

Master Plan Progress Updates
Performance and Accountability
System Design Plan
College Admission Standards

Higher Education Coordinating Board
July 15, 2010

Three major goals of the 2008 Master Plan:

1. Increase postsecondary educational attainment.
2. Promote economic growth and innovation.
3. Monitor and fund higher education for innovation and achievement.

Progress Updates on:

- Performance and Accountability
- The System Design Plan
- College Admissions Standards Alignment

Strategies to support monitoring and funding higher education for results:

- ✓ **Improving per-student funding levels**
- ✓ **Strengthening and refocusing accountability strategies**
- ↔ **Providing at least some funding to reward results**

How have we made progress?

- Accountability report
 - Common measures
 - Annual data collection, biennial comparative report
- The Governor's Education GMAP measures

Future Work

- To make better progress on achieving Goal 3 of the Master Plan (monitor & fund higher education for results), we need to:
 - Find resources for the Fund for Innovation.
 - Explore a four-year “Student Achievement Initiative.”
 - Re-visit higher education finance so that we fund the results we want.

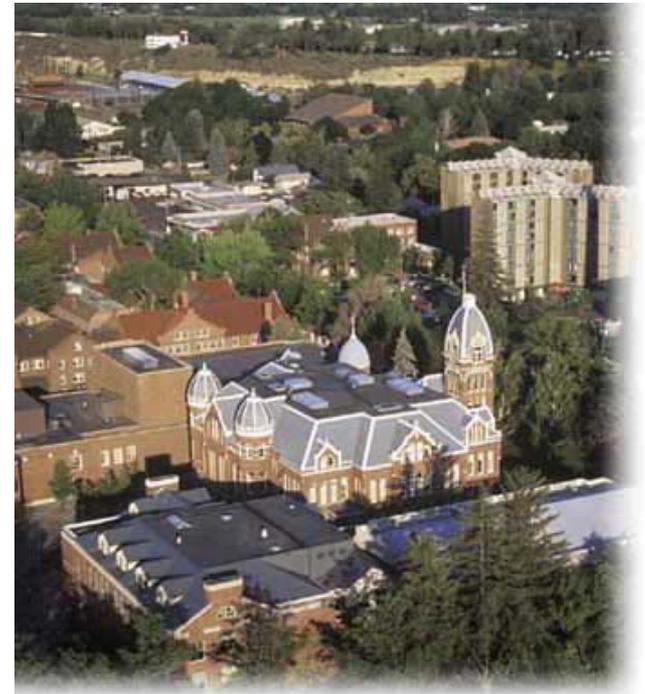
System Design Plan:

- Endorsed by the HECB November 2009
- Adopted by the Legislature as SB 6355
 - *Fund for Innovation* adopted as part of SB 6355, but not funded

Staff Activities to Implement the SDP

12 on-campus staff visits between May - July

- CWU
- EWU
- TESC
- UW-B
- UW-T
- UW-S
- WSU
- City University
- Gonzaga University
- Bellevue College
- Olympic College
- Yakima Valley Community College



Preliminary “Themes” from staff visits:

- Applications up – as much as three- or four-fold on some campuses
- Capacity issues – both physical and in programs (faculty)
- Some campuses and programs can now demonstrate “expand on demand”
- Need to expand graduate programs as well as undergraduate
 - particular interest in professional science master’s and some applied doctorates at regionals and branches
- Room for growth in the graduate role at privates
- Request for mission changes at some campuses

Themes from Staff Visits (cont'd.)

- Willingness / Need to try new strategies
 - Increased interest in applied bachelor's programs at CTCs and some BIs
 - Increased thinking about hybrid and technology delivery
 - Increased interest in off-campus delivery
 - Increased interest in fee based programs
- Concerns about maintaining quality in current budget environment

How have we made progress?

✓ **Near-Term: More focus on demand**

- Begun process of revising program approval & review.
- Use SDP Data Group work for regional analysis to target possible programs for expansion, development.
- Develop Baccalaureate Follow-Up Study to inform regional and state-level analysis.

✓ **Long-Term**

- Poor economic climate will delay implementation of long-term strategies . . . but we need to develop the processes to expand “new big stuff” now so we will be ready when the economy improves.

Future Work

- Conduct regional and state analysis and identify areas of current program need.
- Develop drafts for re-designed program approval and review processes for review by institutions, COP, SBCTC and the Board.
- Continue working with SBCTC on a collaborative approval process for applied baccalaureates.
- Complete first baccalaureate follow-up study and funnel results into regional and state needs analysis.
- Identify locations that are unable to expand much more.
- Develop the RFP process for long-term needs.

Alignment of Minimum Admission Standards and High School Graduation Requirements

To initiate these efforts, the HECB's Education Committee and SBE's Executive Committee met on June 2, 2010 to:

- Explore ways for the two policy boards to work together to keep the state moving forward on shared goals; and
- Consider ways to align high school graduation requirements and college admission requirements.

Five general areas of discussion surfaced:

- What courses should be required in the core curriculum to meet both high school graduation and college admission expectations?
- Should there be a commonly agreed upon total number of credits required for high school graduation and college admission?
- How do high school courses count in satisfying college entry requirements?
- Can course competencies be used to satisfy credit requirements?
- Should revised requirements be phased in on a common schedule and use common definitions?

College Admissions Standards Alignment

Table A

Subject	Core 24 ITF Task Force: "Core Credits for Automatic Enrollment"	HECB: College Academic Distribution Requirements (CADRs)
English	4	4
Math	3	3 (Algebra II)
Sr. Year Quantitative Course	-*	1
Science	3 (2 lab, 1 algebra based)	2 (2 lab; 1 algebra based; 1 biology, chemistry or physics)
Social Studies	3	3
World Language	-	2
Arts	2	1
Fitness	1.5	
Health	.5	
Career Concentration	1	
Total	18	16

*not addressed by ITF recommendation

Next Steps:

- Develop proposal for common set of core courses and total credits.
- Review with stakeholders.
- Discuss with Joint HECB Ed Committee and SBE Executive Committee August 24, 2010.
- HECB and SBE review and accept public comment their September meetings.
- HECB action November 2010.