

Opportunities for Change:



Implementing the 2008 Strategic Master Plan for Higher Education



2008

Washington Public Higher Education Institutions

Baccalaureate Granting Institutions

University of Washington

University of Washington Seattle Campus
University of Washington Bothell Campus
University of Washington Tacoma Campus

Washington State University

Washington State University Pullman Campus
Washington State University Spokane Campus
Washington State University Tri-Cities Campus
Washington State University Vancouver Campus

Central Washington University

Ellensburg, Washington

Eastern Washington University

Cheney, Washington

The Evergreen State College

Olympia, Washington

Western Washington University

Bellingham, Washington

Community and Technical Colleges

Bates Technical College
Bellevue Community College
Bellingham Technical College
Big Bend Community College
Cascadia Community College
Centralia College
Clark College
Clover Park Technical College
Columbia Basin College
Edmonds Community College
Everett Community College
Grays Harbor College
Green River Community College
Highline Community College
Lake Washington Technical College
Lower Columbia College
North Seattle Community College
Olympic College
Peninsula College

Pierce College - Fort Steilacoom
Pierce College - Puyallup
Renton Technical College
Seattle Central Community College
Shoreline Community College
Skagit Valley College
South Puget Sound Community College
South Seattle Community College
Spokane Community College
Spokane Falls Community College
Tacoma Community College
Walla Walla Community College
Wenatchee Valley College
Whatcom Community College
Yakima Valley Community College
Northwest Indian College
(A tribally controlled community college)

Other Colleges and Universities Serving Washington

33 Independent four-year institutions
56 Authorized degree-granting schools
52 Religious exempt schools

Higher Education Coordinating Board



Bill Grinstein, chair
Seattle



Gene Colin
Seattle



Jesus Hernandez
Wenatchee



Charley Bingham
Tacoma



Roberta Greene
Spokane



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East Wenatchee



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Lacey



Sam Smith
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Executive Director

This report was prepared by the Washington Higher Education Coordinating Board (HECB), a 10-member citizen board appointed by the Governor to provide vision and leadership for public higher education in Washington. The Board has oversight for a state agency whose primary mission is to ensure a seamless system of public education geared toward student success.

The HECB develops the Strategic Master Plan for Higher Education, administers federal and state financial aid programs, provides oversight for the Guaranteed Education Tuition (GET) college savings plan, conducts policy and fiscal analysis to inform planning for higher education, and serves as an advocate for students, the public, and the state's system of higher education.

More information on the Higher Education Coordinating Board is available on the HECB's Web site at www.hecb.wa.gov

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Key Priorities for Implementing the Strategic Master Plan

This report describes the process for implementing the policy goals and recommendations of the 2008 Strategic Master Plan for Higher Education. The report provides analysis and strategies to guide the development of the state's higher education system over the next decade and beyond. The strategies follow from four basic priorities.

1. **Preserve the progress we have made** by sustaining current levels of support for higher education.
 2. **Build a larger 'pipeline'** to postsecondary education that captures more students graduating from our K-12 schools and more working adults.
 3. **Expand on demand** by targeting growth and tailoring institutional plans to respond to known demographic, regional and workforce needs.
 4. **Redesign the delivery system for higher education** by creating a new process to determine when and where to build new campuses or centers, develop new programs, expand eLearning and other delivery modes, and change college and university missions.
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Opportunities for Change

Implementing the 2008 Strategic Master Plan for Higher Education

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I. Introduction and background: raising educational attainment

Washington's Strategic Master Plan for Higher Education calls for a sustained, statewide effort to raise educational attainment – that is, to educate more people to higher levels of skill and knowledge.

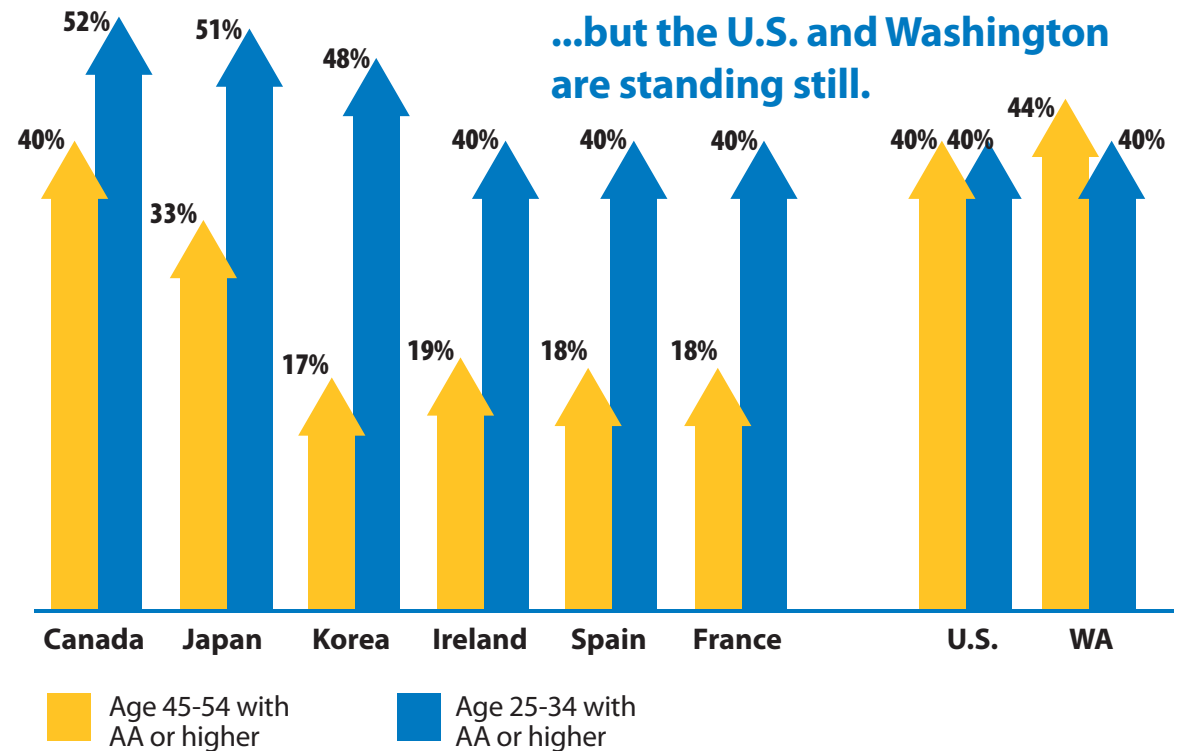
The Master Plan, crafted by the Higher Education Coordinating Board and approved by the State Legislature, is a response to an alarming generational decline in the educational levels of Washington citizens at the very time when we need more people with higher levels of skill and knowledge than ever before.

The baby boomer generation, which is the most highly educated generation in our state, is now at retirement age. We cannot possibly import enough educated people to replace these workers as they retire – and even if we could, it would be irresponsible to do so while leaving our own citizens to struggle in a job market that has fewer and fewer jobs for those without advanced skills and knowledge.

That's why the Master Plan was a clarion call for reversing the trend and ensuring that, as in other countries, each generation of Washingtonians is more educated than the last.

(The Master Plan is available on the HECB Web site at: www.hecb.wa.gov)

Other nations with advanced economies know educating the next generation is essential to future economic success...



In the 21st century economy, younger workers need higher levels of education than their parents did. The blue arrows on this chart show how other developed nations are making the major investment in education necessary to compete in this new environment. Meanwhile, the U.S. and Washington are standing still. *Source: Organisation for Economic Cooperation and Development (OECD).*

Strategic Master Plan Goals

The Strategic Master Plan adopted by the 2008 Legislature calls for

- increasing degree and certificate attainment by more than 40 percent annually by 2018;
- promoting economic growth and innovation by focusing on the skills and knowledge needed for prosperity in the 21st century; and
- emphasizing accountability for results throughout the higher education system.

When the Legislature approved the strategic plan, it directed the HECB to develop a 10-year action plan to guide policy and funding decisions through 2018. The Legislature asked for an **action plan** that specifies

- how the plan's degree goals will align with state workforce needs in the next decade;
- how the higher education system will match system and program capacity with changing state workforce needs;
- how much the plan will cost to implement; and
- what the higher education system will do to increase access, enrollment, and student success.

Both the Legislature and the HECB recognize that achieving these goals will require partnerships, resources, and sustained political will. But both also recognize that in the 21st century, almost all of our citizens will require some form of postsecondary education to obtain a family-wage job and to sustain our state's economic growth.



II. How this action plan was developed

This action plan is built on the analysis and recommendations of three work groups convened by the HECB. The work groups brought together experts and stakeholders from business, labor, education, planning, and economic development. Each group was supported by HECB staff. Over several months these groups, using the strategic plan as a starting point, investigated the actions and resources necessary to achieve the goal of raising educational attainment during the next decade.

- **The Economic Needs Assessment Work Group** analyzed what skills and knowledge – and how many degrees and skill certificates – will be required to sustain and grow Washington’s economy in the next 10 years.
- The **Policy and Demographic Analysis Work Group** assessed how changes in the composition of Washington’s population will affect the potential “supply” of future postsecondary students, and what changes will be required to ensure that low-income students and students of color are fully included in postsecondary education programs.
- **The Institutional Capacity and Growth Estimates Work Group** compared the operating and capital costs of individual institutions’ enrollment and degree plans with those in the statewide Strategic Master Plan, and assessed the current and future use of eLearning in achieving enrollment and degree goals.

Three statewide groups addressed the challenge of increasing the level of degree attainment

Economic Needs Assessment Work Group	Policy and Demographic Analysis Work Group	Institutional Capacity and Growth Estimates
<ul style="list-style-type: none"> • Assemble pertinent existing state economic research. • Revisit assumptions of previous research on areas of future job growth and degree needs. • Develop more precise estimates of the cost/benefit of funding additional enrollment. 	<ul style="list-style-type: none"> • Identify target populations. • Analyze participation patterns. • Identify barriers. • Establish participation goals and strategies. • Prepare draft legislative concept agenda. 	<ul style="list-style-type: none"> • Determine existing and near-term enrollment, space and technology capacity. • Combine institutional projections into state-level, 10-year projection. • Develop operating and capital cost estimates.

The three work groups named above each issued a report. The reports were then used to develop the recommendations contained in this Implementation plan. The full reports are available on the HECB Web site at www.hecb.wa.gov/boardmtgs/Nov2008asp.

III. Recommendations of the three work groups

Economic Needs Assessment Work Group

General Findings:

- Washington's higher education institutions make a vital contribution to our state's economic success. However, we have increasingly relied on attracting specialized talent from outside the state. Washington must instead produce enough of its own skilled workers to meet its economic needs.
- Washington must do a better job measuring workforce supply/demand gaps by improving its forecasting and analytical capacity, especially for those occupations with the greatest potential impact on Washington's economic prosperity.
- Employer demand for 2018 is expected to be so much higher than current degree production that it warrants **immediate steps** to increase degree and certificate production capacity at all three higher education levels (mid-level, baccalaureate, and graduate/professional).
- The state's investment in high-demand programs of study must be sustained and enhanced, and the pipeline of interested and prepared students must be expanded.



Recommendations:

A. Enrollment and degree goals

- Base future 10-year system degree and enrollment goals on progress being achieved in other innovative states and on the best available economic analysis of the supply/demand gap by education level.
- Maintain 2018 degree targets proposed in the Strategic Master Plan with the exception of a modest reduction in the number of baccalaureate degrees attained annually, which should be lowered from 42,400 to 39,000.
- Increase the number of students in the pipeline, especially students who plan to enter the fields of engineering and computer science. Place special emphasis on attracting new students to engineering and computer science, where the pipeline is a critical constraint.
- Expand early childhood education and math and science teacher programs, which are essential to addressing gaps in high-demand educational fields and preparing more students for college-level work in other high-demand programs.

B. Meet employer demand

- Use the biennial inter-agency report, "A Skilled and Educated Workforce," as the focal point of the effort to regularly analyze employer demand, update goals/targets, and assess results.
- Create a technical advisory committee to provide guidance and support and consult with employers to validate results.
- In the near term, focus most new degree production capacity on high-demand occupations.

Policy and Demographics Work Group

The proportion of children of color and low-income children in our state's population is growing rapidly, especially among the youngest members of these groups. The "blue arrow" for these groups represents a crisis for our state.

Recommendations:

A. Create a college-going culture

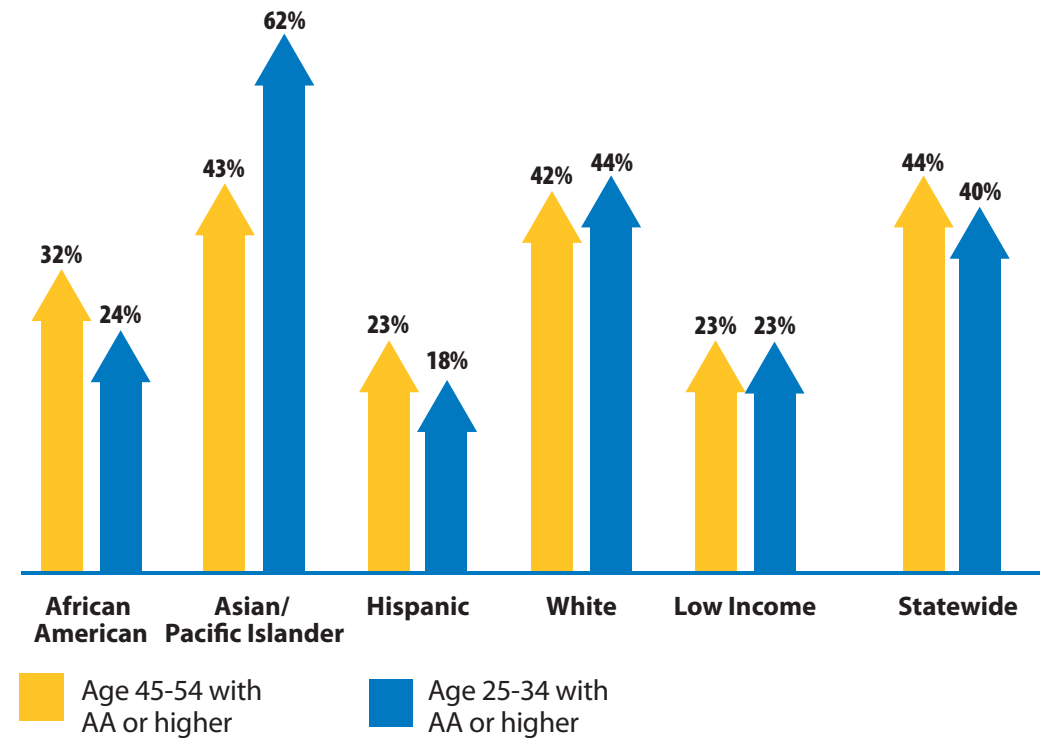
We need an overarching, sustained, statewide marketing campaign to build a college-going culture for all families. Such a campaign can create universal understanding of the need for all K-12 graduates and adults to engage in some form of postsecondary education, and raise the expectations of under-represented students to this level.

B. Build the K-12 pipeline

Provide continuing support for successful state-supported programs:

- Early outreach programs, including GEAR UP.
- The state's new College Bound Scholarship, which targets low-income students in middle school with promise free college tuition.
- Dual credit classes that award both high school and college credit.
- Navigation 101 courses that teach students how to set goals and navigate the education system.
- Dropout prevention efforts underway in the Building Bridges Program.

Postsecondary attainment: percent holding associate degree or higher by age group & race/ethnicity



Many younger adults in Washington have less education than their parents. This is especially true among Hispanics (the most rapidly growing demographic group) and African Americans. It is also true for the state as a whole. Whites are making only marginal gains and students from low-income families are not achieving gains.

Source: HECB Office of Academic Affairs (2008),

Undertake new work

Create a new Integrated College Access Network – I-CAN

An Integrated College Access Network (I-CAN) is needed to increase college-going rates among under-served K-12 students. This network will draw successful programs together into a coordinated effort, and augment them with a new mentoring program that draws from the ranks of successful college students.

Key components of I-CAN:

- Very early outreach to children and their families.
- Aggressive marketing of the state's new College Bound Scholarship.
- Guaranteed financial aid for low-income high school students for enrollment in dual-credit programs while they are in high school.
- Coursework and internships for prospective teachers and school counselors that build skills for helping students navigate the education system to help them achieve their dreams.

Plan for future work

More research is needed to clearly identify gaps in services that help under-represented groups of students. There is a need for a unique P-20 student identifier that would allow better measurement of both individual and system progress in raising educational attainment.

There also is potential for further expansion of dual credit programs that encourage students of color and students from low-income families to enroll in postsecondary education.

C. Build the re-entry pipeline

Provide continuing support for successful state-supported programs

Three recent initiatives have proved highly effective in helping working adults learn new skills and move up to higher-paying jobs.

- Opportunity Grants provide financial aid and support services for people entering workforce training programs.
- Bachelor of Applied Sciences degrees, offered by the community and technical colleges, integrate workforce training and academic coursework.
- Integrated basic education and skills training (I-BEST) programs combine academic, English language, and job skills instruction, shortening the time it takes for students to complete programs and get better jobs.

Undertake new work

Create a free, online college and career planning course

This new, free introductory course would be available to help students build skills in career planning and navigating the education system. Students who complete this course would be eligible to enroll tuition-free at any participating college or university in a second course (either online or in person) designed to put their degree plan into action.

The free, online college and career planning course will

- help prospective students inventory their skills and aptitudes;
- provide a virtual tour of Washington's higher education system;
- provide information about job and career opportunities and where there are skill shortages;
- offer personalized advising on how to apply, get financial aid, and enroll;
- establish a personal relationship between the student and the college that offers the program that is needed; and
- create a clear academic and career plan.

This course will also come with a bonus: those who complete it will be eligible to take another class that gets them started on their plan, tuition-free, at any participating college or university, either in person or online.

Plan for future work

More emphasis is needed on awarding college credit for prior learning. Strategies also are needed to re-enroll those who intended to enter a baccalaureate program but stopped at the associate degree level. And strategies also are needed to identify and re-enroll students who have completed some college.



D. Improve persistence and completion

Students are more likely to persist and complete their education if they are well prepared, have sufficient financial resources, and benefit from meaningful personal support from faculty and staff. Continuing support is needed for the following programs and services.

- The State Need Grant.
- New and expanded student support services.
- Programs like I-BEST that accelerate program completion.
- Programs that help students gain the necessary knowledge to succeed in college, such as the Transition Math Project.

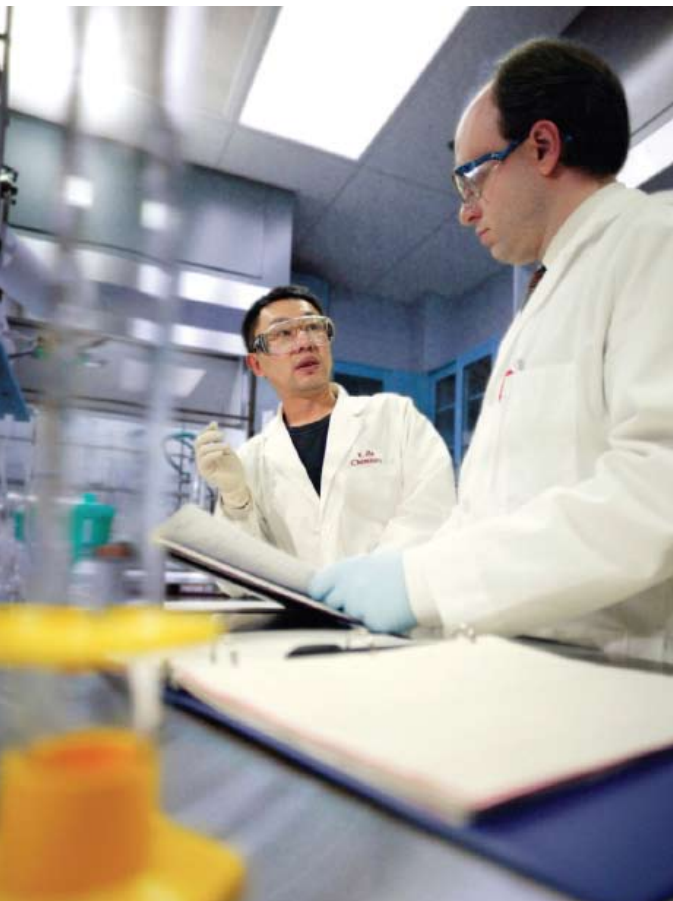
Undertake new work

State Work Study funding should be provided for students to participate in high-demand fields such as engineering, technology, science, and mathematics. Funding also is needed to support mentoring programs for K-12 students who want to enter these fields. Employers should work with colleges, universities, and the HECB to develop these work study job opportunities.

Plan for future work:

- Extend successful initiatives to encourage enrollment in STEM and other high-demand fields, and identify which programs are most successful for under-represented students. Explore funding incentives or demonstration grants for this purpose.

- Explore funding incentives for the production of degrees in high-demand fields, for meeting other goals of the strategic master plan and possible expansion or replication of the SBCTC Student Achievement Initiative.
- Convene a task force to address technology and e-Learning, perhaps using the SBCTC Strategic Technology Plan as a model. This is a way to make learning available anytime, anywhere.



Enrollment and Capacity Analysis Study Work Group

Findings/Recommendations

A. Enrollment

The overall potential enrollment growth estimated by all sectors of higher education in Washington is an increase of 46,898 by 2018 – assuming operating funds are available and institutional capital budgets are funded. The 2008 Strategic Master Plan called for an increase of 61,500 FTEs.

- The four-year public institutions could add 23,723 student FTE.
- The community and technical college system could accommodate 20,093 FTE.
- Independent Colleges of Washington enrollment is projected to grow by 3,082 FTE.

B. Degrees

The master plan established the following annual degree production goals for 2018.

- Increase mid-level degree and certificate production by 9,400.
- Increase bachelor's degree production by 13,800.
- Increase advanced degree production by 8,600.
- Increase total degrees and certificates by 31,800.

The 10-year institutional growth plans for the state's public and independent colleges and universities – which assume full operations and capital funding over the next five biennia – estimate that an additional 25,600 degrees can be produced annually by 2018.

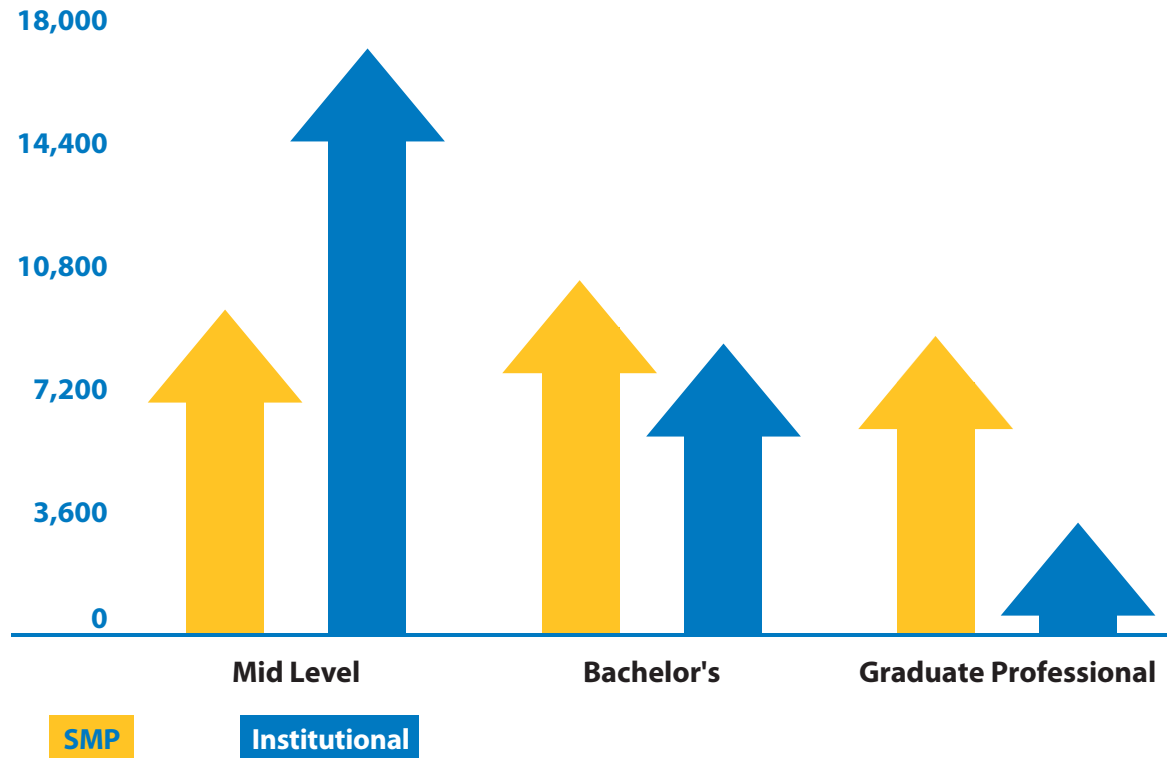
The chart on the next page compares the master plan goals with the level of degree production forecast in institutional growth plans.

- Institutional growth plans in the community and technical college system are sufficient to meet the master plan degree and certificate goals.
- However, at the baccalaureate and graduate levels, institutional growth plans are not sufficient to meet master plan degree goals.
- System growth plans, if fully implemented, would fall 3,000 bachelor's degrees short of master plan goals and 8,000 advanced degrees short.
- The gap between SMP goals and institutional bachelor's and advanced degree production capacity is likely to be much greater than shown because institutional capacity plans are seldom funded in their entirety and funding levels can vary widely over five biennia.

C. Capital needs

It is a higher priority to preserve existing facilities for both the two- and four-year institutions (including the replacement, renovation and renewal of facilities), than to create new enrollment capacity. However, additional growth will be needed in the community and technical college sector to accommodate existing space deficiencies, and limited growth should be planned in the four-year sectors, primarily the expansion of the branch campuses.

Degree Goals: Strategic Master Plan compared to institutional growth plans



Even if all institutional growth plans are fully funded, the state's four-year institutions will not meet strategic plan goals for bachelor's and advanced degrees by 2018. Growth plans for the community and technical colleges will exceed associate degree and certificate goals – again, only if they are fully funded. *Source: HECB Office of Academic Affairs (2008)*

D. eLearning growth

According to the institutional plans, online instruction will be provided primarily by the community and technical colleges and by WSU, CWU, and EWU. With the exception of limited, self-supporting programs at the UW, no other public four-year institution plans to mount extensive eLearning programs.

However, all institutions will use technology to augment in-class instruction. Enrollment accommodated solely through online instruction could total 25,500 FTE by 2019. The HECB should ensure that the planning and coordination for online instruction occurs in all higher education sectors and levels.

E. Operating and capital costs

The operating cost associated with the institutions' enrollment plans is \$634.4 million (current dollars) over five biennia. The costs for the first two biennia are an estimated \$101.6 million and \$95.5 million. Shifting the 2009–2011 enrollment increases to the next biennium would increase costs by 5.6 percent per biennium, or a total five biennia cost increase of \$35.5 million.

The capital costs in the institutions' growth plans for the next four biennia are an estimated \$4.8 billion. Sixty five percent is associated with preservation projects, and 35 percent is new construction.



IV. A 10-year action plan to expand capacity strategically

A. Redesign the delivery system

The state needs a comprehensive review of its delivery system. There are regional disparities in access to baccalaureate degree programs, and the state's need for more degree production exceeds the capacity of the state's public and independent institutions.

The process for determining when and where to build new campuses must be established now, so that new investments in the state's higher education system will be deployed strategically and effectively. Regional studies have documented local needs, but no broader effort has been made to determine how investment in one region complements or affects existing institutions.

Washington's public higher education system is an "hour glass," with the majority of students enrolled in the research universities and in the community and technical colleges. The smallest enrollment sector – 15 percent of all students – is in the state's comprehensive (regional) universities and at The Evergreen State College.

This means that Washington relies heavily on research universities to deliver undergraduate education. On average, research universities are more expensive to operate and attend than are the baccalaureate and master's level institutions.

Targeted and cost-effective investments to expand the higher education delivery system are needed. Over the next year, the HECB, the State Board for Community and Technical Colleges, the Council of Presidents, and the Independent Colleges of Washington will conduct a Joint Study to Redesign the Delivery System. Topics to be addressed include

- a. establishing the overall characteristics of the state's higher education enterprise and its various components; and
- b. authorizing mission changes in existing institutions and recommending when, where, and how expansion of higher education institutions should occur.

The report will address the

- history and structure of the current postsecondary education system;
- identify of the strengths and weaknesses of the current delivery system;
- recommend options for expanding baccalaureate and graduate education programs;
- recommend options for expanding mid-level degrees, apprenticeships and certificates.
- recommend options for greater use of technology to aid in program delivery; and
- review new land use and transportation imperatives that would inform future education investments.

The joint study will develop an interim progress report in 2009 and a final report in 2010.

B. Expand on Demand: A New Policy to Guide Investments

To achieve the growth in both enrollment and degree production called for in the Strategic Master Plan, the HECB recommends a 10-year implementation process built on a key new principle: **Expand on Demand**.

Strategic plans of the past have focused primarily on expansion in the baccalaureate sector. For example, in 1987 the master plan proposed the construction of upper-division branch campuses located in major urban areas of the state.

This focus on expanding capacity was justified by the demographic trends of the time: sustained growth of the college-age population and rising demand for a better-educated workforce. Today, the trends are different. There are persistent regional disparities in access to baccalaureate degree programs, and in the next few years, there will be a slight decline in the number of students graduating from high school. Thus, a new strategy is warranted.



The **Expand on Demand** concept would direct a 10-year effort to:

- Focus first on increasing demand for postsecondary degrees and certificates by working to achieve the goals and recommendations of the Policy and Demographics Work Group.
- Target current resources on modernization and modest growth, particularly to expand cost-effective baccalaureate delivery modes to under-served regions.
- Fund new technology and new capital as necessary (and later in the decade) to meet demonstrated demand. Make these investments based on a new statewide policy framework that will be developed by the Joint Study to Redesign the Delivery System.

C. A Timeline for Change

This is a challenging time – a time when we face both an immediate economic downturn and an urgent need to make long-term investments in our citizens' capacity for creativity, productivity, and innovation. Raising educational attainment is not optional if we have any hope of thriving in the global economy of this century.

The grid on the next page lays out the order in which we intend to tackle the component tasks needed to rise to this challenge, and to make every generation of Washingtonians more educated than the last.

Preparing, recruiting, and retaining students of color and low-income students – both K-12 graduates and younger working adults – is our

first priority. These under-represented groups are the fastest growing part of our population and the least likely to benefit from the education, job training, and apprenticeship programs that can change their lives and change the trajectory of our economy.

This work must begin immediately and remain a top priority until all people are equally represented among our students and graduates. At the same time, we must focus on the system-building investments and decisions that will result in learning opportunities being available to everyone, everywhere in our state. And we must ensure that our postsecondary education system has the capacity to be responsive to the needs of a changing economy.



Implementing the action plan

2009-2011	State policy initiatives and funding to prepare, attract and retain under-represented groups.	Maintaining existing investments in degree production and academic quality. <ul style="list-style-type: none"> ▪ Limited and targeted enrollment growth. ▪ Safety Net enrollment (CTC). ▪ High-demand baccalaureate enrollment. 	Reexamine system configuration and institutional mission differentiation.
2011-2013	Ongoing funding for preparing, attracting and retaining under-represented groups and working adults.	Maintain investments in degree production and academic quality. Limited enrollment growth rate	Distribute enrollment growth per system configuration study.
2003-2015	Expanded investments in degree production, academic quality. Increase enrollment growth rate.	Continue funding and monitor impact of efforts to enroll under-represented groups and working adults.	Increase system capacity per system configuration study, identified needs and enrollment demand/trends.
2015-2017	Expanded investments in degree production, academic quality. Stabilize enrollment growth rate.	Increase system capacity per expanded/projected demand and system configuration policy.	Continue/adjust efforts to enroll under-represented groups, working adults.
2017-2019	Sustain investment level in degree production and academic quality. Stabilize enrollment growth rate.	Reassess long-term enrollment demand & trends.	Revise long-term growth & resource requirements plan.





A summary of recommended strategies

Meet degree goals, workforce needs

- Take immediate steps to increase degree and certificate production at all levels (mid-level, baccalaureate, and graduate/professional).
- Maintain mid-level/advanced degree targets in 2018 Strategic Master Plan. Lower bachelor's degree target to 39,000 annually.
- Expand investment in high-demand programs of study and grow the pipeline of interested and prepared students in these fields.
- Ensure planning and coordination for online instruction occurs in all higher education sectors and levels.

Expand the K-12 pipeline

- Expand successful early outreach programs.
- Develop the Integrated College Access Network — I-CAN.
- Support expanding dropout prevention programs (Building Bridges).
- Provide more dual-enrollment classes.

Build a re-entry pipeline

- Provide Opportunity Grants for workforce training programs.
- Additional Bachelor of Applied Sciences degrees to meet workforce needs.
- Expand the I-BEST program.
- Build skills in career planning/navigating the system.

Improve persistence, completion

- Expand State Need Grant program.
- Expand student support services (Academic GPS).
- Support Transition Math Project and other math/science programs.
- Create a State Work Study program focusing on high-demand fields.
- Develop teacher education programs to encourage and prepare students for high-demand fields.

Expand capacity strategically

- Target current resources on modernization and modest growth, particularly to expand cost-effective baccalaureate delivery modes to under-served regions.
- Prioritize the preservation of existing facilities and assign priority for new construction to branch campuses.
- Adopt the principle of Expand on Demand to guide future capacity development in postsecondary education.
 - Focus first on achieving increased participation among targeted groups.
 - Then fund new technology and new capital as necessary (and later in the decade) to meet demonstrated demand.
- Conduct a comprehensive review of the existing delivery system and develop a process to assess future needs, guide the development of new campuses, and recommend changes in institutional missions.

RESOLUTION NO. 08-34

WHEREAS, State law (RCW 28B.76.200) assigns the Higher Education Coordinating Board the responsibility to prepare and update, every four years, a strategic master plan for higher education; and

WHEREAS, Pursuant to RCW 28B.76.200 the Strategic Master Plan, as adopted by the Board and as approved or amended by the Legislature, constitutes state higher education policy; and

WHEREAS, In December 2007, the Board adopted the 2008 Strategic Master Plan for Higher Education in Washington, which identified goals and policies to guide the state's higher education system through the year 2018; and

WHEREAS, This plan was prepared in collaboration with the four-year institutions of higher education, the Council of Presidents, the community and technical college system, the Workforce Training and Education Coordinating Board, the Superintendent of Public Instruction, the independent higher education institutions; students, faculty organizations, community and business leaders, members of the legislature, and the governor; and

WHEREAS, The 2008 Legislature adopted, as amended, the aforementioned plan (HCR 4408); and

WHEREAS, As its central goal, the plan calls for significantly increasing the postsecondary educational attainment level of Washington residents; and

WHEREAS, The plan recognizes that changes in state population demographics and emergent economic needs and opportunities will require a fundamentally new approach in planning and delivering postsecondary education; and

WHEREAS, The Board has prepared an implementation plan to provide an orderly framework for actions to meet the aforementioned goals and needs; and

WHEREAS, To develop the implementation plan, three work groups were convened to: 1) reassess, as directed by the Legislature, the degree goals needed to meet future state workforce demand and state economic needs; 2) identify strategies to increase the participation of groups under-represented in higher education; and 3) determine the capacity of the state's higher education institutions to contribute to student enrollment and degree goals through existing facilities and the use of technology; and



RESOLUTION NO. 08-34 *continued*

WHEREAS, The implementation plan calls for actions in the following four areas:

1. Increase the level of postsecondary attainment to meet the economic needs of the state and to remain competitive in the national and global economy;
2. Achieve higher levels of participation and success in postsecondary education by under-represented groups and younger working-age adults to meet the challenge of changing state demographics;
3. Develop institutional and system plans for enrollment and degree awards timed or planned on the basis of increased demand within the timeframe of the 10-year planning horizon; and
4. Implement a new policy that provides for orderly growth and planning on the basis of real demand and aligned system configuration; and

WHEREAS, The reports of the findings and recommendations of the three study groups have been reviewed by the Board and its Advisory Council and have been incorporated into the implementation plan;

NOW THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board approves the findings and recommendations of the aforementioned implementation plan study groups and hereby incorporates, by reference, the final reports of the respective study groups as part of the Implementation Plan; and

BE IT FURTHER RESOLVED, That the Board approves the various actions and priorities for achieving the 2008 Strategic Master Plan goals set forth in the final draft report *Implementing the Strategic Master Plan for Higher Education* (dated November 18, 2008) and directs the staff to make final changes and adjustments as needed.

Adopted:

November 21, 2008



Photo Credits

Cover

Top Left To Right

- St. Martin's University
- Commencement at The Evergreen State College in Olympia
- Washington State University campus in Pullman.

Bottom Cover

- Eastern Washington University's campus in Cheney.

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- The University of Washington Tacoma

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- Washington State University Vancouver

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- Drumheller Fountain at the University of Washington Seattle

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- Students at Heritage University in Toppenish

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- Denny Hall at the University of Washington Seattle

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- Central Washington University in Ellensburg

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- Students at Edmonds Community College

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- Students at Pacific Lutheran University in Tacoma

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Lower Left

- Students at Western Washington University

Lower Right

- An aviation mechanics class at Clover Park Technical College in Lakewood

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- University of Washington Bothell

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- Western Washington University in Bellingham

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- Showalter Hall at Eastern Washington University in Cheney

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Upper Right

- Students in WSU's viticulture program

Lower Right

- The Evergreen State College campus in Olympia

Inside Back Cover

- WSU Tri-Cities Commencement



Opportunities for Change:

Implementing the 2008 Strategic Master Plan for Higher Education



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