



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-34310 • (360) 753-7808 • TDD (360) 753-7809

DRAFT PRELIMINARY BOARD MEETING AGENDA
Utilities & Transportation Commission, Conference Room 206
1300 S. Evergreen Park Drive S., Olympia
December 3, 1999

Approximate
Times

Tab

12:00 noon **Board Lunch and Meeting Overview, HECB Conference Room**
(No official business will be conducted at this time.)

1:00 p.m. **Welcome and Introductions**
Bob Craves, HECB Chair

Adoption of October HECB Meeting Minutes **1**

LEGISLATIVE ISSUES & UPDATES:

Legislative Agenda **2**
(Resolution 99-49)

**Supplemental Budget Requests and
Preliminary 2001-03 Budget Guidelines** **3**
Board Subcommittees Reports
(Resolution 99-40)

Legislative Grants

▪ **High-demand Enrollments** **4**
(Resolution 99-43)

▪ **Information Technology Grants** **5**
(Resolution 99-42)

▪ **Child Care Grants** **6**
(Resolution 99-41)

▪ **Master's of Education Reimbursement,
Draft Emergency Rules** **7**
(Resolution 99-44)

Feasibility Study: Determining Distance Learning Enrollments in Independent Institutions <i>(Resolution 99-45)</i>	8
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B R E A K

Minority Participation in Higher Education, Annual Report HECB staff briefing <i>(Resolution 99-46)</i>	9
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CONSENT AGENDA

2000 Board Meeting Schedule <i>(Resolution 99-47)</i>	10
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EWU, MS of Social Work in Clarkston, WA and Lewiston, ID <i>(Resolution 99-48)</i>	11
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DIRECTOR'S REPORT

PUBLIC COMMENT

ADJOURNMENT

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow sufficient time to make arrangements. We also can be reached through our Telecommunication Device for the Deaf at (360) 753-7809.

The full board packet is available at www.hecb.wa.gov

**HIGHER EDUCATION COORDINATING BOARD
MINUTES OF MEETING
October 27, 1999**

HECB Members Present

Mr. Bob Craves, Chair
Dr. Gay Selby
Mr. Jim Faulstich
Mr. Larry Hanson
Ms. Kristianne Blake
Ms. Ann Ramsay-Jenkins
Dr. Frank Brouillet
Dr. Chang Mook Sohn
Mr. David Shaw

HECB Staff

Mr. Marc Gaspard, Executive Director
Ms. Linda Schactler, Deputy Director
Mr. Bruce Botka, Dir. Governmental Relations
Ms. Becki Collins, Dir. Educational Services
Mr. Jim Reed, Associate Director
Mr. Dan Keller, Senior Associate Director
Dr. Kathe Taylor, Associate Director
Ms. Elaine Jones, Senior Program Associate
Ms. Patty Mosqueda, Policy Associate
Mr. John Fricke, Associate Director
Mr. Tom Weko, Associate Director

Introductions

Mr. Bob Craves, HECB Chair, welcomed meeting participants and initiated Board introductions. Mr. Marc Gaspard, Executive Director, reviewed the agenda for the day.

UW President Dick McCormick welcomed the HECB to the Seattle campus and complimented the Board and staff on their excellent work on the Master Plan. He described it as an “outstanding plan” that not only recognizes the needs in the state, but also offers goals and strategies to fulfill those needs. He noted the collaborative nature of the Master Plan work as well as partnerships among state, students and institutions, including linking the plan to the 2020 commission report.

Mr. Craves acknowledged President James Norton, CWU Interim President, who expressed his support for the Master Plan.

Minutes of September 15, 1999, Meeting

Mr. Larry Hanson moved for approval of the minutes as recorded. Mr. David Shaw seconded. The minutes were unanimously approved.

2000 Master Plan

Mr. Craves summarized the highlights of the Master Plan, including the following:

- continuity with past Master Plans and the 2020 recommendations
- increasing FTEs by 52,500
- continuing to develop learner-centered education
- trying to keep education affordable
- linkages with K-12 and continuing the work of K-12 education reform through higher education
- looking at better use of facilities and how to accommodate the additional demand for higher education

Mr. Craves also talked about some new ideas in the Master Plan, such as the HELLO network and of creative ways of paying for our children's education through an education fund that will be linked to the GET program and the Washington Promise scholarship.

Mr. Gaspard provided a brief overview of the master plan process and timeline. He described some of the revisions to the plan, which include stressing the links between K-12 and higher education, as well as broad partnerships among higher education stakeholders. The final draft acknowledges the role of independent private colleges, the effects of poverty on education, and the important role of faculty to the success of the plan

Dr. Tom Weko, HECB Associate Director, briefed the Board on the final conclusions of the employer survey. The report will be sent to institutions and other stakeholders and posted on the web. One of the findings of the survey showed that employers look for certain skills and believe that workers with four-year degrees have those skills; therefore, their preference would be to hire workers with baccalaureate degrees. Currently, employers have problems finding the skilled workers they need so they end up hiring less qualified workers who they must train or send them back to school. In addition, Dr. Weko stated that there is also a need for two-year trained workers.

Mr. David Shaw asked whether employers look for a particular skill in their workers. Dr. Weko replied that with the pool they surveyed, he cannot say for certain, and the data from Employment Security that he worked on focused on three sectors: information technology, K-12 education, and managerial executives. Mr. Shaw expressed his belief that there is a skill mix issue. General education is not as marketable, he stated.

Dr. Chang Mook Sohn wanted to know how many college graduates we are losing to other states and how many we actually hire. Dr. Weko responded that we lose few and hire many. In-migrants possess baccalaureate degrees at a higher rate than our population so Washington State has been relying on importing these skilled workers.

Mr. Larry Hanson commented that beyond the obvious value of the employer survey report, he sees an opportunity to continue conversations with employers. Ms. Linda Schactler, HECB Deputy Director, affirmed that the HECB has in fact met with a lot of business groups and her impression is that they would be delighted to continue this conversation. Mr. Craves said that he has heard the same from other business groups. Dr. Weko added that institutions have also told him how glad they are to hear from employers and that they will be eager to participate in these conversations as well.

Dr. Gay Selby expressed interest in data that's broken down by institutions, baccalaureate degrees granted in specific areas, and extrapolated with the Elway survey. She would like to see where we are, how good we are doing, and where the gap is. Ms. Schactler responded that "...we will be introducing enrollment accommodation plans, what courses to be offered and where, and linking this back to employer demands."

Mr. Craves asked Dr. Weko if the survey showed the needs in different areas. Is it mainly high tech, or computer driven? Dr. Weko said that the data from the Department of Labor and Industries and the Employment Security Department show that information technology has enormous needs but there are also replacement needs, such as replacing retiring K-12 teachers

and administrators. Aside from information technology, other areas in the economy where growth will be fastest include managers and executives and some sectors of health service.

Mr. Jim Faulstich expressed being extremely encouraged with the stakeholder meetings particularly with business groups, their interest in higher education and belief that now is the time to get involved. Business leaders do not see importing workers as particularly good. Some of their programs have been curtailed because of the lack of skilled workers. Mr. Faulstich thinks that if this need is addressed, the business community will be right behind the Master Plan. Mr. Faulstich also spoke about the reallocation of 1 percent of institutional budget for reprioritization, which is explained, well on page 9 of the Plan. He said that business leaders think this is a small amount.

Ms. Ann Ramsay-Jenkins suggested adding language regarding the affects of poverty on learning. She said that one way to get to this problem is to encourage other state agencies so that they act in partnerships with schools and teachers to reach out to this population. Another way would be innovation grants. Ms. Becki Collins, HECB Director observed that the link may be the GEAR-UP program in partnership with the Governor and UW, which is targeted at lower income, at-risk students. The HECB has received a 5-year grant that will complement what Ms. Jenkins is suggesting

Dr. Brouillet commented that we know poverty is an indicator to passing the WASLS. The question is how to incentivise those who don't pass the tests? His concern is that there are no strategies for this group of about 70 percent who really need help. Mr. Gaspard said that one of the changes to the plan is to develop strategies for OSPI for students to take those tests more than once.

Dr. Selby also had suggested language regarding teacher preparation.

The work session ended with a reminder that the plan approved will be a living document, subject to review and amendment as necessary.

Public Comment on the Master Plan

Mr. Dennis Brewer, managing director of CNA Consulting & Engineering, commented on the Master Plan and provided a short presentation on the higher education agenda developed by the American Electronics Association (AEA). One of their agendas will be to provide an annual report to the public to show them how the institutions are doing. He sees a gap between what is required in the industry and what is available in the curriculum. He thinks closer contact between industry and schools is necessary so that the institutions are up-to-date. Innovation from the schools is needed to permeate to business. The biggest challenge in the industry is the absence or lack of appropriately trained people, which they regard as a very serious issue. He said that that there are 10,000 IT jobs open annually.

On the Master Plan, he commented that best practices already exist someplace. We need to identify those and deploy them. He mentioned the issue of execution of the Plan and the need to use both incentives and consequences.

Dr. Sohn wanted to know why there are still not enough workers when the industry is paying top dollars for these jobs. Is there some structural barrier, he asked. Mr. Brewer confirmed that

there are a number of institutional impediments, of economic structure and cultural, political impediments, including limits to importing workers from around the world. The problem of image (“geek factor”) which makes IT jobs unattractive to some. But in our state specifically, the lack of people in software development is due to the predominance of companies in the software development industry. Technology faculty are also very scarce.

In response to Mr. Shaw’s query, Mr. Brewer said that of the 10,000 workers needed annually, the community and technical colleges will fill 1/3 of the need. The industry’s concern is about long-term leadership needs that have to be met by the four-year institutions.

The following people commented on the Master Plan after Mr. Brewer:

Mr. Tom Parker, WAICU

Dr. David Duawalder, CWU

Dr. Fred Campbell, UW

ACTION: Mr. David Shaw moved for consideration of Resolution 99-39, with the understanding that formatting changes will still be made throughout the layout and printing process. Mr. Jim Faulstich seconded the motion, which was carried unanimously.

Legislative Grant Updates

Mr. Bruce Botka, HECB Director for Governmental Relations, gave a brief review of the Child Care Grants and the grants for High Demand Enrollment. Most of the 40 proposals received involve Information Technology programs. On the Information Technology Grants, he reminded the Board \$250,000 is still to be allocated. Nov. 15 is the deadline for the second round of proposals for this grant.

Supplemental Budget Requests

Mr. Dan Keller, HECB Associate Director, reviewed the fall enrollment statistics from the four-year institutions, noting that the Office of Financial Management would release formal “average annual FTE” estimates in November, which likely would show enrollments below budgeted levels. Mr. Keller also provided a brief overview of the two- and four-year colleges’ and universities’ 2000 supplemental budget requests. The two HECB budget subcommittees of Fiscal and Capital will meet in November to look at these requests in preparation for the December 3rd meeting.

UW technology demonstration

UW faculty and students demonstrated how technology is being used in different disciplines, and the advantages of applying technology in teaching. They also showed how technology is being applied to other functions and sectors in the university.

CONSENT AGENDA

B.A. in Human Services Cybersite, WWU

<p>ACTION: Ms. Gay Selby moved for consideration of Resolution 99-38, approving the program. Mr. Jim Faulstich seconded the motion, which was carried unanimously.</p>

Executive Director's Report

Mr. Gaspard provided updates on the Promise Scholarship and the GET program, showing among others, demographic statistics covering various income levels, type of institution, regions of the state. He mentioned that the Promise Scholarship needs to be put into statutory language and will be on the agenda for board action in December. Also, the appropriation provided in the last session was not sufficient to meet all the requirements so there will be a supplemental request for the Washington Promise Scholarship.

Mr. Craves asked for a briefing by the GET marketing contractor.

Mr. Gaspard made special mention of Sherrie Storey who is retiring from her position as the coordinator of the House Higher Education Committee, and Kathe Taylor who has found another opportunity with Evergreen State College.

Meeting adjourned at 3:10 p.m.

RESOLUTION NO. 99-38

WHEREAS, Western Washington University is proposing to establish a Bachelor of Arts in Human Services Cybersite Distance Education Program; and

WHEREAS, The program has the potential to contribute significantly to higher education access and to the evolution of best practices in e-learning; and

WHEREAS, The program will respond to the increasing demand for professionals in human services; and

WHEREAS, Washington State University will have the opportunity to contribute some specialty courses; and

WHEREAS, The program supports the Board's initiatives for higher education, including expanded use of instructional technologies, increased partnerships with other universities, and greater participation of under-represented populations in higher education; and

WHEREAS, Resources are adequate to support a quality program and support services; and

WHEREAS, The costs are reasonable and will be supported by student tuition revenues;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves Western Washington University's request to establish a Bachelor of Arts in Human Services Cybersite Distance Education Program, effective October 27, 1999. Furthermore, on an annual basis, WWU will submit actual costs for the cybersite distance education courses, including the actual costs associated with delivery via distance education technologies. Finally, 30 days after the current and next cybersite student cohorts complete their programs, WWU will submit to HECB staff all assessment information related to program effectiveness and student learning outcomes.

Adopted:

October 27, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-39

WHEREAS, State law [RCW 28B.80.330(3)] directs the HECB to prepare *a comprehensive master plan that includes but is not limited to: Assessments of the state's higher education needs; recommendations on enrollment and other policies and actions to meet those needs; and guidelines for continuing education, adult education, public service, and other higher education programs; and*

WHEREAS, The Board has insisted on an open and inclusive process, sensitive to its statutory role to represent the "broad public interest in higher education, above the interests of individual institutions"; and

WHEREAS, The Board has considered a number of in-depth policy papers designed to discuss and analyze the issues central to the Master Plan; and

WHEREAS, In July 1999, the Board approved an outline for the 2000 Master Plan, including three primary policy goals that summarize the vision for higher education presented by this Master Plan, strategies that characterize each policy goal, and specific initiatives that described specific steps that should be taken in order to effect the strategy and policy goal to which each is linked; and

WHEREAS, The Board has met with citizens across the state, gathering ideas and concerns to be reflected in the Master Plan; and

WHEREAS, As directed by the HECB, staff have included Board comments and discussion in the draft final Master Plan;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the draft final Master Plan language and the goals and strategies incorporated therein as presented on October 27, 1999;

BE IT FURTHER RESOLVED That the Board thanks representatives of business, labor, higher education, and citizens groups for their participation in the master planning process, and commends staff for a job well done.

Adopted:

October 27, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

2000 HECB Legislative Session Priorities

December 1999

BACKGROUND

The Washington Legislature will convene its 2000 session on January 11. The 60-day regular session will be lawmakers' first official gathering of the new millennium, but, perhaps more significantly, it will be the first session since the voters' passage of Initiative 695. With the enactment of I-695, voters guaranteed that the session would focus on the financial implications of the elimination of some \$750 million per year from the revenue stream that supports many state services.

The Higher Education Coordinating Board (HECB) has identified a limited number of legislative priorities for the state's higher education system. This document briefly outlines these issues and provides an overview of the Board's positions. It is accompanied by Resolution No. 99-49, which establishes the Board's 2000 legislative agenda.

HECB LEGISLATIVE PRIORITIES

2000 Master Plan for Higher Education

The Board's highest priority for the legislative session is to secure legislative endorsement of the 2000 Master Plan through a concurrent resolution that will establish the plan as state higher education policy. The 2000 Master Plan identifies six primary initiatives:

- Ensure that access is available for the approximately 70,000 students who will seek to enroll in Washington colleges and universities in the next 10 years, including the approximately 52,000 who will seek to enroll in the state's public institutions;
- Establish student learning outcomes for higher education degrees;
- Establish incentives and information to help K-12 students go to college;
- Create an information network to communicate to Washington citizens how to use the higher education resources in Washington State;
- Use information technology to expand access to higher education; and
- Create incentives to help institutions respond to students' needs and to compete in an increasingly competitive "marketplace."

Promise Scholarship

The new Washington Promise Scholarship, which provides college scholarships for the state's top high school seniors, was enacted as a provision of the 1999-2001 operating budget. The HECB endorses the effort to enact a Promise Scholarship statute to ensure that the program becomes a permanent part of the state's array of student financial aid programs.

Guaranteed Education Tuition

When the Legislature enacted the Advanced College Tuition Payment Program (Guaranteed Education Tuition, or GET) in 1997, it directed the program's governing committee to make recommendations for refinements of the program statute prior to the 2000 session. The GET Committee soon will consider recommendations that were developed in response to the legislative directives. The HECB supports the following objectives for the program, consistent with HECB Resolution No. 98-29 approved on September 8, 1998:

- **Administrative responsibilities should be clarified**, and operating and administrative functions should remain under the direction of the HECB;
- **Membership of the GET Committee** should be increased from three to five to provide for citizen members;
- **The three current committee positions should be retained**, with the executive director of the HECB continuing as the chair; and
- **An advisory committee with** representatives of public and private education institutions and other public- and private-sector members should be established to recommend program improvements.

Supplemental Operating and Capital Budget Recommendations

The Board will adopt supplemental budget recommendations on the basis of proposals from its operating and capital fiscal subcommittees. These committees had not convened to review the colleges' and universities' budget proposals when this overview was written. The Board's priorities will be incorporated into the legislative agenda that is presented to lawmakers in January.

Other Legislative Issues

Degree Authorization Act (DAA): The HECB staff is examining alternatives for improving the statute under which the Board authorizes out-of-state institutions to offer college degrees in Washington State. The Board is charged with adopting minimum standards for degree-granting institutions to "protect citizens ... from substandard, fraudulent or deceptive practices." But the current law provides for such wide-ranging exemptions that it is sometimes difficult for the Board to ensure that students will be guaranteed a reasonable level of instructional quality. The Board believes the DAA should be clarified and strengthened to provide better quality control on behalf of education consumers.

Accountability: Following the Board's approval of the 1999-2001 accountability plans of the six public baccalaureate institutions, the colleges and universities commenced a series of informal discussions, co-sponsored by the HECB, the Council of Presidents and the State Board for Community and Technical Colleges. The purpose of the meetings was to discuss the future direction of higher education accountability initiatives. The initial forums took place October 13 and November 30. The HECB continues to support college and university efforts aimed at continuous improvement in educational quality, and will continue to work with the institutions to refine existing measurements of institutional outcomes and efficiency.

Future Teachers Conditional Scholarship: The Office of the Superintendent of Public Instruction (OSPI) is seeking about \$850,000 in supplemental funding to capitalize the state's loan-forgiveness program for students who enter the teaching profession. Several HECB staff members have worked with their OSPI counterparts to suggest refinements of the current statute, which was enacted in 1987 but is not currently funded in the state operating budget.

Extension of K-20 Network: The HECB, as a participant in the governing committee of the K-20 network, supports extension of the K-20 network to the state's public library system. The K-20 governing board on November 18 endorsed a program plan and \$1.4 million budget request to bring K-20 data services to public libraries across the state.

RESOLUTION NO. 99-49

WHEREAS, State law directs the Higher Education Coordinating Board (HECB) to review, evaluate and make recommendations to the Legislature and the Governor regarding budget, policy, and legislative issues in consultation with the state's other educational institutions; and

WHEREAS, The Board has reviewed the supplemental budget proposals of the state's public four-year college and universities, and the community and technical colleges; and

WHEREAS, The Board has reviewed a wide range of legislative issues in order to fulfill its statutory responsibilities and to respond to a number of directives from the Legislature and Governor during the 1999 legislative session.

THEREFORE, BE IT RESOLVED, That the Board hereby adopts its 2000 legislative agenda, whose highest priorities are as follows:

1. Approval of the 2000 Master Plan for Higher Education through a concurrent legislative resolution;
2. Enactment of a statute to make the Washington Promise Scholarship a permanent component of the state's complement of programs to encourage students to attend Washington colleges and universities;
3. Legislation to clarify the administrative and program responsibilities related to the state's Guaranteed Education Tuition program (also known as the Advanced College Tuition Payment Program);
4. Approval of the Board's recommendations for immediately needed enhancements of the supplemental operating and capital budget enhancements of several of the state's public colleges and universities; and
5. Development of legislation to refine the state's Degree Authorization Act to improve the HECB's ability to fulfill its statutory responsibilities to protect the interests of education consumers.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Operating and Capital Budgets Supplemental Requests and Draft Guidelines for 2001-03

December 1999

EXECUTIVE SUMMARY

State law directs the Higher Education Coordinating Board [RCW 28B.80. 330(4)] to “review, evaluate, and make recommendations on the operating and capital budget requests from four-year institutions and community and technical colleges.” This directive also refers to supplemental budget requests [RCW 28B.80.330(5)].

At the October meeting of the HECB, staff briefed Board members on operating and capital supplemental budget requests of the institutions. The HECB capital budget subcommittee met to discuss the recommendations on November 22; the subcommittee members are Larry Hanson, David Shaw, and Kristi Blake. The operating budget subcommittee met on November 23 for similar discussions; the committee members are Gay Selby, David Shaw, Chang Mook Sohn, and Frank Brouillet.

Each subcommittee also discussed preliminary budget guidelines for the 2001-03 institutional budget requests. The guidelines are intended to outline the fiscal priorities of the Board, so that those priorities may be reflected in budget requests. Central both to the capital and operating budget guidelines, are the fiscal and policy initiatives set forth in the 2000 Master Plan.

The recently completed 2000 Master Plan for Higher Education sets out policy goals and an operational and financing strategy for higher education through 2010. The fundamental goal in that plan is to provide a quality education that is focused on and meets the changing needs of students. This student-centered focus must recognize and accommodate the growing population of college-age and students and lifelong learners that are expected to seek education opportunity in the future.

BOARD ACTION

At the December meeting of the Board, the operating and capital budget subcommittees will (1) propose supplemental budget recommendations, and (2) propose adoption of the principles and policies to be reflected in the preliminary 2001-03 budget guidelines.

RESOLUTION NO. 99-40

WHEREAS, The Higher Education Board is required by statute (RCW 28B.80.330(4)) to review, evaluate and make recommendations on the operating and capital budget requests from four-year institutions and the community and technical college system. These recommendations are to be based upon role and mission statements of the institutions; the state's higher education goals, objectives, and priorities; and a comprehensive master plan; and

WHEREAS, The Higher Education Coordinating Board is also required by statute to distribute budget guidelines which outline the Board's fiscal priorities to the institutions by December of each odd-numbered year; and

WHEREAS, The Higher Education Coordinating Board has completed the 2000 Master Plan which lays out the goals, objectives and fiscal priorities of the Board; and

WHEREAS, Preliminary operating and capital budget guidelines have been prepared and distributed for review and comment by the institutions, similar to the process employed in the development of budget guidelines for the 1999-2001 biennium;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Preliminary Draft of the 2001-2003 Operating and Capital Budget Guidelines. Review and comment on these preliminary guidelines is solicited from the institutions prior to the January 27, 2000, Board meeting when final budget guidelines will be approved.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Proposed Supplemental Operating and Capital Budget Recommendations

December 1999

BACKGROUND

One of the duties of the Higher Education Coordinating Board (HECB) is to recommend higher education funding priorities to the Governor and to the Legislature, for both supplemental and regular biennial operating and capital budgets. At the October meeting, staff briefed the Board on institutions' supplemental budget requests. The Capital and Operating Budget Subcommittees of the HECB met on November 22 and November 23, respectively, to consider the items proposed for the respective supplemental budgets. The subcommittees' funding recommendations are presented below.

SUPPLEMENTAL OPERATING BUDGET OVERVIEW

Traditionally, the supplemental operating budget provides an opportunity for the Governor and the Legislature to update, refine, and otherwise adjust the budget previously adopted for the biennium. The HECB used following budget categories in the 1999-01 budget process to organize budget recommendations; they are used here as well so that supplemental budget recommendations are consistent with the budget work of the Board last year:

- **“Maintenance Level”** items are those necessary to continue operations at current-level service to students. **This analysis recommends funding of \$2.271 million in institutional requests**, all of which fall into this category. Maintenance Level requests are part of the on-going operations of colleges and universities. This recommendation assumes that the requests would have been funded by the 1999 session had the Board known the full dimensions and detail of the requests. In some respects these are technical adjustments.
- **“Critical Support.”** Last year the HECB classified as “critical support” a number of the supplemental request items (as indicated on the attached summary of the operating budget proposal). **These items were fully addressed by the Legislature in the biennial budget and should not be revisited as Critical Support items.** For the supplemental budget they should be re-categorized as “essential support” items and considered with other items in that category.
- **“Essential Support.”** **The subcommittee recommends that the remaining \$16.688 million of supplemental requests be included in the “Essential Support” category.** While these requests are desirable from an overall perspective of a long-term viable system, they do not constitute the immediate priority normally attributed to supplemental budget items. Should funding from enrollment savings or otherwise be available these items should

be considered for use of those funds. However, institutions should consider funding these requests by reallocation existing resources, or defer them for consideration as part of the next biennial budget process.

The following documents are attached for your review:

- Table I - the **summary of the operating budget** supplemental requests reviewed at the October Board meeting; and
- Table II - an array of the **institutions' supplemental requests** consistent with the priorities previously adopted for the current biennium and the above overview.

TABLE I
SUMMARY OF SUPPLEMENTAL BUDGET REQUESTS

<u>Operating Budget Requests</u>	<u>General Fund - State</u> <i>(Dollars in Millions)</i>
<u>Central Washington University</u>	
Self-insurance Costs	\$0.3
Faculty Recruitment and Retention	\$0.3
Subtotal – CWU	\$0.6 million
<u>Eastern Washington University</u>	
FY2001 Enrollment Increase	\$1.5
Subtotal – EWU	\$1.5 million
<u>University of Washington</u>	
Internet Connectivity	\$1.5
Diversity Outreach and Recruitment	0.9
Graduate Assistants Health Insurance Increase	0.9
Subtotal – UW	\$3.3 million
<u>Washington State University</u>	
Faculty Retention Salary Pool	\$1.7
Health Sciences Initiatives – Instruction, research, and coordination	1.1
Operation and Maintenance of New Electrical Facility	0.3
Subtotal – WSU	\$3.1 million
<u>Western Washington University</u>	
Operation and Maintenance of New Facilities	\$0.3
Subtotal – WWU	\$0.3 million
<u>State Board for Community and Technical Colleges</u>	
Operation and Maintenance of New Facilities	\$0.7
Adjustment to Part-time Faculty Salary Increase Funding	\$0.3
Adjustment to Worker Retraining Funding	\$0.4
Expanding Distance Learning Network Services	\$7.1
Respond to Needs of Students with Disabilities	\$1.7
Subtotal – SBCTC	\$10.1 million
Total – All Operating Requests	\$18.9 million

**TABLE II
PROPOSED HECB SUPPLEMENTAL OPERATING BUDGET FUNDING PRIORITIES**

	HECB FUNDING PRIORITY CATEGORIES				
	<i>(dollars in thousands)</i>				
	General Fund <u>State</u>	Maintenance <u>Level</u>	Critical <u>Support</u>	Essential <u>Support</u>	<u>Other</u>
Central Washington University					
Adjustment to Self-insurance Costs	324	324			
Faculty Recruitment and Retention	312			312	*
Subtotal – CWU	636				
Eastern Washington University					
FY2001 Enrollment Increase	1,454			1,454	*
University of Washington					
Internet Connectivity	1,500			1,500	*
Diversity Outreach and Recruitment	889			889	
Graduate Assistants Health Insurance Increase	908			908	
Subtotal – UW	3,297				
Washington State University					
Faculty Retention Salary Pool	1,744			1,744	*
Health Sciences Initiatives – Instruction, research, and coordination	1,118			1,118	
Operation and Maintenance of New Facilities	272	272			
Subtotal – WSU	3,134				
Western Washington University					
Operation and Maintenance of New Facilities	309	309			
Subtotal - Four-year Institutions	8,830	581		6,159	
State Board for Community and Technical Colleges					
Operation and Maintenance of New Facilities	666	666			
Adjustment to Part-time Faculty Salary Increase Funding	286	286			
Adjustment to Worker Retraining Funding	414	414			
Expanding Distance Learning Network Services	7,063			7,063	
Respond to Needs of Students with Disabilities	1,700			1,700	
Subtotal – SBCTC	10,129	1,366		8,763	
Total – All Operating Budget Requests	18,959	1,947	-	14,922	-

* These items were previously considered by the 1999 session of the Legislature.

SUPPLEMENTAL CAPITAL BUDGET OVERVIEW

In addition to providing recommendations on supplemental operating budget requests, the HECB must review and make recommendations on institutions' supplemental capital budget proposals. Traditionally, the Legislature has used the supplemental capital budget for the following purposes:

- To provide **technical corrections** to the biennial capital budget; e.g., fund-source identification, reappropriation amounts, and project title;
- To make **changes in project scope or purpose**, and to add, modify or clarify special conditions contained as "proviso" in the appropriation language of capital projects;
- To **authorize new capital spending** for projects urgently needed to protect life, safety, and property, and to continue state services and programs;
- To authorize **special planning studies** needed to inform capital policy-decisions in the following year; and
- To a limited degree, **to authorize predesign, design, or construction** funding for new program-based capital projects.

The Governor and Legislature have traditionally avoided the authorization of new program-based projects in supplemental budgets. This is particularly true when General Obligation Bonds are proposed as the basis of project funding or will be needed to support a later project phase (e.g., construction). This policy relates both to bonding capacity within the statutory debt limit¹, and the desire to evaluate every two years all capital needs within the context of the state's ten-year capital plan.

Fiscal Context

In 1999, the Legislature adopted a \$2.3 billion capital budget for the 1999-2001 biennium. This total spending plan authorized \$935 million in new General Obligation Bonds to finance hundreds of capital projects requested by state agencies and institutions. The \$761 million, 1999-2001 capital budget for public universities and colleges included \$471 in new General Obligation Bonds.

When developing this General Obligation Bond authorization level, the Legislature balanced the 1999-2001 biennium's capital needs with future projected capital bond needs through 2009. The Legislature's actions were needed in order to remain within the statutory debt limit and to have bonding capacity for future biennia. This approach to capital budgeting requires that some portion of available debt capacity in any one biennium be reserved for use in future biennia. In early fall 1999, the Office of Financial Management (OFM) advised state agencies and institutions that only limited funds would be available for critically needed capital projects in the 2000 Supplemental Capital Budget. This budget advisory is consistent with the traditional character and purposes of the supplemental capital budget discussed above. Additionally, this

¹ The statutory debt limit constrains the amount of debt service paid in any future year to seven percent of the average general fund revenues of the three prior fiscal years.

policy is instrumental in ensuring that sufficient bonding capacity will be available in the ensuing biennia.

Summary of Request

As shown in Table III, the University of Washington, Washington State University, Eastern Washington University, and the Community and Technical Colleges have requested a total of \$49.9 million in supplemental capital spending. Supplemental capital requests were not received from Western Washington University, Central Washington University, or The Evergreen State College.

Of the total supplemental request, the three institutions have proposed \$14.6 million in general Obligation Bonds, \$3.5 million from institutional building funds, and \$30.9 from local funds. In addition to these funding requests, the institutions have proposed various technical corrections to the 1999-2001 Capital Budget.

Recommendations

The 1999-2001 Supplemental Capital Budget recommendations of the HECB Capital Subcommittee are consistent with the customary purposes of supplemental capital spending. Specifically, the Subcommittee is supporting state funding in the supplemental budget for projects needed to protect life, safety, and property and the continuation of state services and programs. Additionally, the Subcommittee is supporting capital projects financed through local funds, and considers these expenditures and commitments to be a matter of institutional priority and management discretion.

The Subcommittee is not recommending supplemental funding for state-funded projects that are not immediately needed to protect life, safety, or property, nor program-based projects that will require the authorization of General Obligation Bonds in future biennia. The Subcommittee believes that funding any phase of these projects should be considered during the development of the 2001-2003 Capital Budget.

In view of the above, the Subcommittee recommends that the Sand Point Building 29 Renovation, the Food Services Renovation, and the Ethernet Wiring and Electrical Upgrade projects proposed by the University of Washington be funded in the 1999-2001 Supplemental Capital Budget. Additionally, the Subcommittee recommends that the Governor and Legislature identify an appropriate fund source to finance the Heating Plant Repair project proposed by Washington State University and the Roof Repairs project at Columbia Basin College.

The Subcommittee also recommends that the Certificate of Participation financed projects proposed by the SBCTC be authorized. These authorizations include: real property acquisitions at Bates and Renton Technical Colleges, additional financing authority for previously authorized projects at Columbia Basin, Whatcom and Edmonds Community Colleges, and construction of a parking facility at Olympic College².

² The Subcommittee is deferring a recommendation on the State Board for Community and Technical Colleges (SBCTC) Hazardous Material Abatement proposal to the Office of Financial Management. This deferral will allow OFM to determine if the requested funds are already contained in the scope and budgets of projects authorized in the 1999-2001 Capital Budget.

**TABLE III
SUMMARY OF SUPPLEMENTAL CAPITAL REQUESTS AND HECB RECOMMENDATIONS**

Institution/Project Request	Supplemental Request	Funding Recommended	Defer To 2001-2003
Eastern Washington University			
Pre-design and Design: Cheney Hall Renovation and Addition			
State Bond Fund	\$1,250,000	\$0	\$1,250,000
Electrical Service Upgrades: Isle and Showalter Halls			
State Bond Fund	\$750,000	\$0	\$750,000
Elevator Repairs and Upgrades			
State Bond Fund	\$350,000	\$0	\$350,000
Fire Detection, Alarms, and Suppression			
State Bond Fund	\$550,000	\$0	\$550,000
Subtotal - EWU	\$2,900,000	\$0	\$2,900,000
University of Washington			
Design Funding: Life Sciences I & Kincaid Hall Remodel			
Building Fund	\$3,525,000	\$0	\$3,525,000
Sand Point Building 29 Renovation			
Local Fund (COP)	\$4,500,000	\$4,500,000	\$0
Food Services Renovation			
Local Fund (COP)	\$12,000,000	\$12,000,000	\$0
Ethernet Wiring & Electrical Upgrades			
Local Fund (COP)	\$5,700,000	\$5,700,000	\$0
Subtotal - UW	\$25,725,000	\$22,200,000	\$3,525,000
Washington State University			
Heating Plant Repairs			
State Bond Fund or Other Funding Source	\$5,610,000	\$5,610,000	\$0
Subtotal - WSU	\$5,610,000	\$5,610,000	\$0

TABLE III
SUMMARY OF SUPPLEMENTAL CAPITAL REQUESTS AND HECB RECOMMENDATIONS
(continued)

	Supplemental Request	Funding Recommendations	Defer to 2001-2003
Community and Technical Colleges			
Columbia Basin - Roof Repairs			
State Bond Fund or Other Funding Source	\$1,244,000	\$1,244,000	\$0
Olympic College - Plant Operations Building ³			
State Bond Fund	\$4,500,000	\$0	\$4,500,000
Hazardous Materials Abatement			
State Bond Fund	\$330,000	Recommendation deferred to OFM	
Bates - Land & Facility Acquisition			
Local Fund (COP)	\$5,300,000	\$5,300,000	\$0
Renton- Land Acquisition			
Local Fund (COP)	\$1,000,000	\$1,000,000	\$0
Additional Financing Authorization - Columbia Basin, Whatcom, and Edmonds Certificate of Participation Projects			
Local Fund (COP)	\$1,450,000	\$1,450,000	\$0
Olympic College – Parking Facility			
Local Fund (COP)	\$900,000	\$900,000	\$0
Subtotal - CTC'S	\$14,724,000	\$9,894,000	\$4,500,000
Total – All Capital Requests	\$48,959,000	\$37,704,000	\$10,925,000
State Bond Fund or Other Funding Source	\$14,584,000	\$6,854,000	\$7,400,000
Building Fund	\$3,525,000	\$0	\$3,525,000
Local Funds	\$30,850,000	\$30,850,000	\$0

³ Design funds for this project were appropriated for the 1999-2001 biennium with construction funding anticipated in the 2001-2003 biennium.

RESOLUTION NO. 99-50

WHEREAS, It is the responsibility of the Higher Education Coordinating Board (HECB) to recommend higher education funding priorities to the Governor and to the Legislature for both regular biennial budgets as well as supplemental budget requests; and

WHEREAS, Five of the four-year institutions and the State Board for Community and Technical Colleges have submitted supplemental operating and capital budget requests for consideration by the Governor and the Legislature during the 2000 session of the Legislature; and

WHEREAS, The capital and operating budget subcommittees of the HECB have met to consider the supplemental budget requests on November 22 and 23, respectively; and

WHEREAS, The subcommittees made recommendations to the full HECB for consideration on December 3, 1999;

THEREFORE, BE IT RESOLVED, That the Board adopts the recommendations of the capital and operating budget subcommittees with respect to supplemental budget proposals for the 2000 session of the Legislature; and

BE IT FURTHER RESOLVED, That the Board directs those recommendations to be forwarded to the Governor and the Legislature.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

PRELIMINARY DRAFT
2001-2003 HECB OPERATING BUDGET GUIDELINES

December 1999

PURPOSE OF THE GUIDELINES

The Higher Education Coordinating Board is required by statute (RCW 28B.80. 330(4)) to adopt and disseminate budget guidelines to the public institutions in preparation for the budget process for the next biennium. In the upcoming budget process the Board will incorporate the policy goals and concepts set out in the recently completed 2000 Master Plan into recommendations for funding specific investments and operational activities. As in the past, these budget guidelines direct institutions to reflect Master Plan priorities in their 2001-03 budget requests. Unlike the past, these budget guidelines call for a different approach to the process of developing institutional budget requests.

The 2001-2003 biennium budget guidelines lay out a plan for transforming the higher education budget process in recognition of a changing environment. Several forces are converging to shape the future of public higher education in Washington State over the next ten years:

- **Increasing higher education needs.** The demand for higher education services is increasing due to population growth and the demand for more training by learners of all ages. In addition, new types of jobs and changing requirements and expectations by employers will require more higher education than ever before.
- **Increasingly restricted state funding.** The passage of citizen initiatives over the last several years will continue to limit the availability of state funds. Reconciling growing demand with limited resources will be an increasingly difficult challenge. For example, state investments in new higher education enrollment over the last five years have been about 60 percent of the rate needed to reach the HECB enrollment goals through 2010. Meeting the HECB goals will require substantially increasing the commitment of new resources over the next ten years. This outlook calls for new approaches in the budget process to make sure that policy-makers fully understand needs and options.
- **An increasingly competitive higher education marketplace.** The private sector has identified higher education services as a rich new market waiting to be tapped. Private-sector providers are moving into this new marketplace at an unprecedented rate, offering learners exciting and convenient new ways to learn — both through on-line services and in more traditional delivery styles. These providers create new opportunities for collaboration, and challenge our public institutions to operate at the highest possible levels of effectiveness, demonstrated by response to student and market demand and evidenced by the bottom line.

A NEW APPROACH TO THE BUDGET PROCESS

This changing environment requires the HECB to play a more proactive role throughout the budget process. Specifically, the HECB will:

- Work cooperatively with the public baccalaureate institutions and the State Board for Community and Technical Colleges throughout the budget development phase, beginning immediately;
- Give higher priority in budget recommendations to collaborative and multi-institutional proposals to meet learner needs; and,
- Look for evidence of greater operational efficiency and re-prioritization of functions, programs, and spending in all institutional budget requests.

This new approach to the budget process will help to integrate the 2000 Master Plan goals and fiscal priorities into institution budget proposals. A more detailed description of how the budget development process will unfold is provided in the following sections of these guidelines.

THE HECB 2000 MASTER PLAN: GOALS AND FISCAL PRIORITIES

The recently completed 2000 Master Plan for Higher Education sets out policy goals and an operational and financing strategy for higher education through 2010. The fundamental goal in that plan is to provide a quality education that is focused on and meets the changing needs of students. This student-centered focus must recognize and accommodate the growing population of college-age students and lifelong learners expected to seek educational opportunity in the future.

The development and review of institutional budget requests for the 2001-2003 biennium (and future biennia) will be conducted from the reference point of the goals established in the Master Plan. The HECB will work with institutions to develop new ways to make each biennial budget request a positive step forward in the realization of the Master Plan goals. This cooperative effort will take many forms:

- **Development of an enrollment accommodation plan** for the next ten years that will define the steps and costs to provide students with affordable opportunity in both high demand and traditional programs⁴.
- **Allocation of high demand FTE funding**, and any other funding provided to the HECB for specific purposes, in support of innovative and creative institutional efforts to serve students.
- HECB support and assistance in the development of multi-institutional efforts and **programs to provide services to currently under-served populations**.
- HECB support for **institutional efforts to break down barriers to efficiency**.
- **Collaborating with the institutions to develop and implement outreach programs**, like the Higher Education Lifelong Learning (HELLO) network, to make more potential students

⁴ As discussed in the Capital Budget Guidelines, the Enrollment Accommodation Plan will also be used in determining the capital and facility needs of the public universities and colleges.

aware that post-secondary education is a possibility for them—and it is affordable when prudent planning occurs.

The budget process is viewed as the opportunity to turn Master Plan goals into operational plans by all of higher education—and it will be conducted in that manner. The focus of HECB review and input on institutional budget requests will be clearly directed to identifying and supporting proposals that implement the Board's vision for expanding opportunity for a high-quality education opportunity for students.

Consistent with the 2000 Master Plan and budget guidelines for previous biennia, the HECB's fiscal priorities are:

- Maintaining a level of base funding sufficient to maintain the current quality of programs and services.
- Program enhancements to increase access to higher education opportunity. See discussion on Enrollment Accommodation Plan below.
- Program enhancements to increase the quality of education services. See discussion on Re-prioritization of Activities and Funding below.
- Program enhancements in other areas. See discussion on Re-prioritization of Activities and Funding below.

SPECIFIC AREAS OF EMPHASIS TO BE ADDRESSED

The HECB has identified the following three areas of emphasis to be specifically addressed in discussions and future budget requests: the enrollment accommodation plan, re-prioritization of activities and funding, and distance education and e-learning.

THE ENROLLMENT ACCOMMODATION PLAN

The Master Plan calls for the HECB to work with two-year and four-year colleges and universities to create an enrollment accommodation plan by September 2000. Discussions with institutional and business representatives during the development of the Master Plan consistently indicated the need for increased enrollment levels in the future — *particularly in high-demand fields*. In fact, the current state budget provides funds specifically for additional enrollments (to be distributed by the HECB) in high-demand fields. However, investigation into meeting demand in some high-demand fields has identified constraints and limitations (available faculty, equipment, etc.) that will present challenges and may drive the per-FTE cost of these enrollments well above normal levels.

As previously noted, it is expected that competition for state funds will become more intense in the future. In that environment, higher education must seek to put forward a more unified and cooperative budget proposal, one that demonstrates creative thinking and efficient management of state resources to meet the needs of students. Institutions should emphasize collaboration over competition in building budget proposals. The HECB can help to create a format for this collaboration to take place in many ways, the first of which will be working with institutions to

develop an enrollment accommodation plan for the next ten years. The HECB will work with the institutions to design a process and guidelines for development of the enrollment accommodation plans to promote a complete and complementary approach among all the institutions in enrollment planning and budgeting.

Making the case for additional enrollments at the pace driven by demographics, while enhancing quality at the same time, will require careful and strategic planning with all elements of the higher education community, including Washington's independent colleges and universities. The state needs a long-range enrollment plan that details (as much as possible) how enrollment growth will be accommodated. This plan should identify which institutions can add what number of enrollments, and what investments/changes (operating, capital, cultural or management change, etc.) must occur to be successful.

It also will be quite important to identify the programs that will be expanded by different institutions to ensure that high-demand fields are being adequately addressed without unnecessary duplication. Engaging in this long-range planning will be a new challenge but can demonstrate the cooperation and efficiency among institutions and sectors that citizens expect. Opportunities for cooperation in offering multi-institutional programs and controlling duplication will allow each institution to concentrate on its strengths while still recognizing unique institution missions and capabilities.

Having a long-range roadmap also will help to clarify the needs of all of higher education, and provide the benchmarks against which to measure progress. Currently, new enrollments in each budget are difficult to view as a progressive step toward a longer-term, system-wide target. This has not been a problem to date, since funding for new enrollments has generally been adequate. However, this situation may not continue. In addition, the HECB and state officials expect follow-up activities and implementation reports on the recommendations in the 2000 Master Plan.

The enrollment accommodation plan should fundamentally describe how public and private higher education will undertake complementary initiatives to satisfy the enrollment pressures in Washington State expected by 2010. The specific contents of this plan will be defined cooperatively by all the affected institutions. The issues to be addressed include financial, economic, regulatory, management, cultural, academic, and technological. The plan will represent the best thinking of the institutions based on what is known today. The plan will be fluid and flexible, and periodically adjusted to respond to state funding decisions, changes in student interests and behavior, changes in technology and the needs of business, and changes in the environment that cannot now be anticipated. The level of detail and the process to develop and update the plan will be determined cooperatively by the HECB and all involved institutions.

It is important to recognize that this plan is not exclusively about enrollment. It is also about the current strengths and capabilities of the institutions and how they can be further improved. It is about preserving and enhancing quality while the system undergoes dramatic growth. It is about reaching out to non-traditional students in non-traditional and affordable ways. It is about making the whole system as learner-centered as possible. Still, almost all these concerns loop

back (in one way or another) to the over-riding pressure of dramatic growth. We all need to recognize that all these factors are inextricably inter-woven.

RE-PRIORITIZATION OF ACTIVITIES AND FUNDING

An important tenet of the Master Plan is the contribution to meeting higher education demand that comes from the institutions in the form of re-prioritized spending. It is clear that institutions currently pursue efficiencies and re-prioritize resources on an ongoing basis. Still, given the sheer size of enrollment and quality enhancement demands, it will be necessary for institutions to redouble their efforts to aggressively pursue every opportunity for efficiency and make difficult choices. The goal is to make efficiency in the allocation and use of resources an ongoing and integral part of every decision — not simply to force a few major cuts to fund a limited number of new activities.

Institutions can demonstrate that an efficiency paradigm has been created by showing evidence of ongoing savings and reallocations. Although many of these savings will be small, they will add up over time to significant contributions to meeting the state's higher education needs. Perhaps most importantly, institutions must demonstrate the uses to which savings have been dedicated. Enhancing quality and meeting unique institutional needs is a key to building the culture of efficiency that is expected. A critical element of this process is giving institutions the flexibility to re-direct resources to meet their unique needs in flexible and timely ways.

The HECB will ask institutions to identify, both as part of the budget process and on an ongoing basis, evidence of savings and re-directed resources that have occurred or are planned for the future. Both the sources of the savings and the use to which the savings have been put are important. The specific amount of resources involved is less important than the integration of an efficiency attitude across institutions and programs. A significant number of small reallocations may be most appropriate for some institutions. The Master Plan identified a minimum of one percent system-wide on an annual basis. This target amount should be viewed as an indication of magnitude — rather than a specific target for each year. Reallocations may be larger in some years than in others, and the level of reallocations will vary across institutions. Again, the goal is to create a long-term culture of efficiency and re-prioritization *that is recognized both inside and outside institutions* — not necessarily to meet a specific target in any one year.

Another approach to demonstrate the combined positive effects of reallocations and savings is to review measures of performance on a campus or institution-wide basis. HECB staff and institutions will search for any source of documentation to demonstrate increased efficiency through changes in measures such as cost per FTE, faculty efficiency and workload, or reduced time-to-degree. While a direct causal link between specific efficiencies and changes in the gross measures often cannot be easily established, increased efficiency in a number of areas should combine to have a positive effect on institutional outcomes and measures of outputs and workload.

DISTANCE EDUCATION AND E-LEARNING

The development of e-learning and its application both on campus and in distance education will make significant changes in the operation and financing of higher education in the future. Unfortunately, this development is so new and changing so rapidly that the nature and implications of these changes are not yet known. Many people believe that electronic learning will result in cost savings once significant amounts of fixed costs are invested and programs scaled up to reduce the cost per student. Still others believe that the greatest effect of electronic learning will be increasing the quality of the curriculum — and its costs as new technology and pedagogy evolve.

Until some of these fundamental questions regarding the effects of technology are answered we must continue developing a better understanding of the costs, choices, and implications of different aspects of e-learning. HECB staff will meet with institutions in coming months to discuss technology initiatives, the use and funding of the K-20 network, and new opportunities to provide e-learning to students in under-served areas. Particular emphasis will be placed on multi-institutional programs since this approach seems to offer the best opportunity to provide a wide range of programs to areas with under-served students.

Institution proposals for technology-related or distance education initiatives should be included in budget proposals in the OFM-prescribed format, but informal discussions with HECB staff regarding these initiatives *should occur as soon as possible*. Every opportunity to integrate proposals with those of other institutions should be pursued. Both short and long-term costs should be clearly identified, and the cost-benefit basis for each proposal should be specifically explained.

The HECB and some institutions, as well as other organizations across the country, are involved in studies that may help to provide more information about e-learning opportunities and choices, and their cost implications. These studies will be shared with institutions, and any insights or information developed by any institution will be shared by all. The HECB will assist in the dissemination of any information that may be useful to the institutions.

FORMS AND FORMATS TO BE EMPLOYED

The HECB will continue to use the basic forms and formats for budget requests prescribed by OFM. These forms historically require that operating budget requests be grouped into two separate sections for analytical purposes: the maintenance budget request to carry on the current activities provided, and proposals for enhancements. In some cases, proposals for enhancements are shown as funded from reprioritizing activities or identifying savings from the previous budget period. HECB review and input will be designed and targeted to provide helpful information and recommendations to the institutions and to the Governor and Legislature.

Accordingly, HECB review of operating budget requests will focus on two areas:

1. Enhancements that support the goals of the Master Plan, particularly those enhancements that reflect creative or multi-institutional initiatives offering new approaches to solving the challenges that are faced, and,
2. Re-prioritization of activities and funding to target institutional efforts to meeting the highest priority needs of the institution.

As in the past, the HECB will calculate and review carry-forward or maintenance budgets in accordance with OFM procedures and guidelines. Institutions should develop maintenance-level budgets in cooperation with OFM. This approach is intended to focus HECB input on those items that are most relevant for the achievement of 2000 Master Plan goals. It is clear that development and implementation of adequate and appropriate maintenance budgets is absolutely essential to the ongoing vitality, strength, and quality that exists in institutions today. The budget review processes that are in place can accomplish this important task.

TIMING OF BUDGET DEVELOPMENT ACTIVITIES

Traditionally, HECB review of institutional budget requests is based on submissions formally presented by the institutions in September of each even-numbered year. In addition, ongoing discussions throughout the summer occur between HECB staff and the institutions to develop understanding of the strategies and plans that will be put forward in the formal budget requests.

In order to focus more on the long-term policy implications of budget requests it is necessary to increase reliance on earlier and ongoing dialogue between the HECB and institutions. This dialogue has already started as the final version of the 2000 Master Plan incorporated the thoughts and suggestions of the institutions. The next major step will be the distribution of the high-demand FTEs, followed by the beginning work on the enrollment accommodation plan. These activities and discussions are the first specific steps in forging a new approach to budgeting between the HECB and institutions—an approach that emphasizes collaboration and the sharing of ideas and strategies.

**Preliminary Draft
2001-2003 HECB Capital Budget Guidelines**

December 1999

LEGISLATIVE CONTEXT

As part of its authorizing legislation (28B.80 RCW), the Higher Education Coordinating Board is required to review, evaluate, and make recommendations on the operating and capital budget requests of the state's public institutions of higher education. As specified in the enabling statute, the Board's budget recommendations are to be based on the following criteria:

1. The role and mission statements of each of the four-year institutions and the community and technical colleges;
2. The state's higher education goals, objectives, and priorities;
3. The state's Comprehensive Master Plan for Higher Education, (which is to include: an assessment of the educational needs of residents of all geographic regions and those of business for a skilled workforce, recommendations on enrollment and other policies and actions to meet those needs, and guidelines for continuing education, adult education, public service, and other higher education programs); and,
4. Guidelines that outline the Board's fiscal priorities.

The Board has recently adopted the 2000 Comprehensive Master Plan For Higher Education, which will be submitted to the Governor and Legislature for consideration in the 2000 Legislative Session. This plan contains a variety of recommendations concerning equitable access to a learner-centered higher education system that utilizes public resources in an efficient and accountable manner.

Among these new initiatives, the Board is calling for increased utilization of scheduled instructional space at all public colleges and universities, and greater utilization and capacity of instructional space through electronic learning technologies. These initiatives will, in part, be the basis of the Board's evaluation of capital projects proposed for the 2001-2003 biennium.

CAPITAL BUDGET PRIORITIES FOR THE 2001-2003 BIENNIUM

Investment Goals

The HECB believes that the concept of *investment* should underlie capital expenditure recommendations. Accordingly, the Board established in 1997 two goals for higher education capital expenditures. These goals will be used again to establish the policy framework for the Board's 2001-2003 capital budget recommendations.

The investment goal of *Providing for Equitable Access responds* to increased enrollment and changing program demand resulting from the "baby-boom echo," changing labor-market conditions and opportunities, and the training and retraining needs of our state's residents. This investment goal supports the 2000 Master Plan policy of providing additional learning opportunities in an equitable and accessible manner, in diverse areas throughout our state.

The investment goal of *Ensuring Quality in the Learning Environment* responds to the Master Plan policy that quality programs be maintained and provided to increasing numbers of students in populated, as well as remote areas of our state.

Investment Strategies

Following from these overall goals, the Board has established various "investment strategies," which reflect the Board's fiscal priorities for capital expenditures. The Board will use these strategies, summarized below, as budget recommendation categories to provide a logical placement and ranking of proposed capital projects.

Providing for Equitable Access

The following are investment strategies for this goal:

- *Continued implementation of the branch campus development plan;*
- *Main-campus growth to serve additional enrollments in high population-growth areas and/or additional enrollments from underserved areas;*
- *Development of off-campus centers and alternative program delivery models (e.g., multi-institutional consortia) to serve additional enrollments in high population-growth areas and/or additional enrollments from underserved areas; and*
- *Alternative (non-facility intensive) uses of capital funds to support non-site-based instructional program delivery (e.g., equipment acquisition to support e-learning).*

The Board will evaluate and rank capital project requests supporting these investment strategies on the following criteria:

- **Existing space shortages for current or projected enrollment levels⁵** as estimated in the facility capacity and utilization analysis of the 2000 Master Plan. For projects proposing additional classroom or class lab capacity, the Board will give priority to projects whose scope is planned on the basis of the classroom and class lab utilization standards adopted in the 2000 Master Plan. Additionally, for these types of projects the Board's recommendations will reflect its interest and goal of increasing classroom and class lab capacity through the use of e-learning.
- **Additional capacity** in instructional, instructional support, and research space needed as part of strategies to implement the **Master Plan initiatives for enrollment growth in high demand fields.**
- **Project cost per additional student FTE** capacity to be created.

Ensuring Quality in the Learning Environment

Two strategies address this investment goal: *Preservation* and *Modernization*.

The Preservation strategy includes projects needed to sustain or return a building or system to a satisfactory level of functional performance. Capital projects in this category do not involve a change in building program and use. Repair, renovation, and retrofit projects are included in this category.

The Modernization strategy includes capital projects needed to improve or change the use or performance level of a building or system in order to support an acceptable level of program quality. Renovation as well as new building construction or system installations fall in this category. The Board's recommendations will emphasize projects that (1) support existing instructional programs and (2) needed as part of strategies to implement the **Master Plan initiatives for enrollment growth in high demand fields.**

BUDGET REVIEW PROCESS

The Board recognizes that the capital budget requests submitted by the public four-year institutions and the State Board for Community and Technical Colleges (SBCTC) represent and reflect complex management and planning processes and choices, requiring considerable effort to develop and prioritize at the institutional level. To ensure that sufficient time is planned and spent to fully understand institutional capital needs and project requests, a formal process and schedule for the preparation of the Board's capital recommendations will be established for the 2001-2003 budget preparation process.

⁵ Projected enrollment levels for the public universities and colleges will be developed as part of the Enrollment Accommodation Plan recommended in the 2000 Master Plan.

This process and schedule, summarized below, will require a collaborative and responsive approach in the sharing of preliminary institutional budget request information and HECB budget recommendations.

Capital Needs: Field/Site Review – April and May 2000

HECB staff will undertake field/site reviews of capital needs in **April and May 2000**. These reviews will be conducted at the institutions respective campuses or other locations as appropriate. The focus of the review will be on both immediate capital/facility needs and the institutions longer-term capital program plan.

Pre-Submittal: Governor’s Capital Plan Update – mid-June 2000

Institutions and the SBCTC should submit to the HECB, **by mid-June 2000**, a draft update of the prioritized capital projects contained in the Governor’s Ten-year Capital Plan for the 2001-2003 biennium. This information will be requested as a pre-submittal to the official submission of the budget request. The Board will ask baccalaureate institutions and the SBCTC to identify possible requests for deletion of projects currently in the plan, changes in estimated project costs, changes in the priority array, and new projects.

Pre-Submittal Conferences – early July 2000

Based on the information provided in the update to the Governor’s Capital plan, HECB staff will schedule pre-submittal conferences with the institutions and the SBCTC. The purpose of these conferences, to be held in **early July 2000**, will be to review the underlying policy and planning basis of the institutions and SBCTC’s approach to establishing the priority array of 2001-2003 plan period projects.

Preliminary Project Priorities – mid-July 2000

The HECB will request baccalaureate institutions and the SBCTC to submit a *preliminary* listing of prioritized capital project requests to the HECB by **mid-July 2000**. HECB staff will recognize that the submitted information is in draft form and does not constitute a public document nor represent an official budget submittal. HECB staff will use the information to understand the magnitude of the 2001-2003 capital request for all of higher education, and to begin the classification of projects within the HECB Investment Categories.

Review of Preliminary HECB Capital Revenue Assumptions and Project Categorizations – late July 2000

HECB staff will invite institutional and SBCTC representatives to attend briefings on the preliminary capital budget revenue assumptions being developed as part of the Board’s budget recommendations. Additionally, HECB staff will review the preliminary classification of projects within the HECB Investment Strategy categories with the institutions and the SBCTC. These briefings will be scheduled in **late July 2000**.

Capital Budget Submittal – September 2000

Pursuant to the budget instructions issued by the Office of financial Management, the institutions and the SBCTC will submit copies of their capital budget requests to the HECB by **September 2000** (tentative date).

Review of Preliminary HECB Staff Recommendations

Meetings to review the preliminary HECB capital project recommendations will be held with the institutions and SBCTC staff **throughout September** provided that the institutions and the SBCTC have submitted their official budget requests to OFM and the HECB by the established due date.

Review of (proposed) HECB Capital Budget Recommendations

Each institution and the SBCTC will be provided with the HECB (proposed) 2001-2003 Capital Budget Recommendations at the time that the recommendations are transmitted to the Board and available to the public.

SPECIAL INSTRUCTIONS: MULTI-INSTITUTIONAL PROJECTS AND E-LEARNING PROPOSALS

- Capital funding requests to support multi-institutional instructional program delivery and/or multi-institution facility development do not need to be prioritized within the respective institutions overall capital projects priority array. These projects may be displayed separately.
- Institutions and the SBCTC are requested to identify (by use of an asterisk on Form C-1) those funding requests that contain an e-learning component as part of the overall proposed capital project. The supporting budget detail for these projects should include a specific description of the types of e-learning related project expenses and the basis of determining these costs.

Allocation of High-Demand Enrollments

December 1999

BACKGROUND

The 1999-2001 state operating budget included funds to support 8,277 new full-time student enrollments at the public colleges and universities. Five hundred of the new enrollments were not distributed directly to the institutions, but were allocated to the Higher Education Coordinating Board as part of a strategy to expand student access to high-demand academic and job-training programs.

The HECB received \$4.65 million for the second year of the biennium to support the 500 new enrollments. The Legislature directed the Board to conduct a competitive bidding process involving the public community and technical colleges and the baccalaureate institutions. The Board is to contract with the successful institutions to expand the capacity of their high-demand programs, and to track improved access for students and the job-placement success of graduates.

PROGRAM ADMINISTRATION SUMMARY

After consulting with the legislative budget committees and the Office of Financial Management, on Aug 18, 1999 the HECB distributed a request for proposals to the public baccalaureate institutions and the community and technical colleges. The colleges and universities had about two months to develop their competitive proposals prior to the Oct. 15 submission deadline.

The HECB received proposals for 41 specific projects from the six public baccalaureate institutions and 17 of the 33 community and technical colleges. The colleges and universities requested more than \$9.9 million to support a total of 1,461 new full-time enrollments. All but 10 of the projects were for expanded instruction or new programs related to information technology. The remainder were for instructional programs in health care, teacher training and environmental education.

To evaluate the proposals, the HECB staff assembled a 14-member review committee composed of education, business, labor market, and economic development specialists from inside and outside Washington State. Members of the review committee are listed in Appendix 2.

Throughout the process, the HECB staff has maintained regular contact with the Office of Financial Management and the legislative budget committees as directed in Section 610(3) of the state operating budget, SB 5180.

PROJECTS RECOMMENDED FOR APPROVAL

Following its review and evaluation of the proposals, the review committee recommends the Board approve the following actions:

- 1. Authorize the HECB staff to develop contracts** for the projects proposed by the successful institutions listed in Appendix 1 and described below; and
- 2. Direct the HECB staff to work with the institutions to clarify several unresolved issues** as it develops the contracts. The staff should apply consistent budget strategies for indirect costs related to instructional and student support services, and should develop consistent methods for tracking and reporting the expanded enrollments to the Legislature and Governor. The projects recommended by the review committee are summarized below:

Bellevue Community College: Four information technology programs -- 100 FTE

BCC proposes to expand four high-technology programs: Multimedia (30 FTE), Network Support (14 FTE), Computer Science Transfer (16 FTE), and Fast Track IT Certification (40 FTE). The college estimates the authorization of this proposal would enable it to open courses in these fields to more than 600 individual (headcount) students. The review committee was especially impressed by the quality of the proposed projects and the college's ongoing collaboration with major information technology employers such as Microsoft, Nintendo, Boeing, and Safeco.

Columbia Basin College: Dental Hygiene – 18 FTE

Columbia Basin College proposes to initiate a dental hygiene training program at its campus in Pasco, which serves an area of the state that has been identified by the state Department of Health and Gov. Gary Locke as being in extreme need of improved dental services. Currently, the closest dental hygiene training program is more than a two-hour drive for students in the Tri-Cities region. The review committee noted that the CBC proposal contained the endorsements of dozens of dentists who serve the Tri-Cities area.

Eastern Washington University: Special Education Teacher Training – 25 FTE

The review committee recommends the Board authorize an enrollment expansion that will enable EWU to resume a bachelor's degree program to train special education teachers. Special education training is in high demand among both employers and students, and the review committee noted that EWU had assembled an impressive array of data to document the growing need for teachers in K-12 schools throughout Washington State. In recent years, special education instruction has been offered as a minor to EWU undergraduates. But beginning in the fall of 2000, the state will require a minimum of 45 hours of coursework to become a special education teacher. Eastern's proposal was viewed as an excellent response to the state's upcoming K-12 endorsement requirements.

Edmonds Community College: Four information technology programs – 75 FTE

The review committee recommends approval of Edmonds' proposal to develop two-year degree programs in network technology, web application development and e-commerce; to develop certificate programs in Games Development & 3D Animation, and to expand capacity in the existing Unix/C++ Programming certificate program. The review committee believes the new and expanded programs are extremely responsive to employers' and students' needs. Edmonds has a long list of ongoing business collaborations, including participation in the Northwest E-Commerce Roundtable, and all of the proposals were endorsed by several of the college's well-established advisory boards.

Renton Technical College: Computer Network Technician – 38 FTE

Renton's proposal to create a third section of the college's successful computer network technician program was recommended strongly by the review committee as an excellent, cost-effective expansion of a proven high-demand program. In addition to noting the college's strong employer connections and track record, the review committee was impressed by the well-focused assessment proposal that will provide a thorough measurement of student learning, program completion rates and job placements, and employer satisfaction.

Shoreline Community College: Dental Hygiene – 24 FTE

The Board is urged to approve a doubling of the size of Shoreline's dental hygiene program through the development of an evening/weekend session. The expanded program will reduce waiting lists that range upwards of two years for a program that enjoys a 100-percent job placement rate and whose graduates earn an average \$33 per hour. Shoreline's program costs will be partially offset through private donations of dental chairs and clinical/lab equipment.

Shoreline Community College: High Tech Training Pathway --- 53 FTE

The review committee urges the Board to support Shoreline's multi-faceted effort to develop a "high-tech training pathway" for students that will utilize several sources of funds in addition to the HECB high-demand enrollment grant. Combined with grants from the State Board for Community and Technical Colleges and the Northwest Center for Emerging Technologies, the HECB allocation will enable the college to construct new computer laboratories, expand distance learning capabilities and develop new curricula and assessment tools. The review committee gave the Shoreline proposal high marks for creativity and for its realistic, market-sensitive approach to high-tech instruction for students.

Skagit Valley College: Computer Information Systems – 25 FTE

Skagit Valley College plans to expand its existing computer information systems program to accommodate 20 additional full-time enrollments. The college may earmark the new slots for its

programs in Mount Vernon and/or Oak Harbor. Both programs have experienced strong increases in demand; overall, the college has experienced a 60-percent increase in Computer Information Systems enrollment over the past year. The college plans to use a variety of strategies to expand student access to training, including offering more evening and distance education instruction, and by enabling students to enter the program at several times during the academic year.

Walla Walla Community College: Information Technology Certification – 17 FTE

WWCC's proposal to develop four to six information technology certificate programs will build on the college's strong employer partnerships to expand the training opportunities that are available to workers who need information technology training to keep their jobs or advance their careers. The review committee believes that for a relatively modest state investment, the state will receive a significant improvement in service. Reviewers also noted that while there is no matching fund requirement for these grants, Walla Walla has secured donations of more than \$100,000 in equipment and in-kind resources.

Washington State University: Management Information Systems – 60 FTE

The review committee recommends the Board allocate 60 new enrollments to expand WSU's management information systems program in the College of Business and Economics. While overall university enrollment has been flat for several years, WSU has consistently reallocated resources internally to meet strong demand among students for the MIS program. The resources proposed for this expansion will enable the university to hire two new full-time faculty and eight teaching assistants; add two additional upper-division course options for MIS students; and increase from two to three the number of each upper-division course sections taught each quarter. The review committee noted WSU had received strong endorsements for this expansion from several of the state's leading technology-dependent employers, including Safeco, Microsoft, the Frank Russell Company, and Boeing.

Western Washington University: Management Information Systems – 65 FTE

The review committee endorses WWU's proposal to restructure its MIS curriculum and increase the number of faculty members to expand student access to one of the university's fastest-growing programs. With the addition of 65 full-time enrollment slots, the university will be able to double the number of MIS majors who graduate each year. The review committee was impressed with the willingness of the WWU faculty to undertake a significant change in the delivery of MIS courses — by expanding the use of e-learning technology, and by creating teams of senior Ph.D. faculty working with junior faculty to provide high-quality instruction to more students. The university has recently formed a formal MIS business advisory committee, including members from Northwest Medical Information Systems, Weyerhaeuser, Georgia Pacific, Safeco, and Microsoft.

NEXT STEPS

Following the Board's action, interagency agreements will be executed between the HECB and the institutions, spelling out the terms under which the new enrollments and related funding are provided, including such details as assessment and reporting requirements. The HECB executive director and the chief financial officer of each institution will sign the agreements.

Funds will be distributed to the institutions as soon as they become available. Because these enrollments will occur in the second year of the 1999-2001 biennium, the supporting funds will not be available until after June 30, 2000.

Recipients of the new enrollments will contribute information to the HECB by December 2000 for a preliminary report by the HECB to the Governor and the 2001 Legislature. Subsequent reports from the institutions will be due to the HECB by Aug. 1, 2001.

High-demand Enrollment Projects Recommended for Funding

Institution	Proposal	FTE	Funds (est.) *
Bellevue Community College	<ul style="list-style-type: none"> • Multi-media • Network Support • Computer Science Transfer • Fast Track IT certificate 	100	\$920,000
Columbia Basin College	Dental Hygiene	18	\$160,000
Eastern Washington University	Special Education Teacher Training	25	\$250,000
Edmonds Community College	<ul style="list-style-type: none"> • Web Developer • E-Commerce • Unix/C++ Specialization • Games Development and Animation 	75	\$700,000
Renton Technical College	Computer Network Technician	38	\$90,000
Shoreline Community College	Dental Hygiene	24	\$225,000
	High Tech Training Pathway	53	\$500,000
Skagit Valley College	Computer Information Systems	25	\$200,000
Walla Walla Comm. College	Information Technology Certificate Programs	17	\$100,000
Washington St. University	Management Information Systems	60	\$500,000
Western Wash. University	Management Information Systems	65	\$450,000
Total		500	\$4,095,000

* Funding estimates will be adjusted to reflect consistent treatment of indirect costs and other expenses as appropriate.

**Review Committee Members
High-demand Enrollment Proposals**

Cheryl Blanco
Senior Program Director, Western Interstate Commission for Higher Education
Boulder, Colorado

Dennis Brewer
Managing Director, CNA Consulting & Engineering
Chair, Higher Education Task Force, American Electronics Association
Bellevue, Washington

Gary Kamimura
Economic Analyst, Employment Security Department
Olympia, Washington

William Lane
Professor Emeritus, Computer Science and Computer Engineering
California State University, Chico

Dewayne Matthews
Senior Program Director, Western Interstate Commission for Higher Education
Boulder, Colorado

Wolfgang Opitz
Senior Budget Assistant, Office of Financial Management
Olympia, Washington

Jo Ann Davich
Grants Officer, Portland Community College
Portland, Oregon

Paul Sommers
Senior Research Fellow, Daniel J. Evans School of Public Affairs
University of Washington, Seattle

Higher Education Coordinating Board staff:

Linda Schactler, deputy director
Bruce Botka, director of governmental relations
John Fricke, associate director, fiscal and policy
Elaine Jones, senior program associate, education services
Dan Keller, senior associate director, fiscal and policy
Tom Weko, associate director, fiscal and policy

RESOLUTION NO. 99-43

WHEREAS, the Higher Education Coordinating Board has been directed by the Legislature and Governor, under the terms of Senate Bill 5180, to allocate funds to support 500 new full-time equivalent (FTE) student enrollments to high-demand fields and programs in the public baccalaureate and public community and technical colleges during the 2000-2001 academic year; and

WHEREAS, the Board has developed and implemented a competitive bidding process for those new enrollments in consultation with the Office of Financial Management and the legislative budget committees, as called for in Section 610(3) of Senate Bill 5180, the state's 1999-20001 operating budget; and

WHEREAS, upon the completion of that process the Board has received recommendations for the distribution of these enrollments from its review committee, composed of educators, labor market and economic development specialists from Washington and other states; and

WHEREAS, the Board agrees with its review committee that these proposals represent an outstanding response among the public baccalaureate and community and technical college sectors of higher education to expand enrollment opportunities in programs that are experiencing strong enrollment demand, and whose graduates are in demand among employers;

THEREFORE, BE IT RESOLVED that the HECB approves the recommendations of its high-demand enrollment review committee and directs the staff to execute interagency agreements for the allocation of the new enrollments and the release of related funding;

BE IT FURTHER RESOLVED that the HECB staff is directed to work with the institutions to address any remaining unresolved issues related to the interagency agreements, including the development of consistent budget strategies for indirect costs related to instructional and student support services, and consistent methods for tracking and reporting the expanded enrollments to the Legislature and Governor.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Information Technology Instruction Grants

REVISED -- December 3, 1999

EXECUTIVE SUMMARY

BACKGROUND

The 1999-2001 state operating budget provides \$2 million for grants to the state's public baccalaureate college and universities to expand instruction in information technology fields, such as computer engineering and computer science. The budget directed the HECB to administer a competitive grant program to expand or create information technology degree or certificate programs or individual courses. A total of \$1 million is available each year of the biennium; no institution may receive more than \$1 million in state funds during the two-year period. Successful applications must include a match of non-state cash or other donations equivalent to the grant amount.

In September, the Board awarded grants totaling \$1,774,518 to three institutions: The University of Washington received the maximum grant of \$1 million, Washington State University received two grants totaling \$500,000, and Western Washington University received conditional approval for a grant of \$274,518.

At that time, the Board directed the staff to conduct a second-round competitive grant process to solicit revised or new proposals for the \$225,482 that was not initially awarded. In addition, the Board set a deadline of November 15 for Western Washington University to raise the required non-state matching donations for its Center for Internet Studies proposal.

PROGRAM UPDATE

There have been two developments since the September meeting of the HECB:

- The HECB staff issued a request for second-round proposals and received three proposals for the remaining grant funds. A review committee composed of information technology faculty from two out-of-state institutions, representatives of the information technology business sector and the HECB staff evaluated the proposals and approved the funding recommendations that are described below.
- Western Washington University informed the HECB staff on November 12 that it had received the required first-year matching funds for its Center for Internet Studies grant. WWU provided documentation demonstrating that it had received contributions from Microsoft, Wall Data and US West.

RECOMMENDATION SUMMARY

The review committee recommends the Board approve the following actions:

1. Authorize grants for the following projects:

- Eastern Washington University: \$100,000 — Center for Distributed Computing Studies
- Washington State University: \$125,000 — Technology Teaching Laboratory

2. Extend full approval for the release of grant funds to support Western Washington University's proposed Center for Internet Studies.

The Board's approval of these actions will authorize the HECB staff to execute interagency agreements with the successful institutions, spelling out the terms under which the grants are provided (including such details as assessment and reporting requirements, and the necessity for first-year progress reports). The HECB executive director and the chief financial officer of each institution will sign the agreements.

Grant funds will be distributed to the institutions as soon as these interagency agreements are signed. Because the budget provides funding for the information technology instruction grants in two annual installments, only the first-year funds will be available during the 1999-2000 academic year. Second-year funds for 2000-2001 will be released as soon as possible after July 1, 2000, upon the institutions' satisfactory completion of progress reports that describe their grant-related work during the first year of the biennium.

REVIEW COMMITTEE RECOMMENDATIONS

Of the three proposals received, the review committee recommends the Board authorize funding for two specific proposals, outlined below:

- **Eastern Wash. University: \$100,000 – Center for Distributed Computing Studies**

The review committee recommends the Board approve \$100,000 to enable EWU to establish a center to educate students in the field of "distributed computing." Three new courses will be offered through the center, including instruction in hardware and software aspects of real-time computing systems; advanced programming; and the technical and operational aspects of high-performance networked computing systems. This rapidly emerging field involved the linkage of a series individual computers into a network in which the computers function as one to complete a particular task. Distributed computing is used by computer animators, cellular telephone companies and in the development of new standards for wireless offices. The committee was impressed with the level of private-sector interaction in this project, as well as the impressive list of companies that are providing matching support.

- **Washington State University: \$125,000 – Technology Teaching Laboratory**

This funding would enable WSU to develop a new 45-station teaching lab for the Management Information Systems program within the College of Business and Economics.

The university demonstrated strong demand for the expansion of lab services, and this project is designed to support WSU's proposed overall expansion of the MIS program through the HECB high-demand enrollment project (see Tab 4 for additional information). The review committee noted that WSU has received matching support valued at approximately twice the amount of the grant, and that the university has pledged to reallocate \$167,000 for initial work on the project.

RESOLUTION NO. 99-42

WHEREAS, The Legislature and Governor have directed the Higher Education Coordinating Board — under the terms of Senate Bill 5180 as enacted on May 14, 1999 — to administer an information technology instruction grant program during the 1999-2001 biennium; and

WHEREAS, In July 1999, the Board adopted a process for review and approval of the 1999-2001 information technology instruction grant proposals; and

WHEREAS, In September 1999, the Board approved several information technology grants and directed the staff to conduct a second-round application and review process for the remaining unallocated funds; and

WHEREAS, the HECB staff and external experts in the field have evaluated the second-round grant proposals in accordance with the adopted process and have recommend funding the following information technology instruction projects:

1. Eastern Washington University, Development of the Center for Distributed Computing Studies, in the amount of \$100,000 for the 1999-2001 biennium; and
2. Washington State University, Development of a Technology Teaching Laboratory for the Management Information Systems program, in the amount of \$125,000 for the 1999-2001 biennium; and

WHEREAS, Both institutions have secured the required matching contributions of non-state cash or donations equivalent to the first-year grant amount; and

WHEREAS, Western Washington University has received the required first-year matching funds for its proposal for the Center for Internet Studies, which received conditional approval on September 15, 1999, for biennial funding in the amount of \$274, 518;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the grants to Eastern Washington University, Washington State University, and Western Washington University as outlined above, effective December 3, 1999;

BE IT FURTHER RESOLVED, that the HECB staff is directed to execute interagency agreements for the release of the grant funds to the successful institutions, spelling out the specific requirements of the grants as required under Senate Bill 5180.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

CHILD CARE GRANTS

December 1999

EXECUTIVE SUMMARY

BACKGROUND

One of the most difficult issues faced by students who have children is the availability of affordable child care. Although access to affordable child care affects all types of students, the problem appears to be greatest for lower income student parents, those who have infants or toddlers in need of care, and for those who attend evening classes.

The 1999 Legislature passed Substitute Senate Bill 5277, creating a program to provide matching grants to public postsecondary education institutions to “encourage programs to address the need for high quality, accessible, and affordable child care for students....” The Higher Education Coordinating Board (HECB) was designated as program administrator for grants made to the public baccalaureate institutions.

A total of \$150,000 was appropriated for grants to the public baccalaureate institutions for the 1999-2001 biennium, with the funds to be divided equally in each of the two fiscal years at \$75,000 per fiscal year. The Budget Act and accompanying notes specify that the funds are to be used for on-site child care, and that grant funds may be used only to operate a campus child care center, or to subsidize the cost of on-site daycare for students and faculty. No single institution may receive more than half the funds appropriated for this program.

RECOMMENDATION SUMMARY

Throughout the legislative process, it was clear that the Legislature intended that the student government association (or its equivalent) at each institution should be involved in the development of proposals. Therefore, the timeline for grant submission was delayed to ensure that such collaboration could occur. The Request for Proposals was sent to institutions on July 29, 1999, with a response deadline of October 15, 1999.

The HECB received four proposals from three of the public baccalaureate institutions. The requests totaled \$181,760. A review committee with representation from the Washington Association for the Education of Young Children, the Child Care Coordinating Committee, and the Child Care Resource and Referral Network, together with several HECB staff members, has evaluated the proposals and recommends Board approval of the following child care grant proposals:

Central Washington University \$70,906

The review committee recommends that the Board authorize \$70,906 in grant funds (\$37,500 in FY 2000 and \$33,406 in FY 2001) to support CWU's proposal to initiate a new on-campus infant-toddler child care program.

CWU has identified access to infant-toddler care as a pressing need for its students. Although Central currently provides limited child care for students who have children ages 2 to 5, it does not offer infant-toddler care. It is extremely difficult for students to secure such care in the community – those who need only part-time care for their infants-toddlers must typically pay full-day rates to ensure that they can have access to child care services when needed to attend class or study. Since even full-time spaces are very limited, students often must use non-licensed child care services.

CWU proposes to collaborate with the Kittitas County Head Start/Early Childhood Education Assistance Program in establishing an on-campus infant-toddler program. Students would be charged on a sliding fee scale based on financial status, and they would be required to participate in quarterly parenting training and support service activities. The program is designed to establish linkages with other agencies and organizations providing services to the targeted population. In addition, the program would provide a campus laboratory setting for university majors to experience applied learning in early childhood education, child development, parenting education, family studies, and nutrition research.

Eastern Washington University \$29,025

The review committee recommends that the Board authorize \$29,025 in grant funds (\$20,830 in FY 2000 and \$8,195 in FY 2001) to support EWU's proposal, which aspires to increase the accessibility, affordability, and quality of on-campus child care for its students.

For the past nine years, the EWU Children's Center has operated in rented space provided by the City of Cheney. Services were available to the community, as well as to the children of EWU students. This December, Eastern is scheduled to open a new on-campus Children's Center that will provide child care on a full-time basis for infants through kindergarten age, an Early Childhood Education Assistance Program for low-income families, and an after school program for school-aged children.

EWU's child care program will be more accessible to students when the Center is located on-campus. Besides its more convenient location, the program will be limited to EWU students, thus creating new openings. To make the program affordable, EWU proposes to subsidize campus child care operations through funds provided by the university and the student government association. They plan to initiate a sliding fee structure with rates based on income. And they have requested grant funding to increase the number of child care scholarships for low income EWU students.

Eastern proposes to incorporate multicultural education activities into its child care program. In addition, it would integrate early childhood education majors with the Children's Center staff, providing selected students with the opportunity to plan, observe, and interact with the children.

Washington State University Pullman \$50,069

The review committee recommends that the Board authorize \$50,069 in grant funds (\$16,670 in FY 2000 and \$33,399 in FY 2001) to support WSU Pullman's proposal to initiate an evening child care program, to develop a parent cooperative program, and to develop a one-credit parent education class.

WSU currently provides on-campus childcare for children ages 6 weeks through 12 years whose parents are WSU students, staff, or faculty. The children's center is open from 7:30 a.m. to 5:30 p.m. five days a week.

WSU proposes to establish an evening child care program for children ages 6 weeks to 12 years, to accommodate students enrolled in evening labs and classes. The evening program would be available to WSU students regardless of whether their children are enrolled in the daytime program. The hourly rate charged for care would be minimal.

In addition, WSU would develop a cooperative program in which student parents have the option of working at the Children's Center in exchange for a reduction of their child care costs. They would also develop a parent education class for parents choosing the cooperative option.

NEXT STEPS

Following the Board's action, interagency agreements will be executed between the HECB and the receiving institutions. The agreements will spell out the terms under which the grants are provided, including reporting requirements, and they will be signed by the HECB executive director and the chief financial officer of each institution.

Fiscal Year 2000 funds for the approved child care programs will be made available as soon as possible after the interagency agreements are executed. Second-year grant funds will be made available as soon as possible after July 1, 2000, upon the institutions' satisfactory completion of first-year progress reports.

Master's of Education Reimbursement Program Proposed Emergency Rules

December 1999

EXECUTIVE SUMMARY

The governor and the Legislature included in the 1999-2001 state operating budget a provision to reimburse public K-12 schoolteachers who achieve a master's degree in education. The operating budget, Senate Bill 5180, allocates \$1 million each year of the biennium to the HECB for reimbursements to teachers who achieve the advanced degree and assume or resume classroom teaching responsibilities in a public K-12 school in Washington state.

The budget directs the Board to develop program rules and to administer a program to reimburse "all or a portion of" the expenses incurred by teachers for one year of master's-level studies at an accredited Washington college or university.

RECOMMENDED BOARD ACTION

Following are recommended Board actions for the Master's of Education reimbursement program:

1. Adopt proposed emergency rules, which are necessary to implement this program, follow this executive summary.
2. Direct HECB staff to begin the process for adopting permanent rules.
3. Approve the draft program fact sheet and reimbursement application that will be made available to individuals and organizations that have expressed interest in the reimbursement program.

Master's of Education Reimbursement Program Proposed Rules – December 3, 1999

New Section. Purpose.

This program is intended to reimburse teachers or teacher candidates for education expenses they incur while they earn a master's degree in education or a master's degree in teaching. In order to qualify for this reimbursement, teachers must assume or resume a teaching position in a public school classroom.

New Section. Definitions.

- (1) "Board" means the Higher Education Coordinating Board.
- (2) "OSPI" means the Office of the Superintendent of Public Instruction
- (3) "Public School" means an elementary school, a middle school, junior high school, or high school within the public school system referred to in Article IX of the state constitution.
- (4) "Eligible Applicant" means a person who:
 - (a) Did not possess a master's degree in any subject prior to July 1, 1999,
 - (b) Receives either a master's degree in education or in teaching from an institution of higher education in Washington after June 30, 1999; and
 - (c) Is teaching in one of the state's public elementary, middle, or secondary schools, or has a contract to teach in one of those schools for the 2000-2001 academic year.
- (5) "Master's Degree" means a master's degree in education or in teaching.
- (6) "Institution of Higher Education" means an accredited public or private college or university that offers graduate-degree coursework in the state of Washington.
- (7) "Accredited" means an institution certified by the Northwest Association of Schools and Colleges or by a similar regional accrediting body.
- (8) "Teaching Credential" means a teaching endorsement conferred by the Office of the Superintendent of Public Instruction or documentation that shows completion of major or minor in one or more specific priority areas.
- (9) "Mathematics or Science" means an endorsement or major or minor in mathematics or science, biology, chemistry, earth science, or physics, as determined by the OSPI.
- (10) "Priority Areas" mean those curriculum or teaching specialties defined as priorities in the selection of recipients for reimbursement.
- (10) "WASL" means the Washington Assessment of Student Learning. All information regarding the WASL and the performance of students by school will come from the OSPI.
- (11) "Documentation" means evidence supporting the applicant's
 - (a) current teaching service,
 - (b) possession of a teaching credential in priority area, and

- (c) receipt of an appropriate master's degree from an accredited institution of higher education.
- (12) "Education Expenses" means the current representative average annual tuition and fees for resident graduate students attending the state's research institutions, as determined by the Board.

New Section. Application Procedure

- (1) The completed application will include all necessary documentation.
- (2) The Board will treat all applications in a confidential manner.
- (3) Applications will be made available through several means including the following:
 - (a) Mailings to institutions of higher education,
 - (b) Mailings to related teacher and school organizations,
 - (c) Posting on the HECB website at <http://www.hecb.wa.gov>, and
 - (d) Direct mailing to individuals.
- (4) The Board will annually set a deadline for the receipt of applications and documentation for reimbursement from that year's funds.

New Section. Recipient Selection and Ranking in Priority Order

- (1) First priority will be given to applicants who possess a mathematics or science teaching credential.
- (2) If there are insufficient numbers of eligible first-priority applicants additional recipients will be selected on the basis of a secondary priority.
- (3) The secondary priority will be given to applicants who are teaching in schools where the student body has scored below the mean on the state's WASL in the most recent year for which information is available.
- (4) The Board may set other priorities if needed to properly expend program funding.
- (5) Applicants who do not receive the reimbursement may reapply in the second year.

New Section. Reimbursement Amount

- (1) Within available funds and until these funds are exhausted, the Board may repay all or a portion of the education expenses incurred by a teacher, or teacher candidate, for one year of master's-level studies at an accredited Washington institution of higher education.
- (2) The annual maximum reimbursement shall be set by the Board. Depending upon the number of eligible applicants, the reimbursement may be prorated among eligible applicants at a rate less than the maximum.
- (3) Funds are to be prorated among all eligible first-priority applicants, not to exceed the annual maximum as set by the Board.
- (4) If funds remain after awards have been made to first-priority applicants the Board shall prorate the remaining funds among all applicants who teach in schools whose students have scored below the mean on the state WASL examination. The award to this population of applicants shall not exceed the amount received by the first priority applicants.

- (5) If funds continue to remain after reimbursing second-priority applicants, then the remaining funds shall be prorated among all remaining eligible applicants, not to exceed the award given to the first priority group.
- (6) The reimbursement for any individual eligible applicant shall be reduced by the sum of all other tuition reimbursements received by the applicant from other sources. Other sources include the applicant's school and school district, but do not include student loans or student aid awarded through a college or university.

New Section. Program Administration

- (1) The Higher Education Coordinating Board shall administer the program. The Board shall be responsible for the following:
 - (a) Collection of applications and documentation;
 - (b) Determination of eligibility;
 - (c) Determination of the eligibility of institutions of higher education within Washington;
 - (d) Adjudication of all appeals;
 - (e) Disbursement of awards; and
 - (f) Maintenance of records.
- (2) The Board shall request the following from the OSPI:
 - (a) A list of all public elementary, middle, junior high, and high schools within Washington;
 - (b) The list of teaching credentials which qualify as mathematics or science; and
 - (c) An analysis of WASL passage rates of students by school.

Master's of Education Reimbursement Program

DRAFT -- Fact Sheet – December 3, 1999 -- DRAFT

Overview The Master's of Education Reimbursement Program was authorized through a proviso in the 1999-2001 state budget. The intent of the proviso is to partially reimburse eligible public school teachers for a portion of the education costs they incur while pursuing a master's degree in education or teaching. The Legislature authorized \$1 million per year for reimbursements in the 1999-2000 and 2000-2001 academic years.

Eligibility For the 1999-2000 year the eligible individual is one meets the following criteria:

1. Did not possess a master's degree prior to June 30, 1999;
2. Receives either a master's degree in education or in teaching after June 30, 1999, and before July 1, 2001; and
3. Is currently teaching in one of the state's *public* elementary, middle, or secondary schools, or has a contract to teach in one of those schools for 2000 – 2001 academic year.

Selection Priorities At the direction of the Legislature, the highest priority for reimbursement is given to teachers who possess teaching credentials in either Mathematics, Science, Biology, Chemistry, Earth Science, or Physics. Credential means that the individual possesses a teaching endorsement conferred by the Office of the Superintendent of Public Instruction or has completed a major or minor in one of these specific areas. If sufficient funds are available, a secondary priority will be given to individuals who teach in a school where the student body has scored below the mean on the state's assessment tests (WASL).

Required Documentation The HECB must receive the following documentation with the application:

- **Teaching Service** – a copy of a 1999-2000 or a 2000-2001 contract or a letter from your public school or school district (on official letterhead) confirming your present or future employment.
- **Master's Degree** – a transcript or other documentation from your college or university confirming your receipt of either a master's degree in education or in teaching. The documentation must include the date the master's degree was received.
- **Credentials** - If you possess an endorsement in a math or science priority field, please provide a copy of your certificate. In lieu of a copy of the actual endorsement certificate you may substitute a letter from your public school or school district (on official letterhead) confirming your possession of one of these endorsements. If you do not possess an endorsement, but have a major or minor degree in one of these areas, please provide college transcripts confirming completion of the degree.

Reimbursement The maximum reimbursement for 1999-2000 is \$3,000. The amount may be prorated depending upon the number of eligible applicants.

Funds will be prorated among all eligible first-priority applicants, not to exceed \$3,000. If funds remain available, funds will be prorated among second-priority applicants, not to exceed \$3,000. If funds continue to remain, they will be prorated among all other eligible applicants, not to exceed \$3,000.

If you receive tuition reimbursement from your school, school district, or other source (student loans and other financial aid are *not* counted as reimbursement) the payment from this program will be reduced by the amount you list in question number 9.

Application Due Date The completed application is due to the Higher Education Coordinating Board by June 15, 2000.

For Additional Information More information about the program is available on the Board's web site at <http://www.hecb.wa.gov>. You may also call the Board at 360.753.7800, or you may leave a message toll free, at 1-888-535-0747.

Master's of Education Reimbursement Program
DRAFT -- 1999-2000 APPLICATION – DRAFT

READ CAREFULLY AND PLEASE PRINT. Priority application deadline is June 15, 2000.
Final deadline is June 30, 2000.

1. Applicant's Name: _____
Last First Middle Initial
2. Mailing Address: _____
Street / Apt. # / P.O. Box
- City State Zip
3. Home Phone: (_____) _____ 4. Work Phone: (_____) _____

Your Master's Degree (Note: If your answer is "Yes" to question #5 you are not eligible to apply for this program.)

5. Did you possess a master's degree, in any subject, prior to July 1, 1999? Yes _____ No _____
6. Have you received a Master's in Education or Master's in Teaching degree after June 30, 1999? Yes _____ No _____
7. If "yes," what is the date you received the master's degree? _____
8. Name of college or university that conferred the degree? _____
(Note: For you to be eligible, the institution which conferred the master's degree must be in Washington State).
9. If you receive tuition reimbursement from other sources, what is the total value of that reimbursement? \$ _____

Your Teaching Credentials: Please check the appropriate boxes if you possess an endorsement, or have completed either a major or minor in any of the following areas.
Check N/A if these categories do not apply to you.

10. Mathematics Science Biology Chemistry Earth Science Physics N/A

The School In Which You Teach Or Will Be Teaching in 2000-2001 - must be a public elementary or secondary school in WA

11. Name of school _____ 12. School District # _____
13. School Address _____
14. City: _____ 15. State: _____ 16. Zip code: _____
17. Grades and areas of specialization you will teach _____

18. The following documentation must be attached to this application:

- A. A copy of a contract for current teaching service (1999-2000 school year) or for the next school year (2000-2001). You may substitute a letter from your school district (on official letterhead) confirming your teaching status.
- B. If you possess any of the endorsements in question #9, please provide a copy of your certificate. In lieu of a copy of the endorsement certificate, you may substitute a letter from your school (on official letterhead) confirming your possession of one of these endorsements. If you do not possess an endorsement, but have a major or minor degree in one of these areas, please provide college transcripts confirming completion of the major or minor.
- C. An official college transcript or document confirming your receipt of either a Master's in Education or a Master's in Teaching degree and the date the degree was conferred.

19. **Applicant's Statement:** I certify that my answers to the questions on this application are true and correct.

Signature of Applicant

Date

Send completed application to:

Master's of Education Reimbursement Program
Higher Education Coordinating Board
PO Box 43430
Olympia, WA 98504-3430

RESOLUTION 99-44

WHEREAS, In 1999 the Washington Legislature authorized the Master's of Education Reimbursement Program as a proviso to the 1999-2001 operating budget; and

WHEREAS, The program offers a partial reimbursement of tuition expenses incurred by teachers who obtain a Master's in Education or a Master's in Teaching degree, and who assume or resume teaching duties in one of the state's public elementary, middle, or high schools; and

WHEREAS, The Legislature appropriated \$1 million to the HECB for expenditure in the 1999-2000 academic year; and

WHEREAS, The HECB is responsible for collecting applications, devising procedures, selecting eligible recipients, and disbursing funds; and

WHEREAS, The HECB must determine the reimbursement amount and approve specific selection criteria;

NOW THEREFORE BE IT RESOLVED, That the HECB set the maximum reimbursement rate at \$3,000 for eligible recipients in the 1999-2000 academic year, to be prorated if necessary; and

BE IT FURTHER RESOLVED, That the priority deadline for the 1999-2000 application shall be June 15, 2000, and that the final deadline shall be June 30, 2000; and

BE IT FURTHER RESOLVED, That the proposed rules, as attached, be adopted as emergency rules; and

BE IT FURTHER RESOLVED, That staff begin the process for adopting permanent rules for the Master's of Education Reimbursement Program.

Adopted:

December 3, 1999

Bob Craves, Chair

David Shaw, Secretary

Feasibility Study: Distance Learning Enrollments In Independent Institutions

December 1999

EXECUTIVE SUMMARY

BACKGROUND

In 1999 the Legislature approved budget language (ESSB 5180) that directed the Higher Education Coordinating Board (HECB) to study the feasibility of collecting Washington enrollment data on distance learning programs sponsored by private institutions in Washington and institutions outside of the state.

The budget proviso was developed in the context of profound changes created by the growth and impact of distance education. The speed of Internet and e-commerce development has made it possible for in-state independent providers and out-of-state public institutions to serve Washington's citizens. Non-traditional entities such as publishers, software companies, and industry-based corporate trainers are forming new partnerships to take advantage of this "addressable market opportunity." Also, the elements of student services and instructional production are increasingly becoming separated and recombined, complicating efforts to monitor the field.

Data collection in this new environment will require new methods and standards, especially where learners receive their education from several providers at once. Issues affecting the feasibility of collecting distance learning data include: varied definitions of Distance Education, rapid growth and change in the nature, numbers and types of providers, specification of enrollment data needed, collection consistency, authority to collect, varying reporting cycles and the unsettled nature of distance education.

STUDY FINDINGS

Although many organizations collect data on higher education, HECB staff found no single source that can, at this time, capture specific information on enrollment of Washington residents in distance education programs.

However, the HECB has conducted two surveys that help establish a general picture of the role played by distance education providers in meeting our state's higher education needs. While there are significant impediments to the collection of accurate enrollment data from these providers, the HECB is prepared to monitor and track developments in the field.

Feasibility Study: Distance Learning Enrollments In Independent Institutions

December 1999

BACKGROUND

In 1999 the Legislature approved a budget bill (ESSB 5180), which included language directing the Higher Education Coordinating Board (HECB) to complete a study:

“...study the feasibility of collecting Washington enrollment data on distance learning programs sponsored by private institutions in Washington as well as by institutions outside of the state of Washington...”

The bill directed the HECB to work with the Office of Financial Management and the State Board for Community and Technical colleges in the study, and to report findings to the Legislature by January 2000.

E-LEARNING CONTEXT

Telecommunications technologies are driving higher education toward significant cultural changes. In particular, the development of computer-based online instruction creates the potential for students to access instruction anywhere and at any time. The proliferation of e-commerce applications, increasing computer ownership, and access to a worldwide information network are redefining how education is delivered and offering learners exciting and diverse new education opportunities.

In 1995, the U.S. Department of Education estimated that a third of all institutions offered distance education courses and another 25 percent were planning new offerings. The speed of the development of the Internet in the intervening years has made these estimates seem primitive.

Across the country, traditional institutions are creating far-flung partnerships and virtual universities, and integrating so called “distance learning” into their regular course offerings. New collaborations such as the Western Governor’s University aim to broker learning opportunities in an academic “common market.” The Southern Regional Electronic Campus, for example, spans 15 participating states; the Colorado-based National Technological University beams engineering coursework via satellite from 50 major universities to clients worldwide. Locally, the University of Washington has joined the “Hungry Minds” consortium of research institutions to do the same in differing fields.

At the same time, for-profit and other “non-traditional” entities are moving into the higher education marketplace. In the article “Not So Distant Competitors,”⁶ Ted Marchese suggests

⁶Marchese, Ted “Not So Distant Competitors: How New Providers are Remaking the Post Secondary Marketplace,” AAHE Bulletin May 1998.

that Wall Street entrepreneurs are viewing higher education as ripe for the picking. Morgan Stanley Dean Witter calls the new educational marketplace “an addressable market opportunity at the dawn of a new paradigm.”

In addition to the many non-traditional providers springing up, there also are others who will broker the flood of online courses and programs hitting the World Wide Web. Some are merely indexing services such as the CASO Internet University and the University of Texas World Lecture Hall that are essentially portals to thousands of courses. Others, such as Regents College in New York or Pima Community College in Tucson, are creating partnerships that will enable students taking Microsoft or Novell certification courses to earn college credits and degrees.

Education programs specifically focused on the needs of business and industry are another developing resource. For example, the Michigan Virtual Automotive College plans to become the corporate provider-of-choice for workers in the automotive industry, creating custom designed courseware and offering it to five million auto workers worldwide. Further, new software tools enable distributed learning environments on a just-in-time basis. Publishers such as Ziff-Davis, Prentice Hall, and many others are partnering with content experts and instructional designers to provide “better-mousetrap” instructional offerings. This new courseware may successfully compete with the traditional “cottage-industry” approach to higher education course development.

Disassembling instructional services. Twenty-first century technologies are fueling further cultural changes through their ability to separate the activities and services traditionally “bundled together”. In the online environment, enrollment services, advising and instructional content can be separately accessed through many sources. Textbook publishers, testing organizations, library and administrative suppliers, and others can offer these services both to institutions and directly to students.

DATA COLLECTION IN THE NEW ENVIRONMENT

In the new world of education technology it will be possible for learners to get their education from a number of providers at once, through multiple media as well as traditional campuses and delivery methods. Clearly, collecting data to describe new learning behavior will require new data-collection methods and standards.

“As computer and telecommunications-based technologies are increasingly used to deliver instruction, adaptations will need to be made in post-secondary education administrative, planning and policy development processes. These changes will bring about a need for new kinds of data – to support underlying analytical efforts and to describe this new environment through new measures.”⁷

⁷ “Technology and its Ramifications for Data Systems: Report of the Policy Panel on Technology” co-sponsored by the National Postsecondary Education Cooperative (NPEC) The George Washington University, and the National Center for Education Statistics (NCES), U.S. Dept of Education.

In this context of profound and significant change it is easy to see why policy-makers and taxpayers would like to understand the affect of these new practitioners and practices. How will they affect the availability of services? Access to education? The costs to citizens and the state? How will these new learning opportunities affect the state's need to provide enrollment, facilities, and resources?

It is not currently possible to track distance learning enrollment with any accuracy; however, the HECB is prepared to monitor and track developments in this quixotic environment.

ISSUES AFFECTING THE FEASIBILITY OF COLLECTING DISTANCE LEARNING DATA

The feasibility of collecting distance learning data is dependent upon a number of factors.

► **Definitions of Distance Education.** There are many ways to define distance education. The Washington State Higher Education Coordinating Board has adopted the following definition of distance learning for the 2000 Master Plan for Higher Education:

Distance learning takes place when teachers and students are separated by physical distance for most of the instructional delivery. The term “distance learning” course or program should only be used if:

- *Teachers and students are separated for a predominance of the instructional contact hours;*
- *The content has been specifically designed as a course of study to increase and assess student knowledge or skills; and*
- *An education institution provides the course content and is responsible for assessment of student achievement through credits, certification, or degrees.⁸*

► **Diverse Nature of Instructional Providers.** To capture an accurate picture of how distance learning might affect education planning, it first would be necessary to determine the universe of instructional providers to survey — and it's a large universe:

- Washington Association of Independent Colleges and Universities (WAICU),
- All Washington independent institutions and proprietary schools,
- Institutions not physically located in Washington,
- International providers,
- Corporate universities, and
- Lifelong learning providers (Discover U, for example).

There is no single directory of these providers. The marketplace is constantly shifting, with new players entering and leaving daily.

⁸This definition excludes “in-person” instruction offered off-campus from the definition of distance learning.

► **Rapid Growth of Distance Learning Education.** In 1995 the U.S. Department of Education National Center for Educational Statistics conducted a survey of distance education courses offered by higher education institutions. They defined distance education as education or training courses “delivered to remote (off-campus) locations via audio, video or computer technologies.” The 1995 survey estimated that in 1994-95 higher education institutions offered 25,730 distance education courses, with 84 percent offered by public two- and four-year institutions and 16 percent by independent four-year institutions.⁹

Since then, however, the number of higher education institutions offering distance learning programs has grown dramatically. The International Data Corporation estimates that by 2002, 85 percent of two-year colleges will offer distance learning courses. That’s up from 58 percent in 1998. And 84 percent of four-year colleges will offer distance learning courses in 2002, up from 62 percent in 1998.¹⁰

► **Types of Enrollment Data.** Budget proviso language refers to a specific set of enrollment data to be collected. Therefore, HECB staff considered the following data sets likely to be of use in answering legislative questions:

- Number of courses taught using distance learning technologies,
- Number of programs offered using distance learning technologies,
- Number of Washington State residents enrolled in courses and programs offered by in-state independent providers, and
- Number of Washington State residents enrolled in courses and programs offered by institutions located outside the state.

► **Collection Consistency.** Because purveyors of distance education vary widely, their ability to collect specific data types also varies. For example, statistics change based on point of capture: 10th day of enrollment or after one quarter? Unduplicated courses? Total headcount? For example, even if a specific school designates a class as distance learning, it may not be able to determine whether the student taking the class resides in the nearby vicinity or is taking the class from a significant distance away. Often, schools have data on general enrollment but don’t categorize students by state of residence. Schools differ in their ability to determine if enrollment headcount is “unduplicated.”¹¹

► **Authority to Collect Data.** Current regulatory schemes do not give any particular entity authority to collect this data, nor do they mandate institutions to track enrollment data by student residency. Such data are not required under Washington’s Degree Authorization Act, although

⁹ Issue Brief Distance Education in Higher Education Institutions: Incidence, Audiences and Plans to Expand, NCES February, 1998. Note: Data for independent two-year institutions were not reported because there were too few institutions of this type in the sample offering DE courses.

¹⁰ Based on data from International Data Corporation’s Online Distance Learning in Higher Education 1998-2002 as reported on their web site <http://www.idc.com/Data/Consumer/content/CSB020999PR.htm> 10/15/99.

¹¹ Determining whether a headcount is unduplicated means establishing whether the student is taking only one course or a program, taking several courses that are distance learning, or taking a schedule within a given quarter or semester that includes instruction offered both on and off campus.

the state does investigate the scope and quality of distance offerings as part of its ongoing efforts in consumer protection. Accrediting agencies also pay attention to the scope and quality of instructional offerings, but they do not monitor enrollment in specific programs or types of delivery mechanisms.

▶ **Sources of Data Collection.** Many organizations and entities currently collect statistics about higher education in general. Many are considering the possibility of collecting information about distance learning. Foremost in this effort is the U.S. Department of Education, National Center for Educational Statistics (NCES). In 1995 an NCES survey attempted to capture the universe of schools offering distance education courses and programs. However, in the fast-paced world of e-commerce and e-learning, the broad scope of federal collection inhibits the capture of specific information and quick turn-around of data.

▶ **The Role of Accrediting Agencies.** Accrediting agencies also are investigating the affect of distance education on quality of instructional programs and courses. However, according to Larry Stevens, Deputy Executive Director of the Northwest Association of Schools and Colleges, it will be difficult to collect useful enrollment data due to the cyclical nature of accreditation cycles. Given the 10-year accreditation cycle, collecting distance learning enrollment data would be a decade-long project.

Nationally, education data also is captured through the Integrated Postsecondary Educational Data System (IPEDS). To date, however, IPEDS has not come up with any studies or plans for collecting information on distance enrollments.

▶ **Varying reporting cycles.** Many distance learning programs offer open enrollment or self-paced learning. Students do not begin and end their courses in traditional patterns. These factors make it unlikely that data collected will have any degree of accuracy.

▶ **Unsettled nature of distance education.** Distance learning is new and untried for many organizations. In the short run, providers will likely test the medium to see if it is appropriate for their learning objectives and business models. A Washington independent university reported offering seven college-credit courses through distance learning until last year:

“About the same time, faculty members were complaining that students who had completed the distance learning courses did not seem to have the same level of competency in other classes as the native students, it was discovered that the financial gains of distance learning were not outweighing the losses. So, the university decided to put distance learning on hold for one year while they performed an analysis. This past June it was determined that until distance learning or on-line courses could be shown to be financially viable, our University would not be a participant.”

Likewise, Washington’s Workforce Training Education and Coordinating Board (WTECB) reports that it is struggling to determine when and how to monitor distance learning developments in independent career schools — especially those with no physical presence in the state. There is little guidance from the U.S. Department of Education. The WTECB recognizes

that these schools are private businesses, and the state may not have the authority or even justification for deep scrutiny of such programs.

HECB E-LEARNING STUDIES

In the past year, the Higher Education Coordinating Board has completed two surveys to collect data on distance learning enrollments.

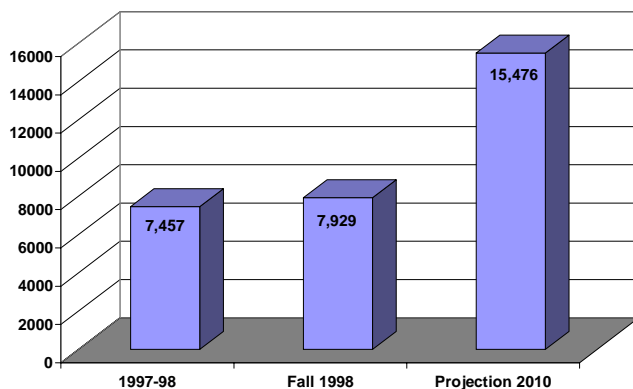
The Independent Distance-learning Provider's Survey was initiated in spring 1999 to develop a picture of the role that out-of-state and independent distance learning providers might play in accommodating higher education needs in Washington State. The HECB sent surveys to the 277 institutions listed in "Petersen's Guide to Distance Education" as offering degrees and programs to Washington students. The state-by-state listing in Peterson's Guide included any institution offering on-line classes nationally. One hundred and one institutions returned the survey, producing the following findings:

- 43 currently have or project having students in Washington State by 2010.
- Most of the responding institutions had few Washington students and most of those could be found in graduate, certificate, or special programs, such as Nursing, Fire Safety, and Aeronautical Engineering.
- 29 reported one or more students from Washington State enrolled in degree programs.
- 21 respondents reported students enrolled in individual courses.
- 13 reported enrollment in both individual courses and in programs.

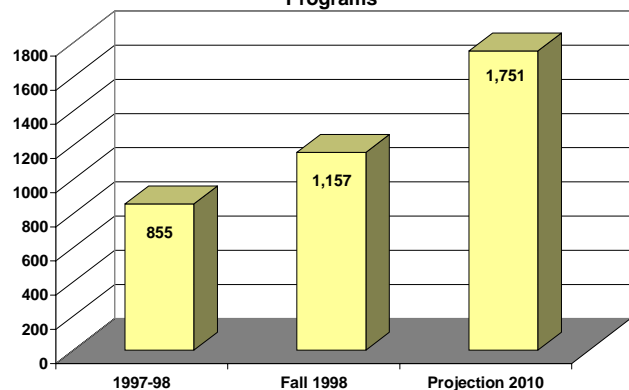
The average age of distance learners was 36.8. As could be expected, respondents reported a slightly lower average age in lower-division programs and a higher average age in graduate programs. As could be expected, the gender balance of such programs matched the proportions represented in the professions. For example, nursing programs have more female students and engineering programs enroll more males. Distance learning students tended to be working adults with full-time jobs. Students in professional niche programs tended to have prior experience in their fields of study.

HECB Independent Distance-learning Provider's Survey

Students Taking Individual Distance Ed. Courses



Students in Distance Education Degree or Certificate Programs



Master Plan Enrollment Survey. HECB staff also conducted an **enrollment survey** in the development of the 2000 Master Plan. The survey requested data and comments regarding institutions' distance enrollments as well as plans for distance learning usage to 2010.

Responses from the 10 **Washington Association of Independent Colleges and Universities (WAICU)** showed very limited use of distance education technologies. Several reported no use (Pacific Lutheran, Whitman, University of Puget Sound). Others indicated that they considered distance instruction "enrichment" rather than an expansion of capacity, or said that they were in the process of evaluating where DE would fit in their future plans.

Summarizing the survey responses is difficult because some schools reported distance education as a percent of instruction and others reported headcount. The largest headcount numbers came from St. Martin's College, which has 600 students in interactive video courses at Ft. Lewis and McChord Air Force Bases; Gonzaga reported 300 distance enrollments, primarily in their nursing program.

Overall, these schools could report what percent of their total enrollment was comprised of Washington residents, but they did not report the number of Washington residents in distance learning programs. In preparation for this enrollment feasibility report, registrars were once again asked about the possibility of reporting. This will be subject to further dialogue as the schools develop plans both for distance education and for new data collection systems.

Schools authorized to offer degree programs also received the enrollment survey. Several of these schools take advantage of distance learning delivery systems to deliver instruction, though often it is integrated into a program that includes face-to-face instruction as well. Among these providers, most of the distance offerings are used on military bases or in small-scale graduate programs.

Another group that received this survey was schools included in the federal IPEDS. Among this group, only a few (City University, NW Indian College, Antioch and Bastyr) reported offering courses via distance technologies. City University reported that 24 percent of its instructional offerings are delivered via electronic learning technologies. The Northwest Indian College reported that 66 percent of instruction includes some use of distance technology.

Related Findings From The Pilot Surveys. While it may be impossible to collect clean data, there are certainly indicators that the field of distance is growing. Many institutions are forming partnerships both inside and outside of the state in order to maximize access and opportunities for students wherever they live or work.

In the Peterson's survey, institutions were asked what initiatives would encourage or discourage them from offering courses and programs inside Washington State. Most said that although their online and distance education courses are nationally available, they do not market their programs within Washington State. This makes access rather random for students, depending upon how they come to know about particular course or program opportunities. Respondents also stated that they would be encouraged to offer programs if they knew where to find cohorts of learners.

CONCLUSIONS

Although many organizations collect data on higher education, HECB staff found no single source that can, at this time, capture specific information on enrollment of Washington residents in distance education programs.

The HECB has conducted two surveys that help establish a general picture of the role played by distance education providers in meeting our state's higher education needs. While there are significant impediments to the collection of accurate enrollment data from these providers, the HECB is prepared to monitor and track developments in the field.

The use of distance learning technologies is growing and that growth is fueling important organizational changes in higher education. However, at this time, there are significant impediments to the collection of accurate enrollment data. As distance learning matures and is integrated as yet another tool for instruction, it may become even more difficult to identify the boundaries among instructional delivery systems.

Many entities are considering how to create new data collection systems that address alternative patterns of learning and degree granting in higher education. It is possible, however, that some of the data needs will be fulfilled as the Department of Education continues to survey the field and to develop more fine-grained survey instruments. However, the field is very broad and is hard to capture because of the changing marketplace of distance education providers.

The Office of Financial Management is revising enrollment-reporting procedures through the Public Central Higher Education Enrollment System (PCHEES)¹² data collection system. Once this project is implemented, it may help establish what additional and specific information would be useful to know about independent providers.

¹² It is a legislative mandate per budget proviso in 1999 ESSB 5180 Section 129 (4) that the Office of Financial Management shall modify state information systems (PCHEES) to provide consistent data on students engaged in distance learning. Reporting on number and categories of students enrolled in distance learning by class and course level shall begin by fall term 2000.

RESOLUTION NO. 99-45

WHEREAS, The Legislature directed the Higher Education Coordinating Board (HECB) in ESSB 5180 to study the feasibility of collecting Washington enrollment data on distance learning "... sponsored by private institutions in Washington as well as by institutions outside of the state of Washington"; and

WHEREAS, The Board, in compliance with the budget proviso in ESSB 5180, has as directed, worked with the Office of Financial Management and the State Board for Community and Technical Colleges to prepare the study; and

WHEREAS, The HECB has conducted two surveys that help establish a general picture of the role played by distance education providers in meeting our state's higher education needs; and

WHEREAS, The Board has developed a written report on the feasibility of collecting distance learning enrollment data.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the "Feasibility Study: Distance Learning Enrollments in Independent Institutions" and submits these findings to the Washington State Legislature; and

BE IT FURTHER RESOLVED, That although there are significant impediments to the collection of accurate enrollment data from these providers, the HECB is prepared to monitor and track developments in the field.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Diversity and Participation of People of Color in Higher Education: 1999 Report

December 1999

EXECUTIVE SUMMARY

BACKGROUND

State law [28B.80.350 (11)] charges the Higher Education Coordinating Board (HECB) with monitoring and reporting on the participation of people of color in higher education. Statute also directs the HECB to "...recommend strategies to increase minority¹³ participation in higher education." In March 1996, the Board adopted 20 statewide diversity goals (Resolution No. 96-06). The goals included quantitative measures on minority student enrollment, retention, and completion, and faculty and staff employment. They also included less quantifiable measures related to "institutional climate."

This progress report is based on information obtained from several different sources. The public baccalaureate institutions and the State Board of Community and Technical Colleges (SBCTC) provided quantitative data, responded to a survey on institutional climate, and participated in interviews with HECB staff. The state Department of Personnel (DOP) provided institutional employment data in institutions' affirmative action plans. National databases and relevant reports provided by the institutions and the SBCTC completed the data collection efforts.

This study was undertaken less than a year after Washington voters approved Initiative 200, described in statute [RCW 49.60.400-401] as follows:

The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

Because I-200 did not repeal any existing law, the Washington State Attorney has advised public agencies to attempt to "harmonize" I-200 with existing statute.¹⁴ At the time this report was written, then, it is not surprising that colleges and universities appeared still to be ascertaining exactly how I-200 affects campus policies. And after less than a year, it is not possible to assess the effect of I-200. Minority enrollments are up on some campuses and down on others — just as they have been in past years. Nevertheless, there is concern about whether the provisions of I-200 will negatively affect the participation of people of color in higher education and, therefore, future analysis of minority participation rates and other data will continue.

Preliminary 1999 Diversity Report Findings

In 1998-99, undergraduate enrollment, community college transfer rates, one-year retention rates, and completion rates for some minority groups *exceeded* the benchmarks set forth in the statewide goals. An examination of trends shows that participation measures tended to fluctuate from year to year. Given their erratic behavior, it is difficult to cite a definitive "trend" in

¹³ Throughout this report, the term "minority" will refer to people of color.

¹⁴ Attorney General of Washington. Issue Paper on Initiative 200. URL: <http://www.wa.gov/ago/pubs/i200/html>.

minority student participation in higher education. Nevertheless, there are a few increasing trends for some minority groups in some of the measures. Furthermore, the fluctuations observed tended to be minimal. However, institutional outreach, recruitment, and retention efforts are somewhat more successful than they have been, it is uncertain whether all of the goals will ultimately be met.

Enrollment:

- Fall 1998 participation rates for the following groups ***exceeded*** the respective benchmark:
 - ✓ African American, Native American, Asian/Pacific Islander, and Latino/Latina/Hispanic enrollees at community and technical colleges;
 - ✓ Native American and Asian/Pacific Islander undergraduates at public baccalaureate institutions; and
 - ✓ Asian/Pacific Islander graduates/professionals.
- Between fall 1995 and fall 1998, the participation rate of Latino/Latina/Hispanic students at community and technical colleges has ***increased steadily***.
- Between fall 1995 and fall 1998, the graduate/professional participation rate of Asian/Pacific Islander students has ***increased steadily***.

Transfers:

- Fall 1998 Washington community college transfer rate of Native American students ***exceeded*** the transfer rate benchmark. Additionally, every year from fall 1996 to fall 1998, Native American students experienced ***increases*** in transfer rates.

Retention:

- Fall 1998 retention rate of Asian/Pacific Islander first-time freshmen ***exceeded*** the retention rate benchmark for first-time freshmen.¹⁵
- Fall 1998 retention rates of Native American and Asian/Pacific Islander Washington community college transfers also ***exceeded*** the retention rate benchmark.
- Spring 1998 substantial progress rate for Asian/Pacific Islander community and technical college students ***exceeded*** the substantial progress rate benchmark.¹⁶

Completion:¹⁷

- The 1998 completion rates for the following groups ***exceeded*** the respective benchmark:
 - ✓ Asian/Pacific Islander degree-seeking students (i.e., the 1995 cohort) in community and technical colleges;
 - ✓ Asian/Pacific Islander first-time freshmen at public baccalaureate institutions; and
 - ✓ African American and Asian/Pacific Islander community college transfers at public baccalaureate institutions.

¹⁵ Retention rate is the percentage of students first enrolled in the fall of a given year who enroll in the subsequent fall.

¹⁶ The State Board of Community and Technical Colleges defines “substantial progress” as having enrolled in at least four quarters during the two years since first enrolled.

¹⁷ Successful completion at community and technical colleges is defined as the attainment of degree or certificate within three years of first enrolling. Successful completions at public baccalaureate institutions are defined differently for first-time freshmen and community college transfers with associate degrees. For first-time freshmen, it is graduation with a baccalaureate degree within six years of first enrolling; for community college transfers with associate degrees, it is graduation with a baccalaureate degree within three years of first enrolling at the public baccalaureate institution. Therefore, to assess successful completions in spring 1998, we examine the fall 1992 cohort of first-time freshmen and the fall 1995 cohort of community college transfers with associate degrees.

- Between 1996 and 1998, completion rates *increased* for community college transfers who were Native American first-time freshmen or Native American and Latino/Latina/Hispanic community college transfers.
- All minority groups experienced an *increase* between 1997 and 1998 in the percentage of bachelor's degrees awarded with the exception of Native American students, whose percentage remained constant over the two years.
- All minority groups, with the exception of African American students, experienced *increases* in the rate of master's degree conferrals between 1997 and 1998.
- The percentage of the doctoral degrees awarded to African American and Latino/Latina/Hispanic students in 1998 were *higher* than in 1997.
- All minority groups experienced a *decrease* between 1997 and 1998 in the percentage of professional degrees awarded with the exception of Native American students, whose percentage remained same in 1998 as in 1997.

Employment:

- Reports submitted to the Governor's Affirmative Action Policy Committee (GAAPCom) on employment showed progress toward some of the parity goals. However, across institutions and goals, the progress was neither constant nor dramatic.

Schools Show Strong Continuing Commitment to Diversity

Based on the reports from the public baccalaureate institutions and the community and technical college system, there appears to be a strong continuing commitment to increasing the participation of people of color.¹⁸ This commitment is evidenced by the many efforts that administration, faculty, staff, and students are pursuing. Public baccalaureate institutions report that between 1995-96 and 1998-99, they increased funding and full-time staff devoted to enhancing campus diversity. The evidence provided in the body of this report is only a small portion of what has been described to HECB staff in campus visits, surveys administered for the purpose of this report, and other documents made available to the HECB.

Institutions and their efforts to increase diversity are affected by many factors. These include the following:

- **Initiative 200 prohibitions** against the use of race or gender as criteria in admissions and hiring;
- expected changes at the national, and, therefore, state levels in how individuals will be asked to **report on racial/ethnic background**;
- **the relatively small number of citizens of color** from which to recruit in Washington state;
- **nationwide competition** for students, faculty, and staff of color; and
- **funding** required to enhance all efforts to recruit and support students of color on college campuses.

¹⁸ Detailed information on institutional efforts is included in the body of the report. However, the efforts described are a sample of all efforts. This is especially true of community and technical colleges. A supplement on community and technical college efforts will be presented to the HECB in January 2000.

RECOMMENDED BOARD ACTION

The following recommendations are presented to the Board for approval:

1. The HECB — in collaboration with relevant constituencies, including the public baccalaureate institutions and the State Board of Community and Technical Colleges — will **review the statewide goals for the participation of people of color** in higher education to determine whether the bases for the statewide goals remain meaningful, whether the goals are effective in fostering increases in participation rates, and what changes should be made to the language of the goals;
2. Results of the review will be presented to the Board for action by September 2000.
3. The HECB will **continue to monitor the participation of people of color in higher education**, specifically in the areas of student enrollment, retention, and completion, and institutional climate, and **report on effective practices** for increasing the participation of students of color in higher education

BACKGROUND

The Revised Code of Washington, section 28B.80.350 (11), charges the Higher Education Coordinating Board (HECB) to:

Make recommendations to increase minority participation and monitor and report on the progress of minority participation in higher education.

In response, the HECB established the following policy in the 1987 Washington State Master Plan for Higher Education:

Higher education institutions and higher education agencies in this state should provide leadership for the rest of society by establishing and implementing policies and practices that ensure the full participation of minorities in higher education programs as students, faculty, staff, and administrators.

In 1991, the HECB adopted the Policy on Minority Participation and Diversity, which addressed the participation of people of color in five areas: student enrollment, student retention, program completion, employment, and institutional climate. The Board revised the 1991 goals and adopted the 20 new goals in March 1996, which are assessed annually.¹⁹ Those goals are the subject of this report.

Initiative 200

In November 1998, the voters of the state of Washington approved Initiative 200 (I-200). The provisions of I-200 are articulated in statute [RCW 49.60.400] as follows:

The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

According to the Washington State Office of the Attorney General, the HECB's policy and statewide goals do not set quotas or require preferential treatment of any group and, therefore, are not affected by I-200. Furthermore, Governor Locke's Directive No. 98-01 to state agencies acknowledges the value of diversity and allows for affirmative action plans, goals, and outreach and recruitment efforts that promote diversity in public employment and public contracting. In addition, the Governor encourages institutions of higher education to follow his directive, however deferring to the policies ultimately set by boards of regents and trustees.

Data Sources and Preparation of Report

The numerical data and other information upon which this report is based came from several sources. The six public baccalaureate institutions and the State Board for Community and Technical Colleges submitted quantitative data on student enrollment, retention, and completion; responded to a written survey on institutional climate; and provided relevant published reports. The Integrated Postsecondary Education System (IPEDS), a national data system, was the source of data on graduate and professional enrollment, completion, and degrees awarded.²⁰ In order to

¹⁹ HECB Resolution No. 96-06.

²⁰ IPEDS is a federal data survey system operated by the National Center for Education Statistics of the U.S. Department of Education. All post-secondary institutions that participate in the federal financial aid programs (Title

assess less measurable diversity goals, HECB staff traveled to baccalaureate institutions' main campuses and spoke with diversity and affirmative action officers, spoke with faculty, and toured student facilities. The SBCTC made similar assessments on behalf of the community and technical college system. However, due to the number of campuses in the system and the resulting size of the evaluation project, a full report from the SBCTC on qualitative measures will not be available until January 2000.

In the process of gathering information about the participation of faculty and staff of color, HECB staff met with staff from the state Department of Personnel (DOP) and reviewed affirmative action plans submitted by the institutions to DOP and the Governor's Affirmative Action Policy Committee (GAAPCom). After preliminary analysis of the data and preparation of a draft report, institutions had the opportunity to review the report and verify their data.²¹

IV of the Higher Education Act) are required to submit data on various aspects of their institutions annually or biennially.

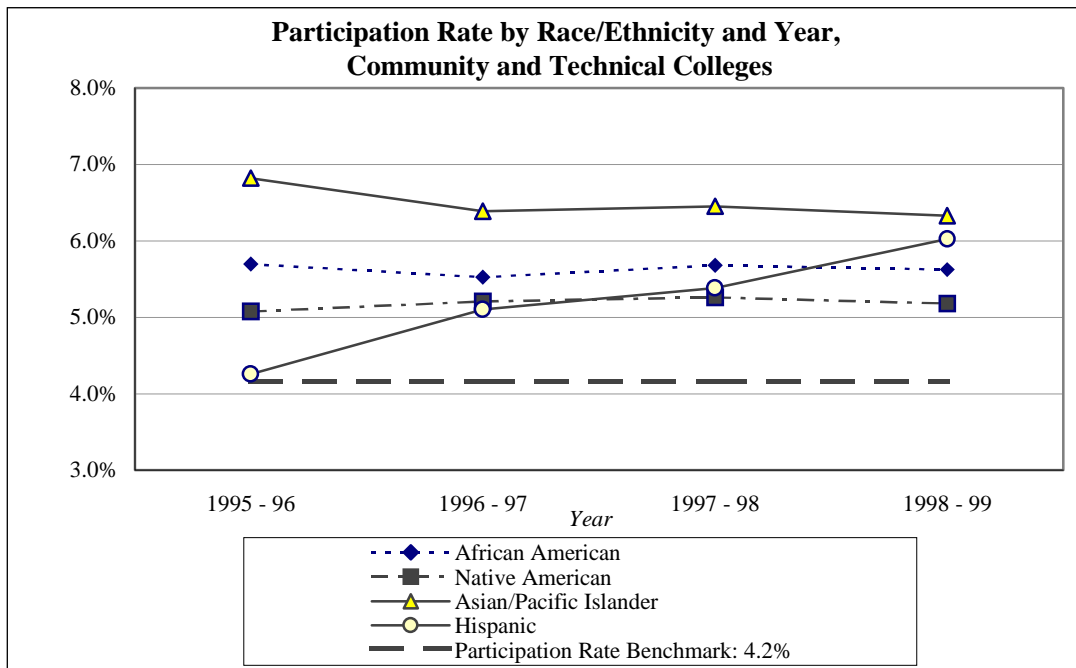
²¹ Detailed information on institutional efforts in this report is selective and limited, it is especially true of efforts being carried on campuses of community and technical colleges. Copies of the institutions' responses to the institutional climate survey are available from the HECB. A supplement on community and technical college efforts will be forthcoming.

STUDENT ENROLLMENT

Goal I-A. Achieve, by fall 2001, community and technical college and public baccalaureate *undergraduate participation rates* for African American, Native American, Asian/Pacific Islander, and Hispanic students that equal or exceed the average statewide participation rate for fall 1996 through fall 1998 for 17-and-above.²²

In fall 1998, the participation rates of all racial/ethnic minority²³ groups in the community and technical college sector *exceeded* the community and technical college benchmark.²⁴ (See Figure 1.)²⁵ However, the fall 1998 undergraduate participation rates for African American and Latino/Latina/Hispanic students enrolled in public baccalaureate institutions *did not exceed* the public baccalaureate undergraduate benchmark. (See Figure 2.)

Figure 1



Source: SBCTC

Note: Participation rates are based on the state's population age 17 and above.

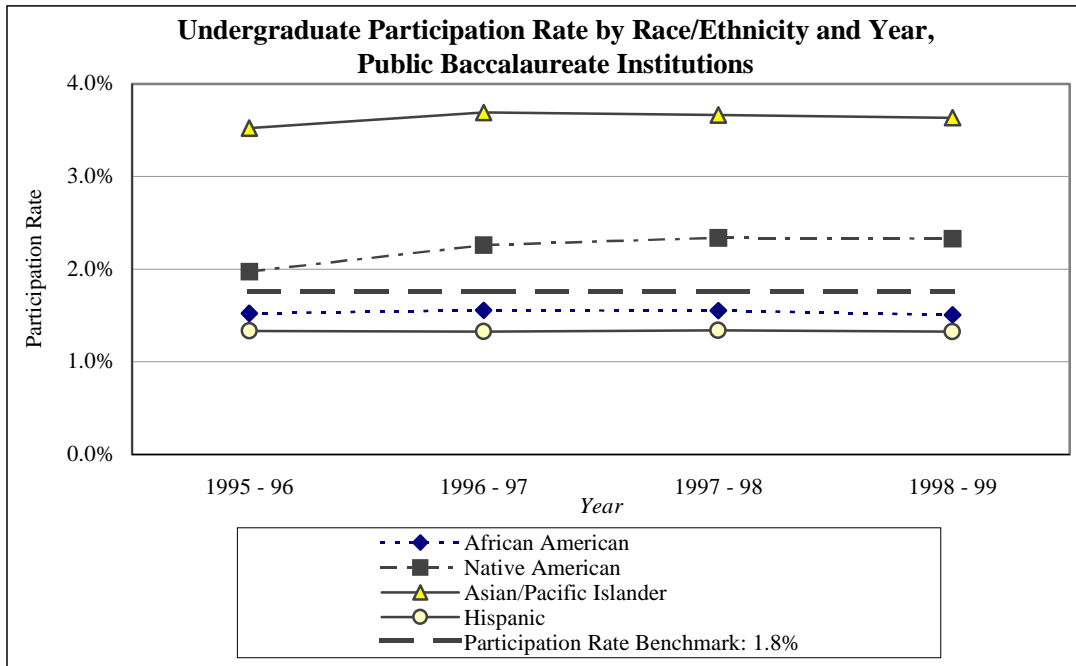
²² The statewide goal adopted by the HECB stipulates participation rates of 17-year-olds. Annual estimates of single-age populations by racial/ethnic categories are not available and fall enrollment data by age and race/ethnicity are not typically reported. Therefore, this report will use the population age 17-or-above to calculate participation rates. The participation rate is the percent of individuals in the population age 17-or-above enrolled; both referencing the same year. That is, the participation rate for African American students is the percent of African American individuals in the state's population aged 17-or-above who are enrolled.

²³ Throughout this report, the term "minority" will be used interchangeably with "racial/ethnic minority."

²⁴ The average statewide participation rate will be referred to as the benchmark; averages established by other goals will also be referred to as benchmarks.

²⁵ Data that support the figures in this report are presented in tables in the appendix.

Figure 2



Source: IPEDS and Public Baccalaureate Institutions.

Note: Participation rates are based on the state's population age 17 and above.

Although a single year's comparison to the benchmark shows the status of each minority group, it does not indicate what progress has been made overtime. The data in Figures 1 and 2 show that every year since fall 1995, the year the statewide goals were adopted by the HECB, Latino/Latina/Hispanic participation rates at community and technical colleges have increased. In the public baccalaureate sector, participation rates for minority groups have either remained constant or fluctuated from year to year.

Analysis

The fall 1998 data show a greater number of minority students at community and technical colleges than at public baccalaureate institutions (PBIs). This raises a question about whether minority students are able to go to the school of first choice, and, if not, what factors prevent them from doing so.

A survey of community college students conducted in 1988 found that 61 percent of students chose their particular community college because it offered courses at a convenient location.²⁶ There are many other reasons for student choices. When possible, higher education policies and practices should strive to increase rather than limit those choices.

For example, the HECB has worked diligently to ensure that financial need is not a barrier to students. Realizing that the differences in tuition among our public institutions may be a major factor for some individuals in deciding which college to attend, the HECB proposed changes to the state need grant program so grant amounts would be tuition-based. During the 1999 session, legislation passed that endorsed among other changes, the board's "goal that the base state need

²⁶ SBCTC Current Student Survey, winter 1988.

grant amount be equivalent to one hundred percent of tuition charged to resident students attending Washington state public colleges and universities ...”²⁷

Strategies to Enhance Diversity

Scholarships. Central Washington University (CWU) depends to some degree on scholarship programs to encourage enrollments of under-represented minorities. One of these programs is a partnership with the Yakama Nation. CWU agrees to match, with tuition waivers, scholarships given by the Yakama Nation to Native American students who have been accepted and enroll at CWU.

Targeted Publications. The office of Enrollment Services at The Evergreen State College has prepared outreach and recruitment publications targeted to potential students of color. One such publication is their First Peoples’ Catalog 2000-2001, which includes a welcome from President Jervis in English and Spanish, photos and testimonies of students about their experiences at Evergreen, and information about First Peoples’ Advising Services also written in English and Spanish.

K-12 Partnerships. In years prior to the passage of I-200, the University of Washington (UW) used race/ethnicity as one of the criteria in admissions decisions; it can no longer do this. Consequently, the University has had to re-think its outreach and recruitment strategies to ameliorate any negative impacts I-200 has and will continue to have on applications and enrollments of students of color. Its focus is now on increasing direct partnerships with the K-12 sector. Promoters of these partnerships believe that in helping the K-12 sector to better prepare students academically and raise students’ expectations for higher education, they will increase the participation of under-represented student populations in future years.

Direct Staff-to-Student Contact. A major component of Western Washington University’s (WWU) recruitment efforts includes physically basing staff in Seattle. The staff has responsibilities for developing relationships and recruiting students of color in King, Pierce, Snohomish, Kitsap and Thurston Counties. In addition, WWU’s recruitment program includes travel throughout the state to targeted high schools, community colleges, community organizations, and businesses to talk with school counselors, prospective students, and parents. All of the other institutions use this recruitment tool to some extent.

Goal I-B. Achieve, by fall 2001, *transfer rates* for African American, Native American, Asian/Pacific Islander, and Hispanic students transferring from Washington community colleges to public baccalaureate institutions that equal or exceed the average transfer rate for fall 1996 through fall 1998 for all students.²⁸

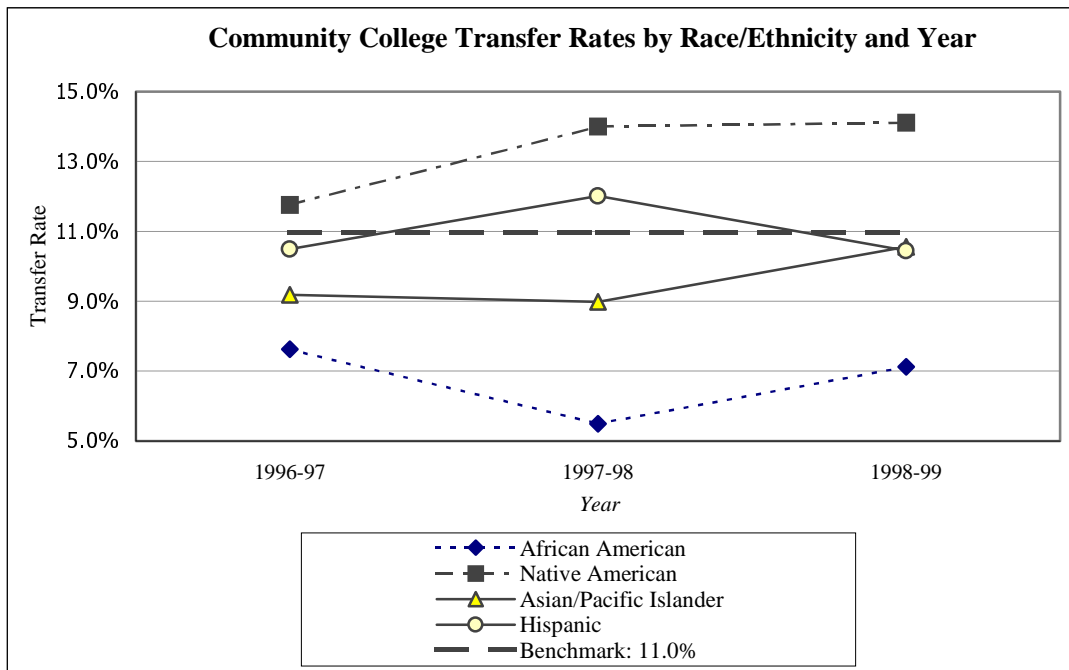
A main door to baccalaureate institutions is through the state’s community college system. Transfer students include both students who have and have not obtained an associate’s degree before enrolling in a public baccalaureate institution. As shown in Figure 3, the fall 1998 transfer

²⁷ Substitute House Bill 1140.

²⁸ Transfer rates are percentages calculated by dividing the number of first-time fall transfers from Washington community and technical colleges divided by the number of enrollees in the community and technical college sector in the fall two years prior, who declared an intent to transfer, and multiplied by 100.

rate for Native American students exceeded the benchmark; transfer rates for Native American students experienced increases annually between 1996 and 1998.

Figure 3



Source: SBCTC and Public Baccalaureate Institutions.

Analysis

The State Board of Community and Technical Colleges (SBCTC) projects a dramatic growth in transfers between 2000 and 2005;²⁹ minority students should be a part of this growth. However, the current low transfer rates raise questions regarding students' intent and expectations. If, in fact, students hope to transfer from community colleges to baccalaureate institutions, then colleges must identify strategies to increase the likelihood that all minority students, but particularly, African American students will be prepared — academically, financially, emotionally — to transfer.

Strategies to Enhance Diversity

Partnerships among colleges and universities. Community colleges and four-year institutions are partnering in many ways to increase transfers and ensure student success. One such example involves Eastern Washington University, Spokane Falls Community College, and Spokane Community College, a collaborative that recently received a state Fund-for-Innovation grant to establish a co-located Transfer Student Center. The center will help transfer students who (1) develop an academic plan that satisfies the requirements of both institutions; (2) receive ongoing academic advising and individual assistance with admissions; and (3) learn about and gain access to financial aid and support services such as child care and transportation.³⁰

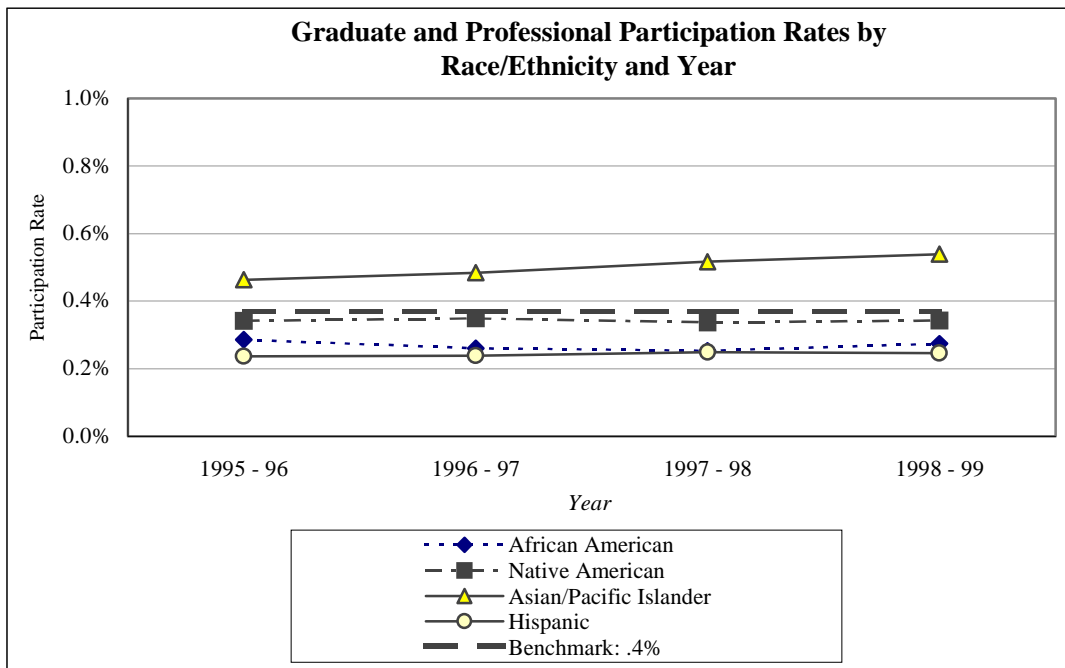
²⁹ SBCTC. (September 1998). Patterns Underlying the Current and Future Trends in Transfers from Community Colleges to Four-year Public and Independent Institutions. Research Report No. 98-7.

³⁰ HECB. (September 1999). The Fund for Innovation and Quality in Higher Education. Executive Summary.

Goal I-C. Achieve, by fall 2001, *graduate and professional participation rates* for African American, Native American, Asian/Pacific Islander, and Hispanic students that equal or exceed the 1998 average statewide graduate and professional participation rate for all students, fall 1996 through fall.

Graduate and professional enrollments include students whose intended degree is a master's degree, a doctoral degree, or a first professional degree. The graduate/professional participation rates also are based on the population age 17-and-above. The benchmark graduate and professional participation rate for all students is 0.4 percent. As shown in Figure 4, the fall 1998 participation rate of Asian/Pacific Islander students exceeds this benchmark, while the participation rates of the other minority groups do not. Further, between fall 1995 and fall 1998, the graduate/professional participation rate of Asian/Pacific Islander students has increased steadily.

Figure 4



Source: IPEDS.

Note: Participation rates are based on the state's population age 17 and above.

Analysis

Despite the fact that in 1998, the participation rate of most minority groups did not equal or exceed the benchmark, graduate/professional enrollments for each racial/ethnic group were higher than their respective enrollments in 1997. While the HECB 2000 Master Plan anticipates that minority students' demand for graduate/professional studies will increase,³¹ other data show trends to the contrary.³²

³¹ HECB. (forthcoming). 2000 Master Plan for Higher Education.

³² Mangan, K.S. (October 27, 1999). Minority Applications to U.S. Medical Schools Hit 7-year Low. *Chronicle of Higher Education*.

Strategies to Enhance Diversity

Early Intervention Programs with undergraduates are viable recruitment tools for graduate and professional programs. The intent of the federally funded Ronald E. McNair Post Baccalaureate Achievement Program (at Eastern Washington University and Central Washington University) is to encourage low-income and/or first-generation students, many of whom are from racial/ethnic minority groups, to pursue graduate-level education.³³ The program offers students a variety of services, including research opportunities for participants who have completed their sophomore year of college; mentoring and tutoring; summer internships, and academic counseling.

Unique Academic Opportunity. Western Washington University's Law and Diversity Program provides special preparation for legal careers to students who are interested in law, diversity and access to the legal system for under-represented groups. Central Washington University's Resources Management Master's Program, coordinated by the departments of Anthropology and Geography, support Native American students pursuing graduate work in cultural and natural resource management. Begun in 1994 with support from a Bureau of Land Management Grant, the program provides stipends for students. Faculty volunteer their time to administer the grant, and recruit and mentor students.

Multi-cultural Programs. The Evergreen State College (TESC) has a Master in Teaching (MIT) program in which multiculturalism is an interwoven feature. Admissions criteria include "experience with individuals from diverse cultural (racial/ethnic) background," and program applicants must submit a two-page essay exploring challenges one will face in "meeting the expectation to become an advocate for multicultural and anti-bias teaching." TESC identifies field placements where MIT students will encounter students of color in the classroom. The Evergreen Foundation offers the Lloyd Colfax Scholarship, which covers year one of the MIT Program's in-state tuition for a Native American student. The MIT 2000 Program, whose cohort started in fall 1998, focused recruitment on Native American populations. Twenty (34 percent) of the 59 students who remain enrolled in the program are people of color, including 10 Native Americans.

Evergreen's Master of Public Administration Program (MPA) continues to work on an initiative to develop an additional program track entitled *Tribal Administration and Governance*, which would lead to an MPA degree with specialization in tribal governance. The proposal to study this in greater depth was approved by TESC's Strategic Planning task force in spring 1999 and is the result of discussion held in 1995 as part of TESC's Native American Curriculum Initiative.

On-Campus Support Groups. **The African American Graduate and Professional Students Association at Washington State University was formed to promote graduate studies and professional opportunities by supporting the retention of African American graduate students, assuring comfortable study settings, and providing avenues through which students could meet their professional goals.**

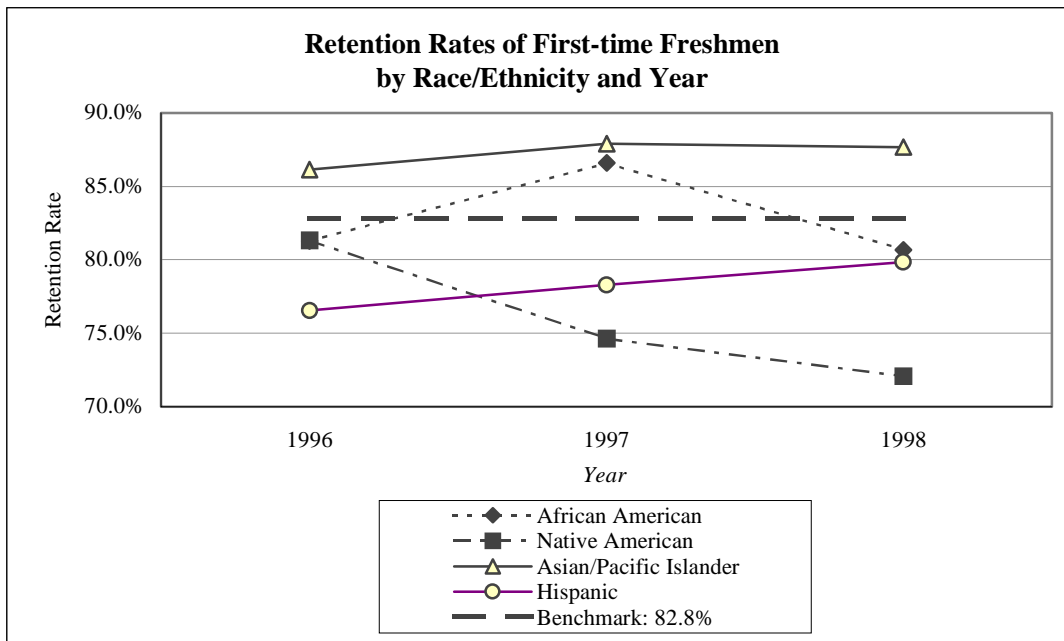
³³ The source of information on the McNair Program is <http://www.ed.gov/offices/OPE/OEP/TRIO/mcnair.htm>.

STUDENT RETENTION

Goal II-A. Achieve, by fall 2001, *retention rates* for African American, Native American, Asian/Pacific Islander, and Hispanic first-time freshmen that equal or exceed the average retention rate for fall 1996 through fall 1998 all first-time freshmen students.³⁴

In 1998, the retention rate of Asian/Pacific Islander students *exceeded* the benchmark retention rate for first-time freshmen. (See Figure 5 below.) Although the 1998 retention rates of Latino/Latina/ Hispanic students did not exceed the benchmark, their retention rates have increased steadily from 1996 to 1998.

Figure 5



Source: Public Baccalaureate Institutions.

Analysis

As measured, it is not clear whether non-returning students dropped out of the system completely, transferred to another institution, or stopped out for a quarter, a semester, or a year. Nevertheless the decreasing retention rates for African American, Native American, and Asian/Pacific Islander students are cause for some concern.

Strategies to Enhance Diversity

On-Campus Support Groups. All institutions have student services offices to help students survive their campus and academic experiences and thrive. CWU has an umbrella office called

³⁴ Retention rates are the percentage of students enrolled in the fall of a given year who were enrolled for the first time in that institution in the fall of the prior year. These are one-year fall-to-fall retention rate. The fall 1996 retention rate is, therefore, the percent of the 1995 cohort who enrolled in fall 1996.

Campus Life, whose goals include the development of a campus-wide program “which contributes to the social, educational, multi-cultural, recreational, and lifetime leisure skills development of our students.” The Campus Life office collaborates closely with other student-oriented offices such as Residential Services and Department of Athletics to provide students with many more services and activities than each can provide alone.

TESC’s Academic Support Services includes the First Peoples’ Advising Services that works to enhance retention. The office offers a fall orientation, a peer support program, extra-curricular academic activities, and advocacy support. The office of Academic Support Services is leading Evergreen’s efforts to initiate a successful retention program called Critical Moments, which teaches students to respond proactively to campus events that involve issues of race, gender, and class. Ultimately the program aims to reduce the isolation of traditionally underrepresented students, to help retain them, and to increase the contributions of culturally diverse students on the college campus.

The University of Washington’s Office of Minority Affairs provides support to the various university groups and operates programs of its own, all targeted to increasing the participation of minority students. An example of an effective retention program is the Summer Bridge program, a three-week residential program that provides selected “at-risk” underrepresented students a head start into their first year at the university. Students attend this three-week program during the summer before initial entrance into the university. The program includes an academic component, a residential life component, and a financial assistance component. Students in the program establish an academic and social network that will support them while attending the University.

The Multicultural Student Services Center organizes WSU's most comprehensive retention program for multicultural students, the Student Mentor program. It was established in the early 1990s to help support freshmen and transfer students make the transition into the WSU campus community. Each year about 20 students of color are hired to assist in the transition process by making frequent contact with new students. The center also engages in recruitment services and other academic and social support services for students of color.

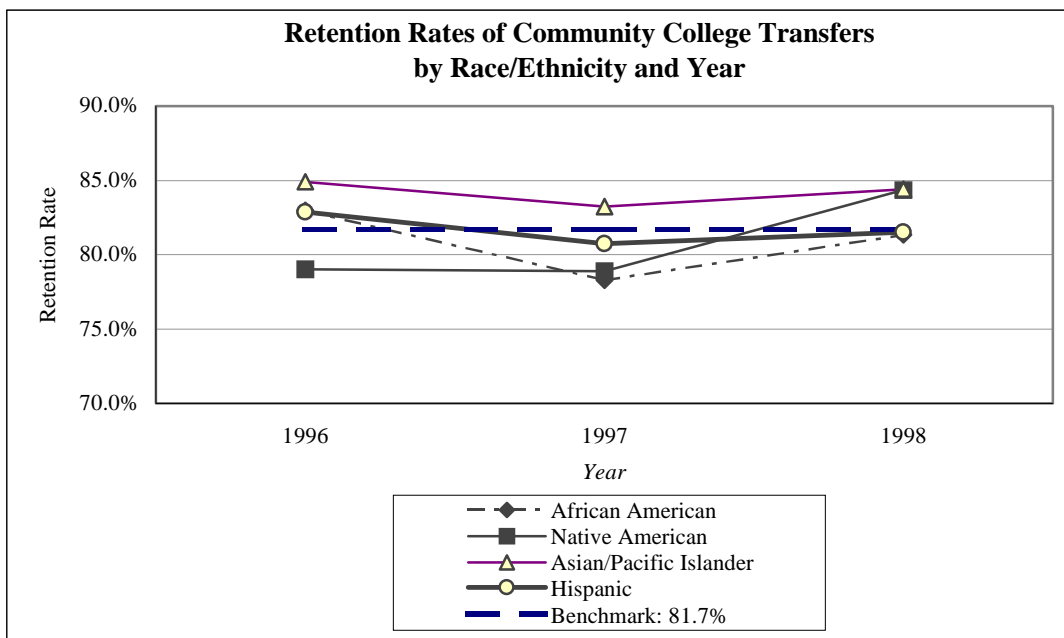
Western’s Multicultural Academic Support Programs and Retention Office supports a comprehensive multicultural retention plan, which includes coordinating multicultural academic support and positive intervention programs, such as registration assistance, one-on-one academic and career advising, mentoring, and cultural and identity support. Special mentoring programs match students of color and international students with volunteer mentors.

Multi-Cultural Curriculum. EWU’s Chicano Education Program, Black Education Program, and the Native American Studies Program share two major goals: (1) to enhance opportunities and participation of students of color in higher education; and (2) to provide courses, open to all students, that serve to increase understanding and appreciation of racial/ethnic minority social, political, and cultural histories and current issues. At Eastern, these academic programs also provide culturally oriented activities on campus such as speaker forums and social activities.

Goal II-B. Achieve, by fall 2001, *retention rates* for African American, Native American, Asian/Pacific Islander and Hispanic community college transfer students enrolled at public baccalaureate institutions that equal or exceed the average fall 1996 through fall 1998 retention rate for all community college transfer students.

Goal II-B focuses on transfers from Washington community and technical colleges, who may or may not have completed an associate degree, and who were enrolled for the first time in a state's public baccalaureate institution. In 1998, the retention rates of Native American and Asian/Pacific Islander students *exceeded* the retention rate benchmark for community college transfer students (see Figure 6). Although the retention rates for all minority groups tended to fluctuate from 1996 to 1998, each group experienced increases in retention rates between 1997 and 1998.

Figure 6



Source: Public Baccalaureate Institutions.

Analysis

A comparison of retention rates for transfers and first-time freshmen shows retention rates *vary more* among the different racial/ethnic minority groups of first-time freshmen than among the minority groups of community college transfers. The reason for this phenomenon is not clear. It suggests, however, that there may be differences in needs and expectations among first-time freshmen from different racial/ethnic minority groups that are not present among community college transfers. It calls for further analysis, but suggests a need to apply unique strategies to each situation; one-size-fits-all solutions and efforts to increase retention and completion rates may be ineffective.

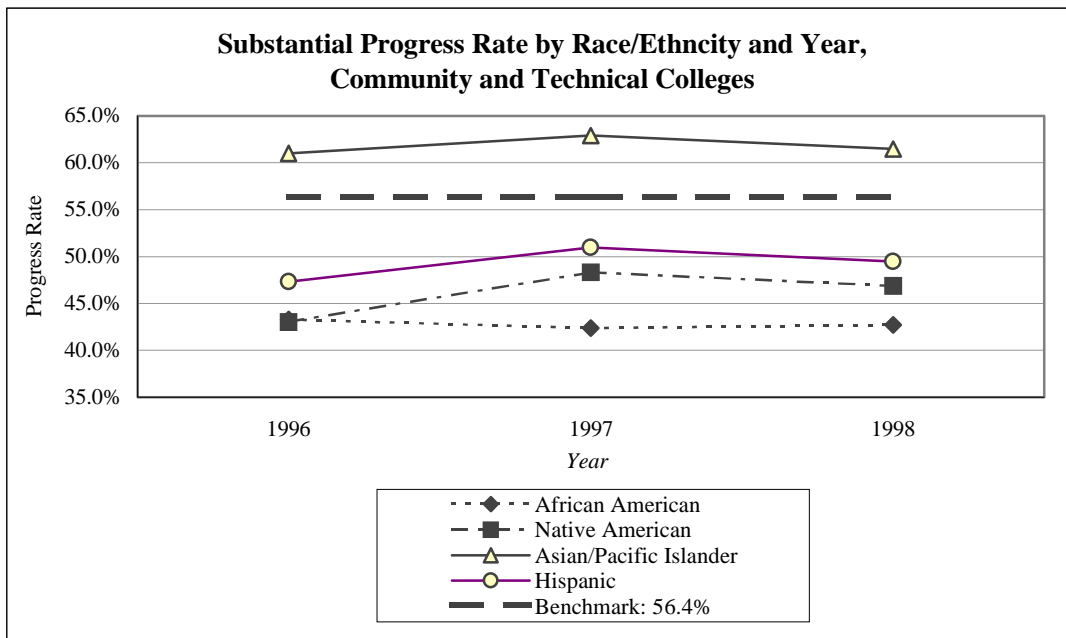
Goal II-C. Achieve, by fall 2001, *substantial progress rates* for African American, Native American, Asian/Pacific Islander, and Hispanic community and technical college students that equal or exceed the average rate for fall 1996 through fall 1998 for all community and technical college students.³⁵

In a study of “substantial student progress” the State Board of Community and Technical Colleges (SBCTC) found that student “progress patterns” have remained *relatively unchanged* over time:

*About 56 to 57 percent graduate or make substantial progress toward their degree in two years. ... [However], [s]tudents of color, with the exception of Asian and Pacific Islander students, have lower rates of substantial progress...than on average.*³⁶

In 1998, the substantial progress rate of Asian/Pacific Islander students *exceeded* the substantial progress benchmark for all community and technical college students (see Figure 7). The substantial progress rates for all minority groups fluctuated between 1996 and 1998.

Figure 7



Source: SBCTC.

³⁵ Data provided by the SBCTC is used to assess progress toward Goal II-C. The SBCTC calculates the substantial progress rate by dividing the number of degree-seeking students who enroll four or more quarters, by the number who started two years earlier with the declared interest in staying at the college until degree completion. These data are calculated on a fall-to-spring schedule. Therefore, while the goal references fall 1998, the analysis used the substantial progress data for spring 1998.

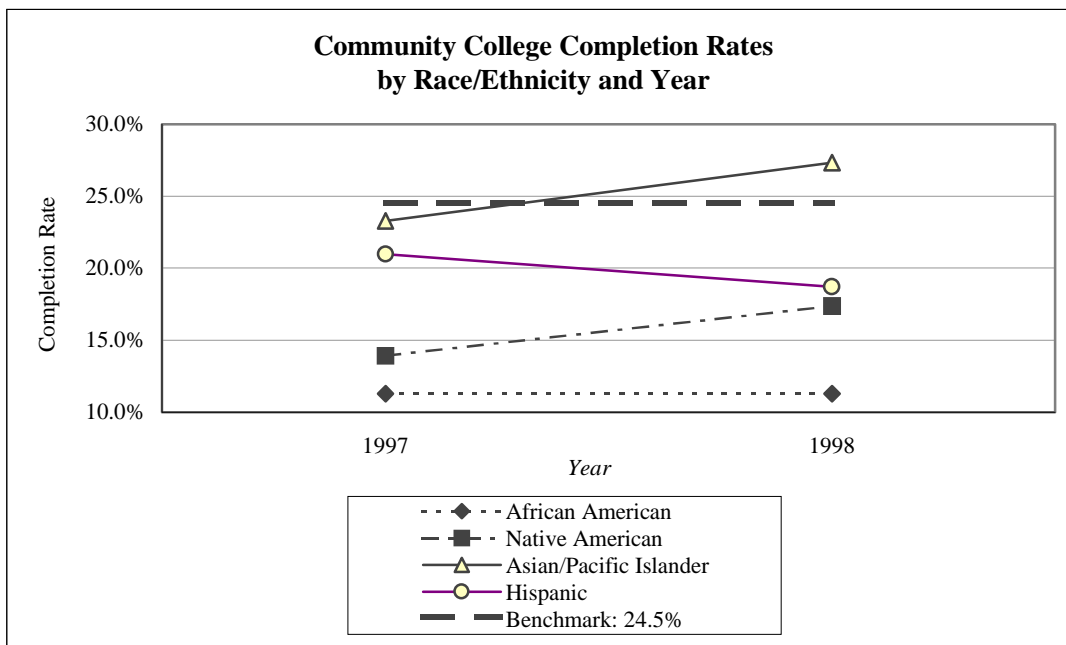
³⁶ SBCTC. (January 1999). Access and Success for System Goals for People of Color in Washington Community and Technical Colleges. Fifth Annual Progress Report. Research Report No. 98-2, pg. 6.

STUDENT COMPLETION

Goal III-A. Achieve by academic year 2001, *community and technical college completion rates* for African American, Native American, Asian/Pacific Islander, and Hispanic degree-seeking students that equal or exceed the average completion rate for the academic years 1996, 1997, and 1998 for all degree-seeking students.³⁷

In this report, completion for community and technical college degree-seeking students means attainment of degree or certificate within three years of first enrolling. The data focuses on full-time students. Data are not available for academic year 1996; therefore, the benchmark used is the average completion rate for academic years 1997 and 1998 for all degree-seeking students, which is 24.5 percent. In 1998, as shown in Figure 8, the completion rate of Asian/Pacific Islander students *exceeded* the completion rate benchmark. From 1997 to 1998, the completion rate of each of the racial/ethnic groups with the exception of Latino/Latina/Hispanic students increased.

Figure 8



Source: SBCTC.

Analysis

The community and technical college sector has found that completion rates are relatively high once students have successfully completed their first year at the college.³⁸ Therefore, it continues to be important that community colleges work to retain students from the first year to the second as one of the tools to increasing successful completions.

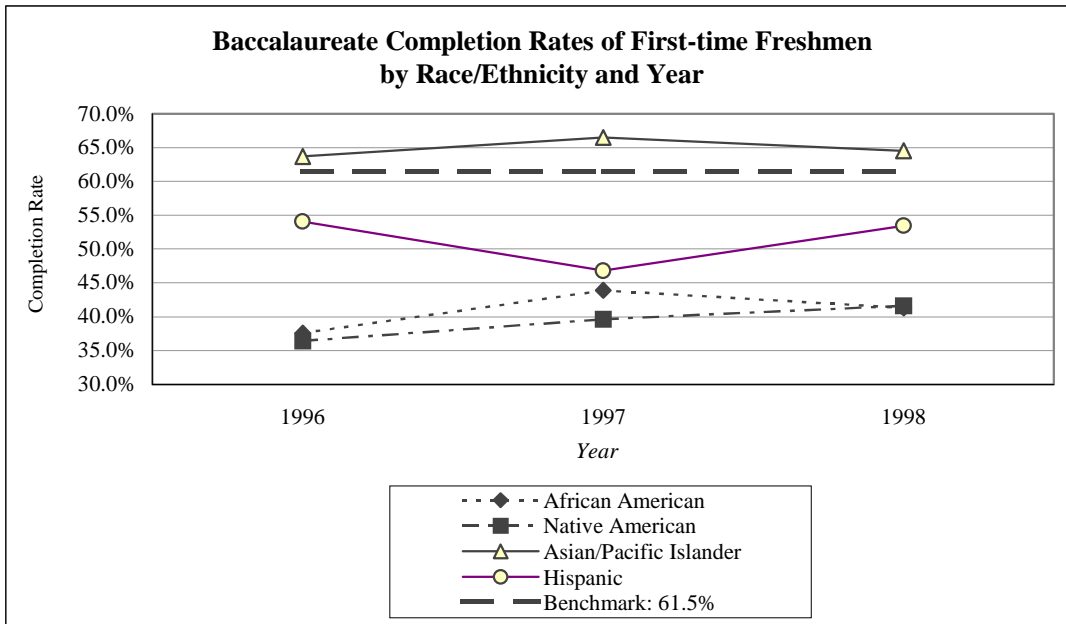
³⁷ The goal as adopted states that the reference group is “first-time freshmen.” This report changed the reference group to “all degree-seeking” students.

³⁸ SBCTC. (January 1999). Access and Success for System Goals for People of Color in Washington Community and Technical Colleges: Fifth Annual Progress Report. Research Report No. 98-2.

Goal III-B. Achieve, by academic year 2001, *baccalaureate completion rates* for African American, Native American, Asian/Pacific Islander, and Hispanic first-time freshmen that equal or exceed the average statewide baccalaureate completion rate for the academic years 1996, 1997, and 1998 for all first-time freshmen.³⁹

The baccalaureate completion rate benchmark for first-time freshmen is 61.5 percent. As shown in Figure 9, in 1998, Asian/Pacific Islander students *exceeded* this rate. Although still relatively low, Native American students experienced increasing completion rates between 1996 and 1998, while the completion rates for other minority groups fluctuated.

Figure 9



Source: IPEDS and Public Baccalaureate Institutions.

Analysis

The baccalaureate completion rate selected for first-time freshmen is defined by the IPEDS. This measure is particularly valid in assessing how well an institution or a postsecondary sector is doing in graduating students who initially enroll there. However, recent research has shown that increasing percentages of students are attending more than one institution in their postsecondary lifetime.⁴⁰ This may mean that a one-institution completion rate may be understating the percentages of students who successfully obtain their baccalaureate degrees.

The difficulty at present is in gaining access to student-level data that informs whether they have completed a baccalaureate degree regardless of which institution they first enrolled in and from which they graduated. In order to obtain a more accurate assessment of baccalaureate

³⁹ The completion rate for first-time freshmen is defined as the percentage of students who completed their baccalaureate degree within six years of first enrolling. Therefore, the calculation of completion rates for the academic year 1996 refers to first-time freshmen who first enrolled in fall 1990.

⁴⁰ Adelman, C. (June 1999). *Answers in a Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. Washington, DC: OERI, U.S. Department of Education.

completions, it would behoove the postsecondary sector to work towards a more comprehensive data exchange system; this would include community and technical colleges, public baccalaureate institutions, and independent colleges and universities.

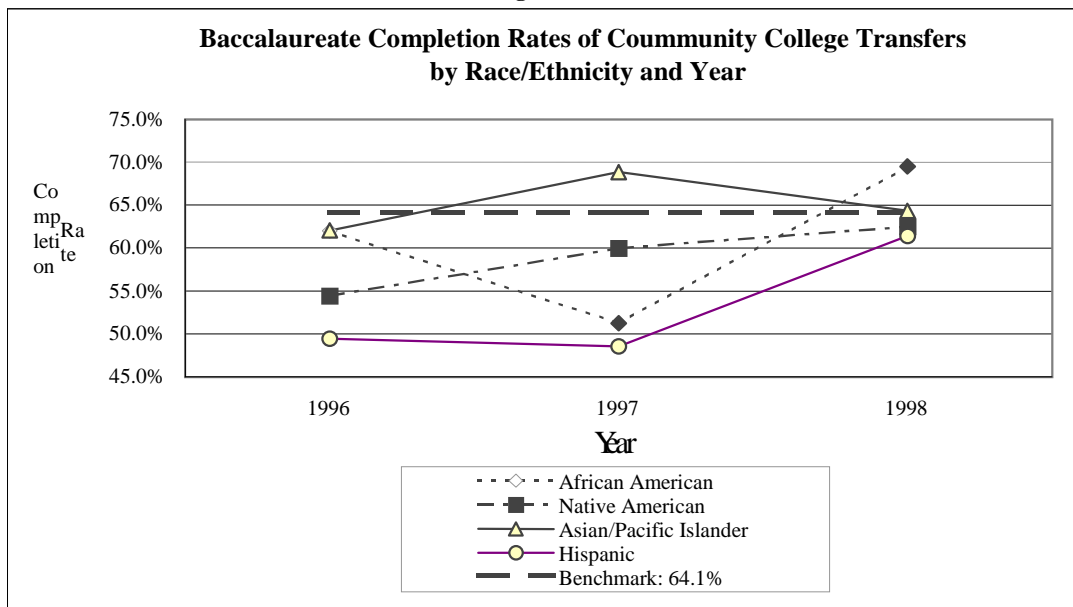
Strategies to Enhance Diversity

Efforts that address retention also address completion. However, the need for financial assistance and academic support become even more critical once a student has overcome the first-year retention hurdle. It is also in the latter years that faculty mentors become particularly important. Programs such as the McNair Scholars (described under Goal I-C) that help a student focus on increasing knowledge and skills in a chosen major play an important role in facilitating students' progress towards graduation.

Goal III-C. Achieve, by academic year 2001, *baccalaureate completion rates* for African American, Native American, Asian/Pacific Islander, and Hispanic community college transfer students with associate degrees that equal or exceed the average statewide baccalaureate completion rate for all community college transfer students with associate degrees⁴¹, for the academic years 1996 through 1998.

In academic year 1998, African American and Asian/Pacific Islander students *exceeded* the completion rate benchmark for community college transfers with degrees. (See Figure 10.) Further, Native American students experienced yearly increases in completion rates from 1996 to

Figure 10



1998.

Source: Public Baccalaureate Institutions.

Analysis

⁴¹ The completion rate for community college transfer students with associate degrees is defined as the percentage of students who graduate within three years of first enrolling.

In 1998, with the exception of Asian/Pacific Islander students, the completion rates for community and technical college transfers with degrees were higher than for first-time freshmen. This suggests that the route from an associate's degree to a baccalaureate degree may be a particularly viable one for many individuals. This is encouraging given current efforts underway to establish three Associate of Science degrees in the community college system. Institutions and agencies from all postsecondary education sectors are working collaboratively to determine the course requirements for such degrees. These programs and degrees aim to provide students a smoother transition into the appropriate majors in a four-year institution. Such efforts can serve the educational goals of community colleges, baccalaureate institutions, and, especially, students.

Goal III-D. Achieve, by academic year 2001, the *percentage of master's degrees awarded* to African American, Native American, Asian/Pacific Islander, and Hispanic students that equals or exceeds the average percentage of bachelor's degrees awarded to students in that ethnic/racial group in the academic years 1998 through 2000.

Goal III-E. Achieve, by academic year 2010, the *percentage of doctoral degrees awarded* to African American, Native American, Asian/Pacific Islander, and Hispanic students that equals or exceeds the average percentage of bachelor's degrees awarded to students in that ethnic/racial group for the academic years 1997 through 1999.

Goal III-F. Achieve, by academic year 2010, the *percentage of professional degrees awarded* to African American, Native American, Asian/Pacific Islander, and Hispanic students that equals or exceed the average percentage of bachelor's degrees awarded to all students in that ethnic/racial groups in the academic years 2002 through 2004.

The data needed to calculate the benchmarks for goals III-D, III-E, and III- F are not all available currently. Therefore, this report analyzes trends in awards for each of the degrees. The percentage of bachelor's degrees awarded to racial/ethnic minority students in 1998 *equaled or exceeded* the percentage of degrees awarded in 1997. (See Table A11 in the Appendix.)

Compared to 1997, data for 1998 shows the following changes:

- a ***decline*** in the percentage of master's degrees awarded to African American students;
- a ***decline*** in the percentage of doctoral degrees awarded to Native American and Asian/Pacific Islander students; and
- a ***decline*** in the percentage of professional degrees awarded to all racial/ethnic minority groups with the exception Native Americans.

Analysis

The intent of this goal is to compare the percentage of racial/ethnic minority students who obtain graduate or professional degrees, to the percentage who received bachelor's degrees at a prior time. The problem with looking at the results of master's, doctoral, and professional degrees separately is that, typically, a student who pursues a professional degree will not also pursue a graduate degree; often those pursue a doctoral degree do not also obtain a master's degree. Consequently, *it may not be possible numerically for the percentage of master's or doctoral or professional degrees that are awarded to racial/ethnic minority groups to equal or exceed the percentage of bachelor's degree in a prior time.*

Strategies to Enhance Diversity

Academic Advising. Institutions strive to provide support for graduate and professional students, just as they do for undergraduate students. At the UW the “Graduate School uses person-to-person contact with students, meetings with faculty members, and small seminars to ensure that [minority] students understand the complexities of graduate school and that they are able to navigate the system successfully.”⁴²

⁴² Apilado, M. (December 1997). People of Color: Participation and Diversity. Seattle, WA: University of Washington, pg. 35.

EMPLOYMENT

Goal IV-A. By the year 2009, the public baccalaureate institutions and the community and technical colleges *will achieve parity in the number of African American, Native American, Asian/Pacific Islander and Hispanic faculty and staff* consistent with their availability for these positions.

Goal IV-B. Through the year 2001, the public baccalaureate institutions and the community and technical colleges *will demonstrate increased monitoring of faculty recruitment, promotion, and tenure procedures* with the intent of achieving parity in employment, promotion, and tenure rates of African American, Native American, Asian/Pacific Islander, and Hispanic faculty.

Goal IV-C. Through the year 2001, the public baccalaureate institutions and the community and technical colleges *will demonstrate increased monitoring of staff hiring and promotion procedures* with the intent of achieving parity in employment and promotion rates of African American, Native American, Asian/Pacific Islander and Hispanic staff.

BACKGROUND

U.S. Presidential Executive Order 11246 requires federal contractors (which includes several of our public higher education institutions) to prepare annual affirmative action plans with numerical goals for certain racial/ethnic minorities and women. Washington State requires higher education institutions to submit affirmative action plans for four additional protected groups, including Vietnam-era veterans, disabled veterans, persons with disabilities, and persons 40 and over.

Under Washington Administrative Code and the Governor's Executive Order 93-07, the state Department of Personnel (DOP) reviews these affirmative action plans for technical compliance with state guidelines. The Governor's Affirmative Action Policy Committee (GAAPCom) approves the plans for progress toward goals and implementation strategies, and includes recommendations to improve institutional policies or practices. Most public baccalaureate institutions submit annual plans, and the majority of community and technical colleges submit plans on a three-year cycle, with updates in the intervening years.

Institutions' goals are to employ protected groups in proportion to the availability of that particular group in the recruitment area of the institution. These "parity goals" are established using a model developed by the DOP based on guidelines established by the Office of Federal Contract Compliance. The model allows for the use of up to eight criteria to calculate the availability pool for different job categories and protected-group status. Of interest to this report are parity goals for different job groups by racial/ethnic categories.

Analysis

At the request of the institutions, the HECB agreed to use the affirmative action plans that colleges and universities submitted to the DOP and GAAPCom to gauge progress toward employment goals. Neither DOP nor GAAPCom attempts any summary across institutions or within institutions of progress towards parity goals; this report, therefore, does not attempt that either.

The review of the affirmative action plans shows that none of the institutions have met all of their various goals to achieve parity with the availability of the relevant workforce pools. However, GAAPCom approved all of the 1998-1999 affirmative action plans submitted. This indicates that the institutions have satisfactorily responded to the goals set in their previous year's plan, have acceptable goals for the current year, and have shown good faith efforts in carrying out their affirmative action plans.

Data from the DOP show that, in 1998, 13.1 percent of executive/administrative/managerial staff at public baccalaureate institutions were from racial/ethnic minority backgrounds, while at the community and technical colleges the percentage was 15.0 percent. (See Table A12 in the Appendix). For faculty, there were 15.4 percent faculty of color at public baccalaureate institutions and 11.6 percent at community and technical colleges.

Strategies to Enhance Diversity in Employment

Minority Participation in Employee Selection. CWU exempt staff and faculty search committees must include both female and minority representation, in order to provide diversity of perspectives and underscore the need for inclusiveness. A representative of the Office for Equal Opportunity monitors searches and attends initial search committee meetings to discuss goals and recruitment strategies to attract a diverse group of applicants. Appointing authorities are asked to review the composition of their applicant pools for both sufficiency and diversity. If pools are found lacking, appointing authorities may extend the search so that additional recruitment efforts can be made or cancel the search and re-examine such factors as timing of the search, qualifications, and recruitment methods.

Emphasis on Diversity in the Hiring Process. At TESC job descriptions are written to communicate Evergreen's commitment to integration of diversity regardless of discipline. Faculty applicants are required to submit a one- to two-page statement of their multicultural experience and/or expertise. Telephone interview pools are examined for diversity; if found lacking and if the incomplete applications pool appears to have potential of increasing the diversity of the pool, calls are made to all incomplete applicants to encourage completions.

At WSU the Center for Human Rights monitors the entire hiring process. This provides opportunity for any necessary corrective action, as early in the search process as possible, as well as the opportunity to provide assistance to the hiring department.

Teaching Fellowships. One of the difficulties that institutions face in recruiting is fierce competition nationwide for faculty of color. WWU established two teaching fellowships that began in fall 1998 in hopes of getting ahead of the competition in attracting potential faculty of color. The fellows are in ABD (All But Dissertation) status. The hope is that the fellows will stay at Western after their terminal degree and eventually become part of the tenured faculty.

Financial Awards to Faculty of Color. Institutions also must engage in efforts to retain employees of color once hired. At WSU the office of Human Relations and Diversity, with assistance from the President's Commission on the Status of Minorities, created the Academic Enrichment Career Development Awards in Support of Diversity. These annual awards were developed in 1998 to provide financial support to junior faculty members identified as having the potential to add to the diversity of the university; many of these individuals are faculty of color.

The grants are intended to assist faculty in developing academic programs and increasing productivity, and to enhance their opportunities for achieving tenure and promotion. To date, eight faculty members have received an award of up to \$4,000.

INSTITUTIONAL CLIMATE

In order to gather comprehensive information about progress towards the statewide goals for institutional climate, the HECB administered a survey to the public baccalaureate institutions and the State Board of Community and Technical Colleges in August 1999.⁴³ In addition, HECB staff visited campuses to talk with administrators, faculty, and staff. Board staff also invited colleges and universities to provide any written documents that could further inform this report. The SBCTC has provided several examples of campus efforts to enhance diversity. But given the number of campuses in the system, a comprehensive report on the qualitative measures will not be available until January.

The following briefly addresses progress made toward each of the institutional climate goals. Institutions provided many examples of efforts being made in support of each statewide institutional climate goal. However, this report describes just a few of the efforts.

Goal V-A. Through the year 2001, public baccalaureate institution and community and technical college leaders will demonstrate *increased commitment to the value and role of ethnic/racial diversity* in learning, teaching, research, and service.

Responses to the HECB survey indicated a broad range of commitment by institutional leaders to the value and role of ethnic/racial diversity in learning, teaching, research, and service.

At CWU academic deans serve as appointing authorities for faculty. For 1999-2000, CWU added five tenure-track faculty of color. In 1998-1999, the CWU Faculty Senate and Student Affairs co-funded a year-long forum to discuss culture, race, and ethnicity. And Central has approved a tenure-track position in Sociology with primary teaching and research areas in race, ethnicity, diversity, and social inequality.

The EWU Board of Trustees reaffirmed its recognition of university-wide diversity as an important goal through a resolution that references enrollment, employment, and academic curriculum. In July 1998, Eastern renewed an emphasis on accountability of leadership to demonstrate tangible results of this commitment. All EWU executive administrators, including deans, are evaluated annually on the outcomes of their diversity efforts. Personnel decisions, student enrollment, retention, completion data and community-leadership activities are reviewed and evaluated in this process.

At TESC leaders have continued to demonstrate their commitment through their ongoing support of the public service centers housed on the campus. Much of the work of these centers focuses on developing pedagogical, curricular, and structural solutions to the challenges academia faces in becoming more responsive to the education aspirations of people of color.

The WSU Center for Human Rights held two major conferences, *Legal Issues in Human Resource Management* (1997) and *Equal Opportunity Issues in Higher Education, Beyond the Basics* (1998) in an effort to better educate individuals on both human rights and equal opportunity issues. More than 125 WSU administrators, deans, managers, supervisors, directors, as well as personnel from other state agencies, attended each conference. Also in 1998, WSU

⁴³ Copies of responses to the survey are available from the HECB.

signed a memorandum of understanding (MOU) with the Northwest tribes to foster closer cooperation through biannual meetings at the highest levels of the tribal governments and WSU.

The WWU Board of Trustees renewed its commitment to diversity and equal opportunity at its April 1999 meeting. To ensure progress toward their goal of being a campus known for embracing and encouraging diversity, in fall 1998, WWU began working to identify needed adjustments in policies and practices including increased dialogue and recruitment outreach; additional scholarships that stress multicultural achievement; and continued close monitoring of hiring practices to ensure equal opportunity.

Goal V-B. Through the year 2001, public baccalaureate institution and community and technical college leaders will demonstrate *increased efforts to provide a campus environment that is free of ethnic/racial discrimination and harassment.*

Institutions reported continuing high levels of effort to extensive increases in efforts to provide a campus environment free of ethnic/racial discrimination and harassment. Efforts include training of students, faculty, and staff in recognizing and dealing with discrimination and harassment; working with the wider community for increased acceptance of diversity that the campuses are attempting to engender internally; and high level support of activities that serve to increase understanding and acceptance of diversity.

At CWU the Director of the Office for Equal Opportunity is conducting a supervisory training program this fall that includes a module on discrimination and harassment. In another training effort, over 250 employees working for the Vice President for Student Affairs and the Director of Facilities Management attended a two-hour training session on diversity presented by the Office for Equal Opportunity. In 1999-2000, as part of its strategic plan for training and development, volunteers from the CWU community will participate in a two-year project called Building Community, which brings various faculty, staff and student employees together in teams to discuss how individually and together they can make a difference on campus.

The Center for Mediation Services is housed on TESC campus, staffed by volunteers, and offers problem solving and referral, conciliation and mediation services, as well as conciliation and mediation training to the campus community. The President's Diversity Fund, which is endorsed by the Board of Trustees, sponsored by the President, and administered by the Special Assistant to the President for Equal Opportunity, funds programs intended to increase campus awareness and encourage a welcoming, inclusive community climate.

The President of the UW established a 25-person committee on Diversity to examine, in depth, diversity on UW campuses and recommend to the president any policy changes and new initiatives that would effectively improve diversity in admissions, retention, and hiring practices. The committee also will be responsible for examining the institutional climate including ethnic/racial discrimination and harassment issues.

The "Hate-Free Universities/Communities Working Group" was established in an effort to fight a series of hate crimes on the WSU and University of Idaho campuses and in the Pullman/Moscow communities. The first week in April 1999 was designated as "The Week Against Hate." This was a campus-wide initiative designed to raise awareness about incidents of

hate crimes and provide the entire WSU community with opportunities to demonstrate their opposition to acts of hate on this campus.

WWU continues to provide cultural sensitivity training for its work force and student residents. This training is important for student-staff who live on campus and have first-line responsibility for community development, programming, and conflict management. On an ongoing basis, residence hall staff have involved faculty and other resource people, including staff from the Ethnic Student Center, in educational programs and social activities that speak to cultural understanding.

Goal V-C. Through the year 2001, the public baccalaureate institutions and the community and technical colleges will *demonstrate increased inclusion* of material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of undergraduate courses.

Institutions report various levels of effort to include material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of undergraduate courses.

At CWU the inclusion of materials on cultural pluralism, ethnic diversity and race in the undergraduate curriculum is an ongoing endeavor. A survey conducted in 1998-99 identified 171 undergraduate courses that include ethnic or racial themes. Faculty turnover (due to retirements) has provided an opportunity to review course content and encourage the inclusion of culturally relevant materials in the classroom.

Since 1996 at EWU all undergraduate students are required to take four credits of U.S. cultural and gender diversity courses; this constitutes a General Undergraduate Requirement. In addition, all faculty are encouraged through accreditation and tenure and promotion processes to include material on cultural pluralism in their courses, if appropriate to the subject matter.

TESC recently expanded its Native American Studies program to encompass a global perspective on the issues, concerns, and experiences of indigenous peoples. Approved in May 1998, the Native American and World Indigenous Peoples Studies program is designed to serve all those interested in gaining an understanding of the unique role and contemporary contributions of indigenous peoples in today's world.

In 1994, WSU through the combined efforts of the office of Human Relations and Diversity and the College of Liberal Arts, established the American Diversity Mini-Grant program, which has served to foster curriculum reform in the area of diversity across many disciplines and colleges. To date, 87 mini-grant proposals have been submitted, of which 47 have been awarded to faculty members for their commitment to curriculum diversification.

During 1998-99, WSU faculty approved a new three-hour American Diversity requirement in response to a December 1996 student-led initiative supported by a broad coalition of campus groups. The requirement is intended to complement and balance the existing Intercultural Studies requirement, which has an emphasis on international issues.

Last year the College of Arts and Sciences at WSU approved three new courses that address people of color and/or related issues: Latinas and Latinos in the U.S. West; Women in Japanese

History; Asian American Issues and Trends. WSU held a faculty forum in spring 1999 to discuss ways to further infuse diversity, multicultural and cross-cultural concepts into the curriculum.

Goal V-D. Through the year 2001, presidents, trustees, regents, executive staff, and faculty leaders at the public baccalaureate institutions and the community and technical colleges will *demonstrate increased awareness and capacity to inspire, model, and lead* in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity.

Institutional leaders continued to demonstrate increased awareness and capacity to inspire, model, and lead in efforts to combat racism and promote cultural pluralism and ethnic/racial diversity. In particular, institutional leaders, in anticipation and subsequent passage of I-200, made considerable efforts to mitigate potential negative effects of the initiative on campus diversity efforts.

In 1998-99, CWU admissions staff worked with Movimiento Estudiantil Chicano de Atzlen (MEChA) to recruit Latino students in Yakima-area schools. This included hiring a student coordinator, sponsoring MEChA visits to high schools, bring potential students to the Ellensburg campus, and co-sponsoring a scholarship recognition banquet on campus. Admissions also supported a project developed by two African-American students to recruit students of color in the Tacoma area.

TESC board of trustees, president, and senior staff of TESC continue to show their commitment to the diversity of the campus community. The Board of Trustees participated in the development of criteria for the next president that identifies diversity as one of the five areas of essential expertise the successful candidate should demonstrate. In February 1998, the Board of Trustees adopted a Diversity Statement, which reaffirmed their commitment “to provide access to a high-quality public education that is rich in its mix of people from diverse backgrounds, and that promotes equal opportunities for all who choose Evergreen as their educational institution or as their employer.”

The UW formed a committee on diversity whose goal is “to stimulate a deeper and more profound appreciation of the fundamentally important role of diversity in all aspects of the educational life of the University.” The committee will explore ways in which the various dimensions of diversity can be constructively considered and engaged by members of the campus and broader communities, including students and other representatives of the K-12 and community college systems.

Goal V-E. Through the year 2001, students, faculty and staff at the public baccalaureate institutions and the community and technical colleges will *demonstrate increased awareness and capacity to inspire, model, and lead* in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity.

Students, faculty, and staff, like presidents, trustees, regents, executive staff, and faculty leaders, demonstrated extensive increases in awareness and capacity to inspire, model, and lead in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity.

The Diversity Center at CWU recently received funding from its student body (student and activity fees) to secure a full-time program coordinator to facilitate the Diversity Education Program, providing a myriad of resources designed to promote awareness, understanding, and appreciation for human differences and commonalities.

CWU secured funding and support for the creation of *Bridges*, a network of websites developed in cooperation with the Yakama Nation and schools in the lower Yakima Valley. Operated by middle and high school students, the websites host community news, tribal, and other cultural histories, and individual student projects. CWU faculty and students work directly with public school students, teachers, and administrators at each of the participating schools, assisting with coordination and technical expertise.

At TESC students organize, staff, and fund a number of organizations intended to enhance the experience of community for students of color, promote cross-cultural communication, educate the community, and celebrate diversity. Some of the organizations that focus on racial/ethnic identity and diversity include the Native American Science and Engineering Society; Asian Solidarity in Action; Jewish Cultural Center; Latin American Solidarity Organization Chicano Student Movement of Atzlan; and The Ninth Wave (formerly the Irish American Student Organization).

Faculty and Staff Associations have been established in an effort to unite faculty and staff of racial/ethnic minority groups at WSU thereby developing a cohesive, empowered community among these groups. The associations provide organizational support, facilitate professional growth, and serve as liaisons among the university administration, alumni, and community members in an effort to educate the WSU and larger Pullman community about the issues concerning minority populations.

At WWU student leaders have dedicated a significant amount of time to this effort. For example, the Student Allies for Equality (SAFE) was formed with support from the office of the special assistant to the president for diversity to help students deal with hate crimes. Student activists have also served to keep these issues alive working toward long term solutions.

CONCLUSION AND RECOMMENDATIONS

Limited progress toward goals. Washington colleges and universities report increasing the funding and campus activities dedicated to enhancing diversity during the period of 1995-96 (the year the current statewide goals were adopted) and 1998-99. Despite these efforts, the data trends show limited progress in increasing the participation of people of color in higher education. Most measures of participation have fluctuated from year to year. Further, in 1998, although the minority groups had already met some of the participation benchmarks established by the statewide goals, most had not.

Changing Political Environment. Since the adoption of the statewide goals in March 1996, the higher education environment has changed somewhat. In particular, because of the passing of I-200, institutions have had to assess past policies and practices intended to increase diversity on their campuses. Institutions continue to be concerned that their efforts meet the mandated requirements of I-200.

In addition to I-200, the changes in racial/ethnic reporting categories mandated by the U.S. Congress beginning with the 2000 Census are expected to impact the designation and reporting of racial/ethnic data in the state of Washington. Although the final decisions have not yet been made, there are two important changes expected:

- (1) the Asian/Pacific Islander group will be split into two separate categories, and
 - (2) individuals will be allowed to identify themselves with more than one racial/ethnic category.
- These changes will probably result in some non-comparability of racial/ethnic data over time.

Demography limits in-state recruiting potential. Diversity recruitment efforts are challenged by nationwide competition and a relatively small number of citizens of color in Washington State from which to recruit. Therefore, it appears prudent to re-visit the statewide participation of people of color goals adopted in March 1996. Institutions strongly support a thorough review of the statewide goals, and the elimination of HECB employment goals. Institutions argue that federal and state reporting requirements and procedures established by the state DOP and GAAPCom regarding employment are comprehensive; therefore, HECB statewide goals are duplicative

RECOMMENDATIONS

1. The HECB — in collaboration with relevant constituencies, including the public baccalaureate institutions and the State Board of Community and Technical Colleges — shall **review the statewide goals for the participation of people of color** in higher education to determine 1.) whether the bases for the goals remain meaningful, 2.) whether the goals are effective in fostering increases in participation; and 3.) what specific changes should be made to the goals; and
2. A report on the review of diversity goals will be presented to the HECB no later than September 2000.
3. The HECB will **continue to monitor the participation of people of color in higher education**, specifically in the areas of student enrollment, retention, and completions, and

institutional climate, and **report on effective practices** for increasing the participation of students of color in higher education.

APPENDIX Data Tables

Table A1
Participation rate by Race/Ethnicity and Year, Community and Technical Colleges
Participation Rate Benchmark 4.16%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1995 - 96	5.70%	5.07	6.82	4.26
1996 - 97	5.52	5.21	6.39	5.10
1997 - 98	5.68	5.26	6.45	5.39
1998 - 99	5.62	5.18	6.33	6.02

Source: SBCTC.

Note: Participation rates are based on the state's population age 17 and above.

Table A2
Undergraduate Participation Rate by Race/Ethnicity and Year, Public Baccalaureate Institutions
Participation Rate Benchmark 1.76%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1995 - 96	1.52%	1.97	3.52	1.33
1996 - 97	1.56	2.26	3.69	1.33
1997 - 98	1.55	2.34	3.66	1.34
1998 - 99	1.51	2.33	3.64	1.32

Source: IPEDS and Public Baccalaureate Institutions.

Note: Participation rates are based on the state's population age 17 and above.

Table A3
Community College Transfer Rates by Race/Ethnicity and Year
Transfer Rate Benchmark 10.97%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1996 - 97	7.62%	11.75	9.19	10.49
1997 - 98	5.49	14.00	8.99	12.01
1998 - 99	7.12	14.10	10.55	10.45

Source: SBCTC and Public Baccalaureate Institutions.

Table A4
Graduate and Professional Participation Rates by Race/Ethnicity and Year
Participation Rate Benchmark 0.37%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/ Hispanic
1995 - 96	0.29%	0.34	0.46	0.24
1996 - 97	0.26	0.35	0.48	0.24
1997 - 98	0.25	0.34	0.52	0.25
1998 - 99	0.27	0.34	0.54	0.25

Source: IPEDS.

Note: Participation rates are based on the state's population age 17 and above.

Table A5
Retention Rates of First-time Freshmen by Race/Ethnicity and Year
Retention Rate Benchmark 82.81%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
1996 - 97	81.27%	81.32	86.14	76.55
1997 - 98	86.59	74.63	87.98	78.28
1998 - 99	80.68	72.07	87.67	80.05

Source: Public Baccalaureate Institutions.

Table A6
Retention Rates of Community College Transfers by Race/Ethnicity and Year
Retention Rate Benchmark 81.70%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
1996 - 97	82.98	79.02	84.91	82.88
1997 - 98	78.29	78.91	83.26	80.75
1998 - 99	81.34	84.35	84.42	81.53

Source: Public Baccalaureate Institutions.

Table A7
Substantial Progress Rate by Race/Ethnicity and Year, Community and Technical Colleges
Substantial Progress Rate Benchmark 56.37%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
1996 - 97	43.29%	43.04	60.99	47.32
1997 - 98	42.38	48.33	62.90	50.97
1998 - 99	42.72	46.88	61.47	49.48

Source: SBCTC.

Table A8
Community College Completion Rates by Race/Ethnicity and Year
Community College Completion Rate Benchmark 24.50%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
1997	11.28%	13.92%	23.28%	20.99%
1998	11.30%	17.37%	27.33%	18.72%

Source: SBCTC.

Table A9
Baccalaureate Completion Rates of First-time Freshmen by Race/Ethnicity and Year
Baccalaureate Completion Rate Benchmark 61.51%

Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
1996	37.55%	36.44%	63.72%	54.09%
1997	43.90%	39.66%	66.54%	46.79%
1998	41.33%	41.61%	64.52%	53.44%

Source: IPEDS and Public Baccalaureate Institutions.

Table A10

Baccalaureate Completion Rates of WA Community College Transfers with Associate Degrees by Race/Ethnicity and Year				
<i>Baccalaureate Completion Rate Benchmark 64.09%</i>				
Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
1996	62.00%	54.41%	62.07%	49.44%
1997	51.22%	60.00%	68.85%	48.51%
1998	69.49%	62.50%	64.36%	61.40%

Source: IPEDS and Public Baccalaureate Institutions.

Table A11					
Percent of Degrees Conferred by Race/Ethnicity and Year					
Degree	School Year	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
Bachelors	1995 - 96	2.03%	1.56	9.21	2.97
	1996 - 97	2.31	1.70	9.85	3.01
	1997 - 98	2.42	1.70	9.96	3.37
	Masters	1995 - 96	2.61	1.24	5.30
	1996 - 97	2.18	1.49	5.40	2.13
	1997 - 98	1.59	1.62	5.52	2.76
Doctoral	1995 - 96	0.77	0.62	6.50	2.17
	1996 - 97	2.00	0.72	6.15	1.86
	1997 - 98	2.31	0.00	5.08	3.08
	Professional	1995 - 96	3.97	2.43	12.36
1996 - 97		4.42	2.32	14.11	5.68
1997 - 98		2.12	2.33	13.35	5.51

Source: IPEDS.

Table A12					
Percent of Employees By Race/Ethnicity and Year, 1998					
Sector	Job Group	African American	Native American	Asian/Pacific Islander	Latino/Latina/Hispanic
2-Year	Exec/Admin/Mgr	5.7%	1.4	4.4	3.5
	Faculty	2.7	1.8	4.1	3.0
4-Year	Exec/Admin/Mgr	3.2	0.9	6.9	2.1
	Faculty	1.9	2.2	10.8	0.5

Source: Washington State Department of Personnel.

RESOLUTION 99-46

WHEREAS, RCW 28B.80.350 (11) requires the Higher Education Coordinating Board to monitor and report on the minority participation in higher education, and to make recommendations to increase minority participation rates; and

WHEREAS, the Higher Education Coordinating Board adopted Resolution No. 96-06, establishing a revised Policy on Participation of People of Color, including statewide goals for the public higher education system, and an annual schedule of reporting; and

WHEREAS, the Higher Education Coordinating Board in Resolution No. 97-44 reaffirmed its commitment to the value of ethnic and racial diversity in achieving educational excellence; and

WHEREAS, a supplementary report on efforts and strategies to increase the participation of people of color on campuses of community and technical colleges will be forthcoming;

THEREFORE, BE IT RESOLVED that the Higher Education Coordinating Board approves the Diversity and Participation of People of Color in Higher Education: 1999 Report; and

BE IT FURTHER RESOLVED that the Higher Education Coordinating Board reaffirms its commitment to the value of ethnic and racial diversity in achieving educational excellence and commends Washington colleges and universities in their efforts toward that end; and

BE IT FURTHER RESOLVED that the Higher Education Coordinating Board in collaboration with the public baccalaureate institutions and the State Board of Community and Technical Colleges shall conduct a comprehensive review of the statewide goals for the participation of people of color, and report on the review by September 2000; and

BE IT FURTHER RESOLVED that the Higher Education Coordinating Board shall continue to monitor the participation of people of color in higher education, specifically in the areas of student enrollment, retention, and completions, and institutional climate.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-47

WHEREAS, The Higher Education Coordinating Board is required to adopt an annual schedule of regular dates for publication in the State Register; and

WHEREAS, The Board reviewed a proposed schedule for 2000 at the December 3, 1999, meeting; and

WHEREAS, The proposed schedule has been modified in response to Board requests;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the attached calendar as its 2000 meeting schedule.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

2000 HECB Meeting Schedule

December 1999

DAY/DATE	TYPE	TENTATIVE LOCATION
January 27 (Thurs.) January 28 (Fri.)	Regular meeting Board Planning	Olympic Community College, Bremerton
February	No meeting	
March 30 (Thurs.)	Regular meeting	Lake Washington School District, Seattle
April	No meeting	
May 25 (Thurs.)	Regular meeting	WWU, Bellingham
June	No meeting	
July 27-28 (Thurs./Fri.)	Board planning/ Regular meeting	CWU, Ellensburg
August	No meeting	
September 21 (Thurs.)	Regular meeting	WSU, Pullman
October 26 (Thurs.)	Regular meeting	Olympia
November	No meeting	
December 1 (Fri.)	Regular meeting	UPS, Tacoma

**Eastern Washington University Proposal to Offer
A Master of Social Work at Lewis and Clark State College
In Lewiston, Idaho**

December 1999

EXECUTIVE SUMMARY

In response to demonstrated need for access to the Master of Social Work (MSW) in Clarkston, Washington and Lewiston, Idaho, Eastern Washington University (EWU) is proposing to offer its MSW for two cohorts of students. The program will be based at Lewis and Clark State College, an ideal location on the Washington/Idaho border that is readily accessible to Washington and Idaho citizens alike. For many years, the MSW has been offered in numerous off-campus locations.

The MSW will prepare practitioners who are committed to practice in the public sector or in private agencies that meet the needs of disadvantaged populations. To date, about 90 people have shown interest in completing an MSW with EWU.

The diversity plan for the proposed program reflects the commitment of EWU and, in particular, the School of Social Work to serve students of color and those with disabilities. The assessment plan is exemplary and reflects the expected student learning outcomes established by the Council on Social Work Education.

The Master of Social work would be funded by internal reallocation. Regular tenured faculty would teach most courses, with a few select courses taught by practitioners with special expertise. The cost per FTE student would be about \$3,800.

RECOMMENDATION

The Eastern Washington University proposal to offer a Master of Social Work for two cohorts of students, over a five-year cycle, at Lewis and Clark State College in Lewiston, Idaho is recommended for approval, effective January 2001.

**Eastern Washington University Proposal to Offer
A Master of Social Work at Lewis and Clark State College
In Lewiston, Idaho**

December 1999

BACKGROUND

The Master of Social Work (MSW) is Eastern Washington University's single largest producer of master's degree graduates. For almost 20 years, EWU has served placebound practitioners with part-time, off-campus, community-based MSW degree programs. Eastern proposes to extend its MSW to the Clarkston/Lewiston region for two cohorts of students. It will be based at Lewis and Clark State College, an ideal location on the Washington/Idaho border that is readily accessible to Washington and Idaho citizens alike. The MSW will serve an advanced cohort of students who currently possess a bachelor's degree in social work and a non-advanced cohort of students who possess a bachelor's degree in another field.

PROGRAM NEED

Definition

The MSW prepares practitioners who are committed to practice in the public sector or in those private agencies which meet the needs of oppressed and disadvantaged populations.

Relationship to Program Plan

The proposed MSW was not included in EWU's previous program plans.

Program Mission

The mission of the School of Social Work is to serve persons seeking an MSW degree in rural, regional, and small urban centers, which are unserved or under-served by professional social work education.

Program Alternatives

No other public or private institutions in Washington or Idaho have proposed MSW programs to meet the needs of the Lewiston/Clarkston region.

Occupational Demand and Student Interest

Support for the proposed program is evident for several reasons. First, according to the most recent U.S. Bureau of Labor Statistics, projections until 2015 place the need for human services workers at 136 percent, the second largest occupational growth area.

Second, representatives from the Washington Department of Social and Health Services indicate a workforce need in this region that can be met by graduates from EWU's proposed MSW.

Third, the School of Social Work is home to the Idaho Child Welfare Research and Training Center. Part of the mission of the Center is to help the Idaho Department of Health and Welfare meet its workforce needs throughout the state of Idaho.

Fourth, program personnel held a series of industry meetings and focus group interviews. Results of the meetings and interviews with about 30 agency representatives garnered strong support for bringing the MSW to the Lewiston/Clarkston area.

Fifth, program personnel sponsored orientation sessions at Lewis and Clark State College. These sessions attracted more than 90 potential students.

PROGRAM DESCRIPTION

Goals

The goal of Eastern's community-based part-time MSW is to provide professional graduate-level social work education to individuals who, because of employment or other circumstances, are unable to engage in full-time study on a college or university campus. Program graduates learn how to apply their advanced generalist skills within four fields of practice: a) children, youth, and families; b) health; c) mental health; and d) aging.

Curriculum

The program of study is outlined in Appendix A. Students in the full program must complete 85 quarter-credits. Advanced standing students complete 51 quarter credits. Students are required to participate in an oral examination during the final quarter on the Cheney campus.

Students

Size of Program. The program is designed to accommodate two cohorts of 30 students.

Time-to-Degree. The full program will take students 11 quarters to complete. Advanced standing students will complete the program in 7 quarters.

Diversity

Eastern's School of Social Work is committed to recruiting and retaining both students and faculty of color. Currently, about 20 percent of the BSW and MSW students are people of color. The School is in the process of making a similar commitment to recruit and serve students with disabilities.

The Council on Social Work Education requires that each program include content about population groups that are particularly relevant to the program's mission. Furthermore, in the MSW at EWU, every student must take a required course in diversity and every course must address diversity issues.

Resources

EWU faculty and complementary adjuncts will teach taught on-site. A full-time program director will be responsible for program oversight and student advisement. A half-time secretary will support the faculty and administrator.

Library resources will be provided in several ways:

1. The Lewis and Clark State College library
2. The telnet state university library system
3. The EWU library resources via free mailings to students' homes

QUALITY OF PROGRAM

Accreditation

The Council on Social Work Education (CSWE) is the accrediting association for all undergraduate and graduate social work programs. Since 1985, Eastern's off-campus part-time program has been accredited by CSWE.

Assessment Plan and Student Learning Outcomes

The assessment plan and student learning outcomes for the program can be found in Appendix B. They are exemplary. Students are assessed in each class, in both the foundation and advanced practicum placements. Additionally, students take an oral examination before a panel of both social work and non-social work faculty from EWU's Graduate School.

External Reviews

Since the proposed MSW represents only a modification in the delivery of EWU's on-campus MSW, an external review was not required. Washington State University commented that there is a demonstrated need for the proposed program in the Clarkston/Lewiston area. Central Washington University shared their support for the proposed program as well.

COST OF PROGRAM

The MSW will be supported by internal reallocation. Appendix C summarizes the estimated program costs. The cost per FTE student in the program is estimated to be about \$5,280 in the first year and \$3,840 at full enrollment. These estimated costs are consistent with EWU's other off-campus MSW program costs.

PROGRAM ANALYSIS

The MSW based at Lewis and Clark State College provides a needed professional development opportunity to placebound social workers in the region. It will use on-campus faculty to ensure that the instruction is of equivalent quality to that in the Cheney campus program. The schedule is tailored to meet the needs of working adults.

RECOMMENDATION

The Eastern Washington University proposal to offer a Master of Social Work for two cohorts of students, over a five year cycle, at Lewis and Clark State College in Lewiston, Idaho is recommended for approval, effective January 2001.

APPENDICES

- Appendix A Program of Study
- Appendix B Assessment Plan and Student Learning Outcomes
- Appendix C Program Costs

For a copy of the appendices, please contact the HECB at 360-753-7830.

RESOLUTION NO. 99-48

WHEREAS, Eastern Washington University has requested approval to offer a Master of Social Work at Lewis and Clark State College in Lewiston, Idaho; and

WHEREAS, The program will provide the only Master of Social Work for individuals in the Clarkston/Lewiston region; and

WHEREAS, The program addresses the growing need for social workers in the public and private sectors; and

WHEREAS, The assessment plan and student learning outcomes are exemplary; and

WHEREAS, The resources and costs are reasonable for offering this graduate program.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University request to offer a Master of Social Work for two cohorts of students, over a five-year cycle, at Lewis and Clark State College in Lewiston, Idaho, effective January 2001.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary