

BOARD MEETING AGENDA
Seattle Central Community College
Mitchell Activity Center, Room #MAC210
1718 Broadway, Seattle, WA 98122
June 30, 2011

| | | |
|-------------|---|-------------------|
| 9:00 | Welcome and Introductions | <u>Tab</u> |
| | <ul style="list-style-type: none"> • Ethelda Burke, Chair, Higher Education Coordinating Board • Paul Killpatrick, President, Seattle Central Community College | |
| | Approval of May 19 Meeting Minutes | 1 |

| | | |
|-------------|---|--|
| 9:15 | Impacts of the 2011 Legislative Session on Student Access and Completion in Higher Education | |
| | <ul style="list-style-type: none"> • Wrap-up: major impacts of the 2011 legislative session Staff will review four major bills passed in 2011 impacting student access and completion; bills that will change the way higher education is funded and held accountable in Washington. 2 • Budgetary impact on institutions HECB staff will review the impact of the 2011-13 budget on higher education institutions. Higher education took a 24 percent reduction in state support for 2011-13. 3 • Impact of financial aid on student access and degree completion HECB staff will provide a brief overview of legislative results related to financial aid and describe typical aid packages received by students. A panel of students from two and four-year institutions will describe the impact of various financial aid programs to their success. 4 | |

| | | |
|--------------|---|----------|
| 10:30 | Strategic Master Plan Work Session | 5 |
| | <p>The focus will be on the master plan goal of funding for performance and results and discussion of the importance of accountability as a lever to foster access and affordability. The integration of various on-going initiatives on accountability and performance measurement will also be discussed.</p> <p>Panel of representatives:</p> <ul style="list-style-type: none"> • Council of Presidents • Office of Financial Management • State Board for Community and Technical College • Washington Student Lobby | |

11:30 Education Committee Information and Action Items

Sam Smith, chair

- **Information: UW Bachelor of Science in Aerospace Engineering** (Extension of Modified B.S. Aeronautical and Astronautical Engineering Program to Abu Dhabi, *Resolution 11-12*) **6**

This program was approved by a special meeting of the Education Committee on June 8. It will be offered under a ten-year agreement through which the University of Washington and the United Arab Emirates University will jointly offer the degree in Abu Dhabi while the UW assists the UAEU in developing its own program. After the agreement ends, the UW's involvement with the program will cease.

- **Information and Action: Proposed Changes to Program Approval and Review Policies,** *Resolution 11-13* **7**

The HECB has responsibility for the approval of new degree programs and review of existing programs. The proposed revisions are intended to improve responsiveness to the state's needs while also ensuring that program planning and development is better integrated with the Strategic Master Plan for Higher Education and resource planning for the state's higher education system.

- **Information and Action: Western Governors University, Washington,** *Resolution 11-14* **8**

With the passage of HB 1822 this year, the Legislature opened the door to Western Governors University, Washington – Washington's first online, competency-based postsecondary institution. The proposed resolution recognizes and endorses online competency-based education as an important part of Washington's higher education system and directs staff to work with WGU to eliminate unnecessary barriers to the delivery of competency-based education and to integrate WGU Washington into Washington's higher education policies and strategies.

Consent Agenda: Degree Programs for Approval

1. **CWU MS Computational Science,** *Resolution 11-15* **9**

This self-supporting program would prepare students to apply computer simulation and other forms of computation to research work. It would respond to a shift in technology that has led scientists to rely more and more heavily on computing.

| | |
|---|-----------|
| <p>2. EWU Ed.S. School Psychology (Moderate Degree Change), <i>Resolution 11-16</i></p> <p>This proposed degree conversion would elevate the level of a graduate degree in School Psychology from Master of Science to Educational Specialist. The change is possible because of HB 1477, signed into law by the Governor on April 20, 2011.</p> | 10 |
| <p>3. UW Bothell BS Electrical Engineering (Change in Approval Conditions), <i>Resolution 11-17</i></p> <p>The July 2009 resolution approving the program capped enrollment at 42 FTE students until certain conditions were met. The university has not met all conditions yet but requests that the enrollment cap be removed. This would increase access to the program, which attracts many applicants from outside King County.</p> | 11 |
| <p>4. UW Seattle MS Computational Linguistics (Moderate Degree Change), <i>Resolution 11-18</i></p> <p>This proposed degree change would convert a concentration within the university's Master of Arts in Linguistics degree into a stand-alone Master of Science in Computational Linguistics degree.</p> | 12 |
| <p>5. UW Tacoma BA History, <i>Resolution 11-19</i></p> <p>This program would prepare students for graduate-level study or jobs involving research, critical thinking, and communication skills. External reviewers indicate offering a history degree is an appropriate step in UW Tacoma's evolution as a university.</p> | 13 |
| 12:00 Public Comment | |
| Adjournment | |

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

2011 HECB MEETING CALENDAR

| DATE | LOCATION |
|------------------------------------|---|
| September 29, Thurs 9:00 – 4:00 | WSU Tri-Cities 2710 University Drive, Richland, WA 99354 |
| November 17, Thurs 9:00 – 4:00 | UW Bothell 18115 Campus Way NE, Bothell, WA 98011 |

June 2011

Draft Minutes of May 19, 2011 Board Meeting

Board members present

Charley Bingham
Roberta Greene
Bill Grinstein
Earl Hale
Jesus Hernandez
Sam Shaddox
Sam Smith

Welcome and introductions

HECB Vice Chair Earl Hale opened the meeting at 9:00 a.m. and asked the members of the audience and the Board to introduce themselves.

Dr. Loren Anderson, president of Pacific Lutheran University (PLU), welcomed everybody to the PLU campus. There are approximately 3,600 students enrolled at PLU. They come from 40 states and 20 foreign countries, along with many Washington residents. Thirty-four percent of them are first-generation students. PLU specializes in business and nursing programs and enrollment has been steady even through the economic downturn. Anderson emphasized the importance of HECB's statewide higher education coordination role.

Consent agenda items approved

Action: Roberta Greene moved for approval of the Board's March meeting minutes and three new degree programs:

- UW Bothell, Master of Fine Arts in Creative Writing and Poetics, *Resolution 11-06*
- UW Seattle, Master of Science in Computational Finance and Risk Management, *Resolution 11-07*
- WSU, Master of Arts and PhD in Prevention Science, *Resolution 11-08*.

Sam Smith seconded the motions, which was unanimously approved.

Report of the Executive Director

Don Bennett, HECB executive director, provided a report on state financial aid programs:

- Washington Scholars recipients have been selected and notified the scholarship will be contingent upon funding.

- Over 16,000 applications have been received for College Bound this year; 60 percent of eligible 8th graders have applied; deadline for applications is June 30.
- Spring State Need Grant reporting shows the trend of unserved students continues in 2010-11, estimated at 30,000 students.
- The GEAR UP program is preparing an application for round three of its federal grant, which would provide an additional \$35 million in federal funding over six years. Washington is frequently acknowledged as a national leader in the GEAR UP program. Weiya Liang, HECB GEAR UP director, was invited to represent the GEAR UP program in Washington DC with the National College Access Network.

Proposed Changes to the Direct Transfer Agreement Approved

Bennett described the changes being proposed to the Direct Transfer Agreement (DTA). RCW 28B.76.240 requires the HECB to adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two and four-year institutions of higher education.

For the past 25 years, the DTA suggested that after completing two courses in composition, remaining credits could be from courses such as speech or debate. But in practice, very few students have any credits remaining after taking two composition courses. The proposed change will make the communications requirement clearer and align the requirement with current course credit practices. It has been approved by the Joint Academic Officers Group and has been widely discussed among the two-year college system and the four-year universities. All parties believe the change is beneficial.

Action: Jesus Hernandez moved for approval of **Resolution 11-09** to change the communications requirement for the Direct Transfer Agreement. **Charley Bingham** seconded the motion, which was unanimously approved.

HECB Staff Recognition

Bennett announced that John Lederer, HECB academic affairs associate director, was leaving to join the Seattle Community College District as research director. Chris Thompson, HECB government and legislative director, was joining the Independent Colleges of Washington as director of government and public relations.

Action: The Board adopted **Resolutions 11-10** and **11-11** expressing appreciation for the contributions and good work of John Lederer and Chris Thompson for the students of Washington State.

Update on the 2011 Legislative Session

Thompson presented a summary of higher education policy legislation, including:

- ESSHB 1795 by Rep. Reuven Carlyle, which would significantly overhaul tuition policy in Washington.
- Opportunity Scholarship, ESHB 2088, intended to provide financial assistance to middle- and lower-income resident students intending to obtain a baccalaureate degree.
- Aerospace Training Loan Program, ESHB 1846, directing the HECB to establish a program to provide low-interest loans to students enrolled in aerospace training or education programs offered by either the Washington Aerospace Training and Research Center or the Spokane Aerospace Technology Center.
- Caseload Forecasting, SB5304, requiring the Caseload Forecast Council to forecast the number of students who will be eligible for the College Bound Scholarship program and will attend postsecondary education.
- Legislation to eliminate the HECB and to create a new office of financial assistance and a council on higher education.
- State Actuary review of the GET program to ensure long-term fiscal stability.
- Transferring the management and leadership of the University Center at Everett Community College to Washington State University.

Additionally, Thompson reported that all three HECB-request bills passed the Legislature with no amendments and were signed into law by the Governor.

- Doctoral Programs at Branch Campuses
- Financial Aid Administrative Consistency
- Health Sciences and Services Authority Reporting

Charley Bingham was re-appointed to another four-year term, and the appointment of Addison Jacobs was approved by the Senate. Samuel Shaddox's appointment was in the Senate Rules Committee.

2011-13 Higher Education Budget Status

Jim Reed, policy and planning coordinator, provided a status report on the 2011-13 higher education budget.

On the operating budget, the Governor's, House, and Senate budgets would appropriate fewer state dollars to the public colleges and universities than recommended by the HECB. Specifically, all three proposals would decrease state support by about 20 percent. Additionally, the Governor, House, and Senate all call for increasing tuition *revenue* (18 percent, 20 percent, and 20 percent respectively).

When the decline in state funding is combined with increases in tuition revenue, each proposal comes close to the HECB's "foundation level" budget recommendation. Specifically, total funding (state funds plus tuition) for the public institutions would be reduced by 5 percent in the Governor's proposal and 4 percent in the House and Senate budgets. But significant tuition increases account for the close differences.

Regarding the capital budget, Reed provided the prioritized lists of capital projects adopted by the HECB. The lists show which projects are proposed for funding by the Governor, the House Capital Budget Committee, and the Senate Ways and Means Committee. Additionally, Reed showed a table that summarized the total cost of all prioritized projects by sector, and showed the alternative capital funding levels being proposed by the Governor, the House Capital Budget Committee, and the Senate Ways and Means Committee.

Strategic Master Plan Update

Bennett introduced the discussion with a summary of the broad objectives of the strategic master plan; the context, scope, and process of the master plan update.

President Loren Anderson and Violet Boyer, president and CEO of the Independent Colleges of Washington (ICW), gave a joint presentation on how independent colleges and universities contribute to the state's higher education goals.

Independent colleges and universities produce nearly 25 percent of Washington's degrees annually. A recent HECB report on statewide transfer patterns found that students at the state's two-year colleges are transferring to the independent colleges and universities in much greater numbers, in part because there is not enough transfer capacity at the state's four-year public universities.

Anderson emphasized the integrated nature of the public and private higher education effort in Washington. Most of PLU's graduates who go on to further education do so in graduate programs at the UW or WSU, he said.

Rep. Larry Seaquist, Chair, House Higher Education Committee

The Board invited Rep. Larry Seaquist (who was in the audience) to talk about E2SSB 5182, a bill that proposes to establish a new Council on Higher Education. As amended by the House Ways & Means Committee, the bill would eliminate the HECB effective July 1, 2012. It authorizes a steering committee appointed by the Governor to study and make recommendations by December 2011 about the organization and responsibilities of the new higher education council.

Student financial aid administration would become the responsibility of a separate Office of Student Financial Aid with a director appointed by the Governor. Administrative oversight for the Guaranteed Education Tuition (GET) program also would be transferred to the new student aid office.

Rep. Seaquist said significant improvement to higher education funding is needed. He plans to develop a bill for the next legislative session that would lay out a grand strategy to increase both funding and higher education attainment in Washington. His strategy would include a series of public meetings held on four- and two-year campuses around the state, both public and private, during summer-fall. The last meeting (possibly November) will be a strategic planning session to sketch out his grand strategy.

Bennett said the HECB will continue to work on updating to the 2008 Strategic Master Plan that is required this December, produce various planning and accountability reports required by the Legislature, and carry out its administrative responsibilities for financial aid and GET.

POLICY PLANNING BRIEFINGS

Jan Ignash, deputy director for policy, planning and research, provided context for the discussion on the master plan objective of promoting workforce development, growth and innovation.

• **Regional Needs Analysis Report**

John Lederer, HECB associate director of academic affairs, reviewed highlights of the *2011 Regional Needs Analysis Report*, which forecasts the most rapidly growing employment fields in Washington through 2018, and the types of degrees that will be needed to meet that workforce demand.

The report notes that higher education capacity (especially at the graduate level) is highly concentrated in King County and, to a lesser extent, Spokane and Pullman. Demographic trends, policy, and economic factors will continue to spur the need for additional capacity to produce high-demand degrees outside these population centers, the report notes.

The strongest statewide demand for degree holders continues to be in the STEM degrees: science, technology, engineering, and mathematics; in the health sciences (nursing, allied health, medicine, biosciences); in specific teaching fields (science and mathematics); and in the areas of business management and accounting.

Past reports have indicated Washington is not producing enough high-demand degree holders – especially in the STEM fields – to meet its current and future needs. For every 100 baccalaureate degree holders Washington produces, it imports 76. For every 100 graduate degree holders it produces, it imports 125. This over-reliance on importing talent is not a sustainable long-term strategy to maintain the state's competitiveness in a global, knowledge-driven economy.

The report emphasizes that higher education institutions are in a good position to identify regional employment supply gaps in consultation with local employers and agencies.

Some of the report's key findings:

- Student demand for access to higher education will continue to increase in the next 10 years, driven by federal and state policy, goals and incentives. Many ‘new’ students will come to higher education directly from high school, and more adults in the workforce are expected to enroll – including those who may have stopped out for a while.
- In Washington, it is estimated 67 percent of all jobs by 2018 will require some postsecondary education. (Nationwide, 63 percent of jobs will require postsecondary education by 2018). About 20 percent of the Washington jobs will require some college but no degree. About 47 percent will require an associate degree or higher.
- The number of job openings for those who receive graduate degrees significantly exceeds Washington’s 2009 graduate degree production level, taking into account the many graduate degree recipients who continue to additional education, remain in their same job, leave the labor force, or leave Washington after receiving their degree to take jobs elsewhere.

Earl Hale questioned the operational value to institutions of HECB reports such as the regional analysis just presented. He said staff members need to work more closely with the institutions to make sure the data they collect and report on are valid and useful.

- **Baccalaureate Follow-up Report**

Christy England-Siegerdt, HECB associate director for research, presented the results of the state's first baccalaureate follow-up study, which followed baccalaureate degree graduates to determine the extent to which they were able to secure employment in Washington or continue their education.

The report showed that in 2005-06 and 2006-07, more than 39,000 students graduated from a public four-year institution.

1. Did they get jobs? Three-fourths worked at least one quarter in Washington in Year 1; over half worked all year.
2. Where did they find work? In educational services; professional, scientific and technical services; health care and social assistance; and in retail trade.
3. How much did they earn? On average, \$36,000 in Year 1.
4. Do they continue with their education? One in five right away and most of them at a Washington institution.

Tina Loudon, Director of Western Washington University’s Academic & Career Development Services, and Aaron Ignac, WWU Assistant Director of Operations, Career Services Center,

presented the 2009-10 results of Western Washington University's annual alumni employment survey. Seventy-two percent of graduates who responded to the survey reported employment, with 44 percent employed in field-related positions, and an average starting salary of \$34,068. Among the respondents, 14.3 percent continued their education to graduate and professional competitive programs across the nation.

- **Implementing System Design – Test Case**

Ignash reported on an analysis of the current and future degree production needs in the Skagit/Island/Snohomish region. Heavily populated areas like Snohomish County that do not have a resident four-year university figure prominently in system design planning.

In developing the system design plan, the HECB found that not enough capacity exists within the existing institutions to either meet the 2018 degree production targets set in the Strategic Master Plan for Higher Education or to accommodate forecast population growth to 2030.

The meeting adjourned at 3:30 p.m.

June 2011

**DRAFT: Educational Specialist in School Psychology
Eastern Washington University
Moderate Degree Change**

Proposed Change Description and Rationale

Eastern Washington University (EWU) proposes to change the degree title of its M.S. in School Psychology degree to Educational Specialist (Ed.S.) in School Psychology. The change requires Board consideration because it involves raising the degree level from M.S. to Ed.S. If approved, the change would take effect Fall 2011. No new students would be admitted to the M.S. program; however, current M.S. students would be able to choose between graduating with an M.S. or an Ed.S. degree. This change is necessary because the Ed.S. degree level more accurately conveys the length and depth of the program.

Staff Analysis and Recommendation

With passage of HB 1477 and signed into law by the Governor on April 20, EWU now has authority to grant the Ed.S. degree. Ed.S. programs typically require three years of full-time study, placing them somewhere between master's and Ph.D. programs in terms of length and depth. At 107 quarter credits, Eastern Washington University's M.S. in School Psychology program currently requires the same level of effort from students as would an Ed.S. degree. In fact, the National Association of School Psychologists calls it a "specialist level" program in published reviews. Moreover, both external reviewers supported changing the M.S. program's degree level to Ed.S.

The proposed change meets moderate degree change criteria, since it alters the degree title but not other aspects of the program. The new title would benefit students and employers by clearly communicating the extent of the program's academic and field work, and it would benefit the community by enhancing EWU's ability to recruit high-caliber students.

After careful review of the proposal and supporting materials, HECB staff recommends approval of the Educational Specialist in School Psychology degree at Eastern Washington University. The HECB's Education Committee discussed the proposal during its June 8, 2011 meeting and recommended approval by the full Board.

RESOLUTION NO. 11-16

WHEREAS, Eastern Washington University proposes to offer an Educational Specialist in School Psychology degree; and

WHEREAS, Eastern Washington University was granted authority to award the Ed.S. degree with the passage of HB 1477 signed into law by the Governor on April 20, 2011; and

WHEREAS, The degree would result from changing the degree level in EWU's M.S. in School Psychology to Ed.S. in School Psychology; and

WHEREAS, The change would benefit students and employers by clearly indicating the level of academic and field work required; and

WHEREAS, The change would benefit the community by enhancing Eastern Washington University's ability to recruit high-caliber students; and

WHEREAS, The change meets moderate degree change criteria;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Educational Specialist in School Psychology degree at Eastern Washington University, effective June 30, 2011.

Adopted:

June 30, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

June 2011

DRAFT: Bachelor of Science in Electrical Engineering University of Washington Bothell Change in Approval Conditions

Introduction

The University of Washington Bothell (UWB) requests that the HECB remove an enrollment cap on its BS Electrical Engineering (BSEE) program. When the Board initially approved the BSEE program, it stipulated certain conditions in Resolution 09-14. Conditions to be met prior to the program's first five-year program review or expansion of program enrollment beyond 42 average annual FTE students, whichever came first, included the following:

- University of Washington Bothell will demonstrate that it has expanded distance learning opportunities for students
- University of Washington Bothell will demonstrate that a substantial proportion of students enrolled in the program are being served outside of King County
- University of Washington Bothell will report to the HECB on the placement results of the first graduating cohort
- University of Washington Bothell will notify the HECB that it has obtained ABET accreditation for the program.

Currently, the program enrolls about 50 FTE students, and UWB has run into a timing problem. The enrollment cap of 42 FTE students is forcing UWB to turn away qualified applicants it would be able to admit had the BSEE started in Fall 2009, rather than Winter 2010. Because the program started in winter, there will be a number of second year students still enrolled this fall, which impairs UWB's ability to admit new students while the cap is in place. This document provides a rationale and asks the Board to remove the cap to accommodate the Fall 2011 entering class.

Rationale

The first two conditions in the list above relate to access, the third relates to employer demand, and the fourth relates to program quality. These conditions were intended to ensure that prior to expanding beyond a certain size, the program would demonstrate its quality as well as its ability to satisfy employer demand and increase access.

UWB has received more than 200 applications from students wishing to enter the program in Fall 2011. Of these, over one-third of the applications are from Snohomish County. This is consistent with Fall 2010, when about one-third of the 142 applicants was from Snohomish County. Because the program consistently attracts a substantial proportion of applicants from Snohomish County, removing the enrollment cap would help UWB meet the second condition, which involves increasing access outside of King County.

Program quality is particularly important in the case of this program, since it carries the UW brand name but does not share UW Seattle's ABET accreditation. UWB expects to apply for its own ABET accreditation after the program's first cohort of students graduates in August 2011. Program planners supplied evidence that they have designed the program to meet ABET standards and have been making adjustments during implementation to ensure it will do so.

To obtain additional evidence of program quality, HECB staff asked UWB to share student feedback from course evaluations. Staff also asked how UWB responded to student feedback. Student course evaluation data provided by UWB indicate that students are generally satisfied with the program. With one exception, median overall course ratings by students ranged from 3.54 to 4.83 on a scale of 0 to 5. The exception was a 200-level introduction to engineering course in which students noted technology problems and difficulty getting help with online lab work. UWB is addressing these issues by investigating alternative technology and offering students in-person as well as online access to labs.

Recommendation

After careful review of the request and supporting materials, HECB staff recommends removing the enrollment cap stipulated in Resolution 09-14 to accommodate the Fall 2011 entering class. The HECB's Education Committee discussed the request during its June 8, 2011 meeting and recommended approval by the full Board.

RESOLUTION NO. 11-17

WHEREAS, The University of Washington Bothell requests that the Higher Education Coordinating Board remove the enrollment cap stipulated in Resolution 09-14; and

WHEREAS, The enrollment cap is forcing the university to turn away qualified applicants it would be able to admit had the program started in Fall 2009, rather than Winter 2010; and

WHEREAS, The program attracts a substantial proportion of applicants from outside King County; and

WHEREAS, The removal of the enrollment cap would increase access for students, including students in Snohomish County; and

WHEREAS, The university has submitted evidence that it is ensuring program quality;

THEREFORE, BE IT RESOLVED, That, effective June 30, 2011, the Higher Education Coordinating Board removes the Resolution 09-14 enrollment cap to accommodate the Fall 2011 entering class.

Adopted:

June 30, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

June 2011

**DRAFT: Master of Science in Computational Linguistics
University of Washington Seattle
Moderate Degree Change**

Proposed Change Description and Rationale

The University of Washington (UW) seeks approval to convert a self-sustaining Master of Arts Computational Linguistics concentration (CLMA) within the university's Master of Arts Linguistics degree into a stand-alone Master of Science in Computational Linguistics degree. If the conversion is approved, it would take effect Fall 2011. No new students would be admitted to the CLMA degree program; however, students currently pursuing the concentration would be able to choose between completing the CMLA degree and the new degree, M.S. in Computational Linguistics. Like the CLMA, the M.S. in Computational Linguistics degree would serve 35 FTE students.

UW is proposing the conversion because the content of the Computational Linguistics concentration differs significantly from that of other Master of Arts Linguistics concentrations (General Linguistics and Romance Linguistics). Moreover, Computational Linguistics graduates are finding themselves at a disadvantage because the Master of Arts Linguistics degree title does not adequately convey the program's content to prospective employers. Both external reviewers indicated the new name is appropriate.

Staff Analysis and Recommendation

The proposed conversion meets moderate degree change criteria. The new degree title would benefit both students and employers by clearly communicating the academic focus of the course of study. It would also benefit the community by enhancing UW's ability to recruit high-caliber students.

After careful review of the proposal and supporting materials, HECB staff recommends approval of the Master of Science in Computational Linguistics at the University of Washington. The HECB's Education Committee discussed the proposal during its June 8, 2011 meeting and recommended approval by the full Board.

RESOLUTION NO. 11-18

WHEREAS, The University of Washington proposes to offer a Master of Science in Computational Linguistics; and

WHEREAS, The degree would result from the conversion of a Master of Arts Computational Linguistics concentration within the university's Master of Arts Linguistics degree into a stand-alone Master of Science Computational Linguistics degree; and

WHEREAS, The conversion would benefit students and employers by clearly indicating the program's academic focus; and

WHEREAS, The conversion would benefit the community by enhancing the University of Washington's ability to recruit high-caliber students; and

WHEREAS, The conversion is a moderate degree change;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Master of Science in Computational Linguistics, effective June 30, 2011.

Adopted:

June 30, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

June 2011

DRAFT: Bachelor of Arts in History University of Washington Tacoma

Introduction

The University of Washington Tacoma (UWT) proposes to offer a Bachelor of Arts in History degree beginning Fall 2011. UWT projects enrollment of 12 FTE students the first year, increasing to 62 FTE students by the fifth year. By Year Five, 30 students per year would graduate, prepared for graduate-level study or jobs involving research, critical thinking, and communication skills. The proposed program would be based in UWT's Interdisciplinary Arts and Sciences (IAS) unit, which has grown to more than 70 faculty, since its inception in 1990.

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

The proposed program would help UWT realize its vision of becoming a more comprehensive institution. According to its mission statement, UWT “embraces an interdisciplinary approach to knowledge that instills problem-solving and critical thinking skills for meaningful lives.”¹ The proposed program would support this effort by training students to think critically in an interdisciplinary field. In addition, the proposed program would impart research and communication skills. Since employers in many fields value these skills highly, the proposed program would support the *Strategic Master Plan for Higher Education* goal of creating a higher education system that drives greater economic prosperity, innovation, and opportunity.

Program Need

History has been popular at UW's Seattle campus, with 237 declared majors in 2007-08, increasing to 356 in Fall 2010. At the Tacoma campus, the IAS unit has offered upper division history courses for several years, and enrollment statistics are consistent with significant history demand from UWT students. Twenty-eight out of 38 upper division history courses offered at UWT between 2006 and 2009 were full, with an average of six students turned away from each full course. Currently, UWT students interested in history must choose a related degree, such as the B.A. in American Studies or a history-intensive concentration within the B.A. in Interdisciplinary Arts and Sciences. Some IAS students prefer a degree with a more traditional,

¹ UWT's mission statement is available at: <http://www.tacoma.washington.edu/chancellor/mission.html>.

recognizable title and have asked about delaying their graduation until the history major is available. A widely recognizable title would benefit both students and employers by more clearly communicating students' academic focus.

To gauge interest from potential students at local community colleges, UWT's Institutional Planning and Research Office surveyed students at Pierce College, South Puget Sound Community College, and Tacoma Community College in 2007. Out of 372 respondents interested in attending UWT, 52 (14 percent) chose history as an area of interest. A follow-up survey indicated that, out of 148 respondents who entered UWT, 12 students (8 percent) were specifically interested in a baccalaureate history degree. In addition, a campus-wide 2011 student survey indicated 21 students (7.5 percent) would major in history and 71 students (25 percent) were interested or very interested in history.

According to an external reviewer, students major in history not only because they enjoy the subject but also because they perceive the degree's usefulness in many careers. In his review letter, Dr. S. Charles Bolton stated "The broad perspective on the world and the emphasis on critical thinking and analytical writing that is part of the discipline is a good background for legal studies, work in public agencies, and a variety of private sector jobs." Placement statistics for UW Seattle BA History graduates corroborate this assertion, with 98-100 percent of 2005-06 and 2006-07 graduates either employed or engaged in further study one year after graduation.

The state's employer needs assessment joint report, *A Skilled and Educated Workforce*, identifies a demand-supply gap for editors/writers/performers. Writing proficiency is at the top of the proposed program's list of student learning outcomes. Similarly, the Workforce Training and Education Coordinating Board's 2010 employer survey indicates 39 percent of employers have difficulty recruiting employees with adequate writing skills and 69 percent have difficulty recruiting employees with problem solving or critical thinking skills.² Critical thinking, though not an explicit learning outcome, underlies other learning outcomes of the proposed program.

The proposed program would benefit the community by providing access to scholarly presentations of senior theses and public lectures by faculty and visiting scholars. Moreover, local cultural and historical organizations, such as the Washington State History Museum would benefit from student interns. Furthermore, the proposed program would help UWT attract history-oriented grants from agencies such as the National Commission for Historic Preservation and the American Historical Association. Results of student and faculty research about local history would be made available to the public through the UWT library's local history collection.

The proposed program would complement rather than duplicate existing programs. Although Pacific Lutheran University, Saint Martin's University, and University of Puget Sound offer BA History programs in the South Sound Region, the proposed program would differ because of its curricular focus and interdisciplinary approach. For example, its course menu contains more cultural history than many traditional programs. Also, its faculty, who have had significant experience teaching UWT's interdisciplinary arts and sciences courses, would weave expertise in literature, art, music, economics, government, and philosophy into history courses.

² Workforce Training and Education Coordinating Board *Employer Survey Results 2010*. Pages 12 and 13.

Diversity

To enhance student diversity, the IAS unit would advertise through appropriate media and seek applicants through contacts with student groups, local community groups (such as Safe Streets), and Native American groups (such as the Muckleshoot Nation). In addition, it would recruit in local high schools and community colleges with large numbers of underrepresented minorities. It also would work with advisers on campus to assist students from underrepresented groups who might be interested in the program to seek internships.

Program Description

The proposed 65 quarter-credit program aims to teach students how to distill large amounts of historical information, form hypotheses supported by evidence, and express their findings concisely. Students would learn how to gather and analyze information, draw conclusions based on analysis, and present their work orally and in writing. Students could enroll either full- or part-time.

History would be an open major within IAS, meaning history students would meet the same admission requirements as other IAS students. Students who satisfy Direct Transfer Agreement (DTA) criteria would be admissible without additional prerequisite coursework; however, UWT intends to create history-specific articulation agreements with community college partners.

After admission, students would complete 30 quarter-credits of core courses, including 20 credits of foundational lower-division world and American history survey courses and 10 credits of upper-division research methods and senior thesis courses. To obtain depth in a selected field, students would also complete 35 (including 25 upper division) elective credits in United States history, European history, Asian history, or self-designed tracks. The self-designed track would allow students to pursue a topical approach to history (e.g. economic, environmental, military, gender, etc.). In addition to a senior thesis, students would complete a portfolio. Students would have the option of completing 10 internship credits.

Courses would be taught by a mix of tenured/tenure-track faculty and lecturers (most of whom would hold a Ph.D.), with tenured/tenure-track faculty providing most of the effort. UWT has already established a stable lecturer pool but would work to enhance stability through multi-year contracts.

Student learning and program assessment would both use multiple measures. Student learning would be assessed through instructor evaluation of required papers, exams, class participation, presentations, a portfolio, and a senior thesis. Program assessment would employ student course evaluations, student portfolio review, entry and exit surveys, instructor peer evaluations, student end of program evaluation, and job advancement measures via alumni surveys.

Program Costs

The proposed program would enroll 12 FTE students the first year, increasing to 62 FTE students the fifth year. At that time, it would require 3.31 FTE instructional faculty (including 50 percent effort from a lecturer to be hired) and 0.6 FTE administrative faculty and staff (including 10 percent joint effort from IAS's Director and Associate Director). It would not require any new infrastructure and would be funded through tuition and internal reallocation. The direct cost of instruction would be \$351,696, or \$5,673 per average annual FTE student. This lies within the upper division social sciences cost range reported in the HECB's 2005-06 *Education Cost Study* (July 2007).

External Review

Two external reviewers not affiliated with the University of Washington evaluated the proposal: Dr. S. Charles Bolton, Emeritus Professor and former Chair, Department of History, University of Arkansas Little Rock; and Dr. David Doellinger, Associate Professor and Chair, Department of History, Western Oregon University. In addition, the proposal included a letter of support from Dr. William Rorabaugh, Professor, Department of History, University of Washington Seattle.

The reviewers supported approval of the proposed program, noting multiple strengths. For example, Dr. Doellinger identified curriculum, assessment, and permanent faculty as key strengths. No reviewer voiced any significant concerns, and all deemed it appropriate for UWT to offer a history degree at this point in the institution's evolution. According to Dr. Doellinger, "It is truly difficult to envision a university without a history major." Dr. Bolton closed by saying "This proposal offers the opportunity to expand and strengthen the university curriculum at little cost by adding a high-quality degree program that will fill what many may otherwise see as a gap in its offerings."

Staff Analysis

The proposed program would expand access to higher education in the South Puget Sound Region in a way that supports the *Strategic Master Plan for Higher Education* and UWT's mission. Moreover, it would help UWT realize its vision of becoming a more comprehensive institution. The idea that offering a history degree is an appropriate step for UWT at this point in the institution's evolution is reinforced by external reviewer comments.

The proposed program would respond to employer, student, and community demand at a reasonable cost without duplicating other programs. Students would benefit from communication and critical thinking skills the program would instill. Employers would benefit from hiring graduates with these skills. Students and employers would both benefit from a widely recognizable degree title that clearly communicates students' academic focus. The community would benefit from internships, public lectures, and access to research results.

Students would study a curriculum deemed appropriate by external reviewers. Most of the instruction would be provided by tenured/tenure-track faculty, whose quality reviewers noted. Proposed assessment plans drew reviewer praise.

Staff Recommendation

After careful review of the proposal and supporting materials, staff recommends approval of the Bachelor of Arts in History at the University of Washington Tacoma. The HECB's Education Committee discussed the proposal during its June 8, 2011 meeting and recommended approval by the full Board.

RESOLUTION NO. 11-19

WHEREAS, University of Washington Tacoma proposes to offer a Bachelor of Arts in History;
and

WHEREAS, The program would support the *Strategic Master Plan for Higher Education*, as well
as the university's mission; and

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

WHEREAS, The program has support from external reviewers; and

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

WHEREAS, The program represents an appropriate step in the University of Washington
Tacoma's evolution as a university;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the
Bachelor of Arts in History at the University of Washington Tacoma effective June 30, 2011.

Adopted:

June 30, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

June 2011

Wrap-Up: 2011 Legislative Session

Four major bills impacting student access and completion—bills that will change higher education and student financial aid funding and accountability in Washington—were approved by the 2011 Legislature.

E2SHB 1795 sets new benchmarks for degree production and establishes new accountability metrics to monitor and improve student achievement, including a student achievement funding initiative. The Higher Education Coordinating Board (HECB) is assigned to develop an accountability monitoring and reporting system, and each institution is required to develop a performance plan with the Office of Financial Management (OFM).

E2SSB 5182 establishes a new Office of Student Financial Assistance and creates a new Council for Higher Education, whose duties will involve accountability monitoring. ESHB 2088 creates a new Opportunity Scholarship Fund to provide public/private-funded scholarship accounts for low- and middle-income students. ESSB 5749 authorizes an assessment of any changes needed to ensure the financial performance of the Guaranteed Education Tuition (GET) program.

E2SHB 1795 – Tuition, Funding, Accountability

TUITION SETTING AUTHORITY

The state's four-year colleges and universities:

- May set their own tuition rates for the next four years.
- May set their own tuition rates for the ensuing four years, although tuition may not exceed 60 percent of the average of comparable Global Challenge State (GCS) institutions.
- Must set aside 4 percent of their tuition revenue for financial aid, or 5 percent if their tuition rates exceed those recommended in the omnibus appropriations act.
- Are required to report on the effectiveness of financial aid in mitigating the impact of tuition increases.

HIGHER EDUCATION FUNDING

- Statutes establishing performance agreements and setting the per-student funding goal at 60 percent of the GCS average are repealed.
- A legislative task force is formed and charged with reviewing the basis of state funding for higher education and recommending, by January 2012, a method of budgeting that offers greater efficacy, transparency, and accountability.
- Beginning September 2011, and every other year thereafter, institutions must negotiate a performance plan with OFM that includes expected outcomes for measures such as diversity, time to degree, retention, etc.
- OFM will convene a workgroup to develop recommendations to improve efficiency and effectiveness across higher education campuses.

ACCOUNTABILITY

- Requires the HECB to establish an accountability monitoring and reporting system as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals in higher education.
- A Student Achievement Initiative is established to encourage four-year public baccalaureate institutions to meet degree production, retention, and high demand degree targets. A limited financial incentive is provided for making measured progress.
- New accountability measures are established for higher education outcomes that include increasing bachelor's degree production by 6,000 by the year 2018 (2,000 of which must be in high-demand fields), achieving parity in degree attainment for those from under-represented and low-income groups, and addressing a wide range of student success measures.
- Adoption of the National Governors Association accountability metrics also is recommended.

E2SSB 5182 – HECB Elimination

- This bill eliminates the HECB effective July 1, 2012 and divides it into an Office of Student Financial Assistance, with a director appointed by the Governor, and a Council for Higher Education.
- A Governor-appointed steering committee is established to study and make recommendations by December 2011 on the membership of the Council for Higher Education and the role and scope of its duties.
- The HECB is authorized to assist the steering committee in carrying out its work.
- The new Office of Student Financial Assistance will have responsibility for all financial aid programs now administered by the HECB and for the GET program.

ESSB 5749 – GET

- In light of the new tuition-setting authority granted in E2SHB 1795, the GET bill requires the program's governing body to work with the State Actuary to assess whether changes are needed for GET units purchased on or after September 1, 2011.
- A report during the legislative session from the State Actuary affirmed the financial solvency of the existing GET program. The additional assessment of GET unit pricing, payout value, and enrollment schedule will help ensure the continued soundness of the program in the face of tuition changes resulting from enactment of E2SHB 1795.

ESHB 2088 – Opportunity Scholarship

- Establishes two new public/private scholarship accounts for low- and middle-income students enrolled in high employer demand studies and other bachelor's degree programs in Washington. A third public/private fund supports institutional proposals that increase bachelor's degree production in high-demand fields.

Other Key Pieces of Legislation

- Less Than Half-Time State Need Grant
- Aerospace Training Loan Program
- College Bound Caseload Forecasting
- Doctoral Programs at Branch Campuses
- University Center of North Puget Sound
- Eastern Washington University Educational Specialist Degrees
- Community and Technical College Technology Plan Financing
- Western Governors University-Washington
- Accelerated Baccalaureate Degrees

June 2011

2011-13 Higher Education Budget

Overview

This report summarizes the 2011-13 biennial operating and capital budgets for higher education as passed by the 2011 Legislature. No Board action is requested.

Context

In November 2010, the Higher Education Coordinating (HECB) adopted its 2011-13 biennium budget recommendations. The Board's operating budget recommendation called for sufficient state funding to support a "survival," or "foundation level" budget. The HECB did not recommend an increase in existing tuition levels, but recognized that tuition increases would be needed if the state fell short of funding the HECB's recommendation.

Additionally, the Board submitted prioritized lists of capital project funding proposals for both the public baccalaureate institutions and the community and technical colleges. The Board did not propose a specific funding level, but recommended that the Governor and Legislature be guided by the project priorities in arriving at their respective budgets.

Highlights of Budget Proposals

Operating Budget

With respect to overall context, the 2011-13 State Operating Budget provides \$32.2 billion in total General Fund appropriations. This is about 3.5 percent less than the (pre-recession benchmark) 2007-09 state General Fund budget (\$33.4 billion).

Of the total state operating budget, the Legislature has appropriated \$2.8 billion to higher education. This is 8.5 percent of the 2011-13 state General Fund budget total and is 25 percent less than the 2007-09 biennium budget. ***In summary, higher education's 2011-13 operating budget represents a proportionately smaller slice of a smaller state budget pie.***

The illustration on page 6 shows the percentage change in higher education General Fund appropriations since the 2007-09 biennium. The illustration also shows the percentage changes for Human Services and K-12, as well as the entire state General Fund budget since 2007-09.

Pages 7 through 9 provide comparisons of the HECB 2011-13 operating budget recommendation (adopted in November 2010) to the budgets proposed by the Governor, Senate and House, and as passed by the Legislature.

As is shown in the illustrations, the budget passed by the Legislature, like those proposed by the Governor, Senate, and House, appropriates fewer state dollars to the public colleges and universities than recommended by the HECB. Specifically, the budget passed by the Legislature decreases state support for the public universities and colleges by about 24 percent. (See page 10 for detail.)

Accompanying the decrease in state support, the budget passed by the Legislature assumes, at least, an increase of about 20 percent in tuition revenue.¹ The table below shows the tuition rate increase and associated revenue assumptions as contained in the budget passed by the Legislature.

Resident Undergraduate Tuition Rate Increases and Revenue Assumptions

| Institution | As Passed Legislature | |
|---|--------------------------|---------------------------|
| | Annual Tuition Increase* | Assumed Biennial Revenue* |
| UW | 16.0% | \$129,480 |
| WSU | 16.0% | \$69,097 |
| CWU | 14.0% | \$20,423 |
| EWU | 11.0% | \$16,243 |
| TESC | 14.0% | \$9,014 |
| WWU | 16.0% | \$30,107 |
| CTC | 12.0% | \$102,050 |
| TOTAL | | \$376,414 |
| *Baccalaureate tuition rate increases and assumed revenue represent base levels which may be exceeded pursuant to ESSHB 1795. | | |

¹ As stated in the House Bill Report, “The tuition rate and revenue increases for the baccalaureate institutions represent “base” level increase assumptions. Specifically, Engrossed Second Substitute House Bill 1795 authorizes, in part, the public baccalaureate institutions to increase resident undergraduate tuition and fees above the base tuition assumptions contained in the budget. As provided in ESSHB 1795, public baccalaureate institutions that increase tuition above tuition increases assumed in the operating budget must remit 5 percent of operating fees back to students in the form of financial aid. Public baccalaureate institutions that do not increase tuition beyond levels assumed in the operating budget must remit 4 percent of operating fees in the form of financial aid.”

When the *decline* in state funding is combined with *increases* in tuition revenue, the adopted budget comes close to the HECB's "foundation level" budget recommendation. Specifically, total funding (state funds plus tuition) for the public institutions would be reduced by about 6 percent in the budget passed by the Legislature. But, significant tuition revenue increases (more than 20 percent) account for the close differences.

In that context, *the 2011-13 higher education budget has more impact on student/family higher education costs than on institutional operating revenue.*

To mitigate these increased costs to **lower income** students and families, the 2011-13 higher education budget contains the following for financial aid programs.

State Need Grant

The budget adopted by the Legislature adds \$106 million to biennial maintenance level State Need Grant (SNG) funds to hold low-income students **served by the program** harmless from tuition increases. Funding is set at \$266.5 million for 2011-12, and \$303 million for 2012-13. Federal SLEAP/LEAP funding of \$1.3 million per year is discontinued.

The budget proviso allows less-than-halftime students to be eligible for the State Need Grant. The overall budget appropriation includes \$500,000 maintenance level funding for less-than-halftime.

The final budget assumes a 3.5 percent annual increase from a new base award for students attending private institutions. "New students" attending proprietary institutions shall receive one-half of the SNG award of their continuing counterparts. The final budget maintains 70 percent MFI as the income standard and the current award prorations by MFI category.

It is important to note that the increases in State Need Grant do not include funds to provide aid to the (estimated) 27,000 students who are currently eligible for grants but are not receiving them due to budget constraints.

State Work Study

The adopted budget provides funding for the State Work Study (SWS) program at a greatly reduced level. The final budget provides \$15.67 million for the 2011-13 biennium, as opposed to \$45.54 million in maintenance level funding for 2011-13. This two-thirds funding cut will reduce the number of students served by an estimated 13,500 students over the biennium.

The policy implications resulting from the reduction in SWS funding include:

- Increasing employer match rates for all employers. 2011-13 employer contributions will now be set at:
 - 60 percent for for-profit employers;
 - 40 percent for public and private institution on-campus employers as well as governmental agencies; and
 - 30 percent for non-profit employers, school districts, and off-campus STEM employers.
- Eliminating full-time employment options for school breaks.
- Discontinuing SWS Special Projects.
- Eliminating service to nonresident students.
- Encouraging review of higher than average student earnings.

Other Programs

The final conference budget also provides a commitment to previously selected students in the merit programs (WA Scholars and WAVE). The suspended funding will mean that 147 newly named Washington Scholars will not receive funding for 2010-11 and beyond. It is anticipated that Washington Scholars recipients will continue to be named throughout the biennium as honorary recognition awards only.

The Future Teachers and Health Professionals conditional scholarship and loan repayment programs are suspended, except for the state match to federal health professional program dollars. Funding has been set aside for previously awarded recipients.

The new Aerospace Loan program was added in the budget at \$250,000 per year. The Alternative Routes to teaching conditional scholarship program was funded for the 2011-13 biennium. The federal John R. Justice (JRJ) conditional loan program will receive continued federal funding.

The Passport to College and Leadership 1000 programs remain fully funded.

Other small programs such as CAMP and Child Care Grants are funded in the budget, while other small programs are suspended.

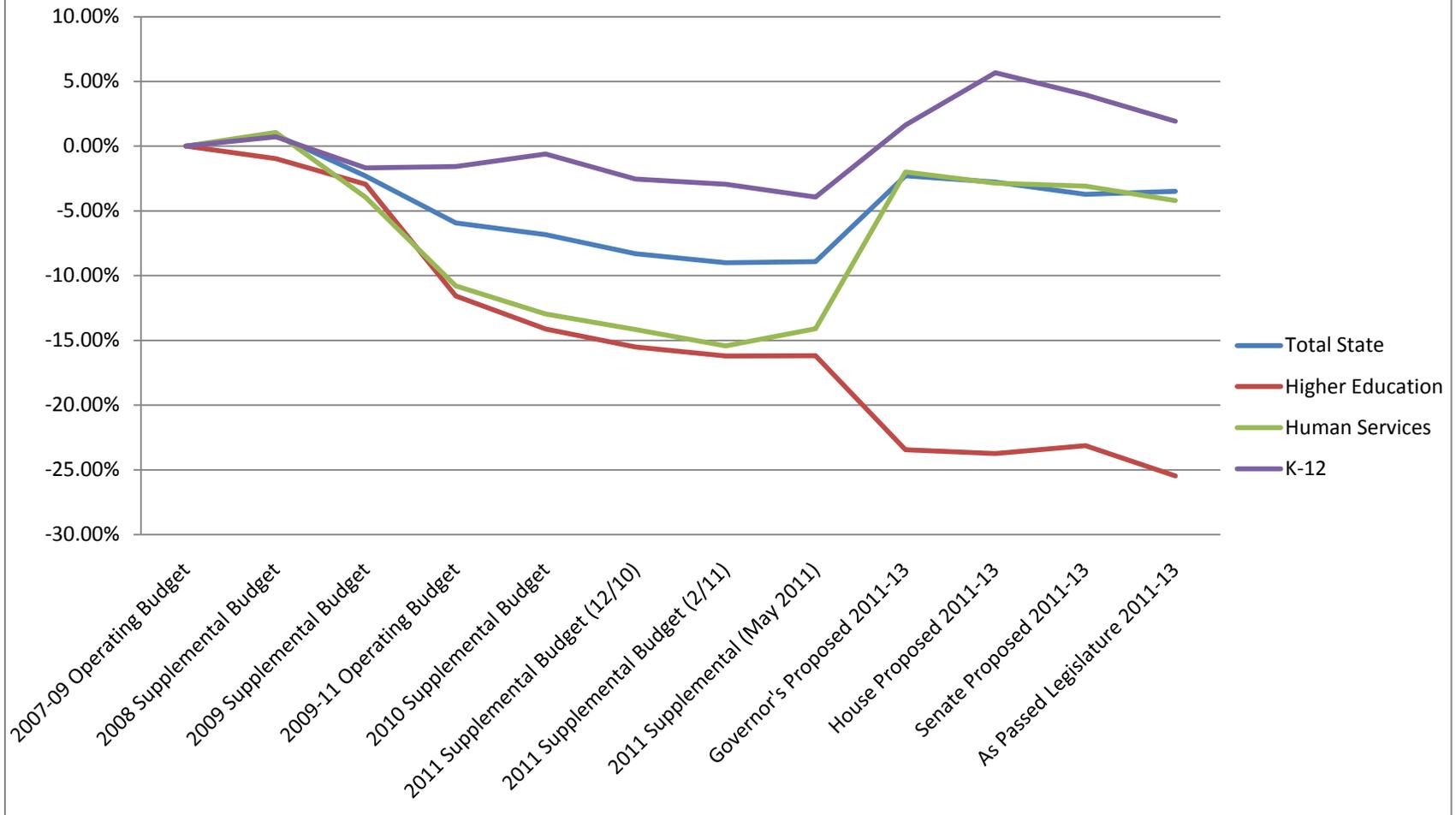
Capital Budget

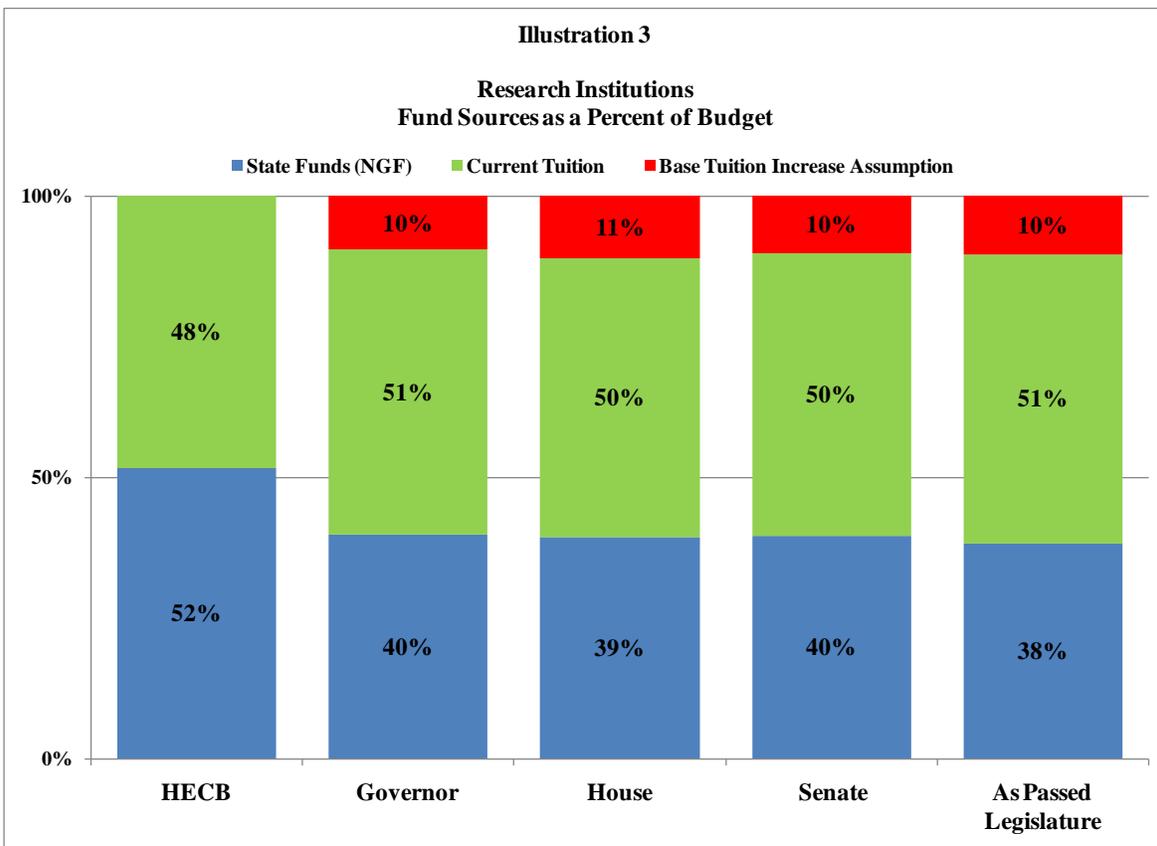
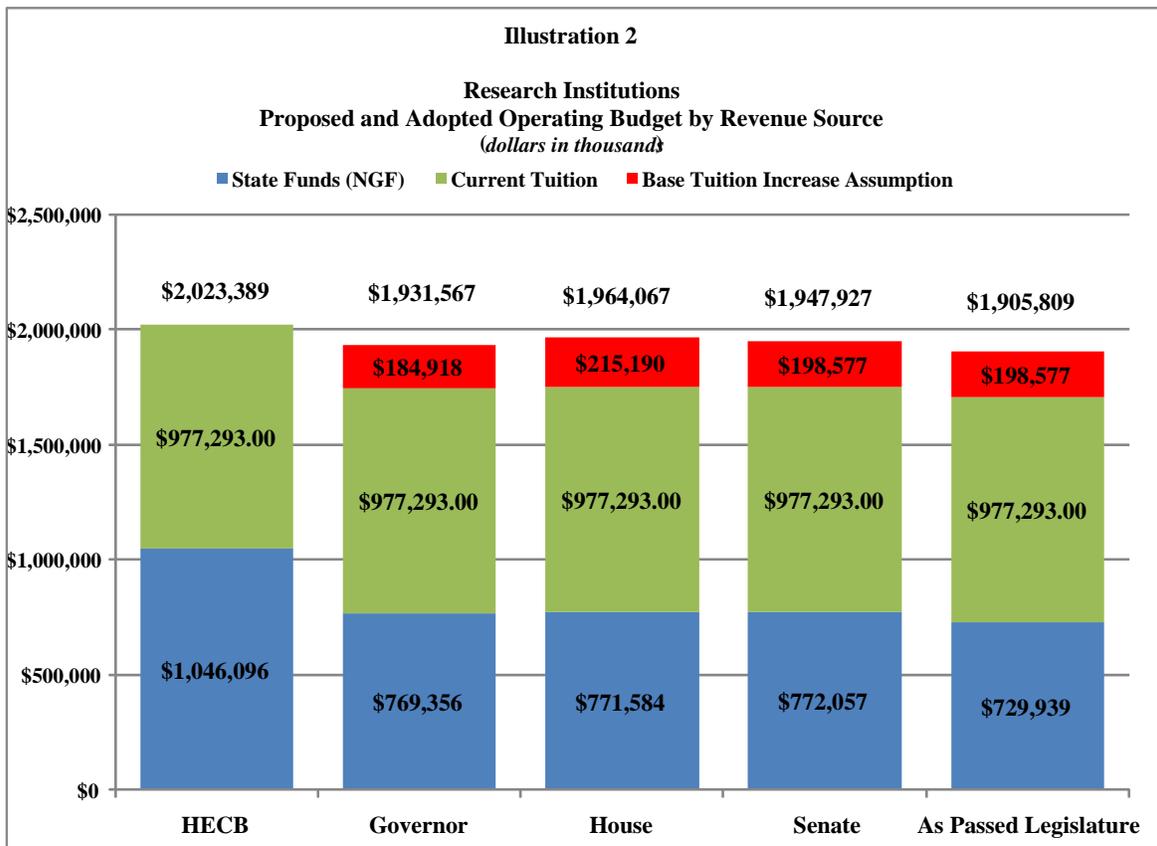
The prioritized lists of capital projects adopted by the HECB are provided on pages 10 through 15. The lists show which projects were proposed for funding by the Governor, the House Capital Budget Committee, and the Senate Ways and Means Committee, and contained in the budget passed by the Legislature. The table on the following page summarizes these different capital spending levels.

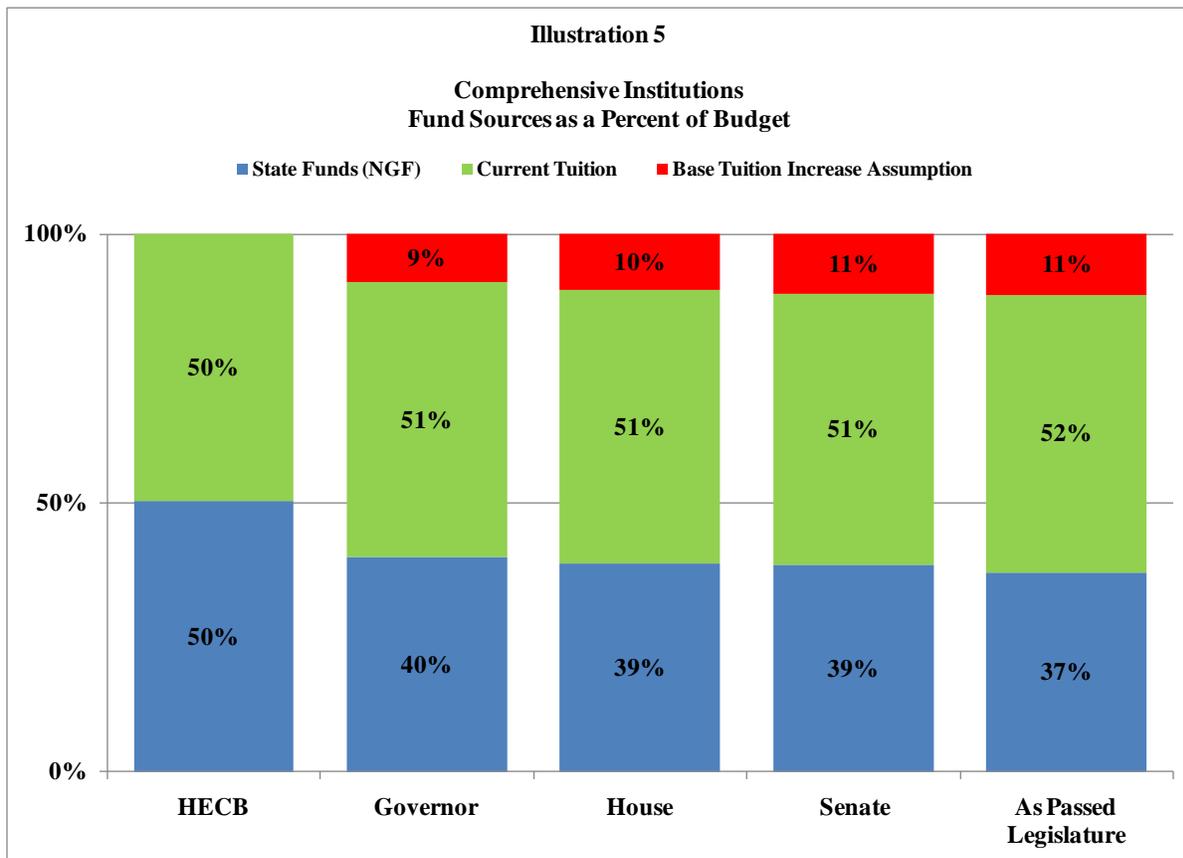
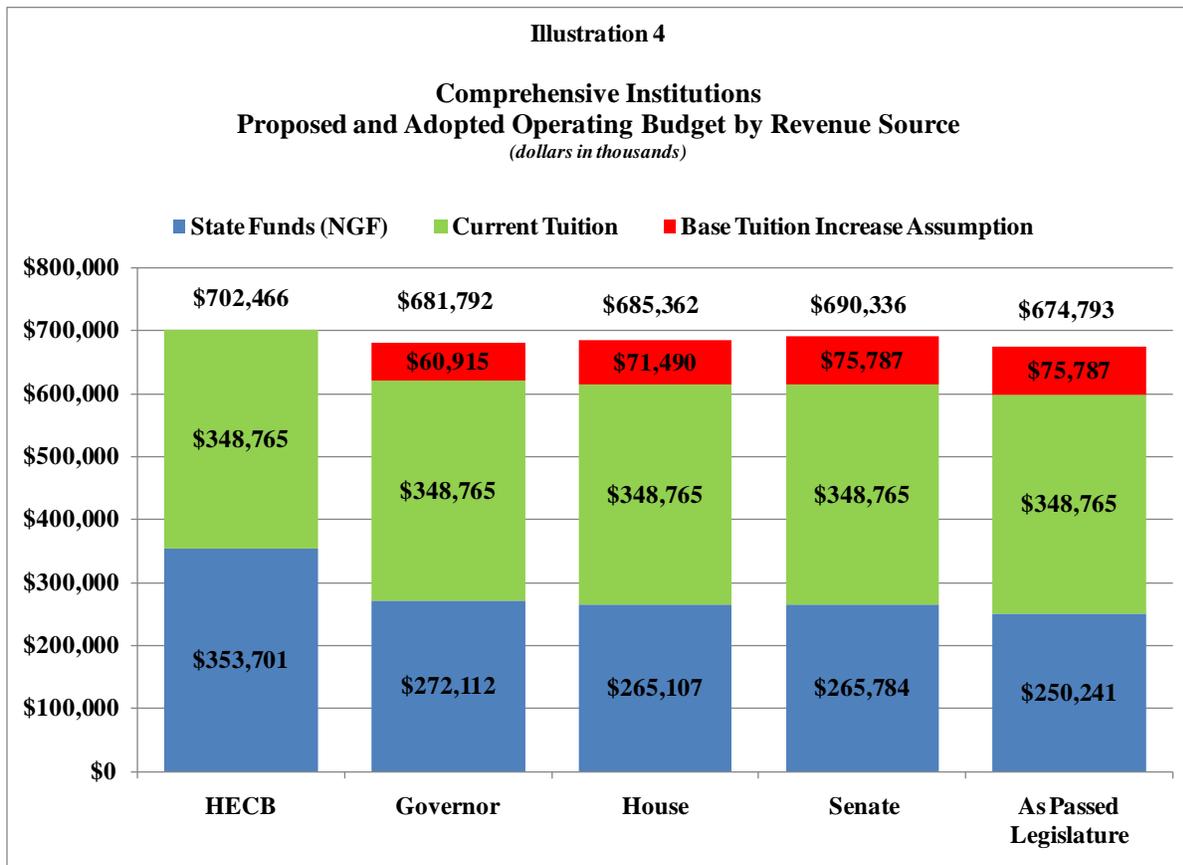
2011-13 Higher Education Capital Budgets
Appropriated Funds
(dollars in millions)

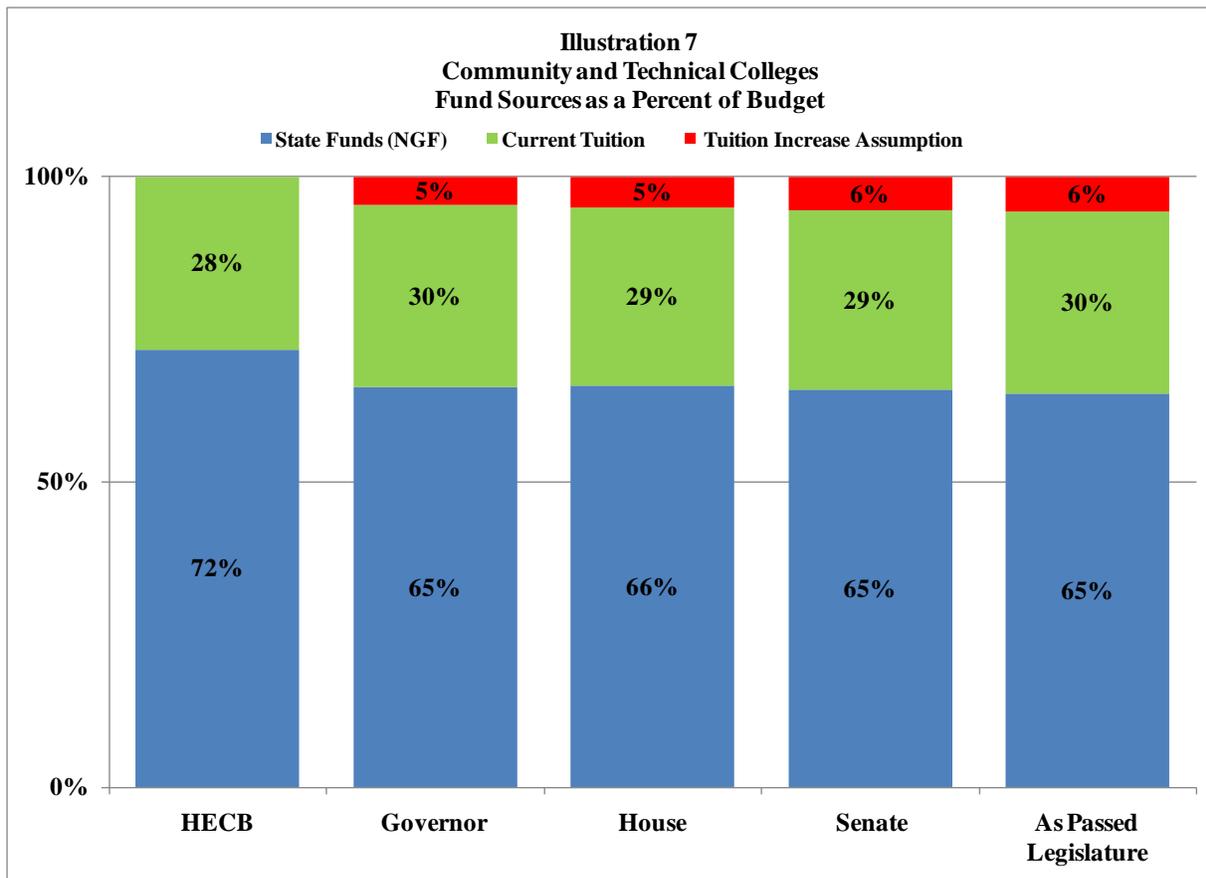
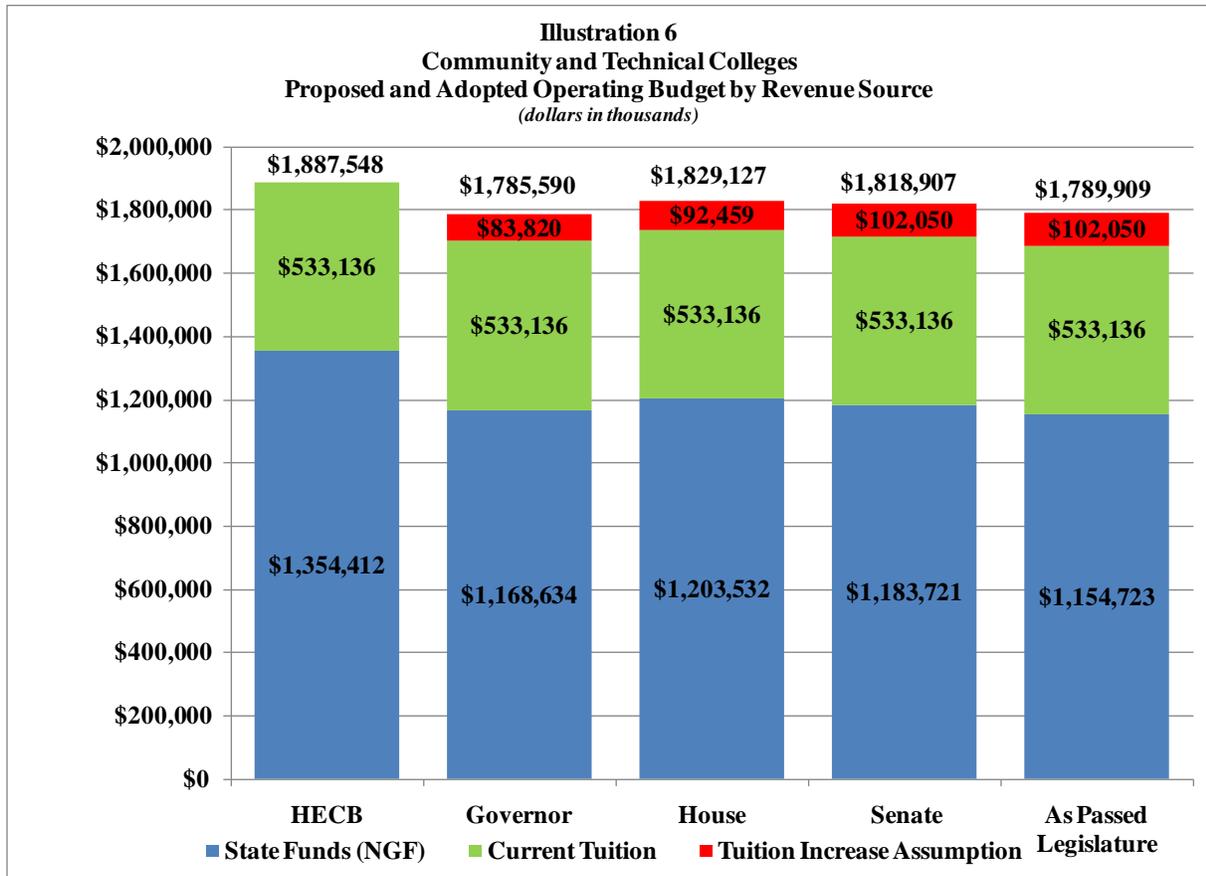
| | Total Prioritized Projects | Governor | House Capital Budget Committee | Senate Ways and Means Committee | As Passed Legislature |
|---|---|-----------------|---|--|----------------------------------|
| Baccalaureate Institutions | \$735.9 | \$277.0 | \$297.9 | \$331.8 | \$280.1 |
| Community and Technical Colleges | \$572.4 | \$198.7 | \$331.2 | \$238.6 | \$216.3 |
| Total | \$1,308.2 | \$475.7 | \$629.1 | \$570.4 | \$496.4 |

Illustration 1
Major Budget Components by Percent Change in General Fund Appropriations
2007-09 through 2011-13
(Higher Education includes Opportunity Pathway Account)









**2011-13 Higher Education Budget Proposals
By Institution and Revenue Source**
(dollars in thousands)

| | HECB | | | Governor | | | House | | | Senate | | | Conference | | |
|---|--------------------|-----------------------------|------------------------|--------------------|-----------------------------|------------------------|--------------------|-----------------------------|------------------------|--------------------|-----------------------------|------------------------|--------------------|----------------------------------|------------------------|
| | State (NGF+OPA) | Tuition Increase Assumption | Total (w/Base Tuition) | State (NGF+OPA) | Tuition Increase Assumption | Total (w/Base Tuition) | State (NGF+OPA) | Tuition Increase Assumption | Total (w/Base Tuition) | State (NGF+OPA) | Tuition Increase Assumption | Total (w/Base Tuition) | State (NGF+OPA) | Base Tuition Increase Assumption | Total (w/Base Tuition) |
| University of Washington | \$635,750 | \$0 | \$1,316,149 | \$451,436 | \$124,887 | \$1,256,722 | \$454,557 | \$145,306 | \$1,280,262 | \$452,661 | \$129,480 | \$1,262,540 | \$426,573 | \$129,480 | \$1,236,452 |
| Washington State University | \$410,346 | \$0 | \$707,240 | \$317,920 | \$60,031 | \$674,845 | \$317,027 | \$69,884 | \$683,805 | \$319,396 | \$69,097 | \$685,387 | \$303,366 | \$69,097 | \$669,357 |
| Central Washington University | \$91,852 | \$0 | \$180,587 | \$73,250 | \$14,540 | \$176,525 | \$70,163 | \$16,383 | \$175,281 | \$68,349 | \$20,423 | \$177,507 | \$64,141 | \$20,423 | \$173,299 |
| Eastern Washington University | \$92,695 | \$0 | \$179,955 | \$74,450 | \$14,071 | \$175,781 | \$71,290 | \$15,816 | \$174,366 | \$72,406 | \$16,243 | \$175,909 | \$68,957 | \$16,243 | \$172,460 |
| The Evergreen State College | \$49,717 | \$0 | \$101,295 | \$39,257 | \$8,733 | \$99,568 | \$37,719 | \$11,245 | \$100,542 | \$38,710 | \$9,014 | \$99,302 | \$36,514 | \$9,014 | \$97,106 |
| Western Washington University | \$119,437 | \$0 | \$240,629 | \$85,155 | \$23,571 | \$229,918 | \$85,935 | \$28,046 | \$235,173 | \$86,319 | \$30,107 | \$237,618 | \$80,629 | \$30,107 | \$231,928 |
| Subtotal - Baccalaureate Institutions | \$1,399,797 | \$0 | \$2,725,855 | \$1,041,468 | \$245,833 | \$2,613,359 | \$1,036,691 | \$286,680 | \$2,649,429 | \$1,037,841 | \$274,364 | \$2,638,263 | \$980,180 | \$274,364 | \$2,580,602 |
| Community and Technical Colleges | \$1,354,412 | \$0 | \$1,887,548 | \$1,168,634 | \$83,820 | \$1,785,590 | \$1,203,532 | \$92,459 | \$1,829,127 | \$1,183,721 | \$102,050 | \$1,818,907 | \$1,154,723 | \$102,050 | \$1,789,909 |
| Subtotal - All Public Institutions | \$2,754,209 | \$0 | \$4,613,403 | \$2,210,102 | \$329,653 | \$4,398,949 | \$2,240,223 | \$379,139 | \$4,478,556 | \$2,221,562 | \$376,414 | \$4,457,170 | \$2,134,903 | \$376,415 | \$4,370,512 |
| HECB | \$587,191 | \$0 | \$587,191 | \$611,639 | \$0 | \$611,639 | \$572,456 | \$0 | \$572,456 | \$0 | \$0 | \$0 | \$289,980 | \$0 | \$289,980 |
| Council for Higher Education | na | na | na | na | na | na | na | na | na | \$2,306 | \$0 | \$2,306 | \$997 | \$0 | \$997 |
| Office of Student Financial Assistance | na | na | na | na | na | na | na | na | na | \$617,048 | \$0 | \$617,048 | \$323,932 | \$0 | \$323,932 |
| Total - Higher Education | \$3,341,400 | \$0 | \$5,200,594 | \$2,821,741 | \$329,653 | \$5,010,588 | \$2,812,679 | \$379,139 | \$5,051,012 | \$2,840,916 | \$376,414 | \$5,076,524 | \$2,749,812 | \$376,415 | \$4,985,421 |
| Percent Change from Maintenance Level (% tuition change includes base tuition) | | | | | | | | | | | | | | | |
| Baccalaureate Institutions | -0.2% | 0.0% | -0.1% | -25.8% | 18.5% | -4.2% | -26.1% | 21.6% | -2.9% | -26.0% | 20.7% | -3.3% | -30.1% | 20.7% | -5.4% |
| Community and Technical Colleges | -2.6% | 0.0% | -1.9% | -16.0% | 15.7% | -7.2% | -13.4% | 17.3% | -4.9% | -14.9% | 19.1% | -5.4% | -17.0% | 19.1% | -7.0% |
| All Public Institutions | -1.4% | 0.0% | -0.8% | -20.9% | 17.7% | -5.4% | -19.8% | 20.4% | -3.7% | -20.5% | 20.2% | -4.2% | -23.6% | 20.2% | -6.1% |
| Total Higher Education | -0.2% | 0.0% | -0.1% | -15.7% | 17.7% | -3.8% | -16.0% | 20.4% | -3.0% | -15.1% | 20.2% | -2.5% | -17.9% | 20.2% | -4.3% |

2011-13 Capital Projects: Four-Year Institutions
(Appropriated Funds)

| | | HECB | Governor | House Capital Committee | Senate Ways and Means | Conference |
|--|---|---------------|--------------|----------------------------|--------------------------|--------------|
| Preventative Facility Maintenance- All Campuses | | \$45,000,000 | \$44,953,000 | \$44,953,000 | \$44,953,000 | \$44,953,000 |
| Minor Repairs - All Campuses | | \$116,000,000 | \$97,126,000 | \$102,757,000 | \$98,765,000 | \$99,601,000 |
| Minor Works Program - All Campuses | | \$45,000,000 | \$0 | \$0 | \$0 | \$0 |
| Construction Phase Projects (not ranked) | | | | | | |
| UW | UW Bothell Phase 3 | \$62,850,000 | \$0 | \$0 | \$0 | \$0 |
| EWU | Patterson Hall Remodel Phase 2 Construction | \$34,800,000 | \$38,630,000 | \$30,500,000 | \$30,500,000 | \$30,500,000 |
| TESC | Communications Laboratory Building | \$10,679,000 | \$10,777,000 | \$10,777,000 | \$9,160,000 | \$9,160,000 |
| UW | Denny Hall Renovation | \$54,615,000 | \$0 | \$0 | \$0 | \$0 |
| UW | Lewis Hall Renovation | \$23,130,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | Riverpoint | \$70,775,000 | \$0 | \$35,000,000 | \$60,159,000 | \$35,000,000 |
| Renovation and Replacement "A" | | | | | | |
| WWU | Carver Academic Renovation | \$6,784,000 | \$0 | \$0 | \$6,784,000 | \$6,784,000 |
| EWU | Science I Replacement | \$3,000,000 | \$0 | \$0 | \$0 | \$0 |
| UW | Anderson Hall Renovation | \$2,500,000 | \$0 | \$2,500,000 | \$2,500,000 | \$1,553,000 |
| CWU | Samuelson Union Building | \$35,862,000 | \$0 | \$5,000,000 | \$30,448,000 | \$5,000,000 |
| TESC | Science Lab 1 Modernization (2nd Floor) | \$4,950,000 | \$4,950,000 | \$4,950,000 | \$4,950,000 | \$4,950,000 |
| WSU | Fulmer Hall Partial Renovation | \$8,200,000 | \$8,200,000 | \$0 | \$8,200,000 | \$0 |
| Institutional Capacity | | | | | | |
| WSU | Clean Technology Laboratory | \$5,800,000 | \$0 | \$2,500,000 | \$0 | \$2,500,000 |
| CWU | Science Phase II | \$3,500,000 | \$0 | \$3,500,000 | \$2,000,000 | \$2,000,000 |
| UW | House of Knowledge | \$2,700,000 | \$2,700,000 | \$2,700,000 | \$2,700,000 | \$2,700,000 |
| WWU | Academic Services and Performing Arts | \$350,000 | \$0 | \$350,000 | \$0 | \$350,000 |

2011-13 Capital Projects: Four-Year Institutions
(Appropriated Funds)

| | | <u>HECB</u> | <u>Governor</u> | <u>House Capital Committee</u> | <u>Senate Ways and Means</u> | <u>Conference</u> |
|---------------------------------------|--|--------------|-----------------|------------------------------------|----------------------------------|-------------------|
| Infrastructure "A" | | | | | | |
| EWU | Campus Water System | \$7,511,000 | \$7,511,000 | \$0 | \$0 | \$0 |
| WSU | Infrastructure - Bridge Replacement | \$2,500,000 | \$2,500,000 | \$2,500,000 | \$0 | \$0 |
| UW | High Voltage Improvement | \$4,850,000 | \$4,850,000 | \$4,850,000 | \$4,850,000 | \$4,365,000 |
| CWU | Combined Utilities | \$8,000,000 | \$8,000,000 | \$8,000,000 | \$0 | \$4,000,000 |
| WWU | North Campus Utility Upgrade | \$3,529,000 | \$0 | \$3,529,000 | \$0 | \$0 |
| TESC | Alternative Energy Project | \$10,000,000 | \$0 | \$0 | \$0 | \$0 |
| Renovation and Replacement "B" | | | | | | |
| WWU | Classroom & Lab Upgrades | \$4,799,000 | \$4,799,000 | \$4,799,000 | \$4,799,000 | \$4,799,000 |
| UW | Odegard Library Renovation | \$19,570,000 | \$19,570,000 | \$19,500,000 | \$16,575,000 | \$16,575,000 |
| WSU | Troy Hall Renovation | \$1,800,000 | \$0 | \$0 | \$0 | \$0 |
| CWU | Business Continuity and Disaster Center | \$3,000,000 | \$0 | \$0 | \$0 | \$0 |
| TESC | Lecture Hall Renovation | \$300,000 | \$0 | \$300,000 | \$0 | \$300,000 |
| Institutional Capacity "B" | | | | | | |
| WSU | Global Animal Health Building Phase II | \$5,300,000 | \$0 | \$0 | \$0 | \$0 |
| CWU | Nutrition, Exercise, Health Science Facility | \$300,000 | \$0 | \$300,000 | \$0 | \$300,000 |
| Infrastructure "B" | | | | | | |
| CWU | Biomass CHP | \$8,000,000 | \$0 | \$0 | \$0 | \$0 |
| WWU | Performing Arts Exterior Renewal | \$2,877,000 | \$0 | \$2,877,000 | \$0 | \$0 |
| WWU | Wireless Network Upgrade | \$4,947,000 | \$0 | \$0 | \$0 | \$0 |
| Land Acquisition | | | | | | |
| TESC | Tacoma Campus Acquisition | \$11,000,000 | \$0 | \$0 | \$0 | \$0 |
| UW | UWT Land Acquisition/Remediation | \$5,000,000 | \$0 | \$0 | \$0 | \$0 |
| WWU | Land Acquisition - Waterfront | \$7,597,000 | \$0 | \$0 | \$0 | \$0 |

2011-13 Capital Projects: Four-Year Institutions
(Appropriated Funds)

| | | <u>HECB</u> | <u>Governor</u> | <u>House Capital Committee</u> | <u>Senate Ways and Means</u> | <u>Conference</u> |
|---------------------------------------|--|----------------------|----------------------|------------------------------------|----------------------------------|----------------------|
| Renovation and Replacement "C" | | | | | | |
| WWU | Fraser Hall Renovation | \$4,480,000 | \$4,480,000 | \$4,480,000 | \$4,480,000 | \$4,480,000 |
| WSU | Mt. Vernon Plant Growth Facility Repair | \$4,900,000 | \$0 | \$0 | \$0 | \$0 |
| CWU | Peterson Hall Replacement | \$4,500,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | Design Disciplines Facility | \$18,000,000 | \$18,000,000 | \$1,000,000 | \$0 | \$0 |
| UW | Burke Museum Renovation | \$5,000,000 | \$0 | \$0 | \$0 | \$0 |
| CWU | Brooks Library Renovation | \$4,897,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | Washington Building 3rd Floor Renovation | \$4,390,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | Vancouver Library 2nd Floor Conversion | \$4,600,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | Riverpoint S. Campus Facility Phase 2 | \$4,075,000 | \$0 | \$0 | \$0 | \$0 |
| CWU | Health Center Remodel | \$4,900,000 | \$0 | \$0 | \$0 | \$0 |
| CWU | Psychology Renovation | \$4,900,000 | \$0 | \$0 | \$0 | \$0 |
| CWU | Randall Michaelson Remodel | \$4,900,000 | \$0 | \$0 | \$0 | \$0 |
| UW | Miller Hall Renovation | \$4,000,000 | \$0 | \$0 | \$0 | \$0 |
| Institutional Capacity "C" | | | | | | |
| WSU | Prosser - Agriculture Tech Building Addition | \$2,500,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | Prosser Viticulture/Enology Facility | \$3,500,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | College of Agriculture's Dairy Research | \$8,300,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | Plant Sciences | \$250,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | Wenatchee Fruit Quality Facility | \$140,000 | \$0 | \$0 | \$0 | \$0 |
| WSU | Agricultural Animal Health Research Facility | \$250,000 | \$0 | \$250,000 | \$0 | \$250,000 |
| Total | | \$735,857,000 | \$277,046,000 | \$297,872,000 | \$331,823,000 | \$280,120,000 |

2011-13 Capital Projects: Community and Technical Colleges
(Appropriated Funds)

| College | Project | HECB Priority Rank | Governor | House Capital Committee | Senate Ways and Means | Conference |
|-------------------|--|--------------------|--------------|-------------------------|-----------------------|--------------|
| Statewide | Emergency Repairs and Improvements | \$16,000,000 | \$17,000,000 | \$16,001,000 | \$16,001,000 | \$16,001,000 |
| Statewide | Roof Repairs | \$9,125,291 | \$9,125,291 | \$9,125,000 | \$9,125,000 | \$9,125,000 |
| Statewide | Facility Repairs | \$15,828,821 | \$15,828,821 | \$15,829,000 | \$15,829,000 | \$15,829,000 |
| Statewide | Site Repairs | \$5,045,888 | \$5,045,888 | \$5,045,000 | \$5,045,000 | \$5,045,000 |
| Peninsula | Fort Worden Education Center | \$2,000,000 | \$0 | \$2,000,000 | \$2,000,000 | \$2,000,000 |
| Spokane Falls | Stadium and Athletic Fields | \$758,000 | \$0 | \$758,000 | \$0 | \$758,000 |
| Lower Columbia | Mykleburst Gymnasium | \$2,000,000 | \$0 | \$2,000,000 | \$0 | \$2,000,000 |
| Statewide | Minor Program Improvements | \$20,000,000 | \$0 | \$20,002,000 | \$20,000,000 | \$20,000,000 |
| Spokane Falls | Campus Classrooms | \$20,761,000 | \$0 | \$20,761,000 | \$17,647,000 | \$17,647,000 |
| South Puget Sound | Learning Resource Center | \$35,525,411 | \$0 | \$35,525,000 | \$30,196,000 | \$30,196,000 |
| Clover Park | Allied Health Care Facility | \$24,360,000 | \$0 | \$24,360,000 | \$20,706,000 | \$20,706,000 |
| Everett | Index Hall Replacement | \$37,633,000 | \$37,633,000 | \$37,633,000 | \$31,988,000 | \$31,988,000 |
| Green River | Science, Math, and Technology Building | \$21,838,000 | \$21,838,000 | \$21,838,000 | \$18,562,000 | \$18,562,000 |
| Skagit Valley | Academic and Student Services Building | \$29,494,000 | \$29,494,000 | \$29,494,000 | \$25,070,000 | \$0 |
| Lower Columbia | Health and Science Building | \$37,701,000 | \$37,701,000 | \$37,701,000 | \$0 | \$0 |
| Olympic | College Instruction Center | \$3,369,203 | \$0 | \$3,369,000 | \$0 | \$0 |
| North Seattle | Technology Building Renewal | \$20,861,000 | \$20,861,000 | \$23,278,000 | \$0 | \$0 |
| Tacoma | Health Careers Center | \$38,819,000 | \$0 | \$0 | \$0 | \$0 |
| Centralia | Student Services | \$4,138,456 | \$4,138,456 | \$0 | \$0 | \$0 |
| Bellevue | Health Science Building | \$37,948,757 | \$0 | \$0 | \$0 | \$0 |
| Columbia Basin | Social Science Center | \$1,106,359 | \$0 | \$0 | \$0 | \$0 |
| Peninsula | Allied Health and Early Childhood Dev Center | \$1,696,496 | \$0 | \$0 | \$0 | \$0 |
| Grays Harbor | Science and Math Building | \$43,614,000 | \$0 | \$0 | \$0 | \$0 |
| South Seattle | Cascade Court | \$2,303,853 | \$0 | \$0 | \$0 | \$0 |
| Renton | Automotive Complex Renovation | \$1,770,611 | \$0 | \$0 | \$0 | \$0 |
| Edmonds | Science Engineering Technology Building | \$8,375,751 | \$0 | \$0 | \$0 | \$0 |

**2011-13 Capital Projects: Community and Technical Colleges
(Appropriated Funds)**

| College | Project | HECB Priority Rank | Governor | House Capital Committee | Senate Ways and Means | Conference |
|------------------|---|---------------------------|----------------------|--------------------------------|------------------------------|----------------------|
| Seattle Central | Seattle Maritime Academy | \$16,923,000 | \$0 | \$0 | \$0 | \$0 |
| Yakima Valley | Palmer Martin Building | \$20,589,000 | \$0 | \$0 | \$0 | \$0 |
| Green River | Trades and Industry Building | \$29,989,616 | \$0 | \$0 | \$0 | \$0 |
| Whatcom | Learning Commons | \$1,622,763 | \$0 | \$0 | \$0 | \$0 |
| Bates | Mohler Communications Technology Center | \$22,325,000 | \$0 | \$0 | \$0 | \$0 |
| Clark | Health and Advanced Technologies Building | \$38,828,000 | \$0 | \$0 | \$0 | \$0 |
| | Prev. Maintenance and Repairs | \$0 | \$0 | \$22,800,000 | \$22,800,000 | \$22,800,000 |
| Bellingham Tech. | Fisheries | \$0 | \$0 | \$2,000,000 | \$2,000,000 | \$2,000,000 |
| Wenatchee Valley | Music and Arts Center | | | \$1,689,000 | \$1,600,000 | \$1,689,000 |
| | Total | \$572,351,276 | \$198,665,456 | \$331,208,000 | \$238,569,000 | \$216,346,000 |

Summary of 2011-13 Higher Education Operating and Capital Budgets

Higher Education Coordinating Board
June 30, 2011

Summary of 2011-13 higher education operating and capital budgets

Context

- Last fall, the HECB recommended a \$5.2 billion budget for higher education, terming it “**survival budget.**”
- At the close of session, the Legislature approved a 2011-13 budget totaling **\$4.985 billion.**
- Although the total budget approved is only slightly less than the HECB’s initial recommendation, the 2011-13 budget represented a **significant shift** in state funding for higher education.

Highlights of 2011-13 higher education operating and capital budgets

*Higher education received a smaller slice
of a smaller state budget pie.*

Total GFS appropriations

- \$32.2 billion, or about 3.5 percent less than the 2007-09 benchmark of \$33.4 billion.

Total higher education GFS appropriations

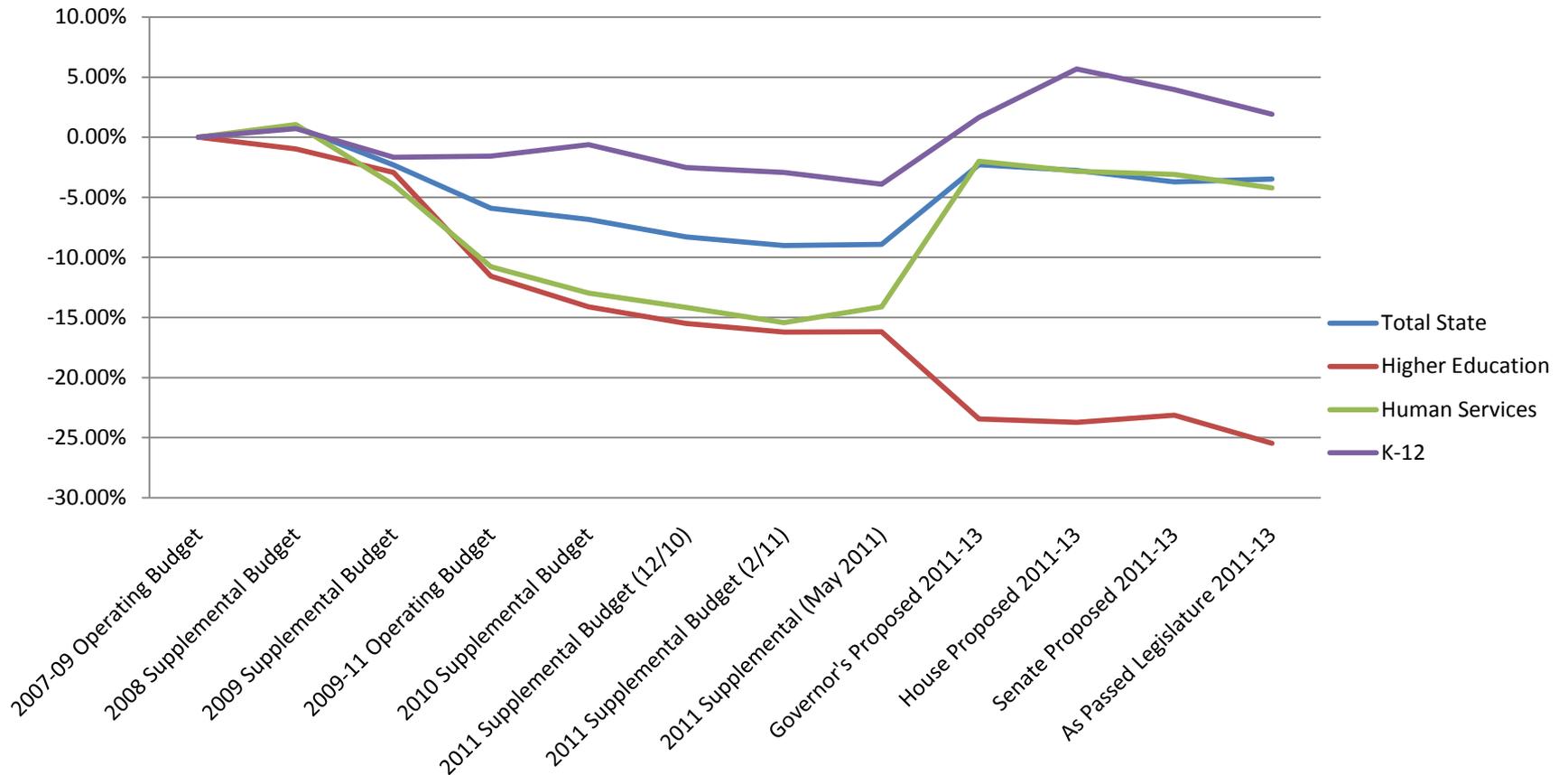
- \$2.8 billion, or about 24 percent less than the 2007-09 benchmark of \$3.7 billion.

Percent of GSF appropriations

- In 2007-09, Higher Education received 11.1 percent of the GFS budget. In 2011-13 it will receive 8.5 percent.

Highlights of 2011-13 higher education operating and capital budgets

**Major Budget Components by Percent Change
 in General Fund Appropriations 2007-09 through 2011-13**



Highlights of 2011-13 higher education operating and capital budgets

Large tuition increases were approved to partly offset reductions in state support

- Despite the 24 percent reduction in state support, the total higher education budget approved wound up only slightly less than originally recommended by the HECB.
- However, tuition now accounts for:
 - **61% of the research institution budgets**
 - **63% of the comprehensive budgets**
 - **36% of the CTC budgets**

Highlights of 2011-13 higher education operating and capital budgets

Assumed tuition increases were significant ...

UW, WSU, WWU **16% per year**

CWU, TESC **14% per year**

CTCs **12% per year**

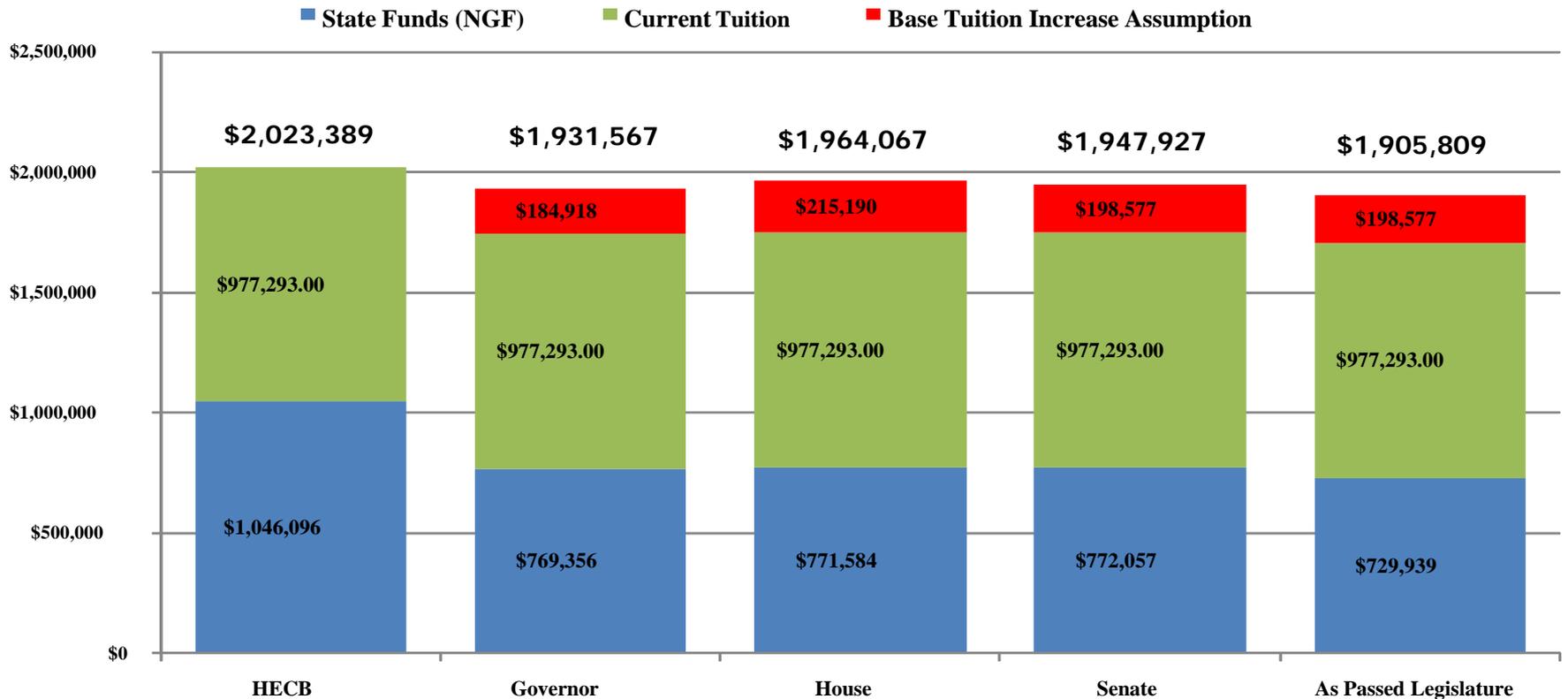
EWU **11% per year**

*... and legislation was passed allowing
the institutions to exceed these
assumed tuition increases**

*Institutions are now required to set aside 4 to 5 percent of these annual tuition increases for financial aid

Highlights of 2011-13 higher education operating and capital budgets

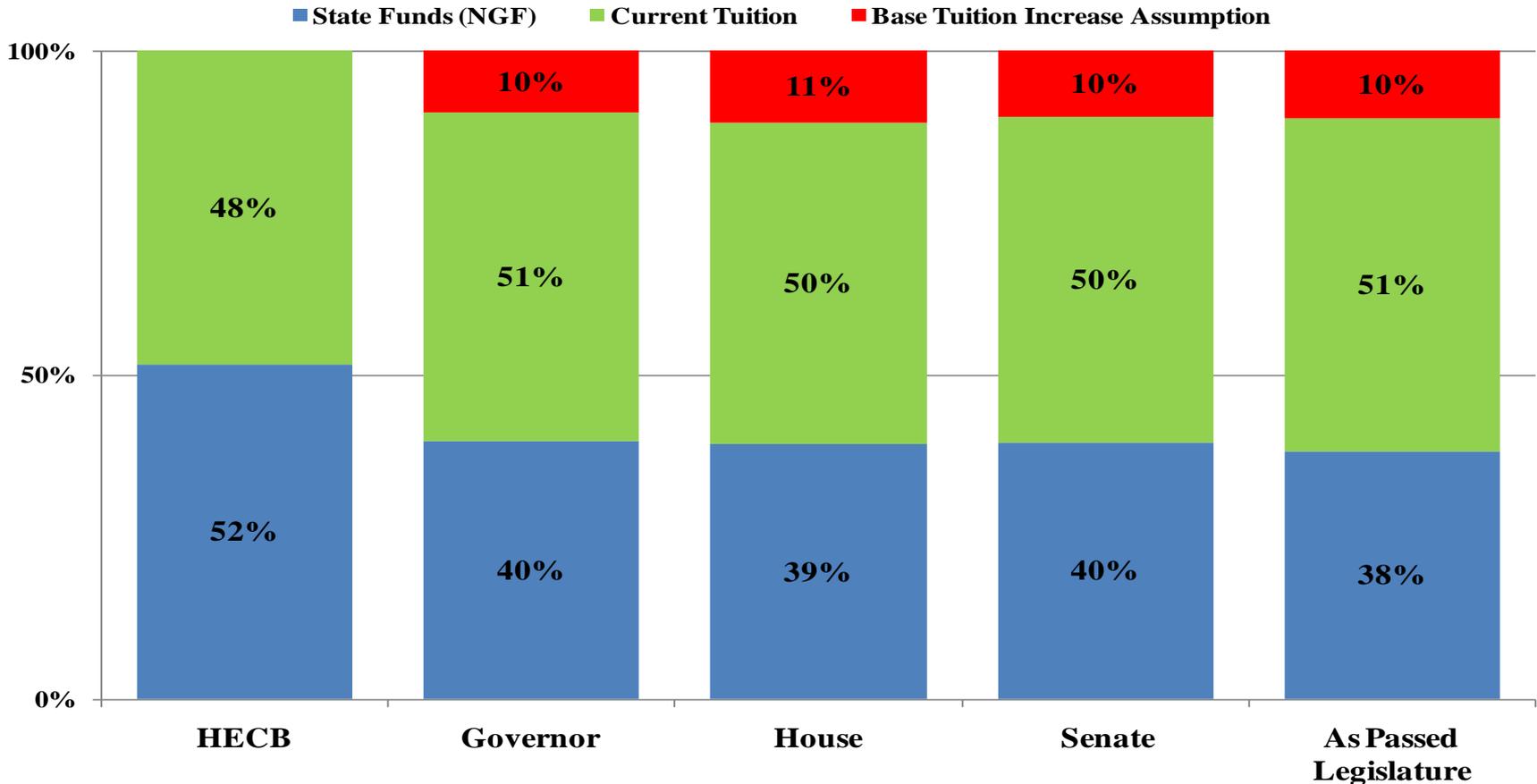
Illustration 2
Research Institutions
 Proposed and Adopted Operating Budget by Revenue Source



Highlights of 2011-13 higher education operating and capital budgets

Illustration 3

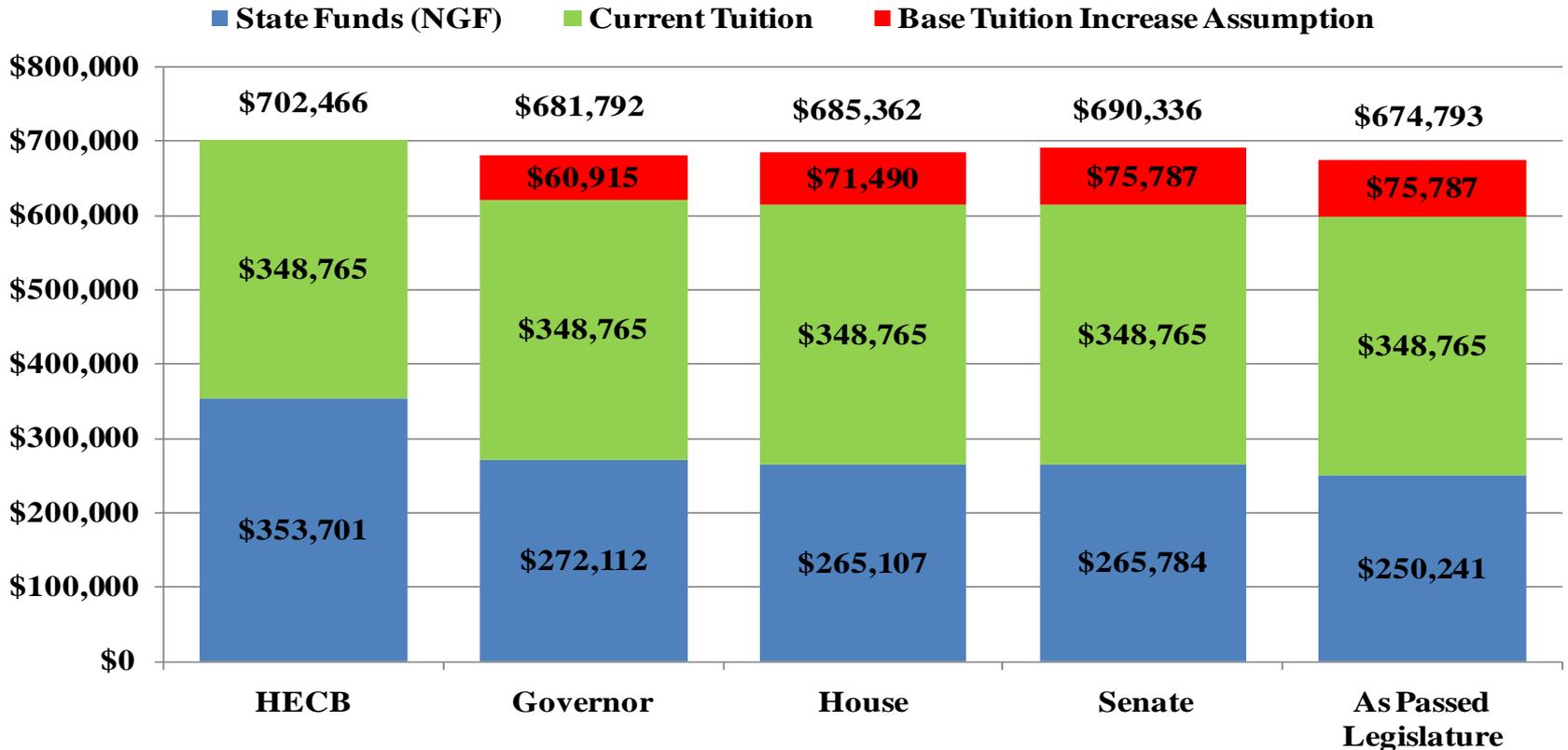
Research Institutions Fund Sources as a Percent of Budget



Highlights of 2011-13 higher education operating and capital budgets

Illustration 4

Comprehensive Institutions Proposed and Adopted Operating Budget by Revenue Source *(dollars in thousands)*

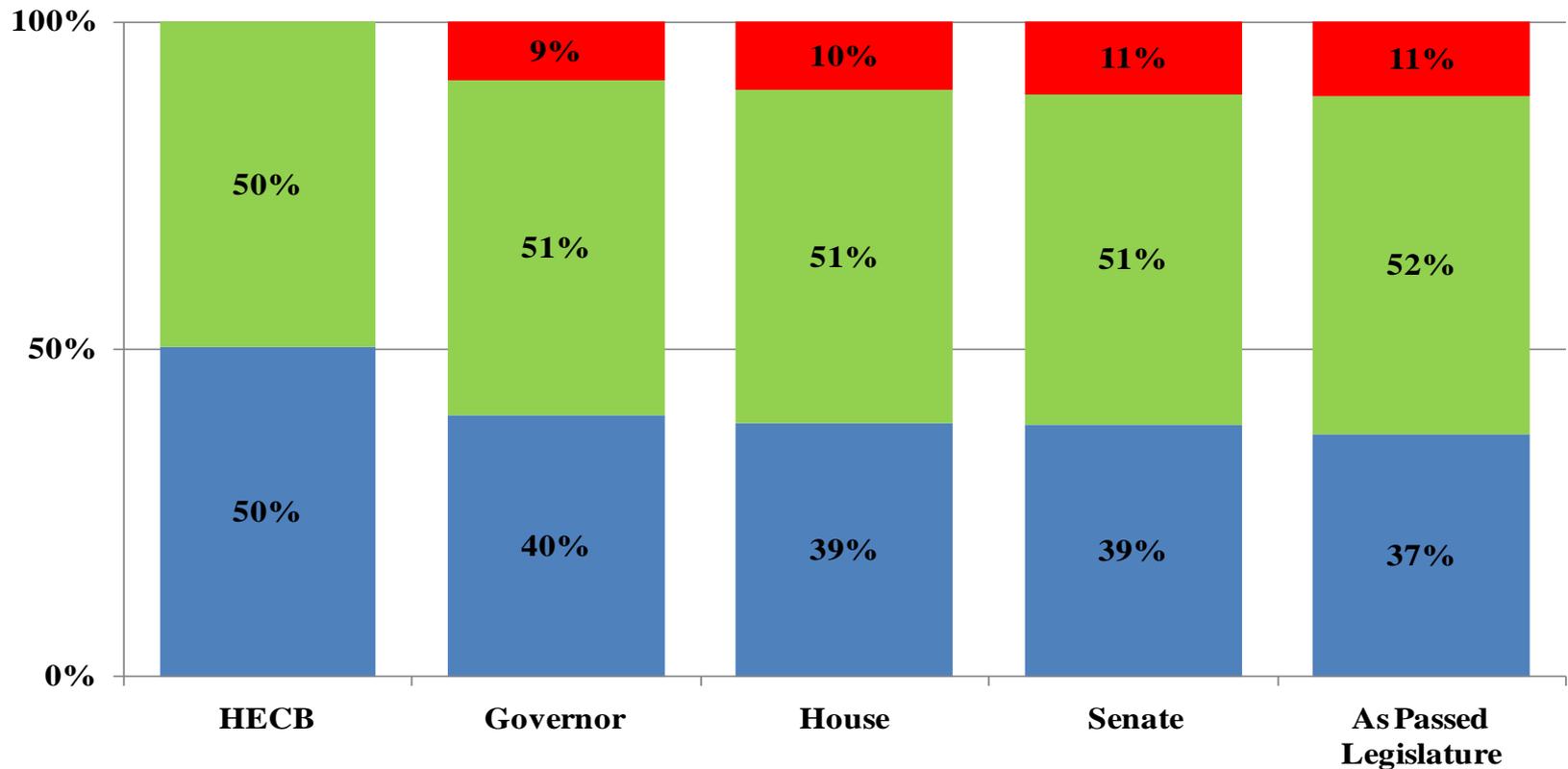


Highlights of 2011-13 higher education operating and capital budgets

Illustration 5

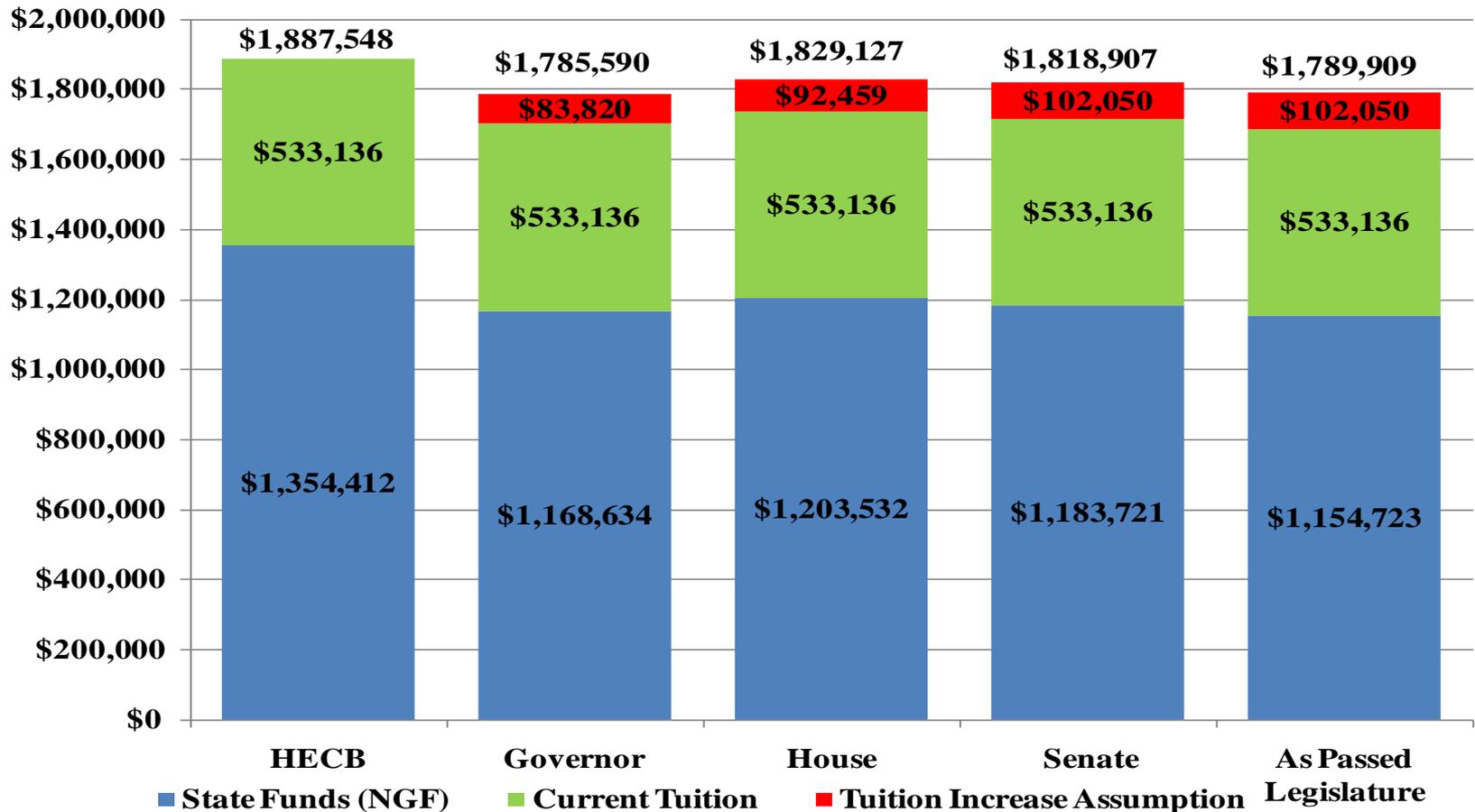
Comprehensive Institutions Fund Sources as a Percent of Budget

■ State Funds (NGF) ■ Current Tuition ■ Base Tuition Increase Assumption



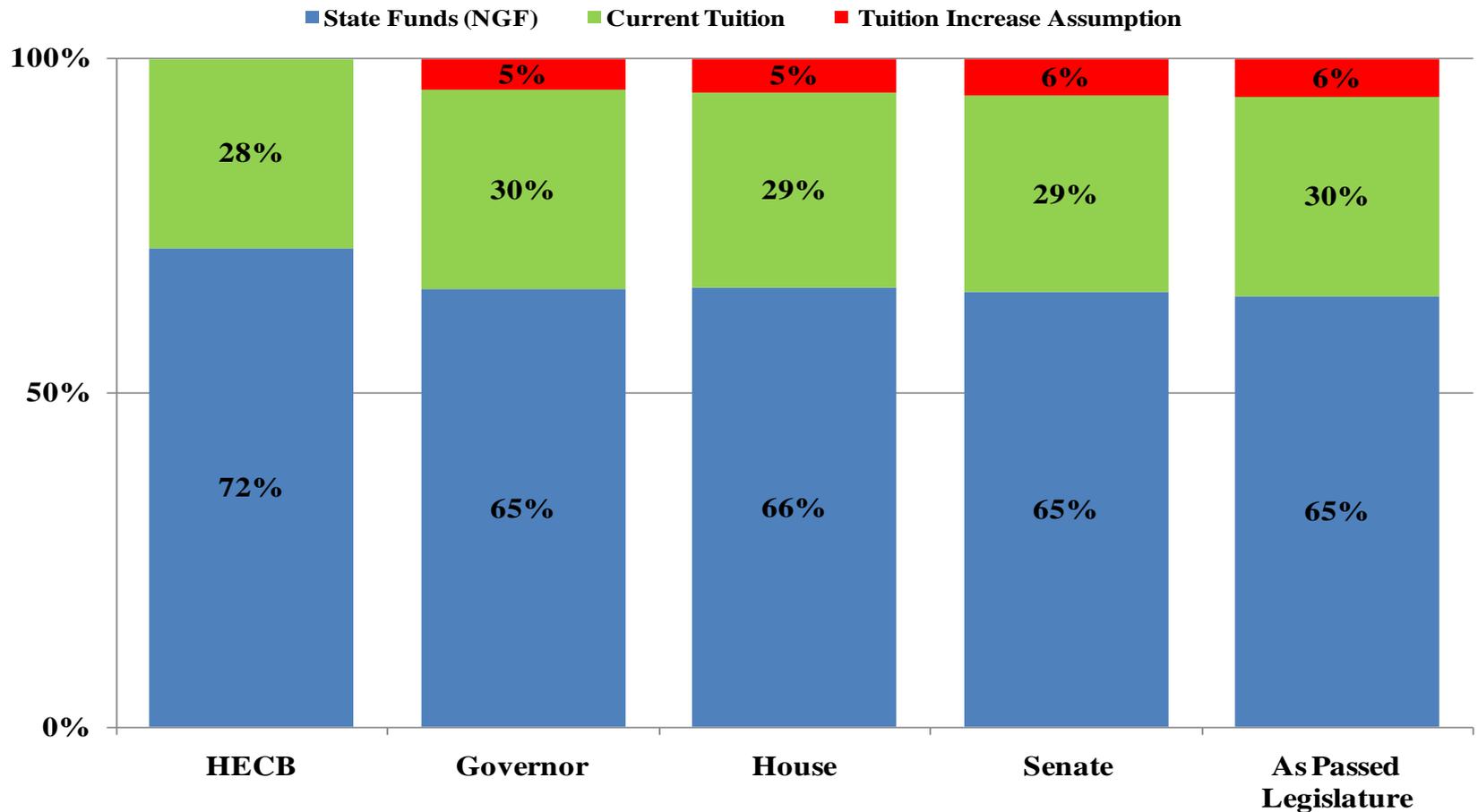
Highlights of 2011-13 higher education operating and capital budgets

Illustration 6
Community and Technical Colleges
Proposed and Adopted Operating Budget by Revenue Source
(dollars in thousands)



Highlights of 2011-13 higher education operating and capital budgets

Illustration 7
Community and Technical Colleges
Fund Sources as a Percent of Budget



Highlights of 2011-13 higher education operating and capital budgets

In an attempt to mitigate increased tuition costs for low-income families and students, the Legislature:

- **Added \$106 million to the State Need Grant to reach a total of \$303 million for 2011-13***
- **Included \$500,000 in the SNG appropriation for less-than-half-time students**
- **Provided \$15.6 million for State Work Study, a two-thirds reduction from the program's proposed base funding of \$45.5 million**

*About 27,000 who qualify for a SNG will not receive one.



June 2011

Impacts of the 2011 Legislative Session on Student Access and Completion to Higher Education: Impact on Financial Aid

This report will be provided as a handout during the meeting on June 30, as a board information and discussion item.



June 2011

Update to the HECB Strategic Master Plan

The HECB is required by law to update its Strategic Master Plan this year. The last two HECB meetings, March 31 and May 19, focused on the first two goals of the Plan – 1) to increase educational attainment; and 2) to promote economic development and innovation. The Work Session at the June 30 HECB meeting will explore progress made and next steps for the third goal, which concerns accountability.

Goal 3 of the Master Plan declares the need to monitor and fund higher education for results. Included in this goal are the following strategies:

- Develop facilities, technology, distance learning.
- Provide funding tied to GCS benchmarks.
- Focus accountability on SMP goals.
- Explore financial incentives for educational attainment.

Progress has been made in most of the above strategies that support Goal 3, although much still remains to be done.

Strategy #1: Develop Facilities, Technology, Distance Learning to Promote Student Access and Success

The economic downturn during the past several years has had a chilling effect on state investment in “bricks and mortar” type projects. Progress in technology and distance learning, while also affected by lack of financial investment, has arguably fared better. Two major recent initiatives have focused on using technology and distance learning to provide greater access and opportunities for success for students.

During the 2011 Legislative Session, Western Governor’s University was recognized as a regionally accredited, non-profit, online degree granting institution. WGU is self-supporting and will expand access to higher education for Washingtonians. The State Board for Community and Technical Colleges has already worked out an articulation agreement with WGU to provide baccalaureate completion opportunities for Washington transfer students.

In May of 2009, Governor Gregoire signed into law House Bill 1946 which directed the Higher Education Coordinating Board to convene a higher education technology transformation taskforce. This taskforce developed a plan to improve the efficiency, effectiveness and quality of public higher education relative to the strategic and operational use of technology and presented its recommendations to the Legislature in December 2010.

Strategy #2: Provide funding tied to GCS Benchmarks

Little actual progress has been made in providing funding tied to benchmarks in Global Challenge States (GCS), although steps have been taken to lay the groundwork over the next two biennia.

E2SHB 1795, “Enacting the Higher Education Opportunity Act,” granted tuition-setting authority to the four-year public universities beginning in AY 2011-12 and ending in 2014-15. From AY 2015-16 through 2018-19, tuition-setting authority at the public universities will be limited based on state funding levels and levels at similar institutions in GCS states. The legislation also contains detailed accountability requirements (discussed below).

Strategy #3: Focus Accountability on Master Plan Goals

Progress has been made in exploring accountability as a lever to focus attention on what matters most in higher education. Over the past several years, interest in accountability for higher education has ramped up nationally. Washington has been no exception.

Accountability is a powerful tool to promote student access and completion. The K-12 system has had common, transparent, public measures for a long time. The higher education enterprise, with its research and community education functions and the diverse missions of its institutions, has not been held to the same level of public scrutiny as the K-12 sector – in large part because of the difficulty in finding common measures to evaluate performance – that has now changed.

The 2005 State Higher Education Executive Officers (SHEEO) agency published a report entitled “Accountability for Better Results: A National Imperative for Higher Education.”¹ The report called for the states to adopt new agreed-on accountability measurements focused on a few explicit goals, and decried the use of cumbersome, overdesigned, confusing, and inefficient accountability measures.

New measures would help higher education and states to make better informed policy and budgetary decisions, close achievement gaps, and promote greater equity in allocating resources, the report asserted. However, in Washington’s case, as with many other states, the devil is in the details.

Currently, there are multiple accountability initiatives in the state. The challenge is to align these efforts so that the measures focus on what is most important in higher education, without being overly complicated and burdensome. Alignment of the measures with the HECB’s Master Plan three major goals (educational attainment; economic development and innovation; and monitoring and funding higher education for results) provides focus.

¹ The National Commission on Accountability in Higher Education. (March 2005). “Accountability for Better Results: A National Imperative for Higher Education.” Denver: State Higher Education Executive Officers. Retrieved Dec. 28, 2010 from www.sheeo.org/account/accountability.pdf

Current accountability efforts include:

- The HECB's Accountability Report, required by HB 3103. The third Accountability Report was published by the HECB this past January 2011. Results are reported for seven public baccalaureate institution measures, and the community and technical college system's six Student Achievement Initiative measures (in place of their previous metrics).

The following metrics are currently collected every year and reported every two years:

- Bachelor's degree production
- High-demand bachelor's degree production
- Graduate and professional degree production
- Freshman retention
- Six-year graduation rates for first-time, full-time freshmen
- Three-year graduation rates for transfer students with associate degrees
- Bachelor's degree recipients who did not accumulate excess credits
- New for community and technical colleges: Student Achievement Initiative's six momentum points
- New GMAP measures for public baccalaureate institutions:
 - *Baccalaureate graduation rate*
 - *Five-year graduation rate*
 - *Time-to-degree for native and transfer students*
- The Governor's Government Management (GMAP) program in Education and Economic vitality.²
- In June 2010, the National Governors Association announced its *Complete to Compete*³ initiative, with common metrics to monitor progress and outcomes in all 50 states. Both the Legislature and the Governor's Office have great interest in fully participating in the *Complete to Compete* initiative. The Governor's Higher Education Funding Task Force, which completed its recommendations in Fall 2010, strongly recommended adoption of the NGA *Complete to Compete* metrics.
- E2SHB 1795 contains numerous metrics that institutions will need to report. A number of these metrics are "sub-sets" of larger metrics and split results by student demographics and other characteristics. The metrics provide rich information concerning higher education's performance. Aligning institutional databases to support such an extensive accountability tool will, however, require considerable effort.

² Information about the Governor's Education GMAP Initiative is available at <http://www.accountability.wa.gov/reports/education/default.asp> and Economic Vitality GMAP initiative at <http://www.accountability.wa.gov/reports/economy/default.asp>

³ National Governor's Association. (2010). Complete to compete: Common college completion metrics. <http://www.nga.org/Files/pdf/1007COMMONCOLLEGEMETRICS.PDF>

Strategy #4: Explore Financial Incentives for Educational Attainment

The Strategic Master Plan charged the HECB to convene a task force of representatives of the Office of Financial Management, institutions, and other stakeholders to design a performance funding demonstration project for inclusion in the 2009-11 biennial budget.

The impetus for this project was, in part, the SBCTC's Student Achievement Initiative, begun in 2006. The initiative evolved into a limited performance funding system for the community and technical colleges. A small amount of the total SBCTC budget is provided annually as an incentive for institutions that meet specific performance improvement goals related to student success.

An attempt to establish performance agreements between the Legislature and the four-year institutions occurred in 2008, when the Legislature passed a bill establishing a performance agreement structure and process. The HECB was directed to facilitate a series of meetings between institutions and legislators to determine what would be measured and how these performance metrics could be linked to funding. This effort languished after the full effects of the recession became apparent.

This year, the Legislature approved E2SHB 1795, which requires the four-year institutions each to negotiate an institutional performance plan with the Office of Financial Management every two years that includes expected outcomes that must be achieved by each institution in the subsequent biennium. The HECB is assigned to develop an accountability monitoring and reporting system to support this effort.

At a minimum, an individual institutional performance plan must include time and credits to degree; retention and success of students from low-income; diverse or under-represented communities; baccalaureate degree production for resident students; and degree production in high-employer demand programs of study and critical state need areas.

This law also establishes a joint selective legislative task force on the baccalaureate funding formula that is directed to review the basis for the state funding of public institutions offering baccalaureate degrees, and prepare and approve a recommended state operating budget method that offers greater efficacy, transparency, and accountability for 37 baccalaureate institutions receiving public funds.



June 2011

**Bachelor of Science in Aerospace Engineering
University of Washington
Extension of Modified B.S. Aeronautical and Astronautical
Engineering Program to Abu Dhabi**

Proposed Change Description and Rationale

The University of Washington (UW) seeks approval to offer a B.S. in Aerospace Engineering degree at the United Arab Emirates University (UAEU) in Abu Dhabi, United Arab Emirates, beginning Fall 2013. The proposed program would be modeled after the B.S. Aeronautical and Astronautical Engineering program offered by the UW's Department of Aeronautics and Astronautics in Seattle. It would include significantly less astronautics content and would not share the UW's ABET accreditation; therefore, it would be offered under a different name than its parent program.

The proposed program would be part of a large-scale research and education collaboration between the department and the UAEU designed to help the United Arab Emirates build aerospace engineering capacity. Funding would be provided through a ten-year, \$100 million contract. Under the contract, the UW and the UAEU would collaboratively conduct research and offer the proposed program through 2021. Funding would be primarily provided by the Mubadala Corporation, an investment company which is owned by the Crown Prince of Abu Dhabi and holds \$2.3 trillion in cash reserves.

The proposed program would be a degree completion program covering students' junior and senior years of study. To implement it, the UW and the UAEU would jointly recruit and hire qualified faculty, and the UW would mentor them as they spend a minimum of two quarters teaching, learning the curriculum, and starting research collaborations in Seattle. These new hires would have qualifications similar to those of the Department of Aeronautics and Astronautics' regular faculty. After their mentorship at the UW Seattle campus, new hires would travel to the UAEU to teach with tenure-track status there and affiliate status at the UW. In addition, current UW faculty would travel to Abu Dhabi to teach for a quarter. The department would maintain a full-time faculty program coordinator in Abu Dhabi, along with three FTE student services, advising, and support staff.

During the contract period, students in Abu Dhabi would graduate with a B.S. Aerospace Engineering degree from each institution (dual degrees). The proposed program would serve 36 FTE students the first year, increasing to 71 FTE students by academic year 2018. By academic year 2021, the UW would no longer offer the degree, but the UAEU would continue to do so.

In addition, up to eight FTE students from Abu Dhabi per year would enroll in the B.S. Aeronautical and Astronautical Engineering in Seattle on a fee basis. According to program planners, these students would not displace Washington state residents from the Seattle program. The UW would also offer its online Master of Aeronautical and Astronautical Engineering degree to students in Abu Dhabi and provide on-site mentors.

The UW would like to enter the contract in order to achieve all of the following goals:

- Internationalization of education through contact with students from Abu Dhabi
- Additional faculty resources for Seattle
- International research collaborations
- Enhancement of UW's brand as a leader in international education
- Increased trade for Washington state

Staff Analysis and Recommendation

The UW submitted a location notice of intent (LNOI) to offer the proposed program in Abu Dhabi. Although the Board has delegated LNOI approval to staff, a Board vote is necessary in this case because the proposed program's name, curriculum, and ABET accreditation status differs from those of its parent program. The UAEU already has ABET accreditation for its mechanical, civil and environmental, chemical and petroleum, and architectural engineering degrees. The UW would assist The UAEU in obtaining accreditation for the proposed aerospace engineering program.

The proposed program is part of a contractual arrangement that would support UW's research mission through collaborative research involving UW and UAEU faculty. By providing research funding, the contractual arrangement would also support the *Strategic Master Plan* goal of promoting economic growth and innovation. The proposed program would not require any state funding. Moreover, the contract would guarantee funding regardless of whether enrollment targets are met.

Students in Seattle would benefit from interacting with Abu Dhabi students, who would increase diversity in the B.S. Aeronautical and Astronautical Engineering program. Washington employers would benefit from increased exports. According to the LNOI, "This program and partnership has been proposed by the Boeing Company to help with their sales of aircraft in Abu Dhabi." The Boeing Company submitted a letter of support.

After careful review of the location notice of intent and supporting materials, HECB staff recommends approval for the University of Washington to offer the B.S. Aerospace Engineering at the United Arab Emirates University in Abu Dhabi, subject to the following two-part condition:

Prior to recruiting or enrolling students, the University of Washington must ensure that B.S. Aerospace Engineering web pages, marketing materials, and recruiting personnel inform prospective students (1) that the UW's ABET accreditation will not apply to its B.S. Aerospace Engineering degree; and (2) about any significant ramifications this lack of accreditation has for students or graduates including, but not limited to, implications for professional examinations and licensure.

June 2011

Proposed Changes to Program Approval and Review Process

Executive Summary

The Higher Education Coordinating Board (HECB) is responsible for overseeing state higher education resources, a role which includes the approval of new programs and review of existing programs. As stewards of state resources, the Board members must be able to assess the need for each program as well as the quality of the program. The Board must also avoid unwise duplication of programs while ensuring access to a variety of programs throughout the state to meet residents' and the state's needs.

The current program approval and review process, while effective, could be more streamlined and efficient. A lighter touch on program *approval* that focuses more closely on the need for the program from student, employer, and the state's perspective could be coupled with a new program *review* process that would provide useful follow-up information about whether programs are growing effectively, where we have a sufficient number and mix of program offerings, and where expansion is desirable.

The proposed change to the *Program Approval and Review Policies and Procedures* would:

- 1) Require advance planning notice for new degree program development, and alignment of initial proposed program requests with the budget process
- 2) Make changes to the two-step degree approval process to streamline the process
- 3) Reduce reporting requirements for contracts to offer programs with community and technical colleges
- 4) Ease and clarify approval requirements for established programs offered at new locations (including online delivery)
- 5) Establish a new policy for extension of programs to locations outside of Washington (including international sites)
- 6) Establish a formal process for dealing with conflicting demand evidence and concerns about program duplication (for new degree programs and extensions)
- 7) Establish criteria for reestablishing suspended programs
- 8) Reduce requests to institutions for data through use of enhanced Public Centralized Higher Education Enrollment System (PCHEES) reporting

- 9) Streamline efforts to ensure the HECB Approved Program Data System remains complete and up to date
- 10) Reduce program review requirements for detailed reporting on program need and transition to a rolling, systematic review of programs, according to a common schedule.

Introduction

The governing boards of the public higher education institutions (e.g., Board of Regents, Board of Trustees) are charged with developing new degree programs and assessing the academic quality of the curriculum, evaluating the capacity of the institutions to offer programs efficiently, and using resources wisely.

The HECB has statutory responsibility for approving baccalaureate and graduate degree programs and off-campus facilities offered by the public four-year institutions (and, in instances where required by statute, the public two-year institutions). The HECB implements its statutory authority through the policies outline in the 2005 *Program and Facility Approval Policies and Procedures* as amended in 2009 and 2010.

The HECB will approve new baccalaureate and graduate degree programs and off-campus facilities that align with and/or implement the *Strategic Master Plan* priorities and respond to the state's needs.

Board approval will be based on evidence that the program or off-campus facility is likely to:

- Support the unique role and mission of the institution(s)
- Foster high-quality programs that enable students to complete their studies in a reasonable amount of time
- Meet state and/or regional student, employer, and community needs
- Provide access for diverse student populations
- Demonstrate that the need is commensurate with the costs to be incurred and represents an effective use of fiscal resources
- Be free from unnecessary program duplication

In addition, the *System Design Plan*, approved by the Board in November 2009 and endorsed by the 2010 Legislature in SSB 6355, calls for a focus on “expand on demand” for both short- and long-term growth in higher education. The Plan represents a philosophy that is responsive to student, community, and employer demand. To align with this philosophy, the Board's program approval and review policies need to place greater emphasis on demand for programs and their “fit” with the campus mission, and regional and state needs. Changes in the HECB's program approval and review processes, which are broadly defined in RCW 28B.72.230, will help realize the intent of the *System Design Plan*.

Campus Feedback

As part of the *System Design Plan* implementation, HECB staff visited 13 campuses during the months of May through July 2010, including all public baccalaureate institutions, several branch campuses, independent institutions, and community colleges. The purpose of these visits was to gather information directly from campuses about their short- and long-term plans for growth. In addition, we asked for feedback on our policies and procedures to identify ways in which we could better meet the needs of the institution and the state with the ultimate goal of better serving students.

During these visits we heard support for the direction of the *System Design Plan*, including greater emphasis on local and regional demand, an inclusive process to review applied baccalaureate degrees at the community and technical colleges, a formal process for dealing with conflicting demand evidence and concerns about program duplication, and a streamlined program review process.

In response to these issues, staff have identified several key changes in program and facility approval policies discussed below. The proposed changes to program approval and program review were discussed at the Education Committee meetings in January and March 2011 respectively, and provided to the Board and stakeholders. Staff accepted feedback from January through May 2011 and met twice with the Interinstitutional Committee for Academic Program Planning (ICAPP) members by phone and in person to discuss the changes. The proposed policy revisions described on the following page reflect feedback from Board members, stakeholders, and discussions with institutional representatives.

Program Approval

The current *Program and Facility Approval Policies and Procedures*, adopted by the Board in September 2005, responded to statutory direction from the 2004 Legislature to place greater emphasis on student, employer, and community demand for degree programs. The Board modified program approval policies in 2009, clarifying definitions and allowing a new abbreviated approval process for moderate degree changes. In November 2010, additional modifications addressed the approval of applied baccalaureate degrees offered by community and technical colleges, which were removed from “pilot” status by the Legislature as part of SSB 6355. The Board adopted a collaborative approval process with the State Board for Community and Technical Colleges in November 2010 (resolution 10-31).

As indicated above, the *System Design Plan* calls for a focus on “expand on demand” for both short- and long-term growth in higher education. To align with this philosophy, the Board’s program approval and review policies need to place greater emphasis on demand for programs and their “fit” with campus mission, and regional and state needs.

Changes to the HECB’s Program Approval Process

To implement a program approval process that is less bureaucratic and places more emphasis on demand, staff are proposing changes in existing policies and procedures. These include the following:

- 1) Advance planning notice for new degree program development, and alignment of initial proposed program requests with the budget process
- 2) Changes to the two-step degree approval process:
 - a. HECB initiated program development - a streamlined approval process in which the HECB may request proposals for programs to meet an identified regional or state need
 - b. Changes to the curriculum review process
 - c. Definition of faculty qualifications
 - d. Changes to the moderate degree change process
 - e. A procedure to address concerns about insufficient need or unnecessary program duplication
 - f. Regular, published deadlines for submission and review
- 3) Reduced reporting requirements for contracts to offer programs with community and technical colleges
- 4) A change to the policy for extensions of programs within Washington
- 5) A new policy for extensions of programs to locations outside of Washington (includes international sites, does not include online delivery)
- 6) Establishing criteria for reintroduction of suspended programs.

Advance Planning Notice for New Degree Program Development and Alignment with Budget Requests

To help the HECB plan more efficiently for new programs, institutions would be asked to:

- Provide early information about planned programs. Institutions would submit a very brief description (100 words) of programs they intend to propose during the biennium during even numbered years on the same schedule as the proposed institutional budgets.
- In odd numbered years, institutions would provide an updated list of program additions and deletions for the second year of the biennium along with their supplemental budget materials.

Rationale: In our effort to streamline the approval process in 2005, we lost a key planning document that helped us anticipate program growth and direct system growth.

Prior to 2005, institutions submitted plans outlining programs for which they intended to seek approval over the next two years. The procedure was replaced with the current planning notice procedure because accepting pre-proposals in batches every two years appeared unresponsive to emergent needs. However, the unintended consequence was that staff and the Board lost the higher-level overview of programs institutions were submitting. This loss of perspective changed the Board's ability to make strategic decisions about programs, to one of making more incremental decisions that lacked the broader institutional and system level context.

While the HECB no longer receives advance notice of planned programs on a regular schedule, the institutions have maintained an informal process to share plans for new programs through the "ICAPP grid," which includes the expected timeline proposal for submission. Formalizing this existing planning process would improve staff's ability to anticipate program approval volume and consider individual proposals in a larger context. Linking the collection of these plans to the budget cycle would help inform budget recommendations, including the need for planning monies and additional resources. Finally, linking plans to the budget would enable the HECB to better understand the planned growth of the institutions over the biennium.

Changes to the Two-step Approval Process

The current Planning Notice of Intent (PNOI) requirement would be eliminated and replaced by a two-part approval process (see flow chart in Appendix A). Part 1 of the degree approval process would document the need for the program and alignment with institutional mission, and address any program duplication concerns. In Part 1, institutions would submit a proposal cover sheet similar to the current cover sheet and a narrative that includes the following sections of the current proposal outline:

- Relationship to Institutional Role, Mission, Program Priorities, and the *Strategic Master Plan for Higher Education*
- Documentation of need for the program
- Relationship to programs at other institutions documenting there will be no unnecessary duplication of existing programs.

Staff would post Part 1 of the proposal for public comment and review the feedback from the comments and the proposal to determine whether need justifies further development of the program proposal. If need does exist, the institution would submit the remaining elements of the proposal as Part 2. Institutions would not re-submit need information already submitted in Part 1 and Part 2 would not be subject to another formal public comment period (though of course stakeholders could still provide comments to staff during the review period or to the Board members at either the HECB Education Committee or full Board meetings).

Rationale: The current process fosters a duplication of effort (and generates some confusion) for institutions. Under the current two-step approval process, staff assess demand twice. The first time is a cursory assessment of demand to determine whether additional planning is warranted, followed by a second, more detailed analysis that occurs when the full proposal is submitted. In practice, institutions are doing a great deal of demand analysis at the time of the PNOI. Positioning demand analysis earlier in the review process would allow time for thorough discussion and negotiation when concerns about demand are raised.

HECB initiated program development

Under current state law and policy, the HECB periodically conducts an analysis of state higher education needs that takes into consideration student, employer, and community demand. As described above, the shift in philosophy that came out of the *System Design Plan* was to move toward more proactive planning for regional and state-wide needs by the HECB. To that end, HECB staff would engage in more in-depth analysis of demand for particular programs and develop requests for proposals for institutions to meet identified needs. Because demand would already be established, institutions submitting a proposal to the HECB would not need to document demand for the program. Part 1 of the application would focus on meeting identified needs and relationship to mission and program strengths. HECB staff, with advice of an advisory panel (when appropriate) would select the program deemed best able to meet identified needs and forward that proposal to the Education Committee and full Board for approval.

Changes to the curriculum review process

The staff review will place less emphasis on program curriculum than in the current process. Staff already rely heavily on external reviewer comments to affirm curricular quality. A good deal of staff effort, however, is currently spent on analysis of program curriculum and reviewer comments. As part of the changes to program approval, HECB staff will spend far less time re-analyzing this information. HECB staff will rely on the external reviewers' content area expertise to assess whether a program demonstrates a coherent design with appropriate breadth, depth, and sequencing of courses (including prerequisites). In addition, reviewers will be asked to comment on student learning outcomes, program and student assessment, and whether the degree title is consistent with the curriculum offered and clear to students.

If staff have concerns or if the reviewers' feedback conflict, then staff may request that the institution seek additional review of the program, or staff may solicit a review from an expert independent of the institution.

Staff will continue to review institutions' plans for program-specific accreditation, faculty qualifications (discussed further below), student and program assessment plans, and plans for transfer and articulation.

Rationale: HECB staff are not experts on curriculum and currently rely heavily on external reviewers for feedback on program quality, depth, and breadth. The intent of this change is to reduce the number of follow-up questions between the HECB staff and program planners by asking for a thorough review from content experts, and more readily engaging additional content experts when concerns are identified.

Define faculty qualifications

The current policies and procedures do not define faculty qualifications. In general, staff analysis has been based on a general working definition of appropriate degree level and critical mass of permanent faculty. The revised policy would require that faculty:

- Be professionally prepared and graduates of accredited institutions
- Be sufficient in number and kind, and in the proportion of part- and full-time positions to sustain rigorous courses, programs, and services
- In general, faculty teaching at the baccalaureate level must be prepared at least one level higher than the degree they are preparing students for. Faculty teaching in graduate and professional programs must have an appropriate terminal degree.

Rationale: In a few instances, questions of faculty qualifications have arisen during the program approval process. For the public sector, neither the HECB nor the Northwest Commission on Colleges and Universities (NWCCU) has established clearly defined faculty qualifications. While, there is general agreement about typical faculty qualifications, we find that use of a definition would provide greater guidance to institutions and stakeholders. This approach has worked well in our degree authorization standards (WAC 250-61-100).

Changes to the moderate degree change process

The Moderate Degree Change policy was adopted by the Board in March 2009. Since approval of the policy, the Board has acted on 12 Moderate Degree Change proposals. The majority of these changes have involved little or no new resources and relatively minor changes to curriculum. Changes include:

- Conversions of existing degree options, specializations, or concentrations to degrees (e.g. conversion of options within a BA degree to separate BA degrees)
- Consolidation of two or more existing degrees into a single new degree (e.g. consolidation of two separate Ph.D. degrees into a single Ph.D. degree)
- A change in eligibility for consideration with a new definition of an "established program."

Under the revised policies and procedures, approval of these moderate changes would be delegated to HECB staff. As with the current policy, a program could be referred to full proposal review, if the change is more than “moderate” or if concerns arise during the review or comment period.

Currently, a program can apply for a moderate degree change after five graduating classes. The revised policy would allow changes after three graduating classes and refer to a newly defined “established program,” which includes programs that have graduated students for at least three years and have received professional accreditation (if such accreditation has significant implications for students or graduates including, but not limited to, implications for licensure).

The revised policy also allows for the use of the moderate degree change process for changes in the level of an existing degree program’s degree designation (e.g. upgrading a professional bachelor’s degree to a master’s degree in response to a requirement by a licensing authority) or changes that do not fall into an explicitly defined category but represent a similar kind of reasonable, moderate change. In these cases, the institution, in consultation with HECB staff, may still submit the proposal using the moderate degree change format. However, the proposal would be reviewed by the Education Committee then taken to the full Board for approval.

Rationale: In many cases programmatic changes do not represent a significant change to the program curriculum, faculty resources, or student population. For example, conversion of an existing option to a major usually involves the same faculty, very few if any additional new courses, and typically draws the same types of students. Because such programmatic changes represent a low risk of state resources, Board action is an unnecessary step.

A procedure to address concerns about insufficient need or unnecessary program duplication

When institutions (public or private) raise concerns about program duplication that are not satisfied through staff discussion and analysis, HECB staff would take the following steps to resolve concerns:

- HECB staff would first ask institutions to attempt to resolve the issue among themselves
- If unsuccessful, HECB staff would facilitate a discussion between the parties at the HECB office in Olympia
- If the parties are still unable to resolve the issues, HECB staff would take the matter to the Education Committee of the Board, which could resolve the issue at that time or refer the matter to the full Board for action.

Rationale: While uncommon, there are instances where concerns about a program are raised and greater input and discussion is required. The current policies do not provide for a dispute resolution process so these have been handled on a case-by-case basis. The goal of this change is to provide a process for concerns to be addressed in a fair and consistent manner.

Regular, published deadlines for submission and review

Deadlines for submitting Part 1 (demand) and Part 2 (full proposal) would be published for the biennium. HECB staff will review programs proposals on a quarterly basis.

- Part 1 is due approximately six months prior to the Board meeting at which the proposed program is to be considered.
- Part 2 is due approximately three months prior to the full Board meeting at which the proposed program is to be considered.

Moderate degree changes would be submitted approximately six months prior to the Board meeting at which the proposal would be reviewed. This is to allow for referral to the full proposal process if necessary without delaying planned implementation. HECB staff will provide a calendar of program approval deadlines for the biennium when budget guidelines are released. The calendar will be updated with HECB Education Committee and full Board meetings, when they are available.

Rationale: Developing clear and consistent deadlines will benefit all parties. The deadlines will ensure that the HECB is able to dedicate necessary staff resources to ensure timely consideration of new program proposals. Clear timelines also help institutions and faculty set potential start dates, consider faculty and staff resources, and other critical issues in program planning and implementation. The change would also help ensure that stakeholders have ample time to comment on programs.

Reduced Reporting Requirements for Contracts to Offer Programs with Community and Technical Colleges

Currently, the HECB is required to approve certain contracts between public and private institutions and community and technical colleges to deliver programs and/or collaborate in program delivery under two separate policies (see sections A-9 and A-10 of the current policies and procedures). In both instances, authority for approval is delegated to HECB staff. Also, in both cases the collaborating programs are already subject to approval by the HECB through program approval or degree authorization. The current requirement causes a good deal of confusion, and in some cases, duplication of effort. The proposed change to the policies would reaffirm that programs offered at a given site are subject to appropriate approvals but would remove the requirement that HECB review the actual contracts in advance. Rather, the HECB would ask for a notification of the agreement and a copy of the final contract.

Rationale: The change affects two policy areas. The first deals with approval of agreements between community or technical colleges and selected public baccalaureate institutions related to a pilot program authorized in statute (RCW 28B.50.820). The status of the pilot program does not change, but funding outlined in the pilot is expanded outside the pilot program. The second policy is related to partnerships between community and technical colleges and private institutions (RCW 28B.76.230). In both cases, other approval requirements for programs operating on a community college campus already exist, and additional approval of the contract represents a duplication of effort. However, notification of the agreement does provide an important check to ensure approval or authorization procedures are being followed.

A Change to Policy for Extensions of Programs within Washington

For recently approved programs and the first program delivered to a specific location, there is no substantive change in policy except for programs offered out of state.

For established programs to be delivered to existing teaching sites, centers, or campuses, the institution would submit a notification informing the HECB of the title of the program, delivery mechanism and locations, anticipated FTE, and implementation date. Notices would be subject to a 30-day comment period. If concerns are raised during the comment period, HECB would work with parties to resolve concerns. Otherwise, the program could be implemented following the comment period.

“Established Programs” are those programs that have graduated students for at least three years and have received professional accreditation (if such accreditation has significant implications for students or graduates including, but not limited to, implications for licensure).

Rationale: The current policy and procedures creates an unnecessary regulatory burden. Most of the extensions to off campus locations are not controversial and eliminating the approval step is intended to encourage institutions to provide more programs off campus and use alternative forms of delivery.

A New Policy for Extensions of Programs to Locations Outside of Washington (includes international sites, does not include online delivery)

While it is clear that there can be a value to extending programs outside the state of Washington, the regular criteria for approval does not address the primary issues related to these types of programs. For extensions outside the state of Washington, the extension proposal must include a fully developed plan for program delivery, including both a staffing plan and a financial plan. This delivery plan must satisfactorily demonstrate that the program will be self-sufficient and generate at least enough revenue to cover all operating and start-up costs. This plan must also be reasonably specific about faculty workload (including teaching and other work) and compensation, and describe the roles and compensation of staff hired to support the program. It must also disclose the impact on students in Washington of diverting faculty effort abroad. Specifically, the plan must demonstrate the following:

- The proposed program extension will support the institution’s mission and institutional priorities.
- The program extension will directly or indirectly benefit students in Washington.
- Student enrollment demand is sufficient to support the program as a self sustaining activity.
- The extended program will meet all requirements and follow all academic policies applicable to its in-state parent program.

- The extended program and the institution offering it will comply with all applicable regional and professional accreditation requirements, including, but not limited to those outlined in the Northwest Commission on Colleges and Universities (NWCCU) [Operational Policy A-7 \(http://www.nwccu.org\)](http://www.nwccu.org).
- The extended program will adhere to the admission standards in effect for its parent program.
- Faculty teaching in the extended program will have qualifications comparable to faculty teaching in the parent program.
- Appropriate facilities and student services will be provided. (Note: proposals involving acquisition or lease of major off-campus facilities must include the information required by Policy B.)
- The full direct and indirect costs (including operating and start-up costs) of the extended program will be recovered through tuition and fees charged to its students or from a risk pool or other fund not financed through state taxes.

Rationale: State law (28B.76.230) requires that program approval be based up on demonstrated student, employer, and community needs and be consistent with the *Strategic Master Plan for Higher Education*. The policy for programs delivered outside of the state are intended to ensure that the program being offered would have local benefits consistent with this requirement.

Establish Criteria for Reintroduction of Suspended Programs

Under current policy, the Board is notified when programs are discontinued or suspended. The notification includes basic information about the program, rationale for the elimination, provisions for current students to complete their studies, and disposition of the program's state resources. For suspended programs the policy is silent on procedures for reinstating the program. The revised policy will establish a time limit to reinstate a suspended program. Programs that have been suspended may be reinstated within six years by submitting a notification letter to the HECB that includes the following information:

- Degree title
- CIP number
- Date of suspension
- Date of reinstatement
- Anticipated enrollment in Year 1 and full enrollment
- Location(s)
- Rationale for reinstatement

After six years, institutions would be required to submit a new degree program proposal to reinstate the program.

Rationale: The intent is to ensure that programs remain current and are provided adequate resources to effectively serve students, the community, and employers. A program that has been on hold for over six years would (most likely) no longer have students nor appropriate faculty or

other resources. The requirement that these programs go through the regular new degree approval process is to ensure that the program meets current student, employer and community needs, offers a curriculum consistent with the current trends in the field, and has appropriate faculty and other resources to deliver the program effectively.

Proposed Changes to Approval of Off-campus Facilities and Addition of Approval of Change of Mission

The HECB's *System Design Plan* lays out a detailed approach for the approval of new facilities as well as mission changes. The existing approval policies need to be modified to align with the *System Design Plan*, as described below.

Guiding Principles for System Expansion and Optimization

Seven principles provide a framework to maximize degree production capacity from the current higher education system while also providing a way to facilitate new expansion.

1. The interests and needs of current and future students should be one of the primary considerations in deciding whether, and how, to expand or revise higher education services.
2. Investments in higher education should advance the state's economic vitality, innovation, and job growth, including meeting the high demand needs of the state.
3. Washington should restore and further invest in its higher education system to preserve and build upon its excellence and productivity and optimize opportunities for future generations.
4. Major new investments in expansion to meet the *HECB Strategic Master Plan* degree goals should first leverage existing missions, institutions, partnerships, collaborations, and educational delivery models.
5. Washington should place an early emphasis on policies that will raise educational attainment in underserved populations and underserved regions of the state.
6. Incentives for innovation in outreach, access and completion, and alternative program delivery should be developed.
7. Washington should invest in online and hybrid instructional delivery to transform higher education so that it is better positioned to respond to changing technological, cultural and economic forces, improve the efficiency and quality of higher education, and provide greater access for all students, particularly those place-bound and geographically isolated.

Proposals for Major Expansion

Proposals for major expansion would be subject to a new review process by the state and HECB. This process can be locally driven or HECB-initiated. (see Chart B in Appendix B).

Locally-Driven

In a locally-driven proposal, institution(s) and/or the community would identify under-served areas or populations or high demand program areas to be targeted for expansion and submit a proposal to the HECB documenting the scope of the project and its ability to “expand on demand.” The HECB would evaluate the proposal and make a recommendation to the Legislature.

Each proposal would be evaluated using the Guiding Principles for the *System Design Plan* listed above and the following criteria:

- The specific scope of the project (e.g. large vs. small capital investment needs, number of FTE, and programs)
- Sustainable financial plan
- Response to the state and regional economic/workforce needs
- Extent to which existing resources are leveraged
- Short-term goals: current FTE to support the proposed programs/institutions/innovations, and five-year projections
- Long-term goals: plans to accommodate expected growth over the next 20 years
- Extent to which new or existing partnerships and collaborations are part of the proposals
- Feasibility of any proposed innovations (three-year programs, joint facility use, technology, alternative calendar, etc.) to increase degree production.

HECB-Initiated

A second path for major higher education expansion would be a competitive Request for Proposal (RFP) process initiated by the HECB. The HECB would identify under-served areas or populations, or high demand program areas and release an RFP to the higher education system. Proposals would be evaluated using the same process as that in the locally-driven approach, with the HECB again making its recommendation to the Legislature for approval.

In both paths, HECB-initiated or locally-driven, proposals must respond to state and regional economic development and workforce and innovation needs. But the process would also include a way to prompt innovation and new thinking in delivering higher education through a new “Fund for Innovation” to support proposals that respond to the HECB’s Master Plan priorities.

The *System Design Plan* also provided greater clarification on different levels of activity and associated investments that would indicate need to consider changes to mission or the need for additional capital investment (Chart A in Appendix C). Activity levels are defined as follows:

- ***Teaching Site:***

Teaching sites are authorized through HECB program approval, have a local focus, may be temporary or pilot sites, are typically located at a single institution, provide a limited number of programs or courses, require limited new operating funds, require no capital funds, and typically serve fewer than 150 FTE students.

- ***University Center:***

Leased or Existing Space: These centers are authorized through HECB approval, have a regional focus, may be either a transitional or a permanent space, may include multiple institutions, provide a broader array of programs, may require operating funds, require no new capital funds, and typically serve 150 – 300 FTE students.

With Capital Investment: These kind of centers are authorized through HECB approval and Legislative appropriation of funding, have a regional focus, may be either a transitional or a permanent space, may include multiple institutions, provide a broader array of programs, require new operating and capital funds, and typically serve 300 FTE students or more.

- ***System Campus:***

A new system campus must be authorized by the Legislature and its programs must be approved by HECB. It must have a statewide focus, must be a permanent space, can be a single institution that may be new, must provide an array of programs, and requires new state operating and capital funds.

There are three types of new campuses:

- Branch: typically greater than 800 FTE students
- Comprehensive: typically greater than 4,000 FTE students
- Research: typically greater than 15,000 FTE students.

Proposed Changes to Program Review

The ability to make good policy and planning decisions depends (in large part) upon good data. The proposed changes to program review will improve the ability of the HECB staff to conduct systematic reviews of college and university programs to better identify gaps by region and for the state as a whole—and do so without putting additional reporting burdens on the institutions. With these changes, the HECB will be better able to implement the strategic planning envisioned in the *System Design Plan*. The changes will also help the Board carry out its responsibility to oversee the state's higher education resources, a role which includes the approval of new programs and periodic review of existing programs.

Program review is a critical part of the program planning process. It provides a base for assessment of program need as well as information about program quality. The current program review process, while generally informative, does not provide information in a consistent form that supports system level analysis and planning. The proposed changes to the program review process would support the revisions to the approval process described above and the statewide analysis and planning envisioned in the System Design Plan. Features of the recommended changes to the program review process include:

- Reduced data requests to institutions because data will be available through enhanced Public Centralized Higher Education Enrollment System (PCHEES) reporting, which will be able to provide the following:
 - Enrollments and completions in new programs
 - Enrollments and completions in programs under review
 - Enrollments by teaching location
- Streamlined efforts to ensure the HECB Approved Program Data System remains complete and up to date.
- Reduce requirements for detailed reporting on program need and transition to a rolling, systematic review of programs, according to a common schedule.

Current Program Review Process

Program review reports to the HECB include both new and existing programs. On a biennial basis, the institutions are required to report to the Board on the enrollment success of new and off-campus programs. The reports include a review of the status of new degree and certificate programs initiated within the previous five-year period and current degree and certificate programs offered at off-campus locations. In addition, the reports outline key academic planning activities that are not subject to Board approval, such as the renaming of programs.

The HECB also requires institutions to review existing degree programs on a cycle adopted by the institution (e.g., every five, seven, or ten years) and report to the HECB. Finally, the HECB may periodically request special reports or data related to the status of institutional programs by location.

Biennial Review of Academic Enrollments, Programs, and Locations

Every two years the HECB reviews institutions' academic enrollments, programs, and locations where programs are offered. This includes the status of new degree and certificate programs initiated within the previous five-year period, and current degree and certificate programs offered at off-campus locations. For these programs, as well as distance learning programs, institutions report average annual headcount and FTE enrollments for each of the preceding two years. Actual enrollments are then compared to the target enrollments that were outlined when the program was originally proposed. For programs with a significant enrollment discrepancy (the larger of 10 percent of projected enrollment or five FTE students), the institution must include an explanation.

As part of the biennial review, institutions also submit a Program and Facility Inventory Report that is used to maintain the currency and accuracy of the HECB Program and Facility Inventory. The report includes a listing of:

- All renamed degree and certificate programs (current program title/new program title)
- All renamed off-campus centers, teaching sites, locations (current title/new title)
- New options, specializations, or concentrations, teacher endorsements, and minors not subject to board approval
- Programs affected by the sunset provision (e.g. a planned program for which a full proposal was not received within two years of an institution's receipt of HECB permission to develop the program and/or those programs that did not enroll any students within three years of receiving HECB approval)
- Degree programs, certificate programs, options, specializations, or concentrations, teacher endorsements, and minors that are being eliminated, suspended, phased-out, and/or terminated.

Review of Continuing Degree Programs

The HECB also requires institutions to review continuing degree programs on a cycle adopted by the institution (typically every five, seven, or ten years). After completion of the internal program review, the institution submits a Continuing Program Review Report to the HECB. After five years of operation, all new programs, regardless of location or delivery type, are incorporated into the institution's continuing program review process.

The institution is responsible for determining the appropriate process and criteria for continuing degree program review. For example, similar programs offered by a single academic unit may be reviewed at the same time and incorporated into one program review. However, if program locations or delivery methods change from its last institutional review, the change must be addressed.

The Continuing Program Review Report contains the following information:

- Degree program title and CIP number
- Year of last program review

- Documentation of continuing need, including reference to the Statewide and Regional needs assessment
- Assessment information related to expected student learning outcomes and the achievement of the program's objectives
- Plans to improve the quality and productivity of the program
- Data on number of majors and degrees granted in the last three academic years for each degree program incorporated in the review; number of FTE faculty and graduate assistants that teach in the department.

At its discretion, the HECB may request additional information about specific degree programs.

Based on the information provided in the *Continuing Program Review Report*, additional information provided by the institution and/or the *State and Regional Needs Assessment*, HECB staff determines whether there is reason for the Board to consider making a recommendation to modify, consolidate, or eliminate the programs.

Proposed Revisions to the Program Review Process

The following changes to the current program review process are proposed for several reasons: provide more systematic state-wide and regional information for planning and coordination purposes (such as those described in the *System Design Plan*); provide for systematic review by major program areas (e.g., business or engineering or teacher education); improve the quality of the data for systematic program review, while not increasing the reporting burden upon institutions.

Reduced data requests to institutions because data will be available through enhanced PCHEES reporting

With the improvements underway as a result of grant funds to OFM to develop a robust Statewide Longitudinal Data System (SLDS), much of the data we currently request from individual institutions will be directly accessible to HECB staff in a new, improved statewide PCHEES database (see Appendix D).

However, to get the level of detail we currently collect will also require completion of updates to another database - the Approved Program Data System which is housed at the HECB offices. Funds to improve the program data system are being provided through the SLDS grant also.

As part of the grant, this second database will be linked to PCHEES enrollment and completion data; but in the near term, requests for data from institutions may still be required.

Currently, the staffs of the Education Research and Data Center and HECB are working on development of the Approved Program Data System to provide a more up-to-date, accurate database of all approved public and private four-year programs and to track results by program area. Improvements will also allow the HECB to institute a new systematic program facility review process that tracks student enrollment patterns across sectors, identifies gaps in regional program delivery, and helps expand program diversity in targeted regions of the state. One of

the major benefits resulting from the proposed changes to the current program review process is that the HECB will be able to implement the planning and coordinating functions envisioned in the *System Design Plan*, endorsed by the Legislature in 2010 as SSB 6355.

Streamline efforts to ensure HECB Approved Program Data System remains complete and up to date.

Another benefit of the proposed changes is that review of existing programs can be consolidated and streamlined.

The HECB is the State Approving Agency (SAA) for degree and certificate program eligibility for Veterans' benefits. In that role, agency staff review catalogs of all public and private institutions in Washington that enroll students who receive GI Bill benefits. Through this work, the HECB has developed an extensive database of programs and program options available in Washington that is updated as new catalogs are released, typically every two years. Integrating this activity with the program review process will help keep the Approved Program Data System up to date and accurate. Building efficiencies now is critical because new regulations from the Veterans' Administration will eliminate the catalog review process. Maintaining currency of the data will require greater collaboration among staff that conducts program approval and review.

Reduce requirements for detailed reporting on program need and transition to a rolling, systematic review of programs, according to a common schedule.

Currently, as part of the program review process, institutions submit information to HECB staff on all programs reviewed through their regular institutional review process during the previous two years. Institutions submit the following items for each program included in the review:

- Degree program title and CIP number
- Year of last program review
- Documentation of continuing need, including reference to the statewide and regional needs assessment
- Assessment information related to expected student learning outcomes and the achievement of program objectives
- Plans to improve the quality and productivity of the program
- Data on number of majors and degrees granted in the last three academic years for each degree program in the review; number of FTE faculty and graduate assistants that teach in the department (see Appendix A)

In the most recent program review report (May 2010), HECB staff identified two key issues. First, while the review materials were informative; in most cases, the reviews were more detailed and internally focused than necessary for state level review. Second, because there was no common schedule for review, staff were unable to provide a statewide look at specific program areas or disciplines.

HECB staff can address both of these issues with minimal additional work from institutions. Improvements in data reported centrally to OFM and the HECB through the PCHEES data collection, and new analytical tools through ERDC (that include access to information from the Employment Security Department and the National Student Clearinghouse on student outcomes related to employment and enrollment in further education) will substantially reduce the reporting burden on institutions. Some of the database improvements necessary to eliminate institutional data requests are still in progress and will need to be phased in over time.

The following reporting requirements related to program review would be eliminated:

- Documentation of continuing need, including reference to the statewide and regional needs assessment
- Plans to improve the quality and productivity of the program.

HECB staff would reserve the right, however, to request the above information for programs that have had significant declines in enrollments or completions, programs with low enrollment to completion ratios, or programs where analysis of outcome data raises questions about demand.

HECB staff would continue to collect assessment information related to expected student learning outcomes and the achievement of program objectives on a revised schedule discussed below.

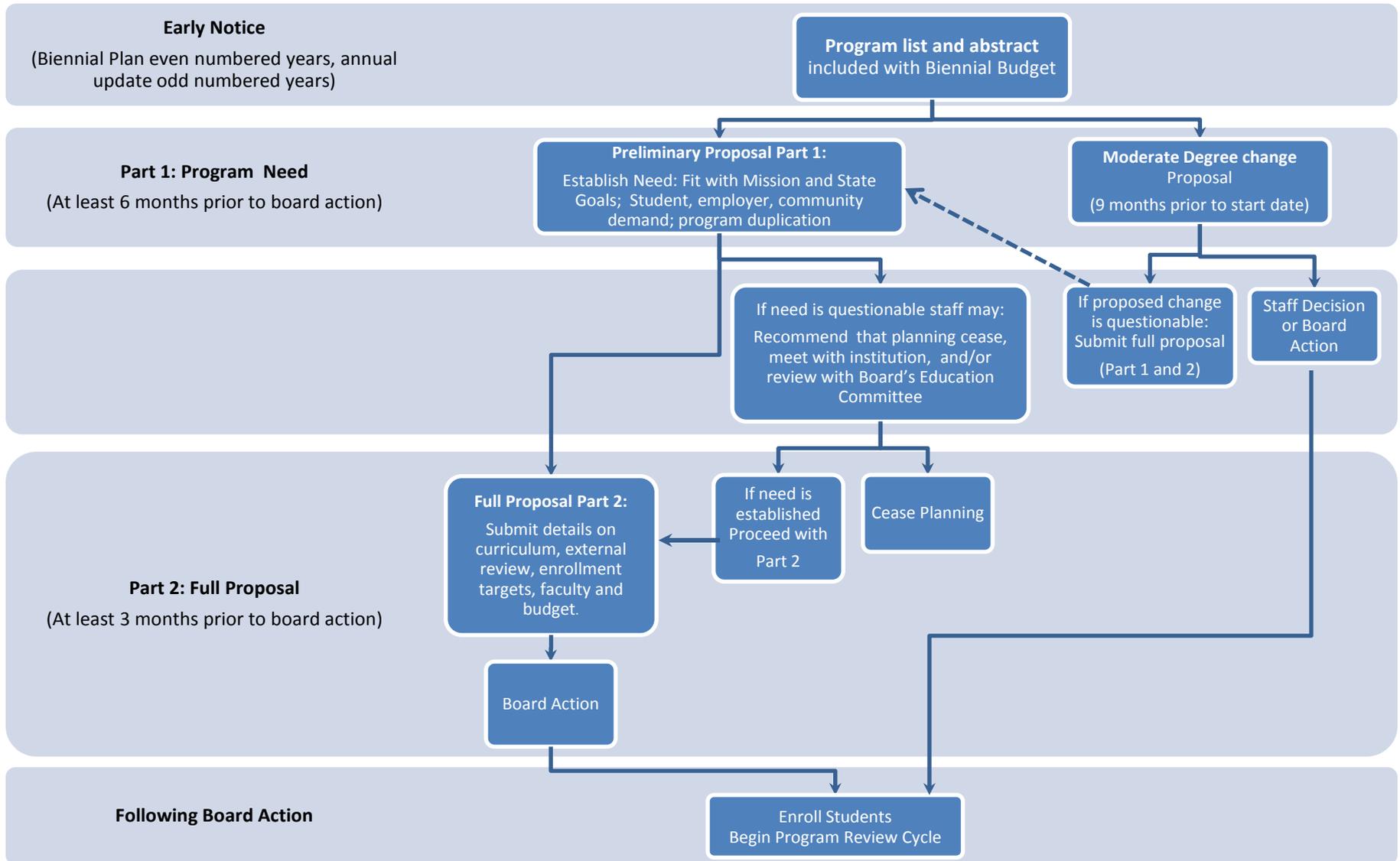
In addition to the information currently collected, HECB staff will ask institutions to submit program related information not currently specified in policy. Institutions would be asked to submit information about the status of programs related to specialized accreditation and outcomes on certification or licensing exams (where applicable). In addition, institutions have the option to submit information related to the following:

- Major new grants since the last program review
- New Licensing agreements or other technology transfer indicators
- Other program highlights/accomplishments

Moving program review to a common schedule represents a substantive change to the current process and how we think about the role of program review. Currently, reviews are received based on institutional review schedules. The revised policy does not ask institutions to revise their existing review policy or timetable. Rather, it asks for institutions to follow a common schedule for submitting program information that is based on the most recent institutional or accreditation review.

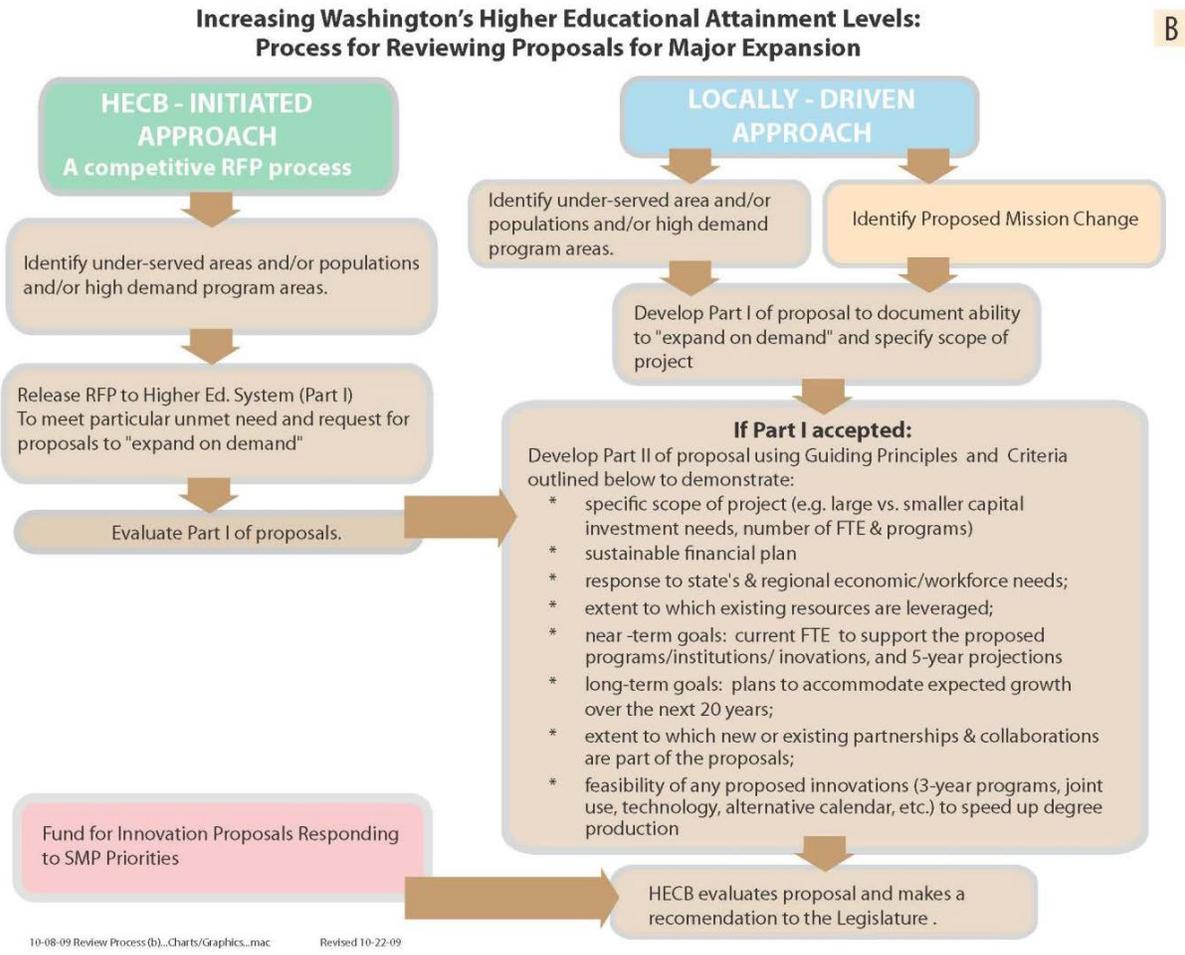
The ability to make good policy and planning decisions depends in large part upon good data. The proposed changes to program review will improve the ability of the HECB staff to conduct systematic reviews of college and university programs to better identify gaps by region and for the state as a whole - and do so without putting additional reporting burdens on the institutions. With these changes, the HECB will be better able to implement the strategic planning envisioned in the *Statewide Strategic Master Plan* and the *System Design Plan* and carry out its responsibility to oversee the state's higher education resources.

Proposed Revision to Program Approval Process and Timeline



Appendix B:

System Design “Chart B”



Appendix D

Program Review Data and Sources

| Current Data Requirements | Current Source | Ideal Source |
|--|---|---|
| Enrollment in New Degree and Certificate Programs initiated in the past 5 years. | | |
| Degree Title | Institutional Report | Approved Program Data System |
| Site | Institutional Report | PCHEES |
| Approval Date | Institutional Report | Approved Program Data System |
| Start Date | Institutional Report | Approved Program Data System (institution would need to update if changed from proposal) |
| FTE Year 1 of Biennium | Institutional Report | PCHEES |
| Projected FTE Year 1 | Institutional Report | Approved Program Data System |
| FTE Year 2 of Biennium | Institutional Report | PCHEES |
| Projected FTE Year 2 | Institutional Report | Approved Program Data System |
| Program and Facility Inventory Report | | |
| Renamed programs | Notification Letter / Institutional Report | Notification Letter / Approved Program Data System |
| Renamed centers, teaching sites, and locations | Notification Letter / Institutional Report | Notification Letter / Approved Program Data System |
| New programs not approved by HECB (specializations, certificates, etc...) Include CIP. | Institutional Report | Institutional Report / Catalog Review |
| Sunset programs (in planning stage or approved but not implemented) | Institutional Report | Approved Program Data System |
| Terminated programs | Notification Letter / Institutional Report | Notification Letter / Approved Program Data System |

Appendix D – Continued

Program Review Data and Sources

| Review of continuing programs | | |
|---|----------------------|--|
| Program title, CIP, and narrative information | Institutional Report | Institutional Report (on a common schedule) |
| Number of enrollments (FTE) | Institutional Report | PCHEES |
| Number of Majors | Institutional Report | PCHEES |
| Number of Degrees | Institutional Report | PCHEES |
| Number of FTE Faculty | Institutional Report | Institutional Report (possibly in conjunction with cost study data) |
| Number of Graduate assistants teaching in the dept. | Institutional Report | Institutional Report (possibly in conjunction with cost study data) |
| Status of Institutional Programs by Location | | |
| Status of Institutional Programs by Location | Special request | Most of this activity should be addressed with development of the Approved Program Data System and changes to PCHEES |

Resolution No.11-13

WHEREAS, The Higher Education Coordinating Board (HECB) is responsible for overseeing state higher education resources, a role which includes the approval of new programs and review of existing programs; and

WHEREAS, For public institutions, the HECB approves new baccalaureate and graduate degree programs and off-campus facilities that align with the *Strategic Master Plan* priorities and respond to the state's needs; and

WHEREAS, The proposed program and facility approval and review changes are necessary to implement the *System Design Plan*, approved by the Board in November 2009 and endorsed by the 2010 Legislature in SSB 6355; and

WHEREAS, The proposed changes will streamline approval for routine expansion and simplify the program review process while continuing to ensure programs are aligned with the state's needs; and

WHEREAS, HECB staff developed the proposed changes with input and feedback from the institutions and other stakeholders; and

WHEREAS, The Board's Education Committee has reviewed the proposed changes and recommends approval by the full Board;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the proposed changes and directs staff to revise the *Program and Facility Approval Policies and Procedures* accordingly.

BE IT FURTHER RESOLVED, That the Board delegates authority to the executive director to revise procedures as needed to incorporate policy changes adopted by the Board.

Adopted: June 30, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

June 2011

Western Governors University Washington

Introduction

With the passage of HB 1822 this year, the legislature opened the door to Western Governors University Washington – Washington’s first online, competency-based postsecondary institution. In addition to establishing WGU Washington, the legislation asked the Higher Education Coordinating Board (HECB) to recognize and endorse online competency-based education as an important part of Washington’s higher education system (eliminating unnecessary barriers to the delivery of competency-based education by WGU Washington), and work with WGU Washington to integrate its academic programs and services into Washington’s higher education policies and strategies.

Online Competency-Based Education

The HECB has long supported online education as a critical adjunct to the traditional classroom-based model. Online resources are now a part of virtually every course, and an increasing number of courses are being taught either partially or totally online. Nationally, the number of students taking at least one online course grew at a compound annual rate of 19 percent between Fall 2002 and Fall 2009. More than 29 percent of all students enrolled nationally took at least one online course in Fall 2009 compared with 24.6 percent in Fall 2008.¹ Competency-based online education differs from other online approaches in that students are able to move through material they already know by taking exams when they are ready. This model works particularly well for returning students who may have significant experience outside the classroom or through training that is not recognized in the transfer process. Using a competency-based approach, students can demonstrate their knowledge by passing assessments designed to measure their knowledge against specified student learning outcomes.

The competency approach is not new. Brick and mortar institutions have a longstanding tradition of using various forms of equivalencies or assessments to award credit. These include institutional approaches such as assessment of prior experiential learning, challenge exams, and national tests such as Advanced Placement (AP), International Baccalaureate (IB), and the College Level Examination Program (CLEP). In addition, institutions routinely use institution-based or national assessments to place students into courses, particularly in math. What sets the WGU model apart is the combination of competency exams and individualized learning resources and mentoring so that students are provided the resources they need to progress toward their degrees. The model relies on

¹ *Class Differences: Online Education in the United States*, 2010. Babson Survey Research Group & The Sloan Consortium (November 2010).

a system of mentors who stay with the students as they move through their chosen program, and course mentors who have more specialized knowledge in the specific course content and can be a resource when students get stuck. This model allows students to begin their program of study anytime and move through the materials at a pace that works for them. Some move through very quickly and typically complete a degree in two years.

Elimination of Barriers

The key regulatory barrier to expansion of WGU in Washington has been around the Degree Granting Institutions Act. The statute and rules were developed around more traditional approaches to postsecondary delivery, and WGU's lack of defined courses, faculty, and terms make it problematic for WGU to demonstrate that it meets the criteria laid out for degree authorization. That said, WGU is both regionally and nationally accredited and has received other external praise for quality and responsiveness to student and employer needs. The law and rules allow HECB to suspend the authorization requirements as long as the suspension is consistent with the purpose of the law and meets a state need. HECB has suspended the rules in the near term and staff have begun work on a rules change that will include, among other changes, an exemption category for WGU, based on the intent of HB 1822.

Integration of WGU Washington's Academic Programs and Services into Washington Higher Education Policy and Strategy

HECB staff have already been in discussions with WGU Washington regarding data sharing, transfer policy, and other issues. In addition, WGU has signed an articulation agreement with the state's 34 community and technical colleges that will support transfer into programs at WGU. To further support transfer, WGU is reviewing the Direct Transfer Agreement and Associate of Science Transfer Agreement. A representative from WGU has been added to the Joint Access Oversight Group (JAOG), which is the primary group that advises HECB on transfer policy, and the Prior Learning Assessment Washington work group, established by E2SHB 1795 to address goals to increase the number of students who receive academic credit for prior learning. Discussions on data sharing are ongoing but the intent is to gather data consistent with the National Governor's Association (NGA) metrics, which were added to the state accountability framework in E2SHB 1795.

Recommendation

Online competency-based education is a particularly good fit for many students who have some college and no degree, or students who are looking to move beyond their current degree to a higher level credential. The model offered by WGU Washington is consistent with needs identified in the HECB's *2008 Strategic Master Plan* and the *2009 System Design Plan*. Staff recommend that the Board endorse online, competency-based education as an important part of Washington's higher education system. Staff will continue to work closely with WGU Washington to reduce barriers and integrate WGU Washington into the state's education policy and strategy framework.

RESOLUTION 11-14

WHEREAS, The legislature finds that the key to Washington's economic prosperity over the past twenty years has been a thriving employment sector for workers who have high levels of education; and

WHEREAS, the legislature further finds that by 2018, sixty-seven percent of all jobs in Washington will require some postsecondary education, which is an increase of 259,000; and

WHEREAS, Citizens of Washington will not have access to the jobs Washington firms are producing unless the state dramatically increases postsecondary educational opportunities for them; and

WHEREAS, The Board recognizes and endorses the value of competency-based education as an important component of Washington's higher education system; and

WHEREAS, Western Governor's University Washington was established to provide additional higher education options to meet the needs of the state's residents and the needs of employers for an educated workforce;

THEREFORE BE IT RESOLVED That the HECB directs staff to continue to work with WGU Washington to eliminate unnecessary barriers to the delivery of online competency-based education by Western Governors University Washington, and (as appropriate) integrate its academic programs and services into Washington higher education policies and strategies.

Adopted:

June 30, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

June 2011

DRAFT: Master of Science in Computational Science Central Washington University

Introduction

Central Washington University (CWU) proposes to offer a self-supporting Master of Science in Computational Science degree beginning Fall 2011. Computational scientists implement mathematical models and analyze complex scientific problems. By promoting understanding through computer simulations and other computing methods, a computational science approach complements traditional scientific approaches of theory and experiment.

The proposed program would be administered by the Computer Science Department and offered on campus at Ellensburg. It would enroll 10 FTE students this fall, increasing to 30 FTE students in 2014. By then 15 students per year would graduate, prepared to apply computer simulation and other forms of computation to research work.

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

The proposed program would support CWU's mission by producing computational scientists able to analyze large amounts of data in pursuit of solutions to human and environmental problems. Moreover, adding the proposed program to CWU's inventory would support the *Strategic Master Plan for Higher Education* policy goal of expanding advanced degree programs in science, technology, engineering, and mathematics (STEM) fields.

Program Need

The state's current employer needs assessment joint report identifies shortages of people trained for research, science, technical, and computer science positions; with a particularly large shortage in computer science.¹ This finding is consistent with Employment Security Department and Bureau of Labor Statistics projections indicating strong computer science employment growth through 2018. The proposal included letters of support from the Vice President of Oracle and the Director of Google Kirkland as concrete evidence of employer demand.

¹ Higher Education Coordinating Board, State Board for Community and Technical Colleges, and Workforce Training and Education Coordinating Board. *A Skilled and Educated Workforce: An assessment of the number and type of higher education and training credentials required to meet employer demand* (2009). Page 13.

To ascertain student demand for the proposed program, CWU conducted two surveys. The first was a 2008 survey of 100 CWU alumni. Out of 22 respondents, 11 were interested in pursuing a Computational Science graduate degree at CWU. The second was a Fall 2009-Winter 2010 survey of 53 CWU undergraduate computer science students, which had a response rate of 100 percent. Thirty-nine respondents (74 percent) expressed a strong interest in pursuing such a degree.

In addition to responding to the employer and student demand indicated above, the proposed program would respond to community demand resulting from a shift in technology that has led scientists to rely more and more heavily on computing. For example, biologists studying genomics rely heavily on computational methods to analyze DNA, and meteorologists use computer simulations to study tornadoes. A report from the national President's Information Technology Advisory Committee (PITAC) emphasizes the importance of computational science to society: "The PITAC believes that computational science is one of the most important technical fields of the 21st century because it is essential to advances throughout society."²

The proposed program would differ from traditional computer science programs by focusing more on applying simulation and computer methods to solve problems in data-driven science fields. Although CWU offers a BS in computer science, it does not offer a master's-level program in computing. Thus the proposed program would complement rather than duplicate existing programs.

Diversity

To enhance student diversity, the department intends to create partnerships with institutions like Heritage University and Yakima Valley Community College, which serve underrepresented students. The department would also work with tribal agencies and minority civic organizations to publicize the program. In addition, it would appoint at least one participant from underrepresented populations to the program's advisory board.

Program Description

The proposed 45-quarter-credit program's primary goal would be to produce professional computational scientists able to conduct original and meaningful scientific research. Its primary target audience would be students with an undergraduate major in computer science. However, it would also serve students with a minor in computer science and a major in a computational science application domain such as biology or geology. Though administered by the Computer Science Department, it would be an interdisciplinary program offered in cooperation with the departments of Biological Sciences, Chemistry, Geological Sciences, Mathematics, and Physics.

To be admitted, students must hold a bachelor's degree with a 3.25 grade point average or higher. Once admitted, students would study a curriculum designed to cover core computing and

² *Computational Science: Ensuring America's Competitiveness*, Report to the President from the President's Information Technology Advisory Committee (2005). Page iii.

mathematics principles and allow specialization in one or more application areas. Students would take 22 credits of mathematical and computing core courses covering advanced algorithms, data structures, high-performance computing, and numerical methods. Students would then choose 18 credits from among specialization tracks in computational biology, computational chemistry, eco-informatics, geology, computational methods, computational mathematics, and computational physics. Students would complete their course of study with a 5-credit master's thesis or project, which could have either a research or professional orientation. Courses would be taught primarily by tenured/tenure-track faculty, and thesis committees would include at least 3 members.

Learning outcomes include the ability to design and implement an original research project and present research results. Both student learning and program assessment would use multiple measures. Student learning would be assessed through homework, exams, class participation, term computing projects, and a capstone thesis or project. Program assessment would employ entry and exit surveys, informal group conversations with students, course evaluations, faculty peer review of teaching materials, alumni surveys, industry partner surveys, capstone project client surveys, and advisory board feedback.

Program Costs

The budget includes compensation for 1.5 FTE instructional faculty and 0.7 FTE administrative personnel (including 0.4 FTE for a faculty program director). It does not include equipment or facilities expenditures because existing infrastructure would be used. At full enrollment of 30 FTE students, the direct cost of instruction would be \$230,160, or \$7,672 per average annual FTE student. This lies within the graduate computer science cost range reported in the HECB's *2005-06 Education Cost Study* (July 2007). At current tuition rates, a student enrolling in 2011 would pay about \$11,500 to complete the program. According to program planners, this is comparable to what students would pay for MS degrees at CWU and at the low end of the cost range of comparable degrees across the country.

External Review

Three reviewers evaluated the proposal: Dr. Robert Brigantic, Operations Research Scientist and Adjunct Professor of Operations Research, Washington State University; Dr. Sukhamay Kundu, Associate Professor of Computer Science, Louisiana State University; and Dr. Stephen Olariu, Professor of Computer Science, Old Dominion University.

All three reviewers supported the proposal, two of them "wholeheartedly." All three spoke positively about faculty. For example, Dr. Olariu noted faculty experience in research and in mentoring graduate students. All three spoke positively of the curriculum as well, especially the required mathematical and computing core.

However, Dr. Olariu raised a concern regarding electives. Since electives would serve two different audiences (computational science students and natural sciences/math students), CWU would need to take care to ensure the needs of both sets of students are met. He specifically suggested special assessment of elective courses, and program planners responded by stating their

intent to review elective courses periodically during curricular meetings with all instructors involved.

Staff Analysis

The proposed program would support the *Strategic Master Plan for Higher Education* and CWU's mission. In addition, it would respond to employer, student, and community demand at a reasonable cost without duplicating other programs. State and federal projections indicate employer demand, and student and alumni surveys indicate student demand. A National President's Information Technology Advisory Committee report indicates community demand.

Students would study a curriculum designed to cover core computing and mathematics principles and allow specialization in one or more application areas. The curriculum would be taught by tenured/tenure track academic faculty whose quality was noted by the proposal's external reviewers. Student and program assessment would employ multiple measures.

As CWU's first graduate-level computer science-related offering, the proposed program would complement CWU's existing baccalaureate programs. Because of its interdisciplinary nature, it would strengthen collaborative educational and research efforts across CWU's College of the Sciences.

Staff Recommendation

After careful review of the proposal and supporting materials, the staff recommends approval of the Master of Science in Computational Science at Central Washington University.

RESOLUTION NO. 11-15

WHEREAS, Central Washington University proposes to offer a Master of Science in Computational Science; and

WHEREAS, The program would support the Strategic Master Plan for Higher Education, as well as the university's mission; and

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

WHEREAS, The program has support from external reviewers; and

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

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Master of Science in Computational Science at Central Washington University effective June 30, 2011.

Adopted:

June 30, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair