electives.

Also of note is the prospect of attracting a more diverse group of students into the computing field by emphasizing the application of computers in solving real-world problems in a wide range of domains. The UWB's outreach plans should help the university realize this potential.

Overall, the proposed program budget appears both lean and adequate.

Two areas of concern are worth noting. First, as the program grows, it may be necessary to add additional faculty and staff support to assist students with program advising and their capstone projects. Second, articulation with graduate programs in computer science may be problematic for some program alumni. In the future, UWB might want to consider developing skill upgrade extension programs so students can fill in missing coursework, enabling them to apply for admission to masters-level programs in computer science.

Recommendation

Based on careful review of the program proposal and supplemental communication, HECB staff recommend approval of the Bachelor of Arts in Applied Computing program at the University of Washington Bothell.

RESOLUTION NO. 07-14

WHEREAS, the University of Washington Bothell proposes to offer a Bachelor of Arts in Applied Computing;

WHEREAS, the program would support the role and mission of the institution by offering innovative and creative curricula to meet the regional demand for technology workers in a growing and competitive job market;

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;

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

WHEREAS, the costs are reasonable; and

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Bachelor of Arts in Applied Computing at the University of Washington Bothell.

Adopted:

July 26, 2007

Attest:

_____

Bill Grinstein, Chair

_____

Betti Sheldon, Vice-Chair

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Update on Performance Targets & GMAP

HECB Meeting

July 26, 2007

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Accountability Framework

2007-09 Budget

- Recognizes performance measures negotiated by HECB, OFM, institutions
- Provides increased funding to higher education
- Requires revision of performance targets

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Target Revision Project Outline

- Stakeholder consultations (June 6, 8, 11)
- Distribute project outline (June 22)
- Stakeholder consultations (July 24)
- Brief HECB on process (July 27)
- Institutions submit proposed targets (August 6)

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Target Revision Project Outline

- Brief HECB Education Committee (August 13)
- Stakeholder consultations (August 22)
- Present final proposed targets to HECB Education Committee (September 10)
- HECB final action (September 27)
- Transmit revised targets to OFM, Legislature (October 1)

Charge in the Budget

- Institutions and HECB "shall review and revise these [performance] targets based on per-student funding in the 2007-09 appropriations act."
- HECB also directed to "compile comparable data from peer institutions" in global challenge states.

Per-Student Funding

Definition: State appropriations plus tuition and fee revenue

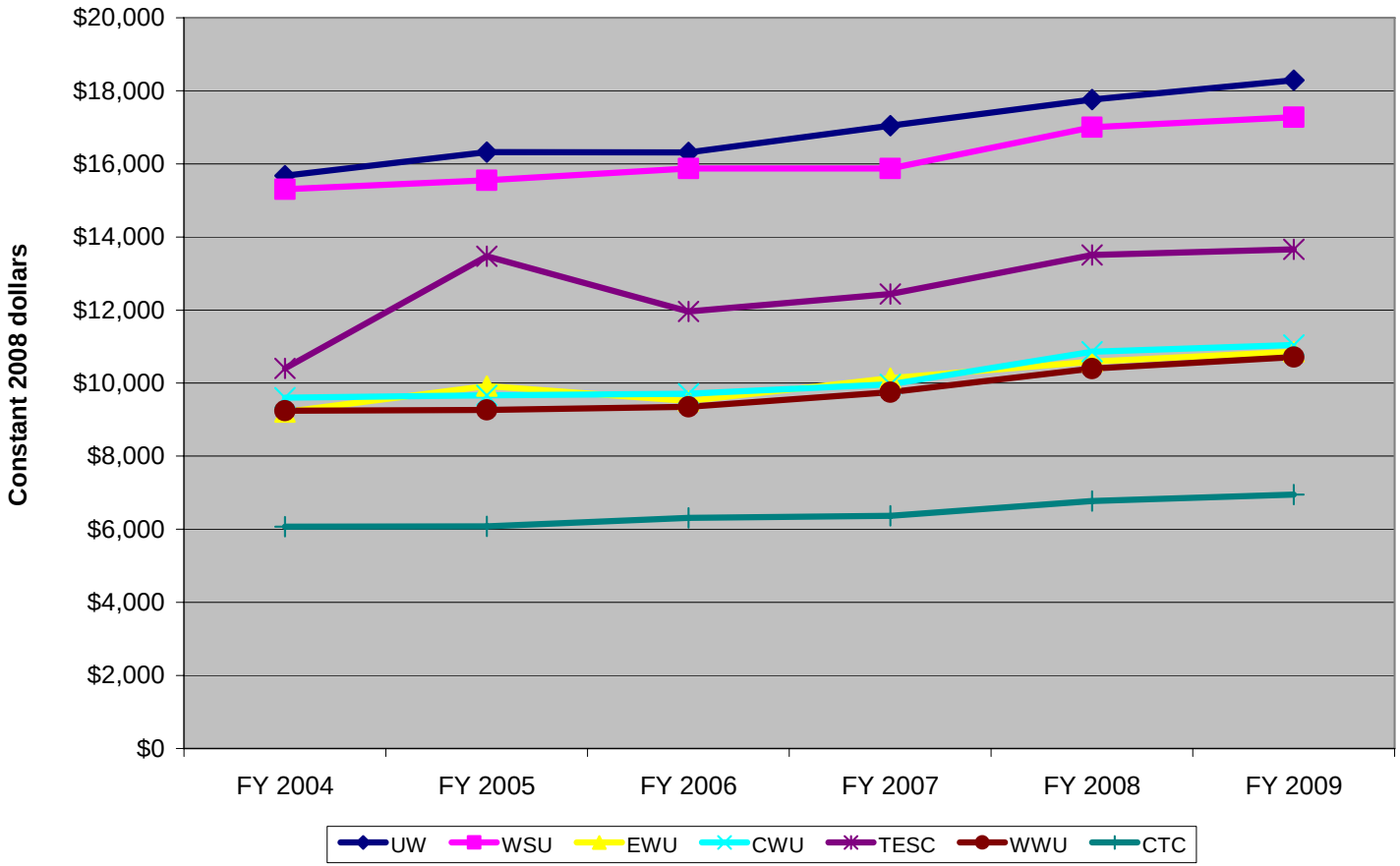
Aggregate per-student funding figures

- Simple and comprehensive
- Include project funds unique to single institutions
- Do not account for differences in institutional missions
  - Instruction
  - Research
  - Community service
  - Workforce preparation
  - Basic skills

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Total Per-Student Funding

Changes in state funding and tuition revenue per budgeted FTE student over three biennial operating budget cycles

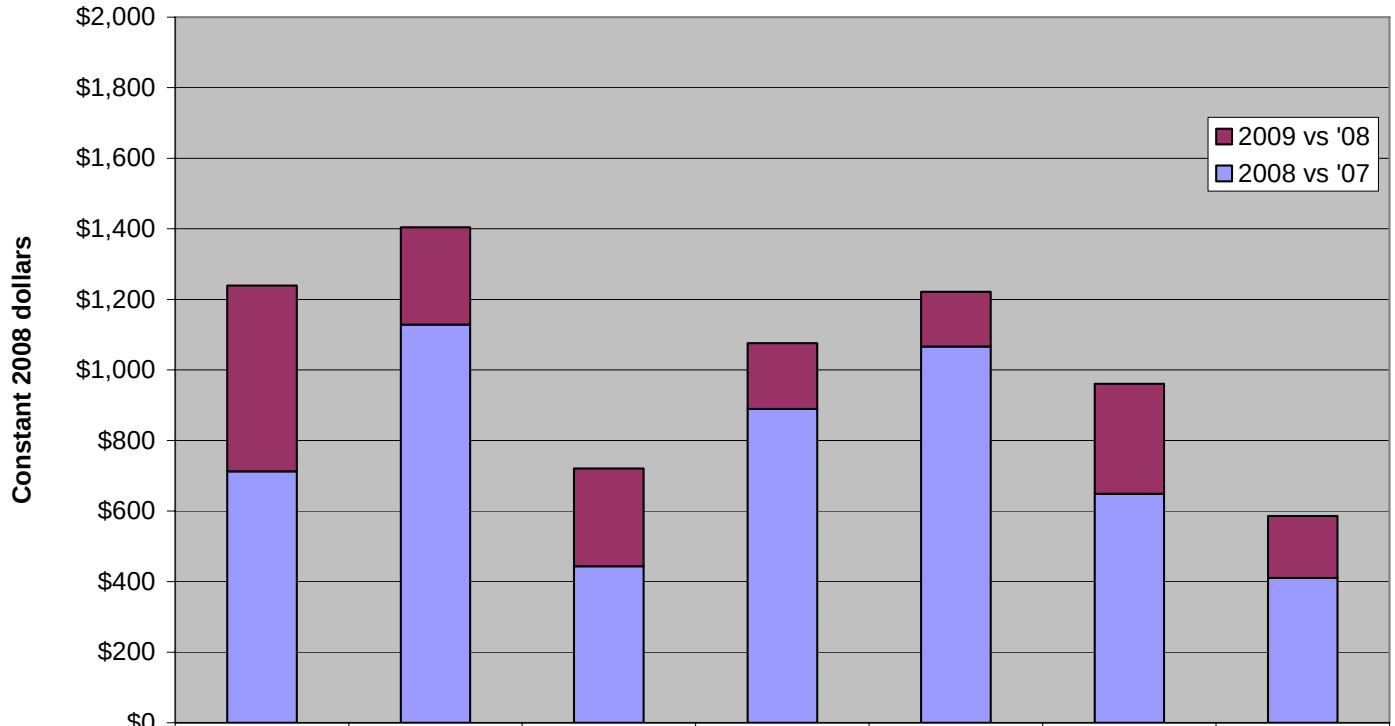


Source: Legislative Evaluation and Accountability Program Committee

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Per-Student Funding Increase in 2007-09 Budget

Increased state funding and assumed tuition revenue per budgeted FTE student 2007-09 operating budget compared to Fiscal Year 2007



	UW	WSU	EWU	CWU	TESC	WWU	CTC
2009 vs '08	527	275	277	186	155	311	176
2008 vs '07	713	1,129	443	890	1,067	649	410

Source: Legislative Evaluation and Accountability Program Committee

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Gov. Chris Gregoire's Initiative

Government Management Accountability & Performance (GMAP)

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

How are state agencies performing to achieve defined objectives?

- HECB participated in GMAP forum – Dec. 2006
- Follow-up meeting - April
- Preparations for next forum:
  - How can/should performance be measured?
  - Where can/should results be improved?

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Economic Vitality

- Open for Business
  - e.g., job creation, WorkSource job placement, exports, tourism, economic development, tax compliance, workplace safety, etc.
- Foundation for Success
  - e.g., infrastructure financing, businesses sited, apprenticeships completed, unemployment benefit payment accuracy, **research and commercialization**
- Skills for the Changing Economy
  - e.g., adult basic skills, earning first 15/30 college credits, reducing skill gap, **high-demand program completion,** employment status of training program participants

P-20 Council will oversee most education-related measures

No decisions yet about what to measure

Possible topics:

- Transfer
- Financial aid
- ???

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Economic Vitality GMAP

(Spring – Summer)

- Agencies work to refine measures
- Agencies begin submitting data to Governor's office
- Forum with Governor, senior staff – Sept. 12

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WASHINGTON HIGHER EDUCATION COORDINATING BOARD

July 2007

2008 Master Plan: Demographics Update

As background for the 2008 Strategic Master Plan, Higher Education Coordinating Board (HECB) staff will provide a recap on Washington's changing demographics as presented at earlier HECB meetings. Additionally, staff will provide regional educational attainment information for Washington and preliminary information regarding how key demographic and educational achievement indicators of Washington compare to the global challenge states.