

**PRELIMINARY BOARD MEETING AGENDA**

Seattle University, Student Center 160

**September 29, 2009**

**8:00 a.m. – 12 noon**

**Advisory Council Meeting**

<b>8:00</b>	<p><b>Welcome and Introductions</b></p> <ul style="list-style-type: none"> <li>• Jesus Hernandez, Chair, Higher Education Coordinating Board</li> <li>• Charlie Earl, Executive Director, State Board for Community and Technical Colleges (SBCTC), and Co-chair, HECB Advisory Council</li> <li>• Isiaah Crawford, Provost, Seattle University</li> </ul>	<b>Tab</b>
<b>8:05</b>	<p><b>System Design: Status report</b></p> <p>The System Design Plan is the most comprehensive review of the higher education delivery system in Washington in nearly 30 years. The Plan will provide a framework to increase undergraduate and graduate educational attainment levels in Washington by the year 2030, along with recommendations on how to “grow” the system. Discussion will focus on a review of work to date, including the current working draft of guiding principles and concepts surrounding rational rules for growth.</p>	
<b>9:00</b>	<p><b>Tuition Policies, Financial Aid, and College Participation</b></p> <ul style="list-style-type: none"> <li>• Donald E. Heller, Director, Center for the Study of Higher Education, The Pennsylvania State University</li> </ul> <p>Dr. Heller’s presentation will focus on the interplay of tuition and financial aid policies and their impact on college participation. He will discuss some of the options being considered, and present important questions for consideration as they evaluate alternatives. The presentation will be informed by the HECB draft Tuition Report.</p>	<b>1</b>
<b>10:00</b>	<p><b>Increasing Education Attainment: Goals, Metrics, &amp; Strategic Finance</b></p> <ul style="list-style-type: none"> <li>• Dennis P. Jones, President, National Center for Higher Education Management Systems</li> <li>• Jane V. Wellman, Executive Director, Delta Cost Project</li> </ul> <p>Discussion will cover the use of attainment goals as a basis for refining state strategic plans for postsecondary education in which access and attainment can be improved, quality protected, and costs contained.</p>	<b>2</b>

	<p>Panel guests will provide information about the national education attainment goal and the additional degree production required of Washington institutions if the state is to meet future social and workforce needs and contribute its share to achieving the national goal.</p> <p>The case will be made that achieving this goal will require attention to closing achievement gaps along the educational pipeline, increasing rates of degree production for all students, and new efforts to reach adult non-degree completers. It also will require a realistic strategic financing plan to accomplish it, including increases in productivity and cost containment along with increases in state funds.</p>	
<b>12:00</b>	<p>Adjourn Advisory Council Meeting (Board lunch – Student Center 210)</p>	

**1:00 – 3:30 p.m.**  
**Regular Board Meeting**

<b>1:00</b>	<p><u>Convene Board Meeting</u></p> <ul style="list-style-type: none"> <li>Jesus Hernandez, HECB Chair</li> </ul> <p><b>Update: Washington State Economic and Revenue Forecast</b></p> <ul style="list-style-type: none"> <li>Arun Raha, Executive Director, Washington Economic &amp; Revenue Forecast Council</li> </ul>	
<b>1:30</b>	<p><b>Tuition Flexibility Study</b> Engrossed Substitute House Bill 2344 (ESHB 2344) directed the HECB to evaluate “tuition flexibility options” for the state’s public baccalaureate institutions. This study is being conducted in collaboration with representatives from the public baccalaureate institutions, the State Board for Community and Technical Colleges, the Council of Presidents, students from the Washington Student Association, and staff representatives from the Office of Financial Management and the Legislature. The Board will review a draft state-level tuition policy formulated by the study representatives.</p>	<b>3</b>
<b>2:30</b>	<p><u>Consent Items</u></p> <p><b>Approval of July 28, 2009 Meeting Minutes</b></p> <p><b>New Degree Programs for Approval:</b></p> <ul style="list-style-type: none"> <li><b>UW Bothell, Conversion of Eight Bachelor of Arts in Interdisciplinary Studies Options into Degrees</b> The University of Washington Bothell seeks approval to convert eight options within its existing Bachelor of Arts in Interdisciplinary Studies into degrees beginning fall 2010. The conversion to degrees would increase</li> </ul>	<b>4</b>  <b>5</b>

program visibility to potential students and better recognize the achievement of graduates. Although a single staff review document covers all eight conversions, the first two conversions merit separate resolutions because the corresponding options have existed for a year or less.

***Resolution 09-16: Bachelor of Arts in Environmental Studies***

***Resolution 09-17: Bachelor of Arts in Interdisciplinary Arts***

The remaining six conversions are covered in a single combined resolution since the corresponding options have established multi-year track records.

***Resolution 09-18:***

- ✓ Bachelor of Arts in American Studies
- ✓ Bachelor of Arts in Global Studies
- ✓ Bachelor of Arts in Society, Ethics, and Human Behavior
- ✓ Bachelor of Arts in Culture, Literature, and the Arts
- ✓ Bachelor of Arts in Science, Technology, and Society
- ✓ Bachelor of Arts in Community Psychology

**- UW Bothell, Master of Education in Educational Leadership**

***Resolution 09-19***

The University of Washington Bothell seeks approval to offer a Master of Education in Educational Leadership degree beginning spring 2009. The program would prepare teachers working in instructional leadership roles to become school principals.

**- UW Seattle, Master of Pharmaceutical Bioengineering**

***Resolution 09-20***

The University of Washington seeks approval to offer a Master of Pharmaceutical Bioengineering degree beginning winter 2010. The program would prepare working professionals employed in the biotechnology and pharmaceutical industries to work in a greater range of technical or management settings than they could without the degree.

**- WSU, Master of Science and Doctor of Philosophy in Biological and Agricultural Engineering**

***Resolution 09-21***

Washington State University has submitted a Moderate Degree Change proposal to convert a specialization within its Master of Science in Engineering and Doctor of Philosophy in Engineering Science degrees into a Master of Science in Biological and Agricultural Engineering degree and a Doctor of Philosophy in Biological and Agricultural Engineering degree beginning fall 2009. WSU would make the change, which is essentially a name change, in order to improve the recognition of its graduate program within the field, including recognition by employers and prospective students.

	<p><i>Resolution 09-22</i></p> <p>The Washington Legislature enacted the Degree-Granting Institutions Act in 1986. The Act requires degree-granting institutions operating in Washington to obtain authorization from the Higher Education Coordinating Board unless specifically exempted from authorization requirements. The proposed rules revision corrects grammatical inconsistencies in the current WAC and clarifies language without changing its effect.</p>	
<b>2:40</b>	<p><u>Education Committee</u> San Smith, Chair</p> <p><b>Discussion and Action: Proposed Revisions to Minimum College Admission Standards</b> <i>Resolution 09-23</i></p> <p>The HECB is required by state law to establish minimum college admission standards for all Washington public baccalaureate institutions. The proposed revisions are intended to encourage students to enroll in challenging coursework throughout their high school careers, a goal that was reaffirmed in the <i>2008 Strategic Master Plan for Higher Education</i>.</p>	<b>10</b>
<b>3:00</b>	<p><u>Report of the Executive Director</u> Ann Daley will provide an update on agency activities.</p> <p><b>Guaranteed Education Tuition (GET) Report</b></p> <ul style="list-style-type: none"> <li>• 2009 Enrollment Kickoff</li> <li>• Status Report: GET Actuarial Study</li> </ul>	<b>11</b>
	<p><u>Public Comment</u> <i>A sign-in sheet is provided for public comment on any of the items above.</i></p>	
<b>3:30</b>	<u>Adjournment</u>	

**Remaining 2009 HECB Meetings**

October 27, Tuesday 9:00 – 12:00	Advisory Council Meeting	UW Tacoma Student Assembly Hall
October 27, Tuesday 1:00 – 4:00	Regular Board Meeting	
November 19, Thursday 1:00 – 4:30	Regular Board Meeting ( <i>joint meeting with WETCB, 10-12 noon</i> )	Renton Technical College Business Technology Bldg.
December 25, Tuesday 9:00 a.m. – 12:00 noon	Regular Board Meeting	Highline Community College Bldg. 8, Mt. Constance

**Remaining 2009 System Design Plan Meetings**

October 19, Monday	9 :00 – tbd	Pierce College Puyallup MPR A, College Center
November 19, Thursday 1:00 – 4:30	HECB Meeting (The Board is scheduled to take action on the System Design Plan)	Renton Technical College Business Technology Bldg H103-104

# Washington State Economic & Revenue Outlook

Presented to  
Higher Education Coordinating Board

Arun Raha  
Chief Economist & Executive Director

September 29, 2009  
Seattle, Washington





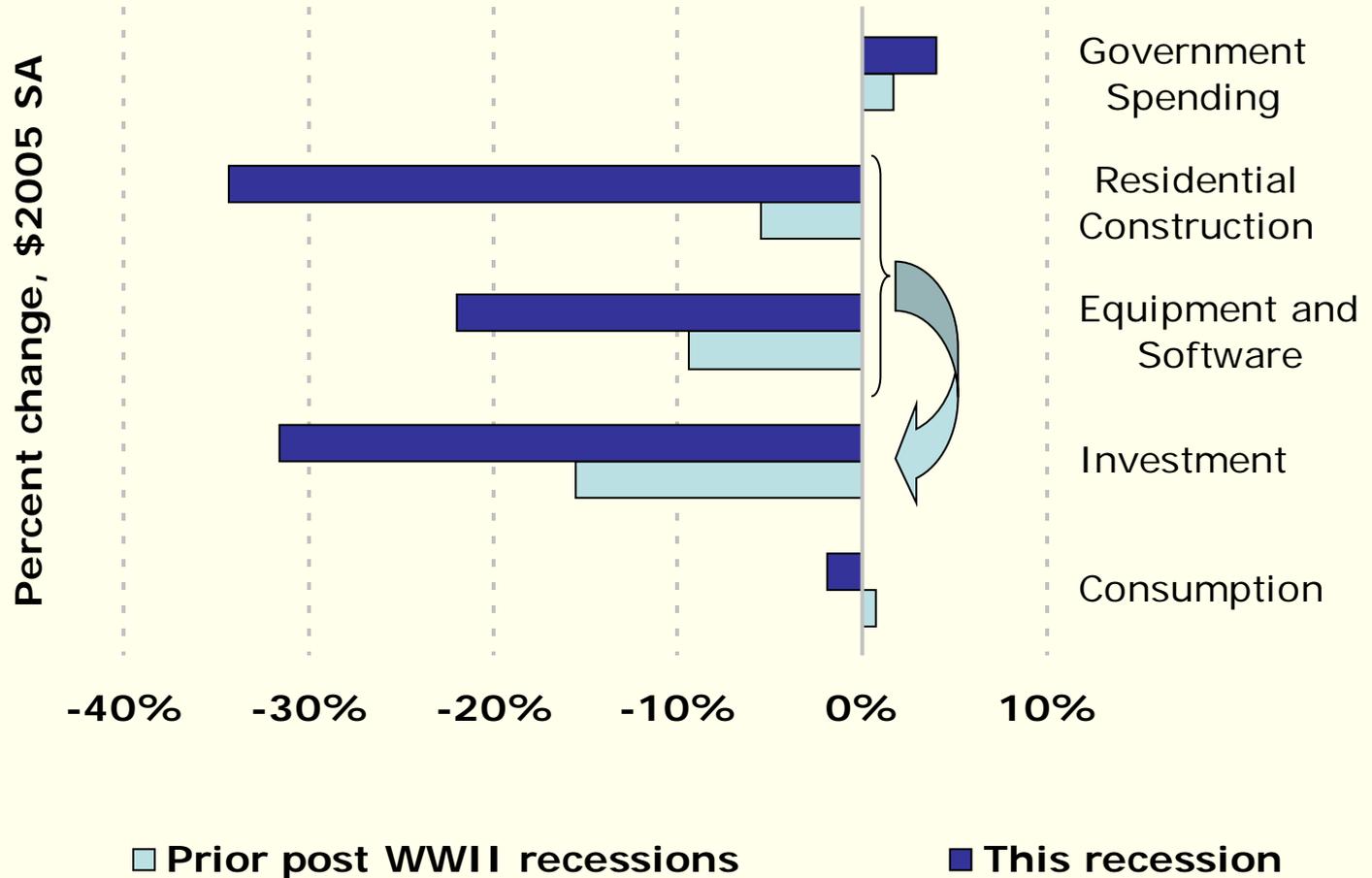
# Summary

- It is almost certain that the recession in both the national and state economies is now over
- The recovery is still fragile, and risks remain
  - Real estate, especially commercial
  - Banking, particularly local and regional banks
  - Consumer spending
- On the upside, a synchronized global recovery now unfolding, means exports will kick in earlier in the cycle
- In terms of the economy, we are where we thought we'd be in June, but consumer spending and revenue collections are lagging the recovery



# This recession has seen the sharpest drop in both consumption and investment

Peak to trough decline in GDP components



Source: BEA, NBER, ERFC; data through 2009Q2

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29 Sep 2009

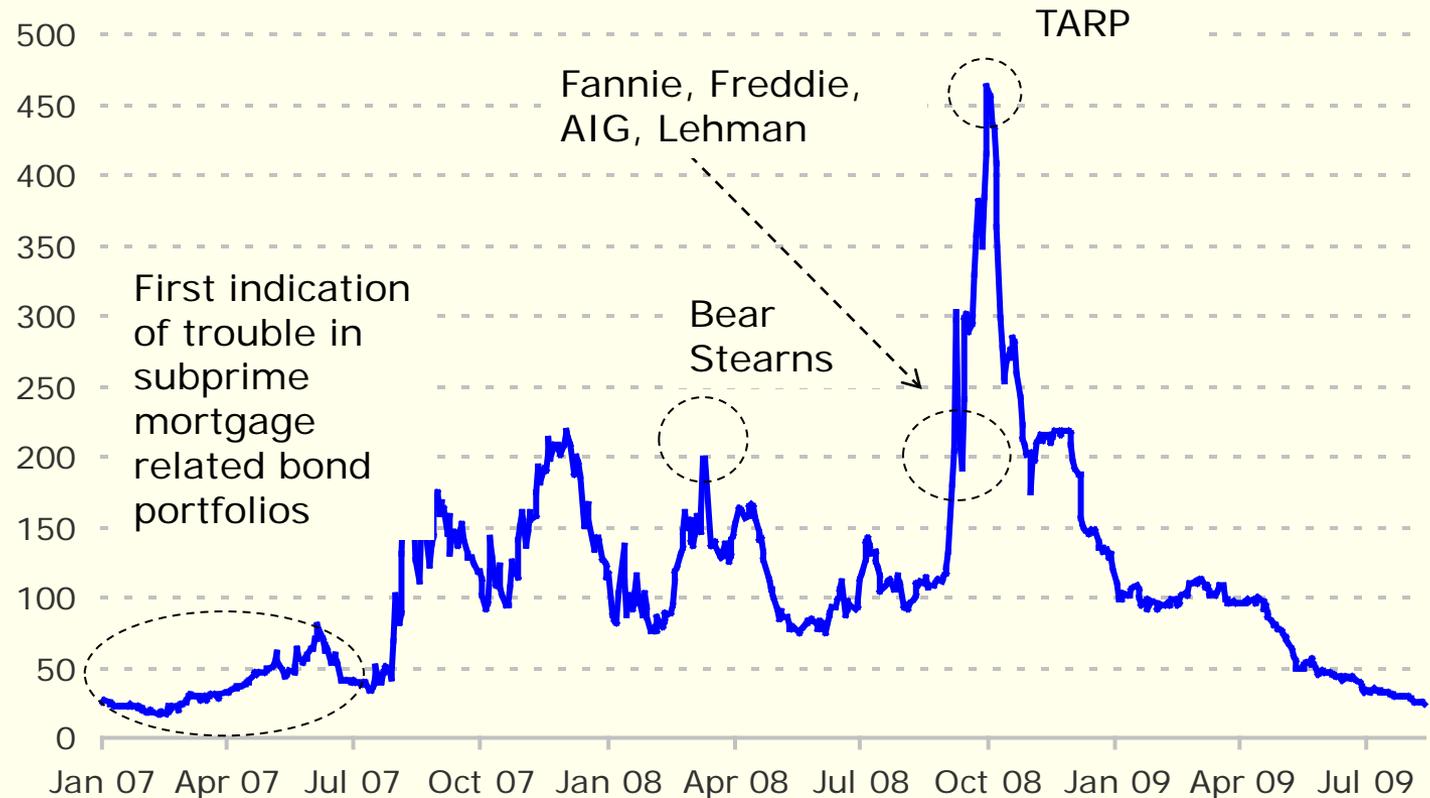


# Inter-bank lending has returned to normal

The spread indicates the premium banks have to pay to borrow from each other

## USD 3m LIBOR - 3m US T-bill Spread

Basis Points



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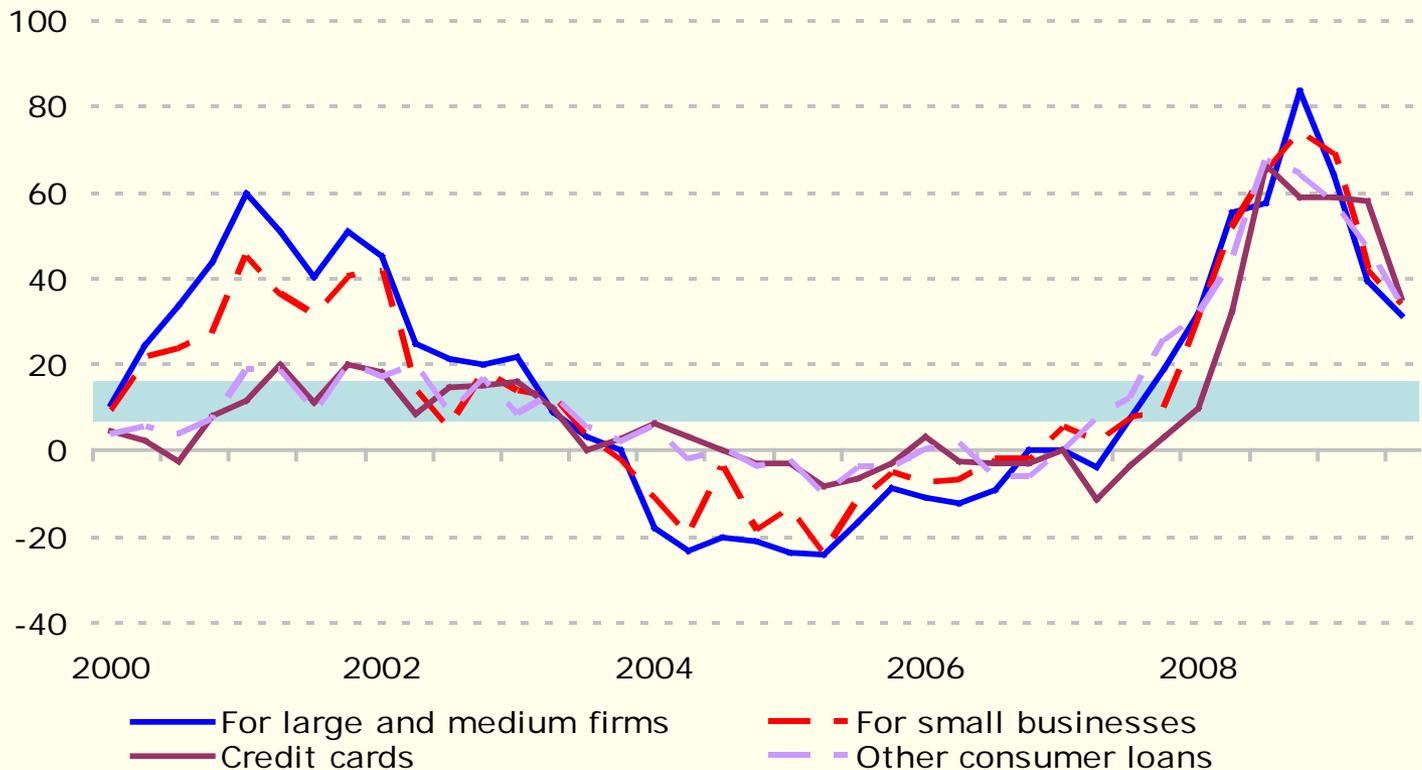
Source: British Bankers Association, US Federal Reserve Bank, ERFC; data through August 21, 2009



# Bank lending to businesses and consumers is easing

## Net Tightening minus Easing

Percent



Source: Federal Reserve Board, Senior Loan Officers Quarterly Survey, data through July 2009 survey

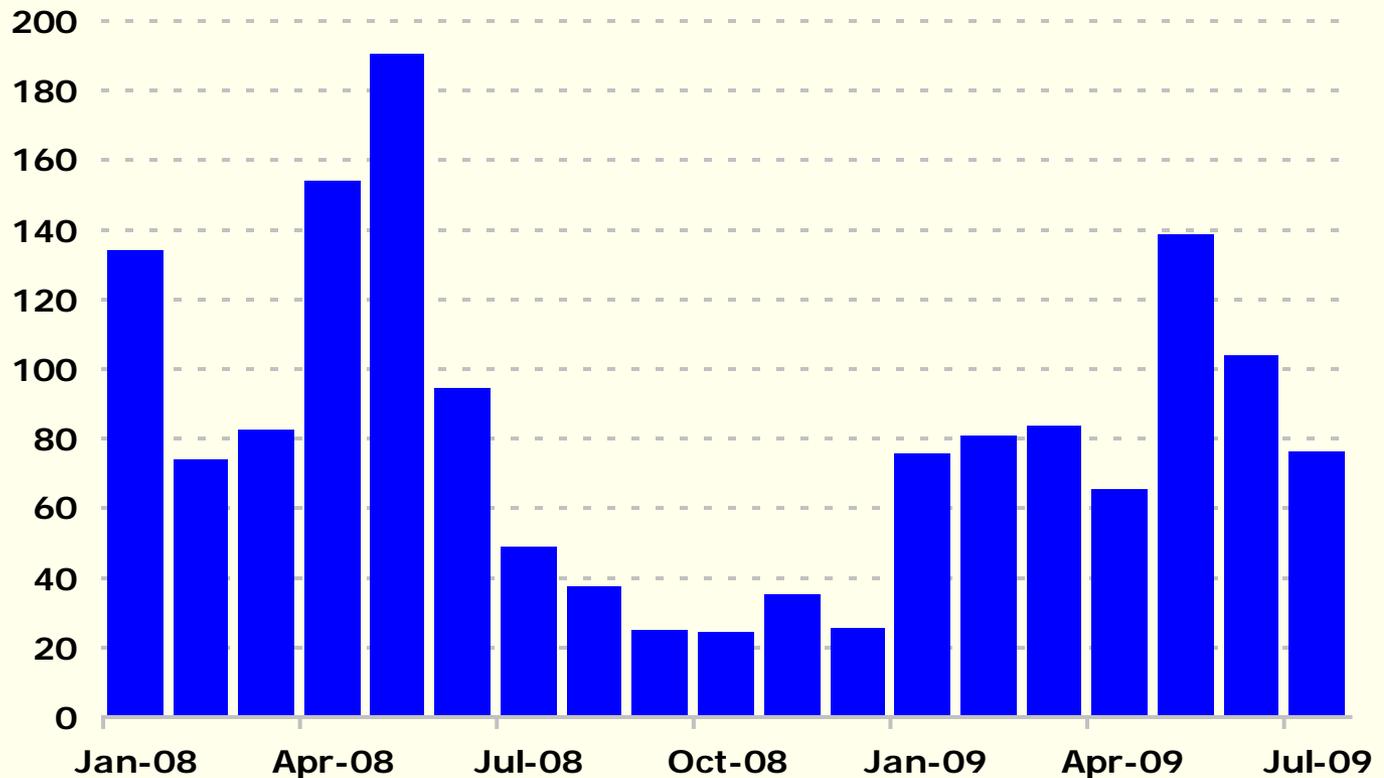


# Corporate bond issuance volume has recovered sharply

Q/Q  
growth  
2008  
Q4: -46%

2009  
Q1: 140%  
Q2: 50%

USD, billions



Source: SIFMA, revised data through July 2009

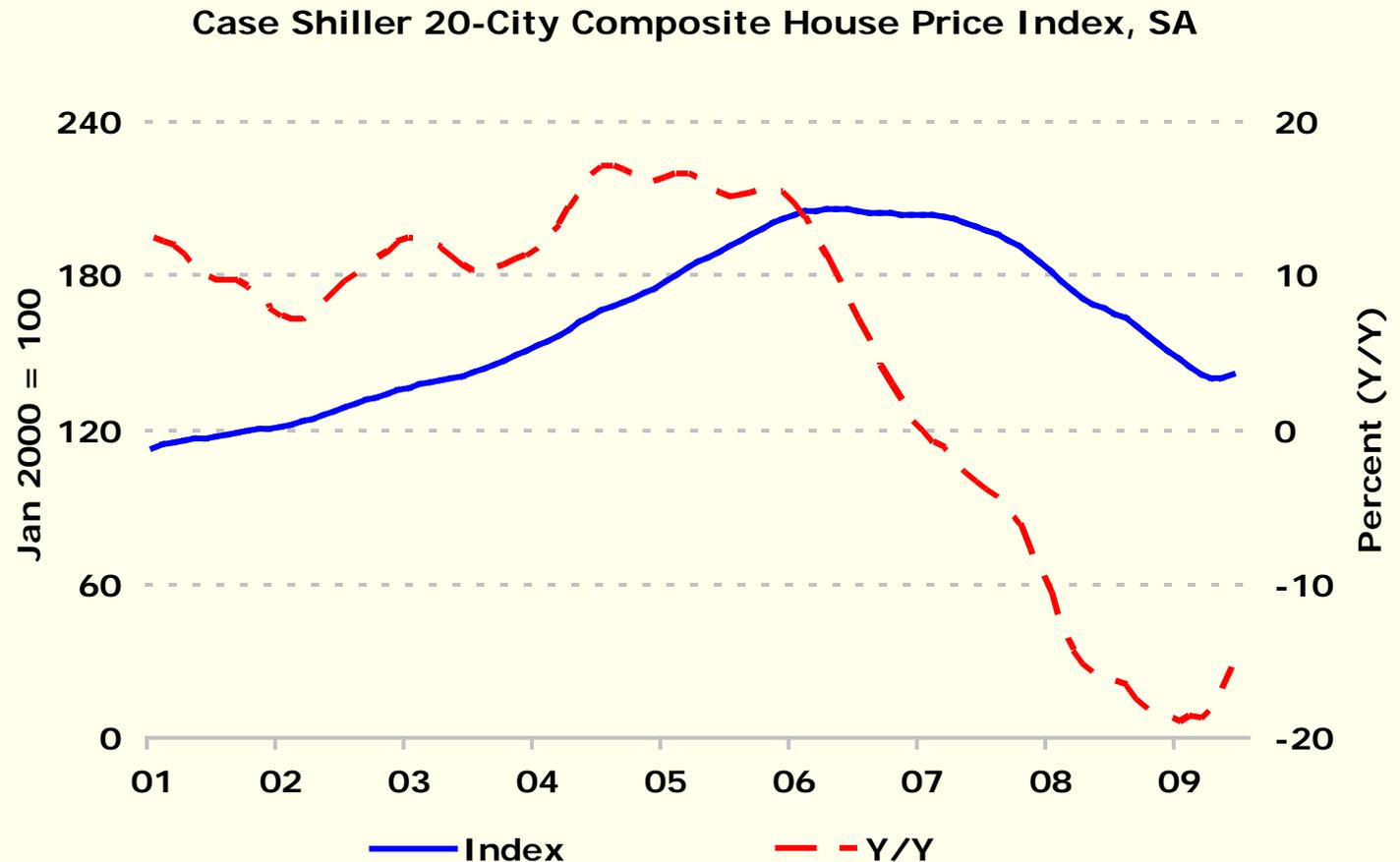
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# Home prices nationally have reached a point of inflection

Home prices are now showing a slower rate of Y/Y decline

Home prices increased from May to June



Source: S&P/Case-Shiller; data through June 2009

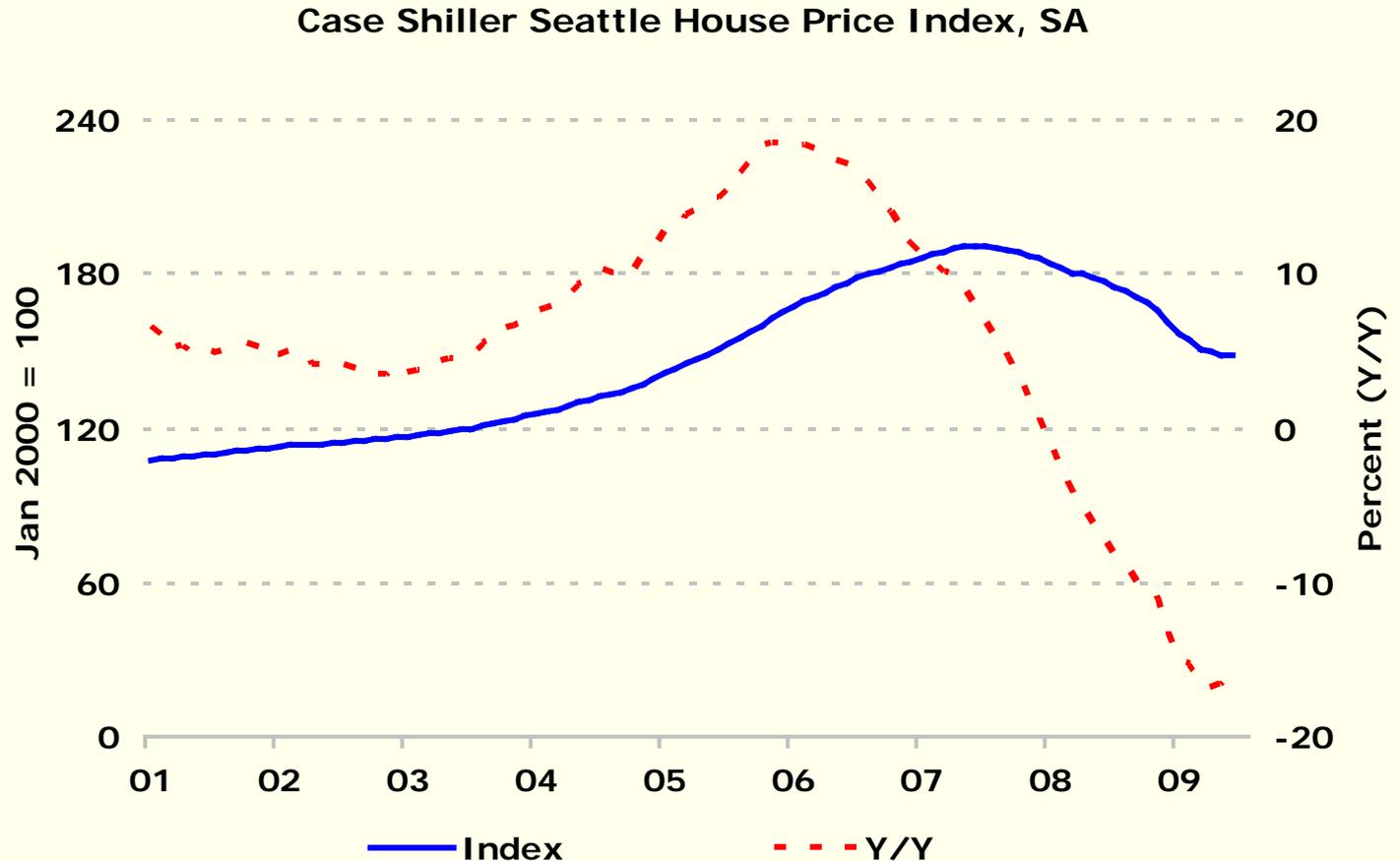
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# Home prices in Seattle appear to be leveling off, but lag the nation in the turnaround

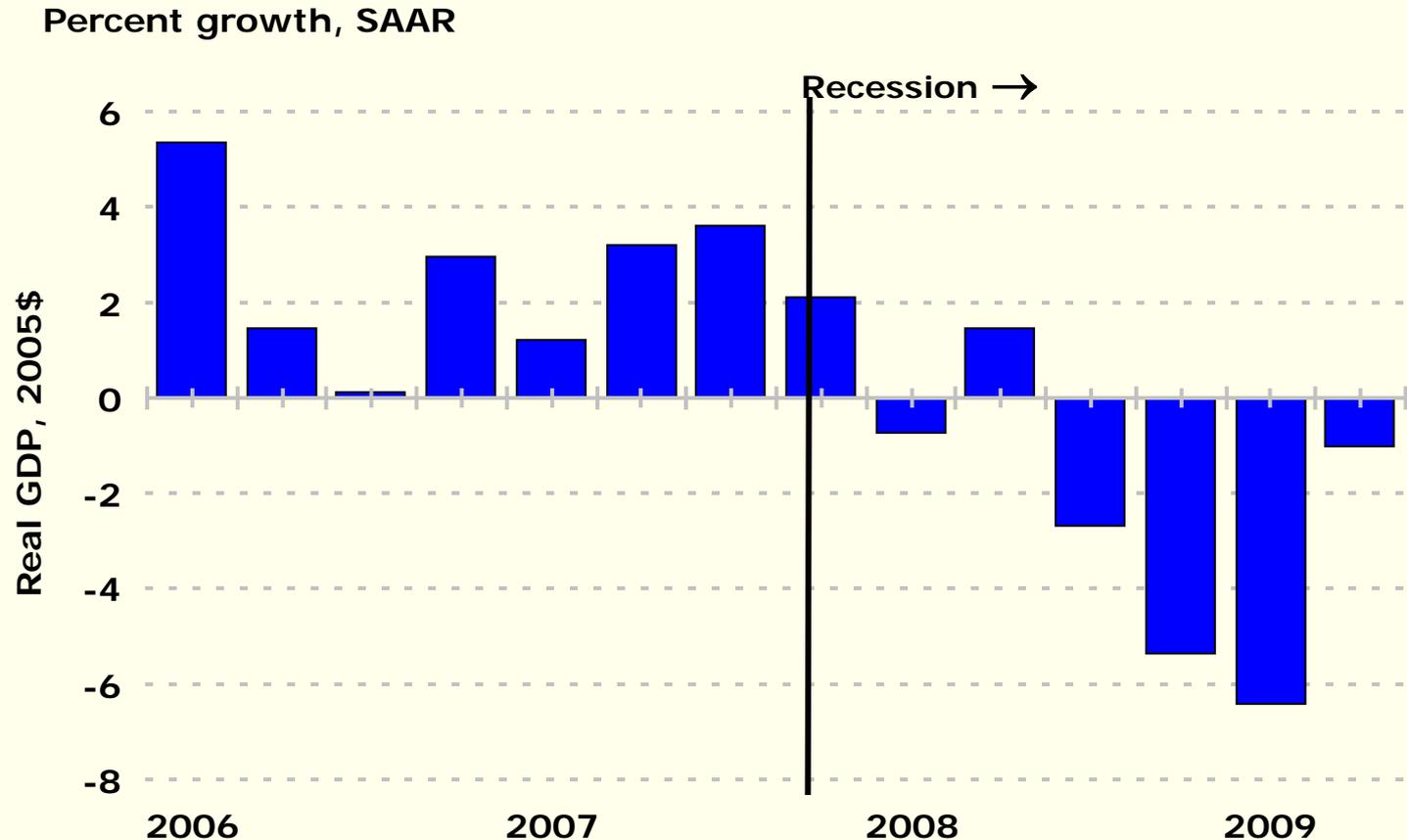
## Seattle Home Prices



Source: S&P/Case-Shiller; data through June 2009



# The rate of decline in national GDP is moderating



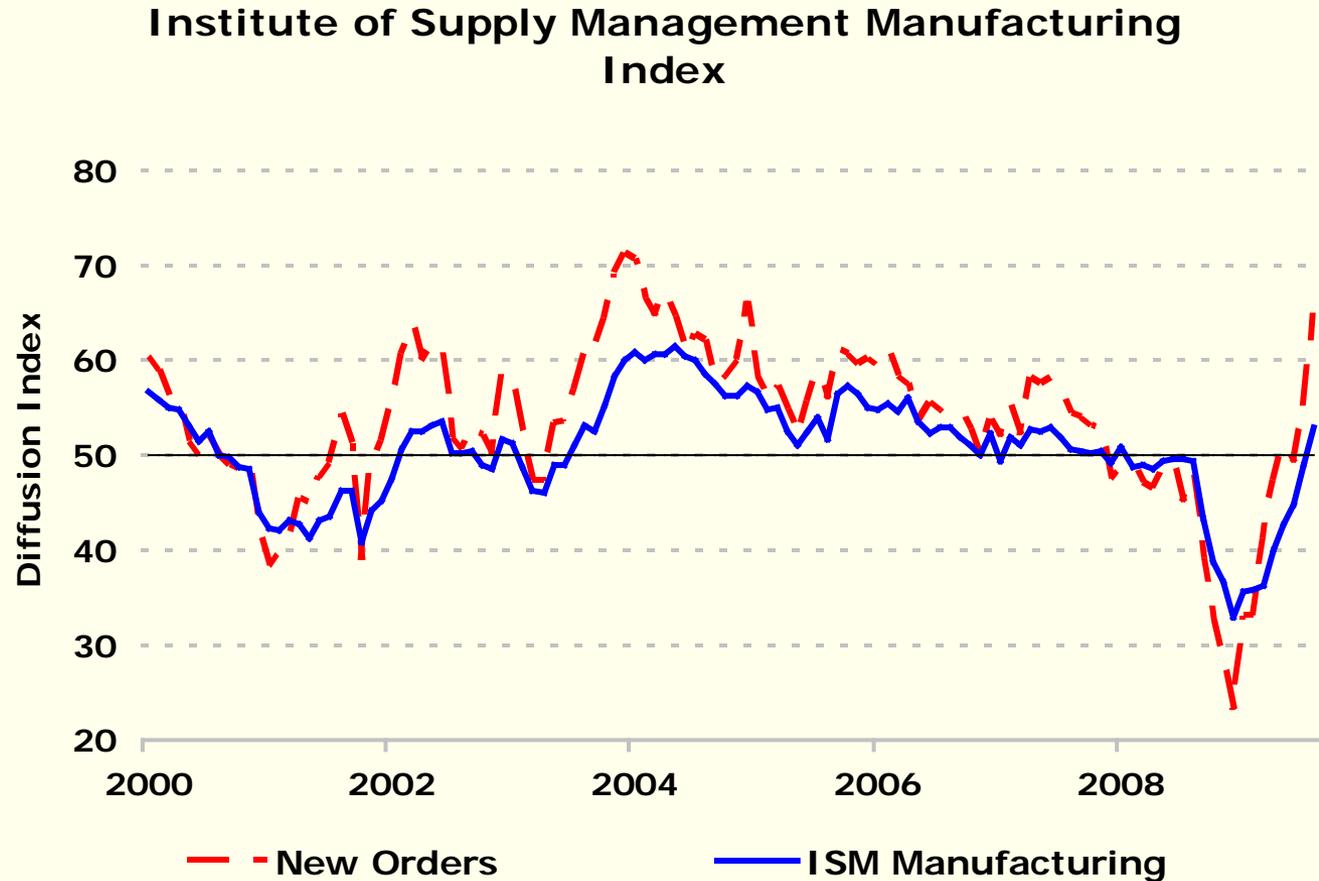
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Source: BEA, data through 2009 Q2, preliminary



# The manufacturing sector is seeing a rebound

Index > 50  
means  
growth



Source: ISM; data through August 2009

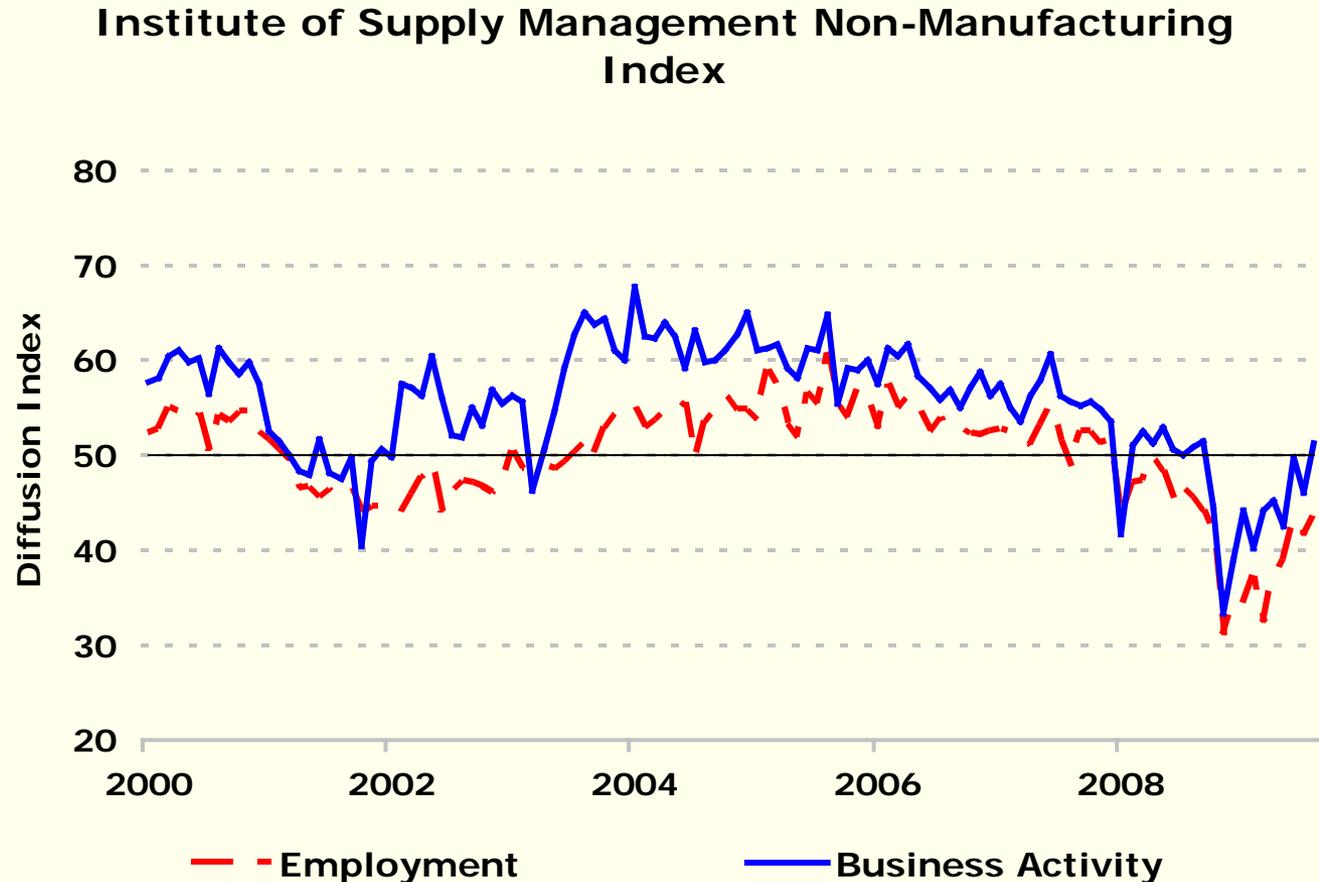
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Slide 9



# The services sector shows a weak employment picture, but activity has started to grow

Index > 50  
means  
growth



Source: ISM; data through August 2009

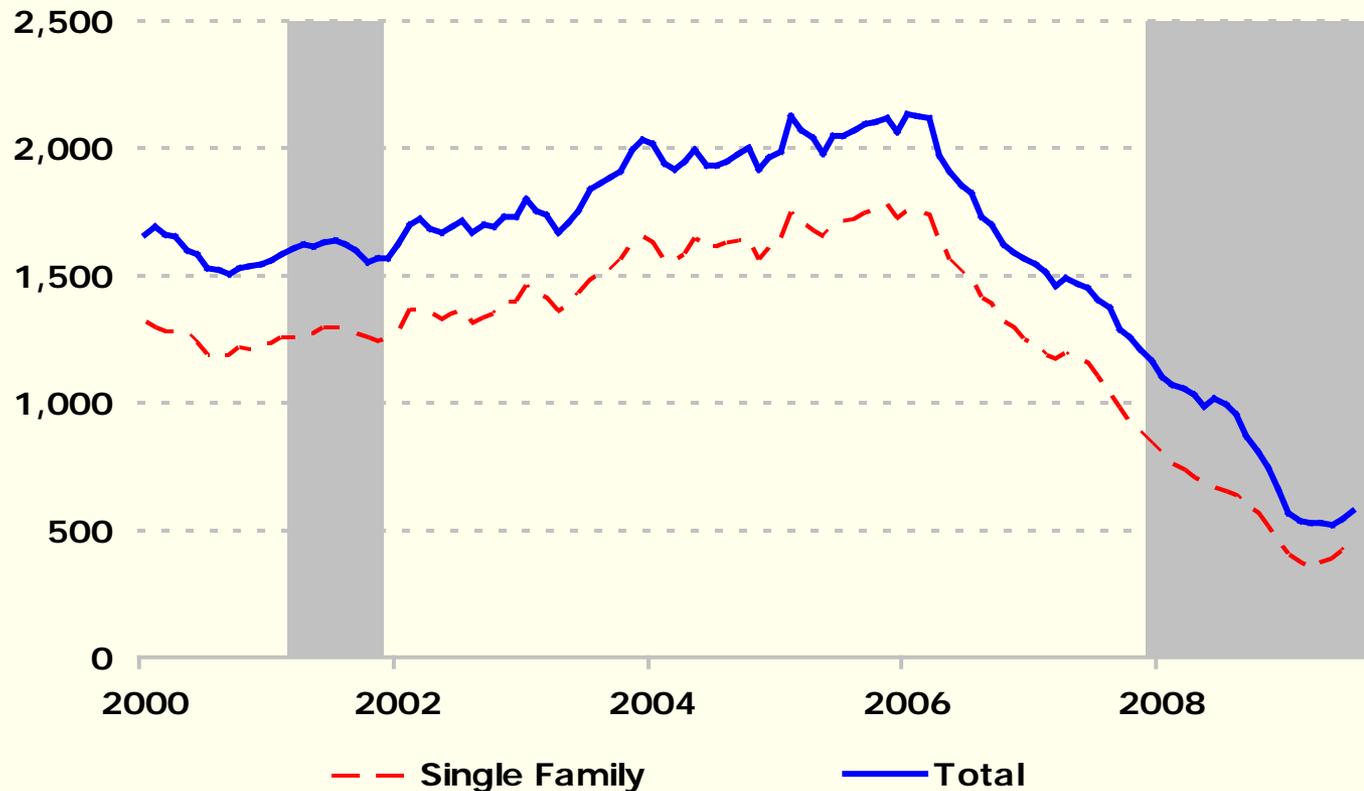
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# U.S. housing starts appear to have turned the corner

Thousands, SA, 3MMA

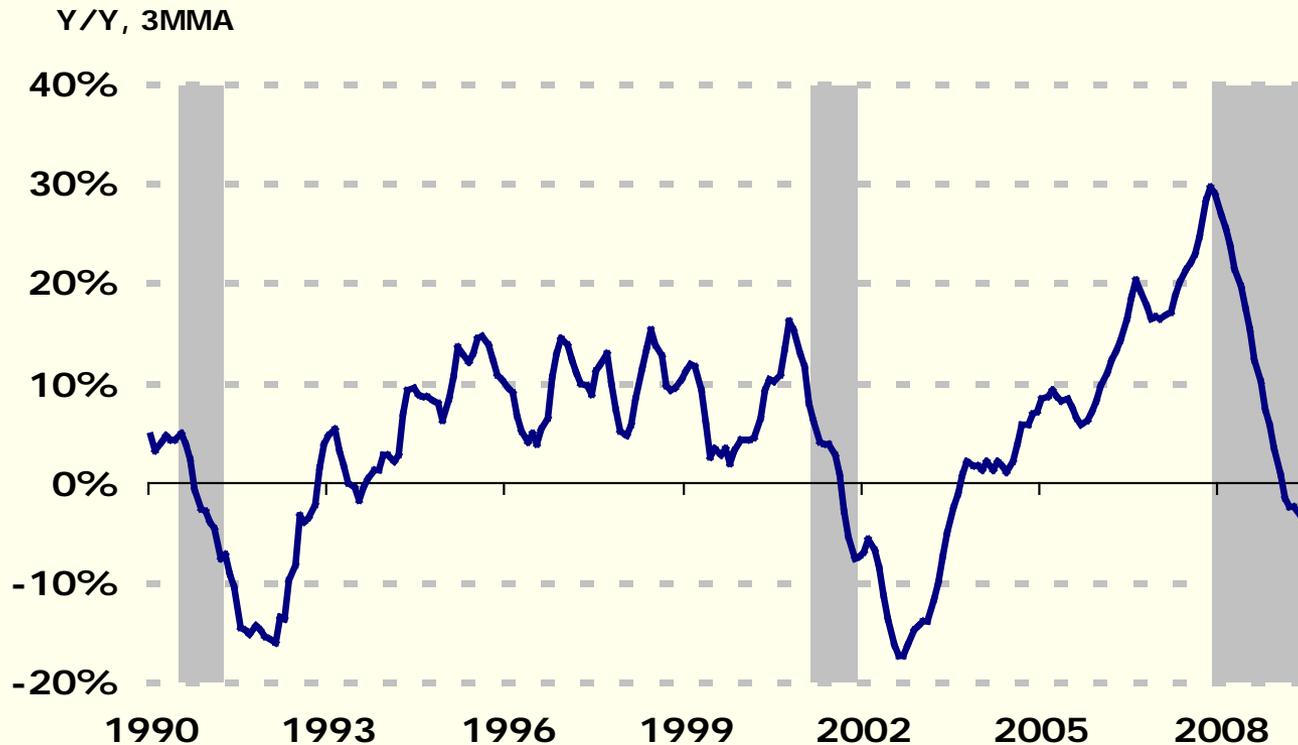


Source: U.S. Census Bureau; data through July 2009



# There is further downside to the non-residential downturn

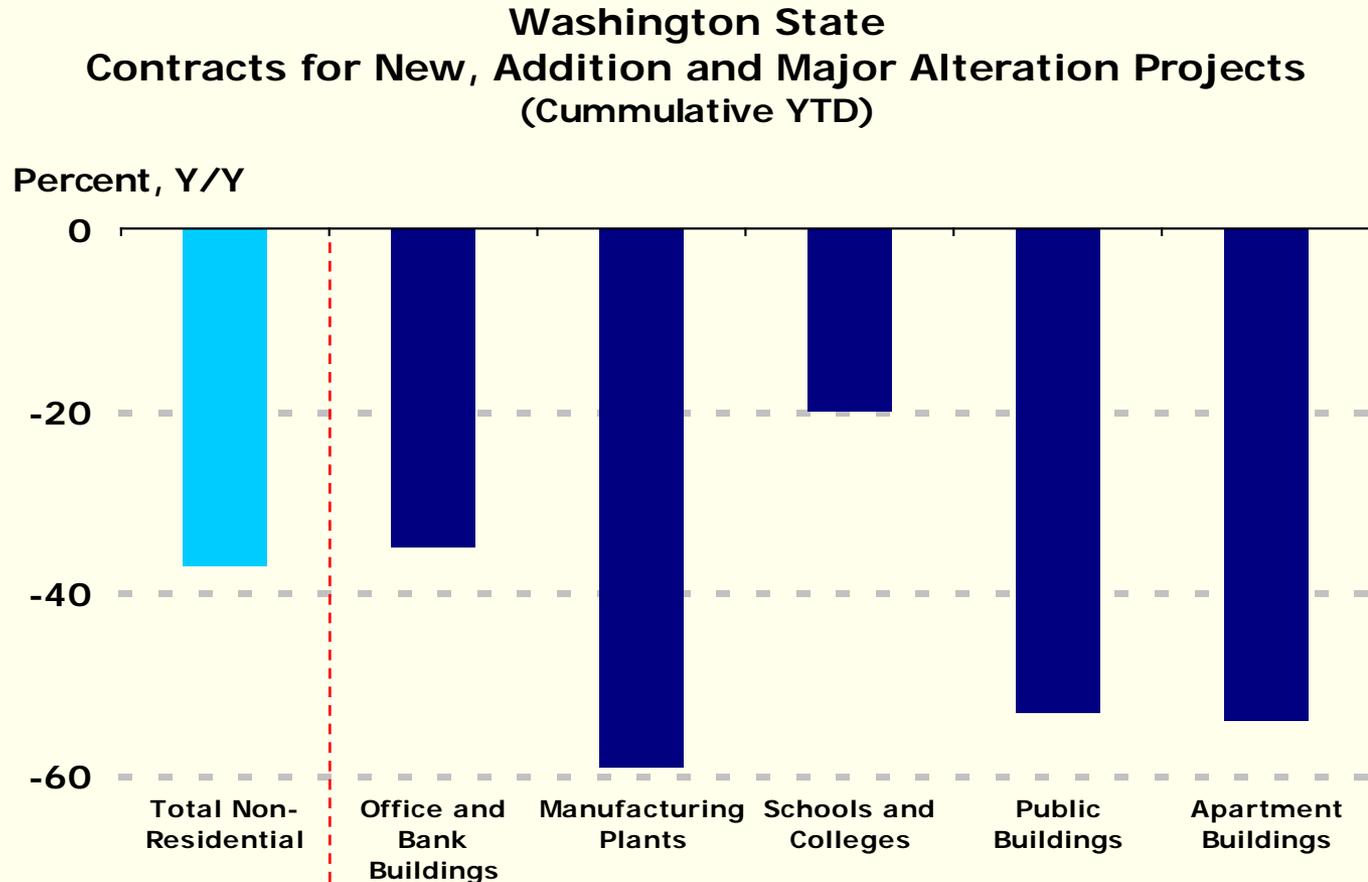
Construction Put In Place, Private Non-Residential  
\$ millions SAAR



Source: Bureau of the Census, ERFC; data through June, 2009



# Contract data indicate WA non-res construction will remain weak

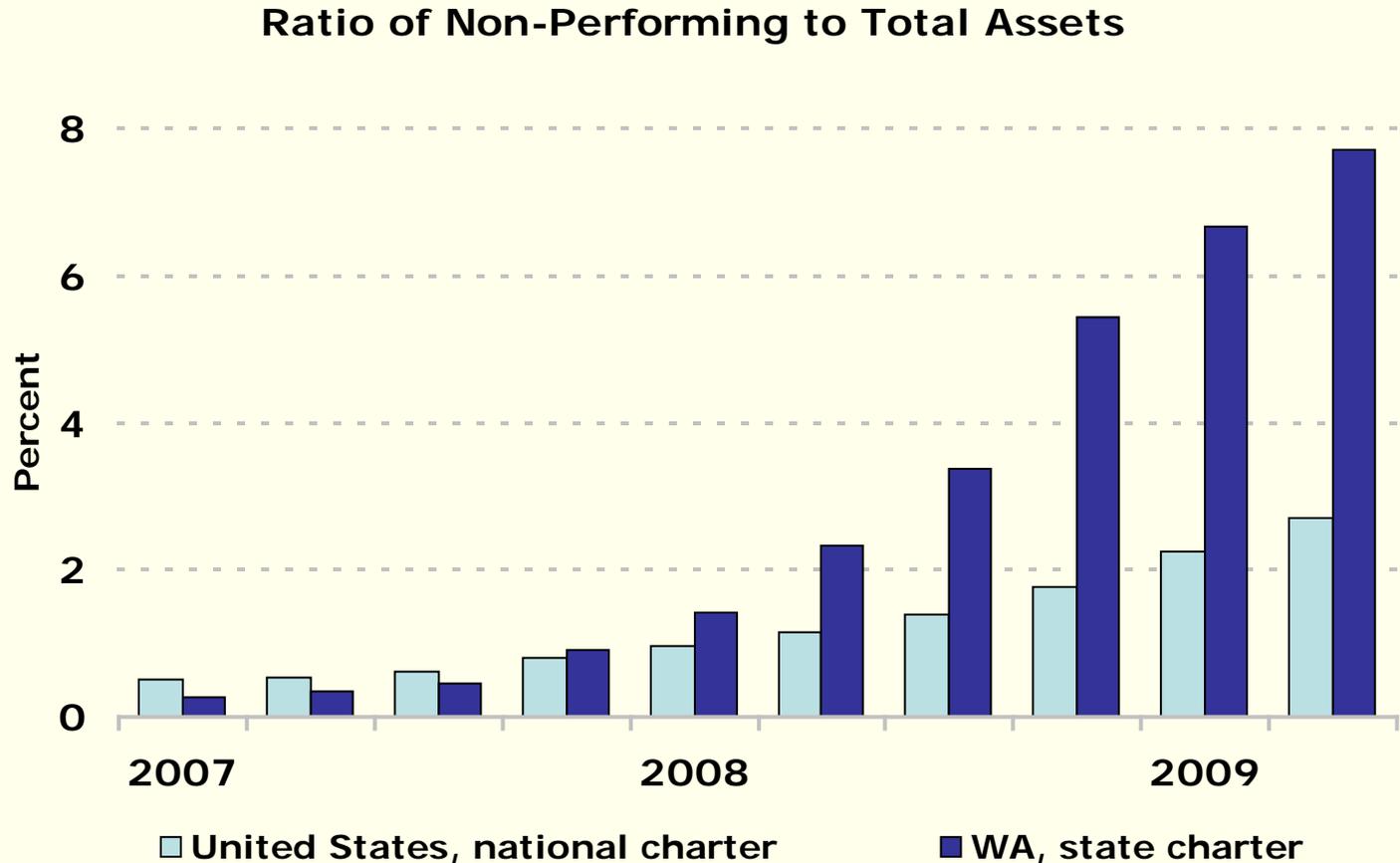


Source: McGraw-Hill Construction, data through August, 2009



# State chartered banks in Washington have experienced faster deterioration in asset quality than national banks

This is generally true for state chartered banks in other states as well



Source: FDIC, data through 2009 Q2.



# We are witnessing an unprecedented global recovery

These economies represent 32% of global GDP.

The US is 25% of global GDP

	GDP share	Q/Q, SAAR %	
		2009 Q1	2009 Q2
Japan	8.0%	-14.2	3.7
China	6.2%	5.6	16.0
Germany	6.0%	-13.4	1.3
France	4.7%	-5.7	1.2
India	2.0%	7.0	6.5
Korea	1.9%	0.5	9.7
Indonesia	0.8%	3.7	5.3
Taiwan	0.7%	-3.2	9.1
Thailand	0.4%	-7.2	9.6
Hong Kong SAR	0.4%	-14.7	13.8
Malaysia	0.3%	-17.7	13.2
Singapore	0.3%	-12.2	20.7
Philippines	0.3%	-7.1	11.0

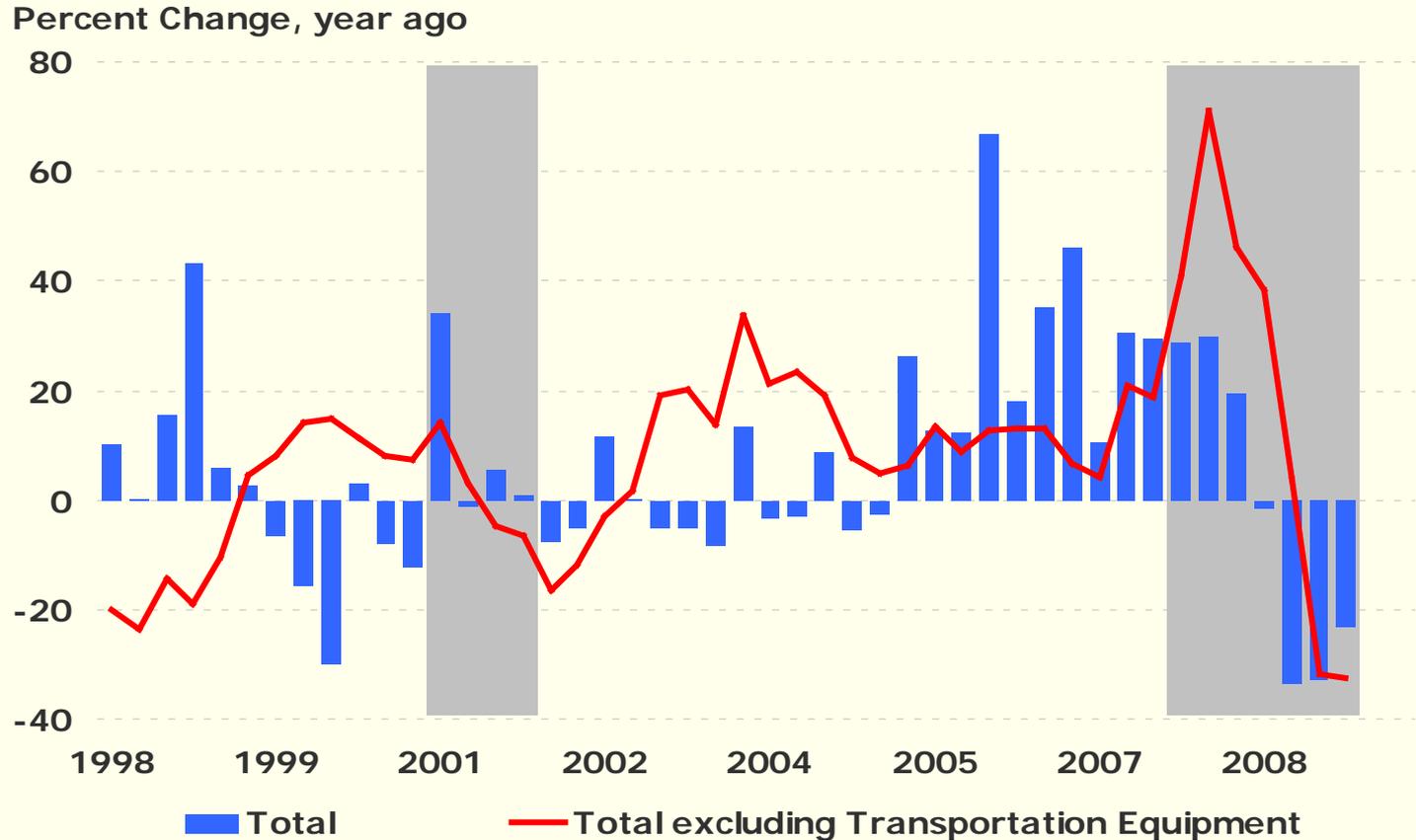
Source: IMF, ERFC

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# Exports may help the state recover earlier in the cycle than we expected

2009 Q2 shows improvement over 2009 Q1 due to transportation equipment



Source: Wisier Trade Data; through 2009 Q2

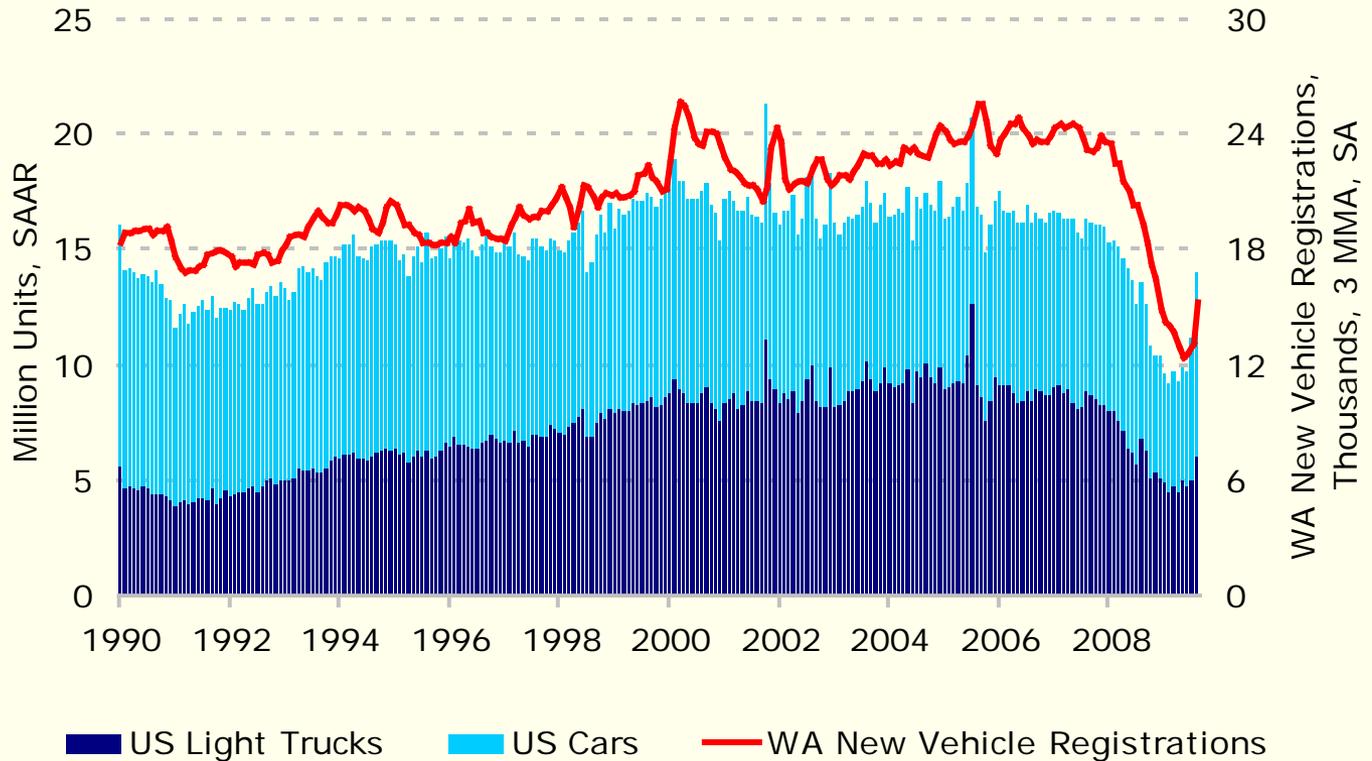
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# Automotive sales have ticked up nationally, and in the state

June boost from closing dealerships;

July and August boost from "cash for clunkers"

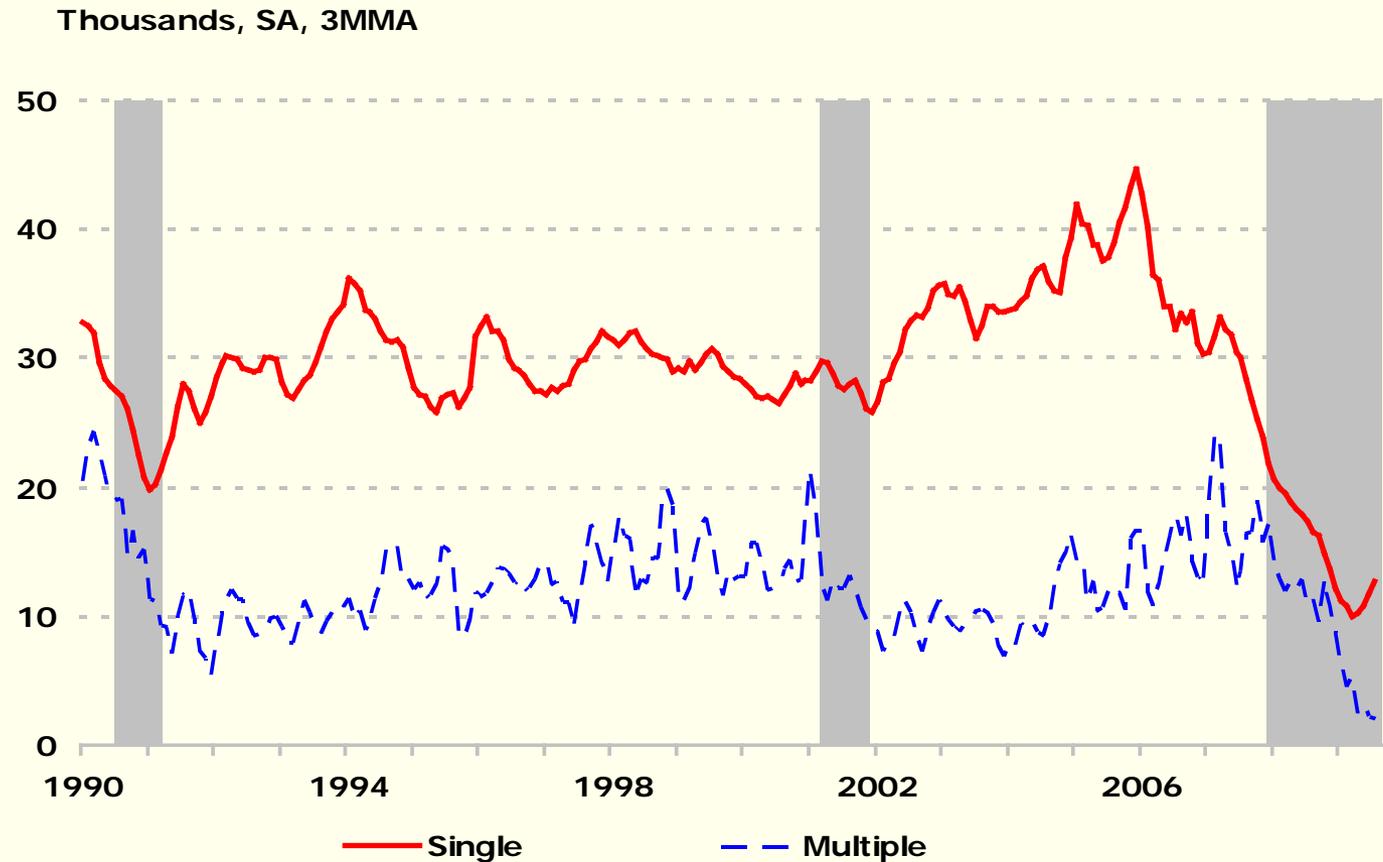


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Source: Autodata Corporation, WA DOL, ERFC estimate; data through August 2009



# WA single family building permits are showing signs of stabilization



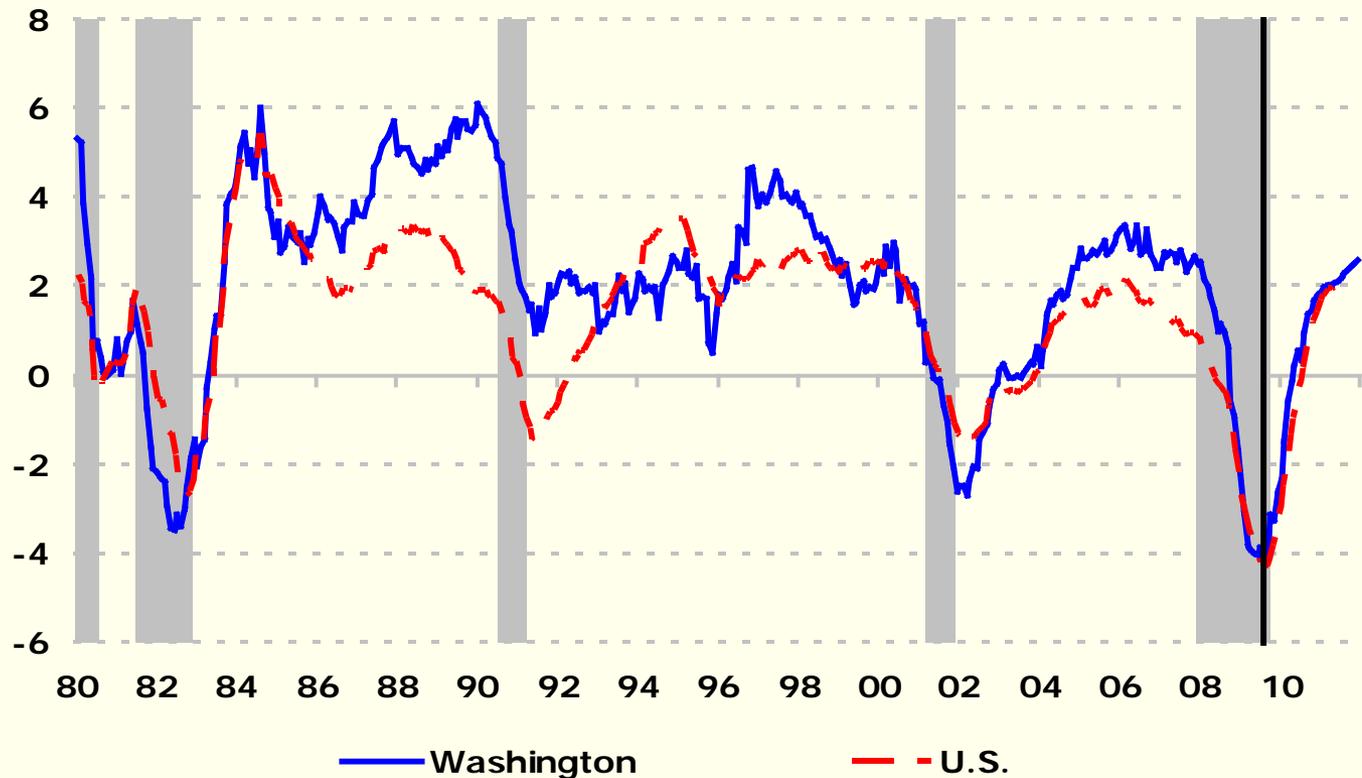
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Source: U.S. Census Bureau; data through July 2009



# WA employment lagged the nation in the downturn, and will recover a little faster than the nation

Percent change, year ago



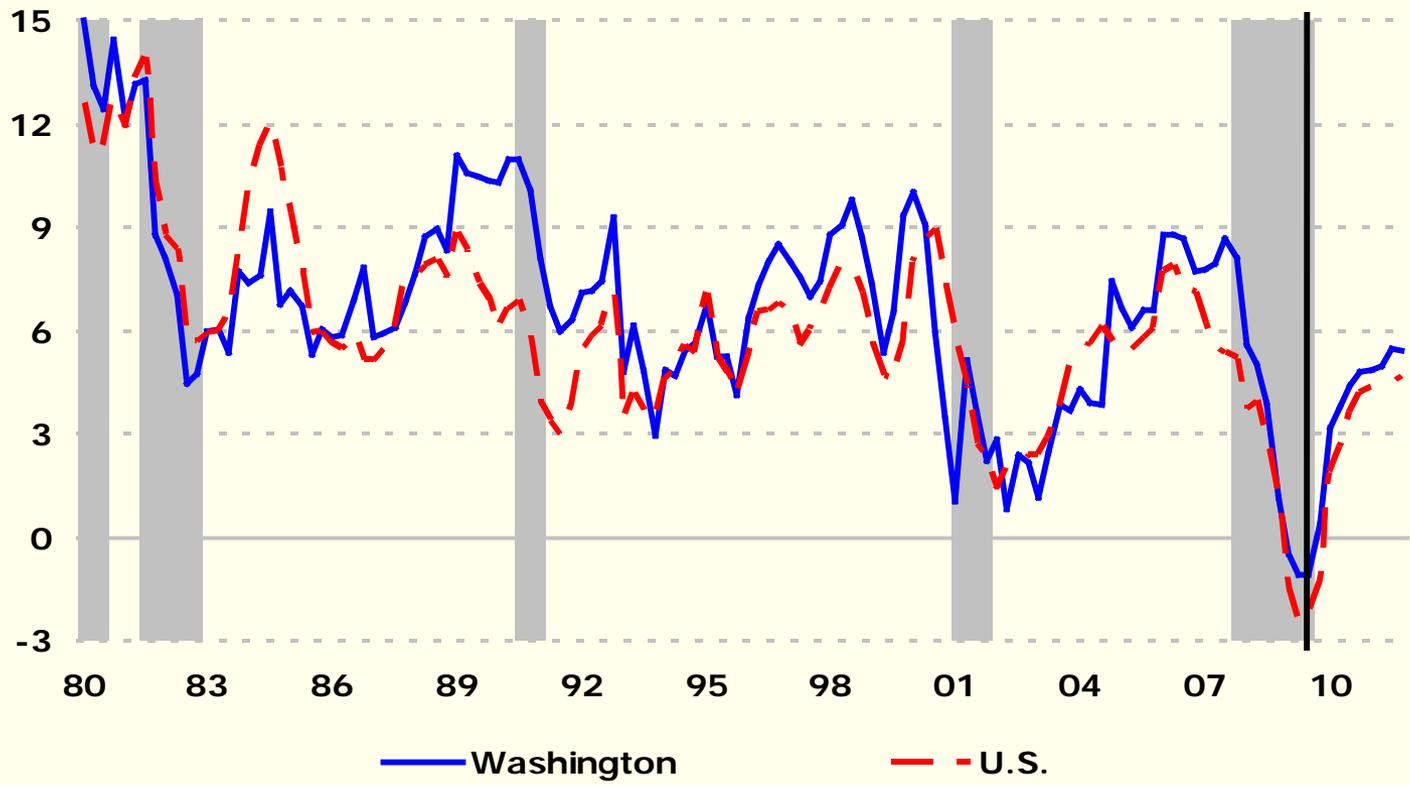
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Source: ERFC September 2009 forecast; actual through August 2009 (unpublished)



# The recovery in WA personal income growth is expected to be better than the nation's

Percent change, year ago

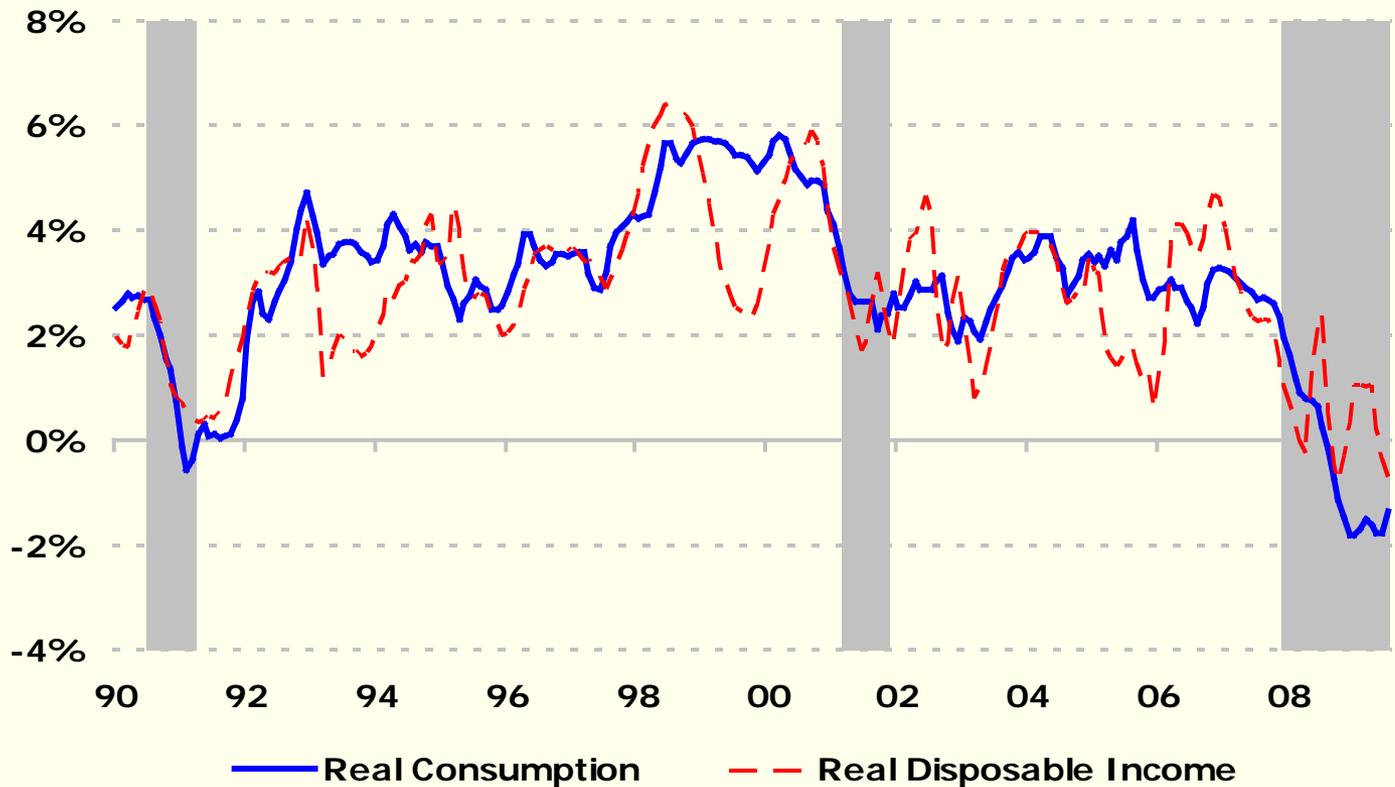


Source: ERFC September 2009 forecast; actual data through 2009Q1



# Recovery in revenue depends on consumer spending – still a wildcard

3 MMA, Y/Y percent



Source: BEA, data through June 2009.

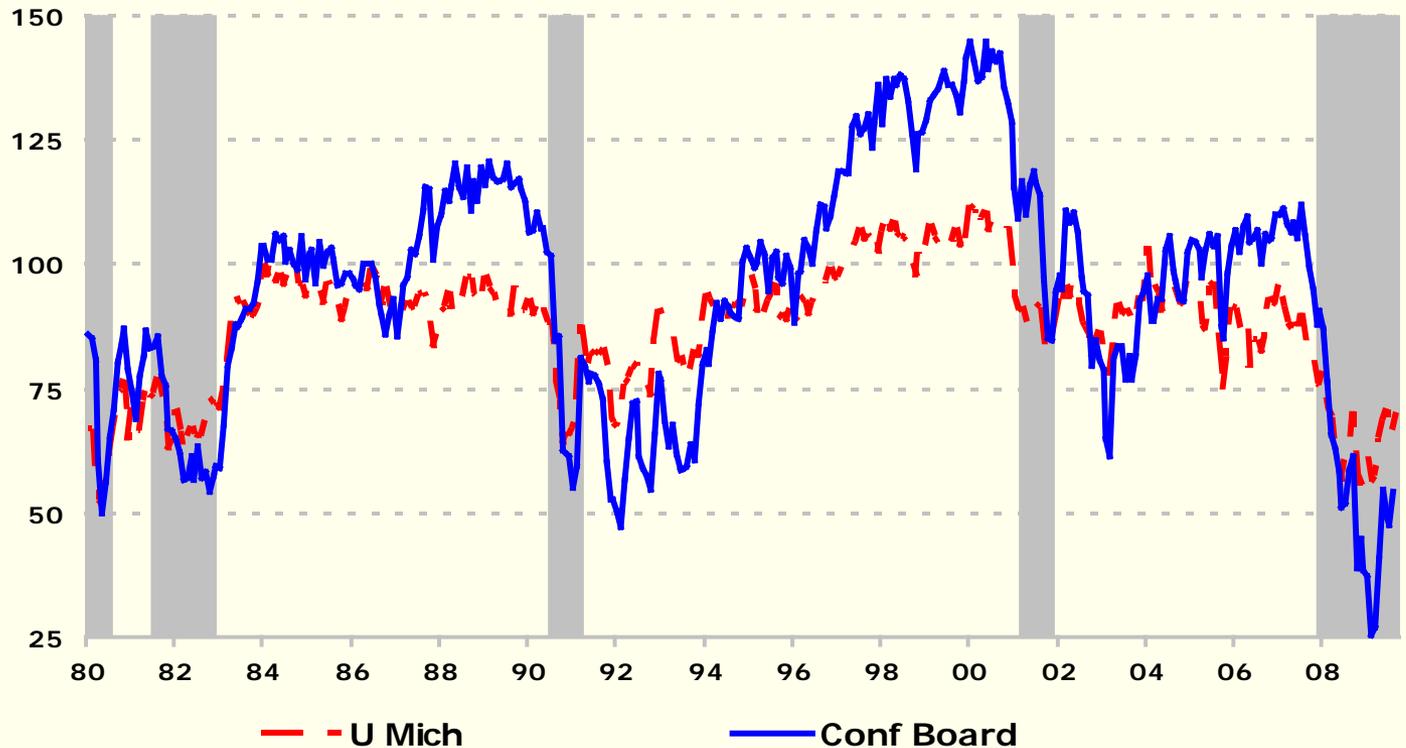


# Consumer confidence is still in recessionary territory, but improving

Index

Mich: 1966Q1 = 100, SA

Conf Board: 1985 = 100, SA

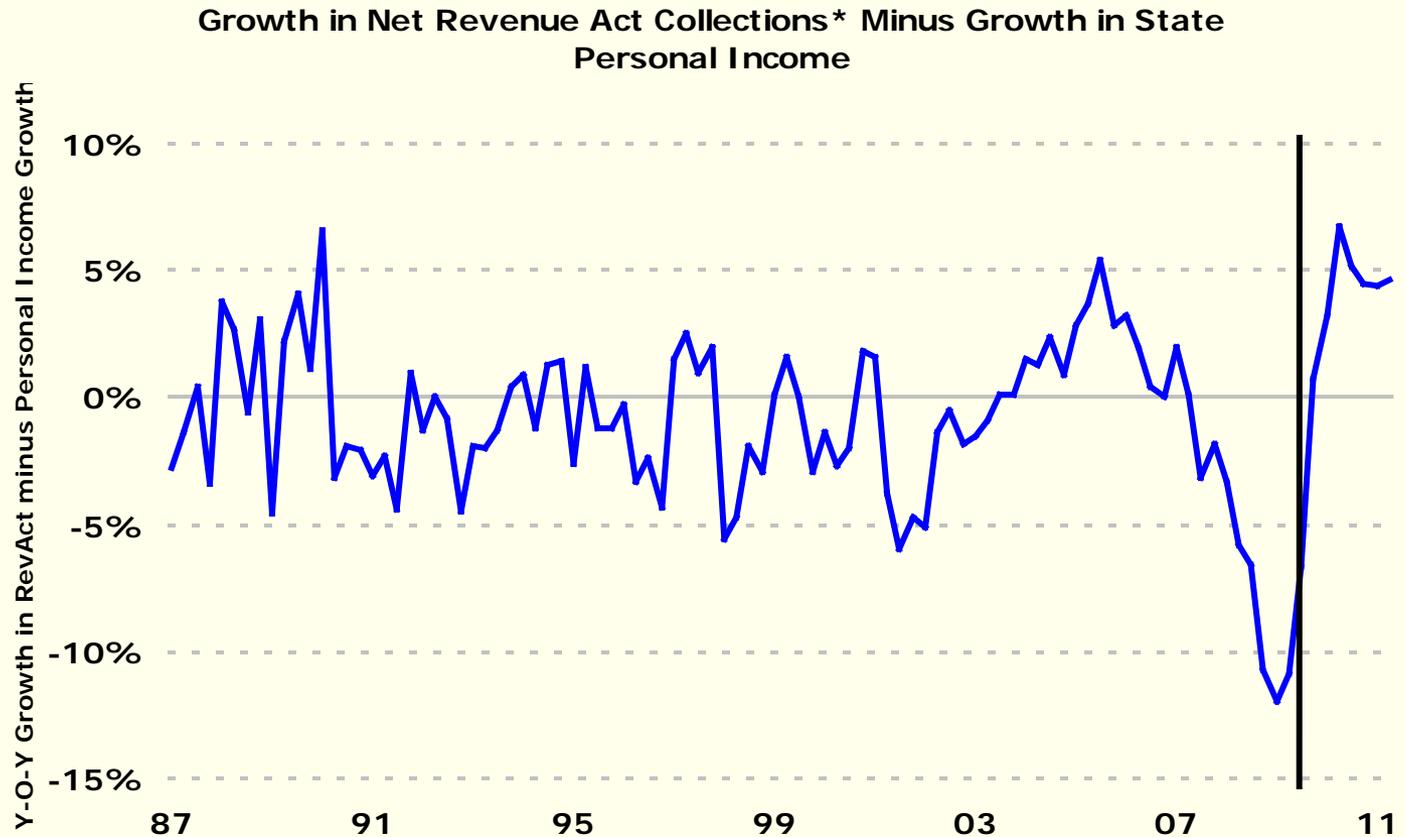


Source: University of Michigan; Conference Board, data through August 2009.



# Revenue growth relative to income growth is turning around

\* Adjusted for new legislation and special factors



Source: ERFC forecast; actual data through 2009Q2

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# Forecast changes: General Fund State, 2009-2011 biennium

**June Forecast:**  
 USD Millions  
**\$29,834 million**

USD millions	September '09 Forecast				Total Change*
	<u>Collection Experience</u>	<u>Non-economic Change</u>	<u>Forecast Change</u>	<u>Forecast</u>	
Dept. of Revenue	(\$76)	(\$46)	(\$101)	\$28,138	(\$223)
All other agencies	\$1	\$0	(\$9)	\$1,465	(\$8)
<b>Total GF-S</b>	<b>(\$75)</b>	<b>(\$46)</b>	<b>(\$110)</b>	<b>\$29,603</b>	<b>(\$231)</b>

\* Detail may not add to total due to rounding

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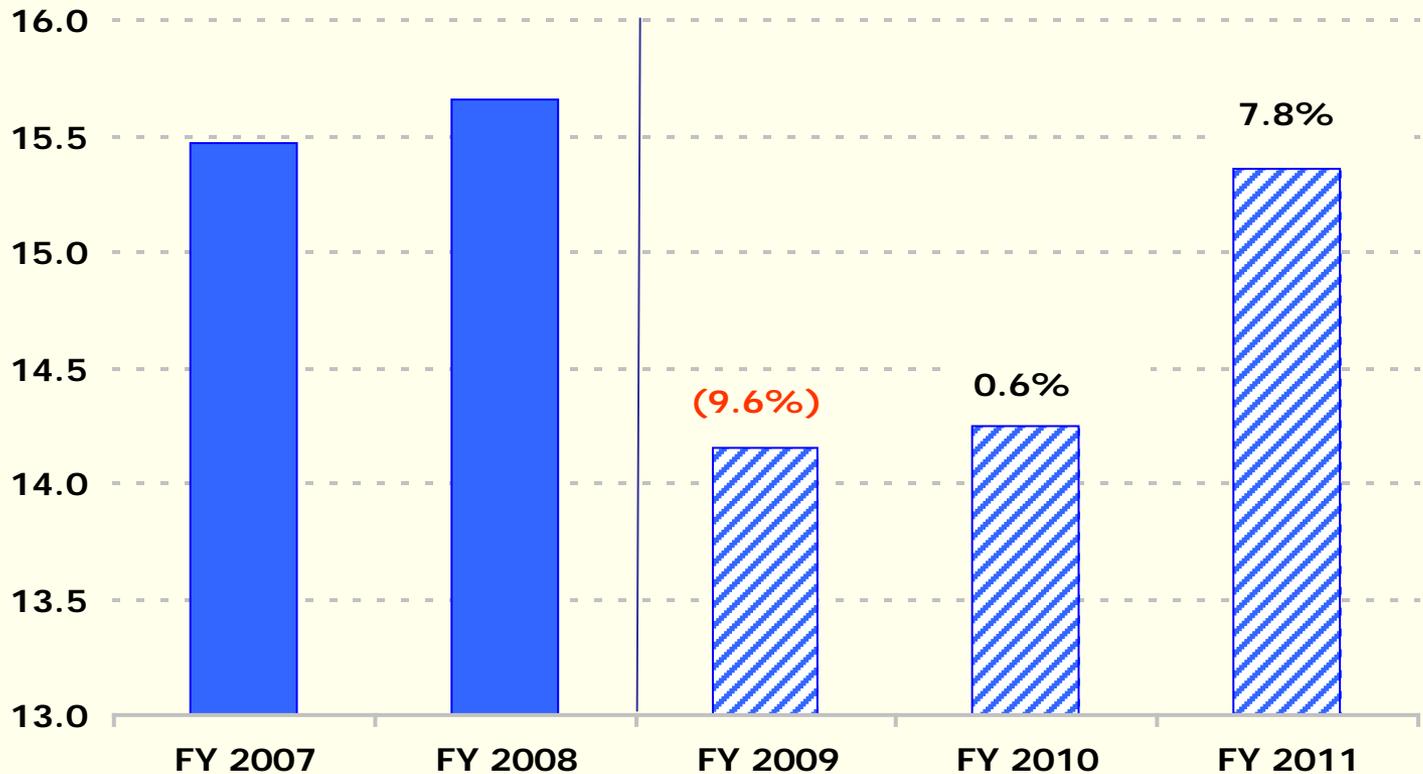


# General Fund\* forecast by fiscal year

\* General Fund & Related Funds for FY 07, 08, 09

General Fund – new definition, for FY 10, 11

USD billions



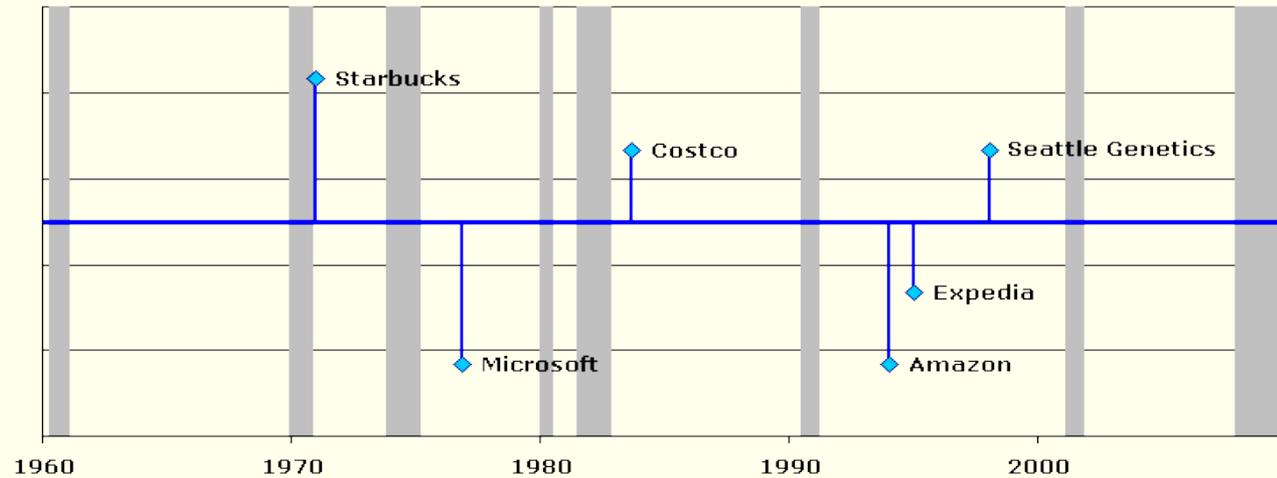
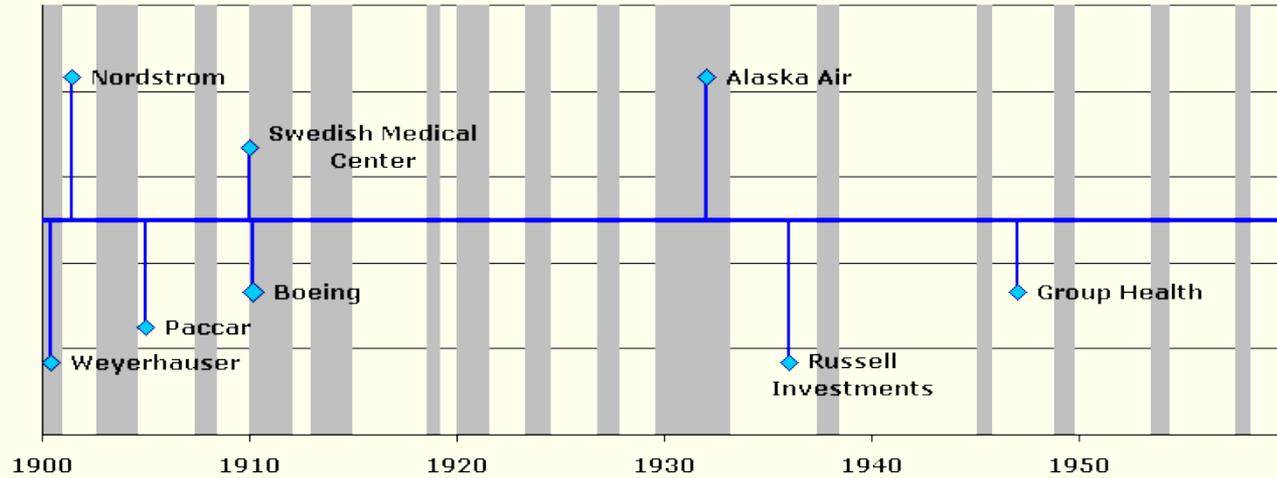
Source: ERFC forecast, September 2009

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# Innovation follows recessions

Gray bars correspond to national recessions



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# Conclusion

- State revenues will lag the economic recovery
- The recovery in revenues will be slow and is subject to risk
- Collections in FY 11 are expected to be USD 300 million less than in FY 08.
- Revenues in the 2009-11 biennium are expected to be 1% below their 2007-09 level



# Questions



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**Economic & Revenue Forecast Council**  
**1025 E. Union Avenue, Suite 544**  
**Olympia WA 98504-0912**

[www.erfc.wa.gov](http://www.erfc.wa.gov)  
360-570-6100

Washington Higher Education Coordinating Board  
Seattle  
September 29, 2009

# Tuition Policies, Financial Aid, and College Participation

Donald E. Heller

PENNSTATE



COLLEGE *of* EDUCATION

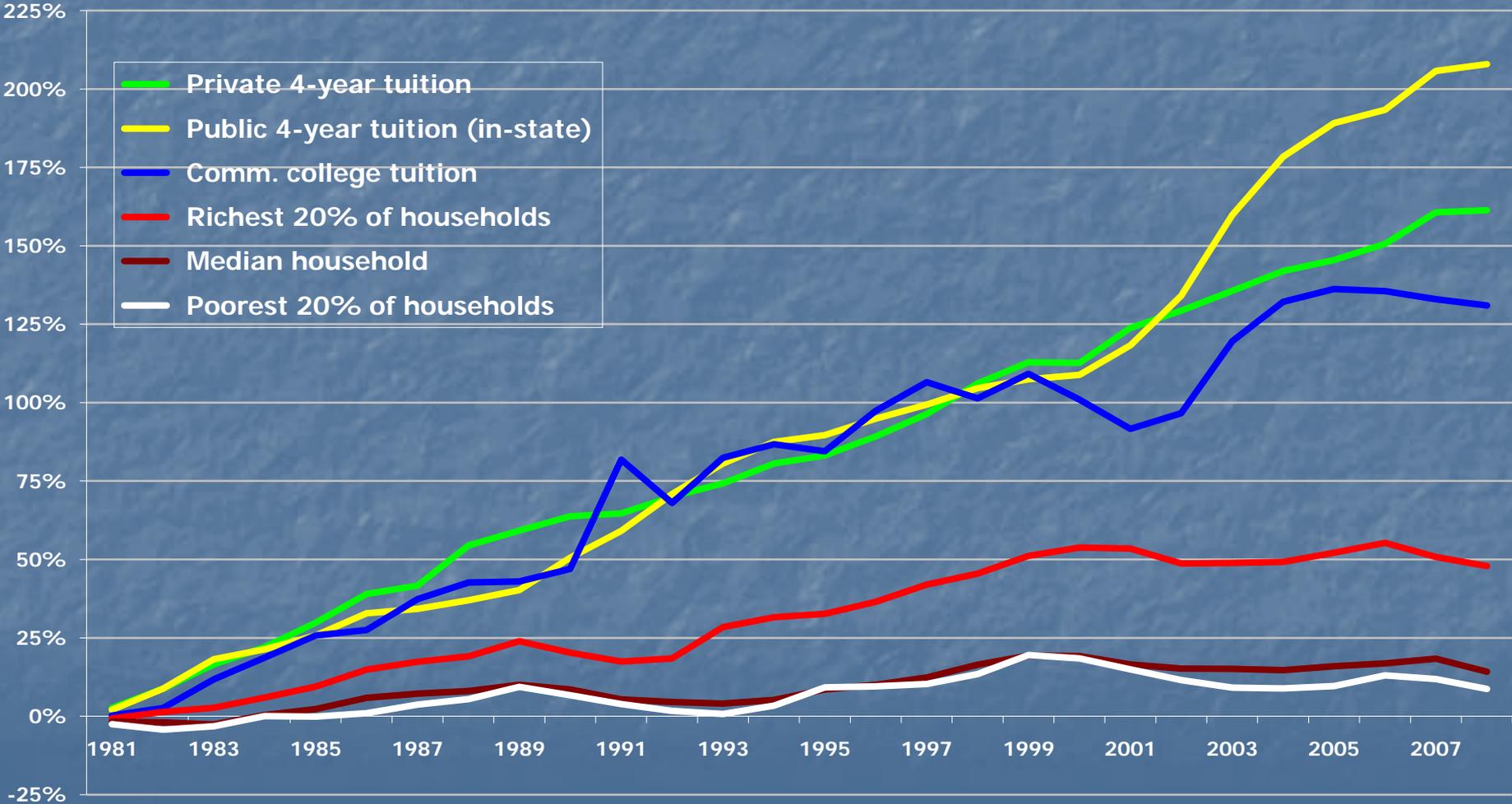
CENTER FOR THE STUDY OF HIGHER EDUCATION

# Overview

- Changes in tuition prices and financial aid in Washington and nationally
- Research about financial aid
- Considerations for tuition policies
- Differential pricing policies
- Questions and discussion

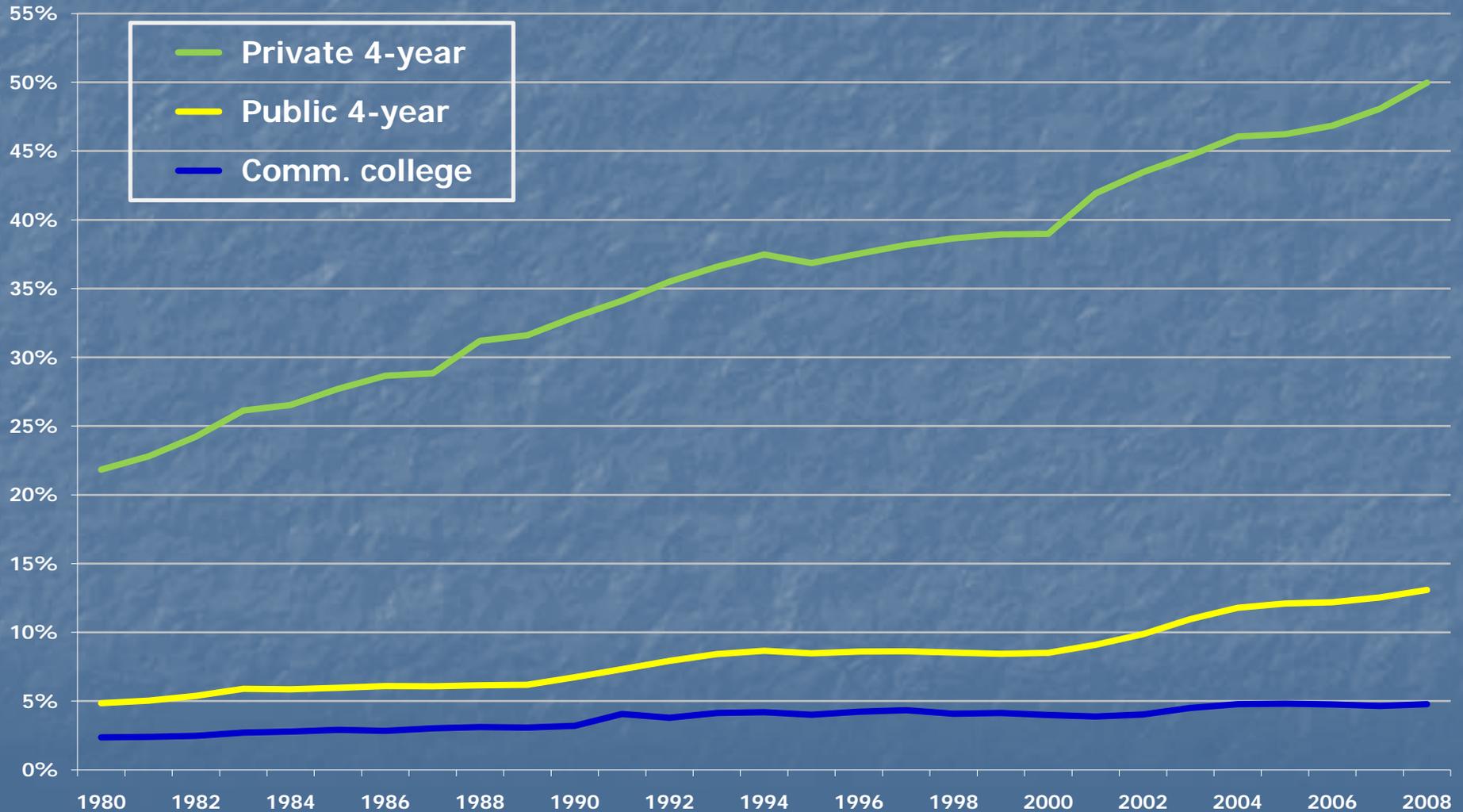
# Changes in tuition prices and income (U.S.)

Increase since 1980, constant dollars



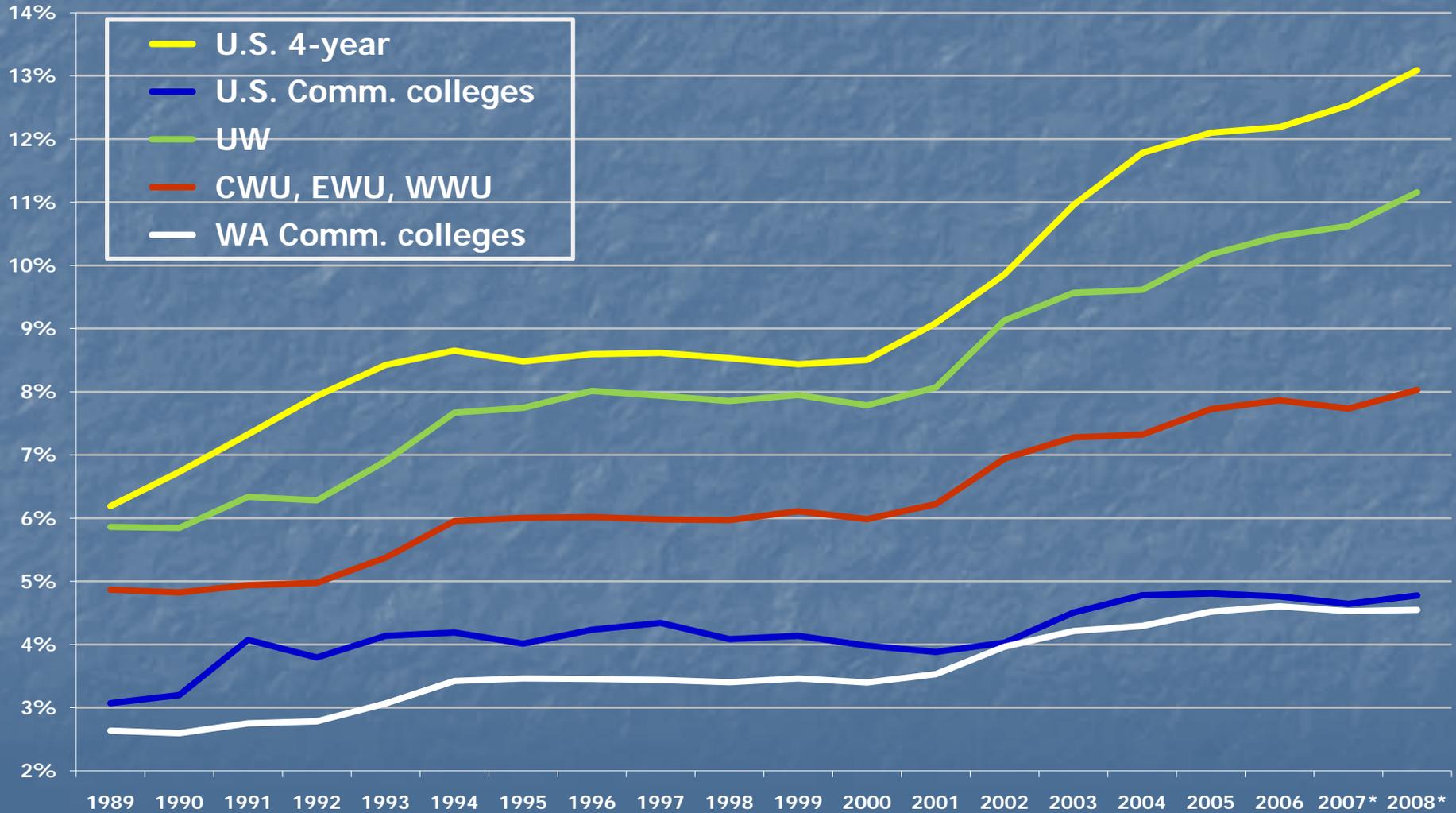
# Tuition affordability (U.S.)

Average tuition as % of median household income



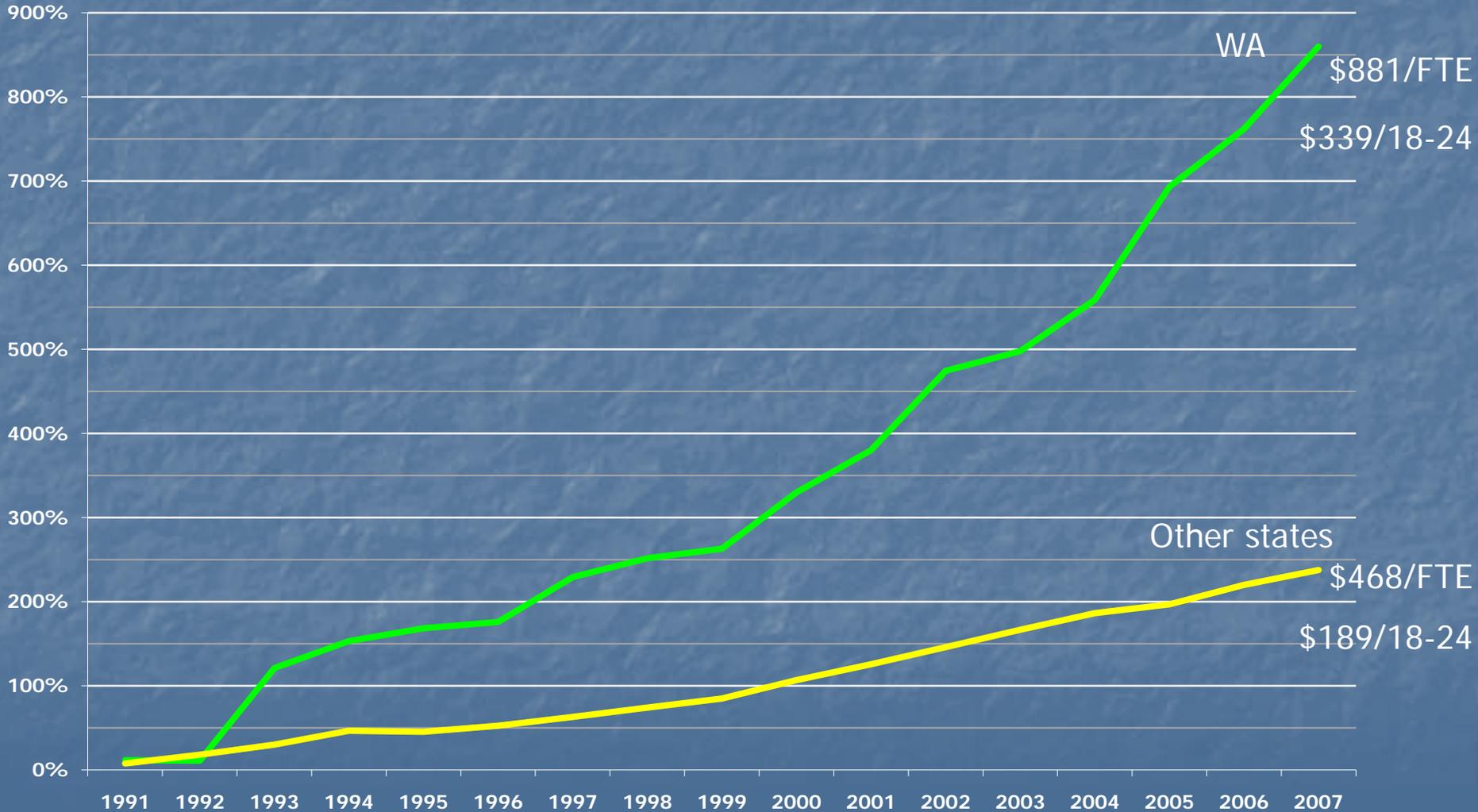
# Tuition affordability (U.S. & WA)

Average tuition as % of median household income



# State need-based grant spending (U.S. & WA)

Increase since 1990, current dollars



# Research on tuition and financial aid

- What do we know?
  - Impact of rising tuition prices
  - Effectiveness of financial aid
  - Descriptions of innovative policies
- What do we *not* know?
  - Impact of innovative financing policies on students and institutions

# Some considerations for financing policy

- Determine your goals and principles
  - Access
  - Choice
  - Accountability
  - Quality
  - Who is responsible for ensuring these goals are met?
- Take an integrative policy approach
  - Focus on tuition, financial aid, and appropriations policies in concert
  - Link state, federal, and institutional financial aid policies with tuition policies

# Student financing policy options

- Considerations
  - Focus not just on cost, but on price and post-college outcomes
  - Recognize that price influences access, choice, *and* persistence
  - Link aid to financial need at different price points
  - Recognize that almost all policies are subject to change, and are only as enforceable as the parties that agree to them
  - Consider the equity/efficiency trade-off
- Differential pricing policies
  - Institution/campus
  - Discipline/major
  - Lower division/upper division
  - Residential/on-line
  - Income-based

# Differential pricing policies

- Institution/campus
  - Historically-based, generally related to cost differentials
  - Can impact access, but also promote stratification
  - Can impact quality
- Discipline/major
  - Generally driven by cost differentials
  - Concerns over impact on student choice of major
  - Can recognize and compensate for labor market differentials

# Differential pricing policies

- Lower division/upper division
  - Generally driven by cost differentials
  - Can be linked to differences in aid policy, i.e., grants or loan limits in different years
- Residential/on-line
  - Can be driven by cost differentials
  - Can influence choice
  - Can influence institutional behavior

# Differential pricing policies

- Income-based/sliding scale
  - Predictable and simple
  - Eliminates need for state and possibly institutional grants
  - Challenges for horizontal equity
  - Financial aid application still needed for federal and possibly institutional aid

# Questions and discussion

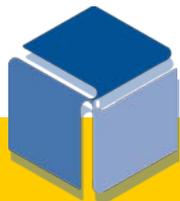
<http://www.personal.psu.edu/deh29>

# Increasing Education Attainment: Goals, Metrics, & Strategic Finance



Presented by  
Dennis Jones  
Jane Wellman  
to

Washington Higher Education Coordinating Board  
Seattle, Washington  
September 29, 2009



## **NCHEMS**

National Center for Higher Education Management Systems  
3035 Center Green Drive, Suite 150  
Boulder, Colorado 80301



**DELTA PROJECT**  
on Postsecondary Education Costs,  
Productivity, and Accountability

# The Challenge

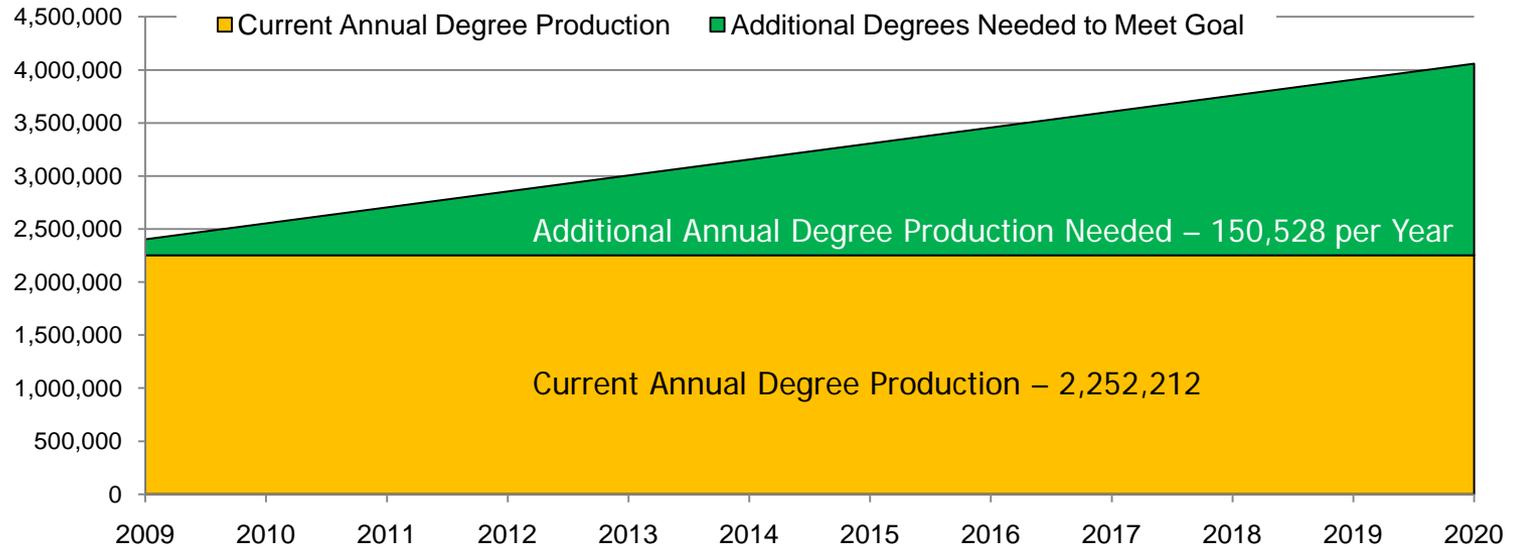
- More degrees – higher education attainment
- At higher quality
- With limited resources

# The Expectation

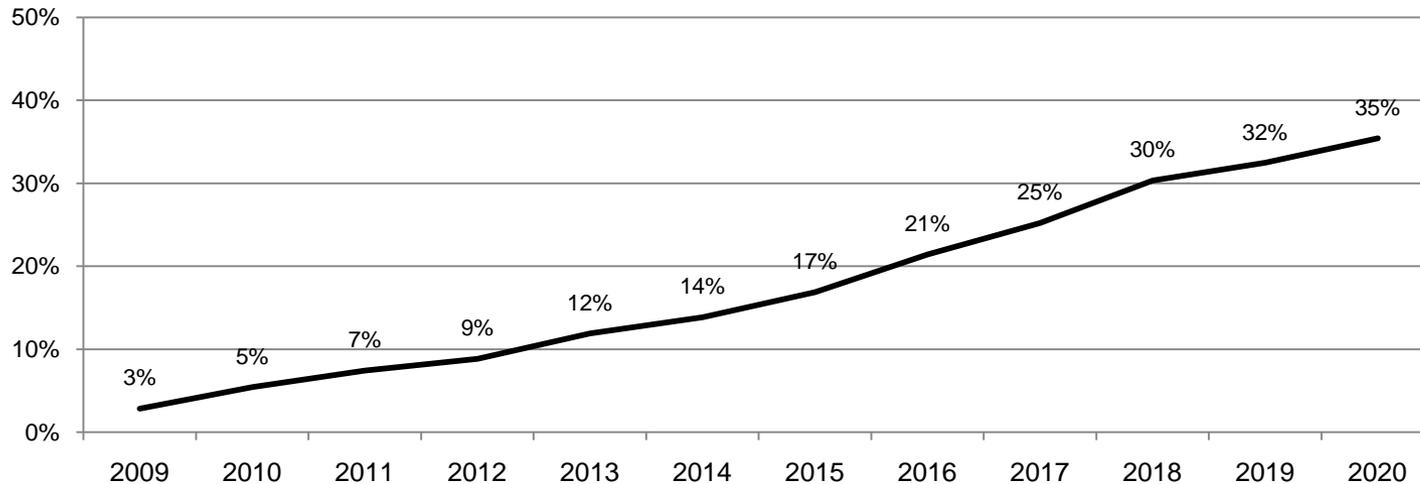
“By 2020, America will once again have the highest proportion of college graduates in the world”

President Barack Obama, February 24, 2009

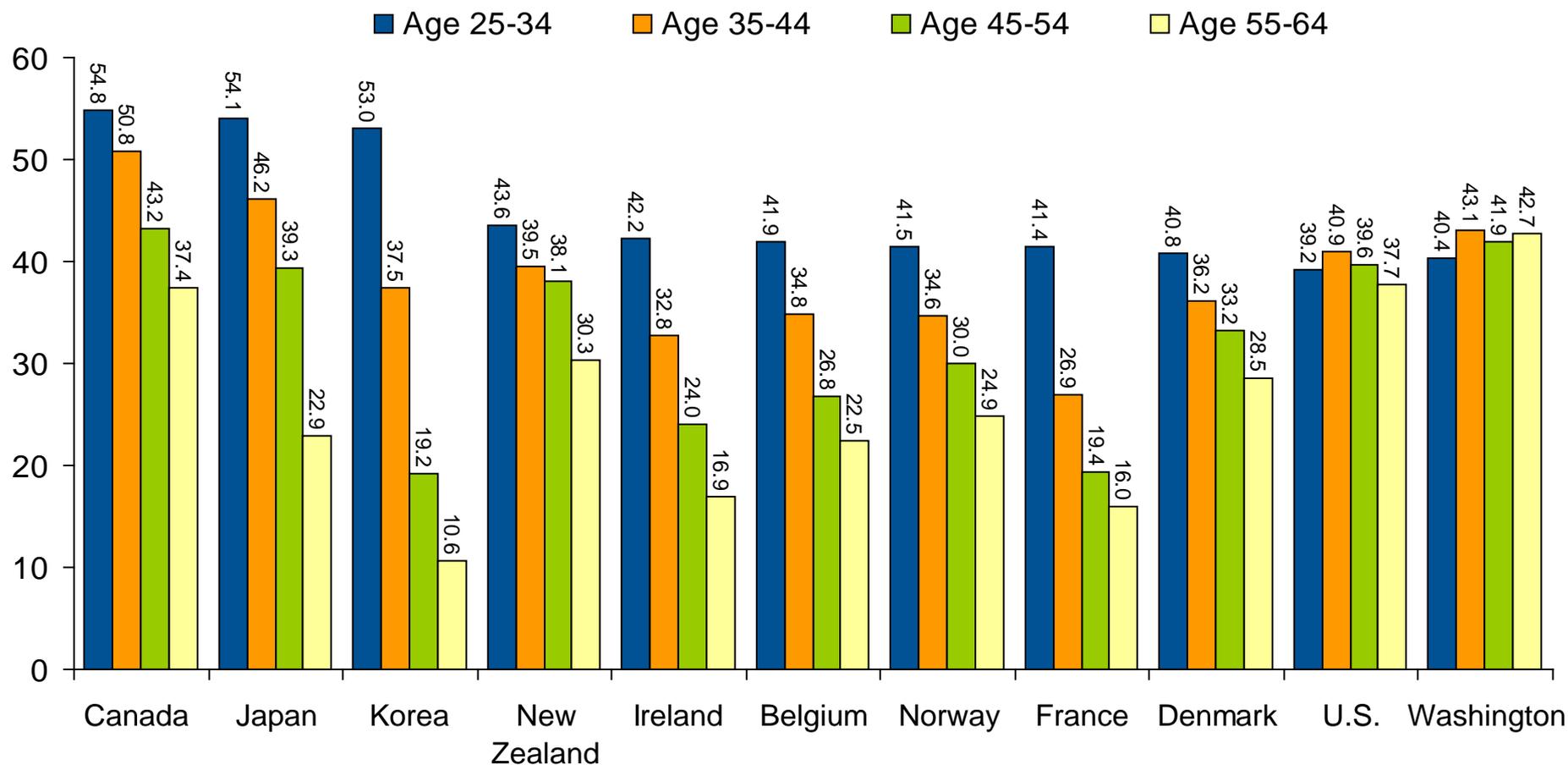
# Associate and Bachelors Degrees Needed to Become the Most Educated Country by 2020



## Increase in State and Local Funding at Current Cost per FTE

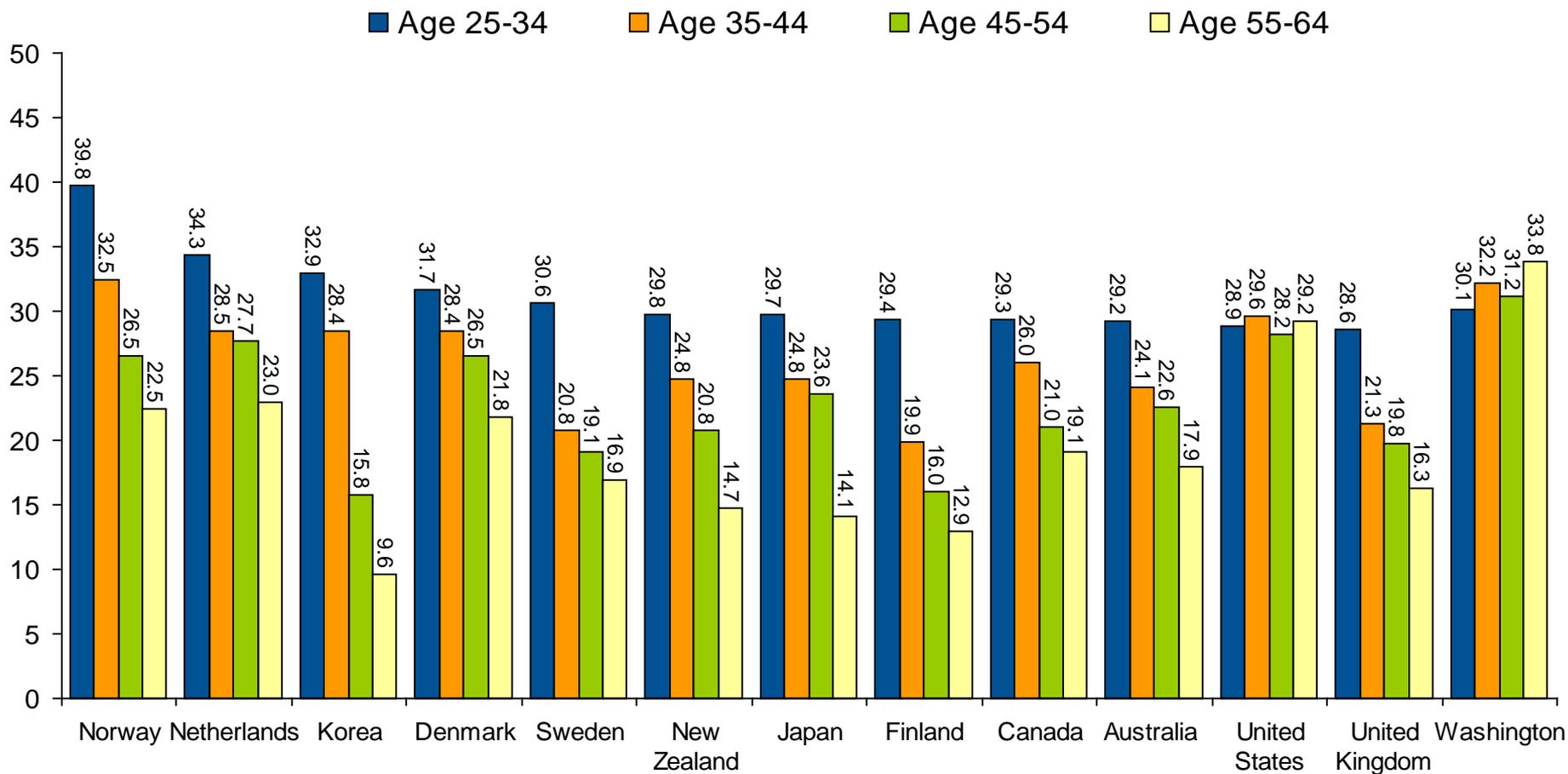


# Percent of Adults with an Associate Degree or Higher by Age Group - U.S., Washington, & Leading OECD Countries



Source: OECD, *Education at a Glance 2008*

# Percent of Adults with a Bachelor's Degree or Higher by Age Group - U.S., Washington, & Leading OECD Countries



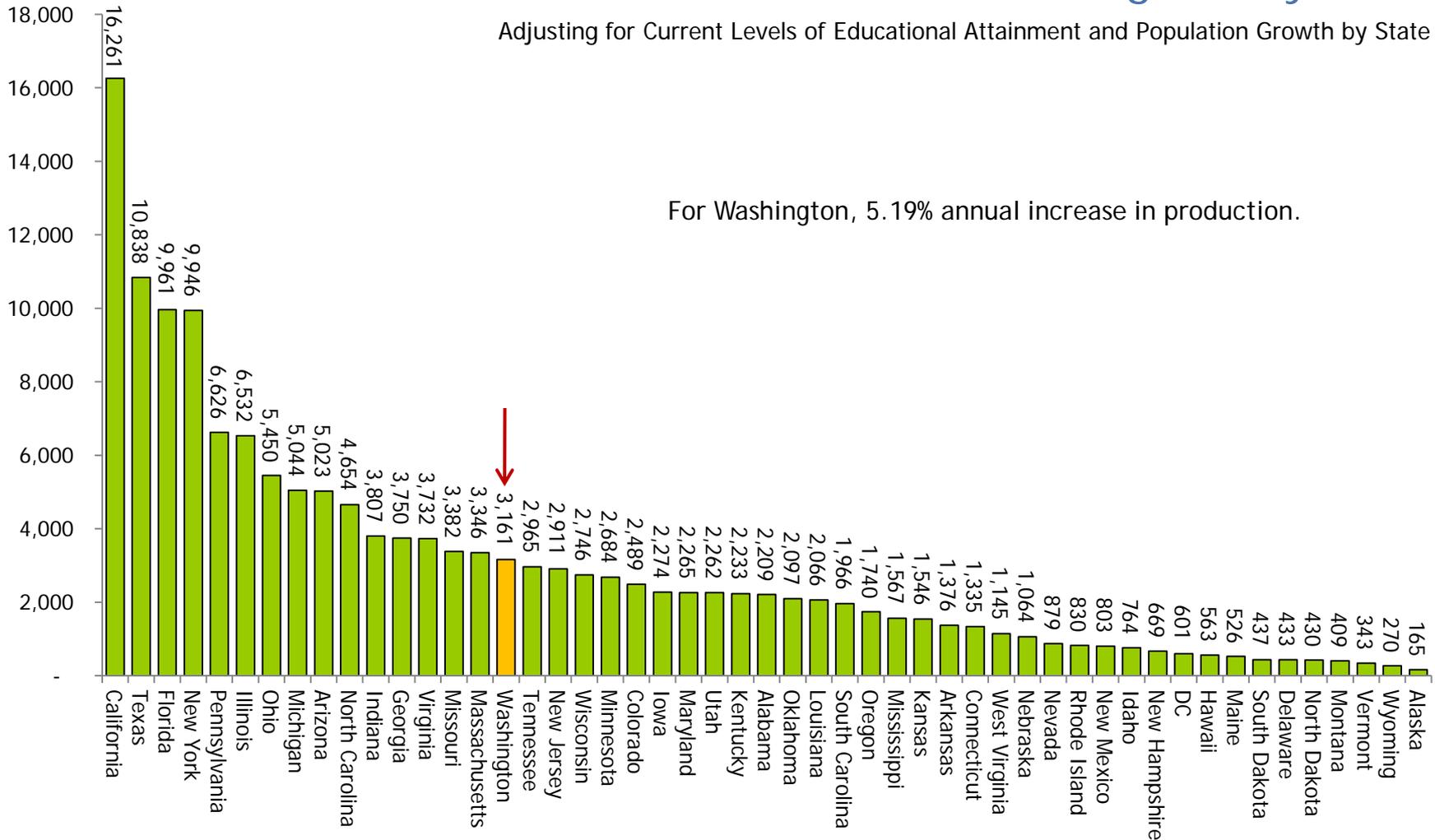
Source: OECD, *Education at a Glance 2008*

Note: US data derived from ACS

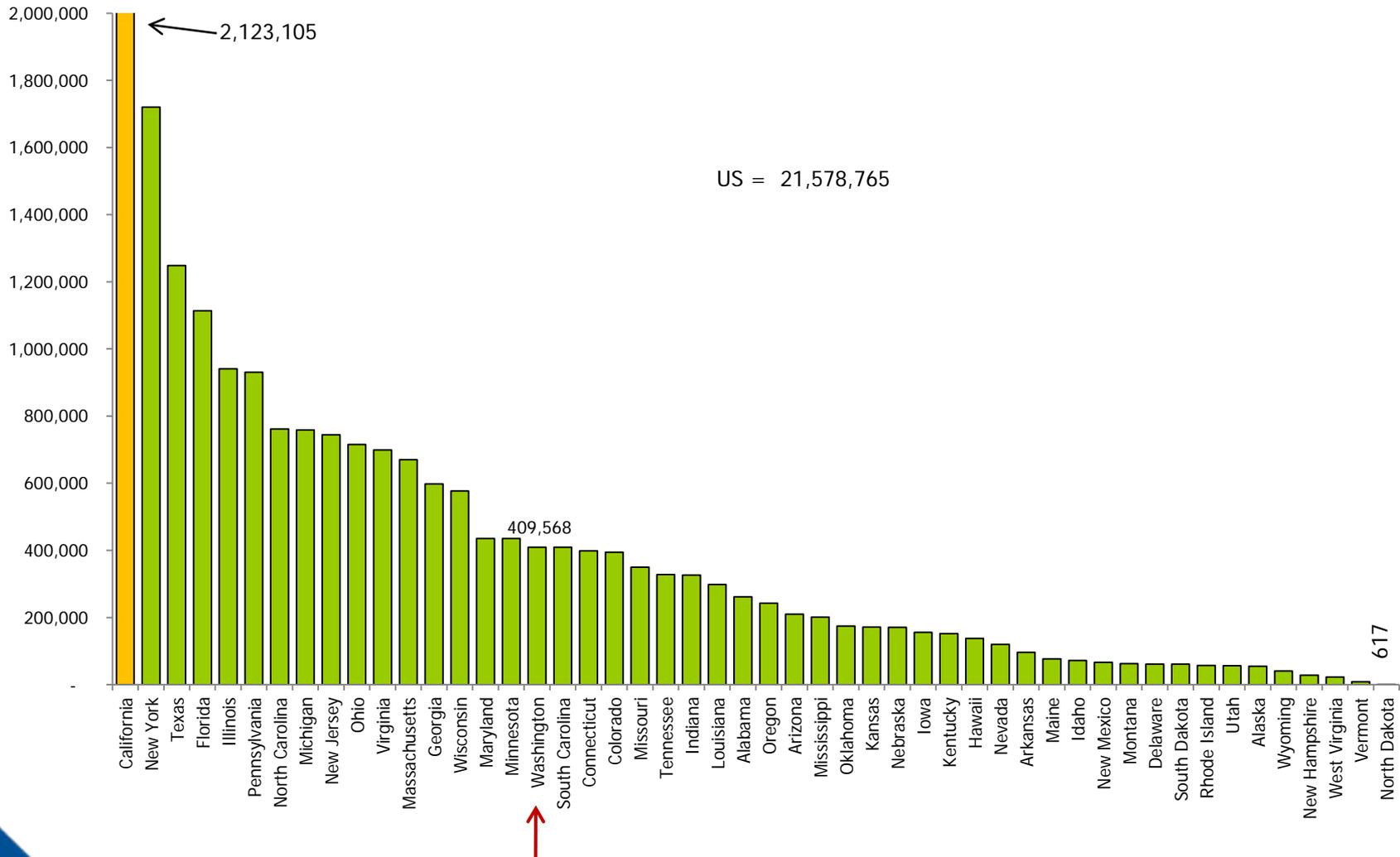
# Annual Increase in Degree Production Required to Meet the Goal – 11.7 Million Additional Degrees by 2020

Adjusting for Current Levels of Educational Attainment and Population Growth by State

For Washington, 5.19% annual increase in production.



# Additional Degree-Holders Needed to Close Racial/Ethnic Gaps Between Whites & Minorities, 2005-07

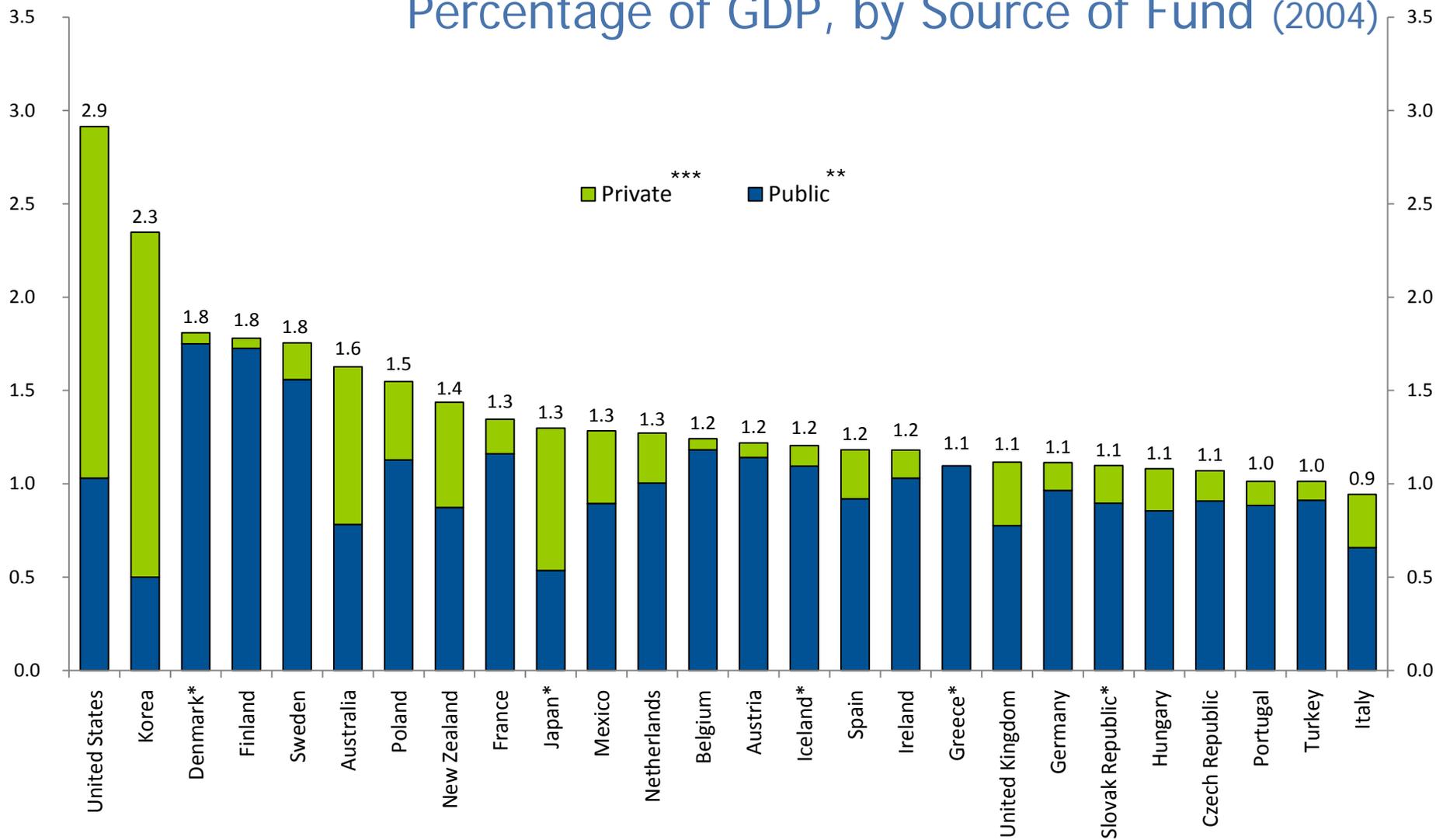


## The National Goal is:

- Consistent with the goals specified in the 2008 HECB Strategic Master Plan
- More ambitious than the Washington plan (would require production of  $\approx 100,000$  AA & BA degrees rather than the target of 78,600)

# The Fiscal Realities

# Expenditures on Tertiary Educational Institutions as a Percentage of GDP, by Source of Fund (2004)



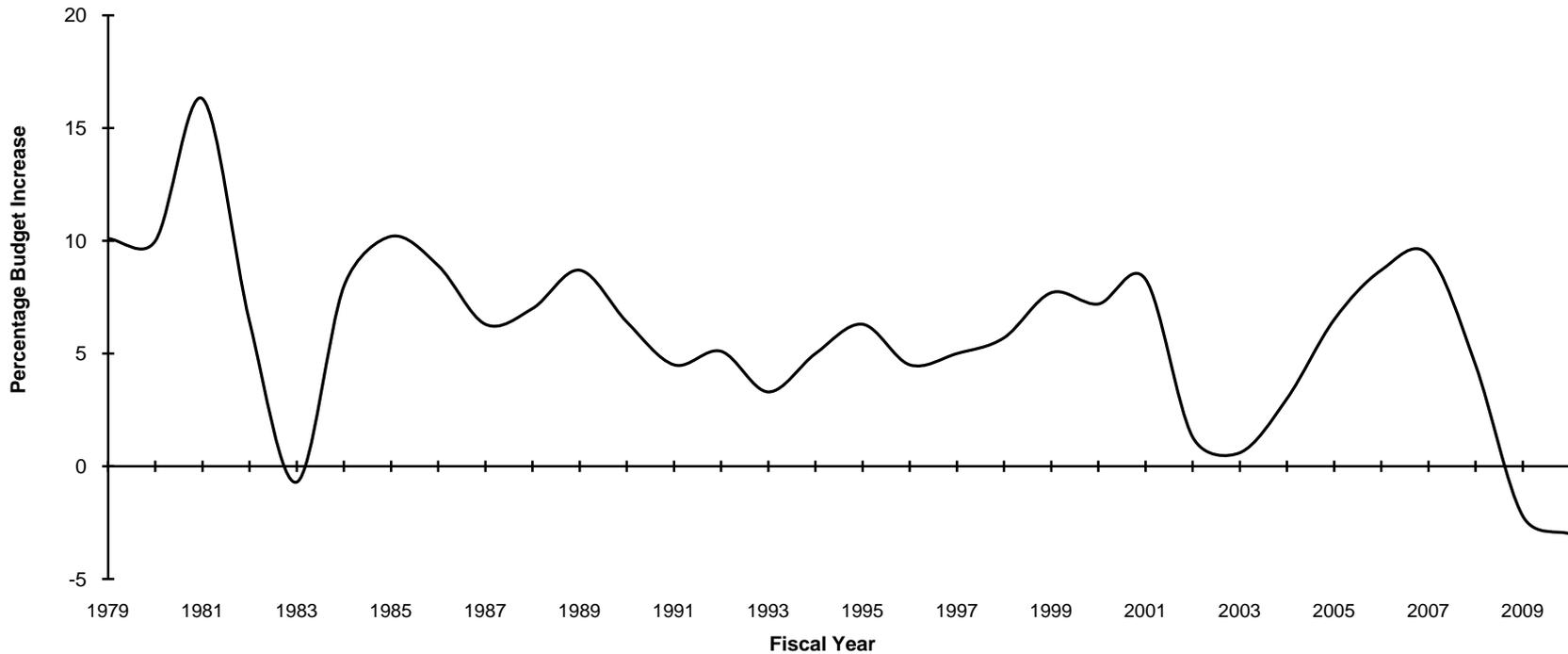
\*\*Including public subsidies to households attributable for educational institutions, as well as including direct expenditure on educational institutions from international sources.

\*\*\*Net of public subsidies attributable for educational institutions. Source: OECD.

\*Some levels of education are included with others

# Expenditures

## Annual Percentage Budget Increases, Fiscal 1979 to Fiscal 2010



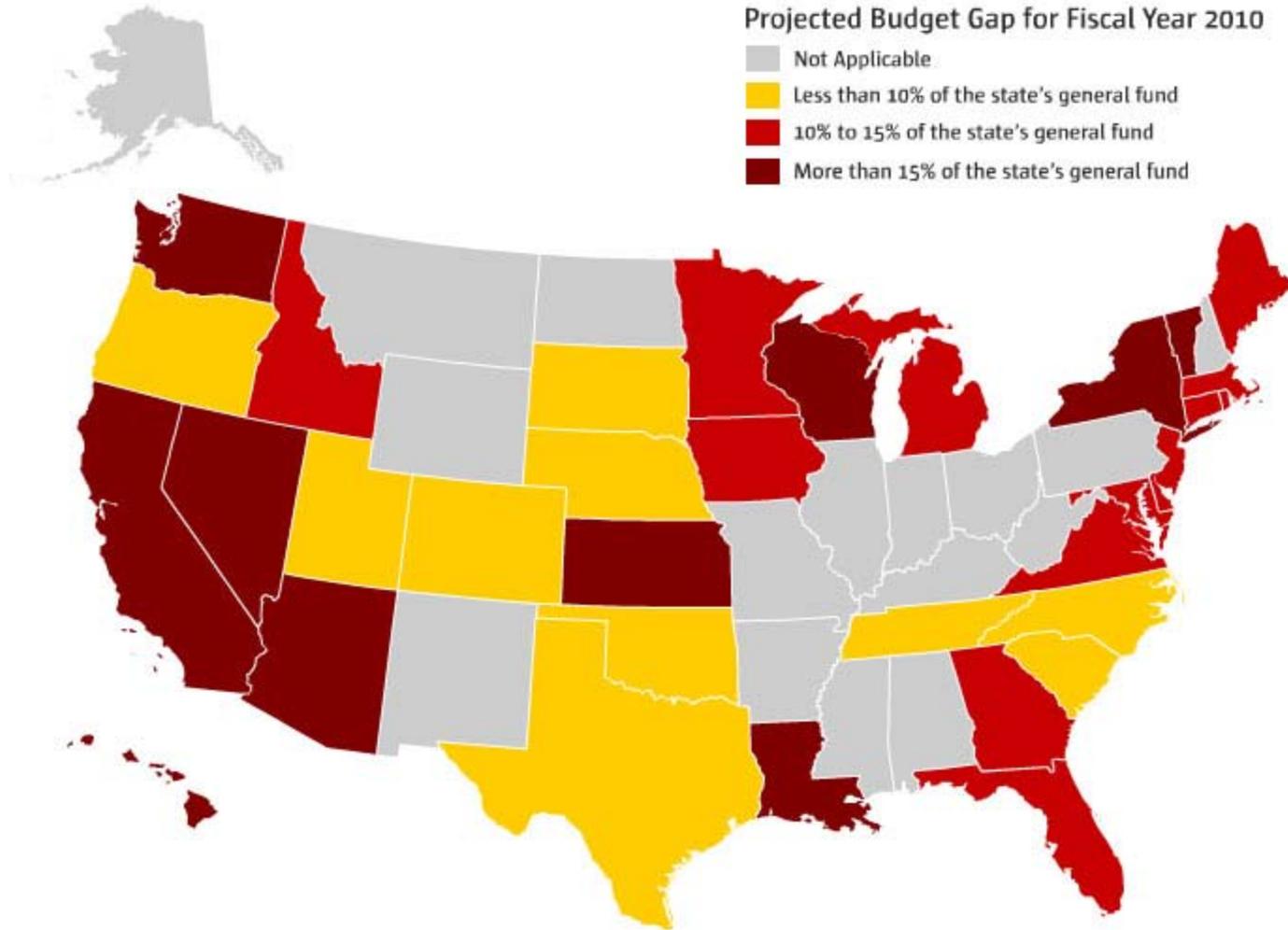
\*32-year historical average rate of growth is 5.9 percent

\*\*\*Fiscal 10 numbers are recommended

\*\*Fiscal 09 numbers are estimated

Source: NASBO June 2009 Fiscal Survey of States

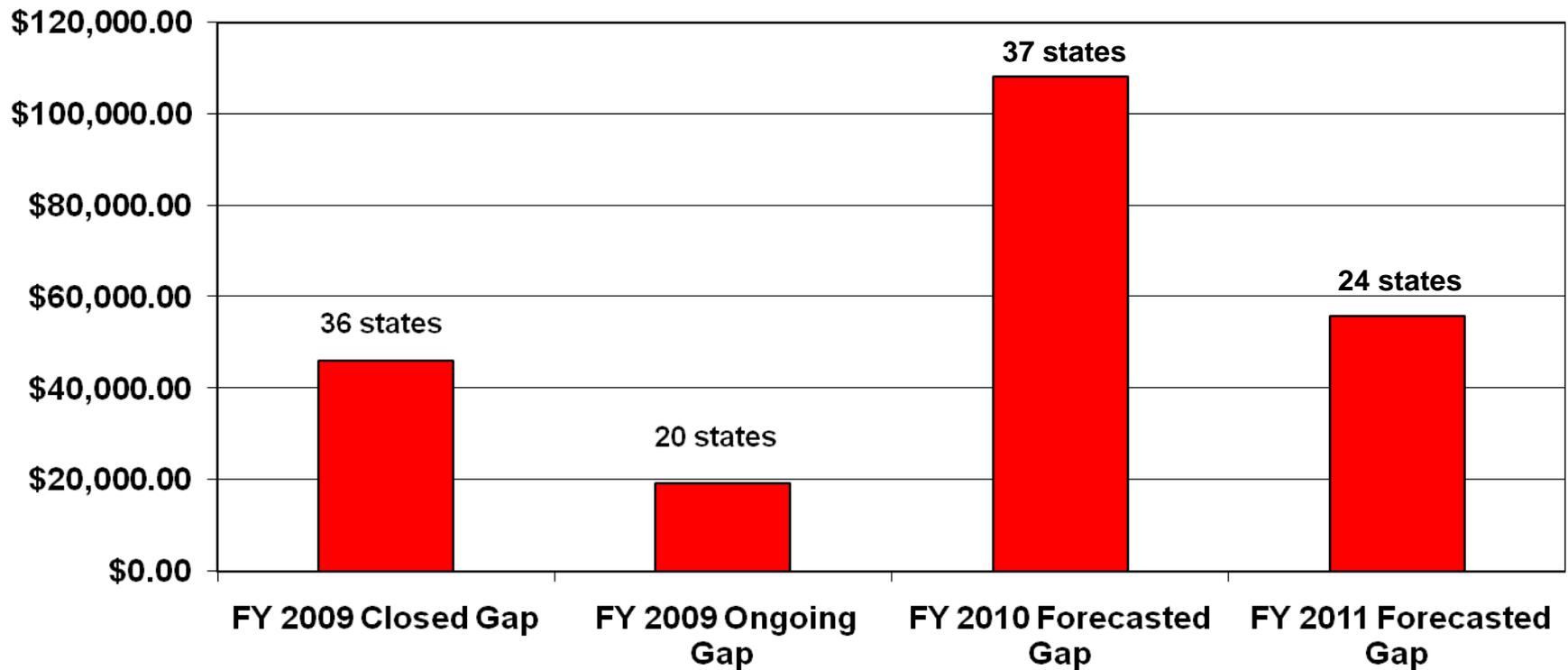
# Projected Budget Gap for Fiscal Year 2010



Source: National Conference of State Legislatures, 2009

# Combined Budget Gaps of \$230B

## State Budget Gaps (in millions)



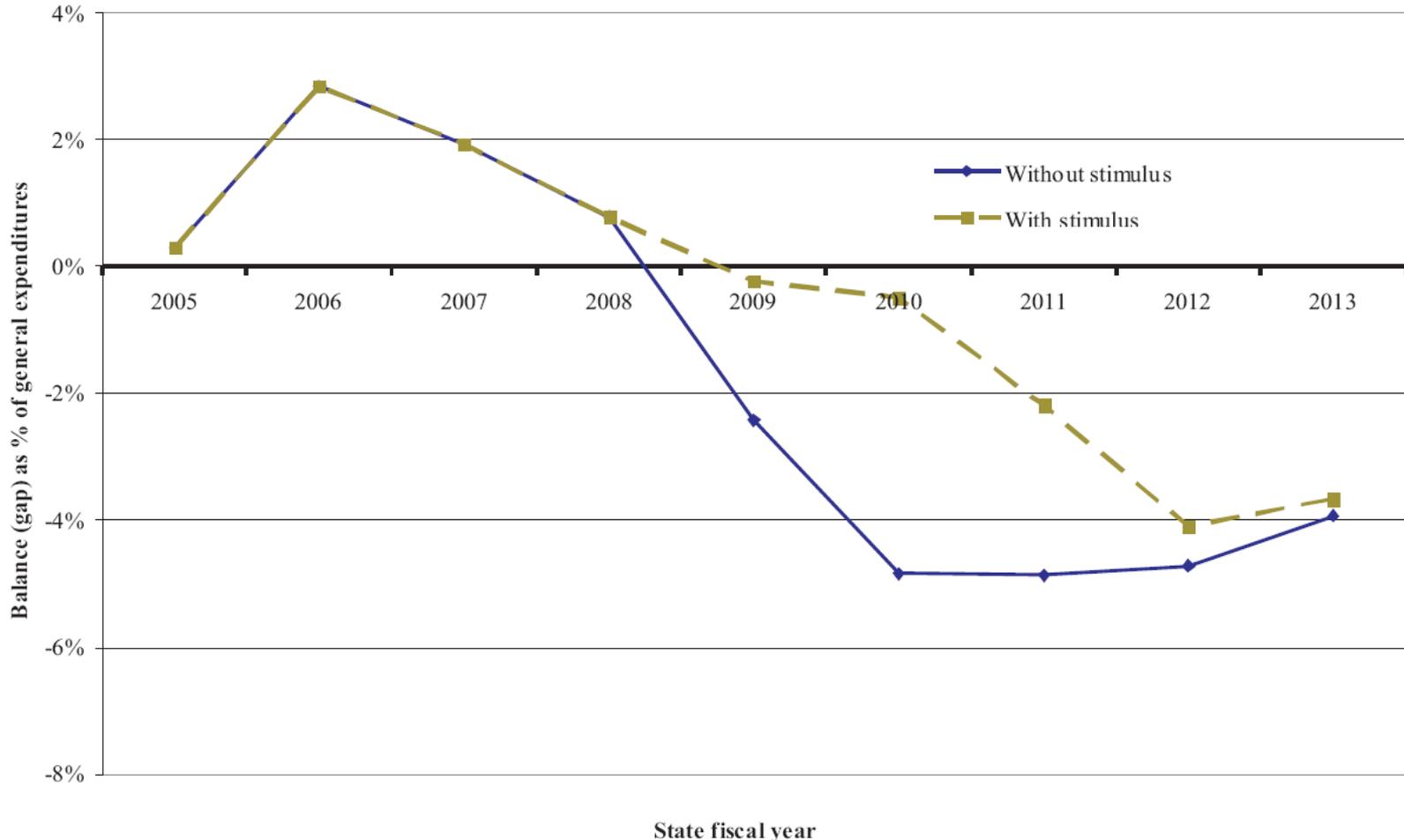
*\*Only 24 states have forecasted FY 2011 budget gaps to date*

For most states – and for most public institutions –  
the stimulus package is not an answer.

- But it could slow the impact
- And it could buy enough time to adjust to substantially changed circumstances

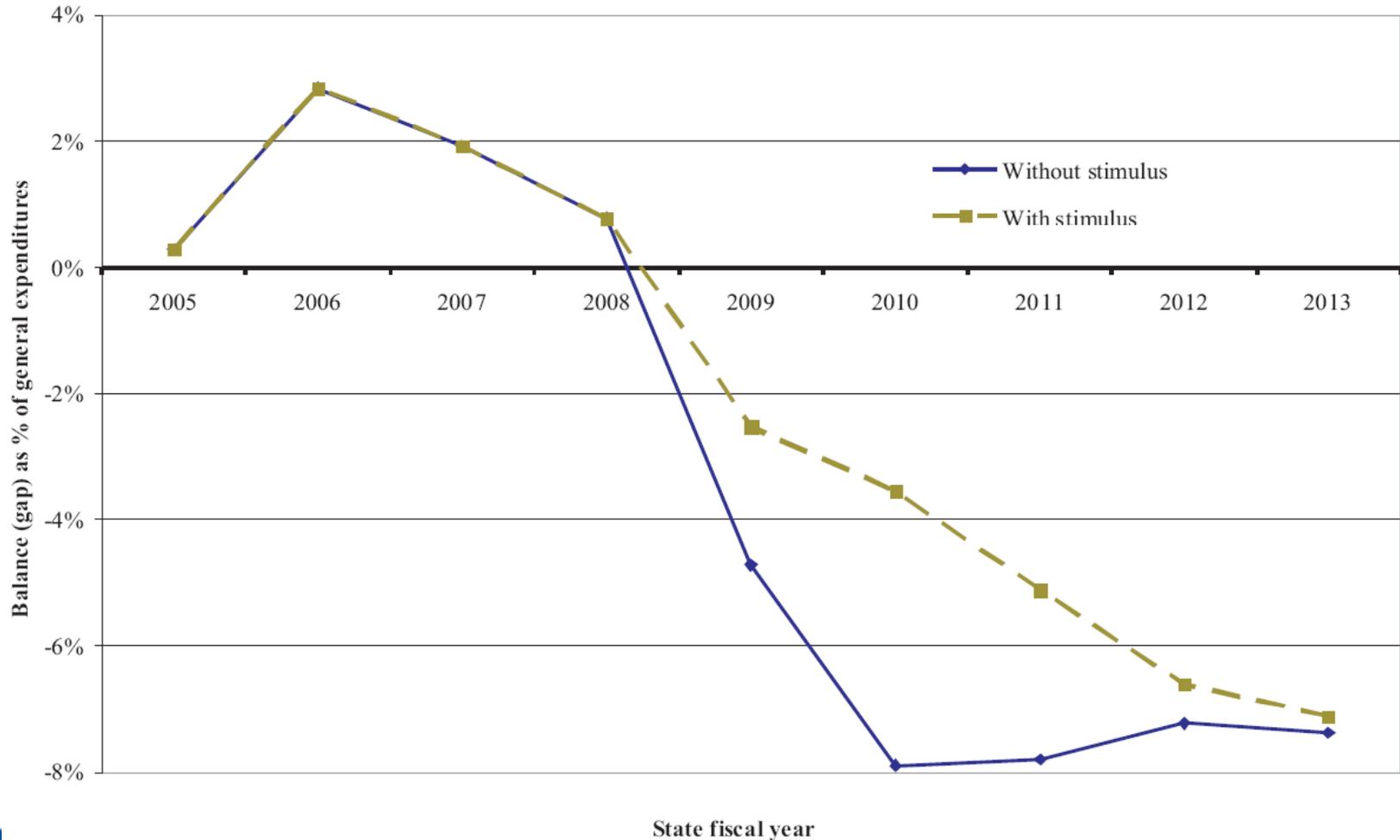
# After stimulus wanes, gaps could approximate 4% of spending, or \$70 billion, even under the "Low-Gap" Scenario

**"Low-Gap" Scenario:  
State General Revenue Minus Expenditures With and Without Federal Stimulus**

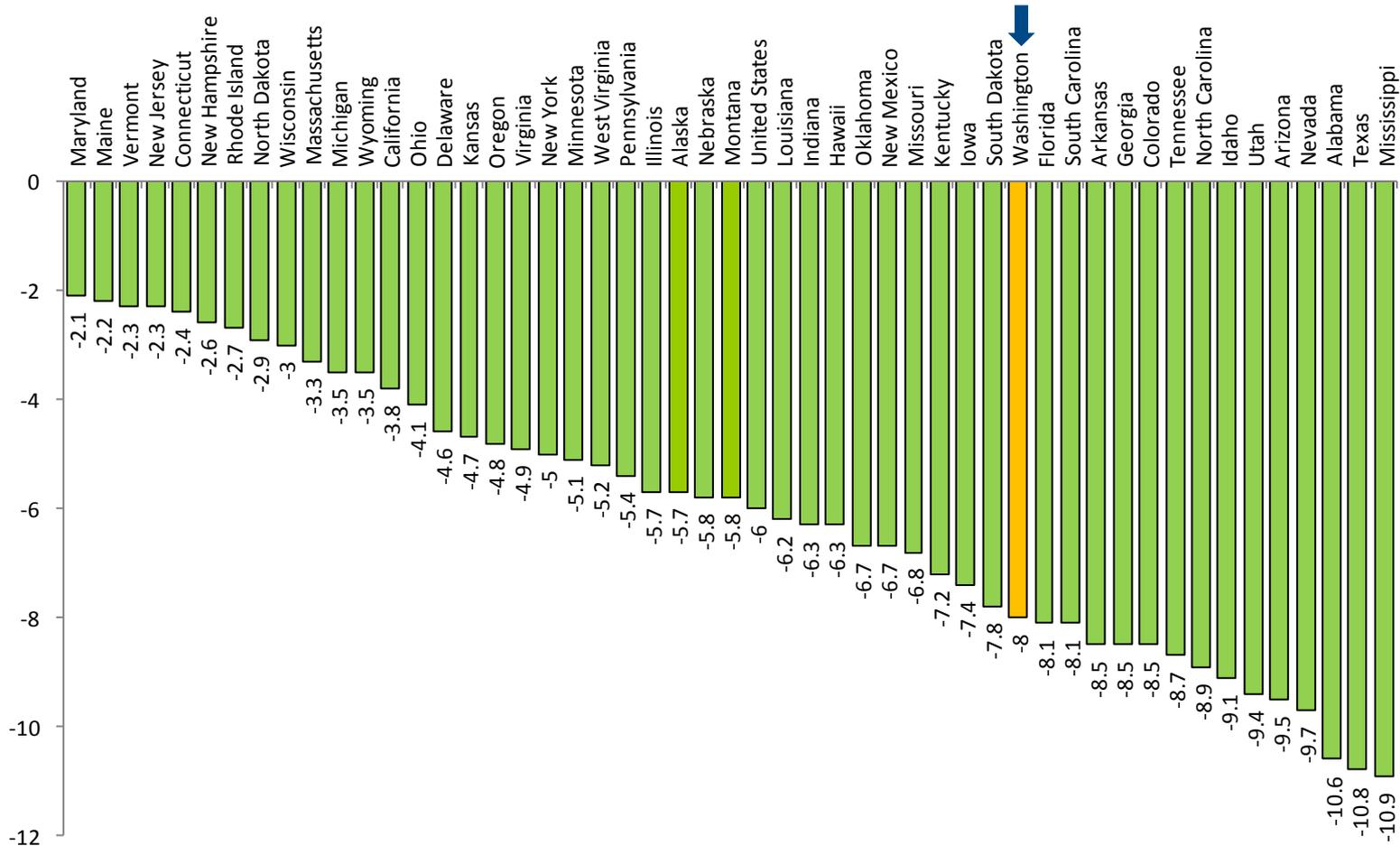


# After stimulus wanes, gaps could approach 7% of spending or \$120 billion under the "High-Gap" scenario

"High-Gap" Scenario:  
State General Revenue Minus Expenditures With and Without Federal Stimulus

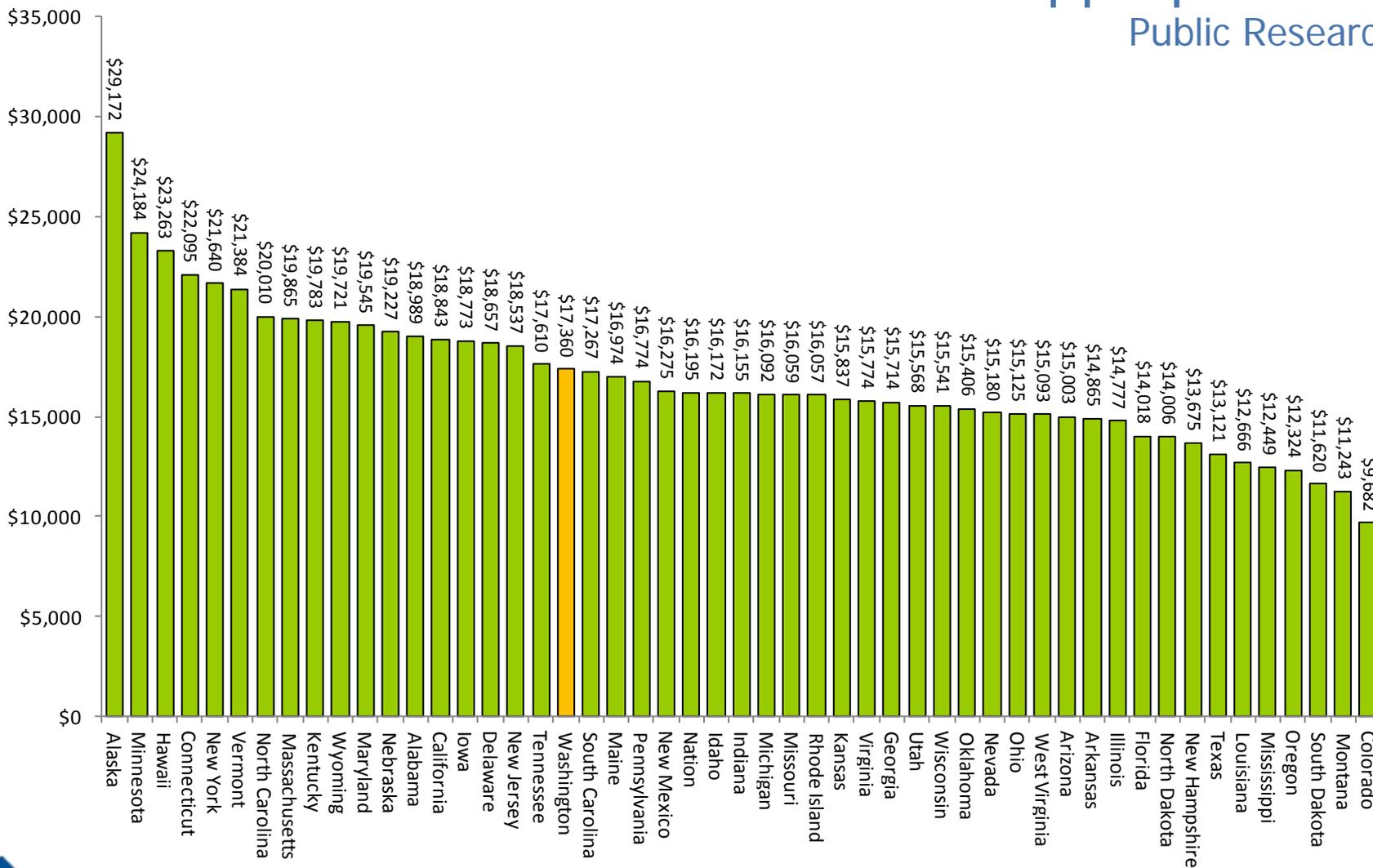


# Projected State & Local Budget Surplus (Gap) as a Percent of Revenues, 2016



# Revenues Per Student from Net Tuition, State, & Local Appropriations

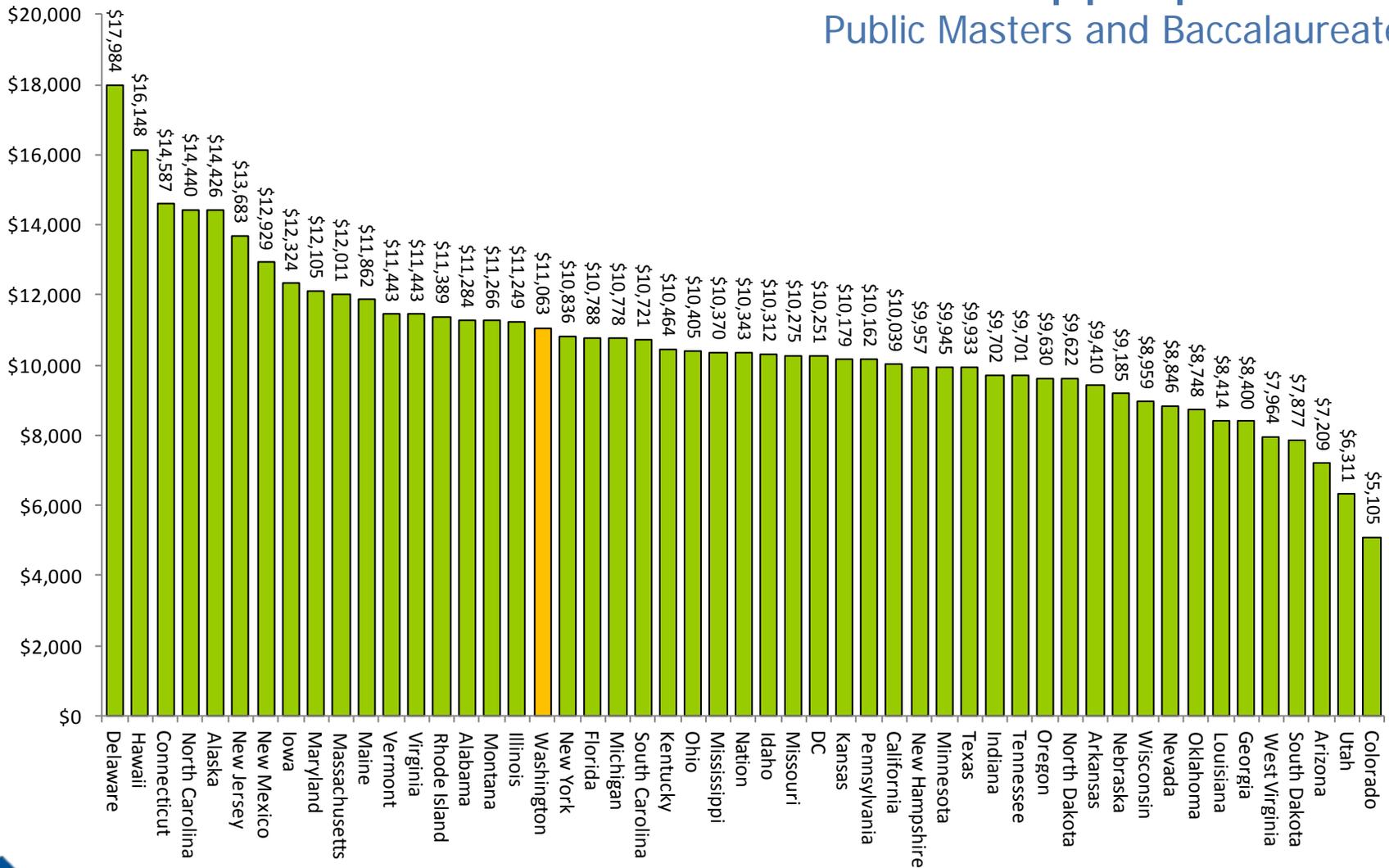
Public Research



Sources: NCES, IPEDS 2006-07 Finance Files; f0607\_f1a and f0607\_f2 Final Release Data Files; NCES, IPEDS 2007-08 Institutional Characteristics File; hd2007 Final Release Data File; NCES, IPEDS 2006-07 Enrollment Files; ef2006a, effy2007, and efia2007 Final Release Data Files.

# Revenues Per Student from Net Tuition, State, & Local Appropriations

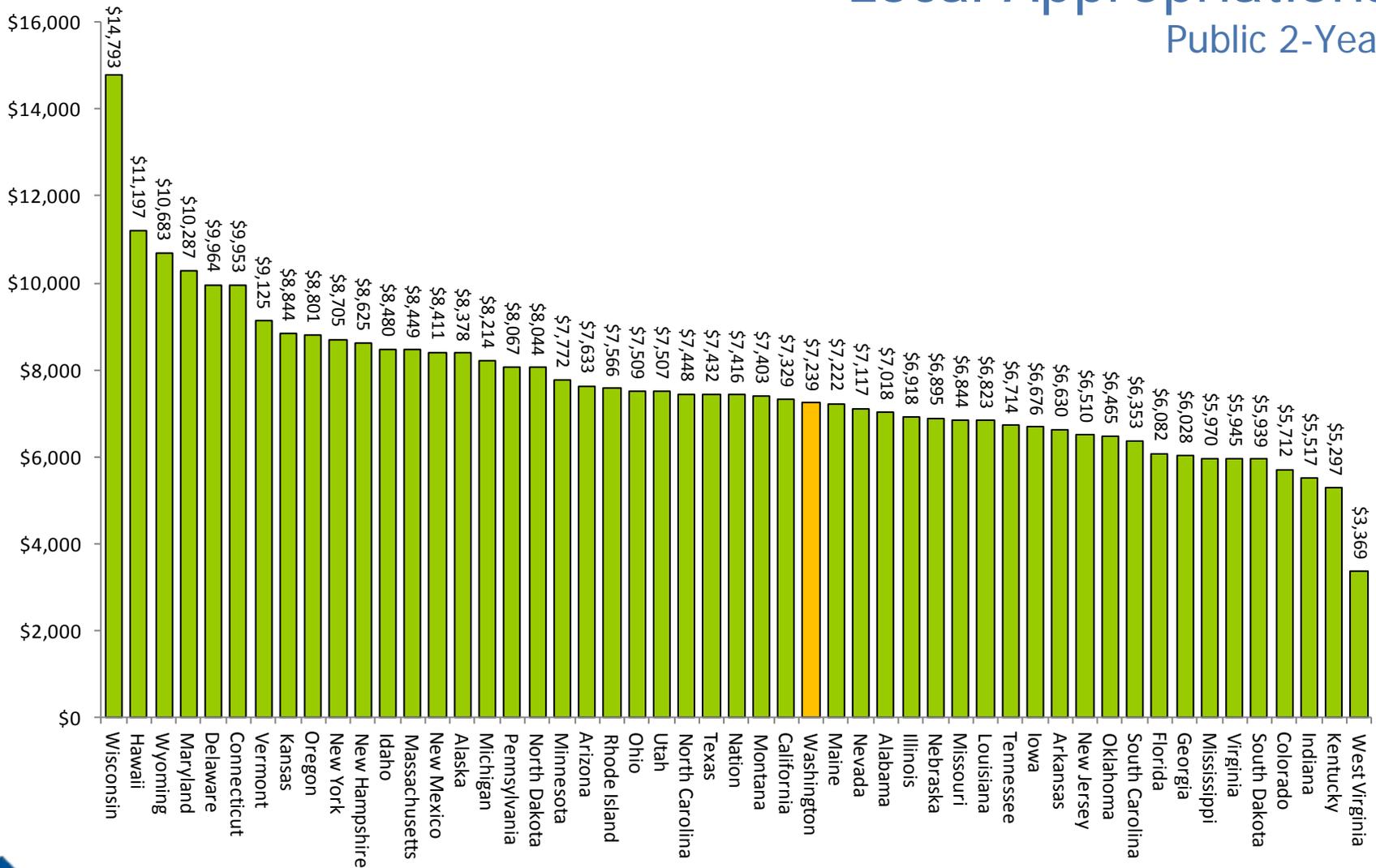
## Public Masters and Baccalaureate



Sources: NCES, IPEDS 2006-07 Finance Files; f0607\_f1a and f0607\_f2 Final Release Data Files  
 NCES, IPEDS 2007-08 Institutional Characteristics File; hd2007 Final Release Data File  
 NCES, IPEDS 2006-07 Enrollment Files; ef2006a, effy2007, and efi2007 Final Release Data Files.

# Revenues Per Student from Net Tuition, State, & Local Appropriations

Public 2-Year



Sources: NCES, IPEDS 2006-07 Finance Files; f0607\_f1a and f0607\_f2 Final Release Data Files  
 NCES, IPEDS 2007-08 Institutional Characteristics File; hd2007 Final Release Data File  
 NCES, IPEDS 2006-07 Enrollment Files; ef2006a, effy2007, and efi2007 Final Release Data Files.

# Expectations

- Maintain access – serve an increasing number of students
- Improve success – increase overall attainment
- Sustain quality – ensure learning and degree results appropriate to future needs
- Maintain affordability to both students and the state

# The Need for Multiple Strategies to Ensure Adequate Finances

- Government (states and federal) can't do this alone
- Tuition increases can't be expected to pay for this alone
- Institutional cost cutting/productivity increases can't do this alone



ALL three are needed.

# Elements of Cost/Productivity Agenda Within Larger Financing Agenda



## State Role

- Set goals for access and attainment
- Change state budgeting procedures – including funding formula – to align to attainment agenda
  - May require “resetting” base funding levels
  - Target public subsidies to areas of highest state priority
- Integrate state, tuition and aid policies
- Set expectations for cost reduction and increases in productivity, build accountability systems to monitor performance
- Address regulatory barriers to improved resource management
- Retain resources to invest in reform

# Cost Management = Reduce Unit Production Costs

- Use data to set goals for targets: areas that have been growing (benefits, energy costs, administration)
- Administrative/management side: pooled purchasing, grounds and buildings
- Academic cost reductions – reduction in high cost/low demand offerings
- Consolidation of academic units
- Consolidation of academic support and student services (one-stop counseling/advising)
- Institutional responsibility: manage resources to meet goals and demonstrate results
- State role: build financing strategies that support cost reduction; step in with state regulation/sanctions if institutions don't do it

## Improving Institutional Productivity = Change Core Production Functions to Increase Throughput

- Reducing excess credits to the degree (now add an additional 25% on average to BA unit cost)
- Reduce time to degree (also benefits affordability)
- Reduce student attrition (attrition costs average 20% of BA production costs)
- Increase proportion of students enrolled in regional institutions
- 3-year BA degrees
- Greater use of credit for off-campus learning
- Institutional role: manage productivity within mission
- State role: align state subsidies to priorities; reframe mission as necessary

# Improving Affordability to Students & Families

- Commit to tuition growth no more than CPI accompanied by increased need-based aid
  - Possible restructuring of tuitions?
- Greater on-campus employment opportunities for students
- Set and meet targets for reducing time and units to the degree

# Reinvesting Savings in Quality and Improved Service

- Investing in future faculty – turnover planning
- Faculty development – course development for on-line courses, development of undergraduate research opportunities, service learning
- Institutional leadership development
- Attention to student learning improvement assessment
- Promotion of best practices for service to communities and regions
- Maintaining edge in research

# Short-Term Actions for HECB

- Set attainment goals including targets for different providers
- Create a coherent and sustainable financing plan
  - Create funding compacts between state and institutions
  - Set goals and targets for cost management and productivity within state framework
  - Realign state funding policies as necessary
  - Invest more (reduce less) state appropriations in institutions that must contribute most to student access and success

# Public Communication About Cost, Efficiency & Effectiveness

- Use language of value – meeting future needs
- Importance of consistency in language, transparent metrics
- Role of Governing Board vis a vis institutional leadership

# Long-Term Actions for HECB

- Refocus institutional missions as necessary
  - Directly
  - Through de-funding certain programs/functions if institutions don't do it
- Align state & federal student aid programs – leave no federal money on the table
- Administer need-based aid as a state – not institutional – program
- Tackle developmental education on a statewide basis
  - Consider a separate delivery entity
- Undertake a policy audit with an eye toward eliminating unnecessary bureaucracy
- Adopt a state-level strategy for investing in productivity enhancement
  - Course redesign on a system-wide basis
  - Retrofitting buildings for energy efficiency
  - Reengineered business processes
  - Inter-institutional collaboration



September 2009

## **DRAFT: Tuition Flexibility Study Engrossed Substitute House Bill 2344**

### **Introduction**

Engrossed Substitute House Bill 2344 (ESHB 2344) directed the Higher Education Coordinating Board (HECB) to evaluate “tuition flexibility options” for the state’s public baccalaureate institutions. This study, which began in May 2009, was conducted in collaboration with representatives of the public baccalaureate institutions, staff from the State Board for Community and Technical Colleges, the Council of Presidents, representatives of the Washington Student Association, and staff representatives from the Governor’s Office of Financial Management and state Legislature.

The study representatives reviewed the findings and recommendations of 15 prior tuition studies, evaluated the tuition alternatives outlined in the legislation, and have formulated a new state-level tuition policy to guide future tuition rate decisions.

Each tuition alternative was evaluated in terms of its administrative feasibility, effect on state financial aid programs, and impact on students of varying income levels. Importantly, the stakeholder group also evaluated each option in terms of its effect on student access, affordability, and alignment with the strategic master plan goals.

The sum of this work is captured in a working draft entitled, **Tuition Policy Report**, for HECB review and consideration before board action scheduled for November. The working draft contains a general review of public policy as it pertains to higher education and the responsibility of the state and private beneficiaries of a public higher education system. The draft includes a review of prior research related to tuition and its effect on access and affordability and an illustration examining the relationship between tuition levels, expected family contribution, and income levels of Washington families. Finally, preliminary recommendations from HECB staff as well as institutional and student assessments of each tuition alternative are presented for HECB consideration.



September 21, 2009

**Working Draft: Tuition Policy Report**

**Engrossed Substitute House Bill 2344**

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## **I. Policy Context**

Engrossed Substitute House Bill 2344 (ESHB 2344) directs the Higher Education Coordinating Board (HECB) to evaluate “tuition flexibility options” for the state’s public baccalaureate institutions. This paper presents the findings and recommendations of the study, which was conducted in collaboration with representatives of the public baccalaureate institutions, staff from the State Board for Community and Technical Colleges, the Council of Presidents, representatives of the Washington Student Association, and staff representatives from the Governor’s Office of Financial Management and the Legislature.

This report proposes for HECB consideration a recommended tuition policy, at both a state and institutional level, for resident undergraduate students. Additionally, the paper presents an institutional and HECB staff assessment of the tuition alternatives as specified in ESHB 2344.

The paper also presents an important discussion of existing data concerning how tuition setting practices can influence student enrollment and, particularly, responds to ESHB 2344 by examining the high tuition model.

Underlying the entire paper is the statutory role of the HECB in representing the broad public interests in higher education beyond the interests of the institutions. With respect to the issue of tuition, this board responsibility means that the interests of students and their families is a central and fundamental priority. Additionally, the primary goals of access and affordability, as promulgated by the *2008 Strategic Master Plan for Higher Education*, are paramount to the formation of this tuition policy.

### **Summary of Washington Tuition Practices**

Tuition policy has been a focal point for debate in higher education nationwide since the 1970s and many tuition setting options have been explored many times in our state and others.

Since 1990, the Higher Education Coordinating Board has produced 15 studies related to tuition policy and tuition setting practices.<sup>1</sup> These prior studies have demonstrated two important principles. First, increasing tuition and fees for students continues to outpace median family income and personal per capita income growth. Second, when state revenue declines, higher education appropriations decline in tandem and tuition and fees increase dramatically in an effort to offset non-tuition based revenue.

These prior reports discuss and emphasize the need to ensure access to higher education by determining a fair, predictable, and affordable tuition policy. Despite many efforts toward those

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<sup>1</sup> The full detail of the HECB reports and briefs related to tuition and fees and tuition policy is presented in detailed fashion as Appendix 1 titled “Synopsis of Tuition Policy Work.”

goals, though, tuition setting practices have, since 1995, been established by the Legislature in the state budget and not by a state public higher education tuition policy. As a consequence, decisions about tuition levels have, in effect, been a result of the cyclical nature of state general fund revenue and not a long-term commitment to tuition policy goals.

## **Guiding Principles**

### **1. Tuition and Accessibility**

Ensuring access to college for all citizens, regardless of their income, is a primary principle of public higher education in the United States. This concept is a founding principle of our democracy. Specifically, public higher education was intended to be, and is, a vehicle for educating all citizens and not just the elite. The historical significance of an accessible higher education system resonates today as strongly as it did when Thomas Jefferson founded the first public university in Virginia.

*"I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education." Thomas Jefferson, 1820*

Equitable access to public higher education is achieved through several avenues, but perhaps the most critical is tuition policy. Higher education has transformative power for all citizens of our state and, therefore, our state's social and economic status. This transformative power relies upon both an independent sector of higher education, and is also a responsibility of the public through state supported institutions. Equitable access to public higher education is a fundamental consideration in establishing public tuition policy. At the same time, public tuition policy should determine how the cost of higher education will be shared between the individuals that benefit and the state that supports it.<sup>2</sup>

### **2. Academic Quality and Funding**

Since tuition provides a principal source of revenue to institutions, it plays an important role in an institution's ability to provide students with a quality academic experience. Specifically, academic quality requires, in large part, a sufficient amount of resources being available to, and optimally managed by an institution.

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<sup>2</sup> This report will not offer lengthy analysis about each tuition policy's potential to affect the Guaranteed Education Tuition (GET) program, as the Office of the State Actuary is conducting an analysis of that program, with participation from HECB concurrently.

This above principle keenly illustrates therefore the importance of tuition to both an institution and to the student. Specifically, institutions need enough revenue to be held accountable for providing quality instruction, and students deserve a quality education from the tuition they pay.

## II. HECB State Tuition Policy: Rationale and Framework

The term “*policy*” is used in many different contexts, often with different meaning. Often it is used to refer to a rule which prescribes desired behavior. Public policy is different, though, in that it represents a formal expression of shared values and goals, typically adopted by a governmental entity, to **guide** future decisions to achieve desired outcomes.

The central issue of public higher education tuition policy concerns the appropriate sharing of cost between the public and students. This policy question has endured since the creation of American public higher education. As Jefferson wrote:

*“The expenses of the universities are defrayed partly by the public, and partly by the individuals profiting of them.” Thomas Jefferson, 1823*

Accordingly, a state public higher education tuition policy should express as a goal the appropriate and desired share of costs between students and the public which will have the following desired outcomes:

- Supports existing state policy to raise the educational attainment level of Washington citizens, and to ensure access to students of all income levels.
- Results in stable and predictable levels of tuition for students, families, and institutions.

### Components of Tuition Policy

Following from these desired outcomes, this paper proposes a state resident undergraduate tuition policy which establishes as goals:

1. At the state level, the appropriate share of public (state appropriated) revenue to institutions and of student tuition revenue to fund the cost of undergraduate education.
2. At an institutional governance level, the types of tuition rate setting alternatives available to institutions to realize the state-level tuition revenue goals.

As a policy goal, the share of costs will be normative in nature, reflecting a consensus on what the appropriate share or proportion of cost should be between students and the public, as Table 1 illustrates on the following page.

**Table 1. Cost-sharing examples**

State Share of the Cost (NGF-S Appropriations)	Student Share of the Cost (Tuition Revenue)
60%	40%
55%	45%
45%	55%

When looking at comparable institutions in the Global Challenge States (GCS), the average proportion of tuition revenue to total revenue in academic year 2006-07 was around 40 to 45 percent. Public institutions in Washington rely on tuition revenue more than peer institutions in the GCS do.

**Table 2. Percent of tuition and fee revenue to total revenue (state support and tuition and fee revenue) by institution compared to the average percent in the Global Challenge States**

2006-07	UW	WSU	CWU	EWU	TESC	WWU
<b>Percent of T&amp;F Revenue to Total Revenue (State Support + T&amp;F)</b>	51.4%	38.9%	47.5%	50.5%	51.5%	53.4%
<b>GCS Average</b>	40.4%	42.5%	44.2%	47.5%	35.6%	45.2%

More current data (FY2010) of the percent of tuition to total state and tuition revenue shows that tuition and fee revenue is proportionately greater at most institutions than the state appropriations share.

**Table 3. Percent of tuition and fee revenue to total FY2010 revenue (state support and tuition and fee revenue) by institution for the current fiscal year**

2009-10	UW	WSU	CWU	EWU	TESC	WWU
<b>Percent of T&amp;F Revenue to Total Revenue (State Support + T&amp;F)</b>	52.0%	47.4%*	50.2%	49.1%	51.5%	53.2%

\*Calculation excludes appropriations to agricultural research and extension programs.

## Determining the Basis of the Cost

ESHB 2344 calls for the issue of academic quality to be addressed in this study. As discussed earlier, academic quality requires, in large part, a sufficient amount of resources being available to, and optimally managed by an institution.

Accordingly, an objective assessment and hence understanding, of the relationship of tuition revenue to academic quality requires an empirical basis for determining and describing the amount of resources (both from tuition and state appropriations) needed by an institution to provide academic quality. Once established, this information, or *Cost Basis*, can then be used to determine, the amount of funds needed from both students and the public to provide a quality academic experience, per the policy of proportionate shares of cost between the public and students.

There are three ways to establish a cost basis.

- 1. Current Expenditure Based**

This methodology was previously used to determine tuition rates based on prior expenditures. This model works when the economy is stable, general fund growth is stable, and allows the state to moderately increase appropriations to institutions and, therefore, moderately increase tuition rates. However, because Washington's tax basis is based on sales tax receipts, it is an unstable source of revenue for the general fund when the economy is in decline. If expenditures were used as a basis for determining the cost of instruction and the state invested less in tuition, tuition could decrease in tandem when institutions needed the additional revenue. Likewise, if the state investment increased during good economic times, the student share would increase unnecessarily.

- 2. Comparative Based**

This methodology would use a set of peer or comparable institutions to determine an appropriate cost of undergraduate instruction. This cost would then be used as a basis for determining total tuition and state revenue needed per policy goals concerning the desired shares of cost between students and the public.

- 3. Cost Standard Based**

This approach would involve the development of a cost model which establishes appropriate "unit costs" for key cost areas (e.g., direct instruction, instructional support, student services, library resources, operations and maintenance, administrative overhead, and other indirect cost areas) as based upon performance and cost standards. While the development of the standards would use benchmark and best-practices data from other states, the model would reflect performance and quality goals unique to Washington State.

***HECB Staff Assessment***

Staff recommend that a comparative based approach be used as a starting point in determining an appropriate level of undergraduate instructional cost. Due to its prior usage and familiarity with state policy-makers, staff recommend that the comparable institutions of the Global Challenge States be used. This staff recommendation is predicated on a thorough review of key indicators of academic quality and productivity underlying the GCS cost of instruction levels.

### III. Implications of Tuition Policy

ESHB 2344 calls for an examination of the interaction effects of high tuition, lower income student participation, and financial aid. The term “high tuition,” by itself has no implicit definition and, hence, no meaning. Clearly, “high tuition” is a relative concept, meaning tuition levels that are higher than something else, specifically other tuition levels.

When discussed in the context of public higher education, the “high tuition” concept is typically found to be a part of a state budgeting approach which would propose that higher tuition can, and should, be tied to lower state appropriations to institutions. This “higher tuition and less state appropriations model” frequently addresses the issue of affordability by linking “high financial aid” as a mitigating action.

This paper presents below a summary of the experiences of other states and institutions which implemented forms of the high tuition model. Specifically, this existing research provides objective information about the consequences of the “high tuition model” on lower income student participation and student debt impacts. The impact of student debt is very important since it demonstrates the limits of financial aid as high tuition mitigation on students and families who do not qualify for aid.

Following this discussion, the paper presents data concerning the interaction between family income levels, expected family contribution levels, and tuition levels.

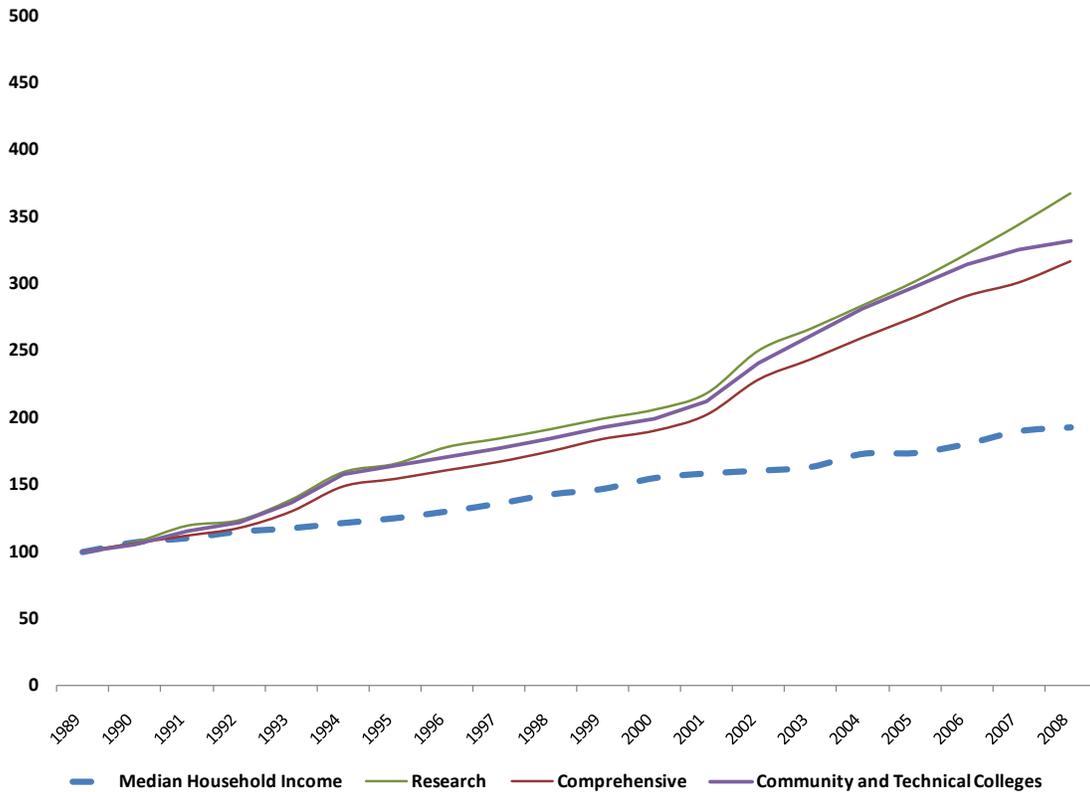
#### Prior Research

Tuition and fees in Washington are increasing rapidly for resident undergraduate students. The implications for this growth are important to consider because they directly relate to goals of affordability and access to higher education.

To substantiate the effect that tuition and fees has on families and individuals in Washington, the affordability of tuition and fee levels must be explored further. While there are a number of measures with which to examine how affordable tuition and fees are in Washington, affordability must be considered in a greater context including median family income, consumer debt, and rising costs of living.

These measures indicate that middle-income families and individuals cannot save as much for college, the dollars they earn buy less higher education than in the past, and that current wages are not sufficient for current tuition and fees (Heller, 1996; Perna & Li, 2006). Median family income is not keeping pace with rising tuition and fees for resident undergraduate students.

**Chart 1. Washington Median Household Income and Resident Undergraduate Tuition  
1989-2008, Indexed, 1989=100**



Source: Office of Financial Management for MHI, Tuition from HECB Tuition Survey.

Median household income is outpaced by tuition and fees growth in each sector of higher education. In addition to income, it is important to highlight other components of an average family's cost of living, like health care and average consumer debt.

The Federal Reserve calculates that, in 2008, the ratio of debt payments to disposable personal income was a high 13.9 percent (compared to 11 percent in 1988 and 1998).<sup>3</sup> This measure informs a discussion about the affordability of tuition and fees, because an average person in the United States expends at least 14 to 19 percent of disposable income towards fulfilling outstanding debt in addition to debt related to education expenses.

Apart from rising consumer debt, health care costs for families and individuals continues to grow exponentially and affects a family's or individual's ability to pay for college. In a Kaiser Foundation annual survey of family health care costs (2008), employees contributed nearly

<sup>3</sup> Federal Reserve Economic Research and Data Services. Retrieved June 3, 2009, from <http://www.federalreserve.gov/releases/housedebt/default.htm>.

\$3,400 towards their health insurance (or 12 percent more than they did in 2007). Rising health care costs are part of the financial landscape within which Washington families and individuals will make decisions about college attendance and college choice.

Higher education is taking up a larger share of a family's and individual's income over time and making higher education increasingly less affordable (Heller, 1999). Simultaneously, families are coping with increasing health care costs and consumer debt.

When families cannot afford the cost of attendance, they often are forced to take out loans. The use of federal loans to fund higher education has increased from \$791 million to \$67 billion from 1970 to 2007 (Cunningham and Santiago, 2008).

In summary, the absence of tuition policy guiding the Legislature to a thoughtful and balanced share of higher education costs between students (tuition revenue) and the state (NGF-S appropriations) can lead to consistent percent increases to tuition without reflection on the implications to students or institutions.

Increasing access to higher education for students from low-income families and students of color is a priority of HECB's *2008 Strategic Master Plan for Higher Education*. Promoting access can be accomplished in a number of ways, but the literature presents tuition-setting policy as a key means for positively or negatively affecting college-going among low-income students.

Higher education literature presents a vast body of work on the relationship between tuition and enrollments. By and large, increasing tuition is believed to affect enrollments negatively (Leslie & Brinkman, 1987; Heller, 1996; Ehrenburg, 2006). While some efforts have been made to unpack the explanatory variables for slackening enrollment, the face value amount of tuition, the availability of financial aid, and the preparation of students in the K-12 sector are all believed to affect college going rates.

However, a more critical question is clear: Who is affected by increasing tuition? An implication of rising tuition is access of higher education to low-income students and students of color.

Research indicates that low-income students and high-income students react differently to tuition rates, known also as "sticker price," and to different types of financial aid (Heller, 1997; St. John, 2002). Overall, lower income students respond quickly and decisively to higher tuition rates. When tuition increases by \$1,000, lower income students are 16 to 19 percent more likely to drop out of college, regardless of financial aid (Paulsen & St. John, 2002).

Across all institution types and student income levels, tuition increases of \$100 result in a drop in enrollments of 1/2 to 1 percent and these data points were arrived at using information from the early 1980s, so the affect could be much greater today (Heller, 1997). Overall, the higher education literature asserts that the higher tuition prices climb, the more low-income and lower middle-income students perceive college as a hardship.

“It is precisely those poor and working-class students who are aware of the problematic nature of college costs, those who self-identify and profess that they are financially at risk in the face of such costs and who intentionally select the colleges they attend according to the availability of financial aid and low tuition...” (Paulsen and St. John, 2002).

Regardless of aid in any form, research suggests that low-income students would rather attend low-cost institutions over high-cost institutions, even if high aid is available (Paulsen and St. John, 2002).

Although tuition assistance programs aim to assist extremely low-income resident students, many of these students will choose not to sit for entrance exams and submit applications, steps that are necessary to enroll in college, due to sticker shock from tuition costs (St. John, 2002). Far fewer middle and upper income students will fail to take required entrance exams and submit applications due to college costs than their low-income peers.

The high tuition scenario has been associated with a number of unintended negative consequences, primarily on the enrollment patterns of low-income students and students of color. Since this policy has been employed, the University of Michigan has experienced a 10 percent decrease in the number of students from households making between \$10,000 and \$74,999, and an 8 percent increase in the number of students from households making over \$200,000. Likewise, the entering freshman classes have become less ethnically and culturally diverse (Nishimura, 2009).

In summary, access to higher education is affected by increasing tuition and fee rates. In particular, rates affect low-income students and students of color most adversely.

### **Interaction between Family Income, Tuition Share, and Financial Aid**

To examine and illustrate the interaction between varying tuition levels, family income, and financial need, data were gathered to address the following questions:

*At varying levels of tuition, with a fixed, or constant amount of the cost of undergraduate instruction (state appropriations and tuition):*

1. What are the differing amounts of the “cost of attendance” to a family/student (tuition, room and board, books, transportation costs, and mandatory fees)?
2. What income levels of a family of four with one student are needed to pay the differing costs of attendance?
3. How many families of four in Washington have family income that fall below these needed amounts?

*To address these questions, the following data sources and assumptions were used:*

- For this illustration, the cost of **instruction** for resident undergraduate students was based upon the University of Washington’s 2008-09 level of \$10,885.

- Cost of **attendance** includes fixed costs but would decrease should tuition decrease as the student share of the cost of instruction is adjusted.
- Family income information is based on a Washington-domiciled family of four with varying levels of annual income, assets of \$40,000, varying levels of taxes, but with one dependent student in college.
- Information related to income levels below Expected Family Contribution is derived from the American Community Survey. The analysis was completed for HECB by the Office of Financial Management.

**Table 4. Interaction between cost of instruction, tuition rates and family income in the state of Washington for families of four – University of Washington example**

2008-09 Cost of Instruction (State Support and Tuition Revenue) = \$10,885 <sup>(1)</sup>		Cost of Attendance at Varying Levels of Tuition <sup>(2)</sup>	Family Income Levels		
Tuition and Fees in dollars as a part of the Cost of Instruction	Tuition and Fees as a Percent of the Cost of Instruction	Cost of Attendance as Tuition Increases	Family Income Needed to Pay Cost of Attendance	Families Below Income Level Required to Meet Expected Family Contribution <sup>(3)</sup>	
				N = Number of Families	% of State Families of Four
\$2,177	20%	\$14,513	\$90,000	174,314	61%
\$2,721	25%	\$15,057	\$92,500	180,159	64%
\$3,810	35%	\$16,146	\$95,000	184,480	65%
\$4,354	40%	\$16,690	\$97,500	189,330	67%
\$4,898	45%	\$17,234	\$98,500	190,267	67%
\$5,443	50%	\$17,779	\$100,000	193,190	68%
\$5,987	55%	\$18,323	\$102,500	197,844	70%
\$6,531	60%	\$18,867	\$103,500	199,151	70%
\$7,075	65%	\$19,411	\$105,000	202,136	71%

(1). Cost of Instruction for resident undergraduates at the University of Washington derived from 2008-09 Disclosure Report.

(2). Based on the 2008-09 total academic year cost of attendance \$19,138 when tuition was \$6,250.

(3). Source: ACS PUMS 2005-2007. The ACS sample was 8,680 families of four with resident children under 25.

Using the ACS household weights, that translates into 283,704 families of four in WA.

Table 4 illustrates how the Cost of Attendance to a family changes as the share of tuition to the Cost of Instruction changes. In the table, tuition shares to the cost of instruction (\$10,885) are presented in categories ranging from 20 to 65 percent. Additionally, the table shows the family

income levels needed (per Peterson's Expected Family Contribution calculator) to afford the varying levels of the Cost of Attendance, and the proportion of Washington state families of four with incomes **below** the needed income level.

For example, if tuition is 40 percent of the Cost of Instruction then, the family income needed to pay the full Cost of Attendance is \$97,500. As shown in the table, about 67 percent of Washington families of four are **below this income level**.<sup>4</sup>

The implications of these data on the importance of financial aid as a means to achieve affordability and "level the playing field" are significant. For example, currently, the State Need Grant (SNG) program provides assistance to families making up to 70 percent of the current median family income. In 2008-09, the median income for a family of four was \$75,000. Therefore, SNG assistance was available only to families that made up to \$52,500.

In light of the above, it is clear that the current eligibility income level for state financial assistance is not sufficient for the majority of families to pay the Cost of Attendance. This finding reveals a significant obstacle in achieving state policy goals to raise the state's postsecondary educational attainment level. Put simply, state financial assistance being available only to families earning less than \$52,500 will not "level the playing field" for most Washington families.

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<sup>4</sup> It is important to note that these data do not reflect other sources of funds which some families receive or have to pay for college. For example, some families may have diligently saved for college costs over many years, or have invested in GET or other similar programs. Also, some families receive financial contributions from other family members, or other organizations.

#### IV. Tuition Alternatives Analysis: Institution and HECB Evaluation

Two major policy values will guide the assessment of these potential tuition alternatives:

1. **Higher education is a public good with a private benefit.** The burden and benefit of higher education must be shared by the public, as higher education benefits Washingtonians broadly, but also benefits the individuals specifically that experience it. The share of the cost born by each group is the qualitative judgment which must be made before establishing particular tuition policy alternatives.
2. **Tuition policy shifts must support the deep-rooted values of affordability and access.** This is promulgated by the *2008 Strategic Master Plan for Higher Education* approved by the HECB and agreed to by the public institutions, the 2008 Legislature and the State Board for Community and Technical Colleges.

“The ultimate reality for publicly supported colleges and universities is that they serve their states. The ultimate reality for state government is that they have to make explicit what they expect and how much they will pay to get it” (Leslie and Berdahl, 2008).

Arriving at a fair and balanced share of the cost for higher education for the citizens of our state and the students in higher education will be a critical process to towards supporting the strategic master plan goals of increasing degree attainment broadly and maintaining access for low-income students and students of color.

ESHB 2344 identified several tuition alternatives to be examined in collaboration with higher education institutions. The alternatives evaluated in this paper include:

- A. Institution based
  - i. Mission/role based
  - ii. Campus based
- B. Student choice based
  - i. Program based
  - ii. Student credit load based
  - iii. Upper/lower-division based
  - iv. Delivery method based (online delivery)
- C. Student/Family income based
- D. Market based
- E. Option to ‘encourage or facilitate co-enrollments’
- F. High Tuition, High Financial Aid

## Alternatives Evaluation

### *Institution Based*

#### 1. Mission / Role Based

##### *Summary of Option*

Differentiating tuition by institutional mission would not be a big departure from the status quo. As early as 1977, a cost sharing model outlined the percentage of the cost of instruction (based on expenditures) that students were responsible for paying (suspended in 1995). Students have been paying more at research institutions than at comprehensive institutions since that time.

From 1975 to 1981, students at comprehensive and community and technical colleges were paying a percentage of the cost of instruction at research institutions. Students at the research institutions were paying a percentage of the cost of instruction at research institutions.

**Table 5. 1977-1981 tuition was a percent of the cost of instruction at the research universities**

	Percent of Cost at Research Universities
<b>Research, Resident</b>	25% of cost
<b>Research, Nonresident</b>	100% of cost
<b>Comprehensive, Resident</b>	80% of research cost
<b>Comprehensive, Nonresident</b>	80% of research cost
<b>Community and Technical College, Resident</b>	45% or 50% of research cost

While this policy ended in 1981, the tuition differentiation inherent in the policy was built into the base tuition rates and persisted.

Table 6 below illustrates that students are paying more tuition dollars at the two research institutions than students at the comprehensive colleges.

**Table 6. 2009-10 Tuition and Fees by institution and sector average**

Institution/Sector	Tuition and Fees
University of Washington	\$7,587
Washington State University	\$7,600
<b>Research Sector Average</b>	<b>\$7,594</b>
Central Washington University	\$5,589
Eastern Washington University	\$5,445
Western Washington University	\$5,472
The Evergreen State College	\$5,413
<b>Comprehensive Sector Average</b>	<b>\$5,480</b>
<b>Community College Average</b>	<b>\$2,925</b>

### *Institutional and Student Assessment*

If this policy enabled institutions to set tuition rates based on their perceived role and not a sector rate, the policy would result in lower controversy than other alternatives. Institutions agreed that this alternative recognized the differential missions, quality, and competitiveness of Washington's institutions.

### *HECB Staff Assessment*

Staff concurs with the institutional assessment and recommends the Board support this as a tuition alternative, because it supports the application of tuition rates across different institutions with varying tuition rate levels. Relative to the State Need Grant, this option would not affect the ability to equitably distribute aid statewide, the ability to predict the impact of changes in tuition on program costs, or the reporting requirements for institutions. This option also would allow the HECB to preserve current SNG policies and the decentralized administrative structure. Importantly, this alternative recognizes the diversity of Washington's mix of institutions.

## **2. Campus Based**

### *Summary of Option*

Another way of differentiating tuition for resident undergraduate students in Washington would be to charge different tuition amounts depending on the campus location. While the legislation requiring this study is silent on the structure and nature of this alternative,

institutions with multiple branches could differentiate tuition among campus locations. The alternative could allow institutions to raise or lower rates by campus.

### ***Institutional and Student Assessment***

This alternative was generally thought to be feasible from an administrative standpoint by some institutions. Some of the comprehensive institutions have different fees at the university center locations than at the main campus but by and large, the operating portion of tuition is consistent across campus locations. There were no real concerns about the policy from the research institutions, with the exception that the option would not necessarily influence enrollments substantially at the branch campuses as the policy may intend.

### ***HECB Staff Assessment***

The medium to high administrative feasibility of this alternative was recognized by staff review. The option was thought to have some potential influence over participation rates at branch campuses, particularly if the branch campuses continue to expand degree offerings. Whether rates were increased or decreased (relative to the home campus rate), this alternative could have the affect of influencing perception in the general marketplace about the value of an educational experience at branch campuses. Relative to the SNG program, this option would not affect the ability to equitably distribute aid statewide or the ability to predict the impact of changes in tuition on program cost. This option also would allow the HECB to preserve current SNG policies and the decentralized administrative structure. However, this option would require moderate changes to the reporting requirements for institutions in the State Need Grant program. We recommend that the board support this as a tuition alternative.

### ***Student Choice Based***

#### **3. Program Based**

##### ***Summary of Option***

In this case, program costs or program demand could be used to arrive at a different tuition rate.

Institutions outside of Washington using this method include the University of Wisconsin Madison and Milwaukee, the University of British Columbia, and the entire Colorado higher education system and this list is not exhaustive. At the University of Colorado Boulder, four different rates govern tuition for undergraduate students. Rates are more costly for programs like engineering and business. This is also true for the University of Colorado at Colorado Springs and Colorado State University, each of which advertise six different tuition rates for undergraduate students. In addition, Iowa State University differentiates tuition for engineering students in the upper-division level and University of Kansas and University of Illinois Champaign both differentiate by program. In these states and others, higher education

administrators believe that the higher cost of faculty in certain departments necessitates that higher tuition be charged to students in those departments (Redden, 2007).

While these public institutions differentiate by discipline for resident undergraduates, institutions in Washington only differentiate tuition by program at the graduate level. At the University of Washington in particular, a wide array of tuition charges are in place for various graduate and professional programs.

While each public institution in the state has the authority to set graduate tuition, the University of Washington and Washington State University offer many different tuition levels for their graduate programs. This authority has been extended via Senate Bill 5734 through 2013.

The HECB's *2005-06 Education Cost Study* (published in 2007) illustrates the inherent cost differential in delivering certain programs. Table 7 below shows the cost of instruction for social science programs at each institution to illustrate how costs differ among institutions. The Evergreen State College (TESC) offers customized majors within the College of Arts and Letters and only one cost of instruction is calculated for that institution. A new articulation of the cost study will be published in 2011 for the 2009-10 academic year.

**Table 7. Approximate total cost per average full time equivalent undergraduate student by institution in 2005-06 for general social science degree**

Institution	Discipline Area	Total Cost per Student
University of Washington Seattle	Social Sciences	\$6,916
Washington State Univ. Pullman	Social Sciences	\$5,261
Central Washington University	Social Sciences	\$6,576
Eastern Washington University	Social Sciences	\$7,091
The Evergreen State College	Arts and Letters	\$11,021
Western Washington University	Social Sciences	\$6,135

Source: 2005-06 Higher Education Coordinating Board Cost Study.

Across institutions, social science degrees cost different amounts to deliver. Calculated in the costs of these programs are the salaries and benefits of faculty and some administration, the salaries and benefits of some support staff for faculty, and supplies and equipment related to instruction. Costs differ between institutions for a variety of reasons, including differences in class size, the newness of a program (related start-up costs), and the variable salaries of faculty and personnel involved in instruction.

### ***Institutional and Student Assessment***

This alternative was viewed by some as equitable, but has the potential to disturb enrollments in certain high-demand programs, and in high cost programs like music, art, and drama. In addition, the option could disrupt enrollment of low-income students into the programs that they desired to pursue. By and large, institution feedback was mixed, as some institutions believed that the option would limit student choice of majors and force early declaration of majors. Some institutions felt that this alternative would harm the liberal arts missions of many of our institutions, as students would not be exposed to as many fields of study as they determined their major. One institution felt that in the absence of consistent state funding, the institution might need the option to differentiate tuition by program. In some cases, the alternative was considered an administrative challenge, as students change majors constantly and would need financial aid repackaging should they transition in and out of programs with different rates.

### ***HECB Staff Assessment***

Staff recommends that the board not support this tuition alternative. This option would limit the HECB's ability to equitably distribute SNG funds statewide as well as the ability to reliably predict the impact of tuition changes on program costs. In addition, this option would require substantial changes to the reporting requirements for participating institutions and may affect the HECB's ability to adhere to current program policies. HECB staff concurs with the institutional assessment that this alternative would be an administrative challenge for institutions as well as students and families.

## **4. Student credit load**

### ***Summary of Option***

Students would be charged tuition on a per credit basis up to full-time credit thresholds. For purposes of this study, we assume that this alternative would change the full-time threshold policy currently in place and charge students per credit tuition at every credit increase. Currently, students meet full-time thresholds between 10 to 18 credits, which is meant to encourage faster time to degree. If the current policy was institutionalized further, students could be charged additional tuition on a per credit basis at every credit increase.

### ***Institutional and Student Assessment***

While institutions thought that this alternative had a potential positive effect of equalizing the cost of degrees between full-time and part-time students, the potential negative consequences outweighed any benefits. Specifically, per credit tuition could discourage students from taking a full-time credit load and result in a slower time to degree, the predictability of total tuition charges would be in flux as students add and drop courses, and the administration of the option would require enhancements to course management and financial aid systems and could impair institutions' ability to award State Need Grants as the quarterly (or semester) amounts would vary from student to student.

***HECB Staff Assessment***

Staff concurs with the institutional assessment and recommend that the board not pursue this as a tuition alternative. This option would limit the HECB's ability to equitably distribute State Need Grant funds statewide as well as the ability to reliably predict the impact of tuition changes on program costs. In addition, this option would require substantial changes to the reporting requirements for participating institutions and may affect the HECB's ability to adhere to current program policies.

**5. Undergraduate Level Based (lower/upper-division)*****Summary of Option***

Adopting different rates for upper-division courses than lower-division courses is another option for tuition rate changes. In this case, students taking lower-division courses at an institution would pay less tuition than students enrolled in upper-division courses. The only working example of this form of differentiated tuition in Washington is based on upper- or lower-division coursework at the community colleges that offer applied baccalaureate programs. Students enrolled in applied baccalaureate programs at community colleges in Washington pay a heightened tuition rate for upper-division coursework.

This type of differentiated tuition model uses both credit hours and upper- versus lower-division course levels to charge higher tuition. All seven Washington community college applied baccalaureate programs have adopted similar policies. However, public four-year institutions in the state do not raise tuition once students reach the upper-division, as the community colleges do for applied baccalaureates. Institutions in other states, such as Michigan State University and Arizona State University, do, however, raise tuition once students reach upper-division level.

***Institutional and Student Assessment***

This alternative would be a reflection that upper-division courses are more expensive for institutions to deliver and could have the positive effect of encouraging institutions to offer more upper-division course options. This option also could have the positive affect of enabling institutions to accept more community college transfer students with associate degrees. This option was considered a more predictable one from a student's perspective, as increases in tuition would be applied broadly during the last two years of college.

However, there were broad concerns about the administrative feasibility of this alternative, given that students often take a mix of upper- and lower-division courses depending on course requirements and student interest. Financial aid packaging could be substantially more difficult. Other negative consequences could include students maximizing lower-division courses to save tuition dollars, an increase in students dropping out of college once they reached upper-division course levels, and a lack of available private and public financial aid at the upper-division level.

### *HECB Staff Assessment*

While some institutions in other states have enacted similar tuition rate changes, the resounding concerns about student retention at the upper-division level and the potential difficulties for students, institutions, and state financial aid officials to plan for increased tuition rates overwhelm any potential positive effects. This option would limit the HECB's ability to equitably distribute SNG funds statewide as well as the ability to reliably predict the impact of tuition changes on program costs. In addition, this option would require substantial changes to the reporting requirements for participating institutions and may affect HECB's ability to adhere to current program policies. Staff recommends that the board not pursue this as a proposed tuition alternative.

## **6. Delivery Method Based (online delivery)**

### *Summary of Option*

A differentiated tuition model based on delivery method could allow institutions to charge different rates to students enrolled in online programs. Washington institutions that offer online degree programs charge the same tuition rates for full-time students enrolled in online courses as it is for students enrolled in courses on a campus, but these students do not typically pay the same fees as students taking their coursework on a campus. Additionally, not all institutions offer complete baccalaureate degrees online and students taking courses towards a certificate or masters program pay tuition on a per credit basis.

If the policy was institutionalized further, students could be charged different rates if their coursework occurred primarily at a distance. While this policy would be institutionalized to encourage place-bound, online learners, a great proportion of online learning at the four-year baccalaureate level is from students enrolled at existing campuses.

An example of students enrolled in 100 percent online baccalaureate degrees programs and pay less tuition than students enrolled in 100 percent on-campus programs is Pennsylvania State University and its Penn State World Campus. Full-time (12 or more credits), online students enrolled in bachelors programs through Penn State World Campus paid \$5,504 per semester in 2008-09 for the first 59 credits of the program and \$5,957 after the 59 credit threshold.<sup>5</sup> Students at Penn State's University Park campus paid \$6,507 per semester in 2008-09 as lower-division students and more than that for certain upper-division programs.<sup>6</sup> Penn State charges undergraduate students enrolled in business, science, engineering, and nursing programs higher tuition rates.

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<sup>5</sup> For more information on Penn State's World Campus tuition and fee rates, reference <http://www.worldcampus.psu.edu/TuitionTable.shtml>.

<sup>6</sup> For more information on Penn State's tuition and fee rates, reference <http://tuition.psu.edu/Rates2008-09/UniversityPark.asp>.

### ***Institutional and Student Assessment***

This option was recognized as one that would have the potential to influence additional place-bound, distance learners and nontraditional students to begin and complete their degrees. However, if the option resulted in online learners paying less tuition than their campus-based colleagues, the lower tuition revenue may be a disincentive for institutions to develop and offer online programs. Also, the option was considered by some institutions to have low administrative feasibility where on-campus students supplement their course schedules by enrolling in online courses.

### ***HECB Staff Assessment***

The administration of this alternative could be difficult for institutions and the revenue generation capacity is unknown. However, this policy could have the positive effect of encouraging place-bound, nontraditional students to complete (or enroll) their degrees. Staff believes that this alternative should be evaluated further prior to its use.

## ***Student/Family Income Based***

### **7. Student/Family Income Based**

#### ***Summary of Option***

Tuition would be linked to some type of financial index, such as adjusted gross income. Washington lawmakers and institution representatives have considered installing an income-based tuition policy for the state previously. An income-based graduated tuition policy has been presented and considered by recent legislatures, the HECB, and past and current college presidents in Washington.

Miami University (Ohio) was identified as the only institution which has assumed a graduated tuition policy structure. The university is a public university, but commonly considered an elite institution, with 15,000 undergraduates, approximately one-third of which are nonresidents. Additionally, their applicants typically apply early and include a relatively small percentage of low-income students. All applicants are advised to budget the full amount of tuition (\$11,443 in 2008-09) and encouraged to complete the FAFSA. Completing the FAFSA results in an expected family contribution dollar amount based on income and assets and a variety of other variables of both the student and the parent(s).

For the 2008-09 academic year, this income-sensitive tuition model is based on a scale of tuition from a low of \$8,693 to a high of \$11,443. For Ohio residents, \$11,443 is the maximum cost. As confirmed by the institution's website, nearly 60 percent of entering Ohio students in 2008-09 received a Miami Grant, with amounts ranging from \$1,000 to \$2,750.<sup>7</sup>

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<sup>7</sup> Undergraduate Admission Tuition and Fees. Retrieved January 12, 2009, from <http://www.miami.muohio.edu/admission/fees/finaid/>

Initially, the institution advised student applicants and incoming freshman to budget for \$22,000 in tuition and fees, which represented the full cost of instruction at the time. However, in 2005, the school saw a 13 percent decline in its in-state enrollment (with an 8 percent overall reduction of resident plus nonresident students). Instead of charging the full cost of instruction, the institution now manages the range from year to year and publishes the grant levels available to low-income, resident students (Miami Ohio communication to HECB, December 30, 2008).

### ***Institutional and Student Assessment***

The resounding feedback from institutions regarding income-based tuition rate setting was negative from an administrative and enrollment management standpoint as well as a student perspective. There was widespread recognition that high-tuition models (absent high financial aid) are correlated with high dropout rates in lower- and middle-income populations and that applications to and enrollments in institutions with this model could slow as a result. Middle-income students often do not have additional funds to pay the higher tuition and do not qualify for most [current] student assistance programs, thus they could end up with high levels of student loan debt if their needs are not considered in this model.

Additionally, this option has the potential to lead to income stratification across sectors and institutions. Finally, a realization that high income students may more readily choose to go to private or out-of-state institutions rather than pay higher in-state tuition was apparent.

### ***HECB Staff Assessment***

HECB staff believes, and existing research shows, that students from low-income backgrounds and students of color often avoid attending institutions with high tuition. Additionally, the administrative burden of this option on students, families, and institutions is problematic and its administrative feasibility is questionable. This option would limit the HECB's ability to equitably distribute SNG funds statewide as well as the ability to reliably predict the impact of tuition changes on program costs. In addition, this option would require substantial changes to the reporting requirements for participating institutions and may affect HECB's ability to adhere to current program policies. Staff recommends that the Board not pursue this as a potential tuition alternative.

## **8. Market Based**

### ***Summary of Option***

The alternative would assume that the number of student applications as a percentage of the number of available freshman spots at an institution would be an indication of the institution's demand. Institutions that could demonstrate greater student demand (in the form of applications compared to freshman capacity) could charge more tuition and, theoretically, offer more institutional aid. Institutions would be free to set their own rates based on market research and experience and could employ a business model that functioned similar to the marketplace.

A literature review did not produce examples of an institution-level or state-level tuition policy related to, or contingent upon, demand in the form of applications versus open slots for freshmen.

### ***Institutional and Student Assessment***

This option generated both pros and cons within and between the research and comprehensive institutions. Some institutions were concerned that this alternative was not in the student's best interest. Other institutions indicated that this alternative was a feasible mitigation to declining state subsidy. Student representatives expressed significant concerns over the implications of this option on student and family affordability and access.

### ***HECB Staff Assessment***

This policy is not consistent with the fundamental goals of public education. Namely, that public education exists apart from the marketplace as a vehicle to carry-out and enhance democracy and public welfare. If tuition rises substantially, students from low- and middle-income backgrounds could experience sticker shock and self-select out of those institutions, despite the financial aid that may be available to them. This option would limit the HECB's ability to equitably distribute SNG funds statewide as well as the ability to reliably predict the impact of tuition changes on program costs. In addition, this option would require substantial changes to the reporting requirements for participating institutions and may affect HECB's ability to adhere to current program policies. Staff recommends that the Board not pursue this as a potential tuition alternative.

## **9. Option to 'Encourage or Facilitate Co-enrollments'**

### ***Summary of Option***

This option was included in the original legislation of ESHB 2344. The legislation does not identify what the intent is, but it is believed to have been included to allow students, at no extra charge, to get any class they need from other institutions if the class was unavailable or full at their "home" institution. The primary goal of this option was to accelerate time to degree.

Apart from examples of co-located institutions (i.e., a university center), it is difficult to find examples of co-enrollments at the public baccalaureate level. This is likely due to the fact that this policy would be an immensely challenging endeavor administratively.

### ***Institutional and Student Assessment***

From an administrative standpoint, this option would be immensely difficult. Aligning or agreeing upon tuition rates and dealing with extraneous fees (that are institution specific) would be a difficult administrative undertaking. Further, departments may not agree on course content for similar courses and, therefore, could reject course equivalencies for major-specific courses). Even if system-wide course articulation was established to initiate this

option, the articulation agreements would be difficult to change and institutional flexibility in course design and delivery would be lost.

### ***HECB Staff Assessment***

Students could benefit from this option if they could take core, general education requirements at other state institutions, including community colleges, when those courses are full on their own campuses. There is a potential effect to quicken time to degree. Further, university departments could engage more across campuses and best practices for course planning, content, and pedagogy could be shared. However, the tremendous administrative undertaking that would be required of institutions and the maintenance of articulation agreements may not justify the process. This is not a tuition alternative but, rather, it is an institution-level arrangement concerning cost recovery.

## **10. High Tuition, High Financial Aid**

### ***Summary of Option:***

The high tuition, high financial aid concept proposes increasing tuition as a means to cover an institution's costs as a result of declining state appropriations. Under this model, it is crucial that financial aid is increased so that the economic profile of an institution's student mix is not disrupted. This model can be implemented across a spectrum or in increments, but in its purest form, tuition is set at or closer to the actual cost of instruction at an institution. Students and families who are able to afford the tuition based on existing federal calculations pay a higher rate of tuition. Existing state operating funds dedicated to higher education are shifted to a much increased commitment to financial aid to ensure that access for low and middle income students remains strong. This alters the role of the state from an actor that provides a higher education subsidy for all students in the state, regardless of their ability to pay, to an actor that utilizes public dollars to subsidize the purchase of a full-priced education for those students who cannot afford it. It removes what may be considered an unnecessary subsidy for wealthy families attending public colleges and universities. Ultimately, this model shifts more of the cost burden for higher education onto higher income families, who no longer receive state subsidy.

### ***Institutional and Student Assessment:***

Student representatives as well as some of the baccalaureate institutions are opposed and do not support, this model. The University of Washington strongly advocates for this approach and Western Washington University appears to support this proposal, at least in concept.

Appendix 3 of this report provides unedited written comments from the University of Washington explaining the rationale for their support of this model.

### ***HECB Staff Assessment***

Staff understand that those who advocate the high tuition model may do so for two different reasons.

First, some may advocate for high tuition at public institutions, not as a way to compensate for declining state appropriations but, rather, as a way to lower state appropriations to the public institutions. This type of proposal would rely on the promise of available student financial aid to mitigate the effect of high tuition on “lower” income students and families.

Staff believes that the above intent and rationale for “high tuition” at public institutions has two central flaws. First, this concept conflicts with the underlying values of American public higher education which hold that public institutions are **public institutions** and benefit not just those who attend but society itself. Therefore, as discussed earlier, the cost of public institutions should be shared between the public and those who attend in a manner reflecting the public as the “owner” and principal “shareholder” of the enterprise.

Additionally, the proposal for high tuition as a way to lower state support to institutions relies on the assumption and promise that (increased) state financial aid will be available to lower income families and students. This promise ignores the evidence that affordability is no longer a problem just of “lower income” families. Rather, as shown earlier in this report, affordability is a problem for middle-income families who do not currently qualify for state financial aid.

Secondly, others advocate for high tuition for a different reason. Specifically, in Washington some, not all, of the public baccalaureate institutions propose the high tuition model as a means to mitigate declining state support to the public institutions. Staff believes that a thoughtful understanding and analysis of this position is warranted, but **within the context of an appreciation of the institutions, commitment and interests to protect institutional quality.**

Staff offer the following:

- State appropriations to the public institutions of higher education and to the state financial aid program come from the State General Fund.
- The State General Fund receives money (revenue) primarily from the state sales tax and the real estate excise tax.
- In times of economic decline, state sales tax and real estate excise tax contributions (revenue) to the State General Fund decrease.
- This decrease in contributions to the State General Fund results from people having less money for discretionary spending on products subject to state sales tax or the real estate excise tax.
- Reductions in State General Fund revenue have consistently resulted in reduced general fund appropriations to the public institutions of higher education, either as a percent of the state’s total general fund budget, or in absolute dollars.

- During periods of economic recessions, reductions in State General Fund appropriations to higher education have consistently been accompanied by increases in student tuition (see Appendix 4).
- Therefore, during periods of economic recession, tuition has been increased to those students and families who, as a result of an economic recession, have (1) fewer dollars to contribute to the State General Fund, but are then (2) expected to pay more tuition because of the decrease in revenue to the State General Fund.
- Relying on state financial aid to hold students and families “harmless” to higher tuition, imposed as a result of State General Fund budget reductions, requires an increase in state appropriations for student financial aid. These appropriations come substantially from the State General Fund, the same fund whose lack of revenue leads to increased tuition.

Some public institutions can avoid this “*Catch-22*” by having access to large amounts of private funds which, in part, can be used to offset the gap between public financial aid and higher tuition costs. However, many of Washington’s public baccalaureate institutions do not have this amount of private resources available to them.

In summary, earlier this paper provided a definition of public policy. Specifically, that *public policy* represents a formal expression of shared values and goals, typically adopted by a governmental entity, to **guide** future decisions to achieve desired outcomes. As discussed above, those who advocate for the “High Tuition, High Aid” model do so for **two very different public policy goals**. Specifically, some advocate for this model as a means to achieve the goal or outcome of less state spending on higher education. This policy goal is often part of a broader goal of reducing the size and cost of government.

Others advocate for the “High Tuition, High Aid” model to achieve the goal or outcome of sustaining institutional quality and excellence.

While it clearly conflicts with the central underlying and guiding values of public higher education, staff recognizes that those who advocate for “High Tuition, High Aid” as one means to reduce state spending have a different policy agenda, which is not concerned with the purpose and values of public high education.

The same cannot be said for public institutions whose goal is to sustain the academic quality of their institution. Unfortunately, staff feels that the means of attaining this goal, through higher tuition, has long-term detrimental policy implications in sustaining the **public** as the principal “shareholder” of public higher education.

## Summary and Findings

The legislation authorizing this report called for each tuition alternative to be evaluated in terms of its administrative feasibility, interactions with and implications for financial aid programs, and impacts on students of different income levels. While each alternative was weighed against these terms, the most critical consideration from the HECB's perspective was each alternative's potential impact on students and families.

Of the nine alternatives considered, only the mission-based and campus-based alternatives are felt to be supportive of the strategic master plan goals of raising attainment while increasing participation of low-income students and administratively viable. Most importantly, these alternatives seem to be in the best interest of resident undergraduate students in our state.

These two alternatives, while listed separately in the study directive, can and should be considered as one alternative; specifically, "Campus, Role and Mission Based Tuition."

Additional findings and analysis are forthcoming.

## V. Summary of (draft proposed) Tuition Policy Recommendations

The Higher Education Coordinating Board finds that a state tuition policy is needed that will provide students, their families, and public institutions with stable and predictable tuition and support the *2008 Strategic Master Plan for Higher Education* goals of increasing educational attainment by ensuring equitable access and affordability. Further, the board finds that the central component of a state tuition policy is the articulation of the appropriate share of higher education costs between the public and those who attend the public universities and colleges.

Therefore, the board hereby adopts the following core principles of a state tuition policy for consideration of the Governor and Legislature.

1. As a policy goal, the state should establish the following public and student shares of undergraduate instructional costs:
  - a) Total resident undergraduate tuition revenue at each public university and college should not be greater than 45% of undergraduate instructional costs.
  - b) Total state appropriations to each public university and college, net of financial aid, should be at least 55% of undergraduate instructional costs.
2. The Board recommend to the Governor and Legislature that the public baccalaureate institutions be authorized to determine specific resident undergraduate tuition rates on a campus role and mission basis.
3. The Board recommend to the Governor and Legislature that a comparative based approach be used in determining an appropriate level of undergraduate instructional cost. This recommendation is predicated on a thorough review of key indicators of academic quality and productivity underlying the GCS cost of instruction levels be conducted by HECEB staff, COP, the public baccalaureate institutions, and Legislative and OFM staff.

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## Appendix I: Synopsis of Prior Tuition Policy Work June 2009

**October 1990**

***Tuition and Fee Briefing Paper for the 1991-93 Biennium***

In anticipation of the 1991-93 biennium, HECB staff drafted an initial tuition policy brief to aid the board in developing and adopting a new tuition policy. At that time, tuition was tied to the cost of instruction (calculated via the Education Cost Study). The primary research question proposed by the briefing paper prompted an inquiry into the relative cost of higher education in Washington to peer institutions outside of the state. A peer comparison was provided and the Board adopted a resolution for the 1991-93 biennium to hold tuition policy to the current structure.

**Board action:** Resolution 90-33 recommended continuation of current tuition and fees structure.

**Board action:** Resolution 90-34 accepted the 1989-90 Education Cost Study for submittal to the Legislature.

**Legislative action:** Tuition was based on a percentage of the cost of instruction by sector.

**December 1991**

***Briefing Paper: Higher Education Finance Issues***

This finance paper was prompted by the need to assess how declining state revenues would impact higher education and how to make thoughtful policy decisions about tuition to avoid long-term damage to its funding. The paper deemed that higher education was a public good in need of predictable, consistent public funds. The paper noted that current state funding did not adequately support anticipated and growing enrollments, quality programs, and peer funding levels.

**Board action:** This briefing paper was delivered to the board as an information item only.

**Legislative action:** Tuition was based on a percentage of the cost of instruction by sector.

**December 1992**

***Tuition and Fee Policies***

This analysis was conducted in response to a December 1991 request by the HECB to analyze tuition and fee policy shifts. Various policies were examined including pegging tuition to growth in per capita personal income (PCPI) and continuing current policy, which used a factor of the cost of instruction to set tuition. The report reiterated HECB principles for tuition policy including balance (between the share of state support and student resources), fairness, and predictability.

**Board action:** Resolution 92-39 recommended continuation of current tuition and fees structure.

**Legislative action:** Tuition was based on a percentage of the cost of instruction by sector.

**Appendix I: Synopsis of Prior Tuition Policy Work  
(continued)**

**December 1993**     *Tuition in Washington: A Comprehensive Review*

This report found that in the preceding twenty years, tuition was increasing rapidly and that extra tuition dollars were not buying more education, they were replacing state tax support. Various tuition policy options were examined including high tuition, high aid and linking tuition to program costs, family income, credit load, and even charging students extra tuition for classes that did not count towards degree requirements. Recurring concerns about affordability and access were brought to bear in the report as well as a recommendation to keep tuition levels equitable and predictable.

**Legislative action:** 2ESSB 5982 established local, institution-level control for tuition operating fees and interest.

**Legislative action:** ESSB 5781 passed in an effort to preserve access to higher education. The bill was designed to retain 1993 participation rate levels by sector and incrementally add appropriations to reach HECB participation goals by 2010.

**December 1994**     *Tuition and Funding Policy Brief for the 1995-97 Biennium*

The 1994 brief on tuition and funding recommended a bilateral approach to funding higher education in Washington. First, that annual inflation increases be met with a minimum annual 3 percent tuition increase across all institutions. That increase plus an optional 3 percent annual increase was considered a stable, predictable funding level. Second, institutions could increase tuition an additional 2 percent per year depending on institutional priorities and needs.

**Board action:** Resolution 94-36 recommended consistent inflationary tuition increases, with an option for institutions to raise tuition an additional five percent (maximum of 8 percent).

**Legislative action:** ESHB 1603 (originally legislation from 1993) gave local control of tuition revenue to institutions effective 1995, along with a ceiling increase for tuition and fees. “It is the intent of the legislature to address higher education funding through a cooperative bipartisan effort that includes the legislative and executive branches of government, parents, students, educators, and concerned citizens. This effort will begin in 1995, with the results providing the basis for discussion during the 1996 legislative session for future decisions and final legislative action in 1997. The purpose of this act is to provide tuition increases for public institutions of higher education as a transition measure until final action is taken in 1997.”

**Appendix I: Synopsis of Prior Tuition Policy Work  
(continued)**

**January 1995**

***Tuition in Washington: A Comprehensive Review***

From 1984-85 to 1994-95 the overall cost of attendance for undergraduates at the research institutions grew 64 percent. In that same period of time, tuition at the research level grew 122 percent. This review considered tuition policy options including high tuition, high aid and linking tuition to program costs, family income, credit load, and even charging students extra tuition for classes that do not count towards degree requirements. Continued concerns about affordability and access were a critical theme of this report.

**Legislative action:** ESSB 5325 in its original form (Rinehart, D-Seattle) sought to ensure predictability and affordability of tuition in Washington by linking tuition increases to average per capita income increases. Tuition policy would have been increased as a percent outlined by statute, rather than the HECB's Education Cost Study. After the first engrossed version of the bill, the legislation outlined a four percent annual increase to tuition and no longer included language to link tuition increases to average per capita income increases. The policy was supposed to be revisited in 1997.

**September 1996**

***An Overview of Tuition in Washington***

This report contends that in 1992-93 and 1993-94, Washington institutions relied on tuition and fee revenue more than most states to balance shortfalls in state funding. Several tuition policy options were analyzed including cost sharing models (between state funding and student tuition), indexing tuition to PCPI or median family income (MFI), as well as differentiating the cost of programs or upper- or lower-division coursework.

**Board action:** Resolution 96-45 recommended an agency bill to study model tuition programs.

**Legislative action:** Senate Bill 6314 (Rinehart, D-Seattle) outlined that tuition increases be indexed to personal per capita income with a corresponding increase in state general fund dollars as tuition gradually increased. This legislation did not progress through the Senate Rules Committee.

**Appendix I: Synopsis of Prior Tuition Policy Work**  
(continued)

<p><b>January 1997</b></p>	<p><b><i>Washington State Tuition and Fee Policies</i></b> This brief document outlined recent and historical policy related to tuition. The document calls attention to the prior two years of four percent annual tuition increases and notes that Washington resident undergraduate tuition and fee rates are growing faster than peer rates (HECB "24" peers). No resounding recommendation was made, although the report notes that the legislature would be making a more pronounced, long-term tuition policy decision during the coming session. <b>Legislative action:</b> Senate Bill 5833 addressed the predictability and stability of tuition policy and would have frozen tuition and fees at a consistent rate for students until they reached 180 credits. This legislation did not progress through the Higher Education Committee. <b>Legislative action:</b> E2SSB 5927 provided a four percent annual tuition increase for the 1997-99 biennium for institutions and froze tuition increases after 1999 (specified that new tuition rates could be specified in the budget). This was an important moment for tuition policy in Washington, as the 1997 legislature was supposed to determine a long-term policy for tuition in the state, as outlined in legislation from 1995.</p>
<p><b>October 1998</b></p>	<p><b><i>An Overview of Tuition in Washington: 1998 Update</i></b> This overview is a holistic look at tuition policy developments in the state including tuition policy history, peer group differences, and tuition growth compared to PCPI, MFI and inflation growth. In addition, the overview suggests tuition policy alternatives like indexing tuition to MFI or PCPI, charging tuition based on credit load, and sharing costs based on information from the Cost Study (which would have reinstalled prior tuition policy). <b>Board action:</b> Operating budget request submitted to OFM suggested a tuition policy linking tuition increases to the three year average increase of per capita income based on findings of the September 1996 Overview of Tuition in Washington document. <b>Board action:</b> Operating budget request submitted to OFM suggested a tuition policy linking tuition increases to the three year average increase of per capita income based on findings of the September 1996 Overview of Tuition in Washington document.</p>
<p><b>Winter 1999</b></p>	<p><b>Legislative action:</b> Senate Bill 5699 provided limited tuition setting authority (up to 20 percent for public four-year institutions and up to 5 percent for community and technical colleges) to institutions. This legislation did not progress through the Higher Education Committee.</p>

**Appendix I: Synopsis of Prior Tuition Policy Work  
(continued)**

<b>Winter 1999</b>	<p><i>An Overview of Tuition in Washington: 1998 Update (continued)</i></p> <p><b>Legislative action:</b> Substitute Senate Bill 5592 (Companion bill HB 1528) provided limited tuition setting authority (up to 6.75 percent at UW and WSU and up to 2 percent per year for every other institutions) after the 1999-2000 academic year. Any additional tuition increases after 1999-2000 were supposed to be tied to the average increase of per capita income in the state. Instead, tuition was decided upon in the operating budget and allowed to increase up to 4.6% in 1999-2000 and 3.6% in 2000-2001.</p>
<b>October 1999</b>	<p><i>Statewide Strategic Master Plan Goals</i></p> <p>The 2000 Statewide Strategic Master Plan called for increased predictability in the way in which tuition was charged at public institutions. The plan called for tuition increases to be equivalent to increases in median family income in the state.</p>
<b>December 2001</b>	<p><i>Higher Education Coordinating Board Legislative Priorities</i></p> <p>As a follow-up to the statewide strategic master plan, HECB called for tuition to increase equivalent to the projected increase in per capita personal income (per capita income was forecast to increase by 4.7 percent in 2001-02 and 3.8 percent the following year).</p>
<b>January 2002</b>	<p><i>Washington Tuition and Fees</i></p> <p>The 2001-02 articulation of the Washington Tuition and Fees report found that tuition and fees in Washington was swiftly outpacing PCPI as well as inflation. Additionally, the legislatively mandated tuition percent increase ceilings were being maximized by institutions annually. In other words, most institutions found just cause to increase tuition to the full extent allowable each year.</p> <p><b>Board action:</b> Resolution 02-01 called for institutions to receive tuition setting authority, given decreasing state funding to higher education and increasing enrollments. The board recognized that the tuition policy was a departure from the current tuition policy, but that tuition authority should be accompanied by increased state funding, financial aid and institution aid.</p> <p><b>Legislative action:</b> SB 6739 called for tuition to be indexed against median family income to ensure predictability of tuition growth and affordability for Washington families. The legislation did not progress past the Higher Education Committee.</p>

**Appendix I: Synopsis of Prior Tuition Policy Work  
(continued)**

<b>March 2002</b>	<b><i>Washington Tuition and Fees (continued)</i></b> <b>Legislative action:</b> ESSB 5770 would have given local tuition setting authority to the boards of institutions and the State Board for Community and Technical Colleges. This legislation was not signed by the Governor. Instead, institutions received double digit percent increases for tuition in the operating budget.
<b>January 2003</b>	<b><i>Washington Tuition and Fees</i></b> The 2002-03 version of Washington Tuition and Fees archives the steepest tuition increases in recent memory. Double digit tuition increases occurred in every sector of Washington higher education. Notably, tuition increased 16 percent at WSU and 14.6 percent at UW (the 8th highest research institution tuition increase in the nation at the time). The average tuition increase for comprehensive institutions was 13 percent, the 12th highest tuition increase in the nation for the comprehensive sector. The community college sector tuition rate grew by 13.7 percent, the 5th highest tuition increase in the nation for the community college sector. The report laid the groundwork for heightened concerns regarding access and affordability. <b>Legislative action:</b> "The legislature recognizes the importance of keeping the public commitment to public higher education and will continue searching for policies that halt the trend for the growth in tuition revenue to outpace the revenue provided by the state. The legislature believes that a well-educated citizenry is essential to both the private and the public good." <b>Legislative action:</b> Effective July 2003, ESSB 5448 gave institutions tuition setting authority for all students other than resident undergraduates.
<b>January 2004</b>	<b><i>Washington Tuition and Fees</i></b> The 2003-04 articulation of the Washington Tuition and Fees report found that tuition and fees increases in Washington were less than the year previous, or 7 percent for the research and comprehensive sector, but 8.1 percent for the community and technical college sector. However, the report notes that the previous year's steep increases were carried forward in the base. Additionally, the report notes that Washington institutions were becoming increasing more expensive relative to WICHE peer institutions. The 2004 Strategic Master Plan called for tuition authority to be limited to seven percent annually over four years. <b>Legislative action:</b> Tuition increases for resident undergraduate students were held to 7 percent annually.

**Appendix I: Synopsis of Prior Tuition Policy Work  
(continued)**

**February 2005**

***Washington Tuition and Fees***

The 2004-05 articulation of the Washington Tuition and Fees report found that tuition and fees increases in Washington were less than the year previous, or 7 percent for the research and comprehensive sector, but 8.1 percent for the community and technical college sector. The report notes that tuition and fees increased 78 percent at the UW since 1994-95 while PCPI grew 51 percent.

**Legislative action:** Tuition increases for resident undergraduate students were held to 7 percent for research, 6 percent for comprehensive and 5 percent for community and technical colleges through the biennium.

**March 2006**

***Washington Learns: Tuition Policy Options***

In response to the legislation that created Washington Learns, tuition policy was examined to better fulfill the goals of predictability, affordability, accountability, clarity and quality. The Washington Learns higher education advisory committee examined tuition policies including high tuition, high aid, linking tuition to the cost of instruction, differentiating tuition rates by credit hour, upper and lower division, by major, by type of institution, by inflation index, by institution campus and by student income level. Don Heller presented to the advisory committee and it eventually decided to sustain current policy, maintaining a 7 percent tuition increase ceiling by legislative mandate.

**May 2007**

***Washington Tuition and Fees***

The 2006-07 version of the Washington Tuition and Fees report found that tuition and fees increased 6.8 percent for the research sector and 5.8 percent for the comprehensive and community and technical college sectors. The report notes that tuition and fees increased 81 percent at the UW since 1996-97 while PCPI grew 49 percent.

**Legislative action:** SB 6133 introduced a tuition policy which would have frozen tuition rates for undergraduate students during their tenure as undergraduate students, with annual adjustments to tuition for inflation only. This legislation did not progress through the Higher Education Committee.

**Legislative action:** Tuition increases for resident undergraduate students were held to 7 percent for research, 5 percent for comprehensive and 2 percent for community and technical colleges through the biennium.

**Appendix I: Synopsis of Prior Tuition Policy Work  
(continued)**

**February 2009**

***Differentiated Tuition Policies: An Examination of Graduated Income-Based Tuition Policy***

This white paper examined both graduated and differentiated tuition policies, defined various types of tuition policies, and provided examples of cases where such policies were in place. This report was completed in anticipation of a legislatively mandated tuition policy study and was meant to inform Board members about various tuition policy options.

**Board action:** HECB decided on two principles for tuition policy should large increases occur. First, that any increases beyond 7 percent be treated as a surcharge, and not as permanent policy and second, tuition increases should include a sunset clause.

**Legislative action:** 2SHB 1235 (Companion bill SB 5734) allowed institutions to continue to set tuition rates for students other than resident undergraduates for four more years.

**Legislative action:** ESHB 2344 required the HECB, with the input and assistance of higher education stakeholders, to review a number of alternative tuition policy options in order to arrive at a suggested recommendation for tuition policy.

**Legislative action:** Tuition increases were outlined in the omnibus appropriations act and four-year institutions were given authority to raise tuition up to 14 percent per year for resident undergraduates through 2010-11. Community and technical colleges were allowed to raise tuition no more than 7 percent per year through 2010-11.

## **Appendix 2: Legislation Requiring Tuition Policy Work**

### **Excerpt from Engrossed Substitute House Bill 2344 (as passed by the Legislature April 26, 2009)**

**NEW SECTION. Sec. 2.** A new section is added to chapter 28B.15 RCW to read as follows:

- (1) The higher education coordinating board, in coordination with higher education stakeholders, shall review options and make recommendation on a tuition policy that allows flexibility, accessibility, and differentiation among Washington's various public baccalaureate tuition rates. Recommendations shall support the implementation of the strategic master plan for higher education including consideration of policies that address student access, equity, and academic quality.
- (2) The board shall examine policies that couple higher tuition with higher institutional need-based financial aid; differential tuition rates based on family income; differential tuition rates based on institutional mission, campus, credit hours, academic program, and delivery method; and policies that encourage collaboration and coordination among institutions of higher education that facilitate coenrollment among multiple institutions, including enrollment in online learning courses.
- (3) Each option shall be assessed in terms of administrative feasibility, interactions with and implications for state and federal financial aid tuition programs, and impacts on students of different income levels.
- (4) The board shall report its findings and recommendations to the governor and to the appropriate committees of the legislature by November 1, 2009.

## **Appendix 3: University of Washington Submission for High Tuition, High Financial Aid Alternative**

### **High Tuition, High Financial Aid**

#### ***Summary of Option:***

A higher tuition/higher financial aid model is another model to consider. As tuition is increased to cover an institution's costs, financial aid is increased even more so that the economic profile of the student body is not disrupted. This model can be implemented across a spectrum or in increments, but in its purest form, tuition is set at or closer to the actual cost of instruction at an institution. Students and families who are able to afford the tuition based on existing federal calculations pay a higher rate of tuition. Existing state operating funds dedicated to higher education are shifted to a much increased commitment to financial aid to ensure that access for low- and middle-income students remains strong. This alters the role of the state from an actor that provides a higher education subsidy for all students in the state, regardless of their ability to pay, to an actor that utilizes public dollars to subsidize the purchase of a full-priced education for those students who cannot afford it. It removes what may be considered an unnecessary subsidy for wealthy families attending public colleges and universities. Ultimately, this model shifts more of the cost burden for higher education onto higher income families who are no longer receiving an automatic state subsidy.

#### ***Institutional and Student Assessment:***

All students enrolled in Washington's public institutions of higher education pay less than the actual cost of their attendance and instruction. The distribution of the true cost of education between the state and families has been a topic of much debate and has changed over time, most recently with losses in state operating funds pushing more of the burden to Washington's students and their families. Tuition and fee revenue now makes up over 50 percent of the core education budget for most of Washington's institutions. Proponents of a pure high tuition/high aid model argue that providing a state subsidy for the higher education of every state citizen is inefficient and unnecessary in a world where much of the benefit of higher education accrues to the individual student over his or her lifetime. It may also be inequitable as it leads to a reality where many public dollars are being spent to benefit middle- and upper-income families, diminishing the amount of financial aid dollars available to low-income students and families and thereby decreasing their access to higher education and social mobility.

Research and experience relating to this model in its most extreme form has raised some serious concerns for students and families. Because students and families may pay more attention to the 'sticker price' of tuition than the availability of financial aid, higher tuition may decrease the likelihood that they apply and attend college as they may become discouraged. This is especially a concern for low-income and minority students. If this model were adopted, this potential effect would need to be aggressively addressed and combated to preserve access and diversity. Additionally, for this model to work, increased state and institutional commitments to financial aid must be codified. If financial aid becomes a discretionary expense that is curtailed in a bad economy, this, coupled with the now high tuition rate, could prove devastating to access and diversity. Lastly, increased

financial aid, particularly for low-income students, must not rely heavily on loans. Increased student debt burden could also have deleterious effects for student access.

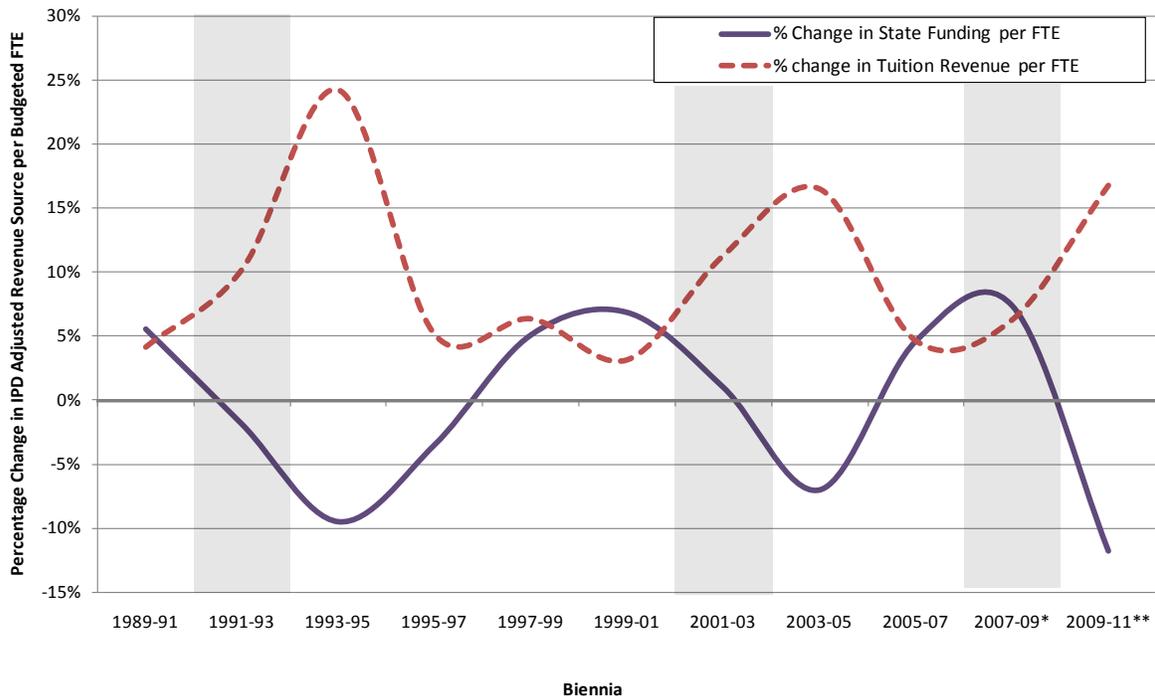
This model also raises concerns for middle- and high-income students and their families. Middle-income students and their families might be squeezed by this model because they do not qualify for much financial aid. A successful implementation of this policy would need to target this impact on middle-income families. Additionally, fairness concerns about high-income students subsidizing low-income students must be addressed, as must be the concern that high quality students from middle- and high-income families will go out of state or to a private institution when faced with so much less of a discrepancy in cost between the public and out of state and/or private options. An institutional merit aid program similar to many private institutions may help to combat this, as would the fact that, even when priced on actual cost, public university tuition will still be much lower than the alternatives.

Many of the above concerns dissipate as you consider partial implementation of this model, which leaves in place a general state subsidy, but reassesses the portion of the costs carried by the state and the portion carried by the student and family, and sets tuition and financial aid accordingly.

# Appendix 4: State General Fund Appropriations to Higher Education consistently are accompanied by Increases in Student Tuition

## Percentage change in IPD Adjusted State Biennial Funding for Higher Education in Washington Per Budgeted FTE as Compared to Percentage change in IPD Adjusted Tuition Revenue per FTE

Average Biennial Budgeted FTE Student Enrollment, Near General Fund-State, Biennia with Recessions are Shaded



Notes:

\*2007-09 Funding Reflects Appropriation Levels from 2009 Supplemental 2007-09 Operating Budget.

\*\*2009-11 Funding and FTE Levels Reflect Appropriation Levels from 2009-11 Operating Budget as Passed Legislature.

September 2009

## Draft Minutes of July 28, 2009 Board Meeting

### Board members present:

Jesus Hernandez, Chair  
Charley Bingham  
Ethelda Burke  
Gene Colin  
Roberta Greene

Earl Hale, Vice Chair  
Bill Grinstein  
Nita Rinehart  
Sam Smith

### Welcome and introductions

Chairman Jesus Hernandez opened the meeting at 9:00 a.m. and asked the Board and the members of the audience to introduce themselves.

Clover Park Technical College President John Walstrum welcomed the Board to the 105-acre CPTC campus. He spoke about CPTC's training programs, which include 50 career training and 60 certification programs in a variety of specialty areas, as well as transfer options to numerous four-year colleges and universities. Clover Park also provides training in the aviation trades, and continuing education classes at its South Hill campus in Puyallup.

### Former student member honored

The Board formally recognized Sasha Sleiman with a resolution and a plaque for serving two one-year terms as the HECB student representative. Sasha finished her Political Science degree at WWU last spring. In October she will attend The University of Balamand in North Lebanon to pursue a graduate degree in Mediterranean Politics.

### Consent agenda items approved

**Action: Gene Colin** moved for approval of the board's June work session meeting notes. **Roberta Greene** seconded the motion, which was unanimously approved.

**Action: Sam Smith** moved for approval of six new degree programs under the consent agenda. **Gene Colin** seconded the motion, which was unanimously approved. The new degree programs are:

- Bellevue College, BAA in Interior Design, *Resolution 09-08*
- UW Seattle, Bachelor of Paramedicine, *Resolution 09-09*
- UW Tacoma, BS in Information Technology and Systems, *Resolution 09-10*
- UW Bothell, MS in Computing and Software Systems, *Resolution 09-11*
- WSU, BS in Athletic Training, *Resolution 09-12*
- WSU, BS in Economic Sciences, *Resolution 09-13*

**Proposed UW Bothell BS Electrical Engineering degree program approved**

Education Committee chair Sam Smith provided background information on the proposal, which has raised some concerns regarding student demand for such a program and the potential for unnecessary program duplication. (Similar issues were raised when Eastern Washington University initially proposed the development of an Electrical Engineering program, and subsequently, when Eastern proposed to expand the program to the Seattle area.)

UWB's proposed program offers a unique opportunity. It would be one of only a few Electrical Engineering programs in the nation with a substantial online component. Although the program will initially be a hybrid online/on-campus program, UW Bothell eventually intends to offer a distance option. The program will provide access opportunities in rural and remote areas that would not be able to sustain a large enough cohort of students for such a program.

UWB Chancellor Kenyon Chan expanded on the faculty commitment and the institutional commitment to deliver the program online and to locations outside of King County.

HECB staff and the board's Education Committee recommended approval of the program subject to the following conditions:

- UWB must inform prospective students of its accreditation status and the implications of that status for students.

Additionally, prior to the earlier of the program's first five-year program review or expansion of the program's enrollment beyond 42 average annual student FTE, UWB will:

- Demonstrate that it has expanded distance learning opportunities for students;
- Demonstrate that a substantial proportion of students enrolled in the program are being served outside of King County;
- Report to the HECB on the placement results of the first graduating cohort; and
- Notify the HECB when it has obtained ABET accreditation for the program.

**Action:** **Sam Smith** moved for approval of UW Bothell's Electrical Engineering degree program (Res. 09-14) subject to the specified conditions. **Bill Grinstein** seconded the motion, which was unanimously approved.

**Washington State economic vitality**

A panel of economic development experts involved in strategic planning and measurement of growth and innovation in our economy discussed the need to expand baccalaureate and graduate degree production and research to stimulate economic growth and commercialization.

Egils Milbergs, executive director of the Washington Economic Development Commission, described three key interdependent components of an innovation economy and specific ways to address those drivers:

1. **Talent** – grow talent in strategic industries and high demand occupations.
2. **Investment and entrepreneurship** – diversify R&D base, ignite local innovation and entrepreneurship.
3. **Infrastructure** – invest in smart, clean, and green infrastructure.

While we continue to welcome new residents who bring their talents to our state, Milbergs said we need to maximize the opportunity for Washington residents to gain the qualifications to be competitive. This applies both to young people coming out of high school and college, and to older workers seeking to retrain or continue their education for a more promising future.

Other strategies for growing talent include:

- Building a strong framework for the coordination of economic and workforce development.
- Ensuring that K-12 schools are preparing students for postsecondary education and work.
- Improving the output of the state’s higher education system.
- Ensuring that working adults can learn new skills and move up a career ladder.
- Communicating the need for change, discovery, life-long learning, and entrepreneurship.
- Strengthening apprenticeship programs.

Strategies for investment and entrepreneurship are:

- Competing for federal R&D funds in strategic areas.
- Expanding the STARS Program.
- Strengthening Innovation Partnership Zones.
- Creating innovation awards.

The innovation model aims to create a new dynamic of relationships that can link all the capabilities of the state to generate new knowledge, start and grow a business, utilize infrastructure, and transform existing businesses.

Dan McConnon, Assistant Director for Community Services, Washington Department of Commerce, reviewed the implications of higher education for “green jobs,” or “... the development of products and services that promote environmental protection and energy security.” These include energy efficiency, renewable energy, preventing and reducing pollution, and mitigating or cleaning up pollution.

Anticipating education and training for emerging occupations and inadequate upper division capacity in energy, engineering, computer science, and entrepreneurship, as well as gaps between degree completers in technical areas at all levels are major challenges.

Reporting on the Governor’s Economic Vitality dashboard, John Lederer, HECB associate director for academic affairs, said that the state’s higher education system has increased the

number of high demand baccalaureate degrees and certificates by 34 percent since 2001-02. The largest increases have been in health sciences and in math, biological, and physical sciences. Graduate/professional degrees in high demand fields during the same time period increased by 14 percent, with the largest increases in computer and information sciences.

### **Report of the Executive Director**

The HECB has been tasked by the Legislature to create several major reports this year prior to the 2010 session. HECB Executive Director Ann Daley summarized past events leading to the Board's current full plate of work to advance the goals of the Strategic Master Plan for Higher Education. The System Design Plan will lay the policy and structural foundation for meeting the near-term and long-range goals of the master plan.

A component to the System Design Plan is the Tuition Flexibility Study that will examine and make recommendations about alternative tuition models. The HECB also is providing leadership for a statewide Technology Transformation Task Force; a College Access Portal plan for students planning, preparing, or attending postsecondary education; and a re-branding of the state's financial aid programs as Opportunity Pathways. In addition, this summer and fall the HECB is participating in an effort to establish the state's first set of Performance Agreements – contracts between the state and its four-year institutions establishing accountability and funding standards for higher education.

### **Performance audit of four-year institutions**

The 2009 Legislature required the Joint Legislative Audit Review Committee (JLARC) to complete by October 2010, a performance audit of the four-year institutions “... *to create a transparent link between revenues, expenditures, and performance outcomes as outlined in the performance agreements and the strategic master plan.*” The bill requires the audit to:

- Identify standardized categories of costs;
- Estimate current annual costs at each institution;
- Identify fund sources that support the costs; and
- Identify barriers or gaps in data.

Legislative Auditor Ruta Fanning said the work will include developing scope and objectives, and interviewing legislators, staff, and interested parties. Audit field work will start this fall.

### **Two-year system Student Achievement Initiative**

The state's community and technical colleges began a Student Achievement Initiative in 2006, designed to reward campuses for achieving higher levels of student success measured against a set of performance benchmarks. Jan Yoshiwara, SBCTC deputy director, said the State Board for Community and Technical Colleges collaborated with the Community College Research Center at Columbia University to develop four categories of student achievement measures:

(1) building toward college-level skills; (2) first-year retention; (3) completing college-level math; and (4) completing degrees, certificates, or apprenticeship training.

Yoshiwara suggested these benchmarks might be helpful as the HECB works with the Legislature and four-year institutions to implement six-year performance agreements. The Student Achievement Initiative represents a shift from funding entirely for enrollment inputs to also funding meaningful outcomes.

The two-year college system is already showing gains in Student Achievement. Estimates for 2008-09 show overall student achievement increased 15 percent, with half of the increase due to more students served and half due to improved outcomes.

### **Joint Meeting with the State Board for Community & Technical Colleges**

Daley presented an overview of current work on the System Design Plan, which will give our state policy makers the rules and tools for delivering and growing systemwide higher education services in the years to come. One of the key points of the presentation was the central role community and technical colleges play in producing the transfer students needed to help the state achieve its ambitious goals for baccalaureate degree growth.

Yoshiwara discussed another helpful strategy in baccalaureate degree production, namely, expanding applied baccalaureate degree programs offered by the two-year colleges.

### **Community and Technical College mission study**

Yoshiwara reported preliminary findings and recommendations of a community and technical college systemwide taskforce analyzing state educational and economic needs and how two-year colleges can help meet them. The study has determined:

- The majority of CTC growth will be population driven.
- Participation will increase among low-income young adults, Hispanics, and adults without college credits, in Central and Southwest Washington.
- The system will need to close the skills gap for technical workers while maintaining its contribution to bachelor degrees.
- By 2020, all students will be taking courses supported by digital technologies.

Among its draft recommendations, the taskforce calls for expanding applied baccalaureate degrees to all regions and to continue focusing on high demand programs through targeted enrollments.

### **Adjournment**

The joint session ended on an encouraging note, with commitments from both boards to meet jointly more regularly and to continue the discussion started that day.

W A S H I N G T O N  
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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

September 2009

**DRAFT: Conversion of Eight Bachelor of Arts in Interdisciplinary Studies Options into Degrees**  
**University of Washington Bothell**

**Introduction**

The University of Washington Bothell (UWB) seeks approval to convert eight options within its existing Bachelor of Arts in Interdisciplinary Studies degree into the following Bachelor of Arts Degrees, beginning in fall 2010:

1. Bachelor of Arts in American Studies (AMS)
2. Bachelor of Arts in Global Studies (GST)
3. Bachelor of Arts in Society, Ethics, and Human Behavior (SEB)
4. Bachelor of Arts in Culture, Literature, and the Arts (CLA)
5. Bachelor of Arts in Science, Technology, and Society (STS)
6. Bachelor of Arts in Community Psychology (CP)
7. Bachelor of Arts in Environmental Studies<sup>1</sup> (ES)
8. Bachelor of Arts in Interdisciplinary Arts (IA)

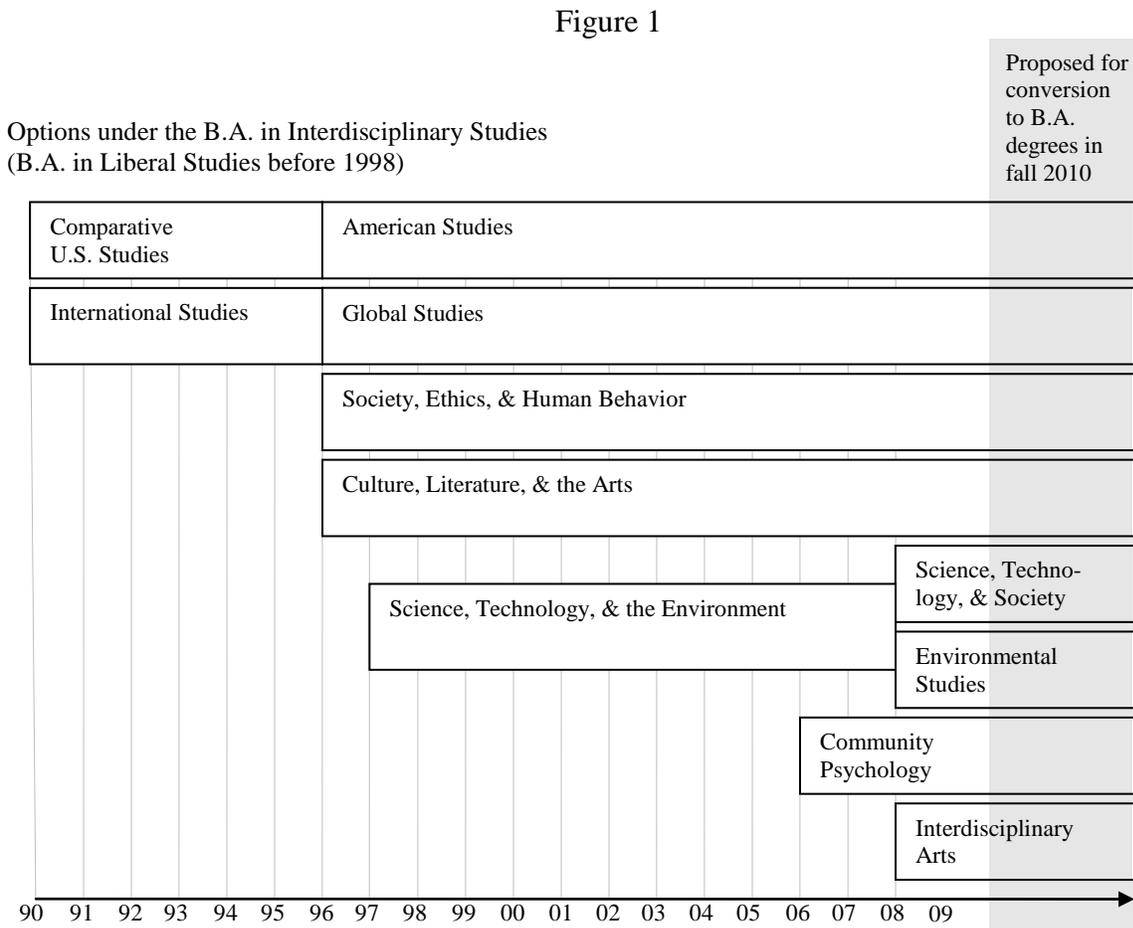
The degrees would all be housed within UWB's Interdisciplinary Arts and Sciences (IAS) program, which forms the arts and sciences core at UWB and can trace its roots back to the institution's founding. UWB opened in 1990 with a Liberal Studies program, offering a Bachelor of Arts in Liberal Studies degree with options in Comparative U.S. Studies and International Studies. In 1996, UWB replaced those options with options in American Studies and Global Studies and added options in Culture, Literature and the Arts and Society, Ethics, and Human Behavior. In 1997, the program added an option in Science, Technology, and the Environment (STE).

In 1998, the program name changed from Liberal Studies to Interdisciplinary Arts and Sciences, and the degree name changed from Bachelor of Arts in Liberal Studies to Bachelor of Arts in Interdisciplinary Studies (BAIS). In 2006, IAS added an option in Community Psychology, and in 2008 IAS replaced the Science, Technology and the Environment option with options in Environmental Studies and Science, Technology and Society. In addition, it added options in Interdisciplinary Arts and Individualized Study (IS).

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<sup>1</sup> The B.A. in Environmental Studies would complement an existing B.S. in Environmental Science.

Figure 1 summarizes the evolution of the eight BAIS options that UWB has requested permission to convert into degrees:



Source: adapted from a figure provided by UWB.

After the proposed conversion, all of the options listed above would be discontinued, and the only continuing option within the BAIS would be the Individualized Study option (not pictured above because it is not being converted). UWB intends to introduce new BAIS options in the future to pilot new areas of study.<sup>2</sup> Students who declared one of the eight options above prior to fall 2010 and who prefer having their transcript reflect their work as one of the options under the BAIS rather than as a degree would be accommodated.

UWB submitted a Planning Notification of Intent June 2008 before the HECB’s Moderate Degree Change Proposal (MDCP) policy came into effect. By the time the MDCP policy was in place, UWB was so far along in the proposal development process that it decided to submit full proposals to the HECB, rather than MDCPs. Had the MDCP policy been in place in the summer

<sup>2</sup> For example, UWB intends to introduce a new Media and Communications Studies option in fall 2010.

of 2008, the first five options listed on Page 1 of this review would have been eligible for treatment as Moderate Degree Changes. The last three would not have been eligible because they had been in existence less than five years. Of those three, CS began in 2006, ES had previously existed as a part of STE,<sup>3</sup> and IA began admitting students in winter 2009.

In the absence of a Moderate Degree Change policy, HECB staff and UWB agreed UWB would submit three new degree program proposals. The first would cover the B.A. in Environmental Studies, the second would cover the B.A. in Interdisciplinary Arts, and the third would cover the remaining six option conversions. The goal of HECB staff in making this arrangement was to ensure that conversions of long-standing options would be treated efficiently, and conversions of brand new options would receive a level of scrutiny comparable to that received by new degrees. Therefore, in this review, the conversion of the Environmental Studies and Interdisciplinary Arts options will be described and analyzed in greater detail than the conversion of the other six options; and the Board will be asked to vote on three resolutions rather than one.<sup>4</sup>

UWB proposes the conversions to raise visibility among potential students, better recognize the baccalaureate academic achievement of graduates, and consolidate the program-building that has happened since 1990. The proposed conversions are aligned with the findings of a 2007-08 IAS Self-Study and External Review, which recommended that IAS work to differentiate its curricular offerings. Altogether, the eight proposed B.A. degrees would serve 613 FTE students in 2010, growing to 765 FTE by 2014. By 2014, the programs would produce 504 graduates per year, who would be prepared for careers or graduate study in a wide variety of fields.<sup>5</sup>

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

According to its mission statement, UWB “provides access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.” The proposed option conversions would support this mission by increasing the attractiveness of the IAS program to students, resulting in an increase in the number of students served through innovative and creative curricula and interdisciplinary teaching. Such an increase would support the *Strategic Master Plan for Higher Education* goal of driving greater economic prosperity because it would help equip graduates for work or further study in a number of fields including education, social services, personnel management, government, and legal fields. These are five of the ten “occupations most impacted by baby boomer retirements” identified on Page 2 of the *Master Plan*.

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<sup>3</sup> STE is the parent of both ES and STS, but STS resembles STE to a greater extent than ES. For purposes of this review, STS is considered to be the successor to STS and heir to its history; and ES is considered to have started as a brand new option in fall 2008.

<sup>4</sup> One resolution will cover the B.A. in Environmental Studies, one will cover the B.A. in Interdisciplinary Arts, and one will cover the remaining six degrees.

<sup>5</sup> The Program Description sections of this review include some career/graduate study examples.

## Diversity

To ensure diversity, IAS will continue to pursue the following strategies:

- Include a commitment to diversity in its mission statement;
- Assign an associate director to the oversight of diversity efforts;
- Pay attention to diversity in the annual program assessment process;
- Coordinate with the admissions office on recruitment of students of color;
- Coordinate its diversity efforts with the UWB Diversity Council;
- Review best practices for identifying potential hires from underrepresented groups (done at the beginning of every faculty or staff search);
- Include in all job postings, language about a demonstrated commitment to working with diverse student and community populations;
- Regularly assess faculty recruitment/retention efforts with regard to underrepresented populations;
- Monitor its culture of appreciation and respect towards diversity and strive to improve the culture; and
- Evaluate diversity efforts annually, with revision as needed.

## Program Need - General

The joint report *A Skilled and Educated Workforce (March 2009)*,<sup>6</sup> does not specifically indicate need for the options proposed for conversion. However, a 2008 report by the Council on Competitiveness<sup>7</sup> emphasizes the need to prepare workers for who can provide a new emphasis on innovation in the service sector, which now encompasses most of our nation's jobs. The report advocates expanding America's innovation leadership by focusing on developing integrative, interdisciplinary, computational, and entrepreneurial skills. The report also calls for graduates with more complex and creative skill sets - precisely the type of education provided by the proposed UWB degree programs.

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<sup>6</sup> A joint report by the Higher Education Coordinating Board, State Board for Technical and Community Colleges, and Workforce Training and Education Coordinating Board. The report is available at: <http://www.hecb.wa.gov/news/documents/Skilled-EducatedWorkforce2009.pdf>.

<sup>7</sup> The Council on Competitiveness is a national 501(c)(3) nonprofit organization. Its report *Thrive. The Skills Imperative* notes that the service economy is far broader and more important than the low-skill, low-wage job stereotype many people hold.

Historically, students who have completed the BAIS program have been successful seeking employment. About 80 percent of graduates across all program options have obtained jobs appropriate for a bachelor's degree. About half of the remaining 20 percent have gone on to graduate school. Program planners note that the options have proven attractive to students interested in K-12<sup>8</sup> teaching, social service professions, and related jobs.

The enrollment history of the BAIS program traced from 2003 suggests sufficient student interest to justify proposed program size for all eight degrees. However, to learn more about potential student demand, UWB conducted a survey of students enrolled in all options of the BAIS program. Students were asked if they would prefer the existing options to majors.<sup>9</sup> One hundred seventy-four students responded, of whom 164 had decided on an IAS option. Sixty-two percent of respondents who had decided on an option preferred B.A. status for their degrees, 27 percent preferred the current option arrangement, and 11 percent indicated no preference. Students preferring B.A. status outnumbered students preferring option status for every option except CLA.<sup>10</sup>

The survey also asked students if they thought their degree title would make a difference when they applied to a professional or graduate school or a job. Sixty-nine percent agreed or strongly agreed the title would make a difference. This result is consistent with the fact that current option students commonly refer to their options as "majors." It is also consistent with the idea that the option conversions would benefit students by providing clearer recognition of their baccalaureate academic achievement.

The proposed majors would respond to community need through internships and service learning opportunities that would mutually benefit students and the region by addressing a range of policy, social, and environmental concerns. For example, IAS faculty are working with organizations and agencies to establish collaborative research agendas, service-learning projects, and internships at sites ranging from the Northshore Family Center (a new community center near the campus) and SCAN-TV (a public access television station) to the new Brightwater water treatment facility in Woodinville.

Although a number of other institutions<sup>11</sup> offer interdisciplinary baccalaureate degree programs in the north and central Puget Sound region, most of those programs differ in target audience, focus, or curriculum from the options UWB proposes to convert to majors; or they are outside of practical commuting distance for students within UWB's service area.

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<sup>8</sup> IAS offers an Education Minor for students who ultimately want to obtain teacher certification or an M.Ed. degree.

<sup>9</sup> The survey grouped students according to their intended option, so it was able to measure the preferences of Environmental Studies and Interdisciplinary Arts students, even though students had not yet formally declared.

<sup>10</sup> Eight CLA students indicated a preference for a degree, ten indicated a preference for an option, and four indicated no preference. When asked why CLA students might prefer an option, program planners responded that CLA may attract students who value interdisciplinarity more and degree marketability less than other students.

<sup>11</sup> UW Seattle, UW Tacoma, Central Washington University, Eastern Washington University, Northwest University, Old Dominion University, and University of Puget Sound all offer interdisciplinary studies or interdisciplinary arts and sciences programs at campuses, centers, or teaching sites in the region. Columbia College and Pacific Lutheran University offer bachelor's degrees in American Studies and Global Studies respectively. Several institutions in the region offer a B.A. in Environmental Studies, including Pacific Lutheran University, Seattle University, UW Seattle, and Western Washington University.

## Program Need - Additional Evidence for Environmental Studies

The information in the Program Need – General section above applies to the ES major as well, with a couple of exceptions. First, the ES option has not produced any graduates yet, and second, the enrollment history evidence is less extensive than for other options because the ES option has only existed for about a year. In academic year 2008-09, eight students declared ES options. For fall 2009, 5 more students declared ES options, and program planners expect 22 additional students to declare ES Options when their prerequisites are finished. Thus, it appears there is easily enough student demand to justify the program’s target 2010 enrollment of 15 students. Furthermore, of eight students who participated in the November 2008 survey and indicated they had decided on ES, four preferred an ES degree to an ES option, one preferred an option, and three were indifferent, suggesting that students with a preference strongly preferred a degree.

Further indicators of student need are the popularity of IAS’s Introduction to Environmental Issues course, which registered 53 students when it opened in 2007, and UW Seattle’s Program on the Environment, in which enrollment increased five-fold from 2000 to 2006. Nationally, the number of college and university environmental studies programs is increasing in response to student need. However, in a 2006 study,<sup>12</sup> Washington ranked only 23<sup>rd</sup> (just below Wyoming) among states in number of college and university environmental programs per million inhabitants. This ranking may be evidence that student demand for environmental studies is not satisfied by current programs, although it does not take program size into account.

The proposed major would benefit employers as they attempt to put into place green practices and offer green products. Employment Security Department employment projections provide some evidence of employer need for the program, since the occupational category Environmental Scientists and Specialists, Including Health is projected to grow at 1.9 percent per year during 2012-2017, which is substantially higher than the statewide average across all occupations of 1.4 percent. Furthermore, the Prosperity Partnership’s cluster size and growth analysis (2005) calls the Environment and Alternative Energy sector an economic “star.”<sup>13</sup>

The community would benefit from the proposed program because environmental problems are complex, and graduates would be able to integrate knowledge across the natural sciences, social sciences, and humanities to help solve them. Thus, the community would benefit from the interdisciplinary environmental expertise of the proposed program’s graduates. These graduates would help fill the 25,000 green collar jobs the Legislature has set a goal of creating by 2020.<sup>14</sup>

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<sup>12</sup> Aldemaro Romero and Paul Silveri, (2006). Not All Are Created Equal: An Analysis of the Environmental Programs/Departments in U.S. Academic Institutions From 1900 Until May 2005. *Journal of Integrative Biology* 1(1):1-15.

<sup>13</sup> Prosperity Partnership. (2005) Economic Analysis of the Central Puget Sound Region, pages 23-24.

<sup>14</sup> The goal is part of House Bill 2185, which was signed into law in 2008.

### **Program Need - Additional Evidence for Interdisciplinary Arts**

As it does for the ES major, the information in the Program Need – General section above applies to the IA major, with a couple of exceptions. First, the IA option has not produced any graduates yet; and second, the enrollment history evidence is less extensive than for other options because the IA option has existed for less than a year. In academic year 2008-09, two students declared IA options. For fall 2009, seven more declared IA options. Program planners expect at least five additional students (and probably more) to declare IA options when they complete their pre-requisites. Thus, there should easily be enough student demand to justify the program's target fall 2010 enrollment of nine students. Furthermore, of four students who participated in the November 2008 survey and indicated they had decided on IA, three preferred a degree to an option and one was indifferent, indicating that a large percentage of students would prefer a degree.

As further evidence of student need, program planners cite 2006 national College Board data indicating that the number of high school students seeking to major in visual and performing arts increased 44 percent between 1996 and 2005. College Board data also indicate that nine percent of SAT test takers (2007 college bound seniors) wanted to major in visual and performing arts. Out of 38 fields, visual and performing arts ranked third in popularity, placing it behind health professions and business but in front of engineering, education, and biological and medical sciences.

The proposed program would benefit employers such as public agencies and nonprofit arts and culture organizations. Program planners note that nonprofit arts and culture organizations support a large number of jobs nationally (2.6 million FTE jobs in 2005), and that Seattle ranks number 23 out of the top 50 cities in the U.S., in terms of employment in such organizations. For example, graduates could work in the outreach or public engagement office of a major institution such as the Seattle Arts Museum, developing programming for youth. In Seattle, there are over 4,000 arts-related businesses employing over 21,000 people, and Seattle is likely to remain an arts and culture center over the long run.

The community would benefit from the proposed major because, as UWB's first arts degree, it would help establish infrastructure and support for students and faculty to engage in arts- and community-based research and partnerships throughout the Puget Sound Region. In addition, the program's emphasis on community-engaged forms of arts practice and arts-based inquiry would equip graduates to benefit the community. For example, a graduate could help an environmental agency or nonprofit organization use public arts installations to enhance environmental education at restoration sites. A graduate also could work in a city agency to enhance community arts in relation to neighborhood development policies. Both are examples of endeavors that would improve the quality of life in the community.

## Program Description – General

In general, all eight majors aim to prepare students to learn, adapt, collaborate with colleagues, communicate across and between organizations, and work intelligently and creatively with large volumes of information. The proposed conversions would not change the target student audience. About half of the students in the options are transfer students, and program planners estimate the conversion would not have any impact on that proportion.

IAS has developed curricula, a teaching culture, and a portfolio-based assessment system focused on a common core of pedagogical goals across all BAIS options:

- Critical thinking;
- Collaboration and shared leadership;
- Interdisciplinary research; and
- Writing and presentation.

All eight proposed majors would continue this core pedagogical focus. In addition, each major would continue to maintain learning objectives that reinforce and extend the four core goals above. These learning objectives would not change as a result of any of the conversions.

Similarly, the proposed majors would continue to share a body of common admission requirements, although STS and ES have additional admission requirements.<sup>15</sup> Applicants must have completed at least 80 credits, including 5 credits of intermediate algebra, 10 of foreign language, 5 of English composition, 5 of quantitative and symbolic reasoning, and 15 each in three UW distribution areas (Natural World; Individuals and Societies; and Visual, Literary and Performing Arts). Although the pre-requisites would change for ES, they would not change for the other seven majors.

Once admitted, students in all of the proposed majors except ES and IA would need to complete 70 credits of coursework, including 5 credits of interdisciplinary Inquiry (an IAS program core course common to all majors), 40 credits within the major (including 5 core credits specific to the major), 20 additional credits of IAS coursework, and 5 credits of senior seminar or thesis. ES and IA are described in detail in the Program Description – Additional Information about Environmental Studies and Program Description – Additional Information about Interdisciplinary Arts sections below. To familiarize the reader with the other six options proposed for conversion to degrees, here are brief descriptions of AMS, GST, SEB, CLA, STS, and CP:

- **American Studies (AMS)**, an established interdisciplinary field with roots dating back to the 1940s, includes coursework in a wide array of cultural disciplines such as history, geography, sociology, literature, art history, and gender, ethnic, and queer studies. It

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<sup>15</sup> In addition to the admissions requirements above, STS would require two quarters of a 100 or 200-level science sequence and BCUSP 123 (Functions, Models, and Quantitative Reasoning) or its equivalent. The additional requirements for ES are discussed in the Program Description – Additional Information about Environmental Studies section of this review.

serves students interested in understanding and analyzing what shapes American culture. Graduates may pursue careers or advanced study in fields such as education, journalism, and history.

- **Global Studies (GST)**, an established interdisciplinary field with roots dating back to the 1970s, includes coursework in economics, geography, history, political science, anthropology, and cultural and postcolonial studies. It serves students interested in international issues, such as environmental, economic, and political questions. Graduates may pursue careers or advanced study in fields such as public policy, business, international relations, law, education, media and cultural studies, and area studies.
- **Society, Ethics, and Human Behavior (SEB)** includes coursework in sociology, communication, psychology, philosophy, and gender and labor studies. It serves students interested in studying behavior, institutions, social policies, and the ethics of individual and social action. Graduates may pursue careers or advanced study in a wide variety of fields, such as social work, education, public policy, law, media and cultural studies, and human resources.
- **Culture, Literature and the Arts (CLA)** includes coursework in art history, literature, music, and cultural and visual studies. It serves students interested in integrative work across the humanities and arts, addressing a range of student interests in the fields of art history, performance studies, literature, and creative writing. Graduates may pursue careers in fields such as law, policy, education, journalism, publishing, public relations, and public service, especially in community and public arts organizations. Graduates may also pursue advanced study in a range of programs related to the interdisciplinary arts, humanities, and humanistic social sciences, such as policy studies, law and library science, museum studies, and architecture.
- **Science, Technology, and Society (STS)**, an established interdisciplinary field with roots dating back to the 1970s, includes coursework in biology, mathematics, political science, anthropology, and gender and policy studies. Designed to build IAS STEM (Science, Technology, Engineering, and Mathematics) and STEM-related capacity, it serves students interested in exploring themes at the intersection of science and society, such as the tension between technology and democracy or the relation between science and culture. During this exploration, students build competency in the methodology and problem solving approaches of science. Graduates may pursue careers or advanced study related to education, public relations, policy, and journalism.
- **Community Psychology (CP)**, an established interdisciplinary field with roots dating back to the 1960s, includes coursework in psychology, social work, public health, sociology, and community and development studies. It serves students interested in using interdisciplinary approaches to examine social problems and conditions that affect people's well being in settings such as families, communities, and cultures. Graduates may pursue careers in education, human services, community development, mental

health, family therapy, counseling, prevention, program evaluation, community arts, multicultural program development, and human relations. Graduates may also pursue advanced study in a variety of academic and applied research fields including psychology, sociology, counseling, public health, and social work.

The curricula would not change significantly<sup>16</sup> in any of the majors as a result of the conversion, nor would the faculty. Courses would continue to be taught primarily by full-time, tenured/tenure-track faculty skilled in interdisciplinary teaching. Course delivery would continue to be primarily face-to-face. Full-time students would normally complete each major in two years.

Students in all eight majors would continue to be assessed within individual courses based on learning outcomes identified for those courses. Multiple measures<sup>17</sup> of student learning would be used, including examinations, papers, case study analysis, research memoranda, research proposals, policy briefs, creative arts and media projects, presentations, performances, poster sessions, and structured group work. In addition to traditional course work, students would complete a senior project or paper and present it in a senior seminar. Furthermore, students would create a cumulative degree portfolio of work as they progress through the program. This degree portfolio would be used to document student achievement of core learning goals and to help students become more self-directed about their education in IAS. It would encourage students to reflect on what they have learned and done, the connections they have made among courses and assignments, and how their academic accomplishments can contribute to their future goals. Systematic review of selected degree portfolios would also help IAS faculty to assesses and review their teaching practice and the curricular structure.

Program assessment for all eight majors would continue to be centered on annual program-wide review of student portfolios and student focus group transcripts to raise faculty awareness of how learning happens across different courses and how to do a better job of achieving the core pedagogical goals. In addition, the program assessment process for each major would include:

- Entry interviews to determine student expectations and goals;
- Standard student evaluation forms;
- Peer review of teaching and curricular offerings;
- Assessment of enrollment and attrition rates to determine connections with various possible causes;
- Follow-up with students who withdraw from the program to determine reasons for dropping out and to identify plans for returning for further study;

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<sup>16</sup> No new classes would need to be developed. For five of the majors (AMS, CP, GST, STS, and SEB), the list of elective courses would be trimmed. For AMS, an additional existing research methods course would be added.

<sup>17</sup> In IAS programs, there is less reliance on short answer or multiple choice exams and more emphasis on writing and research than is commonly found outside IAS.

- Student advisory board input to advise on the development and ongoing assessment of overall program outcomes and curriculum and provide insight into the current professional needs of the business sector and how students and graduates are meeting those needs;
- Exit surveys to assess student satisfaction with the program, determine the degree to which the program met student expectations, and identify future plans and job prospects;
- Surveys of program graduates to determine whether the skills and knowledge acquired in the program led to increased advancement and opportunity in the workplace, enhanced their professional development, or led to innovative new work practices, products, or projects; and
- Surveys and/or interviews with employers.

Data from the program assessment measures would be used to assess and revise content and curriculum of the proposed program as needed.

### **Program Description – Additional Information about Environmental Studies**

The ES program aims to teach students to integrate environmental knowledge across the natural and social sciences, as well as the arts and humanities. It would serve students who are interested in environmental issues and whose academic strengths focus on policy or society rather than natural sciences. It would feature hands-on learning, field experiences, and problem-based instruction focused on finding answers to complex problems that include scientific, social, political, cultural, and ethical dimensions. Graduates would pursue careers in management, planning, advocacy, communications, and policy-making across a wide array of for-profit, not-for-profit, and governmental organizations. They would also pursue disciplinary and interdisciplinary graduate education in environmental fields that range across the arts, humanities, and social and natural sciences.

To be admitted to the program, applicants must have completed at least 80 credits, including 5 credits of intermediate algebra, 10 of foreign language, 5 of English composition, 5 of quantitative and symbolic reasoning, and 15 each in three UW distribution areas (Natural World; Individuals and Societies; and Visual, Literary and Performing Arts). In addition to the aforementioned prerequisites common to all programs proposed for conversion, ES applicants would need to complete two introductory lab courses in biology, chemistry, or earth sciences and one statistics course. Prior to conversion, ES prerequisites included introductory courses in chemistry, biology, and earth systems science, rather than the aforementioned two introductory lab courses.

Once admitted, all ES students would complete 65 credits of upper division coursework. Like the current ES option, the ES major would offer students two pathways: Sustainability and Society, and Conservation Science and Management. Sustainability and Society students would study the ethical, political, and natural-scientific dimensions of the policy

questions around sustainability. Conservation Science and Management students would learn to understand the complexity of conservation problems and the tools to participate in creating solutions. After ES becomes a major, UWB would consider converting these pathways into options, depending on their track record.

The 65 credits would include 5 credits of Interdisciplinary Inquiry (an IAS program core course common to all eight majors); a 5 credit ES core course; 20 credits of interdisciplinary core courses covering the natural sciences, social sciences, and humanities; and 10 credits of pathway courses in either sustainability and society or conservation science and management. To provide greater depth in students' focus areas as well as greater breadth outside of focus areas, students would also take 20 credits of ES distribution area courses, including at least one course from each of four categories: environmental science, methods and practices, society and environment, and environmental policy and management. Finally, all students would complete a 5-credit senior seminar or senior capstone experience, which would require students to apply what they have learned to hands-on, real-world situations, often in a collaborative, community-based context, such as the University of Washington Restoration Ecology Network.

The major would complement an existing B.S. in Environmental Science at UWB by allowing students to pursue a course of study less focused on the natural sciences. For example, many of the core courses in the B.A. in Environmental Studies reflect interdisciplinarity across the humanities, social sciences, and natural sciences; whereas, B.S. in Environmental Science courses reflect interdisciplinarity within the natural sciences.

The program would be taught primarily by full-time, tenured/tenure-track faculty. Full-time students would normally complete the program in two years. In support of the four core pedagogical goals common to all of the IAS programs proposed for conversion to majors, the ES program has specific learning objectives to improve students' abilities to:

- Understand and think critically about information and approaches from the natural sciences, social sciences, and arts and humanities; and to examine problems in an interdisciplinary fashion using multiple approaches;
- Acquire a depth of understanding of one or more knowledge areas and use specific techniques appropriate to those knowledge areas to investigate environmental issues and contribute to solutions;
- Synthesize knowledge and evidence from diverse disciplines and bring this synthesis to bear on specific issues;
- Work collaboratively with others, including those from other fields of knowledge to address complex, real-world problems;
- Consider the implications of diverse forms of information in the broad context of policy, management, and other social and cultural factors; and
- Communicate knowledge, principles, and practices effectively to both peers and public audiences.

Student and program assessment for ES would use the student and program assessment measures described in the Program Description – General section above.

### **Program Description – Additional Information about Interdisciplinary Arts**

The IA major aims to train students in literary, performing, or visual arts and in the processes of arts-based interdisciplinary inquiry. It would emphasize artistic practice, while also addressing the history and philosophy of visual, literary, and performance studies. Students would work across multiple art forms and would study relationships among performing arts, creative writing, and visual arts, as well as intersections with a number of fields including psychology, sociology, public policy, community development, business, education, health studies, or computer science.

Students would be able to apply what they learn to artistic pursuits and/or arts-based work in different settings. The major would prepare graduates for artistic endeavors in diverse settings such as schools, disability programs, nursing homes, and environmental organizations; work in interdisciplinary teams for innovation in business, computing, and education; careers in arts and culture industries such as museums and arts centers; careers as independent artists; or graduate study in arts-based and cultural studies M.A., M.F.A. and Ph.D. programs.

To be admitted to the major, applicants must have completed at least 80 credits, including 5 credits of intermediate algebra, 10 of foreign language, 5 of English composition, 5 of quantitative and symbolic reasoning, and 15 each in three UW distribution areas (Natural World; Individuals and Societies; and Visual, Literary and Performing Arts).

Once admitted, students would complete 70 credits of upper-division coursework, including 5 credits of Interdisciplinary Inquiry (an IAS program core course common to all eight majors), a 5 credit IA core course, 15 credits of art studios and workshops, 20 credits of IA option courses, 20 credits of additional IAS coursework, and a 5 credit senior seminar. The curriculum would focus on the development of arts practice, arts-based research, the deepening of interdisciplinary inquiry through the use of the arts, and applications across disciplines. It would include studios, workshops, seminars, and community-based projects.

The program would be taught primarily by full-time, tenured/tenure-track faculty, supplemented by local and regional arts practitioners serving as part-time faculty. Full-time students would normally complete the program in two years. In support of the four general pedagogical goals common to all of the IAS programs proposed for conversion to majors, the IA program would have the following specific learning objectives:

- Develop an understanding of the arts as a viable and evolving field of study and practice with inextricable links to culture and community at large;
- Develop an understanding of how interdisciplinary arts has evolved historically and is engaged in contemporary conversations in the arts, social sciences, natural sciences, business, education, and health;

- Draw upon the strengths and perspectives of diverse stakeholders in arts-based and creative problem definition and solving;
- Learn how to utilize interdisciplinary methods and approaches to arts-based research;
- Learn how to develop and evaluate effective arts-based project development and execution;
- Encourage an integration of knowledge across disciplines and contexts that respects different approaches to knowledge construction in interdisciplinary arts;
- Develop effective written, oral, and performative communication capabilities in multicultural academic and community contexts; and
- Provide the foundation for success in related projects, graduate programs, and careers.

Student and program assessment for IA would use the student and program assessment measures described in the Program Description – General section above.

### Program Costs

As noted above, conversion of the options would not require development of new courses or changes in faculty. In addition, the majors are designed to be delivered with existing facilities and equipment. Thus, initially, the proposed changes would be resource neutral, although program planners note that the expansion of these and related offerings over time would require better arts and lab facilities.

Altogether, the IAS program<sup>18</sup> at UWB employs 35 full-time tenured/tenure-track faculty, 2 full-time lecturers, 2 full-time senior lecturers, and about 30 part-time faculty. These faculty are supported by 7 FTE administrative staff. Faculty for each of the options is organized into curricular area working groups composed of smaller numbers of faculty and staff who are actively engaged in delivering the option to students. Because of the way IAS is organized (with much sharing of faculty and courses across options and degrees), it is more difficult than usual to assign a particular number of students, faculty, or administrative FTE to a particular program.

Nonetheless, program planners estimate the eight proposed majors would enroll 613 FTE students in the first year, growing to 765 FTE students by 2014. For 2014-15, the direct cost of instruction related to the eight majors would be \$4,639,416, or \$6,065 per FTE. In comparison, according to the HECB's *2005-06 Education Cost Study (July 2007)*, the direct cost of instruction per average annual FTE upper-division arts and letters student ranges from \$4,725 at The Evergreen State College to \$7,278 at UW Seattle. Similarly, the direct cost of instruction per average annual FTE upper-division social sciences student ranges from \$3,293 at Washington State University's main campus to \$7,682 at UW Tacoma. The proposed program

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<sup>18</sup> In addition to the eight BAIS options proposed for conversion to majors here, IAS offers a B.S. in Environmental Science, an M.A. in Policy Studies, and an M.A. in Cultural Studies. IAS would continue to offer the B.A. in Interdisciplinary Studies, with an existing option in Individualized Study and a new option in Media and Communications Studies to begin fall 2010.

cost for the eight majors considered as a group lies within both the social sciences and arts and letters ranges. Like the existing options, the new majors would be funded by general fund state support and tuition.

## **External Review**

Seven reviewers reviewed one or more of the proposals. Since the majors represent a wide variety of fields, most reviewers limited their review to one or two majors. The reviewers are listed below, along with the major(s) they reviewed:

1. Dr. Carolyn Haynes, Professor of English and Director, University Honors & Scholars Program, Miami University (reviewed AMS and CLA)
2. Dr. Randy Martin, Professor and Chair, Department of Art and Public Policy, Tisch School of the Arts, New York University (reviewed AMS, GST, SEB, CLA, CP, STS, and IA)
3. Dr. Jan Cohen-Cruz, University Professor, Syracuse University, and Director, Imagining America: Artists and Scholars in Public Life<sup>19</sup> (reviewed AMS, CLA, CP, and IA)
4. Dr. Jyoti Puri, Professor of Sociology, Simmons College (reviewed GST and SEB)
5. Dr. Robert Mitchell, Associate Professor and Director of Graduate Studies, Department of English, Faculty, Institute of Genome Sciences and Policy, Affiliated Faculty, Women's Studies, Duke University (reviewed STS)
6. Dr. Paulette Bierzychudek, Professor and Chair of Biology, Member of Environmental Studies Faculty, Lewis and Clark College (reviewed ES)
7. Dr. Linda Fink, Professor of Biology, Sweet Briar College (reviewed ES)

The reviewers all endorsed converting the options into majors. For example, Dr. Martin commented that “names matter,” and the ones UWB chose would “. . . signal to both students and the world outside a coherent body of knowledge without being overspecialized or narrowly vocational . . . .” The reviewers noted program strengths, with faculty, curriculum/program design, and assessment drawing favorable attention from more than one reviewer. Reviewers also made various specific suggestions and comments, which program planners responded to satisfactorily, the most significant of which are summarized by major as follows:

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<sup>19</sup> Imagining America is a national consortium of colleges and universities committed to public scholarship in the arts, humanities, and design.

- **American Studies (AMS):** Dr. Haynes recommended development of single core courses (rather than menu choices) at the introductory and advanced levels, adding more courses with global awareness content, adding a specific learning objective relating to global awareness, and adding degree-specific outcomes to the portfolio assessment process. Program planners responded that development of a 200-level course to serve the single core introductory function is likely, that IAS plans to add a global awareness-related course and learning objective, and that adding degree-specific outcomes would be a priority. Dr. Cohen-Cruz noted the appropriateness of the major's broad base of knowledge to both content and methodological goals.
- **Global Studies (GST):** Dr. Puri enthusiastically recommended approval, commending the major's breadth, depth, and genuine interdisciplinary character.
- **Society, Ethics, and Human Behavior (SEB):** Dr. Puri enthusiastically recommended approval, commending the major's breadth, depth, and genuine interdisciplinary character.
- **Culture, Literature, and the Arts (CLA):** Dr. Haynes recommended development of single core courses at the introductory and advanced levels. She also recommended adding degree-specific outcomes to the portfolio assessment process. Program planners responded that development of a 200-level course to serve the single core introductory function is likely and adding degree-specific outcomes would be a priority. Dr. Cohen-Cruz applauded the program's structure.
- **Science, Technology, and Society (STS):** Dr. Mitchell recommended approval, noting that offering a separate STS major makes sense and is consistent with trends in the field. However, he had a reservation about the content of the program, given its title. He felt the program appeared to take only the science and technology parts of its title seriously. In particular, he felt that the STS methods coursework was insufficient and recommended changing either the major's title or curriculum. For example, the curriculum could be changed by adding 2-3 courses in STS methods. Program planners responded that they are working on enhancing the degree's emphasis on social science methodologies and anticipate hiring a faculty member trained in this area of STS in the coming year.
- **Community Psychology (CP):** Dr. Cohen-Cruz noted that Community Psychology is an area of study that can benefit considerably from an interdisciplinary approach. She felt that the required courses made sense, and she appreciated the inclusion of content from social sciences, community arts, multicultural program development, and other humanities-associated areas.

- **Environmental Studies (ES):** Dr. Bierzychudek applauded the inclusion of environmental ethics and the inclusion of student portfolios in the assessment process. She described the inclusion of a Sustainability pathway as innovative, but she asked several questions about the Conservation Science and Management (CSM) pathway. For example, she noted that there is already a Conservation and Restoration Ecology (CRE) pathway within UWB's existing B.S. in Environmental Science degree and wondered whether CSM would merely be CRE "lite." She also asked questions about the mechanics of the program assessment process and the training and number of faculty. She concluded by stating that the program is certainly strong enough to stand alone as a major. Program planners responded adequately to her questions.

Dr. Fink stated that the major "fits well within the range of B.A. programs offered at other U.S. colleges and universities" and "offers a good option for students who want to tackle regional, national or global environmental issues, but whose academic strengths focus on policy or society rather than the natural sciences." In addition, she noted the strength of the faculty and applauded the program's portfolio assessment. However, she recommended that faculty trim the list of electives to a smaller number most relevant for each pathway. Program planners responded that IAS had considered doing so, but decided to offer students a broad set of electives in response to student feedback regarding specific interests and career objectives.

- **Interdisciplinary Arts (IA):** Dr. Martin recommended the major for immediate approval and made no suggestions for improvement. He stated, "This program can be seen as a response to the limits that conservatory-based artistic training now encounters."

Dr. Cohen-Cruz saw no reason not to move ahead with the major, noting that it would provide a "solid synthesis of theory, training, and hands-on learning." She is not aware of any other programs that "cross performance, visual art, and writing so thoroughly at the same time as nurturing intellectual skills and community experiences." However, she wondered how competitive the program would be with existing non-interdisciplinary arts programs. Program planners indicated that it would compete by offering an alternative to traditional conservatory arts training.

## Staff Analysis - General

All of the proposed conversions of BAIS options into majors would support UWB's mission and the *Strategic Master Plan for Higher Education*. In addition, UWB's IAS unit would employ multiple strategies to enhance diversity.

Program planners provided sufficient evidence of student, employer, and community need for the proposed majors. Student survey and enrollment results demonstrate student need. Although *A Skilled and Educated Workforce* does not specifically indicate employer need for the options proposed for conversion, the Council on Competitiveness emphasizes the need to prepare workers for the service sector with the kinds of skills that these IAS majors would provide.

Furthermore, BAIS graduates have an adequate track record of either finding employment suitable for B.A. degree holders or pursuing appropriate graduate studies. The proposed majors would respond to community need by offering students internship and service learning opportunities which would mutually benefit students and the region. These opportunities would address a range of the region's policy, social, and environmental concerns.

The proposed majors would not unnecessarily duplicate existing programs, because most serve a different target audience, offer a different curricular focus, or lie outside of practical commuting range for students in UWB's service area.

External proposal reviewers supported the conversions of the options to majors, while offering a few suggestions and comments, to which program planners adequately responded. In addition, the conversions respond to the conclusions of IAS's 2007-08 Self-Study and External Review.

The proposed majors would serve the same student audience as the options and employ the same faculty. Students would graduate in the same amount of time as they did prior to conversion and would achieve the same learning objectives. Curricula for the majors would not change significantly, although the conversion would result in trimming some of the optional curricular offerings in some of the areas and adding a research methods course for AMS. Prerequisites would change only for the Environmental Studies major.

Conversion to majors would not result in any significant changes to faculty, facilities, or equipment. Furthermore, the majors would be offered at a reasonable cost, which the conversions would not increase.

Because of the options' established, long-standing track record and the small magnitude of the changes noted above, UWB could have submitted a single moderate degree change proposal covering the first five options proposed for conversion (AMS, GST, SEB, CLA, STS). Community Psychology (CP) would have qualified as well, but it has only existed for three years. However, its enrollment track record during those three years is strong, increasing from 24 students in 2006 to 70 or more during each of 2007 and 2008. That track record, together with the option's three-year history, warrant treating CP similarly to the first five options. Unlike CP, ES and IA warrant additional analysis, because they have only existed for a year or less.

### **Staff Analysis – Additional Analysis for Environmental Studies**

ES has only existed as an option since fall 2008, so it does not have the enrollment and graduate placement track records that the first six BAIS options have. Nonetheless, the option's brief enrollment history, considered in conjunction with information provided by program planners regarding the number of students expected to declare ES upon completion of their prerequisites, indicates that there is sufficient student need for the major. Student survey respondents preferring a degree outnumbered those preferring an option four to one. The popularity of IAS's Introduction to Environmental Issues class and UW Seattle's Program on the Environment also indicate student need.

The Department of Employment Security's employment projections and the Prosperity Partnership's cluster size and growth analysis both provide evidence of employer need for the ES major. In addition, the program would respond to community need because the interdisciplinary training it offers would equip graduates to help solve complex environmental problems society faces. ES graduates would help fill the potential 25,000 green collar jobs for which the Legislature has set a goal by 2020.

The ES major would serve the same student audience and employ the same faculty as the ES option. Students would graduate in the same amount of time as they did prior to conversion and would achieve the same learning objectives. The ES major's curriculum would not change significantly from the ES option's curriculum, although the conversion would result in a change in pre-requisites.

Students would attend courses taught primarily by full-time, tenured/tenure-track faculty, noted for being "strong and committed" by one of the reviewers. Student assessment and program assessment would use multiple measures, including portfolios and self-reflections, measures described by one reviewer as being "stellar."

As one reviewer noted, the ES major would build on an existing option and efficiently share resources with the existing B.S. in Environmental Science program and other interdisciplinary majors within IAS. It would be offered at a reasonable cost, and conversion would not require any significant additional costs.

### **Staff Analysis – Additional Analysis for Interdisciplinary Arts**

IA has only existed as an option since winter 2009, so it does not have the enrollment and graduate placement track records that the first six BAIS options have. Nonetheless, the option's brief enrollment history, considered in conjunction with other information provided by program planners regarding the number of students expected to declare IA upon completion of their prerequisites, indicates that there is sufficient student need for the major. Three out of four students surveyed preferred a degree. Furthermore, College Board data indicate that high school graduate interest in performing arts areas is higher than interest in many other areas, such as engineering, education, and biological and medical sciences.

The proposed major would benefit employers such as public agencies and nonprofit arts and culture organizations, as well as the community, because of the major's emphasis on community-engaged forms of arts practice and arts-based inquiry. For example, program graduates would be equipped to work at governmental agencies or nonprofit organizations, using public arts installations to help meet agency or organizational goals that benefit the public. Like the IA option, the IA major would serve students who are interested in artistic endeavors in diverse settings such as schools, disability programs, nursing homes, and environmental organizations; in interdisciplinary teams for innovation in business, computing, and education; and in careers in arts and culture industries, such as museums and arts centers.

The IA major would serve the same student audience and employ the same faculty as the IA option. Students would graduate in the same amount of time as they did prior to conversion and would achieve the same learning objectives. The IA major's curriculum would not change significantly from the IA option's curriculum and the conversion would not result in a change in pre-requisites.

Students would attend courses taught primarily by full-time, tenured/tenure-track faculty, noted for being "an impressive assemblage of artist/scholars" by one of the reviewers. Student assessment and program assessment would use multiple measures, including portfolios and self-reflections, measures noted by one reviewer as being "a good fit for assessing student development in the arts."

The IA major would efficiently share resources with other interdisciplinary majors within IAS. It would be offered at a reasonable cost, and conversion would not require any significant additional costs.

### **Staff Recommendation**

After careful review of the proposal and supporting materials, staff recommends approval of the following degrees at the University of Washington Bothell:

1. Bachelor of Arts in American Studies
2. Bachelor of Arts in Global Studies
3. Bachelor of Arts in Society, Ethics, and Human Behavior
4. Bachelor of Arts in Culture, Literature, and the Arts
5. Bachelor of Arts in Science, Technology, and Society
6. Bachelor of Arts in Community Psychology
7. Bachelor of Arts in Environmental Studies
8. Bachelor of Arts in Interdisciplinary Arts

RESOLUTION 09-16

WHEREAS, The University of Washington Bothell proposes to offer a Bachelor of Arts in Environmental Studies; and

WHEREAS, The degree would result from the conversion of an option within an existing University of Washington Bothell Bachelor of Arts in Interdisciplinary Studies degree; and

WHEREAS, The program would support University of Washington Bothell's mission and the Strategic Master Plan for Higher Education; and

WHEREAS, The program would respond to student, employer and community need without unnecessarily duplicating existing programs; and

WHEREAS, The program would be taught primarily by full-time tenured/tenure track faculty whose strength and commitment were noted by one of the program's external reviewers; and

WHEREAS, Student assessment and program assessment would employ multiple measures; and

WHEREAS, The program would be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Bachelor of Arts in Environmental Studies at the University of Washington Bothell, effective September 29, 2009.

Adopted:

September 29, 2009

Attest:

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Jesus Hernandez, Chair

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Roberta Greene, Secretary

RESOLUTION 09-17

WHEREAS, The University of Washington Bothell proposes to offer a Bachelor of Arts in Interdisciplinary Arts; and

WHEREAS, The degree would result from the conversion of an option within an existing University of Washington Bothell Bachelor of Arts in Interdisciplinary Studies degree; and

WHEREAS, The program would support University of Washington Bothell's mission and the Strategic Master Plan for Higher Education; and

WHEREAS, The program would respond to student, employer and community need without unnecessarily duplicating existing programs; and

WHEREAS, The program would be taught primarily by full-time tenured/tenure track faculty described as impressive artist/scholars by one of the program's external reviewers; and

WHEREAS, Student assessment and program assessment would employ multiple measures; and

WHEREAS, The program would be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Bachelor of Arts in Interdisciplinary Arts at the University of Washington Bothell, effective September 29, 2009.

Adopted:

September 29, 2009

Attest:

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Jesus Hernandez, Chair

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Roberta Greene, Secretary

RESOLUTION 09-18

WHEREAS, The University of Washington Bothell proposes to offer a Bachelor of Arts degrees in American Studies; Global Studies; Society, Ethics, and Human Behavior; Culture, Literature, and the Arts; Science, Technology, and Society; and Community Psychology; and

WHEREAS, The degrees would result from the conversion of options within an existing University of Washington Bothell Bachelor of Arts in Interdisciplinary Studies degree; and

WHEREAS, The programs would support University of Washington Bothell's mission and the Strategic Master Plan for Higher Education; and

WHEREAS, The programs would respond to student, employer and community need without unnecessarily duplicating existing programs; and

WHEREAS, The programs would be taught primarily by full-time tenured/tenure track faculty, whose quality has been noted by external reviewers; and

WHEREAS, Student assessment and program assessment would employ multiple measures; and

WHEREAS, The programs would be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Bachelor of Arts in American Studies; Bachelor of Arts in Global Studies; Bachelor of Arts in Society, Ethics, and Human Behavior; Bachelor of Arts in Culture, Literature, and the Arts; Bachelor of Arts in Science, Technology, and Society; and Bachelor of Arts in Community Psychology; effective September 29, 2009.

Adopted:

September 29, 2009

Attest:

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Jesus Hernandez, Chair

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Roberta Greene, Secretary

September 2009

## **DRAFT: Master of Education in Educational Leadership University of Washington Bothell**

### **Introduction**

The University of Washington Bothell (UWB) seeks approval to establish a Master of Education in Educational Leadership (EDL) degree program. Housed within the Education unit at UWB, the EDL program would serve mid-career professionals, primarily “teacher instructional leaders”<sup>1</sup> who want to become school principals.

The program would enroll 2.0 FTE students in spring 2010, and achieve full enrollment of 22 FTE in its third year. At full enrollment, it would graduate 20 students per year, who would meet the requirements for Washington’s residency principal certification and be prepared to become school principals. The proposed program would complement an existing UWB master of Education program by targeting a different student audience and offering a different curriculum.

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

In its mission statement, the UWB commits to providing “access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.” The EDL program would support this mission by offering an innovative and creative curriculum targeted at practicing teacher instructional leaders.

The EDL program also would support the *Strategic Master Plan for Higher Education*, by preparing educators for the 21st century. The program would raise teachers’ educational attainment levels, and it would improve the K-12 pipeline, because principal quality affects school quality.

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<sup>1</sup> Program planners defined teacher instructional leaders as individuals with formal responsibility to support other teachers to improve teaching and learning. However, because district budget cuts have forced districts to reduce the number of formal roles, the program also would allow teachers without formal responsibility to qualify for the program, provided that they could document success in helping other teachers improve instruction.

## Diversity

To ensure diversity, the program would:

- Emphasize in its materials the program's inclusivity – its intent to serve qualified candidates from all backgrounds;
- Compete for grant projects that could make the program affordable for individuals who might not otherwise pursue education to become a school principal;
- Develop and sustain relationships with school districts that serve a wide range of economic, ethnic, and cultural groups;
- Invite Authentic Pathways to Principal Leadership Collaborative (APPLC) partners to establish a joint task force on leadership diversity with UWB;
- Regularly assess recruitment/retention efforts with regard to underrepresented populations; and
- Monitor the program's culture of appreciation and respect towards diversity.

## Program Need

National employment projections indicate continuing employer need for principals. The Bureau of Labor Statistics' Occupational Outlook Handbook projects that employment of educational administrators is expected to grow "about as fast as the average for all occupations" between 2006 and 2016. According to the Handbook, "Principals and assistant principals should have very favorable job prospects."

However, Washington state data regarding employer need are mixed. Data gathered in OSPI's survey, *Educator Supply and Demand in Washington State (2007)*, indicated there were 235 vacancies for middle- and high school principals in 2005-2006. During the same period, the state issued 375 principal certificates.

District officials responsible for hiring principals – both in Washington and other states – have contended shortages do exist even though the numbers suggest otherwise. The problem may be that traditional principal preparation programs are not turning out the type of leaders needed in today's education arena. A key missing element is an emphasis on instruction and instructional leadership.

The proposed master's degree program at UWB would meet this need through an innovative approach that integrates on-the-job instructional leadership learning into the program. Rather than relying on candidates to develop instructional leadership skills prior to entering the program (as traditional principal preparation programs do), the proposed program would make principal development a more coherent process by combining a candidate's on-the-job instructional leadership learning with academic preparation.

To assess student need for the new program, the program planners conducted a survey of teachers assigned teacher leadership roles in three regional school districts. Of 90 teachers who participated, 40 percent indicated an interest in entering a principal preparation degree program and more than 24 percent indicated particular interest in a degree program that incorporated on-the-job learning about instructional leadership.

The program would respond to community need by preparing principals to exercise the instructional leadership needed for success in today's schools. This is important because our society increasingly holds principals accountable for the performance of students and teachers, which means they need instructional leadership knowledge and skills.

Although several other institutions in the Northern Puget Sound region<sup>2</sup> offer master's-level educational leadership programs, the proposed program would differ from them in terms of program delivery mode and structure. The program would be delivered via a blend of on-campus, online, and supervised work experience under a partnership with the APPLC, which includes regional school districts and professional support organizations known for supporting and developing P-12 teachers as instructional leaders. In addition, the proposed program would incorporate a novel structure and assessment approach described in more detail below.

## **Program Description**

The EDL program aims to prepare practicing teacher instructional leaders to become school principals. The program would serve teachers working in instructional leadership positions in their schools, primarily in several districts that have partnered with UWB in the APPLC, and possibly in other districts.<sup>3</sup> The APPLC would initially include the Center for Strengthening the Teaching Profession (CSTP), a non-profit organization dedicated to building an effective teaching force in Washington, UW's Center for Educational Leadership (CEL), and the following school districts: Bellingham, Bremerton, Lake Washington, Snohomish, Edmonds, and Renton.

The program would require a minimum of 40 credit hours, apportioned nearly equally among in-class, online and supervised leadership instruction. The curriculum is based on program planners' study of what principals need to do to achieve the ambitious goals society has set for schools. Program planners have built an organizing framework with two components.

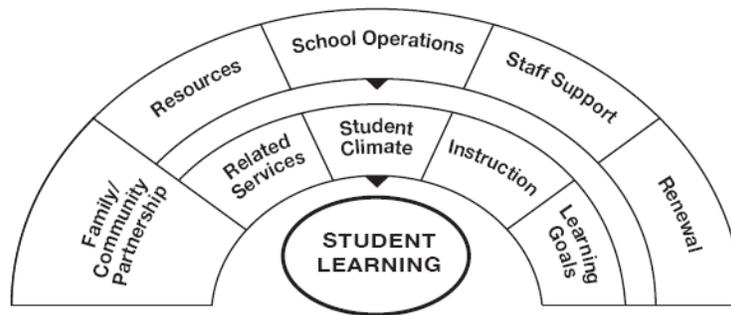
First, they identified nine school conditions that research suggests are necessary to support student learning, as shown in Figure 1 below:

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<sup>2</sup> Institutions include City University, Heritage University, Pacific Lutheran University, Seattle Pacific University, Seattle University, University of Washington Seattle, Washington State University (on-line), and Western Washington University.

<sup>3</sup> Program planners estimated that about 75 percent of students would come from the APPLC districts, depending on how successful UWB is at recruiting more districts into the collaborative.

Figure 1: Nine Essential School Conditions that Support Student Learning



Source: Bellamy, Fulmer, Murphy, & Muth, 2007.

Note: Conditions are arranged hierarchically to emphasize that some affect students and their effort (inner rim), while others affect how teachers and families support student effort and learning (outer rim). Effective leadership increases the quality of these conditions and their impact on student learning.

Second, they have identified five essential leadership domains that relate to the improvement of the nine school conditions. Principals seeking to achieve excellence are challenged to improve school conditions by demonstrating leadership in the domains defined below:

1. Personal leadership for schools.
2. Leadership for curriculum and teaching.
3. Leadership for the school as a responsive public institution.
4. Leadership for the school as a continuously renewing organization.
5. Leadership for the school as an inclusive community.

Under this learning model, a successful school leader would develop an integrated approach to improving specific school conditions by relating all five leadership domains to each of the school conditions. The model would challenge program faculty to identify knowledge and skills related to the intersection of each school condition and leadership domain. This would lead to the integration of the field's theoretical, empirical, critical and other knowledge to inform practice in this area.

This approach also is designed to benefit students by helping them organize personal thinking about which problems to focus on and how to respond; in effect, serving as a theory of action linking a principal's daily work to his or her school's student learning goals.

Although the EDL program would not immediately seek specialized accreditation from the National Council for Accreditation of Teacher Education (NCATE), it has been designed to meet NCATE requirements. In addition, it has been designed to respond to the leadership standards being developed by the National Policy Board for Educational Administration (NPBEA) in conjunction with the Interstate School Leaders Licensure Consortium (ISLLC). Program planners indicated that UWB is conducting discussions about NCATE accreditation, but no firm decisions have been reached.

The program would be offered in two parts. In Part 1, students would proceed at their own pace, studying leadership domains 1-2 above, and beginning their work on clinical experience requirements and performance tasks related to those domains. They would complete at least 16

credits, including two seminars (2 credits each), at least six labs (2 credits each), and at least 270 hours of supervised instructional leadership experience.<sup>4</sup> Students would have flexibility to earn credits through UWB courses, CSTP/CEL programs, or district-based professional development programs. Furthermore, students could transfer up to 12 UW credits or 6 non-UW credits into the program. The intent is to give participating teachers opportunities to apply a range of professional development experiences toward the Part 1 requirements.

Candidates would begin Part 2 after completing the required coursework and internship requirements and having made satisfactory progress on the performance tasks for Part 1. Part 2 of the program would consist of a three-quarter, cohort-based experience addressing leadership domains 3-5 (listed on the previous page) through integrated seminars featuring in-class, online, and clinical practice components. Students would take 24 credits, consisting of three integrated seminars at 8 credits each.

To be admitted to Part 1, an applicant must be an educator who holds a Washington professional teaching certificate; has at least three years of successful teaching experience; current job responsibilities that include instructional leadership; a grade point average of at least 3.0 in prior academic coursework; and positive recommendations, including one from a school or district administrator who has worked directly with the applicant while the applicant was in an instructional leadership role.

At full enrollment, instruction would be provided primarily by full-time, tenured/tenure-track faculty.<sup>5</sup> However, until full state funding for the program is obtained, only about 40 percent of instruction would be provided by full-time, tenured/tenure-track faculty. Administrators from APPLC districts would serve as extended clinical faculty, and APPLC partners would coordinate support for teacher instructional leaders in Part 1, integrate class work and internship requirements in Part 2, and coordinate support for graduates as they enter principal positions.

Because the first two domains in the program would be self-paced and integrated with district support for teacher instructional leadership development, students might take longer to complete the program than they would for a typical master's degree program. By the end of the program, students would achieve the following learning outcomes: demonstrate schematic, conceptual and personal knowledge related to the intersection of each school condition and leadership domain; and be able to articulate how their personal commitments influence their plans and priorities for providing leadership in each area.

Students would be assessed primarily through 12 performance tasks designed to provide an opportunity for students to apply their developing knowledge, receive feedback on progress, and demonstrate proficiency related to the program's goals and the state's certification standards. Structured around realistic challenges that school leaders face, the performance tasks would allow candidates to demonstrate their emerging knowledge and skills, enable faculty members and district mentors to observe candidates' problem-solving as it occurs, and provide timely feedback.

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<sup>4</sup> Supervised instructional leadership experience hours would count towards 540 hours of internship experience required by the Professional Educator Standards Board (PESB). The remainder would be met during Part 2.

<sup>5</sup> At full enrollment, the program plans to use 1.8 full-time faculty FTE, including 1.0 FTE to be hired. It also would use 0.25 FTE of extended clinical faculty. Until full state funding is obtained, the program probably would hire a 0.5 FTE instructor to be replaced by a 1.0 FTE tenure-track professor after state funding is obtained.

Developed cumulatively, the tasks would be reviewed quarterly and assessed again at the end of the program as a complete professional dossier. Review of this dossier would serve as the comprehensive examination for the M.Ed. program and as a requirement for completion of the principal residency certification program. The proposal included a table showing how the performance tasks relate to the Washington State principal residency certification standards.

For program assessment, UWB would develop an initial program dashboard with multiple measures, including the following:

- Success in attracting students to the program;
- Student progress through the program and on-time program completion;
- Impact on regional needs for qualified principal candidates (percentage of graduates interviewed and hired for school leadership positions within three years of program completion);
- Student satisfaction with the program (course, internship, and advising evaluations);
- Follow-up interviews with students who withdraw from the program;
- Student end-of-program questionnaires, including information about intent to apply for principal positions;
- Faculty scholarships and grants (cumulative record of publications, professional presentations, and funded grant projects related to educational leadership);
- Stability and continuity of the APPLC (annual measures of the number of participating districts and their satisfaction with the program's operation); and
- Annual graduate employment status and accomplishment survey.

The program dashboard would be reviewed at each biennial meeting of the administrative leaders of the APPLC and also during meetings of the Professional Education Advisory Board. Results would be used to support evidence-based decision making about in-progress adjustments for each cohort and to support regular reviews of overall program design and responsiveness to needs of schools in the region.

## **Program Costs**

The EDL program would enroll 2.0 FTE students in the first year, growing to full enrollment of 22 FTE students in its third year. To implement the program, EDL planners intend to deploy 1.8 FTE faculty and 0.75 FTE administrative staff at full enrollment. The program ultimately would require 1.0 FTE new faculty, and 0.5 FTE new administrative staff. It would require internal reallocation of .80 FTE faculty. Program planners believe the impact of the internal reallocation would be minimal because independent of this proposal, UWB has approved two additional tenure-track faculty for the Education unit for 2009-10 who would free up time for the EDL program director to teach courses within the EDL program. In addition, the successful recent hiring of an overall director for UWB's Education unit adds instructional capacity both within and outside of the EDL program.

At full enrollment of 22 FTE students, the direct cost of instruction would be \$314,021, or \$14,274 per FTE. In comparison, according to the HECB's *2005-06 Education Cost Study* (July 2007), the

direct cost of instruction per average annual FTE education graduate student ranges from \$4,732 at Eastern Washington University to \$16,534 at UW Tacoma, and \$16,479 at UWB. The proposed program's cost lies within this range. At full enrollment, total revenue including state funding and tuition would be \$451,750, substantially in excess of direct costs.

Ultimately, the program would be funded by general fund state support and tuition. UWB, however, does not currently have any state-funded student FTE allocated to the program; instead, UWB plans to launch the program on a temporary basis with tuition funding only. During this "tuition only" period, students would follow a revised schedule, but the content of the program would not change.

The program would temporarily minimize costs, probably by using a 0.50 FTE part-time instructor and increasing the time commitment of existing faculty, rather than hiring a new full-time tenure-track faculty member. Program planners believe that the quality of the student educational experience during that time would be the same as it would be after full state funding is obtained because the initial pilot cohort would be smaller than normal and a part-time instructor without research responsibilities could focus on instructional responsibilities.

## External Review

Two reviewers evaluated the proposal: Dr. Tricia Browne-Ferrigno, Associate Professor and Director of Graduate Studies, Department of Educational Leadership Studies, University of Kentucky; and Dr. Jay Paredes Scribner, Associate Professor and Department Chair, College of Education, University of Missouri-Columbia.

Dr. Browne-Ferrigno strongly supported the program, writing "I commend Professor Thomas Bellamy and his colleagues for their creation of a program notable for its strengths and no weaknesses that I can discern." She described the conceptual framework as innovative and the program and student assessment systems as exemplary. She concluded by noting that her department was redesigning its principal preparation program and stating her desire to share portions of UW Bothell's proposal with her colleagues as an example of "an innovative program aligned with national and state standards... that uses a novel approach for developing school leaders who understand the school conditions that support student learning."

Dr. Scribner also supported the program, indicating it would be strong and viable. He found it to be well conceptualized and planned, and "anchoring the program in nine school conditions that support student learning was a compelling way to ground the program." He found the conceptualization of leadership into five domains to be "reasonably compelling" but commented that he would rather see fewer strands and deeper exploration (i.e. greater focus on a smaller number of critical issues). Program planners responded that the emphasis given to the various topics in each domain would naturally evolve over time and the faculty responsible for specific courses should be involved in that evolution. In addition, Dr. Scribner made specific comments and suggestions about content and assessment, to which program planners responded sufficiently.

## Staff Analysis

The EDL program would support UWB's mission and the *Strategic Master Plan for Higher Education*. It also would employ multiple strategies to enhance diversity. The program would respond to employer need without duplicating other programs. National employment projections indicate ongoing employer need for principals. Although the state issued more principal certificates than the number of vacancies during 2005-06, school district officials responsible for hiring perceived "some shortage" of middle and high school principals. Program planners noted this anomaly also occurred in other states, and made a plausible argument that the reason for it is a mismatch between traditional principal preparation programs and principals' job requirements. The program would address this mismatch.

The program would respond to student need. Although survey evidence indicated that a subset of regional teacher instructional leaders would be attracted to the program, staff wondered whether the proposed program size would be sustainable over the long term, solely from regional teacher instructional leader applicants. To address this concern, staff requested additional evidence of student need, to which program planners responded that applicants to UW Seattle's Danforth Educational Leadership Program have historically exceeded space available (typically 35-50 applicants for 28-32 slots). Those turned away would be an additional source of applicants for the proposed program, which mitigates staff concern to some extent, although there may be some duplication between the population of regional teacher instructional leaders and the population of students turned away by UW Seattle.

Staff concern was further eased because the FTE-funded budget would be sustainable at a substantially smaller cohort size than proposed. In addition, prior to obtaining FTE funding, UWB would use the "tuition only" period to test market the program to determine whether student need is really sufficient to justify state FTE funding for the program. Staff asked program planners what their contingency plan was in case the program did not achieve its target enrollments. Program planners responded that one strategy would be to expand the service region to include rural areas with less access to principal preparation, noting that the program's hybrid model of in-class instruction and e-learning would facilitate this.

The program would respond to community need by providing principals with preparation that promotes the instructional leadership capabilities needed for success in today's schools. The program reflects thoughtful, research-based planning, with a curriculum that has been designed with NCATE accreditation in mind. Students would be assessed using a system of performance tasks designed to provide opportunities for students to apply knowledge, receive feedback on progress, and demonstrate proficiency related to the program's goals and the state's certification standards. Program assessment would employ multiple measures. Both reviewers supported the program, one of them quite strongly.

The program is somewhat expensive, but the cost lies within the Cost Study range. Although the program would ultimately be funded through state FTE, program planners have developed a plan to initially fund the program through tuition only, with a budget sufficient to cover direct costs. UWB's willingness to absorb related overhead costs is indicative of its support for the program.

### **Staff Recommendation**

After careful review of the proposal and supporting materials, staff recommends approval of the Master of Education in Educational Leadership at the University of Washington Bothell.

**RESOLUTION NO. 09-19**

**WHEREAS,** The University of Washington Bothell proposes to offer a Master of Education in Educational Leadership; and

**WHEREAS,** The program would support University of Washington Bothell's mission and the Strategic Master Plan for Higher Education; and

**WHEREAS,** The program would respond to student, employer and community need without duplicating existing programs; and

**WHEREAS,** The program's students would study a high quality curriculum carefully designed with program-specific accreditation in mind; and

**WHEREAS,** The program has support from external reviewers; and

**WHEREAS,** The program would be offered at a reasonable cost; and

**WHEREAS,** The program would be offered via hybrid delivery online and on-site at the Bothell campus and various internship sites;

**THEREFORE, BE IT RESOLVED,** That the Higher Education Coordinating Board approves the Master of Education in Educational Leadership at the University of Washington Bothell, effective September 29, 2009.

Adopted:

September 29, 2009

Attest:

\_\_\_\_\_  
Jesus Hernandez, Chair

\_\_\_\_\_  
Roberta Greene, Secretary

September 2009

## **DRAFT: Master of Pharmaceutical Bioengineering University of Washington**

### **Introduction**

The University of Washington (UW) seeks approval to establish a Master of Pharmaceutical Bioengineering (MPB) degree program. Housed within the Department of Bioengineering and offered in partnership with University of Washington Educational Outreach (UWEO), this professional degree would complement an existing professional Master of Medical Engineering program.

The proposed program would be offered part-time via hybrid delivery primarily for working professionals in the biotechnology and pharmaceutical industries. It is designed to expand the knowledge and skills of associate scientists and researchers beyond their current area of work or expertise to include a broader spectrum of research and development processes in their industries. It would enroll 8 FTE students in winter 2010 and achieve full enrollment of 34 FTE by 2013. At full enrollment, it would graduate 22-23 students per year.

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

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The Bioengineering Department's mission is "to serve a worldwide leadership role in bioengineering research, education, service, clinical applications and technology transfers." As a master's degree program geared toward bioengineering, the proposed program would support both missions because it would disseminate knowledge about research, clinical applications, and technology transfers.

In addition, the proposed program would support the *2008 Strategic Master Plan for Higher Education* by providing an opportunity for life science professionals to earn an advanced degree in an area which contributes directly to the state's economic prosperity. Since it is a health-related engineering program, it would support the master plan policy goal of expanding degree programs in science, technology, engineering, mathematics (STEM), and health sciences. Furthermore, the program's Translational Pharmaceutics track would support the master plan policy goal of promoting commercialization of university research innovations.

## Diversity

To ensure diversity, the Department of Bioengineering would:

- Maintain the program director's active involvement in UW diversity activities, including his directorship of the NIH-funded Initiative for Maximizing Student Diversity program that helps increase the numbers of underrepresented students in biomedical research fields at UW;
- Work to increase enrollment of students of color by leveraging existing or new relationships with professional organizations;
- Advertise through list-serves and internet sites to reach students of diverse racial ethnic and cultural backgrounds;
- Ensure that marketing materials are designed to attract diverse applicants;
- Conduct site visits to employers to encourage diverse students to apply;
- Identify industry mentors of color who could help recruit and retain students of color;
- Offer academic support and other student services targeted to underrepresented student populations;
- Seek input from program graduates on how to improve diversity recruitment;
- Continually monitor the program's culture of appreciation and respect towards diversity and strive to improve the culture; and
- Regularly assess recruitment/retention efforts with regard to underrepresented populations and evaluating diversity efforts annually, with revision as needed.

## Program Need

The joint report, *A Skilled and Educated Workforce* (March 2009),<sup>1</sup> indicates that the higher education system needs to expand programs in engineering. Although the report mentions several engineering sub-disciplines in which the current degree supply appears to be sufficient, pharmaceutical bioengineering is not one of them nor is the broader bioengineering sub-discipline.

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<sup>1</sup> A joint report by the Higher Education Coordinating Board, State Board for Technical and Community Colleges, and Workforce Training and Education Coordinating Board.

To assess employer need for the proposed program, its planners conducted an online survey of 174 employers in the life sciences field in spring 2008 which achieved a 12 percent response rate. The majority of the respondents (58 percent) indicated the proposed program would help employees advance within their company to some extent. Respondents identified three knowledge and skill gaps among employees: (1) employees with only BS degrees lack sufficient knowledge and skill working in a clinical/research setting (as opposed to the academic laboratory setting in which they were educated); (2) science degrees are not adequately preparing students for the business or manufacture of devices, drugs, or other biologics; and (3) employees have the science backgrounds to work but lack practical application or confidence to contribute to project direction. Program planners indicated the program would address these gaps by advancing employee skills and knowledge through coursework and lab experiences that build on industry experience; collaboration between academic and affiliate faculty (with industry experience), which would ensure a balance of rigor, depth, and practice-oriented content; and providing course content and integrated practicums that would build employees' knowledge base, confidence, and ability to participate in project direction discussions.

In addition to the employer survey, program planners obtained a letter of support from Amgen, a global biotechnology company with research and development and manufacturing facilities in Seattle and Bothell. Amgen's university relations committee has collaborated with UW to define the need for biotechnology continuing education opportunities. Amgen has indicated it would financially support employees who pursue the proposed program.

Program planners also conducted an online survey of 867 UW alumni who graduated in the last five years with an academic background in pharmacy, biotechnology, clinical trials, or biomedical regulatory affairs. This survey achieved a 10 percent response rate. The survey indicated that 62 percent of the respondents were working for a biotechnology or research firm and 52 percent were interested or very interested in a master's-level program in Pharmaceutical Bioengineering. However, only 42 percent indicated that hybrid delivery was a preferred format.

The proposed program would benefit the community by supporting state and local workforce development efforts. For example, the Workforce Development Council of Seattle King County<sup>2</sup> found a need to develop a better educated workforce that can attract larger levels of venture and business capital to the region's biotech industry. The proposed program would address that need and it would also support the goals of state initiatives such as Innovation Partnership Zones and the Life Sciences Discovery Fund.

Although UW offers graduate programs in Medical Engineering, Bioengineering, Pharmacy, and Pharmaceuticals, those programs differ from the proposed program in terms of target audience and focus. In fact, no other public or private university or college currently offers a comparable degree in Washington.

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<sup>2</sup> Life Sciences/Biotech Industry Workforce Development Project Focus Group Report (August 2006).

## Program Description

The proposed program would primarily serve life science professionals working in biotechnology and pharmaceutical industries. It would improve their knowledge and skills regarding the development and commercialization of products or services, their productivity, and their ability to work in a greater range of technical or management settings.

The proposed program would offer students advanced post-baccalaureate training in areas such as pharmaceuticals, molecular bioengineering, biometrics, molecular genetics, systems biology, drug discovery, and translational sciences. It would be offered part-time via hybrid on-site and online delivery.<sup>3</sup> In addition to the degree, the department would offer certificates in Basic Bioscience, Translational Pharmaceuticals, and Drug Discovery and Design.

To be admitted, students must have a B.S. degree or equivalent in a relevant science or engineering field; a B.S. degree or equivalent in an unrelated field (e.g., Business) plus three years experience working within a scientific or engineering group for a biotechnology or pharmaceutical company or related industry; or a non-B.S. degree (e.g., B.A.), professional experience, plus prerequisite coursework.<sup>4</sup> GRE and TOEFL scores would be considered as well.

Once admitted, students would take a minimum of 40 credits, including 4 credits of departmental seminars and 20 credits of required basic bioscience courses covering molecular and cellular biology, general pharmaceuticals, statistics, and experimental design. After basic bioscience, students would choose from two specialized 16-credit tracks. The first track, Drug Discovery, would teach students about target discovery and drug design. It would feature courses in molecular biotechnology, drug discovery and design, molecular targets and drug classes, and systems biology and bioinformatics. The second track, Translational Pharmaceuticals, would teach students about the applied processes of pre-clinical and clinical drug development. It would feature courses in preclinical development, clinical development, formulation and delivery, and process development. In addition, students in either track would have the option<sup>5</sup> of completing a capstone project, which would be embedded in one of the final courses of each track. Students could complete one track or both, although completing both would require 56 credits rather than 40.

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<sup>3</sup> Instruction would be delivered using a mix of online delivery and on-site delivery, primarily at the downtown Seattle UWEO facility and, to a lesser extent, at UW Seattle's campus. Students would attend a traditional classroom-based lecture/discussion one evening per week plus one online lecture/discussion meeting per week. During the online meeting, students would interact with course faculty and fellow students in real time.

<sup>4</sup> Every applicant is expected to have significant knowledge of algebra, linear algebra, trigonometry, calculus, general physics, general chemistry, general biochemistry, and general molecular and cellular biology.

<sup>5</sup> Most students would come into the program from active research positions and have substantial research design and implementation experience. For them, a mandatory capstone would not provide substantial additional educational value beyond design projects included elsewhere in the curriculum. However, an optional capstone would be useful for students without substantial research experience in the track they select.

Three of the courses have been developed, but the majority would be new. Courses would be taught primarily by affiliate faculty selected based on their academic, teaching, and professional or research background.<sup>6</sup> Program planners estimate that 98 percent of affiliate faculty would hold doctoral degrees.

Although ABET accreditation is not available for the proposed master's program, the undergraduate Bioengineering program has ABET accreditation. Program planners expect the departmental committees and curriculum approval/improvement processes associated with the undergraduate program to contribute to the establishment of a high-quality master's program.

Students would normally complete the MPB program in three years (part-time) and would:

- Learn the major pharmaceutical principles and practices involved in the development of new drugs and relate these to the underlying biological and disease processes that create the need for new therapeutics;
- Develop analytical and experimental design skills to interpret, evaluate, and communicate biomedical research;
- Learn the science and processes in the formulation of therapeutics from preclinical development to clinical development;
- Learn to use systems biology tools and bioinformatics principles in drug discovery and research discovery processes;
- Develop an understanding of the regulatory and approval processes associated with drug development; and
- Develop an understanding of how the different groups associated with the discovery to process spectrum relate to each other and are organized to bring new drugs to patients.

These student learning objectives would be measured through examinations, course assignments, papers, and projects tied to the objectives and topics of each course and to overall program outcomes. The Basic Bioscience core curriculum would provide the foundation on which to assess a student's ability to pursue advanced course work in one or both of the program's specialized tracks. The inclusion of an optional capstone course would provide students who have limited experience in the pharmaceutical and bioengineering fields a culminating opportunity to demonstrate their skills and knowledge.

Program planners have indicated the department's commitment to a process of continuous improvement for the program. Program assessment approaches would involve a mixture of external professional guidance and internal assessment strategies and tools to ensure that the

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<sup>6</sup> Program planners estimate that instruction would require 1.92 FTE affiliate faculty (including 1.44 FTE to be hired) and .80 FTE full-time faculty at full enrollment.

program's goals, objectives, and outcomes would align with current employer needs and meet the academic rigor of a master's level program. Program assessment approaches would include:

- Student course evaluations, which would be reviewed by program coordinators annually;
- Faculty surveys to obtain feedback about the perceived level of students' academic preparedness for each course's materials and what curriculum changes, if any, need to be considered;
- Advisory board<sup>7</sup> input, to advise in the development and ongoing assessment of overall program outcomes and curriculum and provide insight into the current professional needs of the business sector and how students and graduates are meeting those needs;
- Assessment of enrollment and attrition rates to determine connections with various possible causes;
- Annual surveys of program graduates at one and five years from graduation to determine whether the skills and knowledge acquired in the program led to increased advancement and opportunity in the workplace, enhanced their professional development, or led to innovative new work practices, products, or projects; and
- Annual benchmarking study of peer programs to identify current best practices and areas for program growth and refinement.

Data from all of the above approaches would be used to assess and improve the content and curriculum of the program.

### **Program Costs**

The MPB program would enroll 8 FTE students in the first year, growing to full enrollment of 34 FTE students by the fourth year. For instruction, program planners have budgeted 0.8 FTE for full-time faculty and 1.92 FTE for affiliate faculty at full enrollment. For administration, program planners have budgeted 0.10 FTE for a program director (Department of Bioengineering faculty), 0.15 FTE for an assistant director (School of Pharmacy faculty), and 0.15 FTE for a senior academic counselor. The full enrollment budget also includes a \$26,000-\$27,000 per year program management fee for UWEO to provide program management services.<sup>8</sup>

Funded entirely by tuition, the program would be self-supporting. It would cost students between \$19,000 and \$26,600, depending on whether a student chose one or both of the

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<sup>7</sup> The program would maintain an ongoing advisory board consisting of UW faculty and respected representatives from industry, government, and other institutions. Members would be experts in one or more fields of the program's curricular focus. Program planners submitted evidence that the advisory board would be broadly based.

<sup>8</sup> The UWEO program management fee is in addition to a \$25,000-\$27,000 UWEO infrastructure fee. UWEO program management services include public relations, market research, marketing and promotion, student recruitment, building and coordinating an advisory board, troubleshooting operational issues, budgeting and pricing (under UW Bioengineering guidance), and facilitating classroom assignments.

specialized tracks. At full enrollment of 34 student FTE in 2013, the direct cost of instruction would be \$364,715, or \$10,727 per FTE. In comparison, according to the HECB's 2005-06 *Education Cost Study (July 2007)*, the direct cost of instruction per average annual graduate engineering FTE student ranges from \$3,543 at EWU to \$22,745 at UW Tacoma.<sup>9</sup> In addition, the cost study reports that the direct cost of instruction per average annual graduate health science engineering FTE student at UW Seattle is \$19,279.

## External Review

Two reviewers evaluated the proposal: Dr. Arash Hatefi, Assistant Professor of Pharmaceutical Sciences, Center for Integrated Biotechnology, Washington State University; and Dr. Michael Pikal, Professor of Pharmaceutics, Pfizer Distinguished Chair in Pharmaceutical Technology, and Director, Center for Pharmaceutical Processing Research, University of Connecticut.

Dr. Hatefi highly recommended the program. He noted the program director is among the leading scientists in the field of biomaterials. He noted the strength of the program's multi-disciplinary curriculum, but he suggested adding a comprehensive exam or research paper at the end of the core course sequence and each specialized track to help faculty obtain a better understanding about the ability of students to integrate acquired knowledge. Program planners responded that the incorporation of comprehensive exams raises concerns regarding potential impact to students' academic progression.

Like Dr. Hatefi, Dr. Pikal applauded the credentials of the program director. He noted the strong design of the curriculum's Drug Discovery track but did not feel that the Translational Pharmaceutics track was as well designed. He felt that the program lacked depth of coverage in development and manufacturing science, was heavily weighted towards biology, and included little or no physical chemistry, analytical chemistry, materials science, or engineering. He also noted that, while the Drug Discovery track included a lab course, the Translational Pharmaceutics track did not.

Program planners responded that Dr. Pikal was not provided with detailed course content. They indicated that the Translational Pharmaceutics track would include extensive development and science content and considerable chemistry, materials science, and delivery technologies content. They also indicated that inclusion of a lab in the Translational Pharmaceutics track would be considered by the faculty developing the courses for that track.

In addition to his comments regarding curriculum, Dr. Pikal observed that: "At least in the pharmaceutical industry, there may be a small increase in compensation upon obtaining a M.S., but the job responsibility remains essentially unchanged. Generally, the increased knowledge will allow more rapid advancement, but the reality is that in nearly all cases for scientists (not necessarily engineers), the technical leadership positions do require a Ph.D. and frequently a postdoc." Program planners responded that Amgen indicated "a strong need" for employees at

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<sup>9</sup> The cost was even higher at WSU Vancouver (\$31,568), but this data element was omitted from the analysis because it is unusually high due to investment in new high-demand programs in engineering and computer science.

the associate scientist and researcher level “to have an opportunity for professional development through this program.”

### **Staff Analysis**

The MPB program would support UW’s mission and the *2008 Strategic Master Plan for Higher Education*. In addition, it would employ multiple strategies to enhance diversity.

Program planners provided sufficient evidence of student, employer, and community need. Surveys indicate student and employer need, including specific knowledge and skill gaps that the program would address. Various government initiatives indicate community need. The proposed program would meet these needs without duplicating existing programs.

The proposed program would complement an existing Master of Medical Engineering program. Though the proposed program would not be ABET-accredited, its quality would benefit from side effects of the undergraduate Bioengineering program’s ABET accreditation. Students would study a curriculum that received a strong endorsement from one external reviewer and a partial endorsement from the other, who expressed concerns regarding depth of content in several areas. Program planners responded sufficiently to those concerns. Both student and program assessment would involve multiple measures.

The proposed program would be taught primarily by affiliate faculty. When asked why, program planners responded that: “The primary purpose for utilizing affiliate faculty is to bridge current industry insight with academia and to help support the instructional load associated with the program.” HECB staff wondered whether this heavy reliance on affiliates might impair program continuity and quality, but program planners provided supplemental information indicating that the affiliate faculty would be drawn primarily from a long-standing, stable pool of individuals who either have current appointments or prior experience as faculty in UW’s Department of Bioengineering or School of Pharmacy. Planners estimate that only about 30 percent of affiliate faculty would be hired without such appointments or experience. Planners also estimate that affiliate faculty would average at least three or more years of previous UW teaching experience.

Dr. Pikal observed that a Ph.D. is necessary for certain types of career advancement. This suggests there may be some potential for confusion between which types of career advancement the proposed program would support and which types require a Ph.D. Therefore, HECB staff suggests program planners ensure the program’s catalog description, Web pages, marketing materials, and advising staff make clear to students what types of career advancement require a Ph.D. and describe what additional study MPB graduates would typically need to enter relevant Ph.D. programs.

### **Staff Recommendation**

After careful review of the proposal and supporting materials, staff recommends approval of the Master of Pharmaceutical Bioengineering at the University of Washington.

**RESOLUTION NO. 09-20**

**WHEREAS**, The University of Washington proposes to offer a Master of Pharmaceutical Bioengineering; and

**WHEREAS**, The program would support University of Washington's mission and the *2008 Strategic Master Plan for Higher Education*; and

**WHEREAS**, The program would serve life science professionals working in the biotechnology and pharmaceutical industries; and

**WHEREAS**, The program would respond to student, employer, and community need without duplicating existing programs; and

**WHEREAS**, The program would address knowledge and skill gaps identified by employers; and

**WHEREAS**, The program's student and program assessments feature multiple measures; and

**WHEREAS**, The program would be offered at a reasonable cost; and

**WHEREAS**, The program would be offered via hybrid delivery online and on-site at University of Washington Educational Outreach facilities in Seattle and the University of Washington's Seattle campus;

**THEREFORE, BE IT RESOLVED**, That the Higher Education Coordinating Board approves the Master of Pharmaceutical Bioengineering at the University of Washington, effective September 29, 2009.

Adopted:

September 29, 2009

Attest:

\_\_\_\_\_  
Jesús Hernandez, Chair

\_\_\_\_\_  
Roberta Greene, Secretary

September 2009

## **DRAFT: M.S. and Ph.D. in Biological and Agricultural Engineering Washington State University Moderate Degree Change Proposal**

### **Introduction**

Washington State University (WSU) currently offers M.S. in Engineering and Ph.D. in Engineering Science degrees<sup>1</sup> to students whose studies and research cross departmental and/or college boundaries. These degree titles are used by several engineering departments, including the Department of Biological Systems Engineering (DBSE). Over time, the department's graduate offerings have evolved into a coherent specialization within the M.S. in Engineering and Ph.D. in Engineering Science degrees.

WSU has submitted a Moderate Degree Change Proposal seeking Higher Education Coordinating Board (HECB) approval to convert this specialization into stand-alone M.S. and Ph.D. in Biological and Agricultural Engineering degrees. The graduate program would serve 60 students beginning fall 2009 and 50-60 students on an ongoing basis, graduating about 8 Master of Science and 10 Ph.D. students per year.

### **Proposed Change Description**

In effect, WSU is not proposing a substantive change. Rather, it is proposing to change the titles and CIP codes<sup>2</sup> of the graduate degrees that a subset of M.S. in Engineering and Ph.D. in Engineering Science students receive, where the subset in question consists of DBSE graduate students. However, WSU also wants to keep the current M.S. in Engineering and Ph.D. in Engineering Science degrees available to interdisciplinary graduate students outside of DBSE. Therefore, WSU submitted a Moderate Degree Change Proposal, rather than requesting a degree title change. In other words, the old degree titles will continue to exist rather than be replaced by the new degree titles, ruling out treating the proposed change as a degree title change.

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<sup>1</sup> The nomenclature for the existing degrees changes slightly from the master's to the doctoral level. The master's-level degree is in "Engineering," and the doctoral level degree is in "Engineering Science."

<sup>2</sup> CIP stands for Classification of Instructional Programs. CIP codes identify various fields of study and are central to the National Center for Education Statistics' classification system for tracking, reporting, and assessing program activity and completions.

Housed in the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS), the Department of Biological Systems Engineering has graduated master's and doctoral students under the M.S. in Engineering and Ph.D. in Engineering Science degree titles for more than 20 years. The DBSE has over 40 peer programs nationwide and performs among the top 10, based on data collected by the American Society of Agricultural and Biological Engineers.

However, the lack of graduate degree titles specifically associated with the DBSE has begun to hurt WSU's position as a national leader within the biological and agricultural engineering field, especially in light of emerging interest in informal rankings.<sup>3</sup> The department is seeking the proposed change to improve recognition of its graduate program within the field, including recognition by employers and prospective students. The proposed change has been approved internally at WSU by the provost, the Graduate School, the Graduate Studies Committee, and the Faculty Senate.

The department's graduate program focuses on process engineering of biological materials and land/water/environmental engineering, with research emphases in four areas: food engineering; bio-energy and bio-products engineering; land, air, water resources, and environmental engineering; and agricultural automation. The program has strong enrollment and job placement track records. Its research is stable and well funded, and the proposed change would not require any additional funding. The proposed change would not alter the target student audience, admission requirements, courses, learning objectives, location, delivery mode, scheduling, faculty, or facility use.

### **Staff Analysis**

The conversion proposed by WSU meets the eligibility criteria for treatment as a Moderate Degree Change, and WSU submitted credible information indicating:

- The proposed change has undergone multiple levels of internal review within WSU;
- The proposed change is aligned with the *Strategic Master Plan for Higher Education* and the *State and Regional Needs Assessment*;
- The core curriculum and faculty would not change; and
- The start-up and ongoing costs of the proposed change would be negligible.

Normally, WSU also would have needed to include in its proposal a statement or report from an external expert indicating whether the proposed change is consistent with trends in the field and would result in a program that has an appropriate degree title and level; makes sense as a separate major; and demonstrates a coherent design, with depth, breadth, and curriculum, appropriate for the degree title and level. However, WSU requested an exception to the external expert requirement, which staff granted on the grounds that the proposed conversion would rename and not otherwise alter a coherent course of study that has existed for years under

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<sup>3</sup> For example, in 2009, US News and World Report ranked the Department of Biological and Systems Engineering's graduate program 19<sup>th</sup>.

previously approved degree titles. In other words, the change could have been handled as a degree title change had it not been for the fact that the WSU wants to continue to offer a program under the original degree titles for use by interdisciplinary students outside of the Department of Biological Systems Engineering.

The change would clarify the nature of graduates' academic accomplishment, which would benefit both students and employers. In addition, the change would benefit the community because it would enhance WSU's recognition in the field and therefore its ability to attract the most talented graduate students. It would align with the *Strategic Master Plan for Higher Education* because it would enhance graduates' employment prospects by providing them with degrees with titles more descriptive than the previous titles; furthermore, it would do so in a science, technology, engineering, and mathematics (STEM) field.

### **Staff Recommendation**

After careful review of the proposal and supporting materials, staff recommends approval of the Master of Science and Doctor of Philosophy in Biological and Agricultural Engineering at Washington State University.

**RESOLUTION 09-21**

**WHEREAS**, Washington State University proposes to offer a Master of Science and Doctor of Philosophy in Biological and Agricultural Engineering; and

**WHEREAS**, The degrees would result from the conversion of a specialization within existing Master of Science in Engineering and Doctor of Philosophy in Engineering Science degrees; and

**WHEREAS**, The conversion meets the eligibility criteria for consideration as a moderate degree change; and

**WHEREAS**, The conversion would not affect degree level, curriculum or faculty; and

**WHEREAS**, The conversion would benefit students and employers by clarifying the nature of graduates' academic accomplishment; and

**WHEREAS**, The conversion would benefit the community by enhancing WSU's recognition in the field and ability to attract the most talented graduate students; and

**WHEREAS**, The consolidation would align with the Strategic Master Plan for Higher Education by providing graduates with degrees whose titles are more descriptive than the previous titles, thereby enhancing graduates' job prospects;

**THEREFORE, BE IT RESOLVED**, that the Higher Education Coordinating Board approves the Master of Science and Doctor of Philosophy in Biological and Agricultural Engineering effective September 29, 2009.

Adopted:

September 29, 2009

Attest:

\_\_\_\_\_  
Jesús Hernandez, Chair

\_\_\_\_\_  
Roberta Greene, Secretary



September 2009

## **Degree-Granting Institutions Rules Revisions Expedited Rule Making**

### **Overview**

The Washington Legislature enacted the Degree-Granting Institutions Act, RCW 28B.85 in 1986. The Act requires degree-granting institutions operating in Washington to obtain authorization from the Higher Education Coordinating Board unless specifically exempted from authorization requirements. The Board approved major WAC revisions in November 2008.

### **Highlights of the Rules Revision**

The proposed rules revision corrects grammatical inconsistencies in the current WAC and clarifies language without changing its effect.

### **Public Comment**

The agency is not required to conduct a hearing for expedited rule making.

### **Recommendation**

HECB staff recommends approval of the proposed rules revisions for implementation of the Degree-Granting Institution Act.

**RESOLUTION 09-22**

**WHEREAS**, The Legislature has determined that a degree-granting institution shall not operate nor grant, or offer to grant, any degree unless the institution has obtained current authorization or exemption from the Higher Education Coordinating Board; and

**WHEREAS**, The Legislature requires the Higher Education Coordinating Board to develop and adopt minimum standards for degree-granting institutions operating in Washington to protect citizens against substandard, fraudulent, or deceptive practices under RCW 28B.85; and

**WHEREAS**, The Washington State Degree Authorization Act Regulations (WAC 250-61) need to be amended to correct grammatical inconstancies in the current WAC and clarify language without changing its effect; and

**WHEREAS**, The process for expedited rule making has been observed, beginning with CR 105, Expedited Rule Making; the proposed language was drafted and published on June 2, 2009 with no comments received; and no public hearing was required;

**THEREFORE, BE IT RESOLVED**, That the Higher Education Coordinating Board approves the proposed amendments to WAC 250-61 to be adopted September 29, 2009 and made effective November 2, 2009.

Adopted:

September 29, 2009

Attest:

\_\_\_\_\_  
Jesus Hernandez, Chair

\_\_\_\_\_  
Roberta Greene, Secretary

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

September 2009

**DRAFT:**  
**Proposed Revisions to Minimum College Admission Standards -  
College Academic Distribution Requirements (CADR)**

**Background**

The Higher Education Coordinating Board (HECB) is required by state law<sup>1</sup> to establish minimum college admission standards for use by all of Washington's public baccalaureate institutions. Each school retains the authority to accept or reject individual applicants based on the prospective students' applications for admission.

The HECB adopted the current minimum standards for freshman admission in May 2007. The standards, including revised College Academic Distribution Requirements (CADR), are scheduled to be fully implemented by baccalaureate institutions beginning with the 2012 summer academic term. In revising the standards, the Board sought to ensure that students admitted to Washington's baccalaureate institutions would be academically prepared to enter college and earn their degrees. The revised minimum college admission standards are intended to encourage students to enroll in challenging coursework throughout their high school careers, a goal that was reaffirmed in the *2008 Strategic Master Plan for Higher Education*.

The minimum standards signal to students, parents, and K-12 educators the minimum level of academic preparation students need to succeed in college. They also inform high schools of the content and quality of courses they must offer to ensure their students have the opportunity to gain admission, enroll in institutions of higher education, and earn bachelor's degrees. The large majority of incoming students are required to meet the state minimum requirements, but significant flexibility is provided to the four-year institutions. Up to 15 percent of freshmen may be admitted at each institution's discretion, even if the students do not meet the state minimums, in recognition that many prospective students demonstrate their preparedness for college in unique ways that are not reflected in the statewide minimum standards.

High school graduation requirements are also changing in response to some of the same concerns behind the changes to the freshmen admission standards adopted by the Board in 2007. The Washington State Board of Education has created a proposed credit framework called

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<sup>1</sup> RCW 28B.76.290 (2)

CORE 24<sup>2</sup>, which represents the essential high school graduation requirements all students should have to prepare for life after high school. Core 24 would require high school students to earn 24 credits for their diploma, an increase of five credits over the current requirement of 19. The new requirements would bring high school graduation requirements into closer (but not exact) alignment with HECB's recently revised minimum college admission standards.

For example, the HECB's freshmen admission standards and Core 24 each would require three credits of mathematics through Algebra II, including math-based quantitative coursework in the senior year. The change in the math requirement is already being phased in and will be in effect for the graduating class of 2013.<sup>3</sup> In science, the Core 24 requirement is more rigorous than the HECB's freshmen admission standard. Three credits would be required for high school graduation, compared with two required by the HECB. Both sets of requirements call for two years of laboratory science and one algebra-based science course. The Core 24 requirements also align with HECB admission standards for social science, world language, and English.

### Standards Adopted in May 2007

Following are the standards established in 2007 that will be fully implemented beginning 2012 (Science CADR are effective 2010).

#### College Academic Distribution Requirements (CADR)

English	4 credits (must include 3 credits of college preparatory composition or literature.
Math	3 credits
Senior year math-based quantitative course	1 credit *
Science	2 credits **
Social Science	3 credits
Foreign Language	2 credits
Arts	1 credit
<b>Total Credits</b>	<b>15-16</b>

\* Quantitative math-based course required in senior year; does not require higher-level math than current admissions policy.

\*\* Both laboratory sciences, with one credit algebra-based science course for college admission in 2010-11

<sup>2</sup> Link to SBE website and Core 24 <http://www.sbe.wa.gov/mhsd.htm>

<sup>3</sup> In 2007, the Legislature directed the State Board of Education to increase the high school math graduation requirements from two to three credits. The graduating class of 2013 is now required to earn three credits of math or math equivalent coursework through Algebra II or an equivalent [http://www.sbe.wa.gov/documents/ThirdMathCredit\\_002.pdf](http://www.sbe.wa.gov/documents/ThirdMathCredit_002.pdf)

The new standards included several policy changes for baccalaureate institutions:

- Students are required to complete at least three credits of CADR coursework in each year of high school
- “Credit” replaces a “year of coursework” to recognize block scheduling or alternative course delivery models
- Use of the Admissions Index as admissions criteria was eliminated. SAT/ACT standardized tests are still required, as is a minimum 2.0 GPA
- Comprehensive review of admission applications is encouraged but not required.

### Proposed Modifications

As directed by the Board, staffs have continued to work with high schools and institutions during implementation to ensure there were no unintended consequences from these changes. Over the past two years, we received a great deal of feedback. Two particular areas have been identified that require HECB attention to make sure the intent of changes are upheld without limiting options for students or creating undue burden on institutions.

1. The College Academic Distribution Requirements (CADRs) were intended to ensure students remained challenged through a rigorous curriculum all four years of high school. However, at the high school freshmen level, many students are still taking courses such as pre-algebra or non lab-based science courses that prepare them for CADRs but may not be in specific courses that meet CADR requirements.
2. Within the science requirement, algebra and specific subject areas are coupled. As we implement this requirement, it has become clear that tying the algebra-based science requirement to the requirement for a specific course in biology, chemistry, or physics is problematic. The effect of this requirement, as written, is to limit students to taking either chemistry or physics to meet the requirement because high schools are telling us that biology is not an “algebra-based” course. In addition, the requirement excludes other subject areas that might be algebra-based, including courses in astronomy, geological science, genetics, or marine science.

### Recommendations

Appendix A outlines proposed modifications to the current requirements that would:

1. Modify the CADR requirements to *encourage* students to take three CADR courses in the freshmen year but *require* three CADR courses each year in grades 10-12 as long as the students complete all other state and institutional admission requirements.
2. Modify the algebra-based science requirement to decouple the algebra requirement from specific subject requirements so that any laboratory science can meet the requirement for an algebra-based science. Students would still need one laboratory course in biology, chemistry, or physics but that course would not necessarily need to be algebra-based.

Subject Area:	Minimum College Academic Distribution Requirements (CADR)	Proposed New Language	Old language (approved 2007)
College Academic Distribution Requirements to be implemented 2012.	College Academic Distribution Requirements (CADR) coursework equals <b>15 total credits</b>	Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including senior year. Students who are unable to complete three CADRs as high school freshmen (grade 9) will be considered for admission provided they meet all other state and institutional admission requirements. Students must take a minimum of three credits of CADR courses in grades 10-12.	<b>15 total credits</b> of CADR coursework. Students must take a minimum of <b>3 credits</b> <sup>4</sup> of CADR courses each year of high school, including the senior year.
Science Implementation: Summer 2010	<p>Science – 2 credits</p> <p><b>Two credits</b> of lab science are required.</p> <p>One of these credits must be in an algebra-based science.</p> <p>One of these credits must be in biology, chemistry, or physics</p> <p><i>Note: The above requirement for two credits of lab science takes effect in 2010.</i></p>	<p>Science – 2 credits</p> <p><b>Two credits</b> of lab science are required for college admission in the 2010-11 academic year.</p> <p><b>One credit</b> must be in an algebra-based science course. Students completing this requirement typically take this course in two successive high school semesters.</p> <p><b>One Credit</b> must be in biology, chemistry, or physics (this course may also meet the “algebra-based” requirement).</p> <p>The principles of technology courses taught in Washington State high schools may also satisfy the laboratory science requirement.</p> <p>To complete the <b>second credit</b>, students may take courses identified by the school district as laboratory science courses, e.g., astronomy, environmental science, geological science, genetics, marine science.</p> <p>An algebra-based science course with laboratory taken in the senior year may satisfy both the science requirement and the senior-year math-based credit requirement (see math above).</p> <p><i>Note: Course work completed prior to ninth grade does not apply toward this college admission requirement.</i></p>	<p>Science</p> <p><b>Two credits</b> of lab science, including 1 credit of algebra-based biology, chemistry, or physics</p> <p><i>Note: the requirement for 2 years of lab science, including 1 year of algebra-based biology, chemistry, or physics would take effect in 2010.</i></p>

Please see the following page for further clarification on the science requirement.

<sup>4</sup> Previous to the 2007 revisions, the standards referred to year-long courses. In the current standards, the wording was revised to “credits” in recognition of schools that schedule an equivalent course in a shorter time period (block scheduling by many high schools results in year-long courses being offered in one term, or half-year).

**Two credits of laboratory science are required for college admission.**

A minimum of one credit must be an algebra-based laboratory science course. A minimum of one credit must be a biology, chemistry, or physics course comparable to two semesters in one subject area. These two requirements may be satisfied by a single course if it fulfills all of the above criteria, e.g. one credit in an algebra-based chemistry course with a laboratory component qualifies as 1) an algebra-based laboratory science, and 2) a "biology, chemistry, or physics" course.

The second credit of laboratory science can be a biology, chemistry, or physics course, but it can also be satisfied by a course in another science subject (e.g., astronomy, environmental science, geological science, genetics, marine science), provided it has been identified as a laboratory science course by the school district.

The principles of technology courses taught in Washington State high schools may also satisfy one credit of the laboratory science requirement.

An algebra-based laboratory science course taken in the senior year may satisfy both the senior-year math-based quantitative credit requirement (see senior-year quantitative section below) and one credit of the laboratory science requirement.

Course work completed prior to ninth grade does not apply toward this college admission requiremen

**CORE 24 Policy Framework and CADR**

	<b>Current High School Graduation Requirements</b>	<b>Core 24 Graduation Requirements</b>	<b>College Academic Distribution Requirements (effective 2012-13*)</b>
<b>College Academic Distribution Requirements (CADR)</b>			<b>3 CADR credits</b> required each year of high school
<b>Subject Areas</b>	<b>Credits</b>	<b>Credits</b>	<b>Credits</b>
English	3	4	4
Mathematics	2 (The graduating class of 2013 will need to complete 3 credits including Alg. 2, incl. 1 math in senior year)	3 (Alg. 2, incl. 1 math in sr. year)	3 (Alg. 2, incl. 1 math in sr. year)
Science	2 (includes 1 lab science)	3 (2 lab science 1 algebra-based)	2 (both lab science--1 algebra-based) <b>*effective 2010</b>
World Languages		0-2	2
Arts	1	2	1
Social Sciences	2.5	3	3
Health & Fitness	2	2	
CTE	1	3	
Electives	5.5	2-4 depending on pathway	
<b>TOTAL CREDITS</b>	<b>19</b>	<b>24</b>	<b>15-16</b> (depending on how math and science requirements are met)

**RESOLUTION NO. 09- 23**

**WHEREAS**, The Higher Education Coordinating Board (HECB) is required by state law to establish minimum college admission standards for use by all of Washington's public baccalaureate institutions, and

**WHEREAS**, The HECB adopted the current minimum standards for freshman admission in May 2007 that are being phased in and will be fully implemented for students entering college in Fall 2012, and

**WHEREAS**, the HECB staff have worked closely with high schools and the public baccalaureate institutions to gather feedback during implementation to minimize unintended consequences resulting from these changes; and

**WHEREAS**, staff have identified two areas of concern that require a change to the current policy:

- At the high school freshmen level, many students are still taking courses such as pre-algebra or non lab-based science courses that prepare them for CADRs but may not be in specific courses that meet CADR requirements; and
- The high schools have found it difficult to meet the requirement for an “algebra-based science” in the context of a biology course.

**WHEREAS**, the attached proposed amendment to the minimum college admission standards would address these unintended consequences,

**THEREFORE BE IT RESOLVED**, That the Higher Education Coordinating Board adopts the amendment to the freshmen admission standards.

Adopted:

September 29, 2009

Attest:

\_\_\_\_\_  
Jesús Hernandez, Chair

\_\_\_\_\_  
Roberta Greene, Secretary



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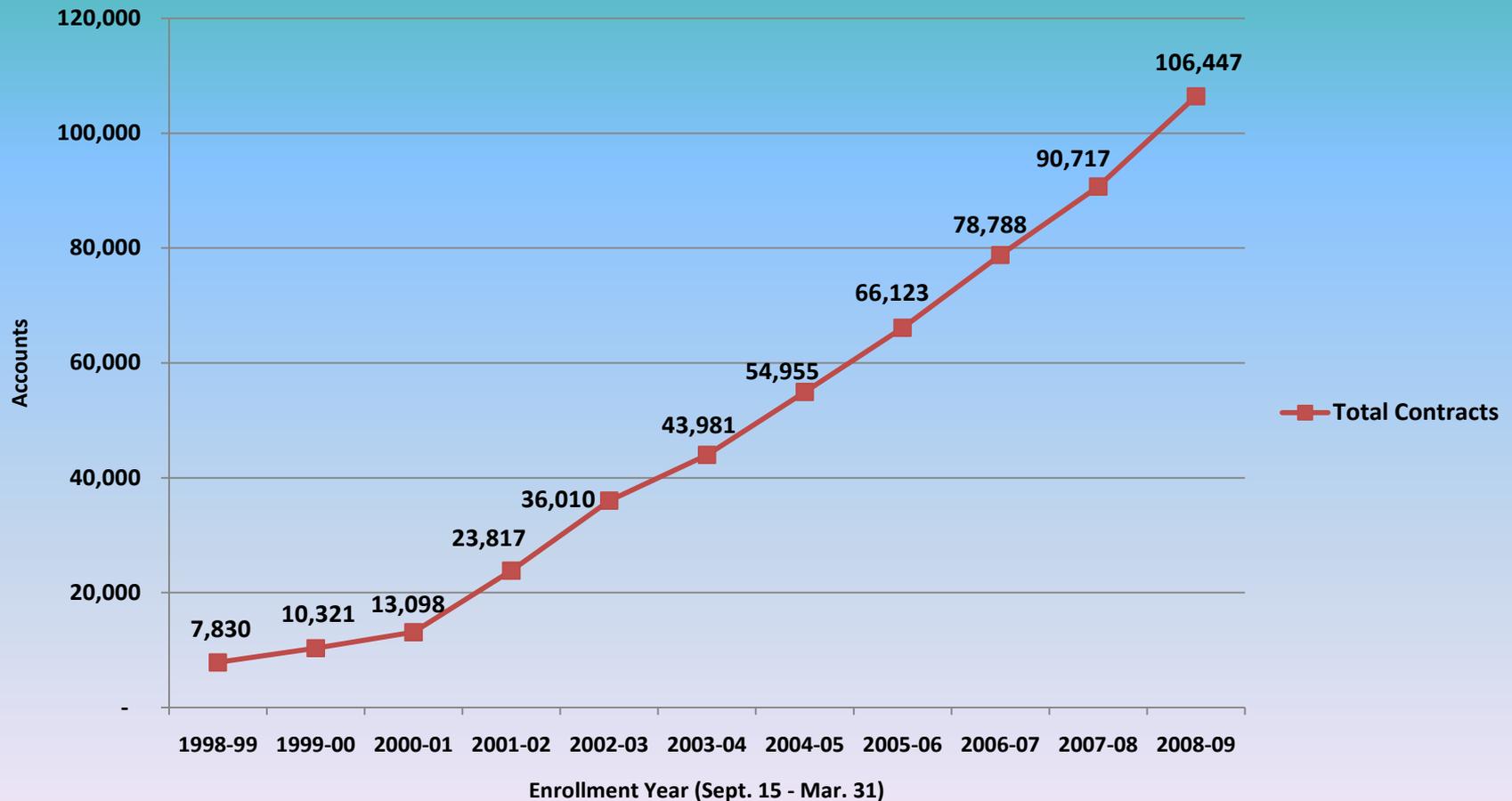
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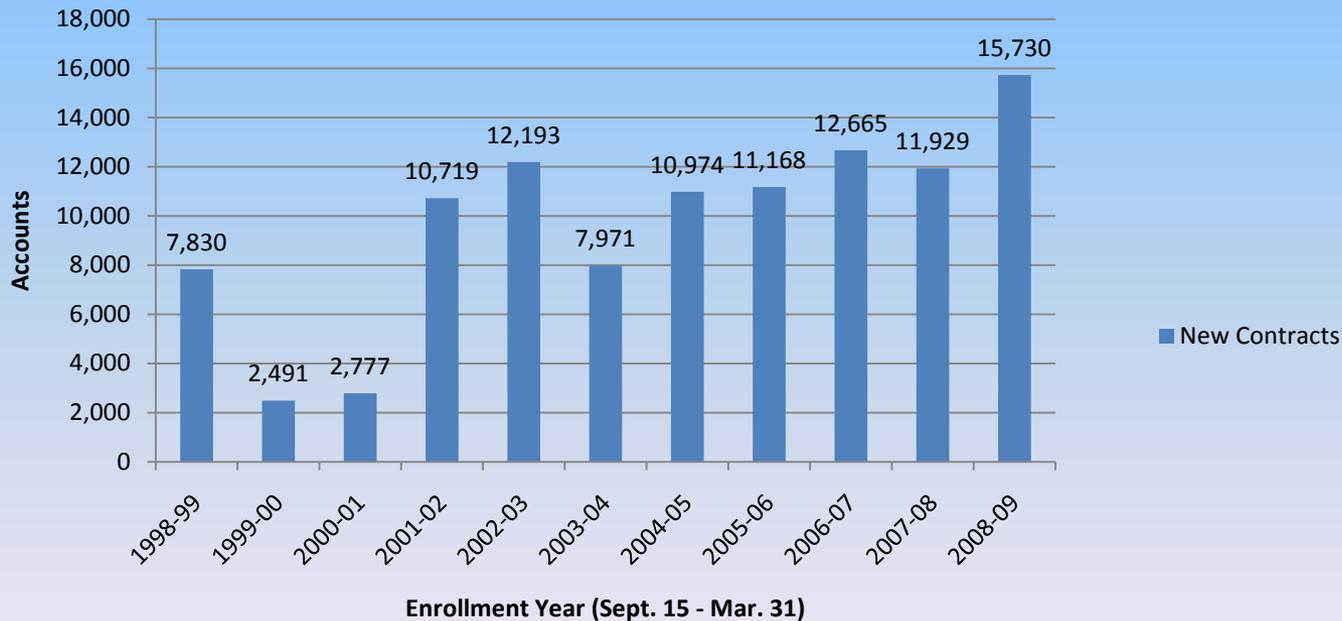
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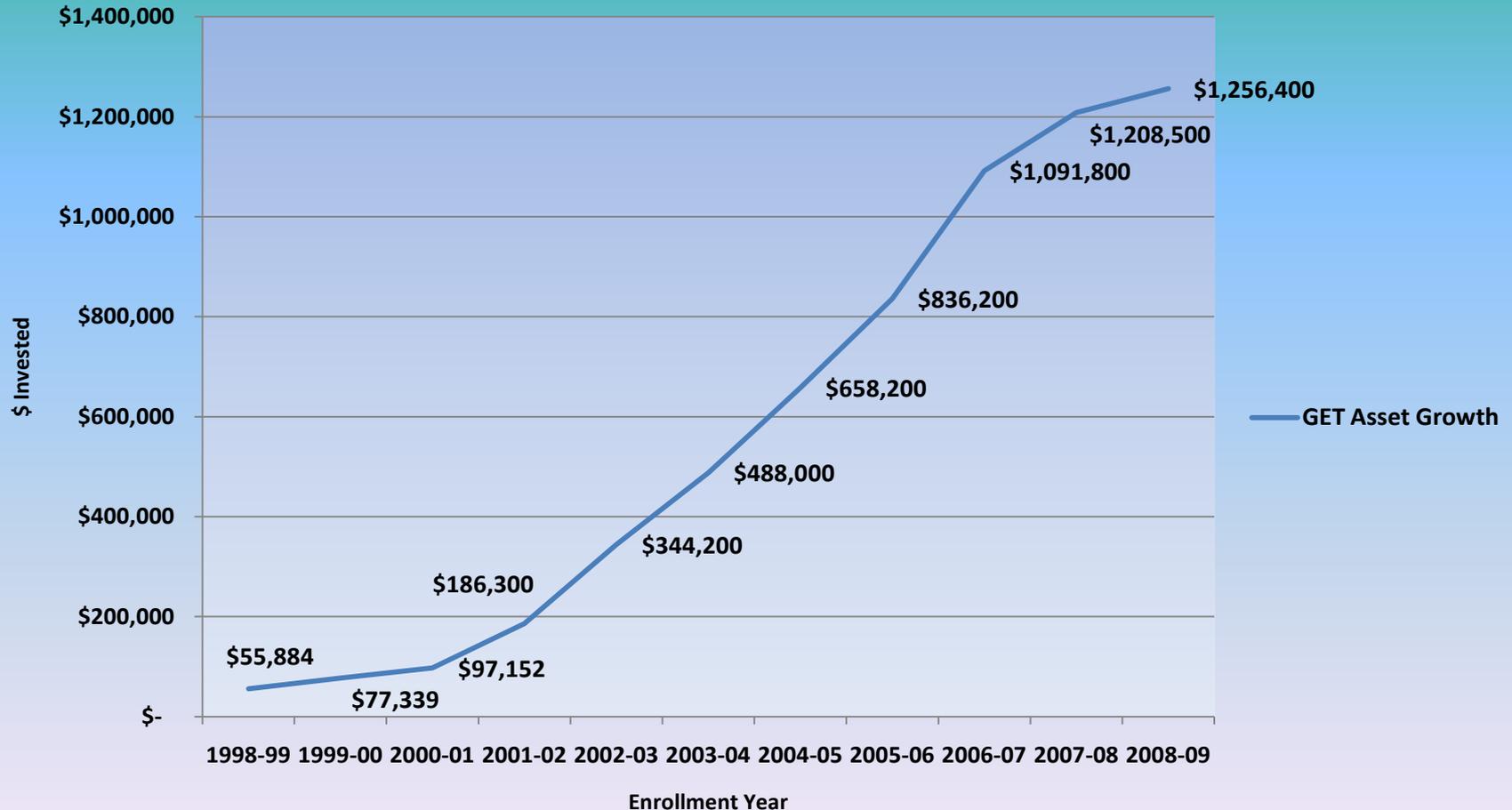
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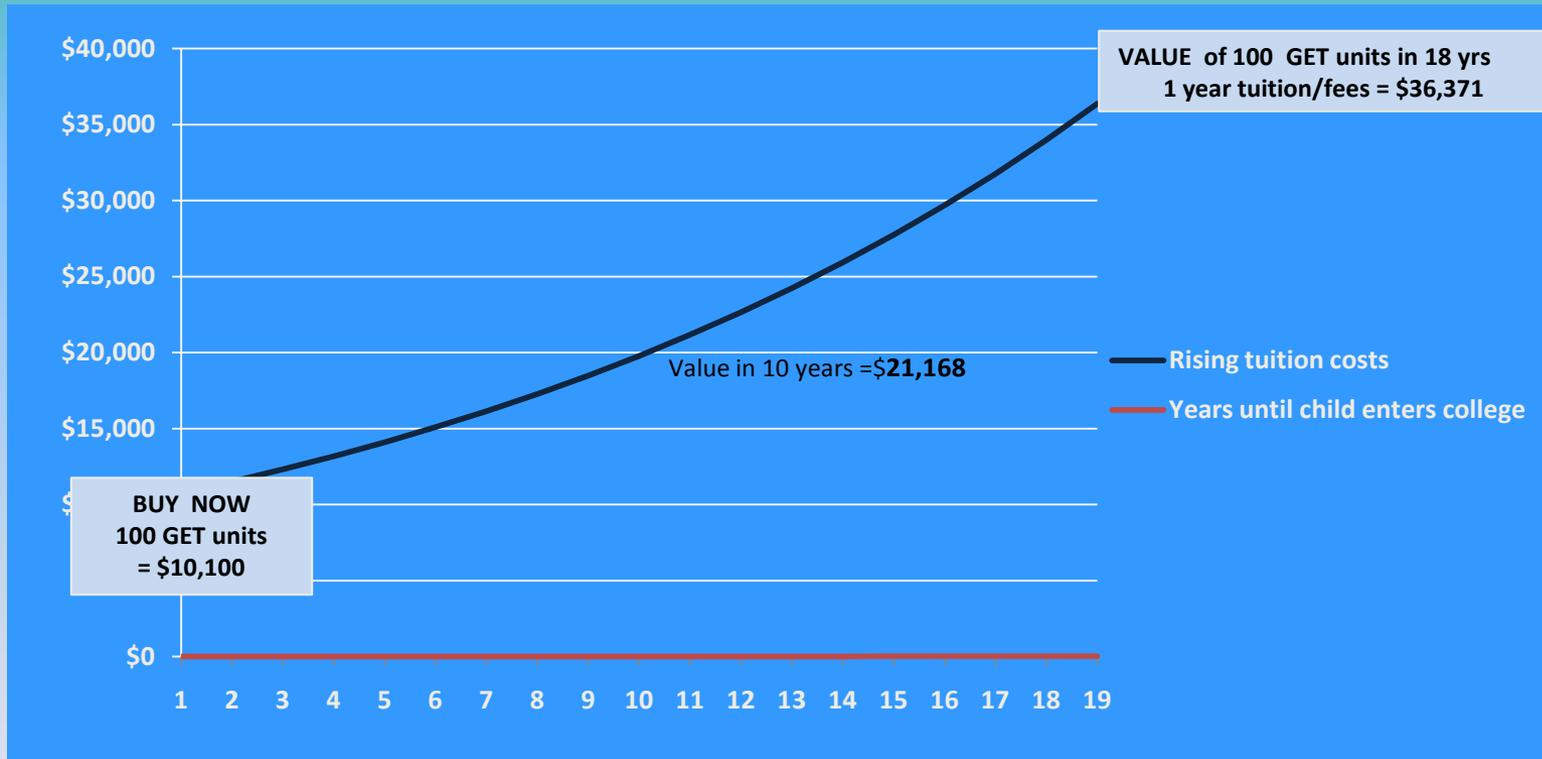


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# Talking points

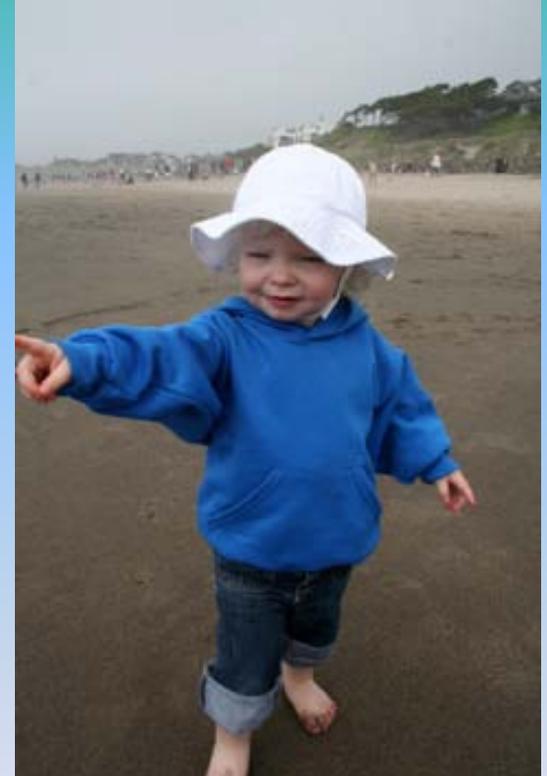
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