

COMMITTEE FOR ACADEMIC AFFAIRS AND POLICY

Thursday, July 10, 2014

9:00 a.m.	Prioritization List
9:30 a.m.	Dual Credit – Review Workgroup Recommendations
10:00 a.m.	Capacity Analysis
10:15 a.m.	Other Business
10:30 a.m.	Adjourn

Committee Members

Washington Student Achievement Council Members

Citizen Member (Zillah High School): **Jeff Charbonneau**

Council of Presidents: **Paul Francis**

K-12 Education System (Ferndale School District): **Scott Brittain**

Student Member (University of Washington Tacoma): **Rai Nauman Mumtaz**

WSAC Staff

Randy Spaulding RandyS@wsac.wa.gov (lead staff)

Committee Members

Council of Presidents: **Jane Sherman**

Independent Colleges of Washington: **Violet Boyer**

Office of Superintendent of Public Instruction: **Alan Burke, Mike Hubert**

State Board for Community and Technical Colleges: **Jan Yoshiwara**

State Board of Education: **Linda Drake**

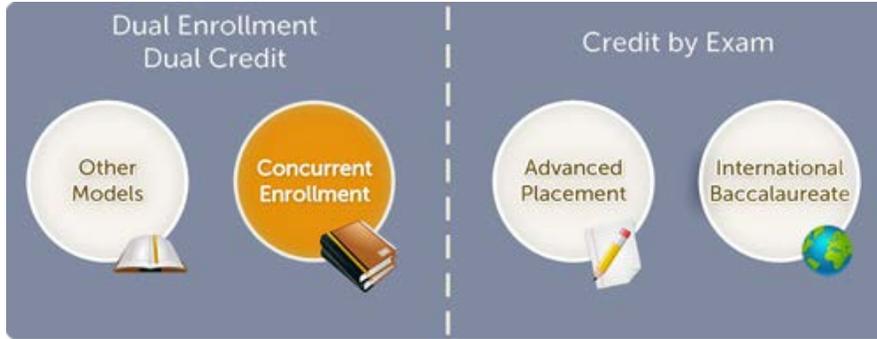
Student Representative: **Akua Asare-Konadu, Aviance Tate**

Workforce Training and Education Coordinating Board: **Nova Gattman, Justin Montermini, Eleni Papadakis**

Upcoming Meeting

Monday, October 27 - 9 a.m. to 10:30 a.m.

Streamlining and Expanding Dual Credit Opportunities



<p>Dual Credit through College Course Completion allows high school students the opportunity to earn both high school and college credit by completing college-level courses with a (grade) or better grade. Running Start, College in the High School and Tech Prep are examples of current Dual Credit through College Course Completion programs.</p> <p>Developing policies to streamline and expand opportunities in this area now.</p>	<p>Dual Credit by Standardized Exam allows high school students the opportunity to take college-level courses, earning college credit if meeting a specific threshold on a final, standardized exam. Advanced Placement (AP), International Baccalaureate (IB), and the University of Cambridge International Examination are examples of current Credit by Standardized Exam programs.</p> <p>Policy work in this area to begin in September</p>
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Dual Credit through College Course Completion Programs Proposed Policies

<p style="text-align: center;">Taught in a high school classroom, by a high school teacher</p> <p>College in the High School:</p> <ul style="list-style-type: none"> • Access – open to all academically qualified high school students, grades 9-12, through all public institutions of higher education which participate in College in the High School; includes academic and career and technical coursework • Quality – consistent with national standards (e.g. NACEP or ECS models) • Funding – No cost to student. 1.2 – 2.0 FTE. Fund to cover tuition, required fees, transportation, books, supplies. Enhanced funding through K-12 appropriation. 	<p style="text-align: center;">Taught in a college classroom, by a college instructor</p> <p>Running Start:</p> <ul style="list-style-type: none"> • Access– open to all academically qualified high school students, grades 11-12, in all public institutions of higher education which participate in Running Start; includes academic and career and technical coursework • Quality – standards agreed upon by educational sectors, consistent with regional accreditation standards for the institution • Funding – No cost to student. No change or 2.0 FTE. Fund to cover tuition, required fees, transportation, books, supplies. Low income waivers for fees and tuition for excess above the 1.2 threshold.
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Washington State Postsecondary Education Institutional Capacity Analysis

Overview of the Key Questions and Guiding Principles

Purpose

The Roadmap introduced an ambitious plan to advance educational attainment in Washington in order to meet the needs and aspirations of the state's students, employers and communities. A fundamental goal laid out in this plan was for at least 70 percent of the state's adults to complete some form of postsecondary credential. Results Washington, Governor Inslee's system for measuring state government performance on key issues, reflects this aim in its express goal to increase the number of annual completions of certificates, credentials, apprenticeships and higher education degrees from 72,000 to 149,000 by 2023.¹

In line with this aim, the Roadmap calls for the Washington Student Achievement Council to "align system-wide programmatic, physical, and technological capacity with student, employer, and community needs" (p. 28).² This alignment process requires a periodic institutional capacity analysis that takes account of the current and projected capacity of the state's key higher education sectors: (a) the public four-year institutions, (b) community and technical colleges, and (c) independent colleges.

The analysis will entail a fair degree of complexity, due to a number of complicating factors. The goal of nearly doubling the number of annual postsecondary completions by 2023 includes all forms of postsecondary credentials, from certificates to baccalaureate and graduate degrees. Projecting the overall mix of credentials as we pursue policies that facilitate progress toward this goal will require some sophistication in approach.

Some key questions will need to be explored and answered. For example, what percentage of the credentials will be in the form of certificates? As reported in a recent study by the Georgetown University Center on Education and the Workforce, the number of certificates awarded nationally has increased by more than 800 percent over the past 30 years. From 1984 to 2009, the percentage of adults aged 18 and older with a certificate as their highest level of attainment had grown from less than

¹ Results Washington. (2014) *Goal 1: World-class education - Goal map*. Retrieved June, 17, 2014 from <http://www.results.wa.gov/what-we-do/measure-results/world-class-education/goal-map>.

² Washington Student Achievement Council. (2013) *The Roadmap: A Plan to Increase Educational Attainment in Washington*. Olympia, WA: Washington Student Achievement Council.

2 percent to almost 12 percent, according to the Survey of Income and Program Participation (SIPP).³ This trend in the pursuit and completion of certificates will need to be analyzed in the context of Washington State and incorporated into the projections used in the analysis.

Contracting with a Consulting Firm

Contracting with an outside consulting firm to conduct the primary analysis may streamline the process and expedite completion. However, more information is needed to better understand the scope and cost of an analysis required to address key questions facing Washington. A Request for Information (RFI) will be issued to solicit information from interested firms that could support a budget request. In developing the overall design of the analysis, a number of key questions and issues will need to be clarified. In addition, agreement on a set of fundamental guiding principles will help rationalize the general approach to data collection and projections of future needs. Some of these key questions and guiding principles are outlined below:

Primary Questions and Guiding Principles

1. What is the current status of existing physical and programmatic capacity in the state's institutions of higher education?

Guiding Principles

- The existing physical and programmatic capacity of each institution in the three sectors will need to be identified by level.
 - Operational costs must be distinguished from capital costs.
 - Projected expansion through capital construction projects already in process will need to be included in the assessment.
 - The current role of e-Learning technology in providing opportunities for online, hybrid, or web-enhanced courses should be taken into account.
2. What additional resources will be needed to meet the increased educational attainment goals identified in the Roadmap?

³ Carnevale, A.P., Rose, S.J., and A.R. Hanson. (2012) *Certificates: Gateway to Gainful Employment and College Degrees*. Washington, DC: Georgetown University Center on Education and the Workforce.

Guiding Principles

- In assessing the resources that would be needed to expand enrollments and completions, operational costs will need to be distinguished from capital costs.
- The mix of degrees and credentials by level needed to meet the Roadmap educational attainment goals will need to be clearly identified.
- When requesting institutional data related to capabilities for enrollment expansion, requests will need to be predicated on specific assumptions with regard to projected funding support. For example, will funding support remain constant at current levels or will it be increased by some specific amount? Clarity in this assumption is crucial for the institutions' ability to respond effectively and accurately.
- In assessing the additional resources that may be needed to expand enrollments and completions, the mix of high cost (e.g., STEM) and standard cost programs needs to be identified. For example, there are large differences between the operational costs associated with liberal arts courses and science or engineering programs with labs. Therefore, this mix needs to be clearly defined in order to arrive at a well-grounded assessment of the additional resources that may be required. If more degrees in high cost programs are needed, then more funding may be necessary for expansion.
- Possibilities for leveraging current and emerging e-Learning technology, and alternative delivery approaches, to expand capacity and student opportunities for postsecondary credentials should be included.

Roadmap Action	Strategies	Outcomes	Status
<p>Ensure high school graduates are career and college ready.</p>	<p>The 11th grade SBAC assessment is used to inform students’ 12th grade coursework.</p> <p>Provide pathways and supports known to improve academic readiness and success of returning adult students.</p> <p>Improve educator preparation and professional development programs to ensure educators are equipped with the tools necessary to close the opportunity gap.</p> <p>Develop a competitive grant program designed to support implementation of CCSS and SBAC.</p>	<p>Use the 11th Grade Smarter Balanced assessment (SBAC) to inform course sections in 12th grade.</p> <p>Reduce the number of placement tests administered to recent high school graduates.</p> <p>Reduce the need for pre-college coursework.</p> <p>Accelerate progress for those who do enroll in pre-college coursework.</p>	<p>11th grade assessment and postsecondary placement policy expected to be approved by fall 2014.</p> <p>12th grade transition courses are in development and will be piloted during the 2014-15 academic year.</p> <p>Passage of SB 6552 allows the State Board of Education to move forward on implementation of the 24 credit Career and College Ready high school graduation requirement for the class of 2019.</p>
<p>Streamline and expand dual credit and dual enrollment programs.</p>	<p>Convene a statewide workgroup to review existing programs and develop a coordinated and streamlined dual-enrollment/dual-credit system.</p>	<p>Create a statewide dual enrollment/dual credit system.</p> <p>Increase number of dual credit programs available.</p> <p>Increase number of high school students in dual credit programs.</p> <p>Increase the number of postsecondary credits earned by high school students.</p> <p>Reduce the time to degree.</p>	<p>A cross-sector workgroup has been established and is on track to make policy recommendations by fall.</p> <p>OSPI is moving ahead on the rulemaking process for College in the High School.</p> <p>Council staff completed an analysis of the Running Start program-based on questions raised in HB 2396.</p>

Roadmap Action	Strategies	Outcomes	Status
Align postsecondary programs with employment opportunities.	<p>Recommend ways to align and enhance existing employer feedback mechanisms to ensure they can be used by all Washington postsecondary institutions to respond to employer needs.</p> <p>Recommend innovative approaches for responding to employer and workforce skill needs.</p> <p>Recommend ways postsecondary institutions should account for how they respond to employer needs.</p> <p>Develop an innovation grant program to support programs that would provide students with the foundational intellectual and career skills that employers seek.</p>	<p>Increase postsecondary institutions' responsiveness to employer feedback.</p> <p>Improve employer satisfaction with postsecondary graduates entering the workforce.</p> <p>Reduce the gap between the numbers of qualified Washington residents and the number of unfilled jobs.</p>	The WSAC, in collaboration with the Governor's Office, Washington STEM, and others is preparing a grant application in response to an RFP released by the National Governor's Association that would support actions to better align education and training systems to meet the needs of our economy.
Provide greater access to work-based learning opportunities.	<p>Secure reinvestments in the State Work Study (SWS) program to increase the numbers of students who obtain relevant work experience while completing a postsecondary credential.</p> <p>Collaborate with the Workforce Training and Education Coordinating Board, Washington STEM, Campus Compact, educational partners, and others to explore the feasibility of developing an online clearinghouse of work-based learning opportunities, including SWS jobs, internships, and other types of opportunities.</p>	<p>Increases in the following:</p> <ul style="list-style-type: none"> • The number of students with relevant work experience upon completion of a postsecondary credential. • The number of students employed within 12 months of completing a credential. • The number of employers participating in the State Work Study program. • The number of employers providing experiential learning opportunities, such as internships. <p>Reduce student debt.</p>	n/a

Roadmap Action	Strategies	Outcomes	Status
Leverage technology to improve student outcomes	Convene an educational technology consortium with a charge to develop a plan for leveraging technology in ways that enhance student learning and improve learning outcomes.	The consortium will submit a plan for leveraging technology to the Council.	n/a
Respond to student, employer, and community needs.	Collaborate with partner agencies and postsecondary institutions to develop a process for assessing institutional capacity in response to student, employer, and community needs.	Increases in the following: <ul style="list-style-type: none"> • The programmatic, physical, technological, and financial capacity of postsecondary institutions. • Responsiveness to changes in student and employer needs. The state’s return on investment in postsecondary institutions.	WSAC staff has engaged a consulting team from the Upjohn Institute to improve the methodology of “A Skilled and Educated Workforce.” Staff have engaged partners to develop a Request for Information (RFI) to be released in July so that we can assess the cost and scope of a comprehensive analysis of capacity and resources needed to meet the attainment goals laid out in the Roadmap.

Committee for Academic Affairs and Policy (CAAP)

The Committee for Academic Affairs and Policy will address issues related to academic policy. This includes the six Roadmap action items below. It will also include discussion of issues related to the Council's responsibilities regarding consumer protection, the disability task force, and diversity issues.

Action Items:	Upcoming Scheduled Meeting Times
<ul style="list-style-type: none"> Ensure high school graduates are career and college ready. 	Thurs, January 30 - 9 a.m. to 10:30 a.m.
<ul style="list-style-type: none"> Streamline & expand dual credit & dual enrollment programs. 	Wed, March 20 - 9 a.m. to 10:30 a.m.
<ul style="list-style-type: none"> Align postsecondary programs w/ employment opportunities. 	Wed, May 21 - 9 a.m. to 10:30 a.m.
<ul style="list-style-type: none"> Provide greater access to work-based learning opportunities. 	Thurs, July 10 - 9 a.m. to 10:30 a.m.
<ul style="list-style-type: none"> Respond to student, employer, and community needs. 	Mon, October 27 - 9 a.m. to 10:30 a.m. <i>(to be rescheduled)</i>
<ul style="list-style-type: none"> Leverage technology to improve student outcomes. 	LOCATION OF MEETINGS:
<u>Attending WSAC Council Members:</u> Rai Nauman Mumtaz (UW Tacoma/Student Member)	WSAC Offices 919 Lakeridge Way SW, Olympia (Call in option available)
<u>Attending Stakeholder Members:</u> Vi Boyer (ICW) Dan Newell (for Mike Hubert) (OSPI) Jane Sherman (COP) Jan Yoshiwara (SBCTC)	<u>Guests</u> Robert Corbett – University of Washington
<u>WSAC Staff:</u> Randy Spalding, Jim West, Noreen Light, Mark Bergeson, Becca Kenna-Schenk	

July 10, 2014 Meeting Notes:

Prioritization List

Randy Spaulding briefly reviewed the committee's list of actions/2015-17 work plan (hand-out) that was discussed with council members at the June 23rd meeting and provided insight into the Council's feedback on the action items. This set the stage for further discussion by the group of each item. We were reminded that Roadmap strategies are often not linear in nature – items highly related to one another and a number of activities are occurring simultaneously. Part of the work of this group is to capture and share that work.

1. College and Career Ready

- a. **Core to College** work continues to progress rapidly. It appears the bulk of policy work in this area will be completed by the end of 2014.
- b. There are two other components of this category - Adult Returning Students and professional development for teachers. The Council would like the work group to spend time on these two items, especially returning adults.
- c. **Adult Returning students**
 1. The returning adults population is a faster growing cohort than recent high school graduates.
 2. Reengagement of returning adults is tied closely to the work of the **Committee for Student Support (CSS)**. This is the adult version of college readiness and is not only about getting adult students back in to the system but providing the support for them when they arrive. This is about developing pathways and support. The CSS workgroup is looking at this now.
 3. Is there a way to have a broader conversation across sectors to support what is happening within the system? Perhaps it is showcasing what is happening within sectors now; our first step

could be to collect what is happening now.

4. Examples of support include targeted remediation; the SBCTC is doing this now.
5. The "Pave the Way Conference" could be an excellent resource for collecting and compiling current activity and support on campuses currently. Over 300 people are registered so far.

ACTIONS:

- Collect and compile information on current support activities at the "Pave the Way" Conference. Share information with the workgroup.
- Collect and compile information on other support activities specific for adult returning students currently occurring on both CTC and Baccalaureate campuses.
- Based on this information, develop a resource guide for serving adult students. Explore possible policy recommendations for improving success of adult student participation and completion.

d. Professional Development and Teacher Preparation

1. Title II activities continue in Washington. This supports professional development of teachers. A request for proposal will be released in the fall to support new activities in this area.

2. Dual Credit

- a. The Council was apprised of the Dual Credit/Dual Enrollment Workgroup activity. Three meetings have been held. Issues were identified and discussed, definitions developed, and recently the focus has been on funding issues. The workgroup is developing Dual Credit options at this time (both in the high school and in colleges), and, although some work has begun, will turn its focus to work on testing options (AP, IB, Cambridge) in September. The group is continuing work on integrating the Washington 45 recommended credits into advising for high school students taking advantage of all dual credit options.
- b. Other issues being discussed at this time include:
 1. Two types of college course completion programs
 - College in a HS classroom
 - College in a college classroom
 2. The inclusion of Tech prep in in both models.
 3. Clarification of College in the HS to include 9-12 grades. Students must be academically prepared
 4. Do we add WWU and UW to running start eligibility? Currently only WSU, EWU, CWU and TESC are authorized (TESC has chosen not to participate). **Consult with UW and WWU since they have very large applicant pools and the inclusion of RS students could have negative impact.**
- c. Develop guidelines (like NACEP standards) that all could agree upon. These guidelines would be put in WAC by reference.
- d. If Running Start is to be no cost, then transportation and book fees need to be covered. In the CHS model, this is more complicated. High schools compensate teachers differently. The concept of 'no cost to student' is a bigger ticket item than going back to 2.0 FTE from 1.2.
- e. There are quality concerns about students in combined AP and college in the high school classes. If a student takes the AP test and scores below 3, can they get college credit through the CHS? This needs to be explored and clarified.
- f. Funding has been a major talking point and a special subgroup will be meeting this month on 7/21/2014 to address this issue.

3. Align postsecondary and career

- a. **NGA GRANT.** The workgroup is not ready to ask the Council for outcomes at this time, but the agency has applied for a National Governor's Association (NGA) grant¹ that would focus on aligning postsecondary with workforce needs in STEM fields in Washington. WA STEM helped develop the grant that will bring a cross-sector group together (if approved) in August 2014. Part of this work will be the development of a STEM dashboard to show what numbers of STEM graduates we are producing. This will draw on metrics from other groups as well, to improve alignment.

ACTION: Forward the NGA grant to Committee members.

- b. **Capacity analysis – run RFI and bring back to council for discussion.**

1. **JOINT REPORT.** The methodology for the joint report is being improved to project need into the future and not just look at past data. This will help colleges prioritize growth of programs. The next step will be to extend beyond the state level to regional analysis. One challenge with this analysis is that new business activity is not covered. Employment Securities is now interested in helping with this work.
2. **Leverage Technology.** Council members did not feel the timing was right to ask for resources in this area. Our committee can identify the work that is being done already in this area (e.g. Open Course Library, consortium to purchase technology, Orbiz Library Consortium, E-Tutoring Consortium). SBCTC might be able to offer some staff time to help collect this information on all the good work being done in this area.

4. Capacity Analysis - Discussion on draft Request for Information (RFI).

- a. Do we have the right questions and should we do an RFI? An RFI could widen the net of interested participants. If we just call people (informally) we might miss someone interested in the project.
- b. Going into session, legislators are interested in this. Both chambers have an interest in this. If we are going to grow, where and when and how. How do we respond to the legislators when they ask these questions?
- c. There are two parts to be explored, each with many questions:
 1. **Physical capacity** – what physical capacity do we have now or expect to have online to impact goals? What is in the capital budget pipeline now? Concerns addressed in campus Master Plans are not really helpful since they are often aspirational in nature (this was a challenge with the 2009 MGT study). We could look at construction and design being funded already. There is a link to pre-design funding, and the timeline approach might be a way to look at this in order to make 'soft' predictions. We need a simplified approach to have up to date standardized metrics to look at physical capacity so institutions are not spending lots of time on this. The institutions have this figured out already and do a good job of using their physical capacity. It was suggested that we reference Society for College and University Planning (SCUP) resources as we proceed rather than recreate the wheel.
 2. **Programmatic capacity** – Both physical and operational must be reviewed, by program needs. For example, STEM program space is different than general education program space, which is different than technical program (i.e. diesel mechanics, welding) space.
- d. To reach our attainment goals we need to double the number of credentials coming out of our system, but what is the mix of credentials? For example, should we have 20% certificates, and some other percent of associate and bachelor degrees? In the past we've kept the mix the same as current when projecting growth into the future.
- e. Tough conversations will be required to address Council attainment goals. It will be a challenge to

¹ The Governor's STEM Education Innovation Alliance: Leveraging the NGA Policy Academy to Foster Washington's Technology-Based Economy.

double degree production in 10 years. How can we approach this to promote collaboration among the sectors?

- f. **Another model – Student Centered Analysis.** Perhaps instead of looking at capacity we should be looking at and emphasizing the production side to reach our goal. Another way to approach this (in addition to capacity) is to look at where the students will come from. This is an additional way of looking at capacity – number of HS graduates, people with no college credential, recapturing of adult learners. This perspective has impact on our ideas of capacity (e.g. distance learning). We did this on the previous master plan (if we raise participation rates, this number of students will be going to college and universities). Who is it we are serving (characteristics of these people) and what can we do to serve them better? For example, if we have a growing Hispanic population, what programs have been successful in getting these students to success? (e.g., the GEAR UP Model). This would be expanding on the work of Lori Brown at OFM.
We already have national and local data on physical capacity that we can use. Perhaps we need to emphasize more fiscal capacity to serve students. All of higher education needs to pull together. How do we engage every institution? How do we put our effort and money into the operating side. The challenge is that the legislature wants to see more graduates in particular areas, and they want to see results in one year.
- g. We also don't want to lose sight of where the state is really low – graduate and baccalaureate degrees.

- 5. Next meeting is scheduled for October 27, but the Washington Educators Conference is happening at that time, so we will reschedule this meeting.