

Part One — Student Achievement Council

HB 2483

The legislature recognizes that increasing educational attainment is critical to the social and economic well-being of Washington. It is the intent of the legislature to create the student achievement council to provide the focus and propose the goals for increasing educational attainment including improving student transitions from secondary to postsecondary education and training and between and among postsecondary institutions.

The legislature finds that increasing educational attainment is essential for maintaining the health of a democratic society and the competitiveness of the state in the global economy.

By increasing educational attainment, students will develop into citizens who are more capable of critical thinking, more aware of their world and its diversity, more creative in their problem-solving, and more successful in addressing social and economic challenges of the future in an informed and thoughtful way.

The legislature finds that educational attainment is a powerful predictor of well-being. Students who have completed higher levels of education or training are more likely to achieve success in work or life and less likely to require taxpayer support.

Education is perhaps the most important engine of economic growth and individual and financial health. Success in growing a stronger economy and democracy and lifting incomes and well-being depends upon increasing educational attainment.

Due to the large and growing gap between education requirements and achievement, it is the intent of the legislature to focus on increased educational attainment as a key priority and to closely track progress towards meeting this statewide objective.

Creates the Student Achievement Council

- Education is critical to social and economic well being of Washington.
- Focus and purpose of council is to propose goals for increasing educational attainment and improving transitions from secondary to postsecondary.
- Higher levels of education result in:
 - Citizens who are better equipped to address social and economic challenges.
 - Citizens who are more likely to achieve success in work and life and less likely to require taxpayer support.
 - Higher levels of economic growth.
- Requirement for academic attainment is increasing.
- Washington rates of achievement are among the lowest in the nation.

The legislature recognizes that the requirement for academic attainment is increasing.

According to various academic studies, Washington's economy is becoming even more highly dependent on workers with post-secondary education.

Other studies indicate that rates of successful participation in higher education by Washington residents, especially among lower-income and disadvantaged persons, are among the lowest in the nation.

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Student Achievement Council

1. On July 1, 2012, the higher education coordinating board is abolished and the student achievement council is created.
2. The council is composed of nine voting members as provided in this sub-section.
 - (a) Five citizen members shall be appointed by the governor with the consent of the senate. One of the citizen members shall be a student. The citizen members shall be selected based on their knowledge of or experience in higher education. In making appointments to the council, the governor shall give consideration to citizens representing labor, business, women, and racial and ethnic minorities, as well as geographic representation, to ensure that the council's membership reflects the state's diverse population. The citizen members shall serve for four-year terms except for the student member, who shall serve for one year; however, the terms of the initial members shall be staggered.
 - (b) A representative of an independent nonprofit higher education institution as defined in RCW 28B.07.020 (4), selected by an association of independent nonprofit baccalaureate degree-granting institutions. The representative appointed under this section shall excuse himself or herself from voting on matters relating primarily to public institutions of higher education.
 - (c) Chosen for their recognized ability and innovative leadership experience in broad education policy and system design, **a representative of each of the following** shall be selected by the

Membership

- Nine voting members
- Five appointed by governor with consent of the Senate – one is a student
- Four-year terms staggered
- Student serves one-year term
- Representative from ICW
- Representative from SBCTC
- Representative from four-year institutions
- Representative from K-12 system
- Chair selected by council to one-year term

respective organizations, who shall serve at the pleasure of the appointing organizations:

- A representative of the four-year institutions of higher education as defined in RCW 28B.10.016, selected by the presidents of those institutions;
- A representative of the state's community and technical college system, selected by the state board for community and technical colleges; and
- A representative of the state's K-12 education system, selected by the superintendent of public instruction in consultation with the department of early learning and the state board of education. The representative appointed under this subsection shall excuse himself or herself from voting on matters relating primarily to institutions of higher education.

The chair shall be selected by the council from among the citizen members appointed to the council. The chair shall serve a one-year term but may serve more than one term if selected to do so by the membership.

Part One — Student Achievement Council

Part One (continued)

The council may create advisory committees on an ad hoc basis for the purpose of obtaining input from students, faculty, and higher education experts and practitioners, citizens, business and industry, and labor, and for the purpose of informing their research, policy, and programmatic functions.

Ad hoc advisory committees addressing secondary to postsecondary transitions and university and college admissions requirements must include K-12 sector representatives including teachers, school directors, principals, administrators, and others as the council may direct, in addition to higher education representatives.

The council shall maintain a contact list of K-12 and higher education stakeholder organizations to provide notices to stakeholders regarding the purposes of ad hoc advisory committees, timelines for planned work, means for participation, and a statement of desired outcomes.

Any vacancies on the council shall be filled in the same manner as the original appointments. Appointments to fill vacancies shall be only for such terms as remain unexpired. Any vacancies among council members appointed by the governor shall be filled by the governor subject to confirmation by the senate and shall have full authority to act before the time the senate acts on their confirmation.

New Section 102 – Definitions

- **Committee** means the joint higher education committee.
- **Council** means the student achievement council.
- **Education data center** means the education data center established in the office of financial management as provided under RCW 43.41.400.

Organization

- Ad hoc advisory committees may be created to:
 - ◊ Inform research, policy development
 - ◊ Address transitions, admissions
- Maintain a contact list of K-12 and higher education stakeholders.
- Vacancies arising are to be addressed in the same manner as original appointments.

- **Four-year institutions of higher education** means the University of Washington, Washington State University, Central Washington University, Eastern Washington University, Western Washington University, and The Evergreen State College.
- **Major expansion** means expansion of the higher education system that requires significant new capital investment, including building new institutions, campuses, branches, or centers or conversion of existing campuses, branches, or centers that would result in a mission change.
- **Mission change** means a change in the level of degree awarded or institutional type not currently authorized in statute.
- **Office** means the office of student financial assistance created in RCW 28B.76.090

New Section 103

1. Guided by the state’s overarching objective of substantially increasing educational attainment for the purposes outlined in section 1 of this act, the council has a dual mission:
 - (a) to propose to the governor and the legislature goals for increasing educational attainment in Washington, recommend the resources necessary to achieve the goals, and monitor progress toward meeting the goals;

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New Section 103 (cont.)

- (b) to propose to the governor, the legislature, and the state's educational institutions, improvements and innovations needed to continually adapt the state's educational institutions to evolving educational attainment needs; and
- (c) to advocate for higher education through various means, with the goal of educating the general public on the economic, social and civic benefits of postsecondary education, and the consequent need for increased financial support and civic commitment in the state.
2. In the pursuit of the missions the council links the work of educational programs, schools, and the institutions from secondary through postsecondary education and training and through careers. The council must connect the work of the superintendent of public instruction, the state board of education, the professional educator standards board, the state board for community and technical colleges, the workforce training and education coordinating board, and the four-year institutions of higher education, as well as the independent schools and colleges.
 3. Drawing on the staff expertise of the council and other state, national, and international analysis and research assets the council must also take a leading role in facilitating educational attainment analysis and research leading to increased educational attainment and education system development.

New Section 104

1. Aligned with the state's biennial budget and policy cycles, the council shall propose educational attainment goals and priorities to meet the state's evolving needs.

Dual Mission

1. Council has a dual mission:
 - a. Propose goals to increase educational attainment in Washington, recommend resources to achieve goals, and monitor progress.
 - b. Propose improvements, innovations needed to meet evolving needs.
 - c. Advocate for higher education with the goal of educating the general public.
2. Link the work of educational programs, schools and institutions and connect the work of OSPI, SBE, PESB, SBCTC, WTECB, the four-year institutions and the independent institutions.
3. Take a leading role in facilitation educational attainment analysis and research leading to increased educational attainment and system development.

The council shall identify strategies for meeting the goals and priorities by means of a short-term strategic action plan and a ten-year plan that serves as a roadmap.

(a) The goals must address the needs of Washington residents to reach higher levels of educational attainment and Washington's workforce needs for certificates and degrees in particular fields of study.

(b) The council shall identify the resources it deems appropriate to meet statewide goals and also recognize current state economic conditions and state resources.

(c) In proposing goals, the council shall collaborate with OSPI, PESB, SBE, SBCTC, WTECB, the independent colleges and degree-granting institutions, and the four-year institutions of higher education

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New Section 104 (cont.)

2. The council shall update the strategic action plan every two years, with the first strategic action plan to be submitted to the governor and the legislature by December 1, 2012.

The ten-year roadmap must be updated every two years with the first roadmap to be submitted to the governor and the legislature by December 1, 2013.

The council must provide regular updates to the joint higher education committee created in section 201 of this act as needed.

3. In order to develop the ten-year roadmap, the council shall conduct strategic planning in collaboration with agencies and stakeholders and include input from the legislature.

The roadmap must encompass all sectors of higher education, including secondary to postsecondary transitions. The roadmap must outline strategies that address:

3. (a) Strategic planning, which includes setting benchmarks and goals for long-term degree production generally and in particular fields of study;
- (b) Expanding access, affordability, quality, efficiency, and accountability among the various institutions of higher education;
- (c) Higher education finance planning and strategic investments including budget recommendations necessary to meet state-wide goals;
- (d) System design and coordination;
- (e) Improving student transitions;
- (f) Higher education data and analysis, in collaboration with the education data center, which includes outcomes for recruitment, retention, and success of students;

Strategic Planning

- Establish short-term strategic action plan with first plan due December 1, 2012.
- Establish ten-year road map with first one due December 1, 2013.
- Update each plan every other year.
- Provide regular updates to joint committee as needed.
- Roadmap must encompass:
 - Strategic planning/benchmarks
 - Expanding access, affordability
 - Finance planning
 - Strategic investments
 - System design/coordination
 - Data analysis (with ERDC)
 - College, career access/preparation
 - Diversity
 - Innovations to increase attainment

(g) College and career access preparedness, in collaboration with the office of the superintendent of public instruction and the state board of education;

(h) Expanding participation and success for racial and ethnic minorities in higher education;

(i) Development and expansion of innovations in higher education, including innovations to increase attainment of post-secondary certificates, and associate, baccalaureate, graduate and professional degrees; and innovations to improve pre-college education in terms of cost effectiveness and transitions to college-level education; and

4. As needed, the council must conduct system reviews consistent with RCW 28B.76.230 (as re-codified by this act).

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New Section 104 (cont)

5. The council shall facilitate the development and expansion of innovative practices within, between, and among the sectors to increase educational attainment and assess the effectiveness of the innovations.
6. The council shall use the data and analysis produced by, and in consultation with, the education data center created in RCW 43.41.400 in developing policy recommendations and proposing goals. In conducting research and analysis the council at a minimum must:
 - (a) Identify barriers to increasing educational attainment, evaluate effectiveness of various educational models, identify best practices, and recommend methods to overcome barriers;
 - (b) Analyze data from multiple sources including data from academic research and from areas and agencies outside of education including but not limited to data from the department of health, the department of corrections, and the department of social and health services to determine best practices to remove barriers and to improve educational attainment;
 - (c) Assess educational achievement disaggregated by income level, age, gender, race and ethnicity, country of origin, and other relevant demographic groups working with data from the education data center;
 - (d) Track progress toward meeting goals;
 - (e) Communicate results and provide access to data analysis to policymakers, the superintendent of public instruction, institutions of higher education, students, and the public.
 - (f) Use the data from the education data center wherever appropriate to conduct duties in (a) through (e) of this subsection.

Added Responsibilities

- Conduct system reviews consistent with RCW 28B.76.230 (as re-codified).
 - Facilitate intra-sector innovative practices to increase educational attainment and evaluate effectiveness
 - Use data in consultation with ERDC to:
 - Identify barriers
 - Evaluate effectiveness
 - Recommend best practices
 - Disaggregate data by income, race, gender, and ethnicity
 - Track progress
 - Communicate results
 - Collaborate with appropriate stakeholders, agencies to improve student transitions and success.
7. The council shall collaborate with the appropriate state agencies and stakeholders, including the SBE, OSPI, SBCTC, WTECB, and the four-year institutions of higher education to improve student transitions and success including but not limited to:
 - (a) Setting minimum college admission standards for four-year institutions of higher education, including a requirement that coursework in American Sign Language or an American Indian language satisfies any requirement for instruction in a language other than English that the council or the institutions may establish as a general undergraduate admissions requirement;
 - (b) Proposing comprehensive policies and programs to encourage students to prepare for, understand how to access, and pursue postsecondary college and career programs, including specific policies and programs for students with disabilities.

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New Section 104 (cont)

(c) Recommending policies that require coordination between or among sectors such as dual high school-college programs, awarding college credit for advanced high school work, and transfer between two and four-year institutions of higher education or between different four-year institutions of higher education; and

(d) Identifying transitions issues and solutions for students, from high school to postsecondary education including community and technical colleges, four-year institutions of higher education, apprenticeships, training, or workplace education; between two-year and four-year institutions of higher education; and from postsecondary education to career. In addressing these issues the council must recognize these transitions may occur multiple times as students continue their education.

8. The council directs the work of the SFA office, which includes administration of student financial aid programs under RCW 28B.76.090, including the state need grant and other scholarships, the Washington advanced college tuition payment program, and work-study programs.
9. The council may administer state and federal grants and programs including but not limited to those programs that provide incentives for improvements related to increased access and success in post-secondary education.
10. The council shall protect higher education consumers including:
 - (a) Approving degree-granting post-secondary institutions consistent with existing statutory criteria;

Added Responsibilities

- Recommend access/success policies
- Promote inter-sector coordination
- Identify transitions issues/solutions
- Minimum admission standards
- Administer financial aid
- Administer state/federal grant programs
- Protect higher education consumers
- Set proprietary financial aid criteria
- Report financial aid program outcomes

(b) Establishing minimum criteria to assess whether students who attend proprietary institutions of higher education shall be eligible for the state need grant and other forms of state financial aid.

i. The criteria shall include retention rates, completion rates, loan default rates, and annual tuition increases, among other criteria for students who receive state need grant as in chapter 28B.92 RCW and any other state financial aid.

ii. The council may remove proprietary institutions of higher education from eligibility for the state need grant or other form of state financial aid if it finds that the institution or college does not meet minimum criteria.

iii. The council shall report by Dec 1, 2014, to the joint higher education committee in section 201 of this act on the outcomes of students receiving state need grants, impacts on meeting the state's higher education goals for educational attainment, and options for prioritization of the state need grant and possible consequences of implementing each option. When examining options for prioritizing the state need grant the council shall consider awarding grants based on need rather than date of application and making awards based on other criteria selected by the council.

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New Section 104 (cont.)

11. The council shall adopt residency requirements by rule.
12. The council shall arbitrate disputes between and among the four-year institutions and the SBCTC at the request of one or more of the institutions involved, or at the request of the governor, or from a resolution adopted by the legislature. The decision of the council shall be binding on the participants in the dispute.
13. The council may solicit, accept, receive, and administer federal funds or private funds, in trust or otherwise, and contract with foundations or with for-profit or non-profit organizations to support the purposes and functions of the council.
14. The council shall represent the broad, public interest above the interests of the individual institutions of higher education.

New Section 105

1. The council shall adopt bylaws and meet at least four times a year and at such other times as determined by the chair, who shall give reasonable prior notice to members.
2. Council members are expected to consistently attend meetings. The chair of the council may remove any member who misses more than two meetings in any calendar year. Any member so removed must be replaced as provided by RCW 28B.77.005.

New Section 106

Council members shall be compensated in accordance with RCW 43.03.240 and reimbursed for travel expenses incurred in carrying out the duties of the council in accordance with RCW 34.03.050 and 34.03.060.

Added Responsibilities

- Adopt residency requirements by rule.
- Arbitrate disputes .
- Transitions issues/solutions.
- Solicit, accept, receive and administer federal funds or private funds.
- Represent the broad public interest.

Bylaws and Rules

- Adopts bylaws; meets four times per year.
- Council appoints executive director.
- Meeting attendance required.
- An executive director appointed by the Governor from a list of three names submitted by the council.
- Governor may dismiss executive only with approval of a majority of council. The council, by a majority vote, may dismiss the executive director.

New Section 107

1. The council shall employ an executive director. The executive director shall be appointed by the governor from a list of three names submitted by the council. However, the governor may request, and the council shall provide, an additional list or lists from which the governor shall select the executive director. The governor may dismiss the executive director only with the approval of a majority vote of the council. The council, by a majority vote, may dismiss the executive director.
2. The executive director may employ necessary deputy and assistant directors and other exempt staff under chapter 41.06 RCW, who shall serve at the executive director's pleasure on such terms and conditions as he or she determines. Subject to the provisions of chapter 41.06 RCW, the executive director may appoint and employ such other employees as may be required for the proper discharge of the functions of the council.

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New Section 108

The council has the authority to adopt rules as necessary to implement this chapter.

New Section 109

The council is designated as the state commission as provided for in Section 1202 of the education amendments of 1972 (Public Law 92-318), as now or hereafter amended; and shall perform such functions as is necessary to comply with federal directives pertaining to the provisions of such law.

New Section 110

1. The council shall identify budget priorities and levels of funding for higher education, including the two and four-year institutions of higher education and state financial aid programs. It is the intent of the legislature for the council to make budget recommendations for allocations for major policy changes in accordance with priorities set forth in the ten-year plan, but the legislature does not intend for the council to review and make recommendations on individual institutional budgets.
2. By December of each odd-numbered year, the council shall distribute guidelines which outline the council's fiscal priorities under the ten-year plan that it must distribute to the institutions, the SBCTC, OFM, and the joint higher education committee.
 - (a) Capital budget outlines for the two-year institutions shall be submitted to OFM by SBCTC by August 15th of each even-numbered year, and shall include the prioritized ranking of the capital projects being requested, a description of each capital project, and the amount and fund source being requested.
 - (b) Capital budget outlines for the four-year institutions must be submitted to OFM by August 15th of each even-numbered year,

Bylaws and Rules

- Council has authority to adopt rules.
- Council named as the state commission for purpose of federal directives.

Budget Priorities

- Identify budget priorities & levels of funding for higher education, including two- and four-year institutions for major policy changes in accordance with priorities set forth in the 10-year plan.
- By December of odd-numbered years, distribute guidelines outlining fiscal priorities under 10-year plan.
- Recommend operating budget priorities to support the 10-year plan by October 1 annually to OFM and by January 1 annually to the Legislature

NOTE: Two- and four-year institutions now submit prioritized capital budget requests directly to OFM. Institutional operating budgets also are submitted directly to OFM.

- the institutions' priority ranking of the project;
 - the capital budget category within which the project will be submitted to the office of financial management in accordance with RCW 43.88D.010;
 - a description of each capital project; and the amount and fund source being requested.
- (c) OFM shall reference these reporting requirements in its budget instructions.
3. The council shall submit recommendations on the operating budget priorities to support the ten-year plan to the office of financial management by October 1st each year, and to the legislature by January 1st each year.

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New Section 110 (cont.)

4. (a) OFM shall develop one prioritized list of capital projects for the legislature to consider that includes all of the projects requested by the four-year institutions of higher education that were scored by OFM pursuant to Chapter 43.88D RCW, including projects that were previously scored but not funded. The prioritized list of capital projects shall be based on the following priorities in the following order:
- ◆ OFM scores pursuant to chapter 43.88D RCW.
 - ◆ Preserving assets.
 - ◆ Degree production.
 - ◆ Maximizing efficient use of administrative space.
- (b) OFM shall include all capital projects requested by the four-year institutions, except for minor works projects, in the prioritized list of capital projects submitted to the legislature.
- (c) The form of the prioritized list for capital projects requested by the four-year institutions of higher education shall be provided as one list, ranked in priority order with the highest priority project ranked number "1" through the lowest priority project numbered last. The ranking for the prioritized list of capital projects may not:
- ◆ Include sub-priorities.
 - ◆ Be organized by category.
 - ◆ Assume any state bond or building account biennial funding level to prioritize the list.
 - ◆ Assume any specific share of projects by institution in the priority list.
5. Institutions and the SBCTC shall submit any supplemental capital budget requests and revisions to OFM by January 1st.

Budget Priorities

- OFM develops a prioritized list of capital projects for four-year and two-year institutions.

System Design

- Council develops a comprehensive and ongoing assessment process to analyze need for additional degrees and programs, off-campus centers and locations, etc.
- Recommendations to be limited to whether the expansion is within the scope indicated in the most recent 10-year plan.
- Major expansion and proposed mission changes may be proposed by the council, any public institution of higher education, or by a state or local government.

Section 111

RCW 28B.76.230 and 2010 c 245 s 5 are each amended to read as follows:

1. The council shall develop a comprehensive and ongoing assessment process to analyze the need for additional degrees and programs, additional off-campus centers and locations for degree programs, and consolidation or elimination of programs by the four-year institutions of higher education.

Council recommendations regarding proposed major expansion shall be limited to determinations of whether the major expansion is within the scope indicated in the most recent ten-year plan for higher education or most recent system design plan. Recommendations regarding existing capital prioritization processes are not within the scope of the evaluation of major expansion. Major expansion and proposed mission changes may be proposed by the council, any public institution of higher education, or by a state or local government.

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Section 111 (cont.)

2. As part of the needs assessment, the council shall examine:
 - (a) Projections of student, employer, and community demand for education and degrees, including liberal arts degrees, on a regional and statewide basis.
 - (b) Current and projected degree programs and enrollment at public and private institutions by location and mode of service delivery.
 - (c) Data from the workforce training and education coordinating board and the state board for community and technical colleges on the supply and demand for workforce education and certificates and associate degrees.
 - (d) Recommendations from the technology transformation task force created in chapter 407, Laws of 2009, and institutions of higher education relative to the strategic and operational use of technology in higher education. These and other reports, reviews, and audits shall allow for: The development of enterprise-wide digital information technology across educational sectors, systems, and delivery methods; the integration and streamlining of administrative tools including but not limited to student information management, financial management, payroll, human resources, data collection, reporting, and analysis; and a determination of the costs of multiple technology platforms, systems, and models.
3. Every two years the council shall produce, jointly with the SBCTC and the WTECB an assessment of the number and type of higher education and training credentials required to match employer demand for a skilled and educated workforce. The assessment shall include the number of forecasted net job openings at each level of higher education

Needs Assessment

- Criteria for needs assessment.
- Joint report every other year assessing the number and type of higher education and training credentials required to match employer demand.
- Determine whether certain major lines of study or types of degrees shall be assigned: to institutions or to create centers of excellence.
- Council approval required for creation of higher education consortia or centers.
- Approval also required for new degree programs and off-campus programs by an independent college with a CTC.

and training and the number of credentials needed to match the forecast of net job openings.

4. The council shall determine whether certain major lines of study or types of degrees, including applied degrees or research-oriented degrees, shall be assigned uniquely to some institutions or institutional sectors in order to create centers of excellence that focus resources and expertise.
5. The following activities are subject to approval by the council:
 - (a) Creation of higher education consortia or centers.
 - (b) New degree programs and creation of off-campus programs by an independent college or university in collaboration with a community or technical college.
6. Institutions seeking council approval under this section must demonstrate that the proposal is justified by the needs assessment developed under this section. Institutions must also demonstrate how projects align with the 10-year plan.

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Section 111 (cont.)

7. The council shall develop clear guidelines and objective decision-making criteria regarding approval of proposals under this section, which must include review and consultation with the institution and other interested agencies and individuals.
8. The council shall periodically recommend consolidation or elimination of programs at the four-year institutions of higher education based on needs analysis.
9. In the case of proposed major expansion or mission change, the needs assessment process under subsection (2) of this section constitutes a threshold inquiry. If the council determines that the need for the proposed major expansion or mission change has not been justified, the inquiry is concluded. If the council determines that the need for the proposed major expansion or mission change has been sufficiently established, the council, in consultation with any directly involved institutions and other interested agencies and individuals, shall proceed to examine the viability of the proposal using criteria including, but not limited to:
 - (a) The specific scope of the project including the capital investment requirements, the number of full-time equivalent students anticipated, and the number of academic programs planned.
 - (b) The existence of an efficient and sustainable financial plan.
 - (c) The extent to which existing resources can be leveraged.
 - (d) The current and five-year projected student population, faculty, and staff to support the proposed programs, institution, or innovation.
 - (e) The plans to accommodate expected growth over a twenty-year time frame.
 - (f) The extent to which new or existing partnerships and collaborations are a part of the proposal.

Needs Assessment

- Justification for approval.
- Council must develop clear guidelines & objective decision-making criteria.
- Council shall periodically recommend consolidation or elimination of programs at four-year institutions.
- Criteria for major expansion or mission change to be evaluated by council.
- Responsibility to proceed, modify or not recommend such expansions or mission changes to the governor and legislature after assessment is completed.

(g) The feasibility of any proposed innovations to accelerate degree production.

10. After the council completes its evaluation of the proposed major expansion or mission change using the needs assessment under subsection (2) of this section and viability determination under subsection (9) of this section, the council shall make a recommendation to either proceed, modify, or not proceed with the proposed major expansion or mission change. The council's recommendation shall be presented to the governor and the legislature.

Section 112

RCW 28B.76.235 and 2011 c 77 s 4 are each amended to read as follows: The council shall annually publish on its web site the agreed-upon list of high school courses qualifying for postsecondary credit under RCW 28B.10.053 and qualifying examination scores and demonstrated competencies meeting the postsecondary requirements for a certificate or technical degree, a two-year academic transfer degree, or the lower division requirements for a baccalaureate degree.

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Section 113

RCW 28B.76.240 and 2004 c 275 s 10 are each amended to read as follows: The council shall adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two and four-year institutions of higher education. The intent of the policies is to create a statewide system of articulation and alignment between two and four-year institutions of higher education. Policies may address but are not limited to creation of a statewide system of course equivalency, creation of transfer associate degrees, statewide articulation agreements, applicability of technical courses toward baccalaureate degrees, and other issues. The institutions of higher education and the state board for community and technical colleges shall cooperate with the council in developing the statewide policies and shall provide support and staff resources as necessary to assist in maintaining the policies.

Section 114

RCW 28B.76.2401 and 2004 c 55 s 5 are each reenacted and amended to read as follows: The statewide transfer of credit policy and agreement must be designed to facilitate the transfer of students and the evaluation of transcripts, to better serve persons seeking information about courses and programs, to aid in academic planning, and to improve the review and evaluation of academic programs in the state institutions of higher education. The statewide transfer of credit policy and agreement must not require or encourage the standardization of course content or prescribe course content or the credit value assigned by any institution to the course. Policies adopted by public four-year institutions of higher education concerning the transfer of lower division credit must treat students transferring from public community colleges the same as students transferring from public four-year institutions of higher education.

Improve College Transitions

- Publish course (AP) equivalencies charts.
- Adopt statewide transfer & articulation policies.

Monitor Accountability

- Accountability monitoring & reporting system is established.
- Data must be reported to ERDC by December 1 annually.

Section 115

RCW 28B.76.270 and 2011 1st sps. c 10 s 8 are each amended to read as follows:

1. An accountability monitoring and reporting system is established as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals in higher education.
2. To provide consistent, easily understood data among the public four-year institutions of higher education within Washington and in other states, the following data must be reported to the education data center annually by December 1st, and at a minimum include data recommended by a national organization representing state chief executives. The education data center in consultation with the council may change the data requirements to be consistent with best practices across the country. This data must, to the maximum extent possible, be disaggregated by race and ethnicity, gender, state and county of origin, age, and socioeconomic status, and include the following for the four-year institutions of higher education:
 - (a) Bachelor's degrees awarded;
 - (b) Graduate and professional degrees awarded;

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Section 115 (cont.)

(c) Graduation rates: The number and percentage of students who graduate within four years for bachelor's degrees and within the extended time, which is six years for bachelor's degrees;

(d) Transfer rates: The annual number and percentage of students who transfer from a two-year to a four-year institution of higher education;

(e) Time and credits to degree: The average length of time in years and average number of credits that graduating students took to earn a bachelor's degree;

(f) Enrollment in remedial education: The number and percentage of entering first-time undergraduate students who place into and enroll in remedial mathematics, English, or both;

(g) Success beyond remedial education: The number and percentage of entering first-time undergraduate students who complete entry college-level math and English courses within the first two consecutive academic years;

(h) Credit accumulation: The number and percentage of first-time undergraduate students completing two quarters or one semester worth of credit during their first academic year;

(i) Retention rates: The number and percentage of entering undergraduate students who enroll consecutively from fall-to-spring and fall-to-fall at an institution of higher education;

(j) Course completion: The percentage of credit hours completed out of those attempted during an academic year;

Monitor Accountability

- Data disaggregated by race, ethnicity, gender, state and county of origin, age, socio-economic status.
- For the four-year institutions the data must include (see list at left).

(k) Program participation and degree completion rates in bachelor and advanced degree programs in the sciences, which includes agriculture and natural resources, biology and biomedical sciences, computer and information sciences, engineering and engineering technologies, health professions and clinical sciences, mathematics and statistics, and physical sciences and science technologies, including participation and degree completion rates for students from traditionally underrepresented populations;

(l) Annual enrollment: Annual unduplicated number of students enrolled over a twelve-month period at institutions of higher education including by student level;

(m) Annual first-time enrollment: Total first-time students enrolled in a four-year institution of higher education;

(n) Completion ratio: Annual ratio of undergraduate and graduate degrees and certificates, of at least one year in expected length, awarded per one hundred full-time equivalent undergraduate students at the state level;

(o) Market penetration: Annual ratio of undergraduate and graduate 37 degrees and certificates, of at least one year in program length, awarded relative to the state's population age eighteen to twenty-four years old with a high school diploma;

Part One — Student Achievement Council

Section 115 (cont.)

(p) Student debt load: Median three-year distribution of debt load, excluding private loans or debts incurred before coming to the institution;

(q) Data related to enrollment, completion rates, participation rates and debt load shall be disaggregated for students in the following income brackets to the maximum extent possible:

- ◆ Up to 70 percent of the median family income.
- ◆ Between 71 percent and 125 percent of the median family income.
- ◆ Above 125 percent of the median family income.

(r) Yearly percentage increases in the average cost of undergraduate instruction.

3. Four-year institutions of higher education must count all students when collecting data, not only first-time, full-time freshmen.
4. In conjunction with OFM, all four-year institutions of higher education must display the data described in subsection (2) of this section in a uniform dashboard format on the OFM website no later than December 1, 2011, and updated thereafter annually by December 1st. To the maximum extent possible, the information must be viewable by race and ethnicity, gender, state and county of origin, age, and socioeconomic status. The information may be tailored to meet the needs of various target audiences such as students, researchers, and the general public.
5. The council shall use performance data from the education data center for the purposes of strategic planning, to report on progress toward achieving statewide goals, and to develop priorities proposed in the 10-year plan for higher education.

Monitor Accountability

- Four-year institutions must count all students when collecting data.
- Four-year institutions (in conjunction with OFM) must display the data on a web dashboard annually by December 1.
- Council shall use performance data from ERDC for strategic planning, to report progress toward statewide goals and develop priorities.

Prior Learning Assessment

- Collaboration on prior learning defined.

Section 116

RCW 28B.76.325 and 2011 1st sp.s. c 10 s 28 are each amended to read as follows:

1. The council, the SBCTC, the COP, the four-year institutions of higher education, the private independent institutions, and the private career schools shall collaborate to carry out the following goals:
 - (a) Increase the number of students who receive academic credit for prior learning that counts towards their major or towards earning their degree, certificate, or credential, while ensuring that credit is awarded only for high quality, course-level competencies.
 - (b) Increase the number and type of academic credits accepted for prior learning in institutions of higher education while ensuring that credit is awarded only for high-quality, course-level competencies;
 - (c) Develop transparent policies and practices in awarding academic credit for prior learning;
 - (d) Improve prior learning assessment practices across the institutions of higher education;

Part One — Student Achievement Council

Section 116 (cont.)

- (e) Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education;
- (f) Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways; and
- (g) Develop outcome measures to track progress on the goals outlined in this section.
2. The council shall convene the academic credit for prior learning work group.
- (a) The work group will include the following members:
- ◆ One representative from the council.
 - ◆ One representative from SBCTC.
 - ◆ One representative from COP.
 - ◆ Two representatives each from faculty from two and four-year institutions of higher education.
 - ◆ Two representatives from private career schools.
 - ◆ Two representatives from business.
 - ◆ Two representatives from labor.
- (b) The purpose of the work group is to coordinate and implement the goals in subsection (1) of this section.
3. The council shall report progress on the goals and outcome measures annually by December 31.
4. For the purposes of this section, "prior learning" means the knowledge and skills gained through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions including foreign institutions.

Prior Learning

- Prior Learning priorities (see list at left).
- Council shall report progress on the goals and outcome measures annually by December 31.

Western Governors' University

- Authorizes council to recognize and endorse online competency-based education in Washington.

Section 117

RCW 28B.76.510 and 2011 1st sp.s. c 11 s 108 are each amended to read as follows:

The council may administer any federal act pertaining to higher education which is not administered by another state agency.

Section 118

RCW 28B.76.695 and 2011 c 146 s 2 are each amended to read as follows:

1. The council may:
 - (a) Recognize and endorse online, competency-based education as an important component of Washington's higher education system.
 - (b) Work to eliminate unnecessary barriers to the delivery of online competency-based education by Western Governors University Washington.
 - (c) Work with Western Governors University Washington, as appropriate, to integrate its academic programs and services into Washington higher education policy and strategy.
2. The council shall work with Western Governors University Washington to create data-sharing processes to assess the institution's performance and determine the extent to which it helps the state achieve the goals of the current 10-year plan for higher education.

Part One — Student Achievement Council

Section 118 (cont.)

3. The council shall adopt rules and policies to implement this section and that require council consultation and approval before:
 - (a) Modifications of contractual terms or relationships between the state and the institution of higher education; or
 - (b) Changes or modifications in the nonprofit status of the institution of higher education.

Section 119

1. The SBCTC in consultation with the student achievement council, shall regularly review higher education accountability measures, assess whether any of the measures for four-year institutions of higher education in RCW 28B.76.270(2) (as re-codified by this act) should be applied as performance measures for community and technical colleges, and whether performance indicators for the community and technical colleges should be added to the data dashboard in RCW E2SHB 2483.PL p. 24 28B.76.270(4) (as re-codified by this act). The board shall report recommendations regarding appropriate changes to required community and technical college accountability measures to the governor and the legislature by December 1, 2012.
2. This section expires August 1, 2013.

Section 120

RCW 28B.76.290 (Coordination of activities with segments of higher education) and 1993 c 77 s 2, 1992 c 60 s 3, 1988 c 172 s 4, & 1985 c 370 s 6 are each repealed.

CTC Accountability

- Council and SBCTC required to regularly review CTC accountability measures.
- Assess whether any measures for four-year institutions should apply to CTCs and make recommendations to legislature and governor by December 1, 2012.
- Report annually December 1. Section expires August 1, 2013.

Section 121

A new section is added to chapter 28B.77 RCW to read as follows:

1. All powers, duties, and functions of the higher education coordinating board are transferred to the student achievement council. All references to the executive director or the HECB in the Revised Code of Washington shall be construed to mean the executive director or the student achievement council when referring to the functions transferred in this section.
2. (a) All reports documents, surveys, books, records, files, papers, or written material in the possession of the higher education coordinating board pertaining to the powers, functions, and duties transferred shall be delivered to the custody of the student achievement council. All cabinets, furniture, office equipment, motor vehicles, and other tangible property employed by the higher education coordinating board in carrying out the powers, functions, and duties transferred shall be made available to the student achievement council. All funds, credits, or other assets held in connection with the powers, functions, and duties transferred shall be assigned to the student achievement council.

Part One — Student Achievement Council

Section 121(cont.)

(b) Any appropriations made to the higher education coordinating board for carrying out the powers, functions, and duties transferred shall, on the effective date of this section, be transferred and credited to the student achievement council.

(c) Whenever any question arises as to the transfer of any personnel, funds, books, documents, records, papers, files, equipment, or other tangible property used or held in the exercise of the powers and the performance of the duties and functions transferred, the director of financial management shall make a determination as to the proper allocation and certify the same to the state agencies concerned.

3. All employees of the HECB necessary to the assigned functions of the student achievement council are transferred to the jurisdiction of the student achievement council subject to review by the executive director of the student achievement council. All employees classified under chapter 41.06 RCW, the state civil service law, are assigned to the student achievement council to perform their usual duties upon the same terms as formerly, without any loss of rights, subject to any action that may be appropriate thereafter in accordance with the laws and rules governing state civil service.
4. All rules and all pending business before the higher education coordinating board pertaining to the powers, functions, and duties transferred shall be continued and acted upon by the student achievement council. All existing contracts and obligations shall remain in full force and shall be performed by the student achievement council.

HECB Duties/Staff Transferred

- Identifies what is transferred from HECB to new council.

5. The transfer of the powers, duties, and functions of the higher education coordinating board shall not affect the validity of any act performed before the effective date of this section.
6. If apportionments of budgeted funds are required because of the transfers directed by this section, the director of financial management shall certify the apportionments to the agencies affected, the state auditor, and the state treasurer. Each of these shall make the appropriate transfer and adjustments in funds and appropriation accounts and equipment records in accordance with the certification.
7. All classified employees of the higher education coordinating board assigned to the student achievement council under this section whose positions are within an existing bargaining unit description at the student achievement council shall become a part of the existing bargaining unit at the student achievement council and shall be considered an appropriate inclusion or modification of the existing bargaining unit under the provisions of chapter 41.80 RCW.

Part Two – Joint Higher Education Committee

New Section 201

1. A joint higher education committee is created.
2. The purpose of the joint higher education committee is to:
 - (a) By December 1, 2012, and annually thereafter, review the work of the student achievement council and provide legislative feedback;
 - (b) Engage with the student achievement council and the higher education community to create greater communication, coordination, and alignment between the higher education system and the expectations of the legislature; and
 - (c) Provide recommendations for higher education policy, including proposed legislation, to the higher education and fiscal committees of the legislature.

New Section 202

A new section is added to chapter 44.04 15 RCW to read as follows:

1. The joint higher education committee shall consist of the following members:
 - (a) Four members of the house of representatives, two each appointed by the leadership of the two largest caucuses, with at least one member from each caucus who is a member of the house of representatives ways and means committee and at least one member from each caucus who is a member of the house of representatives higher education committee; and
 - (b) Four members of the senate, two each appointed by the leadership of the two largest caucuses, with at least one member from each caucus who is a member of the senate ways and means committee and at least one member from each caucus who is a member of the senate higher education and workforce development committee.

Joint Higher Education Committee

- Establishes committee.
- Defines goals, mission.
- Sets membership effective July 1, 2012.
- Establishes operating rules.

Joint Committee

- Meets twice annually after conclusion of the legislative session.

2. All members must be appointed by July 1, 2012, and must serve a term of no less than two years.
3. Vacancies on the joint higher education committee shall be filled by appointment by either the president of the senate or the speaker of the house of representatives. All such vacancies shall be filled from the same political party and from the same house as the member whose seat was vacated.
4. The joint higher education committee shall appoint its own co-chairs, representing two different parties and the two chambers of the legislature.

New Section 203

1. The joint higher education committee shall meet at least twice annually after the conclusion of the legislative session.
2. The members of the joint higher education committee shall serve without additional compensation, but shall be reimbursed in accordance with RCW 44.04.120 while attending meetings of the joint higher education committee.
3. The joint higher education committee shall adopt rules and procedures for its operations.
4. Staff support for the joint higher education committee must be provided by the senate committee services and the house of representatives office of program research.