

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

BOARD MEETING AGENDA

*John A. Cherberg Building, Hearing Room 4
Capitol Campus, Olympia
July 30, 2003*

*Approximate
Times*

Tab

8:15 a.m. **Continental Breakfast and Overview of Meeting Agenda** (*Conference Rooms B&C*)
No official business will be conducted at this time.

9:00 a.m. WELCOME AND INTRODUCTIONS
Bob Craves, HECB Chair

Resolutions 03-16, 03-17, 03-18

HIGHER EDUCATION INITIATIVES	1
• Strategic Master Plan Update (ESHB 2076)	
• Higher Education Performance Contracts (SHB 2111)	
• National Collaborative for Postsecondary Education Policy – data analysis <i>Dennis Jones, pres., Nat'l Center for Higher Education Management Systems</i>	

12:00 noon Lunch (*JAC Conference Rooms B & C*)
No official business will be conducted at this time.

1:00 p.m. **Branch Campus Discussion** **2**

- Report on branch campus study
Annie Pennucci, Washington State Institute for Public Policy

2:00 p.m. **Update on Higher Education Tuition and Funding** **3**
HECB staff briefing

2:30 p.m.	Allocation of High-demand Enrollments HECB staff briefing <i>Resolution 03-19</i>	4
3:00 p.m.	Educational Opportunity Grant – Rules Change (CR 102) HECB staff briefing	5
3:15 p.m.	Break	
3:30 p.m.	Student Residency (HB 1079, SB 5134) – Rules Change (CR 102) HECB staff briefing	6
4:00 p.m.	<u>CONSENT AGENDA</u>	
	Adoption of June 12, 2003 HECB Meeting Minutes	7
	New Degree Program for Approval - Doctor of Physical Therapy, UW <i>Resolution 03-20</i>	8
	<u>DIRECTOR’S REPORT</u>	9
	<ul style="list-style-type: none"> • Status Report: Notification of Intent (NOI) • Update on Higher Education Accountability Plans 	
	PUBLIC COMMENT	
4:30 p.m.	ADJOURNMENT	

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements. We also can be reached through our Telecommunication Device for the Deaf at (360) 753-7809.

HECB 2003 Meeting Calendar

Date	Location
Sept. 24, Wed.	Washington State University, Pullman Compton Union Building
Oct. 29, Wed.	State Investment Board Board Room
Dec. 3, Wed.	South Puget Sound Community College Bldg. 22, Room 200A

July 2003

Higher Education Initiatives

- **Strategic Master Plan Update (HB 2076)**
- **Higher Education Performance Contracts (HB 2111)**
- **National Collaborative on Higher Education Policy: data analysis**

Strategic Master Plan Update (HB 2076)

House Bill 2076 directs the Higher Education Coordinating Board to develop a statewide strategic master plan, which proposes a vision and identifies goals and priorities for Washington's higher education system. The legislation also establishes a legislative work group, comprised of members of the House and Senate higher education and fiscal committees. The Work Group is charged with the following responsibilities:

- **Defining legislative expectations and providing policy direction** for the statewide strategic master plan;
- **Making recommendations for ensuring the coordination** of higher education capital and operating budgets with the goals and priorities in the statewide master plan; and,
- **Examining opportunities to update the Board's roles and responsibilities**, including alternatives for administration of financial aid and other programs; review of institution budget requests, approval of off-campus programs, centers, and consortia; and data collection and analysis.

The legislative Work Group held its first meeting on July 7, to discuss the state's 2004 Strategic Master Plan. Facilitated by Pat Callan from the National Center for Public Policy and Higher Education, the roundtable discussion focused on three key areas:

1. What topics should be addressed in the strategic master plan?
2. What does the state expect from higher education for its citizens?
3. What are the state's top priorities for higher education over the next five to 10 years?

The Work Group is scheduled to meet again on **September 17** and **December 3**, to discuss options and alternatives and to review other HECB responsibilities. The Work Group will report its findings and recommendations to the Legislature by **January 2, 2004**.

[For materials from the July 7 meeting, please click here.](#)

Higher Education Performance Contracts (HB 2111)

The **Higher Education Performance Contracts Work Group** also met on July 7, including a roundtable discussion with Dr. William Chance, executive director of the Northwest Education Research Center. Topics addressed during the meeting included:

1. What are performance contracts?
2. Why would Washington want to consider them?
3. What has been the experience of other states?

Included in the meeting was a conference call with representatives of the Colorado School of Mines and the Colorado Commission on Higher Education. The performance contracts work group is also scheduled to meet again on September 17.

[For materials from the July 7 meeting, please click here.](#)

National Collaborative on Higher Education Policy: data analysis

The National Collaborative on Higher Education Policy, the consortium of education organizations that is helping the state identify a long-term agenda to improve the higher education system, is scheduled to update the Board on recent data-collection efforts during the July 30 meeting. Since Washington was chosen to participate in the national collaborative in May, the group has been taking a county-by-county look at a wide range of areas affecting higher education, focusing on such “human capital” issues as who is attending college these days, where are they enrolled, and how well prepared are they for college coursework.

Dennis Jones, director of the National Center for Higher Education Management Systems (NCHEMS), will review the data gathered thus far. The national collaborative’s data analysis is an important first step in creating the state’s 2004 Strategic Master Plan. Also part of the partnership are the National Center for Public Policy and Higher Education, and the Education Commission for the States. [For the July 30 presentation, please click here.](#)

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

July 2003

**Washington State Institute for Public Policy:
Higher Education Branch Campuses in Washington**

Annie Pennucci and Jim Mayfield of the Washington State Institute for Public Policy (WSIPP) will present their report, *Higher Education Branch Campuses in Washington State: Final Report*. The final report will examine the experiences of other states with upper-division branch campuses, and evaluate other models to expand access to higher education. The report will conclude with policy options for the Board and Legislature to consider in shaping the future of branch campuses in Washington. The report will be available at the July 30 Board meeting.

Institute staff presented their interim report on branch campuses to the Board at the December 2002 meeting. The interim report concluded that branch campuses are fulfilling their original dual mission of expanding access to higher education and fostering economic development.

Institute staff will be soliciting formal feedback on the report from Washington institutions. That feedback will be included as an appendix to the final report. Institutions will have the opportunity to present their comments on the WSIPP report and any general comments about branch campuses at the September HECB meeting.

Higher Education Branch Campuses in Washington State: Final Report, [please click here](#).

Branch Campuses in Washington State

A Presentation to the Higher Education Coordinating Board

July 30, 2003

Annie Pennucci and Jim Mayfield
Washington State Institute for Public Policy
(360) 586-2677

1

Study Direction

- **Bill in the 2002 Legislature (ESSB 6387) directed Institute to review:**
 - Original mission of UW and WSU branch campuses;
 - Extent branch campuses are meeting their mission;
 - Extent key factors have changed since their creation; and
 - Policy options for branches' futures.

- **Language vetoed from 2002 supplemental operating budget; Institute Board of Directors directed staff to undertake study.**

2

Study Methods



- **Site visits** to branches and community colleges
- **Interviews** with local business and community leaders
- **Analysis of data** from state, national, and institutional sources
- **Contracted study** by the National Center for Higher Education Management Systems (NCHEMS)
- **Review of research literature**
- **Advisory committee** of state higher education representatives

3

Five Branch Campuses Were Created in 1989



4



Original Mission for Washington's Branch Campuses

Expand access to higher education:

- Focus on upper division and graduate education
- Rely on a two plus two model
- Target placebound individuals in urban areas

Foster regional economic development:

- Respond to demand for degrees
- Conduct research activities

5



Interim Report Findings



Branch campuses are meeting the mission established in 1989 because they:

- ✓ Have played substantial role in increasing upper division and graduate enrollments;
- ✓ Operate a two plus two model;
- ✓ Target placebound students;
- ✓ Respond to demand for degrees; and
- ✓ Have positive regional economic impact.

6



Final Report



- **Where are the campuses headed and what factors influence the evolution of branch campuses?**
- **What are the key decision points and policies for decision makers to consider?**

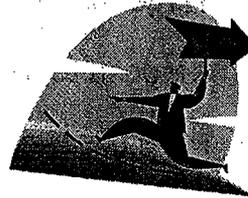
7



How Are Branch Campuses Evolving?

Strong pressures ... tend to push the *branches away from their original missions and toward the more traditional research university mission.*

**—Aims McGuinness and Dennis Jones
NCHEMS**



8

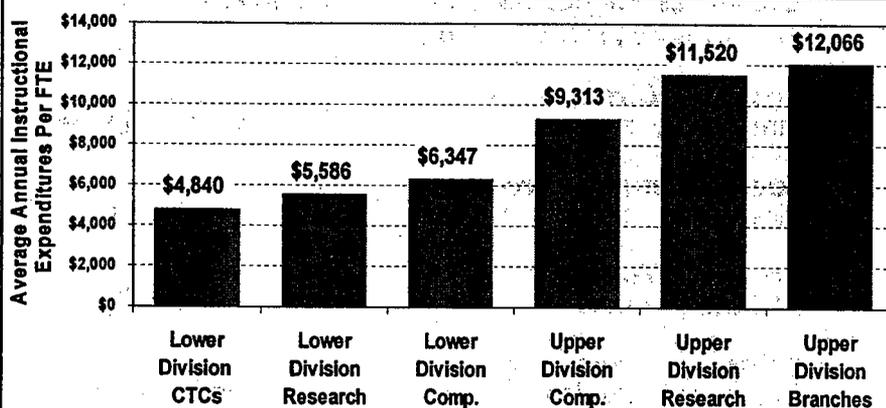
Factors Influencing Washington's Branches



- **Upper division structure is rigid.** Most majors require considerably fewer than 90 upper division credits, but juniors and seniors at branch campuses are constrained to upper division courses. Branch campus graduates tend to take more upper division credits than other transfer students, and they do not have convenient access to a broad array of lower division courses.
- **Relationships with community and technical colleges present challenges to collaboration.** The branch campus model requires considerable collaboration with community and technical colleges on program content and course requirements. Differences in organizational culture, academic calendars, and expected course and degree offerings present challenges. Relatively few resources are available for this time-consuming issue.
- **Influence of main campuses varies.** The UW governance model provides UW branches significant autonomy. WSU has a more integrated governance approach but is moving toward greater autonomy for its branches. The NCHES review found that greater autonomy helped branch campuses adapt to their missions and better meet local needs.
- **Communities want branches to expand.** Local community leaders, businesses, and other organizations play a significant role in branch campus development, encouraging campuses to develop new programs and other initiatives to support local economic development.

Branch Campus Structure and Costs

Annual 2002 State Support & Tuition for Undergraduate Instruction



Data Source:
HECB 2001-02 Education Cost Study

Does not include Health Sciences

What Contributes to Higher Instructional Costs at Branches?



- **Upper Division Structure:** Lower division courses are 44 percent less costly on average.
- **Research Mission:** Research institutions spend 24 percent more per upper division FTE than comprehensives.
- **More Part-Time Students:** 1.2 to 1.9 students per FTE at the branches compared to a nearly 1-to-1 ratio at the four-year institutions.
- **High-Cost Program Mix:** Some disciplines are more expensive than others.
- **Small Size:** 627 to 1,680 annual average FTE in 2002-03
- **New Programs:** Proportionally more new and expanded programs at branches.

11

Cost of Degree Attainment

Estimates for Business and Liberal Arts Majors by Student Transfer Status

- **Research Direct:**
Direct entry students at the UW and WSU main campuses
- **Comprehensive Direct:**
Direct entry students at CWU and EWU main campuses
- **Research Transfer:**
CTC transfer students at the UW and WSU main campuses
- **Comprehensive Transfer:**
CTC transfer students at CWU and EWU main campuses
- **Branch Campus:**
CTC transfer students at branch campuses

12

Cost of Degree Attainment: Two Majors

Total Tuition and State-Supported Instructional Expenditures 2000-2001 Washington State Baccalaureate Graduates

Student Pathway	Liberal Arts Majors	Business Majors
Research Direct <i>Direct entry students at UW and WSU main campuses</i>	\$29,700	\$34,100
Comprehensive Direct <i>Direct entry students at CWU and EWU main campuses</i>	\$30,800	\$30,000
Research Transfer <i>CTC* transfer students to UW and WSU main campuses</i>	\$28,300	\$32,200
Comprehensive Transfer <i>CTC transfer students to CWU and EWU main campuses</i>	\$29,400	\$27,900
Branch Campus <i>CTC transfer students to branch campuses</i>	\$31,000	\$36,800

Data Sources: HECB 2001-02 Education Cost Study and SBCTC 2000-01 Cohort Study

13

Cost of Degree Attainment: Cautions

Cautions regarding cost comparisons:

- Based on a subset of students in a few broad majors
- Does not control for student preparation or other characteristics
- Snapshot based on 2000-2001 graduates and 2001-02 average expenditures
- Does not include the costs associated with students who do not transfer or graduate

14



Opportunities for Legislative Direction



Potential Courses of Action:

1. **Support Each Branch Campus' Current Evolutionary Path**
2. **Align Branches With the State's Higher Education Goals for the Future**
3. **Improve the Branch Campus Two Plus Two Model**

Options are not mutually exclusive.

*Each branch campus has a distinct local context.
Decisions regarding their future should be individualized.*

15



Opportunities for Legislative Direction



Align Branches With the State's Higher Education Goals

Key policy issues:

1. **Research institution mission and funding;**
2. **Upper division versus four-year curriculum;**
3. **Focus on placebound students; and**
4. **Doctoral program offerings.**

16



Opportunities for Legislative Direction



Align Branches With the State's Higher Education Goals

1. Is the Designation of Each Branch Campus as a Research Institution Appropriate?

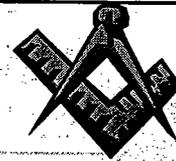
The state needs to:

- ✓ Describe expectations that accompany research institution funding. Evaluate and compensate campuses accordingly.

17



Opportunities for Legislative Direction



Align Branches With the State's Higher Education Goals

2. Is There Need for Any Branch Campus to Become a Four-Year Institution?

The state needs to:

- ✓ Conduct regional analyses of student demand and higher education system capacity.
- ✓ Simultaneously examine alternative ways to increase the supply of higher education.
- ✓ Estimate start-up costs.
- ✓ Consider potential impacts on other institutions.

18

Opportunities for Legislative Direction



Align Branches With the State's Higher Education Goals

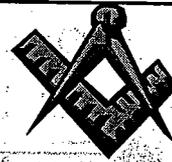
3. Are Placebound Students a Continuing Priority for Branch Campuses?

The state needs to:

- ✓ Define "placebound" and measure demand from this population.
- ✓ Consider alternatives to branches serving placebound students.

19

Opportunities for Legislative Direction



Align Branches With the State's Higher Education Goals

4. What Is the Role of Each Branch Campus in Offering Doctoral Degrees?

The state needs to:

- ✓ Clarify decision-making authority.
- ✓ Conduct analyses of student and labor market demand.
- ✓ Re-examine the role of comprehensive institutions (CWU, EWU, WWU, and TESC).

20



Opportunities for Legislative Direction



Improve the Branch Campus Two Plus Two Model

Key policy issues:

- 1. Improve Collaboration Among Branches and Community and Technical Colleges; and**
- 2. Relax Restrictions on Which Institutions Can Offer Lower and Upper Division Courses.**

21



Opportunities for Legislative Direction



Improve the Branch Campus Two Plus Two Model

- 1. Improve Collaboration Among Branches and Community and Technical Colleges.**

✓ For example, clarify branches' role in providing opportunities for technical baccalaureate degrees.

More generally, the state needs to:

- ✓ Encourage branches and community and technical colleges to devote sufficient attention to the branch two plus two model.

22

Opportunities for Legislative Direction



Improve the Branch Campus Two Plus Two Model

2. Relax Restrictions on Which Institutions Can Offer Lower and Upper Division Courses.

The state needs to:

- ✓ Clarify decision-making authority.
- ✓ Allow a limited number of lower division courses at some branches.
- ✓ Allow selected upper division courses at some community colleges.

23

Summary



To guide branch campus policies, the state needs:

- A clear statement of its goals for higher education;
- More information regarding demand for higher education and the cost and benefits associated with various sectors of the state's system; and
- Clarification on who has authority over branch degree programs and structure.

24



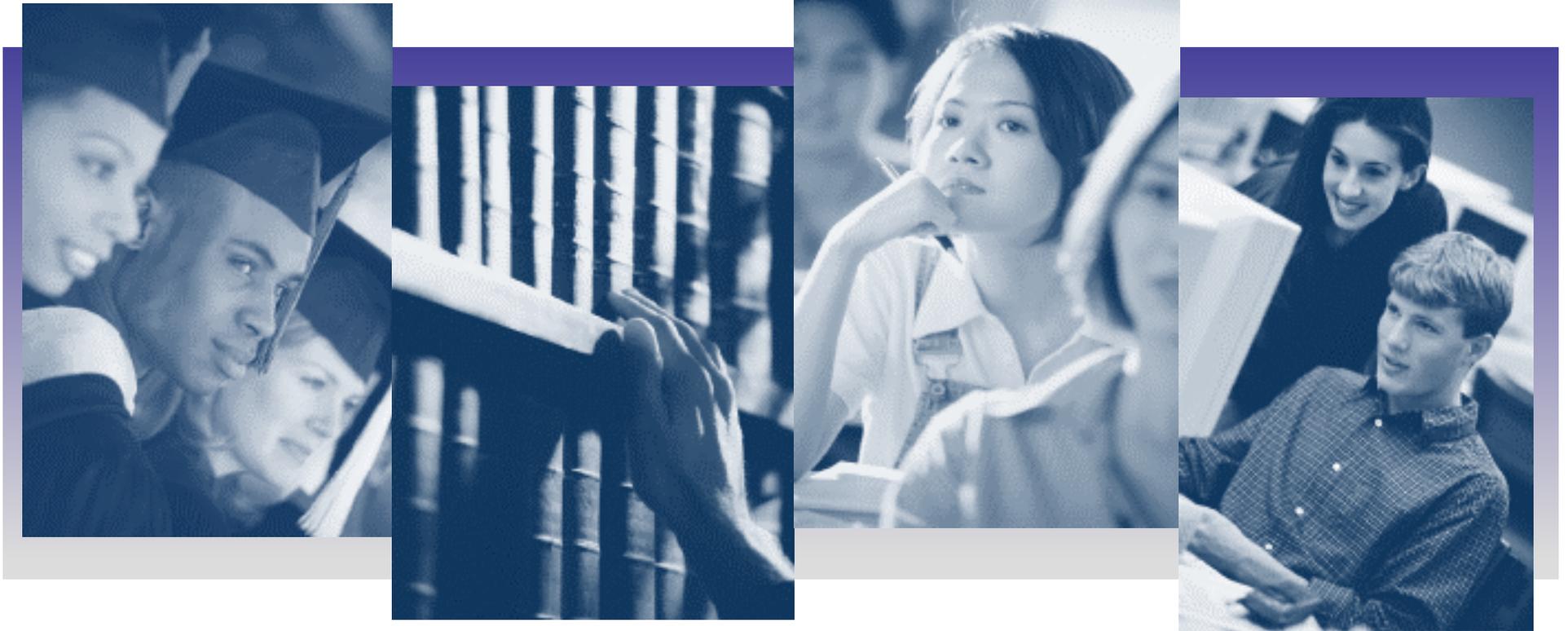
Comments Requested



The HECB, the SBCTC, and public higher education institutions are invited to comment on the report.

Deadline for written responses: August 30, 2003

Review of the 2003-05 higher education operating budget



Presentation July 30, 2003

HECB Meeting

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

Higher Education Operating Budgets
Final 2003-05 Biennium (as signed by Governor)
 State General Fund - Dollars in Millions

Part 1: Institutions (4-Year & 2-Year)		
2001-03 Biennium	\$2,470.0	
2003-05 Maintenance Level	\$2,481.0	
Final 2003-05 Biennium (6/26/03)	\$2,358.4	
Change from 2001-03	-\$111.6	-4.5%
Change from 2003-05 Maintenance Level	-\$122.6	-4.9%
Elements of Change from 2003-05 Maintenance Level:		
Operating cost reduction (partially replaced with tuition)	-\$131.0	
Building maintenance to capital budget (fund shift)	-\$52.7	
Eliminate I-732 COLA for CTC faculty	-\$16.8	
Other reductions and fund shifts	-\$19.4	
Subtotal reductions and fund shifts		-\$219.9
CTC high demand programs (1,000 - 1,200 FTEs)	\$12.6	
Transfer students (OFM) (400 FTEs)	\$6.3	
Institutional specific enhancements	\$10.2	
Faculty salary pools	\$15.0	
Administrative enhancements, including employee health benefits	\$53.3	
Subtotal program and employee enhancements		\$97.3
Total	-\$122.6	

Higher Education Operating Budgets
Final 2003-05 Biennium (as signed by Governor)
 State General Fund - Dollars in Millions

Part 2: Financial Aid/HECB		
2001-03 Biennium	\$264.3	
2003-05 Maintenance Level	\$276.0	
Final 2003-05 Biennium (6/26/03)	\$312.3	
Change from 2001-03	\$48.0	18.1%
Change from 2003-05 Maintenance Level	\$36.3	13.7%
Elements of Change from 2003-05 Maintenance Level:		
HECB agency reductions	-\$0.3	
Jefferson County pilot	\$0.4	
High demand enrollments (4-years) (500 FTEs)	\$8.3	
Financial aid	\$27.9	
Total	\$36.3	

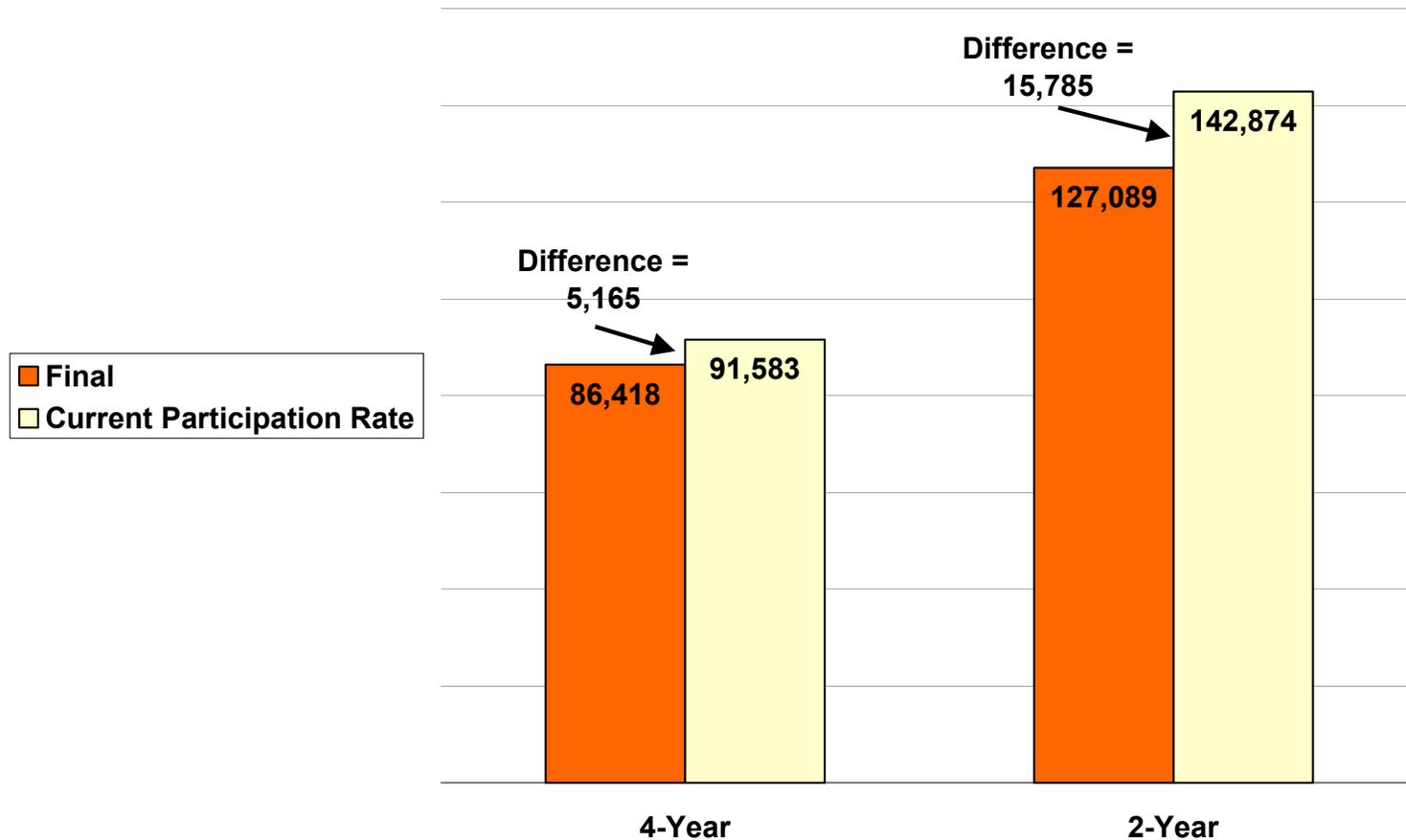
Part 3: Total Higher Education		
2001-03 Biennium	\$2,734.3	
2003-05 Maintenance Level	\$2,757.0	
Final 2003-05 Biennium (6/26/03)	\$2,670.7	
Change from 2001-03	-\$63.6	-2.3%
Change from 2003-05 Maintenance Level	-\$86.3	-3.2%

Higher Education Operating Budgets Final 2003-05 Biennium (as signed by Governor)

Part 4: FTE Student Changes	
	2004-05
WSU - Veterinary student enrollment	32
CWU - Enrollment stabilization	196
OFM - Transfer students	400
HECB - High demand enrollments (4-years)	500
CTC - High demand programs	1,000 - 1,200
Engineering & science institute (CC pipeline)	168
Reduction of one-time workforce training slots	-1,320
Net change from 2002-03	976 - 1,176

The final budget contains fewer enrollments than needed to maintain the 2002-03 level of service

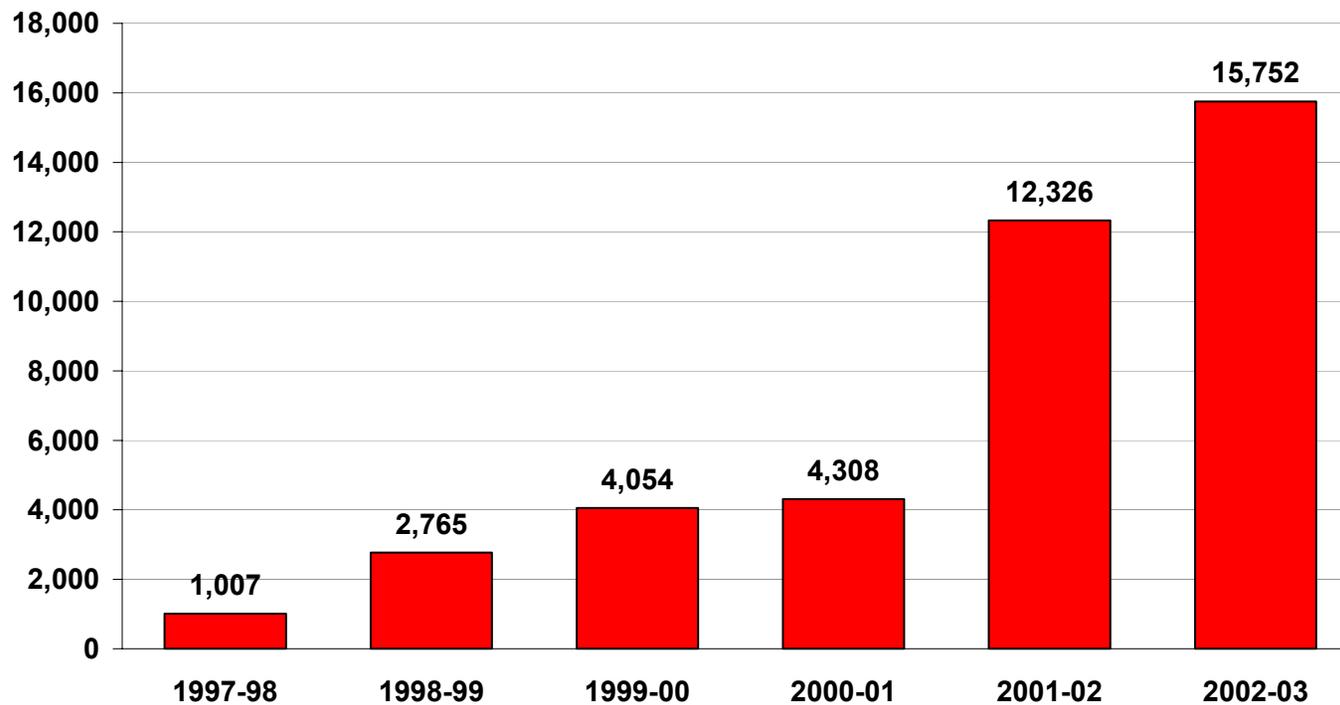
Proposed Enrollments in 2004-05 Compared to Forecasts



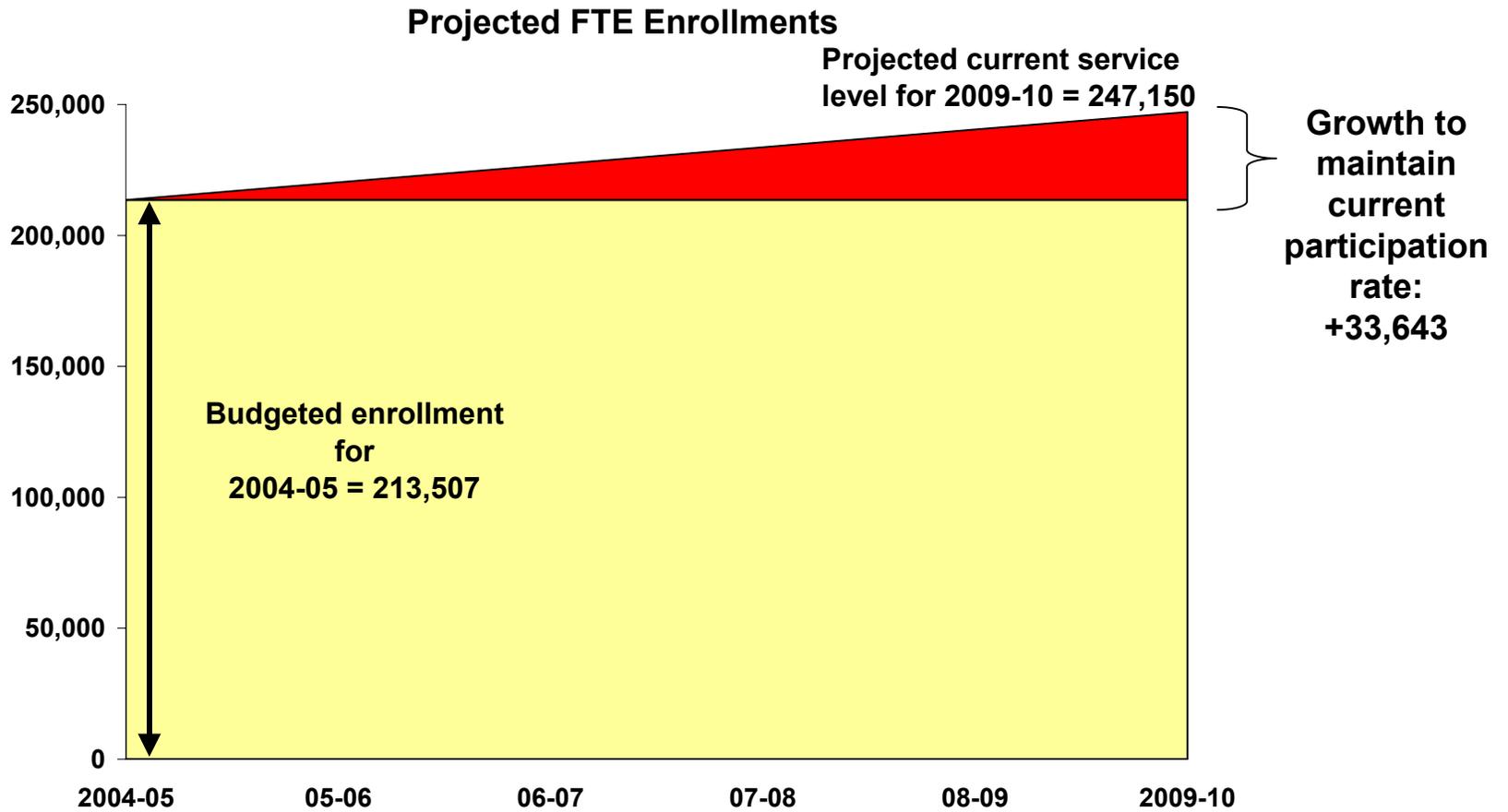
Sources: 2003-05 Operating Budget and Office of Financial Management

The public 2-year and 4-year colleges and universities are enrolling more students than budgeted

Public Higher Education
FTE Enrollment Variance
Actual Compared to Budgeted

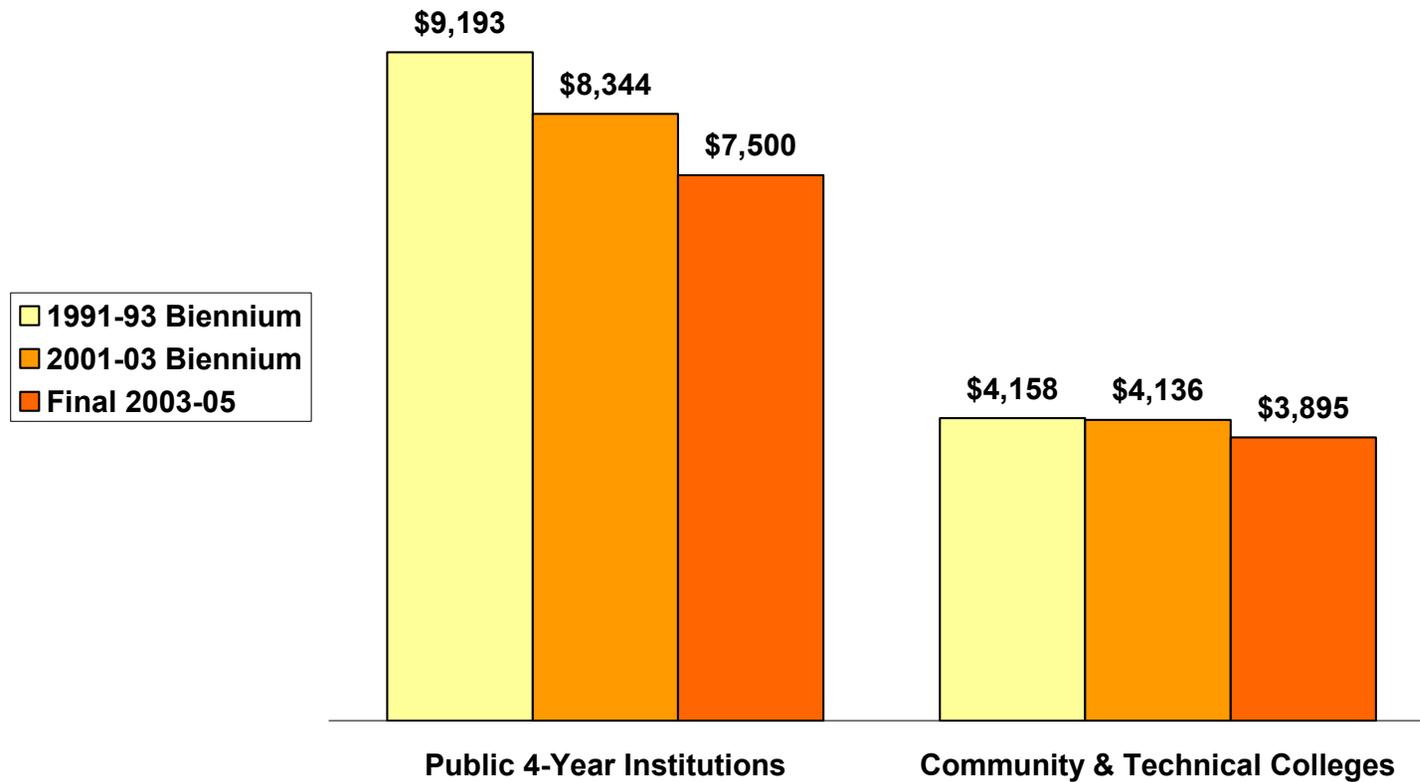


Maintaining the 2002 public higher education participation rates will require more than 33,000 additional enrollment slots by 2010



State support per higher education student continues to decline in the 2003-05 operating budget

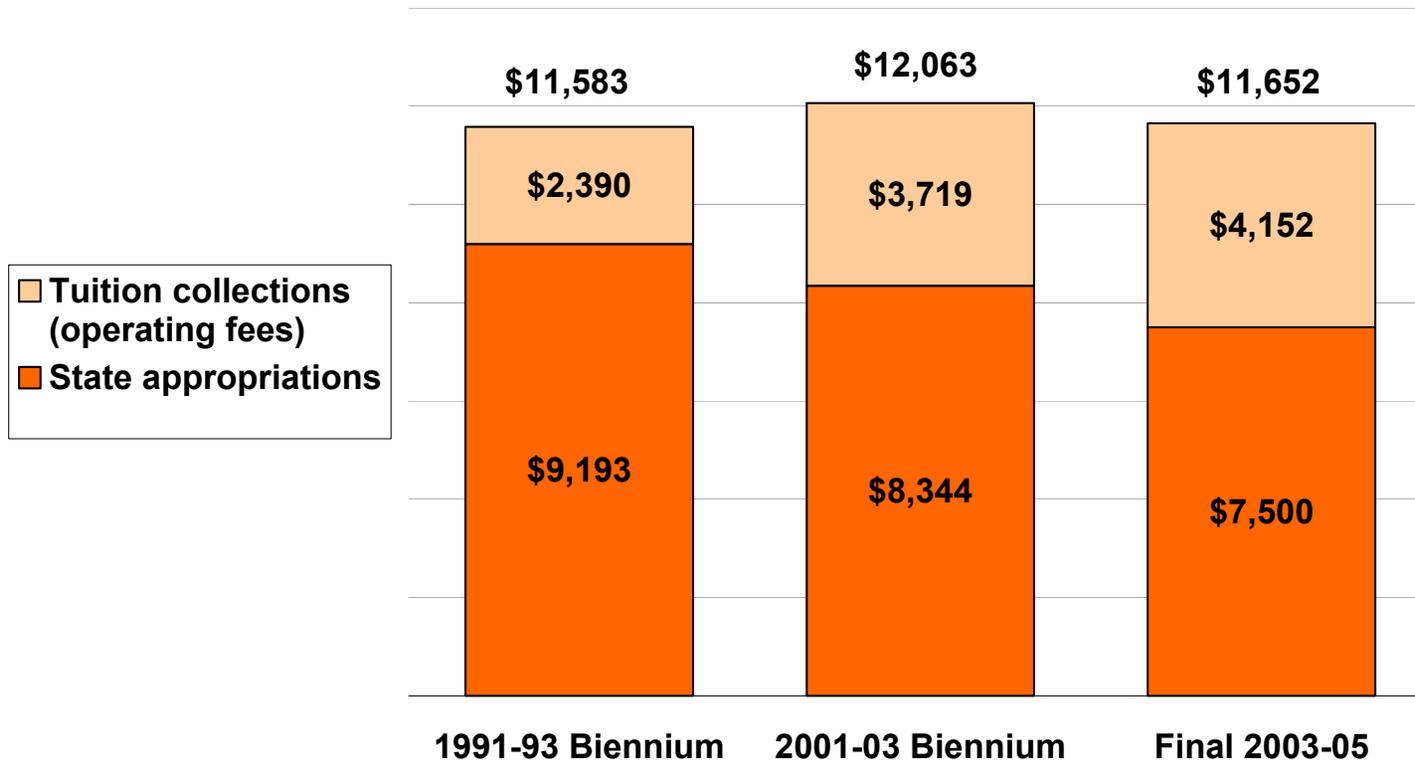
State General Fund Appropriations per Budgeted FTE Student Adjusted for Inflation (2001-03 dollars)



Sources: LEAP (historical appropriation FTE data); 2003-05 Operating Budget; and Office of the Forecast Council (inflation)

At the 4-year schools, average revenue collection per student will decline in the 2003-05 biennium

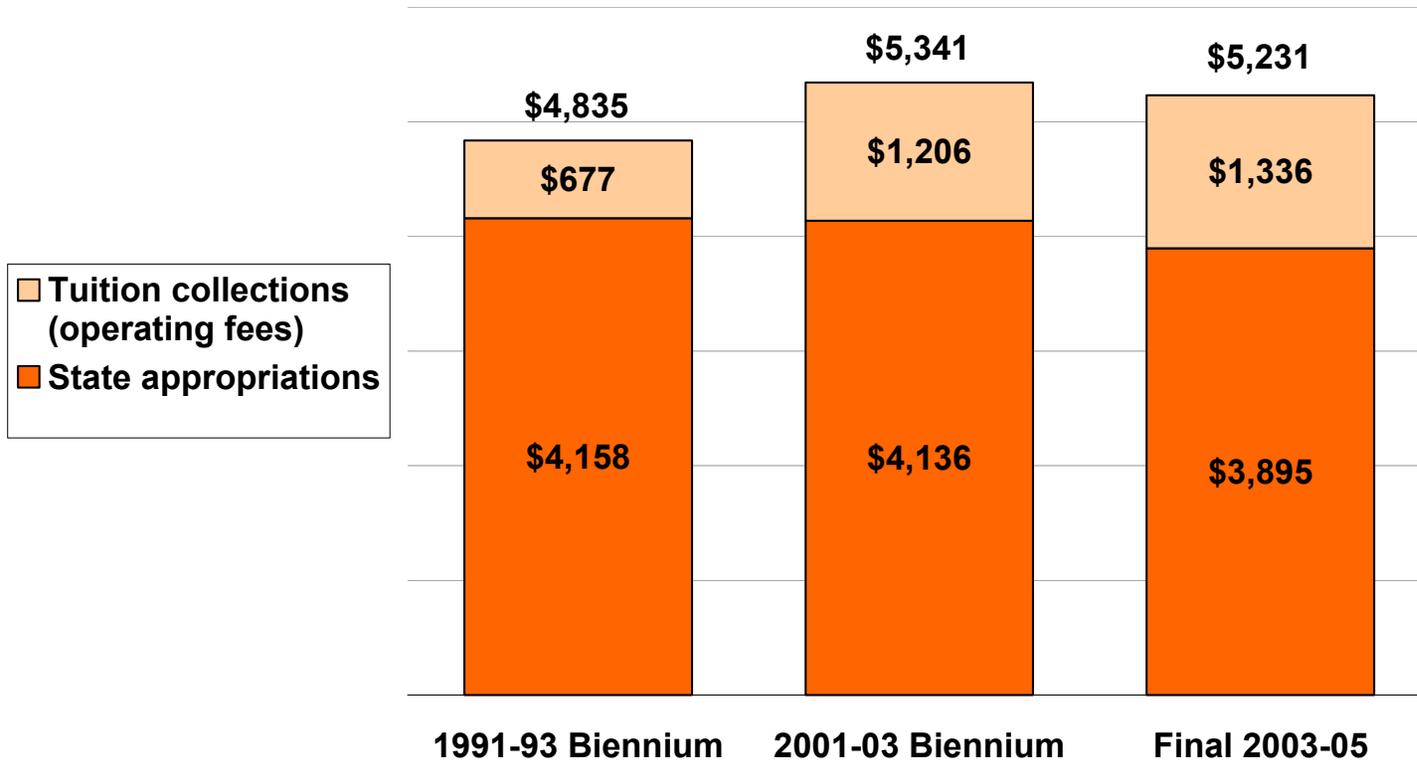
Total funding per FTE student
Public 4-year
Adjusted for inflation (2001-03 dollars)



Sources: LEAP (historical appropriation FTE data); 2003-05 Operating Budget; and Office of the Forecast Council (inflation)

And at the 2-year colleges, average revenue collection per student will be down slightly

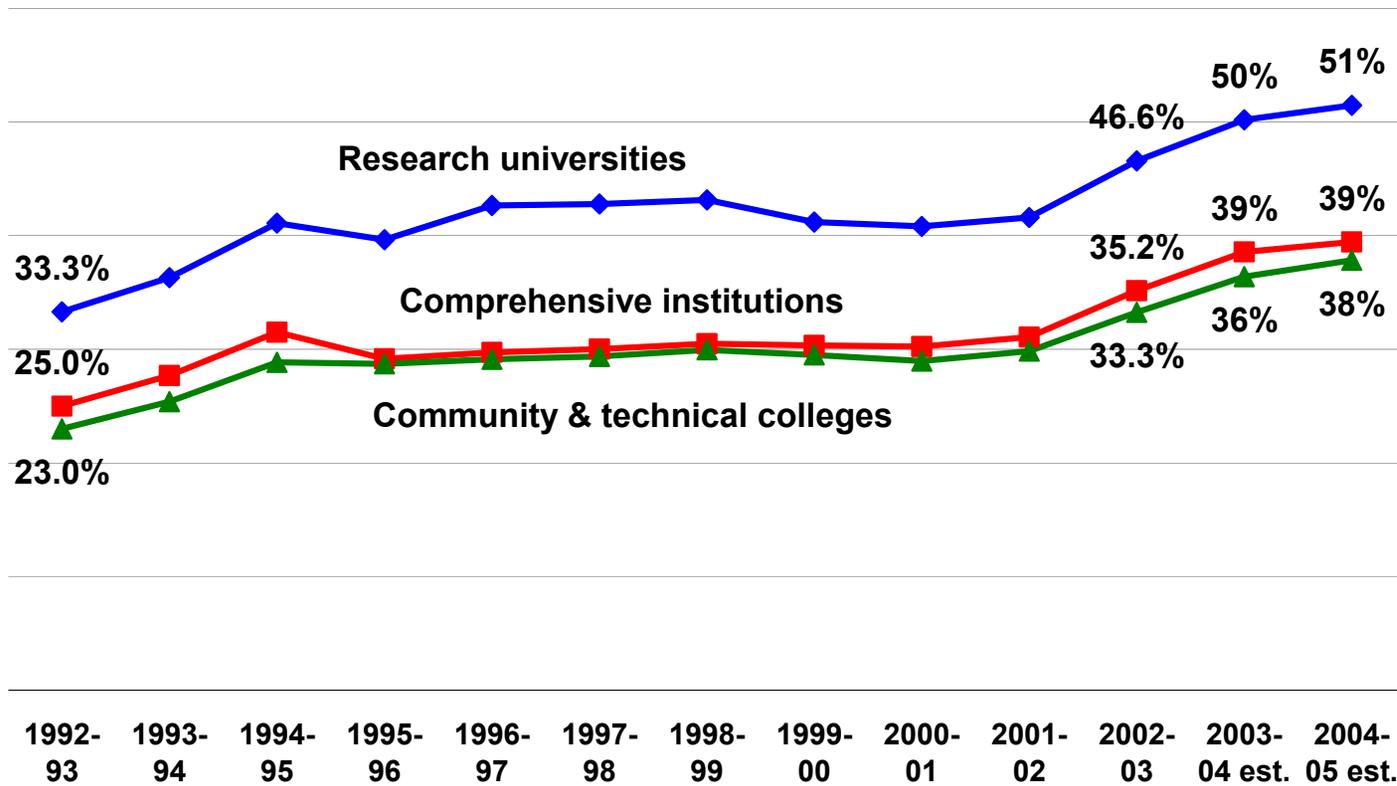
Total funding per FTE student
Public 2-year
Adjusted for inflation (2001-03 dollars)



Sources: LEAP (historical appropriation FTE data); 2003-05 Operating Budget; and Office of the Forecast Council (inflation)

The student share of the cost of instruction continues to increase

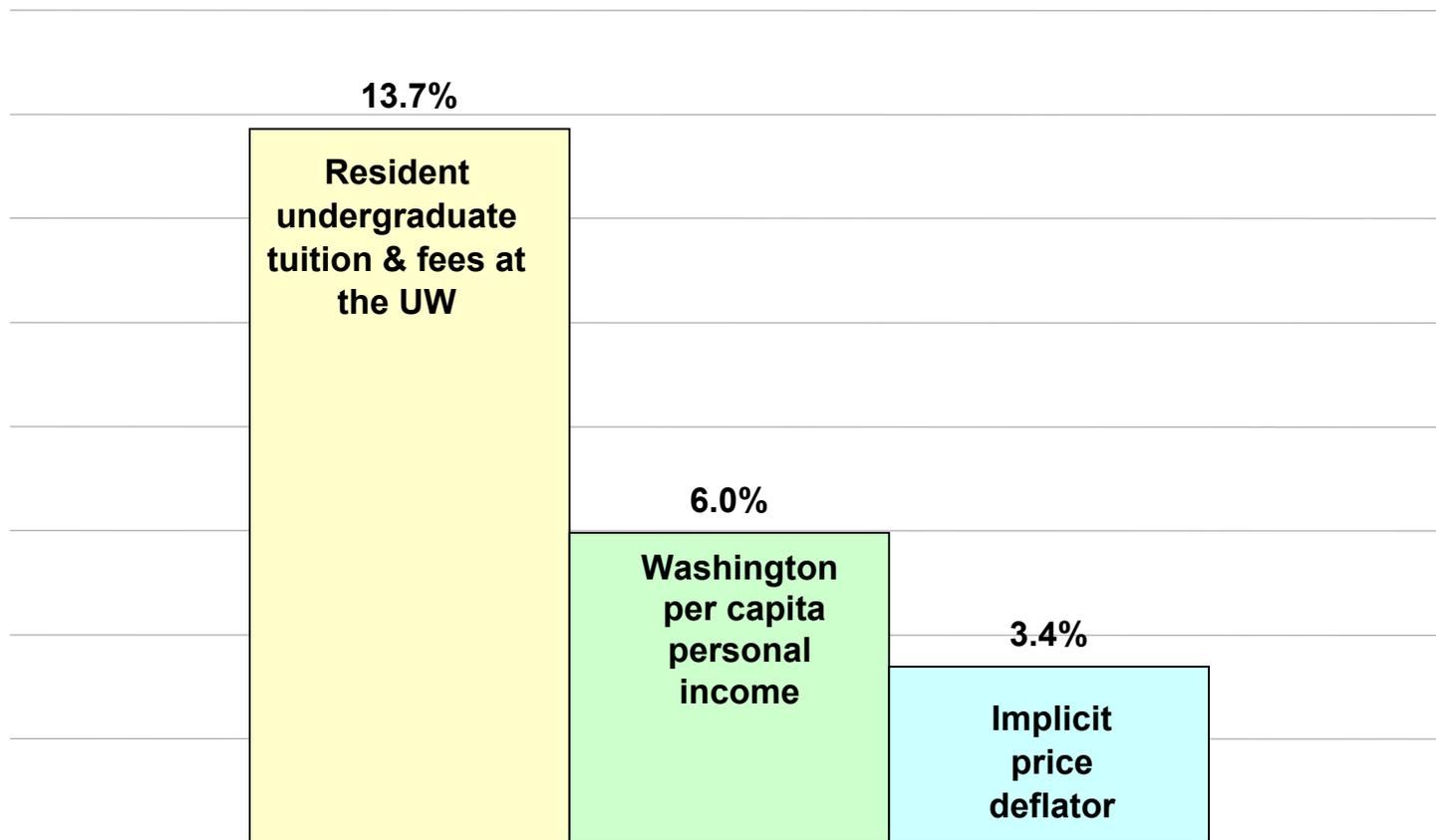
Resident Undergraduate Tuition (operating & building fees)
As a Percentage of Undergraduate Instructional Costs



Source: HECB analysis

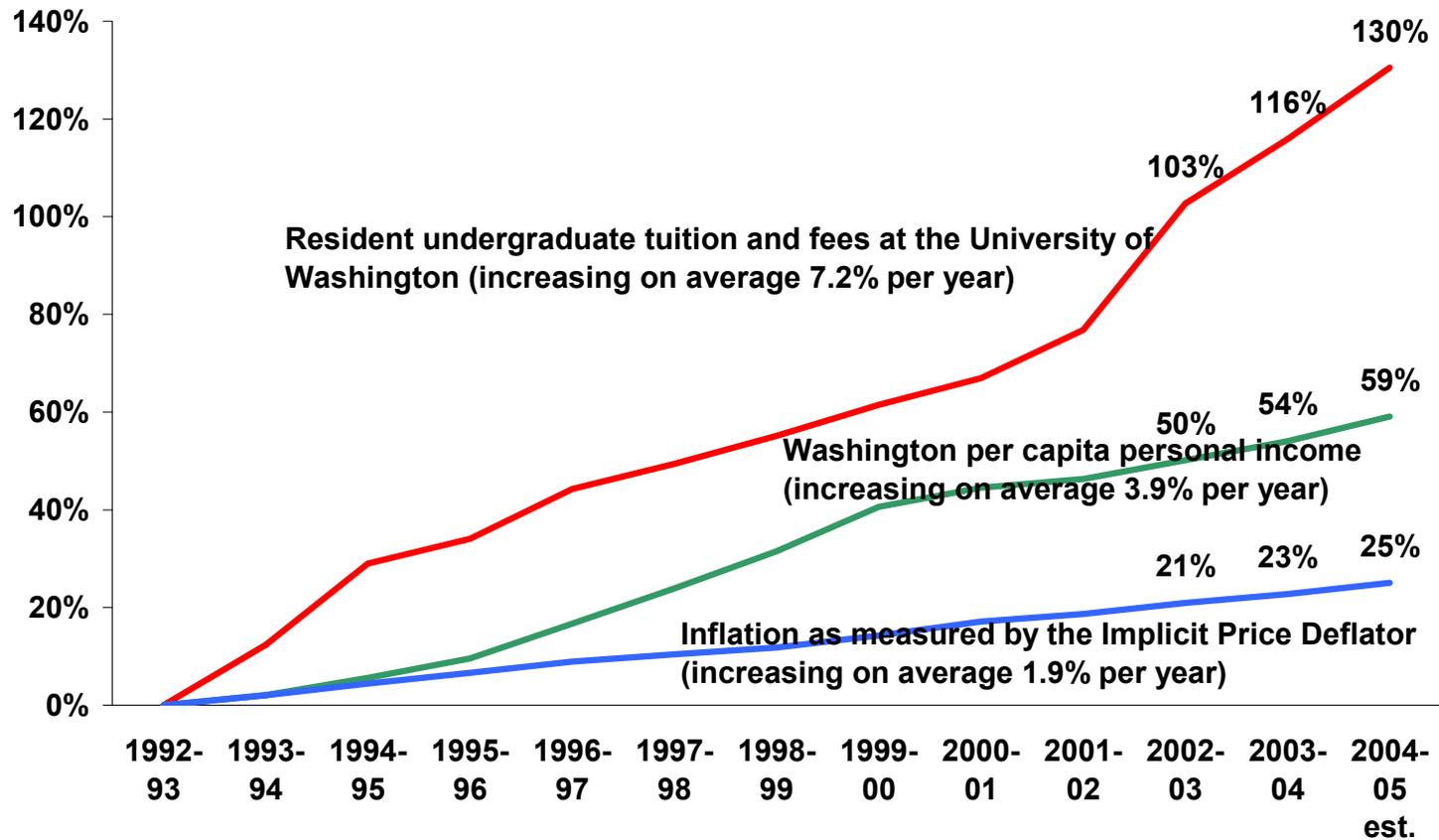
Tuition will again outpace per capita income growth and inflation in the 2003-05 biennium

Estimated growth in the next two years



Over a 12-year period, tuition increases will be significantly greater than per capita income growth or inflation

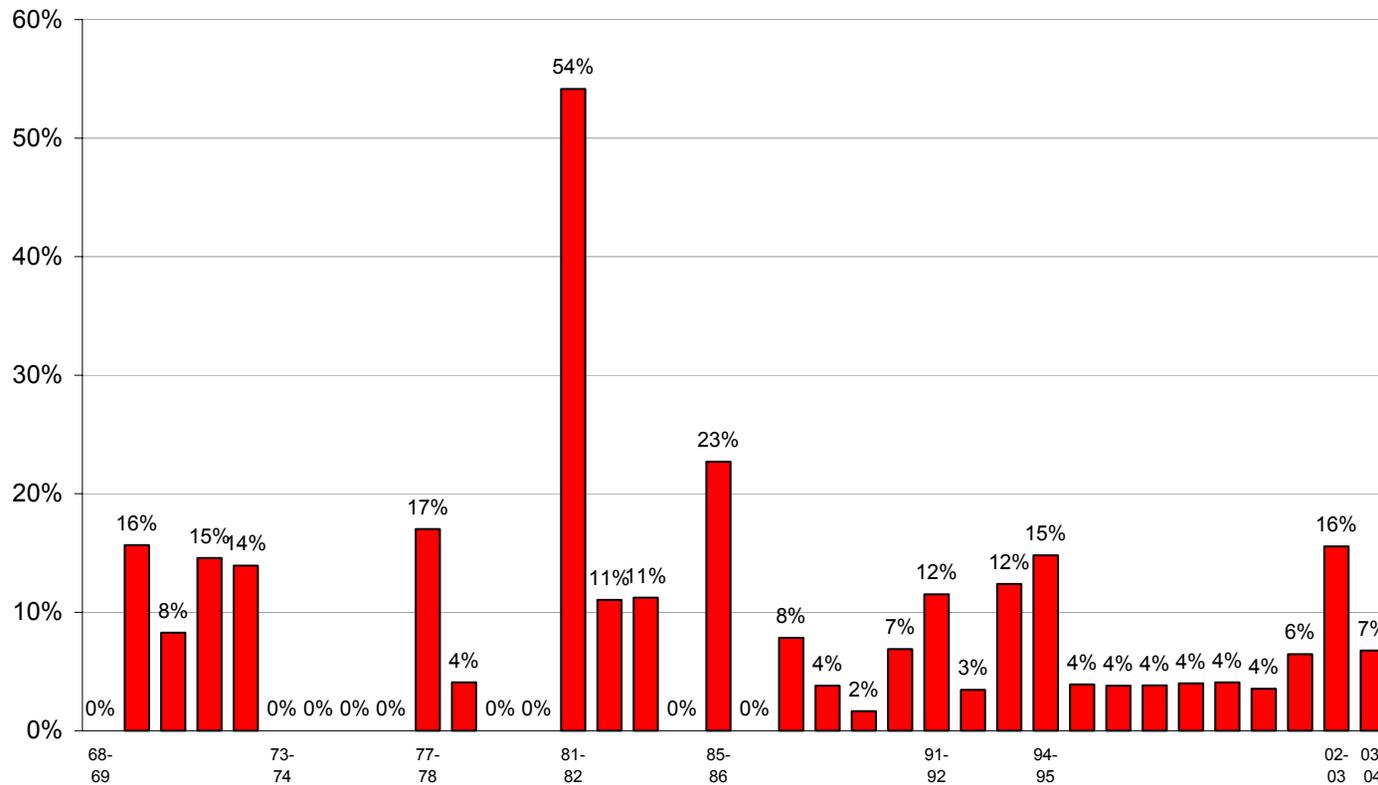
Cummulative percentage change over 12 years



Sources: HECB analysis and Office of the Forecast Council

Over the past 35 years, annual tuition increases have ranged from zero to 54%

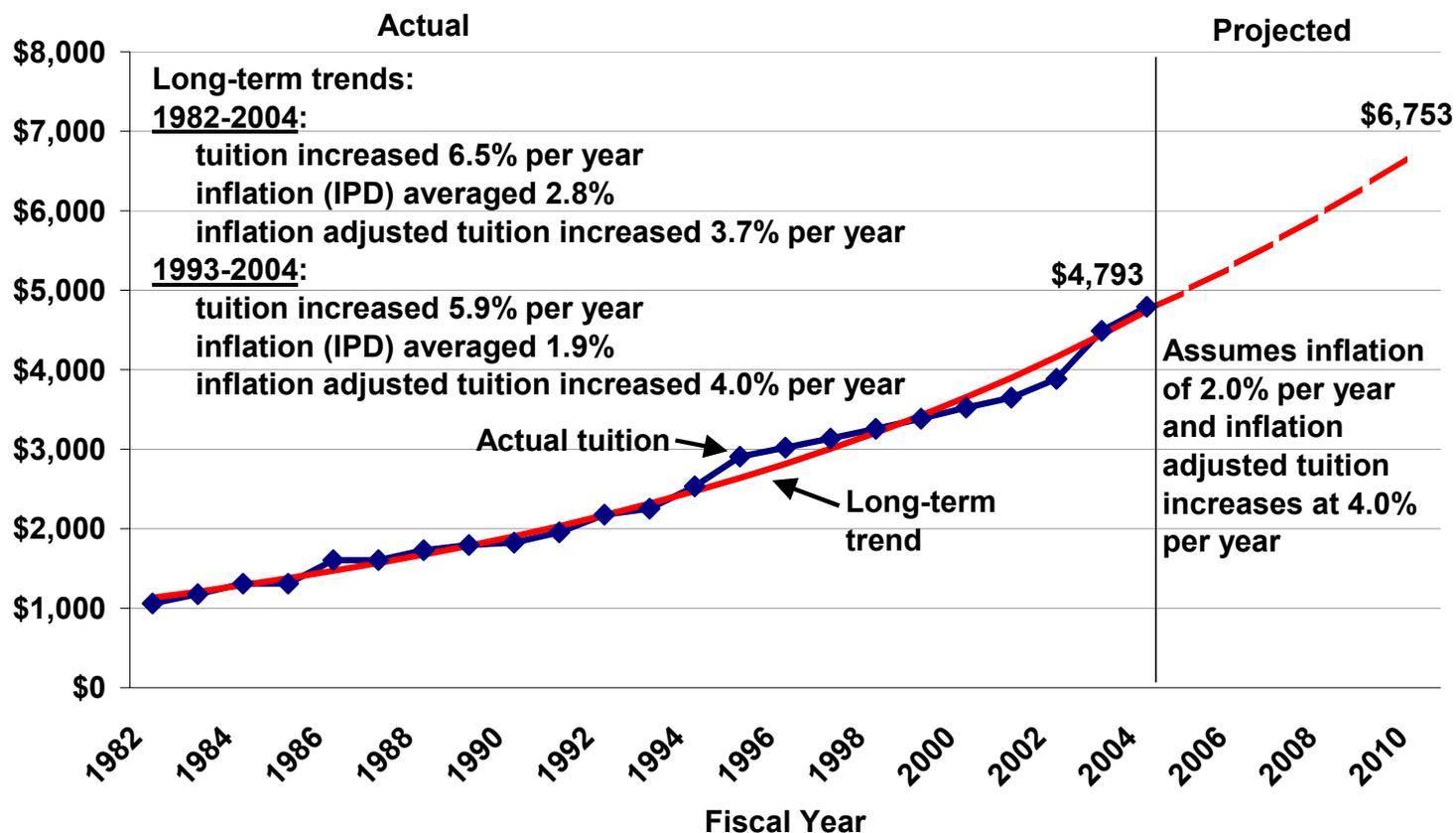
Annual percentage change in tuition and fees: Resident undergraduate at research universities



Source: HECB

If past trends continue, resident undergraduate tuition at a research university may reach \$6,750 by 2009-10

Resident Undergraduate Tuition & Fees
Research Universities



Source: HECB analysis



Allocation of High-demand Enrollments

July 2003

Background

The 2003-05 state operating budget includes an appropriation of \$8,275,000 to the Higher Education Coordinating Board (HECB) to support 500 full-time equivalent (FTE) enrollments at the six public four-year universities and college in high-demand fields and programs. Approximately half of the new enrollments (246 FTE) are designated for the 2003-04 academic year, with the remainder to be added in 2004-05. The HECB is scheduled to allocate these enrollments and related funding at its meeting on July 30 in Olympia.

The budget directs the Board to manage a competitive process to distribute the new enrollments. The Legislature designated several fields as priorities for funding, including nursing and other health services, applied science and engineering, teaching and speech pathology, computing and information technology, and viticulture and enology. The Legislature also placed a priority on “compelling proposals that document specific regional student and employer demand” in other fields.

As directed in the budget bill (SB 5404), the Board established a proposal review committee to evaluate the proposals. This document reflects the recommendations of the review committee, whose members are listed in Appendix B. The committee unanimously recommends that the Board fund the 17 high-demand proposals that are described below.

Program Administration Overview

In response to legislative direction – and in recognition of the universities’ need to begin work immediately on their successful proposals – the HECB has moved rapidly to administer the 2003-05 high-demand enrollment program. Here is an overview of the process to date:

- **June 5** – The House and Senate approve the state operating budget.
- **June 19** – After consulting with the legislative budget committees, the Office of Financial Management, and the public higher education community, the HECB issues its Request for Proposals.
- **June 25** – The HECB staff conducts a bidders’ conference at Sea-Tac. The conference is attended by representatives of Central Washington University, Eastern Washington University, The Evergreen State College, Washington State University and Western Washington University.

- **June 26** – The state operating budget is signed into law by Governor Locke. The baccalaureate high-demand enrollment provision is included in Section 610 of SB 5404 as enacted.
- **July 3** – In response to feedback at the bidders' conference, the HECB issues a revised RFP. Changes allow greater flexibility for the universities to propose a wide range of high-demand enrollment strategies, and clarify allowable expenses for high-demand programs. The RFP is included as Appendix C (changes to the original RFP are highlighted).
- **July 18** – The HECB receives 37 high-demand proposals prior to the 5:00 p.m. submission deadline.
- **July 22 and 25** – The HECB convenes its 16-member review committee, which includes specialists in health care, information technology, education, labor market analysis and economic development (see Appendix B). On July 25, the committee reaches agreement on its recommendations for new enrollments and funding.
- **July 30** – The HECB members are scheduled to take action on the review committee's recommendations.

Review Committee Findings

The 37 high-demand proposals received by the HECB requested far more enrollments and funding than were included in the budget. All of the public four-year institutions submitted proposals. The universities and TESC requested a total of 1,043 FTE and nearly \$18 million for the two years of the biennium. Both totals are more than twice the available level of 500 FTE and \$8.2 million.

The review committee offers the following observations about the 2003-05 high-demand enrollment process:

- The quality of proposals was generally quite high, especially considering that the universities faced an extremely tight deadline. While some proposals did not meet minimum requirements, the majority were very responsive to the RFP and reflected a significant commitment by faculty and administrators. The review committee expresses its appreciation to the colleges and universities for their efforts, and the review committee has encouraged the HECB to post the best proposals to the agency web site.
- The review committee had two overriding priorities in recommending projects for funding. The members strove to reward proposals that offered the best possible return on the state's limited high-demand investment, and they generally placed a greater emphasis on proposals that would expand the size of the high-demand workforce rather than those that would improve the skills of existing workers. For those reasons, the list of recommended projects includes several proposals that require relatively modest state spending, as well as a majority of projects aimed at bachelor's level instruction rather than graduate-level programs (although some of each type are recommended for funding).

- The Legislature’s decision to provide average funding of \$11,000 per full-time enrollment forced the review committee to balance a number of competing priorities. The committee was able to recommend funding for 17 high-demand projects, whose per-FTE costs (not including tuition) range from \$2,850 to \$17,600 per year. However, many high-demand university programs are significantly more expensive and the committee balked at funding these very high-cost applications at the expense of other high-quality proposals which would serve more student FTEs. At least one excellent proposal, for the master’s and PhD-level computer science and engineering program at the University of Washington, is not recommended due to its very high cost. The university’s budget called for the state to provide \$34,800 per FTE in the first year and \$25,250 thereafter. The committee strongly urges the Legislature to consider funding this program through a separate appropriation, as it did this year for the similarly costly veterinary medicine program at Washington State University.
- The committee was unable to recommend funding for several meritorious proposals, but one deserves special mention – the tribal governance concentration in The Evergreen State College’s master of public administration program. The HECB review team commends TESC for its excellent proposal to expand a small existing pilot project into a stable, ongoing initiative to develop skilled administrators for the state’s Indian tribes. However, the HECB review team felt that other projects, which were more directly responsive to the hiring needs of the state’s private-sector employers and local school districts, deserved a higher priority.
- One significant component of the legislative budget directions was not reflected in the proposals submitted to the HECB. The budget bill specifies “public baccalaureate institutions ... may submit proposals that include cooperative partnerships with private independent institutions.” None of the proposals included such partnerships. The review committee believes this is because of the short time available for the universities to develop new proposals or refine existing program plans.

Review Committee Recommendations

Based on its evaluation of the proposals, the review committee recommends the HECB approve the following actions:

1. **Authorize the HECB staff to develop contracts** for the projects proposed by the successful institutions listed in Appendix A and described below. The staff should be directed to place its highest priority on making funds available as soon as possible for projects that call for enrollment increases in the 2003-04 academic year; and
2. **Direct the HECB staff to work with the institutions to clarify any unresolved issues** as it develops the contracts. In particular, the staff should work with the Office of Financial Management and the universities to develop consistent methods for tracking and reporting increases in high-demand enrollment related to these projects.

The projects recommended by the review committee are summarized below. All enrollment totals are for the second year of the biennium, 2004-05.

Central Washington University

Middle Level Math/Science Endorsement – 20 FTE

This program at the Ellensburg campus will respond to the state's need for more middle school teachers who have strong math and science training. This program will come before the State Board of Education for approval in August 2003, so the review committee recommends that HECB funding be contingent on the SBE's approval.

'Career Switcher' teaching certificate in secondary mathematics – 30 FTE

This innovative program, based at the university's Lynnwood Center at Edmonds Community College, recruits laid-off aerospace engineers and others with strong math backgrounds to become high school math teachers. One of the reasons this program has a low state per-FTE cost (less than \$4,000 per FTE) is because other funding is available to offset some program development and public information costs.

Bachelor of Science in Safety and Health Management – 12 FTE

Funding will enable CWU to expand this existing program by offering an evening program at its Lynnwood Center. Graduates will perform three general functions for industry: (1) evaluating the effectiveness of existing safety and health programs; (2) organizing and training employees for disaster and emergency response; and (3) managing business and industry safety programs.

Special Education and English as a Second Language – 25 FTE

This program will produce special education teaching graduates who have a minor in English as a Second Language. The program responds to a well-documented increase in special education students whose native language is not English. Nationally, it is estimated that nearly 40 percent of special education students come from non-English speaking families, but fewer than 15 percent of teachers are from similar backgrounds.

Eastern Washington University

Computing and Engineering Sciences – 38 FTE

This project will expand several programs in EWU's School of Computing and Engineering Sciences, including computer science, engineering technology and multimedia design, physics and electrical engineering. This proposal has received strong industry support and endorsements from community and technical colleges. Because a portion of this funding would support EWU's proposed bachelor of electrical engineering program at North Seattle Community College, the review committee recommends a portion of these high-demand funds be awarded only if the HECB approves this degree proposal, which is expected to be submitted to the Board in December 2003.

Doctorate of Physical Therapy – 8 FTE

Funding will enable the university to expand the DPT program in 2004-05 at the branch campus in Spokane in recognition of strong demand among students and employers. This proposal responds directly to one of the Spokane Area Economic Development Council's key strategies for improving the region's economic strength.

University of Washington

Bachelor of Science in Bioengineering – 30 FTE

Funding will enable the UW to expand the bioengineering program to a total of 79 FTE by 2004-05. Demand among students has been very strong, but this fall, for example, the university had space to admit only six of the 50 entering students who formally requested bioengineering as their major. Meanwhile, the employment of biomedical engineers is predicted to increase by nearly one-third in this decade.

Bachelor of Science in Computing and Software Systems – 30 FTE

Funding will enable the UW to expand its program at the Institute of Technology at the branch campus in Tacoma. Applications and information inquiries demonstrate strong student demand for the institute's program, and employment growth in Washington is projected to increase by more than 3 percent per year from 2005 through 2010.

Bachelor of Science in Nursing – 32 FTE

The university proposes to expand its current undergraduate degree program by approximately 20 percent per year, with half of the new enrollments in each of the next two years. Demand for nursing among UW students is at an all-time high – this year the School of Nursing received 406 applications for 80 available slots in the BS Nursing program. Among employers, the state's Nursing Care Quality Assurance Commission describes the shortage of nurses as the No. 1 issue affecting the profession.

Washington State University

Computer Science and Mechanical Engineering – 50 FTE

One of the strongest high-demand proposals calls for expansion of WSU's branch campus in Vancouver calls for funding in 2004-05 to develop bachelors and master's degrees in mechanical engineering and a bachelor's degree in computer science. The proposal was initiated by local industries and endorsed by virtually all economic development organizations in Southwest Washington, and reflects partnerships with Clark and Lower Columbia community colleges, which will work with WSU to serve many of the students who enter these programs. The Legislature provided startup funding (but not enrollment funds) to WSU for this project in the 2003-05 budget. Clark and Lower Columbia colleges received funds for 168 two-year college FTEs.

Bachelor of Science in Nursing – 65 FTE

This proposal calls for the expansion of WSU's BS in nursing program through enrollment increases in Spokane and Yakima, and by extending the program to the Tri-Cities branch campus. The university presented strong documentation of the need for additional trained nurses in Eastern Washington and the near-doubling of student enrollment pressure in the last two years.

Doctor of Pharmacy – 46 FTE

The state needs more pharmacists almost as much as it needs more nurses. This proposal calls for the addition of 23 FTE in each of the next two years – an increase of about 20 percent per year – to respond to student and employer demand. Among students, enrollment in the pre-pharmacy program at WSU has more than quadrupled (from 60 FTE to 260 FTE) in the last three years. In a recent survey, more than half of the acute care hospitals in the state said it was very difficult to recruit licensed pharmacists.

Bachelor of Science in Horticulture – Viticulture and Enology – 45 FTE

This very strong proposal from WSU builds on the funding provided by the 2003 Legislature for first-year startup of a Washington-focused program in grape-growing and winemaking. WSU is working closely with the wine industry and community colleges in the Tri-Cities, Yakima and Walla Walla to develop the state's first bachelor's-level program in this field. Wine industry representatives have worked closely with WSU to develop and refine this proposal, which was discussed extensively during the recently completed legislative session. In the WSU budget, the Legislature said it "expects" the university to make a successful bid for high-demand funding.

Western Washington University**Bachelor of Science in Computer Science – 50 FTE**

This funding will enable WWU to add 25 FTE to its computer science program in each of the next two years, an expansion that will be aided by the program's upcoming move into the university's new Communications Building, which is scheduled to open next year.

Manufacturing and Supply Chain Management – 16 FTE

The hallmark of this excellent proposal is the university's strong connection to a wide cross-section of manufacturing employers who assist in program development and hire the university's graduates. This funding will enable expansion of the current 24-FTE program to a total of 40 FTE by 2004-05. This is an example of a program for which student and employer demand remains very strong despite the state's sluggish economy.

Special Education Program – 30 FTE

This proposal will increase by 50 percent the number of trained special education teachers who graduate each year from Western Washington University. In addition to its national accreditation, the special education program recently was granted full approval by the Office of the Superintendent of Public Instruction under the new state standards for performance-based teacher preparation as described in the Washington Education Reform Act.

Technical Writing – 9 FTE

With this funding, the WWU English Department will expand enrollment in its program in technical and professional communications, which builds on the university's core mission as a liberal arts institution. Nearly one-third of the university's English graduates now find work as technical writers and editors, and many of the other WWU students who take technical writing courses are majoring in such subjects as engineering technology, geology, journalism and chemistry.



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-34310 • (360) 753-7800 • TDD (360) 753-7809

Resolution No. 03-19

WHEREAS, The Higher Education Coordinating Board has been directed by the Legislature and Governor, under the terms of Senate Bill 5404, to distribute 500 new full-time equivalent (FTE) student enrollments to high-demand programs at the state's public baccalaureate institutions during the 2003-04 and 2004-05 academic years; and

WHEREAS, The Board has developed and implemented a competitive bidding process for the new enrollments in consultation with the Office of Financial Management and the legislative fiscal and higher education committees, as directed in the legislation; and

WHEREAS, Upon the completion of that process the Board received recommendations for the distribution of the new high-demand enrollments from a review committee whose members included representatives of the Board and the Office of Financial Management, economic development and labor-market analysts, and industry and education experts; and

WHEREAS, The Board agrees with its review committee that the proposals recommended for funding represent an excellent opportunity to expand enrollment in programs that are experiencing strong enrollment demand, and whose graduates are in demand among Washington employers;

THEREFORE, BE IT RESOLVED, That the HECB approves the recommendations of its high-demand enrollment review committee and directs the staff to execute interagency agreements for the allocation of the new enrollments and the release of related funding;

BE IT FURTHER RESOLVED, That the HECB staff is directed to work with the institutions to address any remaining unresolved issues related to the interagency agreements, and to work with the Office of Financial Management to develop consistent methods of tracking and reporting the expanded enrollments to the Legislature and Governor.

Adopted:

July 30, 2003

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

**Higher Education Coordinating Board
High Demand Enrollment Grants
Review Committee Recommendations**

Univ.	Program	Recommended FTEs			Recommended State Funding			Per FTE Cost	
		New 03-04	New 04-05	Total 04-05	2003-04	2004-05	2003-05 Total	2003-04	2004-05
CWU	Middle Level Math/Science Endorsement	20	0	20	\$223,420	\$156,070	\$379,490	\$11,171	\$7,804
CWU	Career Switcher/Secondary Mathematics Teaching	30	0	30	117,960	104,994	222,954	3,932	3,500
CWU	Safety & Health Management	12	0	12	87,992	79,992	167,984	7,333	6,666
CWU	Special Education & ESL	0	25	25	18,480	71,275	89,755		2,851
EWU	Doctorate of Physical Therapy	0	8	8	20,179	75,821	96,000		9,478
EWU	Computing/Engineering Sciences	32	6	38	352,000	418,000	770,000	11,000	11,000
UW	BS Nursing	16	16	32	128,145	327,516	455,661	8,009	10,235
UW	Bioengineering	15	15	30	212,071	407,202	619,273	14,138	13,573
UW	Computer & Software Systems	10	20	30	79,040	237,120	316,160	7,904	7,904
WSU	BS Horticulture -- Viticulture/Enology	8	37	45	0	666,965	666,965		14,821
WSU	Pharmacy	23	23	46	404,433	524,553	928,986	17,584	11,403
WSU	BS Nursing	25	40	65	407,511	673,512	1,081,023	16,300	10,362
WSU	Computer Science & Mechanical Engineering	0	50	50	0	662,500	662,500		13,250
WWU	Special Education	20	0	20	160,000	140,000	300,000	8,000	7,000
WWU	Computer Science	25	25	50	325,000	650,000	975,000	13,000	13,000
WWU	Manufacturing & Supply Chain Management	6	10	16	83,400	222,400	305,800	13,900	13,900
WWU	Technical Writing	5	4	9	45,600	82,080	127,680	9,120	9,120
Total Recommendation		247	279	526	\$2,665,231	\$5,500,000	\$8,165,231	\$10,790	\$10,456
Funds Available for Grants		246	254	500	2,705,000	5,500,000	8,205,000	11,000 (avg.)	11,000 (avg.)
(Over) Under		(1)	(25)	(26)	\$39,769	\$0	\$39,769	\$210	\$544

**Review Committee Members
High-demand Enrollment Proposals**

Cheryl Blanco
Senior Program Director, Western Interstate Commission for Higher Education
Boulder, Colorado

Jim Crawford
Senior Budget Analyst, Office of Financial Management

Debora Merle
Higher Education policy analyst, Office of the Governor

Rich Nafziger
Director of Workforce Education, State Board for Community and Technical Colleges

Rod Proctor
Partner, RavenFire LLC
Seattle

Renee Radcliff
Director of Govt. and Public Affairs, Washington Biotechnology and Biomedical Association
Seattle

Kris Sparks
Director, Office of Community and Rural Health, Washington Department of Health

Jennifer Vranek
Executive Director, Partnership for Learning
Seattle

Greg Weeks
Deputy Assistant Commissioner for Labor Market & Economic Analysis
Washington Department of Employment Security

Higher Education Coordinating Board staff:

Gary Benson, Senior Associate Director
Bruce Botka, Director of Government Relations and Policy (project lead)
John Fricke, Associate Director
Elaine Jones, Associate Director
Nina Oman, Associate Director
LeeAnne Velez, Secretary Senior (project support)
Joann Wiszmann, Associate Director

HIGHER EDUCATION COORDINATING BOARD

REVISED Request For Proposals – July 3, 2003

Expansion of Enrollment Opportunities in High-demand Fields

BACKGROUND

The Higher Education Coordinating Board seeks proposals from Washington's public baccalaureate college and universities to increase student enrollment in high-demand fields. This initiative is designed to respond to two related challenges. In many cases, college and university students are unable to take advantage of educational and career opportunities because enrollment access is limited in certain programs. Simultaneously, many employers report difficulty in hiring enough qualified graduates from Washington state institutions to fill high-skill job openings.

To address these challenges, the 2003-05 state operating budget (SB 5404) directs the HECB to design and implement a competitive process among the public four-year college and universities to expand student enrollments in high-demand fields.

KEY PROVISIONS

- Proposals will be accepted from any Washington public baccalaureate college or university, either individually or in partnership, including partnerships with private colleges or universities. Proposals may be submitted for undergraduate or graduate-level programs. Public institutions may submit multiple proposals, and each will be evaluated separately based on the criteria described elsewhere in this RFP.
- A total of \$2.7 million is available during 2003-04 to support 246 FTE student slots. A total of \$5.5 million is available during 2004-05 to support 500 FTE (continuation of the 246 first-year enrollments plus 254 new FTE in the second year). Institutions may request funding for any number of enrollments up to those annual totals.
- State funds are budgeted at an average rate of \$11,000 per FTE. Institutions may submit proposals for funding at higher or lower rates per FTE. Proposed program budgets must account for both state funds and expected tuition collections associated with the proposed new enrollments.
- Institutions may submit proposals for programs in any high-demand academic field as described in the "Review Criteria" section of this document. Among proposals judged to be equal, programs in (1) nursing and other health services; (2) applied science and engineering; (3) teaching and speech pathology; (4) computing and information technology; and (5) viticulture and enology will receive priority. Priority also will be given to compelling proposals that document regional student and employer demand in fields not specified above.

- Institutions may propose **any** of the following funding/enrollment scenarios:

1) Proposals to increase enrollment in 2003-04 and to continue that level of enrollment in 2004-05. For example, institutions could propose to add 50 FTE in the first year and to maintain that enrollment level in the second year. These enrollments would be supported in 2003-04 with funds for both one-time and ongoing costs. In 2004-05, these enrollments would receive funds only for ongoing costs.

2) Proposals to increase enrollments in 2003-04 and again in 2004-05. For example, institutions could propose to add 50 FTE in the first year and 25 FTE in the second year, yielding total second-year enrollment of 75 FTE. The new enrollments added in each year would be eligible for funding for both one-time and ongoing costs. Enrollments added in 2003-04 would receive funds in 2004-05 only for ongoing costs.

3) Proposals to increase enrollments **only** in the second year of the biennium (2004-05).

4) Proposals to increase enrollments **only** in 2004-05, with **startup funds** (but no enrollments) in 2003-04. Proposals that call for startup funds but no new enrollments in 2003-04 will receive a lower priority for funding than the other scenarios for 2003-04 described above.

Note: The HECB will determine whether to conduct a second round of competition for any uncommitted enrollments in the second year of the biennium (2004-05) after allocating enrollments to projects proposed in response to this RFP.

- The HECB, with the cooperation of the participating institutions, will report to the Governor and Legislature on the impact of this initiative.

REVIEW CRITERIA

In order to be considered for funding, proposals **must** address the following requirements:

- **Identification of goals and outcomes.** Institutions must clearly describe the desired goals and outcomes of the proposed projects. Proposals must include strategies to assess and report the graduation or completion rates of students, the employment experience of recent program graduates, and other indicators to permit the evaluation of project results.
- **Demonstration of high demand among students and employers.** Proposals must demonstrate:
 1. That new enrollments will be targeted to programs in which student demand for enrollment exceeds the opportunities available at the participating institution(s); **and**
 2. That the students who would benefit from these increased enrollment opportunities will be sought by employers in Washington state for jobs related to their instruction in high-demand fields.

- **Responsiveness to state and-or regional economic needs.** Proposals must describe how they respond to statewide and-or regional economic needs and opportunities. Relevant documentation may include local, regional or statewide economic development strategies, identification of regional industry clusters, labor market information, community development goals, etc.
- **No supplanting.** Proposals must demonstrate that the requested new enrollments would augment existing enrollments. This funding is not intended to supplant enrollments that have been funded through other sources, or to offset or “backfill” budget cuts that have been imposed in the 2003-05 biennium. The reporting of enrollments funded from this allocation will be governed by the Office of Financial Management as part of the statewide enrollment system. OFM will issue instructions to the institutions that receive high-demand allocations to ensure consistent and accurate reporting.

Competitive proposals *may also address* the following desirable attributes:

- Partnerships among institutions, including public and private/independent colleges and universities;
- Collaboration with community and technical colleges to improve articulation and transfer for two-year college students in the specific high-demand fields addressed in the proposals.
- Partnerships with private-sector businesses, industry associations or other organizations who stand to benefit from the state’s investment in the proposed education programs. These partnerships may include contributions of in-kind assistance or donations of funds, equipment or other resources and activities.
- Sources of additional funding, such as government or industry grants or internal budget reallocations, that are intended to supplement the state high-demand enrollment funds.
- Opportunities for students to gain work experience related to their high-demand field of study while attending college.

APPLICATION PROCESS

Proposals must be delivered no later than 5 p.m. Friday, July 18, 2003, to the office of the Higher Education Coordinating Board, 917 Lakeridge Way SW, Olympia WA 98504-3430, to the attention of LeeAnne Velez. Electronic submissions (fax or e-mail) will not be accepted.

Each proposal may contain no more than 15 letter-sized pages (not counting attachments). Institutions that make multiple proposals may use up to 15 pages for each proposal.

The original proposal must be dated and signed by the chief academic officer and chief financial officer of each participating institution.

Twelve (12) copies of each proposal must be delivered with the original. Proposals must include the following:

- **Cover page:** Identify the submitting institution, the name of the high-demand program being proposed, the amount of funding and number of enrollments being requested. Display the name and signature of the chief academic officer and chief financial officer of each participating college or university and contact information for a person who would be available between July 18 and July 27, 2003, to provide additional information.
- **Program description:** Briefly describe the proposed program, including a work plan showing the project schedule for both years of the biennium and the timetable of enrollment increases (headcount and FTE).
- **Responsiveness to economic needs:** Describe and document the relevance of the proposal to statewide and-or regional economic needs and opportunities.
- **Demonstration of demand:** Describe and document the demand among students for the program being proposed, and among employers for the program graduates.
- **Identification of program goals, outcomes and assessment plan:** Describe the specific goals and outcomes of the program and the methods that will be used to evaluate the program's effectiveness.
- **Proposed budget:** Demonstrate how the institution intends to use high-demand grant funds and associated tuition revenue to make significant progress toward the desired goals during the 2003-05 biennium. The following budget issues and expenses must be addressed:
 - **State funding plus expected tuition revenue** – Program budgets must reflect both state funds and expected tuition collections associated with the proposed new enrollments. Budgets may also indicate the proposed use of other funds, such as private contributions, grants or internal budget reallocations.
 - **Personnel** – Include salaries and benefits. Indicate the number and type of faculty and staff (headcount and FTE) necessary for the project.
 - **Equipment** – Proposed equipment purchases must be directly related to the proposed academic program.
 - **Contracts** – Include personal services contracts if applicable.
 - **Other costs** – Display information describing proposed funding for student support services, libraries, plant operation and maintenance, and other costs that are commonly distributed among all academic programs at the institution.
 - **Indirect costs** – Reimbursement for indirect costs related to project management may not exceed **8 percent** of the total project cost. This standard is based on the indirect cost limit of the U.S. Department of Education for educational training projects.
 - **Recurring v. non-recurring costs** – Proposals must distinguish between one-time and ongoing costs.
- **Attachments:** Attachments may include evidence of partnerships or collaboration, letters of support, or any other information that responds to specific elements of this RFP. Attachments will not be counted against the 15-page limit.

SELECTION PROCESS

A review committee will evaluate the competitive proposals. The committee will include representatives of the HECB staff and the Office of Financial Management, and specialists in higher education, labor market and economic development issues. The committee also may include representatives of regional higher education organizations. The review committee may solicit the participation of public- or private-sector specialists in fields that are the focus of specific enrollment proposals.

Institutions may be asked to provide further information about their proposals and to address possible adjustments of proposed enrollment or budget levels.

The HECB intends to select the successful proposals for 2003-04 at its meeting in Olympia on July 30, 2003, taking into account the evaluation and recommendations of the review committee. Funds for the successful projects will be released following the signing of contracts between the institutions and the HECB. Contracts will incorporate the institutional proposals and any necessary state reporting and accountability requirements.

BIDDER'S CONFERENCE AND ADDITIONAL INFORMATION

A bidder's conference is scheduled for **9:30 to 11:30 a.m. Wednesday, June 25**, in Room 115 of the SeaTac Center of Central Washington University, 2450 South 142nd Avenue, SeaTac. This request for proposals will be discussed in detail, and institutions may seek further clarification of information related to the submission and evaluation of proposals.

To register for the bidder's conference, please contact LeeAnne Velez at 360-753-7800 or by e-mail at leeannev@hecb.wa.gov.

FOR MORE INFORMATION

For more information about this request for proposals, please contact Bruce Botka at 360-753-7811 or by e-mail, bruceb@hecb.wa.gov.

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

July 2003

Rules Briefing

Educational Opportunity Grant Program

Introduction

Engrossed Senate Bill (ESB) 5676, passed by the 2003 Legislature, amended the Educational Opportunity Grant (EOG) statute to reflect program evaluation recommendations adopted by the Board in December 2000. The Governor has signed the bill into law and the statutory changes will take effect on July 27, 2003. The statute amendments require changes to program rules.

Program Overview

In the early 1990s, the Legislature established the Educational Opportunity Grant program as one of several strategies to increase enrollments at the upper-division level. The grant was designed to help financially needy “placebound” individuals who had completed two years of college finish a baccalaureate degree. The grant amount is \$2,500, renewable for one year.

The current program funding of \$2,867,000 per year provides for about 1,130 awards annually.

Background on Proposed Changes

In summer and fall 2000, Board staff conducted a thorough review of the program to evaluate its effectiveness in achieving the goals of the enabling legislation, and to determine whether changes in the higher education delivery system since the program’s creation in 1990 required statutory or administrative updates. During its December 2000 meeting, the Board adopted the recommendations of the evaluation in Resolution 00-55, which formed the basis for the HECB requested 2003 legislation. ESB 5676 incorporated most of the changes sought by the Board. The Legislature did not, however, delegate award-setting authority to the Higher Education Coordinating Board as requested. The proposed rules summarized in this document reflect the provisions of ESB 5676, as well as administrative rules changes also adopted by the Board in Resolution 00-55, and minor “housekeeping” provisions.

Proposed Rules

Highlights of the proposed rules changes include:

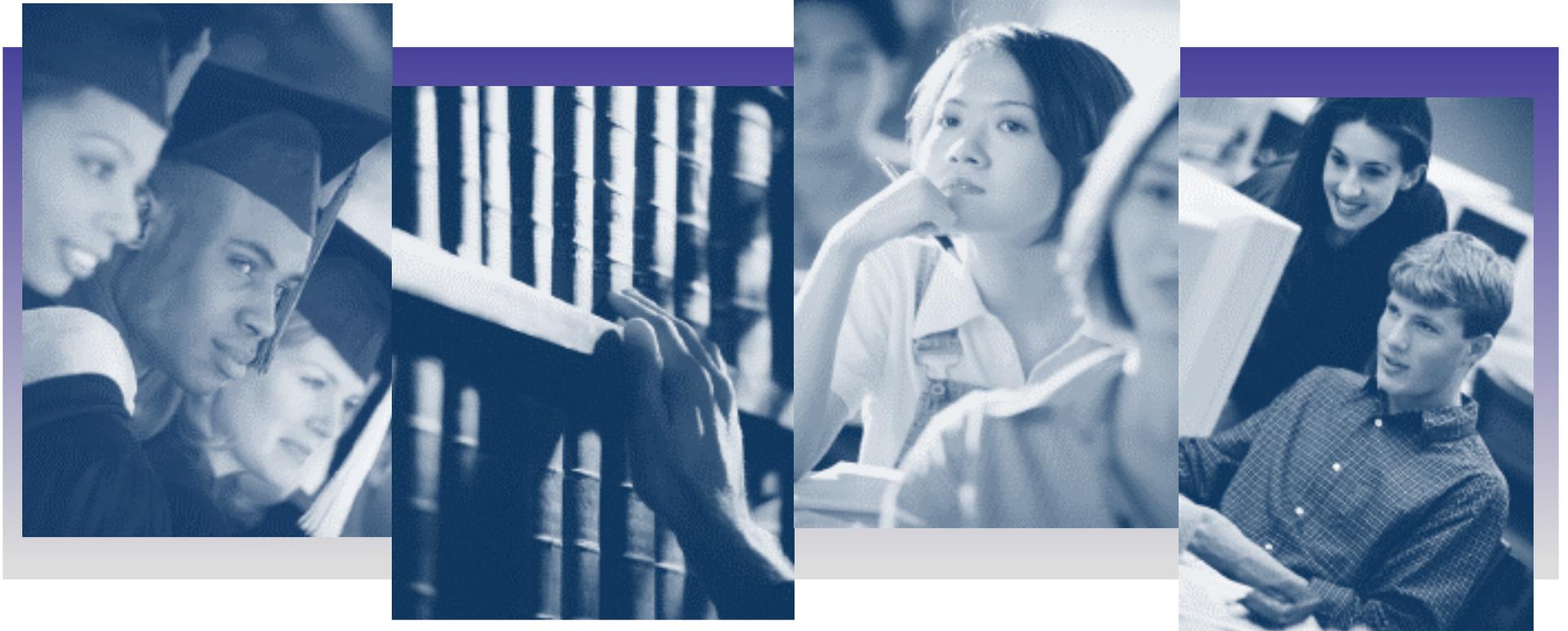
- Student eligibility would be expanded to include Washington residents of all counties;
- Eligible institutions would include state-supported branch campuses;
- Eligible institutions would also include an institution, branch, extension or facility affiliated with a regionally accredited nonprofit institution in another state, provided State Need Grant rules are met; and
- Administrative procedures would be updated to allow grant periods to begin during any academic term, with a maximum award period of no more than the equivalent of eight quarters.

Other proposed revisions to the rules are largely administrative. Definitions are brought up-to-date; outdated references to the notion of “existing unused capacity” and references to the program being a “demonstration project” are dropped; and reporting requirements are clarified. These draft rules were shared with a number of institutions, whose responses are reflected in the document.

Next Steps

Following the July 30 briefing, rules will be formally proposed to the Code Reviser’s Office, and a public hearing will be held on September 9. Taking into consideration any written or verbal comments received by that date, the Board will be asked to adopt the rules in their final form at the September 24, 2003 meeting. The rules would take effect 31 days later.

Educational Opportunity Grant Program Proposed Rules Changes



Board Meeting
July 30, 2003

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

Educational Opportunity Grant Background

- Created in 1990
- Program Purpose - \$2,500 grant to:
 - Increase upper-division enrollment
 - Assist placebound financially needy students
- Funded today at \$2.9m
- Serves about 1100 students annually

Educational Opportunity Grant Proposed Rules Changes

- Proposed major changes
 - Washington residents from all counties eligible
 - Branch campuses are eligible sites

Educational Opportunity Grant Proposed Rules Changes

- Other proposed changes
 - Eligible institutions recognized by Board made consistent with State Need Grant program
 - Washington residency definition made consistent with State Need Grant program
 - Establish maximum timeframe and introduce year-round application processing
 - Remove outdated references to “unused capacity” and “demonstration” project.

(j) Short explanation of rule, its purpose, and anticipated effects:

The proposed changes to the rules would make the program available to all Washington residents and would allow students to attend branch campuses. Making these changes means the program can be better publicized and more equitably used by all state citizens.

Does proposal change existing rules? YES NO

If yes, describe changes:

- All residents of the state can participate in the program.
- Expands the definition to include other direct transfer degrees
- Extends eligibility to recipients who wish to enroll at a branch campus
- Expands recognition of accredited institutions to those approved by the Board
- The concept of "unused institutional capacity" is eliminated from the program
- Removes the language referencing "demonstration project"

(k) Has a small business economic impact statement been prepared under chapter 19.85 RCW?

Yes. Attach copy of small business economic impact statement.
A copy of the statement may be obtained by writing to:

telephoning: ()

faxing: ()

No. Explain why no statement was prepared
Changes will not have an impact on small businesses.

(l) Does RCW 34.05.328 apply to this rule adoption? Yes No
Please explain:

AMENDATORY SECTION (Amending WSR 90-16-023, filed 7/20/90, effective 8/20/90)

WAC 250-70-010 Purpose. Recognizing that Washington state experiences low participation rates at the upper-division level within postsecondary education, ~~((and further recognizing that the state intends to meet future educational demand, in part, through a system of branch campuses,))~~ the legislature has authorized ~~((the development of))~~ the educational opportunity grant program.

~~((Further, recognizing that there exists in some public and private higher education institutions unused enrollment capacity within existing educational programs and facilities, the educational opportunity grant program will test the premise that a supplemental grant of some significance will influence eligible placebound students to choose such institutions when transferring to or enrolling in baccalaureate study.))~~

The purpose of the educational opportunity grant program is to serve eligible placebound financially needy ~~((students))~~ Washington residents who have completed an associate of arts or associate of science degree, or ~~((its))~~ the equivalent, ~~((by))~~ enabling them to ~~((increase their participation))~~ participate in and ~~((completion of))~~ complete upper-division study at eligible institutions ~~((which have the capacity to accommodate such students within existing educational programs and facilities))~~ approved for participation by the higher education coordinating board.

~~((Believing that there will be a substantial saving to the state to maximize use of existing capacity within educational programs and facilities at both public and private institutions, the demonstration project will test the relationship between student financial aid and enrollment to improve understanding of how financial aid policy and the awarding of this grant affect otherwise placebound students in choosing higher education and selecting institutions.))~~

AMENDATORY SECTION (Amending WSR 90-16-023, filed 7/20/90, effective 8/20/90)

WAC 250-70-020 Program definitions. (1) ~~(("Branch campus service areas" shall mean:~~

~~((a) For the University of Washington Bothell-Woodinville branch, the service area consists of Snohomish County and King County.~~

~~((b) The University of Washington Tacoma branch service area~~

~~includes Pierce County, the southern part of King County, and a portion of Kitsap County.~~

~~(c) The service area for the proposed Washington State University Spokane branch consists of Spokane County.~~

~~(d) The Washington State University Tri-Cities branch service area includes three counties: Benton, Franklin and Walla Walla.~~

~~(e) The Washington State University Southwest Washington branch service area is defined as Clark, Cowlitz, and Skamania counties.~~

~~(f) The Yakima education center service area includes Yakima County.~~

~~The board shall, in guidelines, further define these service areas:~~

~~(2) "Demonstration project" shall mean a reasonable period of time for testing the premise and expected outcomes of the program.~~

~~(3)) "Placebound" shall mean unable ((to relocate)) to complete a college program because of family or employment commitments, health concerns, monetary inability, or other similar factors.~~

~~((4)) (2) "Placebound resident" shall mean a person ((whose residence is located in an area served by a branch campus)) who, because of family or employment commitments, health concerns, monetary need, or other similar factors, would be presumed unable to complete an upper-division course of study but for receipt of an educational opportunity grant. A placebound resident is one who may be influenced by the receipt of an enhanced student financial aid award to attend an eligible institution ((that has existing unused capacity rather than attend a branch campus established pursuant to chapter 28B.45 RCW)) approved for participation in the program by the higher education coordinating board.~~

~~((5)) (3) "Demonstrated financial need" shall mean the difference between the budgetary cost to the student attending the institution of postsecondary education and the total applicant resources which the institutional financial aid officer determines can reasonably be expected to be available to the student for meeting such costs.~~

~~((6)) (4) "Needy student" shall mean those students as defined in RCW 28B.10.802(3), and as otherwise defined by the board.~~

~~((7)) (5) "Washington resident or resident student" shall mean an individual who at the time of application for an educational opportunity grant satisfies the requirements of RCW 28B.15.012 ((through 28B.15.013)) (2)(a) through (d) and board-adopted rules and regulations pertaining to the determination of state residency.~~

~~((8)) (6) "Associate of arts or associate of science degree or the equivalent" shall mean coursework comparable to admission at the junior level or above by the enrolling institution.~~

~~((9)) (7) "Upper division" shall mean baccalaureate coursework beyond an associate of arts degree or its equivalent.~~

~~((10)) (8) "Award amount" shall mean an award amount up to \$2,500 per academic year per student, prorated per term of attendance, paid periodically in equal installments, not to exceed~~

the student's demonstrated financial need.

~~((11))~~ (9) "Academic year" shall generally mean a nine-month period (three quarters or two semesters).

(10) "Board" shall mean the higher education coordinating board. When a duty or responsibility of the board is referenced in these regulations, the authority needed to discharge that responsibility lies with the executive director or his or her designee.

~~((12) "Existing unused capacity" shall mean available capacity within existing educational programs and facilities as periodically and formally defined and approved by the board for purposes of statewide enrollment planning.))~~

AMENDATORY SECTION (Amending WSR 93-19-024, filed 9/3/93, effective 10/4/93)

WAC 250-70-030 Institutional eligibility. To qualify as an eligible institution for purposes of this program an institution shall:

~~((1) Be a public [university of four-year college operated by the state of Washington political subdivision thereof,] or [a] private baccalaureate institution of higher education in the state of Washington which is a member institution of the Northwest Association of Schools and Colleges. Any institution, branch, extension or facility operating within the state of Washington which is affiliated with an institution operating in another state must be a separately accredited member institution of the above named accrediting association, and~~

~~(2) Be certified by the higher education coordinating board as having existing unused capacity to accommodate educational opportunity grant recipients within existing educational programs and facilities, excluding any branch campus or [education] [educational] program established under chapter 28B.45 RCW[, and].~~

~~(3))~~ (1) Be a public or private postsecondary educational institution in the state of Washington accredited by the Northwest Association of Schools and Colleges; or a branch campus of a member institution accredited by Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Southern Association of Colleges and Schools, or Western Association of Schools and Colleges that is eligible for federal student financial aid assistance, have operated as a nonprofit college or university delivering on-site classroom instruction for a minimum of twenty consecutive years in the state of Washington, and have an annual enrollment of at least seven hundred full-time equivalent students.

(2) Complete an agreement to participate ((and acknowledge)) acknowledging its responsibility to administer the educational opportunity grant program according to prescribed rules and

regulations and guidelines, and otherwise give evidence of its eligibility, if necessary.

AMENDATORY SECTION (Amending WSR 90-16-023, filed 7/20/90, effective 8/20/90)

WAC 250-70-040 Student eligibility. A placebound student is eligible for an educational opportunity grant if the additional financial resource would alleviate the placebound condition by ~~((either))~~ allowing the student access to education at ~~((a local))~~ an eligible institution ~~((with existing unused capacity or allowing relocation to another institution with existing unused capacity))~~. For a student to be eligible for an educational opportunity grant he or she must:

(1) Be a "financially needy student" as determined by the higher education coordinating board in accordance with RCW 28B.10.802(3);

(2) Be a resident of the state of Washington;

(3) ~~((Be a resident of a branch campus service area,~~

~~(4))~~ Be enrolled or accepted for enrollment at least half time, with priority to full-time enrollment, as an upper-division undergraduate student at an eligible baccalaureate institution in the state of Washington ~~((approved by the higher education coordinating board as an eligible institution for purposes of this program))~~;

~~((5))~~ (4) Be a placebound resident;

~~((6))~~ (5) Have completed an associate of arts or associate of science degree or ~~((its))~~ the equivalent ~~((at an institution other than the one selected for purposes of receiving this grant))~~;

~~((7))~~ (6) Not be required by the institution to be involved in a program that includes any religious worship, exercise or instruction ~~((or the pursuit of any degree in religious, seminarian, or theological academic studies))~~;

~~((8))~~ (7) Make satisfactory academic progress as determined by the institution; and

~~((9))~~ (8) An otherwise eligible student may not ~~((use))~~ apply for this grant to ~~((attend a branch campus of a public university or to))~~ continue enrollment at an institution where he or she is presently attending.

AMENDATORY SECTION (Amending WSR 90-16-023, filed 7/20/90, effective 8/20/90)

WAC 250-70-050 Application procedure. Placebound students shall ~~((annually))~~ initially apply directly to the higher education coordinating board and shall complete an application and other materials as provided and required by the board.

AMENDATORY SECTION (Amending WSR 90-16-023, filed 7/20/90, effective 8/20/90)

WAC 250-70-060 Recipient selection and award. In selecting grant recipients, the board will give priority to those students who, but for this grant, evidence that they could not pursue a baccalaureate degree.

(1) Determination. The higher education coordinating board shall determine student eligibility and awards under this program. The board will ~~((appoint a policy))~~ convene as necessary an advisory committee to ((advise)) work with the board on matters of program policy and administration including, but not limited to: Award screening ((and)), selection criteria ((and)), administrative procedures, program publicity, and efforts to recruit placebound students. ((The board shall appoint a separate screening and selection committee.))

(2) Standards. Assuming program eligibility criteria are met, the following additional selection criteria, among others, may be employed ~~((by the selection committee))~~ in ranking candidates and awarding grants:

(a) Evidence that, but for this grant, a placebound student could not pursue baccalaureate study at an eligible institution of the student's choice;

(b) Evidence of financial hardship or significant educational debt; and

(c) ~~((A brief statement))~~ Information describing the student's educational goals and plans.

~~((Once named, recipients may elect to use the grant at any one of the board-certified eligible institutions.))~~ A student may ultimately choose an eligible institution different from that referenced in his or her application, provided the board and the receiving eligible institution can ~~((also))~~ verify student eligibility criteria such as placebound status, certification of enrollment in an eligible academic program, documented financial need and satisfactory academic progress status. To deliver an incentive for recipients, the institution agrees to package the grant as "self-help."

AMENDATORY SECTION (Amending WSR 90-16-023, filed 7/20/90, effective 8/20/90)

WAC 250-70-070 Grant amount disbursement limits. Grant disbursement shall be made ((directly)) to the eligible enrolled student in equal amounts per term upon institutional verification of the student's enrollment in an eligible program, proof of financial need and satisfactory academic progress. The award amount shall not exceed \$2,500 per academic year. The value of the grant shall be the same regardless of the institution selected. Students may be awarded grants for up to eight quarters (or equivalent) of study. Renewability will not be forfeited if a student stops out for a single term during the academic year. However, students who fail to attend for more than one regular academic term during the period of their award will be required to reapply for the grant. If they are reawarded, previous terms of enrollment during which they received the grant will count toward their total eligibility.

The educational opportunity grant, when combined with the state share of other state-appropriated student financial aid programs, shall not exceed an amount equal to the total maximum student expense budget at the public research institutions plus the current average state appropriation per student for operating expense in the public institutions.

AMENDATORY SECTION (Amending WSR 90-16-023, filed 7/20/90, effective 8/20/90)

WAC 250-70-080 Program administration. (1) Administering agency. The higher education coordinating board shall administer the educational opportunity grant program. The staff of the board, under the direction of the executive director, will manage the administrative functions relative to the program and shall be authorized to enter into agreement with eligible institutions for participation in the program.

(2) Maintenance of effort. State funds provided under this program are not to be used to supplant federal, state or institutional grants which would otherwise be available to support the student's attendance.

(3) Reports. The higher education coordinating board will obtain periodic reports from institutions describing the number of educational opportunity grant recipients selecting that institution, the socio-economic profile of such recipients in attendance at each participating institution, and other information about the student's academic program pertinent to these rules.

(4) Oversight and appeals. If an institution fails to maintain eligibility for the program as defined in WAC ((250-70-030)) 250-70-020, or if the board determines that an institution

has failed to comply with program rules and regulations or guidelines, the board may suspend, terminate, or place conditions upon the institution's participation in the program. Satisfactory resolution of a dispute will be attempted by board staff. If satisfactory resolution cannot be achieved by board staff, the institution initiating the appeal may request a hearing with the board, which shall take action on the appeal. Eligible applicants may request in writing a review of any adverse decision affecting them by requesting such review within 20 days of the adverse decision, addressed to the executive director of the higher education coordinating board. In both circumstances, the appeal shall be conducted consistent with the terms of the Administrative Procedure Act, chapter 34.05 RCW.

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

July 2003

Student Residency (HB 1079, SB 5134) – Rules Change (CR 102)

Introduction

State law directs public colleges and universities to apply uniform rules when making decisions on a student's resident/nonresident classification for tuition purposes (see RCW 28B.15.011 through 28B.15.014). These statutes include a provision that the Higher Education Coordinating Board shall adopt rules and regulations for institutions to use when making residency determinations. Recent changes to state residency laws require that state residency rules – Washington Administrative Code, or WACs – be revised.

- House Bill 1079, effective July 1, 2003, grants residency to undocumented students who are not legal residents, but who have lived in Washington for at least three years and meet other criteria. Those criteria include that the student provide an affidavit indicating that he or she will apply for permanent residency in the United States at the earliest possible opportunity and be willing to engage in other activities necessary to acquire citizenship.
- Senate Bill 5134, passed in the 2003 Legislative Session, creates the border county higher education opportunity project. The purpose of the project is to allow Washington institutions of higher education that are located in counties on the Oregon border to implement tuition policies that correspond to those in Oregon.
- Law changes defining active duty military and members of the National Guard as residents will also be incorporated into the WACs.

The changes to state residency rules will be made in accordance with the rulemaking process and the following timeline:

August 6:	Filing of CR 102 (Proposed Rulemaking) with draft language
August 20:	Publication in State Register
September 9-12: (date not yet set)	Public Hearing
September 24:	Board approval of Permanent Rules (Resolution Required)
September 25:	Filing of CR 103 (Permanent Rules)
October 15:	Publication in State Register
October 26:	Permanent rules become effective

This briefing is being provided for information purposes and no action is required from the Board at this time. At its meeting on September 24, 2003, the Board will be asked to approve a resolution adopting the Permanent Rules.

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

Minutes of June Meeting

July 2003

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair
Mr. Gene Colin
Mr. Jim Faulstich
Ms. Roberta Greene
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Chang Mook Sohn
Ms. Stacey Valentin

Welcome and introductions

HECB chairman Bob Craves opened the meeting at 9:15 a.m. and started the round of introductions.

Minutes of April Board meeting approved

Action: **Gene Colin** moved to approve the minutes of the Board's April 23 meeting and four new degree programs: PhD in Biomedical & Health Informatics @ UW, **Res. 03-11**; PhD in Built Environment @ UW, **Res. 03-12**; Master's in Strategic Planning for Critical Infrastructures @ UW, **Res. 03-13**, and – Master's in Philosophy @ WSU, **Res. 03-14**.

Ann Jenkins seconded the motion, which was unanimously approved.

Policy Committee report

Gay Selby, HECB policy committee chair, reported on the meeting to discuss branch campus issues that was held May 8 at Tacoma Community College. Along with HECB members and staff, the meeting was attended by branch campus leadership and staff, community college presidents, representatives from the UW and WSU main campuses, State Board for Community and Technical Colleges, legislative staff, and staff from the Washington Institute for Public Policy.

HECB staff prepared a matrix to capture the discussion and major issues covered at the meeting. Topics included the idea that the branch campuses are now growing into their own institutions and taking on partnerships in their regions, and that they are unique and distinct institutions. Selby suggested that the Board think about enhancing the unique qualities of each institution, clarify the outcomes expected, and allow them the flexibility to be innovative.

Herb Simon noted that the campuses are evolving and changing because of local demands. They need greater flexibility, as well as stronger bonds between the branches and the 2-year colleges they work with.

Selby added that the issue could be examined from the regional perspective, looking at how the various institutions can work collectively to meet the needs of the region. She suggested that the matrix prepared by staff be compared with the upcoming report on branch campuses from the Institute for Public Policy.

Simon noted that the branch campuses now have more students than had been projected. Bob Craves asked for total enrollments among all the branches, as well as FTE growth over the past 10 years (*will be presented at the July meeting*).

Director's report

Higher education initiatives - The meeting with the Higher Education Strategic Master Plan Work Group (HB 2076) was rescheduled for July 7. This group's work will be coordinated with that of the National Collaborative for Higher Education Policy, headed by Pat Callan, president of the National Center for Public Policy and Higher Education. Likewise, the effort of the legislative work group on performance contracts (HB 2111) will be incorporated into the strategic master plan work.

Davey case – This fall, the U.S. Supreme Court will review the case involving a theology student who sued the state after his Promise Scholarship was rescinded. Late last year, the 9th U.S. Circuit Court of Appeals had ruled that Davey's free-exercise rights had been violated; a ruling that required the HECB to provide awards to students pursuing degrees in theology.

Guaranteed Education Tuition – As of April 30, the total number of active GET accounts was 36,300, with 12,299 new accounts opened in 2002-03. The total value of the contracts is \$364.7 million, and the current unit price of \$57 is effective through Aug. 31, 2003. Marc Gaspard

provided charts displaying demographic information on GET account purchasers -- including age range, level of education, ethnicity and income.

Tuition – Bob Craves requested that information be made available at the Board’s July meeting showing tuition increases over the past 10 years, along with projected increases for the 4- and 2-year colleges and universities. Chang Mook Sohn said it would also be interesting to see the relationship between tuition increases and inflation and state subsidies.

Legislative update

Bruce Botka, HECB director for governmental relations, provided a legislative update.

The 2003-05 budget – The final state operating budget reduces higher education base funding by \$131 million and relies on revenue from expected tuition increases to offset most of the reduction.

High-demand enrollments - A pool of 500 FTEs (246 slots in 2003-04 and 254 slots in 2004-05) has been allocated to the HECB for both 2- and 4-year colleges and universities. RFPs are being developed, and the review committee will present recommendations for program funding during the Board’s July meeting. A separate pool for 2-year colleges will be administered by the SBCTC.

Transfer-related enrollments - OFM has been authorized to distribute 400 FTEs to accommodate transfer students. OFM Budget Assistant Theo Yu said the Governor requested 1500 high-demand FTEs to be administered by the HECB. The Legislature chose to allocate 500 to the HECB, some to SBCTC and 400 to OFM for junior-level FTEs. The Governor’s position is that the HECB be the allocating body. .

Resident tuition for undocumented students (HB 1079) – Effective July 1, undocumented students who are not legal residents, but who have lived in Washington for at least three years and meet other criteria, will be eligible to pay resident tuition. HECB staff and school admissions officials, in consultation with the state Attorney General, are developing rules and an affidavit for students to sign indicating their intent to seek citizenship. These students will not be eligible for State Need Grant.

Operating budget

Gary Benson, senior associate director for budget and policy, discussed the 2003-05 operating budget. In response to a question from Bob Craves regarding faculty salaries at the 2-year colleges, Benson said there are no across-the-board increases, but some money has been allocated for merit increases, for part-time faculty equalization and faculty recruitment and retention.

Capital budget

Jim Reed, associate director for policy, reported that the 2003-05 capital budget received high allocations for the coming biennium, partly because of the Gardner/Evans initiative.

Selby questioned the long-term wisdom of shifting maintenance and repair costs from the operating to the capital budget, and whether higher education needed that degree of capital funding. Reed cited the capacity issue as the driving factor for the allocation. Selby suggested that the issue of capacity utilization be reviewed in the strategic master plan.

Student residency – permanent rules adoption

Nina Oman, HECB associate director for policy, summarized changes to the draft language for revised residency rules. All institutions have agreed to these changes. With Board approval, permanent rules will be filed with the Code Reviser's office and will take effect in the fall.

Action: **Gay Selby** moved to consider **Res. 03-15**, adopting permanent rules on student residency. **Ann Jenkins** seconded the motion, which was unanimously approved.

Role of transfer in the bachelor's degree

Loretta Seppanen, assistant director, educational services, SBCTC; Michael Reilly, director of admissions, CWU; and Scott Copeland, director, enrollment services, Centralia College, presented a report on the role of transfer in the bachelor's degree. The three are part of a study team that includes researchers, admissions officers and policy staff from the public 4- and 2-year colleges and universities, as well as the private institutions, SBCTC, COP, and the HECB.

Key findings include:

- Transfer plays a significant role in bachelor's degree production - 41 percent of graduates transferred from the 2-year colleges
- CTC transfer provides a degree opportunity for a broad range of students
- CTC transfer students complete slightly more total college-level credits than direct-entry students
- CTC transfer and direct-entry students have a comparable senior year GPA (2.94 vs 2.98); GPA varies more by major than by transfer status
- The number of transfer students is growing because of student choice – which is the same pattern nationally -- and because Washington policies support transfer.
- About 17 percent of transfer students do not complete their first two quarters.

The biggest problem is that associate's degrees may not fully prepare students for a particular major. Clear pathways to a degree are needed.

Transfer and articulation / 2004 Strategic Master Plan

A panel of institutional representatives provided comments on three major transfer issues: access, efficiency, and a variety of transfer guides. They were also asked to comment on the benefits or drawbacks associated with the Bachelor's Degree in Applied Science.

Institutional comments will guide transfer and articulation policy for the 2004 Strategic Master Plan.

The meeting was adjourned at 1:15 p.m.



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • TDD (360) 753-7809

RESOLUTION NO. 03-11

WHEREAS, The University of Washington has requested to establish a Doctor of Philosophy in Biomedical and Health Informatics; and

WHEREAS, The program will be the only such program in the state; and

WHEREAS, The program will be highly attractive to students and employers alike; and

WHEREAS, The external reviews attest to the urgent need and high quality of the program; and

WHEREAS, The program will not require any new state funding;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Doctor of Philosophy in Biomedical and Health Informatics, effective June 12, 2003.

Adopted:

June 12, 2003

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair





STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • TDD (360) 753-7809

RESOLUTION NO. 03-12

WHEREAS, The University of Washington has requested approval to establish a Doctor of Philosophy in Built Environment; and

WHEREAS, There is documented need and demand for the program; and

WHEREAS, The external reviews attest to the quality of the program and faculty; and

WHEREAS, The assessment and diversity plans are well suited for the program; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Doctor of Philosophy in Built Environment, effective June 12, 2003.

Adopted:

June 12, 2003

Attest:

Handwritten signature of Bob Craves in cursive script.

Bob Craves, Chair

Handwritten signature of Gay Selby in cursive script.

Gay Selby, Vice Chair





STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • TDD (360) 753-7809

RESOLUTION NO. 03-13

WHEREAS, The University of Washington has requested approval to establish a Master of Science in Strategic Planning for Critical Infrastructures; and

WHEREAS, The program will address the need for highly trained leaders who will safeguard the United States' infrastructures; and

WHEREAS, Student interest in the program is keen; and

WHEREAS, The external reviews endorse the establishment of the program; and

WHEREAS, The program will be funded on a self-sustaining basis, at no cost to the state;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Master of Science in Strategic Planning for Critical Infrastructures, effective June 12, 2003.

Adopted:

June 12, 2003

Attest:

Handwritten signature of Bob Craves.

Bob Craves, Chair

Handwritten signature of Gay Selby.

Gay Selby, Vice Chair





STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • TDD (360) 753-7809

RESOLUTION NO. 03-14

WHEREAS, Washington State University has requested approval to establish a Master of Arts in Philosophy; and

WHEREAS, The program will serve as a model collaborative program between the department of philosophy at Washington State University and the department of philosophy at the University of Idaho; and

WHEREAS, The program will serve the educational needs of students and the intellectual needs of the region; and

WHEREAS, The external reviews attest to the quality of the program and faculty associated with the program; and

WHEREAS, The program costs are reasonable;

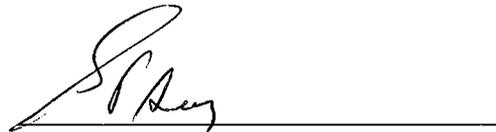
THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University proposal to establish a Master of Arts in Philosophy, effective June 12, 2003.

Adopted:

June 12, 2003

Attest:


Bob Craves, Chair


Gay Selby, Vice Chair





STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • TDD (360) 753-7809

RESOLUTION NO. 03-15

WHEREAS, RCW 28B.15.015 directs the Higher Education Coordinating Board, upon consideration of advice from representatives of the state's institutions and with the advice of the attorney general, to adopt rules and regulations to be used by the state's institutions for determining a student's resident and nonresident status and for recovery of fees for improper classification of residency; and

WHEREAS, RCW 28B.15.011 specifies legislative intent that the state institutions of higher education shall apply uniform rules as prescribed in RCW 28B.15.012 through 28B.15.014 and not otherwise, in determining whether students shall be classified as resident students or nonresident students for all tuition and fee purposes; and

WHEREAS, Representatives of the public institutions have provided the Higher Education Coordinating Board with draft language designed to clarify and strengthen the rules determining residency status for tuition purposes, which has been reviewed by the attorney general's office; and

WHEREAS, Staff of the Higher Education Coordinating Board have carried out the required steps of the rulemaking process, including filing of notice (CR 101), filing of draft language (CR 102), and holding two public hearings; and

WHEREAS, Feedback from the public hearings has been incorporated into new draft language, resulting in two non-substantive changes to the original draft language, as follows:

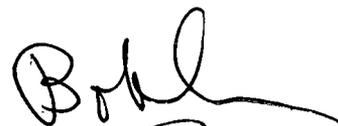
- Deleting proposed new section, WAC 250-18-070, "Prospective application of amendments," and
- Adding the phrase "or others" to proposed first sentence of WAC 250-18-035. The sentence will now read: "A person is financially independent if he or she has not been and will not be claimed as an exemption and has not received and will not receive significant financial assistance in any form directly or indirectly from his or her parents, relatives, legal guardians, or others for the current calendar year and for the calendar year immediately prior to the year in which application is made."

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the attached draft language and directs staff to undertake the final step in the rulemaking process, filing a rule-making order (CR 103).

Adopted:

June 12, 2003

Attest:



Bob Craves, Chair



Gay Selby, Vice Chair

June 2003

Doctor of Physical Therapy University of Washington

Introduction

The University of Washington is seeking Higher Education Coordinating Board approval to establish a Doctor of Physical Therapy (DPT). The DPT would replace the university's existing Master of Physical Therapy. The proposed program would respond to changes in the health care industry that include the need for physical therapists to take much greater responsibility for examination, assessment, and treatment of patients with severe medical ailments. The program also addresses the likelihood that the accrediting body for physical therapy educational programs will mandate the DPT for entry into the profession.

Program Need

Demand for the proposed DPT is keen. The United States is facing a continuing shortage of highly trained physical therapists, and millions of people experience functional impairments or paralysis that restricts their daily living. The growing population of older adults and the increasing survival rates of children and adults who have sustained traumatic injuries also contribute to the high demand for physical therapists.

Existing DPT programs in the Northwest are filled to capacity and consistently turn away many qualified applicants. Graduates of these programs typically find employment within a couple of months of completing their degree programs.

Program Description

The mission of the Division of Physical Therapy is to promote learning, service provision, research, leadership, and the dissemination of knowledge in the profession of physical therapy and to society. The program of study is a lock-step sequence spanning eleven quarters and totaling 154 credits. In transitioning from the Master's program to the DPT, existing courses would be revised to focus on evidence-based practice and a stronger approach to patient/treatment examination and evaluation. Content and requirements would be added, including four new courses: (1) Interdisciplinary Case Studies in Rehabilitation, (2) Pharmacology in Physical Therapy, (3) Professional and Practice Issues in Physical Therapy, and (4) Advanced Physical Assessment and Interpretation.

Each year 30 students would be admitted to the program, supported by about five existing core faculty positions and one new faculty position in the Division of Physical Therapy. Additionally, several part-time faculty and others in the School of Medicine would contribute to the program. Implementation of the DPT would not require major additions of space or equipment.

Assessment and Diversity

The program would be encompassed under the UW's current accreditation status with the Commission on Accreditation in Physical Therapy Education (CAPTE).

The proposal describes the methods that would be employed for evaluating program effectiveness, faculty performance, and student and employer satisfaction. The UW Division of Physical Therapy would conduct student outcomes assessments in keeping with CAPTE standards.

The UW Division of Physical Therapy faculty is committed to recruiting, retaining, and graduating students who are from underrepresented groups. Currently, the faculty work closely with the UW Office of Minority Affairs, and plan to educate younger groups about physical therapy through contacts in K-12 schools.

Review Participants

Reviewers of the DPT proposal included Dr. Sidney J. Stohs, dean of the School of Pharmacy and Health Professions at Creighton University Medical Center, and Dr. James R. Carey, associate professor and director of the Department of Physical Medicine and Rehabilitation Medical School at the University of Minnesota. The reviewers enthusiastically endorsed the proposal to establish the DPT at the University of Washington. They also shared constructive comments and observations for the UW to consider. Washington's other public baccalaureate institutions received a copy of the proposal as well, and to date, no comments have been received from those schools.

Program Costs

The program would be offered on a self-sustaining basis, with tuition and fee and grant revenues covering total program expenses of approximately \$1 million. At full enrollment, the cost per FTE student would be approximately \$11,811. Total tuition would be about \$32,000 for resident students, and about \$63,000 for non-resident students.

Staff Analysis

The Doctor of Physical Therapy would be an excellent addition to the UW's health curriculum. It proposes a rigorous program that would attract highly qualified students who would be extremely competitive in the marketplace. The program is supported by an outstanding faculty who are making significant contributions to the field. The budget is secure.

Recommendation

The University of Washington proposal to establish a Doctor of Physical Therapy degree is recommended for approval, effective July 30, 2003.

RESOLUTION NO. 03-20

WHEREAS, The University of Washington has requested to establish a Doctor of Physical Therapy; and

WHEREAS, There is high demand and student interest for the doctoral-level physical therapy program in the Northwest; and

WHEREAS, The external reviews support the establishment of the program; and

WHEREAS, The assessment and diversity plans are suitable; and

WHEREAS, The program budget is secure;

THEREFORE, BE IT RESOLVED That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Doctor of Physical Therapy degree, effective July 30, 2003.

Adopted:

July 30, 2003

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



STATE OF WASHINGTON
 OFFICE OF FINANCIAL MANAGEMENT
 Insurance Building, PO Box 43113 • Olympia, Washington 98504-3113 • (360) 902-0555

July 23, 2003

TO: Budget Officers
 Washington State University
 Eastern Washington University
 Central Washington University
 The Evergreen State College
 Western Washington University

FROM: Marty Brown, Director *MB*

SUBJECT: FUNDING FOR ADDITIONAL TRANSFER STUDENTS

Engrossed Substitute Senate Bill 5404, Section 722, appropriates \$6,251,000 in General Fund-State to the Office of Financial Management (OFM) to increase the number of junior level transfer students at Washington's public baccalaureate institutions. The appropriated funds are distributed as follows:

	FY 2004	FY 2005	FY 2004	FY 2005	2003-05	
	FTEs	FTEs	GF-S	GF-S	Biennial	Rate
					Total	
WSU	124	124	967,200	967,200	1,934,400	\$ 7,800
EWU	101	101	787,800	787,800	1,575,600	\$ 7,800
CWU	81	81	631,800	631,800	1,263,600	\$ 7,800
TESC	34	34	265,200	265,200	530,400	\$ 7,800
WWU	60	60	468,000	468,000	936,000	\$ 7,800
Total	400	400	\$ 3,120,000	\$ 3,120,000	\$ 6,240,000	

These funds will be added to your 2003-05 appropriations schedule, so please include them in the allotments you submit to OFM. If you have any questions regarding this information, please contact Theo Yu of my staff at (360) 902-0548.

Electronic cc: Terry Teale, Council of Presidents
 Karen Barrett, Senate Ways and Means Committee
 Susan Howson, House of Representatives
 Marc Gaspard, Higher Education Coordinating Board
 Theo Yu, Office of Financial Management



Junior Level Transfer FTEs for 2003-05
ESSB 5404, Section 722

Requested						
	FY 2004	FY 2005	FY 2004	FY 2005	Biennial	
	FTEs	FTEs			Total	Rate
UW	0	0	-	-	-	7,800
WSU	185	185	1,443,000	1,443,000	2,886,000	7,800
EWU	150	150	1,170,000	1,170,000	2,340,000	7,800
CWU	120	120	936,000	936,000	1,872,000	7,800
TESC	50	50	390,000	390,000	780,000	7,800
WWU	60	60	468,000	468,000	936,000	7,800
Total	565	565	4,407,000	4,407,000	8,814,000	

Final Distribution						
	FY 2004	FY 2005	FY 2004	FY 2005	Biennial	
	FTEs	FTEs			Total	Rate
UW						
WSU	124	124	967,200	967,200	1,934,400	7,800
EWU	101	101	787,800	787,800	1,575,600	7,800
CWU	81	81	631,800	631,800	1,263,600	7,800
TESC	34	34	265,200	265,200	530,400	7,800
WWU	60	60	468,000	468,000	936,000	7,800
Total	400	400	3,120,000	3,120,000	6,240,000	
Appropriation			3,125,000	3,126,000	6,251,000	
Pro-rated	33%					
Reduction						

Distribution is based on the applications match study which shows the largest backlogs are at the UW and WWU. As a result, the requests from WSU, EWU, CWU, and TESC were reduced to reach a total of 400 FTEs.

Source: T. Yu, OFM, July 18, 2003

July 2003

Status Report – Notification of Intent

Introduction

In January 2001, the Higher Education Coordinating Board (HECB) adopted revised *Guidelines for Program Planning, Approval and Review*, in order to expedite and improve the process for the institutions and HECB alike. One of the major changes in the *Guidelines* includes a new program review and approval process for existing degree programs proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods.

The process requires an institution to submit a Notification of Intent (NOI) in electronic format to the HECB at least 45 days prior to the proposed start date of the program. The NOI includes the following information:

- Name of institution
- Degree title
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need
- Source of funding
- Year 1 and full enrollment targets (FTE and headcount)

HECB staff posts the institution's NOI on the HECB Web site within five business days of receipt, and via email, notifies the provosts of the other public four-year institutions, the Washington Association of Independent Colleges and Universities, the Inter-institutional Committee on Academic Program Planning, and the Council of Presidents. The other public four-year institutions and HECB staff have 30 days to review and comment on the NOI via an email link on the HECB Web site.

If there are no objections, the HECB Executive Director approves the existing degree program proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods. If there is controversy, the HECB will employ its dispute resolution process.

Status Report

From June 12, 2003 through July 30, 2003, the HECB Executive Director has approved the following existing degree program in accordance with the NOI process.

Institution	Degree Title	Location	Approval Date
EWU	Master of Social Work	Yakima CC	July 23, 2003

July 2003

Guidelines for Higher Education Accountability Plans

Section 601(7) of the 2001-03 Operating Budget required the following:

*“Each institution receiving appropriations under sections 604 through 609 of this act shall submit a biennial plan to achieve measurable and specific improvement each academic year as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals. The plans, to be prepared at the direction of the higher education coordinating board, shall be submitted by August 15, 2001. The higher education coordinating board shall set biennial performance targets for each institution and shall review actual achievements annually. Institutions shall track their actual performance on the statewide measures as well as faculty productivity, the goals and targets for which may be unique to each institution. A report on progress toward statewide and institution-specific goals, with recommendations for the ensuing biennium, shall be submitted to the fiscal and higher education committees of the legislature by **November 15, 2003.**”*

Section 601(10) of the 2003-05 Operating Budget signed on June 26, 2003, contains identical language, with the exception of changes in year(s):

*“Each institution receiving appropriations under sections 604 through 609 of this act shall submit a biennial plan to achieve measurable and specific improvement each academic year as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals. The plans, to be prepared at the direction of the higher education coordinating board, shall be submitted by **August 15, 2003.** The higher education coordinating board shall set biennial performance targets for each institution and shall review actual achievements annually. Institutions shall track their actual performance on the statewide measures as well as faculty productivity, the goals and targets for which may be unique to each institution. A report on progress toward statewide and institution-specific goals, with recommendations for the ensuing biennium, shall be submitted to the fiscal and higher education committees of the legislature by **November 15, 2005.**”*

Intersection of the deadlines specified in the budget language of the two biennia result in four important accountability deadlines occurring during the last half of 2003. The following guidelines specify the deadlines and requirements for submitting accountability plans and data.

1) August 15, 2003: 2003-05 Accountability Plans are Due to the HECB.

The accountability plans should be divided into two parts:

Part I. Strategies implemented in 2001-03:

This section should summarize each institution’s experience during the previous biennium through a brief description of the strategies used to affect the performance measures. What worked, what didn’t, and why?

Part II. Strategies planned for 2003-05:

Based on lessons learned in 2001-03, each institution should describe their plans for improving performance, and for meeting the following long-term performance goals:

<i>Accountability measure</i>	<i>Long-term performance goal:</i>
a. Undergraduate graduation efficiency index	
For students beginning as freshmen	95%
For transfer students	90%
b. Undergraduate student retention:	
Research universities	95%
Other public four-year institutions	90%
c. Five-year graduation rate	
Research universities	65%
Other public four-year institutions	55%
d. Faculty productivity	Institution-specific
e. Optional institution-specific measures	Institution-specific

In this section, each institution should also propose challenging intermediate targets on all of the performance measures, and may introduce targets to address improvements in performance measures for particular groups of students (e.g., retention of freshmen) This section should also include a detailed rationale for any changes the institutions would like to make to their institution-specific measures, and any other recommendations the institutions would like to include.

2) October 15, 2003: 2002-03 Accountability Data Reports are Due to the HECB

In 2002, the HECB reviewed accountability updates detailing 2001-02 progress toward goals. Now, each institution is required to submit a progress report of its performance on the statewide and institution-specific measures for 2002-03. The deadline for submission of these data is October 15, 2003, to allow for institution anomalies in reporting fall quarter enrollments. Templates for submitting these data will be sent by the HECB to the institutions in early September.

As part of its data submission, each institution will be required to recalculate the baseline from which to assess “measurable and specific improvement” on the basis of the average of fiscal years 1999, 2000, and 2001 for each statewide and institution-specific measure.

3) October 29, 2003: Higher Education Coordinating Board Meeting

The HECB will consider the institutions’ plans, recommendations, and progress toward accountability goals, and set biennial performance targets for each institution, along with any necessary recommendations.

4) November 15, 2003: Accountability Report Due to the Legislature

A comprehensive report on progress toward statewide and institution-specific goals, with recommendations for the ensuing biennium, will be submitted by the HECB to the fiscal and higher education committees of the Legislature.