



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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PRELIMINARY BOARD MEETING AGENDA
The Evergreen State College
Library Bldg., Room 4300
January 24, 2001

*Approximate
Times*

Tab

8:15 a.m. Board Breakfast and Meeting Overview (Library Bldg, Room 3215)
(No official business will be conducted at this time.)

9:00 a.m. Welcome and Introductions

- Bob Craves, HECB Chair
- President Les Purce

CONSENT AGENDA ITEMS

Adoption of December 2000 HECB Meeting Minutes 1

Distance Learning Study 2
(Resolution 01-01)

Guidelines for Program Planning, Approval, and Review 3
(Resolution 01-02)

9:30 a.m. Panel of Students from The Evergreen State College

FISCAL COMMITTEE REPORT

10:15 a.m. Approval of NSIS Everett Station Lease & Allocation of Tenant Improvement Funds 4

- HECB staff briefing
(Resolution 01-03)

10:30 a.m. B R E A K

10:45 a.m. Central Washington University's Enrollment Strategy

- Pres. Jerilyn McIntyre

11:00 a.m. Governor's 2001-03 Biennial Operating & Capital Budget

- Office of Financial Management
 - Marty Brown, Director
 - Wolfgang Opitz, Deputy Director

12:00 noon LUNCH (Library Bldg, Room 3215)
(No official business will be conducted at this time.)

PLANNING & POLICY COMMITTEE REPORT

- 12:45 p.m. Teacher Quality and Development** **5**
- HECB staff briefing
 - Panel of education deans
- 2:00 p.m. Barriers to Student Learning and Institutional Responsiveness** **6**
- HECB staff briefing
- 2:15 p.m. 2001 Report on Reciprocity Agreements and Other Student Exchange Options** **7**
- HECB staff briefing
(Resolution 01-04)
- 2:45 p.m. Doctoral Degree-granting Authority** **8**
- HECB staff briefing
 - Public comment

OPERATIONS COMMITTEE REPORT

- 4:00 p.m. 2001 Legislative Session Update** **9**
- HECB staff briefing

4:15 p.m. DIRECTOR'S REPORT

PUBLIC COMMENT

4:30 p.m. ADJOURNMENT

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2001 HECB Meeting Calendar

DATE	TENTATIVE LOCATION
April 11, Wednesday	John A. Cherberg Bldg, SHR 4, Capital Campus
May 30, Wednesday	Eastern Washington University, Cheney
July 25, Wednesday	University of Washington, Tacoma
September 12, Wednesday	Washington State University, Pullman
October 30, Tuesday	Cascadia Community College, Bothell
December 12, Wednesday	Gonzaga University

**MINUTES OF MEETING
December 6, 2000**

January 2001

HECB Members Present

Mr. Bob Craves, Chair
Dr. Gay Selby, Vice Chair
Ms. Kristi Blake, Secretary
Mr. James Faulstich
Mr. Larry Hanson
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Chang Mook Sohn
Ms. Pat Stanford

Welcome and Introductions

HECB chairman Bob Craves opened the meeting at 9 a.m. and started the round of Board introductions.

Pres. Susan Pierce shared the history, mission, programs and student makeup of the University of Puget Sound. The university began as a multi-commuter college and was, at one time, a regional university with satellite campuses. Today UPS is the only national liberal arts college on the western part of the state and one of only 17 such colleges west of the Mississippi. Two key program strengths are Asian studies and international economy.

Executive Director Marc Gaspard outlined the agenda for the day.

Consent Agenda Items Approved

ACTION: **Kristi Blake** moved for approval of the consent agenda items which included:

- **Minutes of the HECB October 26 meeting**, and
- **Resolutions 00-53 to 00-60**, covering
final rules for Future Teachers and the Displaced Homemaker Program
report on the Educational Opportunity Grant, and
five new programs for approval.

Larry Hanson seconded the motion. The consent agenda items were approved unanimously.

Planning & Policy Committee Report

Marc Gaspard introduced each agenda item. Planning and Policy Committee Chair Gay Selby provided background information before presentations from staff.

WSU Academic Calendar Year Study

Senior policy associate Doug Scrima presented the study. Currently, all Washington community colleges and public baccalaureate institutions, except WSU, operate on a quarter system. The Legislature directed the HECB to study the feasibility of moving WSU from the semester system to the quarter system.

Doug Scrima's report, based on information gathered from 28 states representing 50 state systems, examines the feasibility of aligning the state universities and colleges under either a single semester system or quarter system. Most universities across the country operate on a semester system rather than a quarter system, and universities that have changed their academic calendars over the past 30 years generally have switched from a quarter system to a semester system. Changing WSU's academic calendar would therefore run counter to the national trend.

Staff findings include the following:

- In every case study examined, there was no clear benefit to operating under one system over the other;
- The cost of changing the curriculum from one system to another is far higher than the marginal administrative savings or perceived benefits;
- A move from semesters to quarters runs counter to the national trend of institutions moving from quarters to semesters;
- Degree audit systems and course alignment methods (e.g., Course Applicability System) exist to accommodate student mobility regardless of the academic calendar employed.

Consequently, the Planning and Policy Committee recommends that WSU maintain its current semester calendar and that the state further examine the following issues:

- The impact of semesters versus quarters on student retention.
- Alignment issues with the K-12 system and K-12 reform.
- Capability of the Course Applicability System to accommodate student mobility.
- Coordinated delivery of classes and compatibility with the other universities participating in distance learning (e.g., Western Governor's Coalition).

Gay Selby suggested that staff continue to monitor this issue. Jim Faulstich stated there is an obvious advantage of having all institutions under one system. Bob Craves said he believed that the semester system is easier to manage and that it would be good to have K-12 and higher education systems on the same calendar.

ACTION: **Kristi Blake** moved for consideration of **Resolutions 00-61** approving staff recommendations on the WSU academic calendar year study. **Jim Faulstich** seconded the motion, which was unanimously approved.

Distance Learning Study

House Bill 2952 directed the HECB, in conjunction with the State Board for Community and Technical Colleges, the Office of Financial Management and the state higher education institutions, to study distance education in Washington in order to learn (1) how public postsecondary institutions are using distance education; (2) whether distance learning yields cost savings; and (3) whether distance education meets the needs of our state's students.

Parker Lindner and Tom Weko teamed up to present the report to the Board. The data reported in the study are preliminary and come from the state's public two- and four-year institutions. The report does not reflect any activities from private postsecondary institutions.

1. How public institutions are using distance education. The statewide picture of distance education for 1999-2000 show the following:

- There were 22 different undergraduate and graduate degrees that could be earned entirely through distance education;
- A total of 3,700 distance education courses were offered;
- More than 58,000 students, equivalent to 8,200 FTEs, were enrolled in distance education courses;
- 59 percent of the students were enrolled in community and technical colleges and 41 percent were enrolled at the public baccalaureates;
- Distance education was provided in the following manner:
 - ⇒ 36 percent online
 - ⇒ 27 percent prerecorded video
 - ⇒ 17 percent interactive video
 - ⇒ 9 percent correspondence courses
 - ⇒ 11 percent mixed/combined medium; and
- 70 percent of all enrollments were state funded and 30 percent were self-supported.

2. Are there cost savings? The study was not able to provide an answer to this question due to several factors:

- Washington State does not have a standard methodology for estimating costs of instruction based on the method of instruction;
- Tuition and fees paid by students enrolled in distance education courses vary significantly among institutions;
- On facility use and capital budget, distance education has two contradictory effects: it reduces the amount of instructional space per FTE, but increases the cost on instructional space per FTE. Reducing capital costs depends upon the relative magnitude of these two effects. Finally, while policymakers see distance education as a substitute for bricks and mortar, colleges and universities see it as an add-on or a complement, not a substitute.

3. Impact on students and families. The characteristics of students enrolled in distance education vary widely and, consequently, so do their needs. Distance education poses a

challenge to the existing network of student support services, such as advising, registration, and instructional assistance. Faculty members see both advantages and disadvantages. They see distance education reaching many students and allowing smaller institutions to offer a rich curriculum. But they are concerned about its impact on their workload and their ownership of intellectual property rights to course materials.

As distance education further develops in the state, the issues and concerns reflected above should be considered, specifically, a learner-centered approach to state policy decisions. Bob Craves expressed support for statewide courses offered via distance education that would help prepare students for college, to help increase the state's upper division participation rate. Jim Faulstich commented that the Board's HELLO Network should be a part of this package.

Suanne Carlson, Director of Distance Education for the State Board for Community and Technical Colleges, described the State Board's Virtual College project. The SBCTC has formed partnerships to create a multi-college online service center that enables students to access the colleges' online curriculum. Soon, many colleges will share an online service center where students can view all of the colleges' online courses, register, pay for tuition and books, and receive online services, such as advising, library resources and career counseling.

Minimum Admissions Standards

Doug Scrima reviewed the HECB's current standards and their effectiveness in predicting applicants' probability of success. He provided a national perspective on uniform admissions policy and a state and national perspective on student preparation.

State law directs the HECB to establish minimum requirements for admissions to Washington's public baccalaureate institutions. The minimum freshman entrance requirements are intended to increase the probability of entering students' success in college.

The HECB also adopted competency-based minimum admissions standards in English, mathematics, science and world languages in order to align minimum freshmen admissions standards with the Certificate of Mastery and essential academic learning requirements.

Available data show a strong relationship between the HECB admissions requirements and entrants' grades in the first year of college. Research also has shown that students who study a challenging, college-preparatory high school curriculum are better prepared for and transition to college more easily; are less likely to require remedial coursework, and are more likely to continue their studies and attain degrees.

A panel of institutional representatives offered comments regarding the state's requirement for students to pass the Standard Achievement Tests (SAT) for admission to college. Jane Sherman (WSU), Andy Bodman (WWU), Jim Pappas (CWU), and Tim Washburn (UW) expressed support for the SAT, mentioning, among other things, that (a) test scores combined with grades are better predictors of performance; (b) the SAT encourages a higher level of achievement; (c) and the SAT complements the increased standards in K-12.

Fred Campbell (UW), was the only dissenting voice. Dr. Campbell believes the SAT discourages underrepresented students and suggested that the policy could be revised to eliminate the SAT requirement for the 15 percent alternative admissions band of students.

Bob Craves agreed that there should be some flexibility for underrepresented students. Ann Ramsay-Jenkins added that the Board's goal is to increase access to higher education. Herb Simon concurred with Dr. Campbell that some students are intimidated by tests and, consequently, do not apply for admission to college.

Dr. Pappas suggested that an alternative action would be to lower the requirement for Promise Scholarships and to increase the award amount. Dr. Washburn said he thought the real issue was how to improve the operation of K-12 schools. Finally, Dr. Sherman suggested that pilot schools, more universal test taking, and stronger support for the College Awareness Project, which is targeted at underrepresented students, would help.

Master Plan Initiatives

Deputy Director Ruta Fanning provided a status report on Master Plan initiatives. Gay Selby proposed that the Planning and Policy Committee review the Master Plan in detail to determine if there are further refinements needed. Ann Ramsay-Jenkins noted that the effects of poverty also should be examined.

Program Approval Guidelines

Marc Gaspard and Becki Collins introduced this Board item. Associate Director Elaine Jones reviewed the HECB degree approval guidelines and process and discussed the advantages and disadvantages of the HECB approval process.

The study resulted in these recommendations:

1. Expedite the approval process for new degree programs by establishing a three-month limit for the HECB to review and act on institutions' proposals, and for other institutions to comment on new degree proposals.
2. Streamline and reduce to 30 days the HECB's review of institutions' plans to offer existing main-campus degree programs at branch campuses or off-campus locations, or by distance learning technologies or a combination of delivery methods.
3. Simplify the universities' planning process by reducing their four-year academic program plans to two-year academic program plans.
4. Delegate approval authority to the HECB Executive Director for existing main-campus programs proposed to be offered at a branch campus or off-campus location, or by distance learning technologies or a combination of delivery methods.

Andy Bodman, chair of the provosts' group, expressed support for these proposals, especially as they allow some degree of flexibility for the institutions. Fred Campbell and Jane Sherman also expressed support. Gay Selby stated that the process should include an assessment and evaluation of each program after it has been approved and in operation for some time.

Enrollment and Capital re-examination

Marc Gaspard reminded Board members that the Legislature directed the HECB to refine and re-examine its assumptions and forecasts of enrollment growth and related capital needs of the state's public baccalaureate institutions, including the role of the two-year colleges in accommodating additional higher education students. Associate Director Jim Reed stated that the consensus of the capital work group, after convening numerous times, was that the planning standards used in the Master Plan represented a reasonable basis for arriving at an estimate of space and capital needs associated with enrollment growth through 2010.

Associate Director John Fricke described the enrollment re-examination process and key findings about long-term influences on higher education enrollment. He noted that OFM data and analysis show that demographics are still the primary driver of higher education enrollment levels.

ACTION: **Larry Hanson** moved for consideration of **Resolution 00-63**, approving the enrollment and capital re-examination report. **Jim Faulstich** seconded the motion. Resolution 00-63 was unanimously approved.

Update on Fall 2000 Enrollment

John Fricke updated the Board on fall 2000 enrollment. Preliminary enrollment numbers from OFM after the 10th day of enrollments at the public baccalaureate institutions indicate that the four-year institutions are within two-tenths of one percent of budgeted enrollments, with substantial variations among institutions. Two did not meet budgeted levels, one is right on target, and three enrolled additional students.

Preliminary data from the two-year system indicate that FTE enrollment will be above budgeted levels of 123,762.

Ann Ramsay-Jenkins observed that the four-year institutions are not getting a larger number of transfer students from the community and technical colleges.

Supplemental Operating and Capital Budget Requests

Larry Hanson, chair of the Fiscal Committee, discussed the work of the committee on the supplemental budget recommendations. Marc Gaspard reviewed the goal of supplemental budgets.

Traditionally, the supplemental operating budget provides an opportunity for the Governor and the Legislature to update, refine, and adjust the budget previously adopted for the biennium.

With respect to the capital budget, the authorization of new program-based projects has traditionally been avoided, particularly when General Obligation Bonds are the basis of project funding.

Jim Reed discussed the three supplemental capital budget requests received. The Fiscal Committee is recommending support of the two requests from the two-year system to fund projects currently under construction that need to be completed. The Committee believes that the UW request should be considered as part of the 2001-03 capital budget, but would recommend support if this item would be considered by the Legislature.

John Fricke reviewed the supplemental operating budget requests. Mr. Hanson stated that the Fiscal Committee does not recommend funding for the requests received, but recognizes that these would need to be considered in the upcoming biennial budget process. Additionally, Mr. Hanson observed that the requests highlight the importance of preserving budget flexibility for institutions. The committee recognizes that institutions cannot be expected to continue to absorb unfunded costs without significant effect on educational programs.

ACTION: **Ann Ramsay-Jenkins** moved for consideration of **Resolution 00-62**, approving the supplemental operating and capital budget recommendations. **Pat Stanford** seconded the motion, which was unanimously approved.

2001 Board Meeting Calendar

ACTION: **Gay Selby** moved for consideration of **Resolution 00-64**, adopting the Board's 2001 meeting calendar. **Pat Stanford** seconded the motion. The 2001 calendar was unanimously approved.

2001 Legislative Agenda

Bruce Botka, Director for Government Relations, provided an overview of the upcoming legislative session. He anticipates an interesting session that will be marked by significant turnover in decision-making leadership and changes on the staff level.

He then outlined the proposed HECB 2001 legislative agenda, which would include the following:

- Preservation of the current levels of service
- Enrollment increases
- Additional financial aid
- Predictable and affordable tuition increases

- Faculty salary increases
- Support of the Governor's bill on Washington Promise Scholarship

ACTION: **Gay Selby** moved for consideration of **Resolution 00-65**, adopting the Board's 2001 legislative agenda. **Jim Faulstich** seconded the motion, which was unanimously approved.

Director's Report

Marc Gaspard provided updates on the GET program, showing the latest numbers.

The Board adjourned the meeting at 3:45 p.m.

RESOLUTION NO. 00-53

WHEREAS, The Legislature has authorized through budget proviso, a demonstration project to provide financial incentives to public school classified employees to obtain their initial teaching certification and become teachers in the public K-12 school system; and

WHEREAS, The Board is the administrator of the program and the Legislature authorized the Board to adopt all rules necessary to implement the program; and

WHEREAS, The Board has approved implementation of the program under emergency rules and requested that staff promulgate permanent rules; and

WHEREAS, Permanent rules have been proposed, a public hearing has been held and the prescribed public comment period has passed; and

WHEREAS, No comments have been received; and

WHEREAS, Over 450 applications are waiting for the selection process to commence;

THEREFORE, BE IT RESOLVED, That the Board adopts the attached proposed rules as permanent for the Future Teachers Conditional Scholarship for Public School Classified K-12 Employees.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

Resolution 00-54

WHEREAS, The Higher Education Coordinating Board has completed a review of the Displaced Homemaker Program process for distributing funds; and

WHEREAS, A revised competitive process will allow contractors to renew their contracts for one ensuing biennium, if they are in full contract compliance and meet specified performance indicators; and

WHEREAS, A revised process will save Board staff and contractors time and money; and

WHEREAS, Staff have filed notice of the proposed changes in WSR 00-15-046, held a public hearing, and prepared the proposed rules for adoption;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts as permanent rules the changes proposed to Washington Administrative Code 250-44-020; 250-44-040; 250-44-050; 250-44-060; 25-44-070; 250-44-080; 250-44-090; 250-44-110; 250-44-130; 250-44-140, 250-44-150, 250-44-160, 250-44-190, and repeals 250-44-210, as attached hereto.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION NO. 00-55

WHEREAS, The Legislature established the Educational Opportunity Grant (EOG) program in 1990 to address the need for greater access to baccalaureate education for placebound residents of counties served by branch campuses; and

WHEREAS, The Legislature vested in the Higher Education Coordinating Board (HECB) the responsibility to adopt policies and administer the EOG program within the framework established by statutes; and

WHEREAS, The HECB periodically reviews policies and administrative procedures for the state-funded financial aid programs for which it has statutory responsibility; and

WHEREAS, The HECB has completed a study of the EOG program's effectiveness in achieving the goals of the enabling legislation and has considered whether modifications should be proposed, given changes that have occurred in higher education delivery since 1990, when the program was established; and

WHEREAS, The HECB's review has reaffirmed that the EOG program is responsive to its statutory goal of increasing the participation and completion of upper division programs by citizens who face barriers to degree completion by virtue of family, financial, health, or employment considerations; and

WHEREAS, The HECB's review has further confirmed that the program with its focus on either reducing loans or meeting otherwise unmet financial needs of upper division, placebound students complements other student financial aid programs; and

WHEREAS, The HECB has determined that the following modifications would enable the EOG program to better meet the needs of placebound residents who face multiple barriers to baccalaureate education;

THEREFORE, BE IT RESOLVED, That the HECB adopts the report and following recommendations for program modifications:

1. **County of Residence.** Eligibility should be expanded to residents of all counties.
2. **Branch Campuses.** Eligibility should be extended to students who wish to enroll at state-supported branch campuses, enabling recipients to select the program and eligible institution that best responds to their educational goals.
3. **Institutional Participation.** Institutional eligibility should be extended to branch campuses, extension sites, and educational facilities that operate within the state of Washington, that are affiliated with regionally accredited nonprofit institutions in another state, and meet the following criteria:
 - Have delivered on-site classroom instruction within the state of Washington for a minimum specified period of time;
 - Are fully certified and participate in federal student financial aid programs;
 - Are eligible for and participate in the Washington State Need Grant program; and,
 - Provide necessary assurances of administrative capability.

4. **Grant Amounts.** Grant amounts should be established by rule of the Board, rather than in statute, so that they may be periodically adjusted, as necessary, to reflect such factors as changes in the costs of attendance and the availability of other grant assistance.
5. **Period of Award.** Administrative procedures should be modified to permit grant periods to begin during any academic term upon the student's transfer to an eligible institution, with continuing eligibility contingent upon attainment of junior status by the end of the first term of award, with a maximum award period of eight quarters (or equivalent).
6. **Transfer Degrees.** The enabling legislation should be amended to include reference to the Associate of Science degree as an appropriate transfer degree for purposes of establishing eligibility for the EOG.
7. **"Unused Institutional Capacity."** The concept of "unused institutional capacity" is no longer relevant, and its reference should be eliminated.
8. **Program Status.** Reference to the EOG program as a demonstration project should be deleted, and the program should be continued as an ongoing program that complements the state's other financial aid programs.

AND BE IT FURTHER RESOLVED, That the Board directs staff to forward the report and recommendations to the chairs of the Senate and House Higher Education Committees and other interested legislators for their consideration, and to begin the public rulemaking process to modify program regulations at the appropriate time.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION NO. 00-56

WHEREAS, Washington State University has requested approval to offer a Bachelor of Science in Nursing distance learning program; and

WHEREAS, The program will be attractive to students and the health care industry; and

WHEREAS, The program will help address the critical shortage of baccalaureate-level nurses; and

WHEREAS, The program will reach qualified students in rural communities across the state; and

WHEREAS, The program of study, resources, and assessment and diversity plans are suitable for a program of this nature;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University request to offer a Bachelor of Science in Nursing distance learning program, effective December 6, 2000.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION NO. 00-57

WHEREAS, The University of Washington Bothell proposes to establish a Bachelor of Science in Nursing synchronous degree program on the Olympic Peninsula; and

WHEREAS, The program addresses a critical need for nurses with advanced training, and

WHEREAS, The program has a well-developed curriculum and assessment plan; and

WHEREAS, The program makes appropriate use of distance learning technologies and community resources, and

WHEREAS, The University of Washington Bothell is committed to the ongoing subsidy of this program as a commitment to serving community needs

THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington Bothell request to establish a Bachelor of Science in Nursing synchronous degree program on the Olympic Peninsula, effective December 6, 2000.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chairman

Kristi Blake, Secretary

RESOLUTION NO. 00-58

WHEREAS, The University of Washington Bothell has requested approval to establish a Bachelor of Science in Computing and Software Systems distance learning program; and

WHEREAS, The program is highly attractive to students and the high technology industry; and

WHEREAS, The program of study and assessment plans are exemplary; and

WHEREAS, The program is designed and delivered in partnership with community colleges and industry leaders; and

WHEREAS, Program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington Bothell proposal to establish a Bachelor of Science in Computing and Software Systems distance learning program, effective December 2000.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION NO. 00-59

WHEREAS, The University of Washington has requested approval to establish a Bachelor of Science in Health Information Administration; and

WHEREAS, The program has the potential to contribute significantly to the health care industry; and

WHEREAS, The program of study will offer students an excellent preparation program for a variety of careers; and

WHEREAS, The program will be offered on a self-sustaining basis and will make efficient use of institutional resources;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Bachelor of Science in Health Information Administration, effective December 2000.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION NO. 00-60

WHEREAS, The University of Washington requested approval to offer a Master of Social Work via distance learning on the Olympic Peninsula; and

WHEREAS, The program responds to community needs for professional social workers; and

WHEREAS, The program of study is sound and reflects professional standards in the field of social work; and

WHEREAS, The program makes effective and appropriate use of distance learning technologies; and

WHEREAS, The assessment and diversity plans are appropriate for a program of this nature; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington request to offer a Master of Social Work program via distance learning on the Olympic Peninsula, effective December 6, 2000.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION NO. 00-61

WHEREAS, The Legislature directed the Higher Education Coordinating Board to study the feasibility of Washington State University operating on a quarter system; and

WHEREAS, Washington State University has operated on a semester system since 1919; and

WHEREAS, There appears to be no clear benefit to operating under one system or the other; and

WHEREAS, The costs of changing the curriculum from one system to another are far higher than the marginal administrative savings or perceived benefits; and

WHEREAS, A move from semesters to quarters runs counter to the national trend of institutions moving from quarters to semesters; and

WHEREAS, There are additional statewide issues that should be examined further;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board recommends to the Legislature that Washington State University maintain its current semester calendar.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 00-62

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, Central Washington University, the University of Washington, Washington State University, Western Washington University and the State Board for Community and Technical Colleges have requested additional state funds in the fiscal year 2001 supplemental budget; and

WHEREAS, The Fiscal Committee of the HECB has met to consider the supplemental budget requests on November 16, 2000; and

WHEREAS, The Fiscal Committee made recommendations to the full HECB for consideration on December 6, 2000;

THEREFORE, BE IT RESOLVED, That the Board adopts the recommendations of the Fiscal Committee with respect to supplemental budget proposals for the 2001 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 6, 2000

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 00-63

WHEREAS, The Washington State Legislature approved Engrossed Substitute Senate Concurrent Resolution 8425, commending the Higher Education Coordinating Board for its work in producing the 2000 update of the Master Plan for Higher Education, *The 21st Century Learner, Strategies to Meet the Challenge*; and

WHEREAS, The Legislature directed the Board and its staff to refine and re-examine its assumptions and forecasts of enrollment growth and related capital needs of the state's public colleges and universities, including the role of the community and technical colleges in accommodating additional higher education students; and

WHEREAS, At its meeting on July 26, 2000 the Board accepted final conclusions related to the capital planning assumptions in the Master Plan, and directed staff to continue working with the institutions and other interested parties to complete the re-examination of enrollment issues; and

WHEREAS, The study team and work groups have continued to meet and discuss enrollment issues, including the enrollment experience in the 1999-2000 academic year and the preliminary enrollment data for the fall 2000 term; and

WHEREAS, The study team has completed a series of findings and conclusions that are described in a final report now being prepared for presentation to the Legislature and the Office of the Governor; and

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board endorses the work of the study team and its findings regarding enrollment analysis and related issues, as presented at the Board's December 6, 2000 meeting; and

BE IT FURTHER RESOLVED, That the HECB directs staff to work with the study team to complete the final report for submission to the appropriate members and committees of the Legislature and the Office of the Governor, and to the institutions and organizations that have been involved in the development process; and

BE IT FURTHER RESOLVED, That the Board directs staff to continue working with the institutions to build a better understanding of enrollment issues and to provide periodic updates on enrollment experience and the Master Plan enrollment goals; and

BE IT FURTHER RESOLVED, That the Board express its sincere appreciation to the many people who have participated in the discussions and analysis regarding enrollment analysis and planning, and looks forward to further discussion of this important subject.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION NO. 00-64

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

WHEREAS, The Operations Committee of the Board reviewed and approved a proposed 2001 meeting schedule at its November 16, 2000 meeting;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the attached HECB 2001 meeting schedule.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION 00-65

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

WHEREAS, The Board has reviewed the budget proposals of the state's 34 community and technical colleges and six baccalaureate universities and college; 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 2000 legislative session;

THEREFORE, BE IT RESOLVED, That the Board hereby adopts its 2000 Legislative Agenda, whose highest priorities are described in Tab 19 accompanying this resolution.

Adopted:

December 6, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

DISTANCE LEARNING STUDY (HB 2952)

January 2001

INTRODUCTION

Distance Education Overview

Colleges and universities traditionally have provided instruction in classrooms or laboratories, where teachers and students communicate face-to-face. However, distance education, in which instructors and students are physically separated, has a long history as well. The University of Washington (UW) and Washington State University (WSU) have provided distance education to our state's citizens through their correspondence courses for more than 70 years. The development of electronic technologies of communication and their application to higher education has broadened distance learning opportunities in the second half of the century. In the 1970's, several Washington cities established educational television channels and, in the 1980's, the state's colleges and universities began to make widespread use of videotapes for instruction. Interactive video was first used for instruction in our state in 1985, with the development of WHETS, the Washington Higher Education Telecommunications System, at Washington State University. In the 1990's, the state's colleges and universities began to take advantage of the burgeoning Internet to offer online instruction. This instruction takes place, in part, through Washington's K-20 Educational Network, which provides Washington's educational community with high-speed video and data transmission lines.

HB 2952: Purpose and History

As the state's investment in distance education has grown, the Legislature has increasingly become interested in learning how public postsecondary institutions are using distance education; whether distance learning yields cost savings; and whether distance education meets the needs of our state's students.

In the 2000 Legislative Session, the Legislature adopted EHB 2952, directing the Higher Education Coordinating Board (HECB) to study distance education in Washington, in conjunction with the State Board for Community and Technical Colleges (SBCTC), the Office of Financial Management (OFM) and the state's public higher education institutions.¹

Following the enactment of the bill, the HECB worked with the various institutions – and sought additional feedback from the Legislature's higher education committees – to design a study that would accomplish two primary objectives: (1) to provide as much information as possible about *current* distance education activities among the public higher education institutions; and (2) to review the policy issues raised in the legislation in a way that would help to inform the

¹ The staff of the HECB would like to thank the following individuals for their assistance in the preparation of this study: Pat Tasanasanta (OFM); Suanne Carlson, David Prince, Beverly Reil (SBCTC), David Szatmary, Sharon Fought, Coralie Watters, Phil Hoffman, Pam Stewart and Roberta Hopkins (UW); Mark Lundgren, David Kaufman (CWU); Jim Roche, Cathy Fulkerson, Muriel Oaks, Janet Kendall, Jane Sherman, Janis Hall, Rob McDaniel, Gary Brown, Colleen Cook, Cliff Moore (WSU); Neville Hosking, Jacqui Hatfied, David Rand, Del Thompson (EWU); Susanne James (WWU); Virginia Darney, Bill Bruner (TESC); Cindy Flynn (COP); Wendy Rader-Konofalski, Eddie Olivera (WFT).

Legislature's *future* decision-making about distance education. The focus of the study that follows is distance education at the state's public colleges and universities, and *not* the other educational institutions that also serve our state's citizens.²

DEFINITIONS AND DATA COLLECTION

When people think of distance education, they think of students and instructors who are physically separated – by scores or even thousand of miles – and students who take their courses without ever setting foot on campus, i.e. that every bit of instruction is physically separated. This report does *not* employ this definition of distance education. Rather, it employs a broader definition of distance education that is based upon the state's centralized system for collecting data about instruction at public colleges and universities.

In 1999, the Washington State Legislature adopted a budget proviso directing the Office of Financial Management to collaborate with the HECB, the SBCTC, and state's public colleges and baccalaureate institutions in the development of a system for collecting consistent data on students enrolled in distance education courses. After sustained consultation, OFM produced revised enrollment formats for the Public Centralized Higher Education Enrollment Reporting System III (PCHEES, which collects data on enrollments in public baccalaureate institutions) and the Management Information System (MIS, which collects data on enrollments in the public two-year colleges).

For the purposes of enrollment reporting, a distance education course was defined by OFM as: *“an academic course where teachers and students are physically separated for a predominant (51 percent or more) amount of the instructional contact hours” and the instruction is delivered predominantly through one of five delivery modes: “pre-recorded, correspondence, Internet, interactive television, and broadcast.”*

All courses with 51 or 100 percent of their contact hours physically separated are classified as “distance education.” All courses with 0 or 50 percent of their contact hours physically separated are classified as “classroom based” instruction.

Under this definition teachers and learners who are physically separated may be hundreds of miles apart – *or the students may learning just yards away in their dormitory room, a campus library or audio-visual center, or a campus computer lab.*

Because the state's new enrollment reporting system would not produce distance education enrollment data until early 2001 – and was not designed to provide information about tuition and fees or other aspects of distance education – the Higher Education Coordinating Board asked the state's public colleges and universities to submit data to them on their use of distance education

² Washington's citizens are served also by private, for-profit distance universities (e.g. the University of Phoenix); out-of-state public universities that either have a physical presence within the state (e.g. Old Dominion University) or offer online courses within the state (Western Governors University); and by nonprofit educational institutions (e.g. City University). The enrollments generated by these institutions are, in many cases, quite small. WGU currently has 38 full-time students, and ODU has the equivalent of 63 FTEs.

in the 1999-2000 academic year. In particular, the HECB asked universities and colleges to report on:

- The number of degree and certificate programs that are provided partially or entirely through distance education;
- The number of courses and enrollment (by headcount and FTE)³ of courses offered through distance education;
- How these courses are financed (state funded or self-supported), and how the instruction is provided (on-line, interactive video, prerecorded, correspondence, or a combination);
- Characteristics of students enrolled in these courses; and
- Tuition and fees charged to students.⁴

All data reported in this study, unless otherwise indicated, are from the HECB survey. All data describe instructional activity at the state's public two- and four-year institutions, and do not reflect the activities of private postsecondary educational institutions.

DISTANCE EDUCATION: THE STATEWIDE PICTURE IN 1999-2000

Degree Programs Available

In 1999-2000, students could earn 22 different undergraduate and graduate degrees from the state's public baccalaureate institutions entirely through distance education. The state's community and technical college (CTC) system offered academic transfer, business transfer, general studies, and three other degrees entirely on line. These degree programs represent a small share – about 1 percent – of all degree programs offered by our state's public colleges and universities.⁵

³An FTE is a “full time equivalent” student. It is calculated by taking the total credit hours and dividing by the normal full-time credit hour load. In Washington, the normal load is 15 credit hours for undergraduates and 10 credit hours for a graduate student. An undergraduate student taking 10 credits, for example, is 10/15 (2/3) of an FTE.

⁴To ensure that the data were consistent across schools and compatible with data produced under the new enrollment reporting format, the HECB asked all institutions to submit data using the OFM (“predominant”) definition. Not all of the state's public universities were able to do this. Before mid-2000, the state's colleges and universities did not organize their course record-keeping systems around the criterion of “51% or more of contact hours marked by physical separation.” UW and WSU employed a more restrictive definition of distance education courses than this, assigning the designation of distance education only to those courses in which all (or nearly all) contact hours are marked by physical separation. The state's comprehensive universities and CTC system were able to report on all courses in which instructors and students were physically separated for more than 50% of contact hours, but their information systems do not permit them to isolate a subset of courses in which all instruction is physically separated. Hence, this report is based upon two definitions of distance education, in which a *majority of instructional contact* (SBCTC and comprehensives) or *all instructional contact* (UW, WSU) is physically separated. Because WSU and UW have reported a narrower set of courses as “distance education courses,” their data will slightly underreport the actual amount of distance education (e.g. the number of courses and enrollments) taking place at their institutions and, to a lesser degree, in public higher education and in the state's public baccalaureate institutions.

⁵ In 1999-2000, 3,113 two-year, baccalaureate, and graduate degree programs at the state's public colleges and universities were approved for VA reimbursement. 28/3,113 is approximately one percent. Many degree programs can be completed in part through distance education. Because degree programs typically do not establish rules about the use of distance education courses, it is not possible to establish a meaningful count of these programs.

Courses Available⁶

Washington's public higher education institutions reported that they offered 2,873 distance education courses in 1999-2000. Some 2,677 were courses offered for credit, and another 196 were noncredit courses. Of the 2,677 credit-bearing courses, 62 percent (1,654) were offered at the state's community and technical colleges, while the remaining 38 percent (1,023) were offered at the state's public baccalaureate institutions.

Distance Education Enrollments System-Wide

In 1999-2000, 7,621 full-time equivalent students were enrolled in distance education courses at the state's public universities and colleges. This is equivalent to a mid-sized comprehensive university or moderately large community college. State-funded distance education enrollments in 1999-2000 comprised 2.7 percent of all state-funded FTEs (5,674/207,910); distance education enrollments of all types (state funded and self-sustaining) comprised an estimated 3.3 percent of all enrollments at the state's public universities and colleges.⁷

Distance Education Enrollments by Sector and Institution

In 1999-2000, about 70 percent of distance education enrollments (measured in FTEs) were in the state's community and technical colleges, while the remaining 30 percent were at the state's public baccalaureate institutions.⁸

Within the baccalaureate sector, Washington State University and the University of Washington together account for 80 percent of enrollments (by FTE) in distance education courses. In 1999-2000, WSU students comprised 45 percent of baccalaureate distance education enrollments, and UW students another 35 percent. Together Eastern Washington University, Central Washington University, and Western Washington University comprised the remaining 20 percent of enrollments, while The Evergreen State College reported none.

How is Distance Education Provided?

By what technologies were students enrolled in distance education at Washington's public colleges and universities served? In 1999-2000, about one half of all distance education was conducted online, while prerecorded video accounted for just over one-quarter of all distance education enrollments (measured by FTEs). Interactive video and correspondence courses each comprised 10 and 7 percent of enrollments, respectively. The remaining 7 percent of enrollments were in distance education courses that relied upon two or more of these technologies.

⁶ A course was defined as uniquely numbered listing in the institution's course catalogue.

⁷ According to the Office of Financial Management compiled HEER reports, NSFES comprised an average of 18% of CTC enrollments and 4% of public baccalaureate enrollments in 1994-1997. Carrying these percentages forward to 1999-2000 yields an estimate of 147,655 CTC enrollments from all funding sources for 1999-2000, and 86,089 baccalaureate enrollments from all funding sources.

⁸ This includes enrollment in both credit and noncredit courses.

How is Distance Education Funded?

The state's public colleges and universities reported that three-quarters of all distance education enrollments were state-funded, while the remaining one-quarter were self-supported.⁹ The University of Washington comprised an especially large share of self-supported enrollments: nearly four in ten students who registered for a self-supporting distance education course in 1999-2000 did so through the UW.

Who Are Distance Education Students?

Traditional Students

A small proportion of all full-time students attending classes on campus opted to enroll in distance education courses in 1999-2000. At the state's public baccalaureate institutions between 1 percent (EWU) and 9 percent (WSU) of full-time students were enrolled in one or more distance education courses. In community and technical colleges, an equally small proportion of full-time students, 6.6 percent, chose to enroll in one or more distance education courses in 1999-2000.

Learning at a Distance

Thousands of students now pursue their studies at the state's colleges and universities solely through distance education without attending on-campus courses. In the fall quarter of 1999-2000, 10.7 percent of all students enrolled in distance education courses at community and technical colleges took all of their courses through distance education. In the same year, 3,716 students undertook course work *exclusively through on-line* courses. These students were especially likely to be in the workforce (71 percent) and enrolled part-time (79 percent).

Faculty Participation in Distance Education

In 1999-2000, 8.5 percent of faculty in the community and technical college system participated in teaching a distance education course. Between 3 percent (UW) and 12 percent (WSU) of faculty at public baccalaureate institutions offered distance education courses in 1999-2000. The faculty members who offer courses through distance learning technologies are overwhelmingly full-time faculty. The proportion of faculty teaching in distance education courses is roughly comparable to the share of students (by headcount) who choose to enroll in distance courses.

Growth in Distance Education

Distance education enrollments are growing more swiftly than are other types of enrollments. In the community and technical college system, distance education enrollments grew from 3,000 (headcount) to 26,000 between 1988-1989 and 1998-1999. The fastest growing share of distance education is online education. In the community and technical college system, online enrollments grew from 426 FTEs in 1997-1998 to 2,281 FTEs in 1999-2000. Online enrollments at the University of Washington grew from 0 in 1997-1998, to 703 FTEs in 1999-2000.

⁹ In general, courses at the baccalaureate institutions that qualify as state funded are ones that count as credit toward a degree and which charge tuition rates as prescribed by state statute. For two-year institutions, courses leading to certificates (but which may not be degree applicable) can also count as state funded. Additional specific criteria, such as those pertaining to tuition waivers, state employee and faculty enrollments, and summer instruction, also help determine which enrollments are categorized as state funded.

The state's two- and four-year public institutions expect that most enrollment growth in distance education will occur in online courses rather than older distance education technologies. In 1999-2000, online courses accounted for about one-half of distance education enrollments (in FTEs); the online proportion of distance education enrollments is likely to rise sharply in the decade ahead.

DISTANCE EDUCATION AT THE SECTOR AND INSTITUTIONAL LEVEL

Perhaps the most important feature of distance education at the state's public universities and colleges is its diversity. If one looks at individual institutions, there is great diversity – in how much distance education different institutions undertake, in how they choose to fund distance education, and in the technologies upon which they rely. Distance education has developed in different ways at different campuses depending upon their market niche, the mission, and their existing human and technical resources.

State higher education policy has been broadly permissive towards distance education; it has not forced higher education institutions to embrace one set of practices for financing or one particular technology for providing distance education. Therefore, institutional practices vary widely. At the University of Washington, for example, 74 percent of distance education enrollments are self-supported, while at Washington State University, 97 percent of distance education enrollments are state-supported.

Although distance education varies from one institution to another, two clear patterns can be ascertained. First, the state's public two- and four-year institutions have undertaken distance education in significantly different ways. Second, within the four-year sector, the comprehensive and research universities have responded differently to the challenges and opportunities of distance education.

One simple way of examining how extensively academic institutions participate in distance education is to examine the ratio of distance education enrollments (FTEs) to their total state-funded FTEs. While state-funded enrollments do not capture the full educational mission of any individual institution, they capture much of it and this provides us with a common denominator for measuring the relative importance of distance education to each sector and institution. The statewide distance enrollments reported for 1999-2000 are approximately 2.7 percent of the total state-funded enrollments for that year.

The Two-Year Sector

In the state's community and technical college system, the 4,295 state funded distance education FTEs comprised about 4.3 percent of all 125,132 state-funded enrollments in 1999-2000. In short, the CTCs' use of distance education is significantly more extensive than of the public higher education sector overall.

The most distinctive feature of the CTC system's participation in distance education is its relatively high level of coordination in developing distance education initiatives and providing distance education instruction. The single most extensive partnership with public postsecondary

education occurs within the community and technical college system. In 1999-2000, 28 percent of all CTC online enrollments were pooled and managed by the Washington Online (WAOL) consortium (this represents 11.5 percent of the total number of distance education enrollments in the two-year colleges). The consortium brings faculty together from several colleges to develop online courses for the system. This collaboration makes possible an important efficiency: only one online course in a subject (e.g., Introduction to Sociology) needs to be developed for all colleges to adopt and use. CTC students register from their home institutions for a WAOL course, and the home institutions, in turn, reimburse the institution whose instructor is teaching the course.¹⁰ About 70 percent of online enrollments, however, continue to be provided through individual institutions: students take online courses from their home institution, and each institution offers its own version of the online course.

To achieve further efficiencies in the CTC system, the State Board for Community and Technical Colleges has received federal “Learn Anywhere Anytime Program” (LAAP) funds to support the development of a one-stop online service center. This service center will provide students with centralized access to all of the two-year colleges’ online curriculum, and 24-hour student services. The CTC system plans to expand this service center to include one-stop enrollment and payment services for students, making it possible for students to simultaneously register in many colleges’ classes. The proposed site will link colleges’ administrative systems, making it possible to calculate tuition and to inform financial aid officers of multi-college enrollments. Finally, the system will provide students with the ability to run degree audits, comparing their completed course work with their colleges’ degree requirements and providing a report of unmet course requirements for the program of their choice.

The Baccalaureate Sector

The amount of distance education instruction taking place at the state’s public baccalaureate institutions varies widely. At the four comprehensive universities, distance education enrollments represent from 0 to 2 percent of their state-funded enrollments. The Evergreen State College reported no distance education enrollments in the HECB survey, while CWU, EWU, and WWU reported ratios of 1.7 percent, 1.2 percent, and 2 percent, respectively. Distance education enrollments comprised 2.3 percent of all state-funded enrollments at the University of Washington, and 5.2 percent at Washington State University.

Enrollments are financed very differently at baccalaureate institutions. At two, the University of Washington and Western Washington University, distance education is chiefly self-supporting: distance courses are financed by charges to students, rather than by state appropriations.¹¹ At Central Washington University and Washington State University, nearly all distance education courses are state-funded. Eastern Washington University’s enrollments are evenly divided between the two funding sources.

There is less collaboration among the state’s public baccalaureate institutions in the development of distance education than there is within the two-year sector. Two examples of collaboration stand out: (1) the Cooperative Library Project links the libraries of the six public baccalaureate

¹⁰ Washington On Line Progress Report, May 1999.

¹¹ At the UW 74 percent of distance education enrollments (in FTEs) are self-funded, and at WWU 88 percent of distance education enrollments are self-funded.

institutions through a web-accessible central network; and, (2) discussion by Central, Eastern, Western, and Washington State Universities of the possibility of creating a collaborative statewide degree in business. Like the SBCTC, the WSU and UW have created portals and online student services. However, neither has served as the basis for a common resource shared by all public baccalaureate institutions, as Washington Online is among the state's Community and Technical Colleges.

There is no statewide policy compelling collaboration in the development of distance education. There is no four-year organization that embodies the governing role of the State Board for Community and Technical Colleges. The K-20 network is a shared system for moving information, rather than a system for academic governance that can promote collaboration.

Baccalaureate institutions differ far more widely than do two-year colleges in market niche and mission. Public baccalaureate institutions do find it advantageous to establish collaborative agreements with other institutions around the nation that have similar missions and market niches. The University of Washington, for example, is a partner in R1edu, a distance learning portal web page where research institutions jointly market distance education programs. As its name, an abbreviation for "Carnegie Category I Research Institutions," suggests, the key to this collaborative relationship is comparable mission and market.¹² Because the six four-year institutions have different missions and markets, it is unlikely that all of them will voluntarily join together in the development of shared courses, degrees and student services. Less comprehensive partnerships among similar schools and less intrusive forms of collaboration, such as common online course transfer system, appear far more likely to elicit their participation.

COSTS AND BUDGET ISSUES RELATED TO DISTANCE EDUCATION

Operational Cost Factors: What Are the Costs Associated with Providing Distance Education?

The state of Washington finances instruction at its public colleges and universities based upon the number of full-time equivalent (FTE) students enrolled in an institution. To ensure that instruction is funded at an appropriate level, the state has created a methodology for estimating the cost of instruction per FTE. The Higher Education Coordinating Board, using this methodology, estimates the cost of instruction by institution and by level of instruction (undergraduate v. graduate). Washington does not fund higher education by method of instruction, such as online instruction versus traditional classroom instruction. As a result, the state does not have a statewide methodology for estimating the costs of instruction based upon the method of instruction.

In the absence of a standard methodology for estimating the cost of instruction, each institution has its own methodology for establishing the cost of distance education instruction. Isolating the costs associated with distance education is extremely difficult. While some parts of the cost of instruction, such as the instructor's time, may be relatively simple to estimate, many other parts

¹² The University of Washington describes R1edu as a "distance learning collaboration between [sic] the top North American Universities." R1edu features "partnerships in many areas including a Web page developed and maintained by the UW and used to market the best distance learning programs globally." HECB Survey Response, p. 3.

of the cost of instruction, especially costs such as administrative overhead or student support, are not. The state's methodology for estimating the cost of instruction does not attempt to separate the cost of instruction into these individual elements.

The only solution to the costing problem has been organizational: if distance education is segregated into an entirely freestanding operation – with its own instructors, staff, support services, and so on – then it is possible to isolate the costs of distance instruction. This is the case at the University of Washington, where virtually all of distance education enrollments (79 percent by headcount) are in “self-support” courses and are financed from students' fees outside of regular state tuition.

Faced with the challenge of costing distance instruction, institutions are participating in efforts to develop common methodologies, a prominent example of which is the Western Interstate Commission for Higher Education's Technology Costing Methodology Project.¹³ As yet, there is no agreement among higher education finance officers about a costing methodology for distance education, and it will be some time before agreement emerges.

While HB 2952 instructed the HECB to examine the *costs* associated with providing distance education, it is essential to note that distance education also generates *revenues*. A new economy of distance education is emerging in higher education. Universities with extensive human and technical resources and national reputations are aiming to become producers or “content providers” in this new economy. They are beginning to create and sell courses for distribution through corporate partners, foreign universities, or direct licensing agreements with American colleges and universities. Some of these universities have established new business structures to sustain these operations, including for-profit operations.¹⁴ Smaller schools with more modest resources are likely to be consumers rather than producers in this new economy, licensing courses for redistribution, and coupling them with their local instructors and student services.

Here in Washington, for example, the University of Washington aims to become a content provider for business and higher education – locally, nationally, and internationally. It has established marketing channels for its courses that include foreign universities and higher education Internet portals (e.g. CyberU.com). It has joined with Pearson/Prentice Hall to market its courses to business corporations. And, locally, the University is negotiating licensing agreements with community colleges, such as Shoreline Community College, authorizing them to offer University of Washington courses online – and to sublicense them to other community colleges.

¹³ For an example of the project's progress, see the report “Technology Costing Methodology Project,” Washington State University, August 10, 2000.

¹⁴ NYU, Columbia, and the University of Maryland are examples of universities that have established for-profit structures.

Tuition and Fees

The price paid by students for a distance education course varies because it is determined both by state and institutional policies.

- If an institution chooses to provide distance instruction through *state support*, then the institution may not charge a separate tuition fee for the course – providing that the course is taken for credit, and the credits count towards a regular program of study. Most community and technical college instruction is state-supported instruction, for which students pay the same tuition as on-campus students. This is also the approach used by three public baccalaureate institutions – CWU, EWU and WSU.
- If a course is not part of a regular program of study, but instead a continuing education or extension course, then institutions may choose to charge an additional fee.
- If a course is a “*self-supported*” course, not financed by state appropriations for instructional support, then the institution may set its own price per credit. This approach is used for a large majority of the distance education provided by the UW and WWU. Whether courses are offered on a state-supported or self-supported basis, institutions are permitted to charge an additional student technology fee; these typically range between \$10 and \$60 per course. Some institutions also charge other miscellaneous fees; at the University of Washington, for example, students pay an additional \$20 registration fee for distance education courses.

In light of these policies, if a full-time resident undergraduate student chooses to enroll for one distance education course, she will pay no additional charge beyond regular tuition at Washington State University. Were she enrolled at the University of Washington, she would pay \$109 per credit in addition to her regular tuition.¹⁵

Facility Use and Capital Budget Implications of Distance Education

Many policy makers believe that distance education will permit more enrollment capacity from the existing stock of scheduled instructional space. The logic is clear: If half of the 50,000 or so additional students who enroll in public higher education in the coming decade take their courses online, might we need to build classroom space sufficient to instruct only 25,000 students? Four important features of instruction and facilities complicate this picture:

- *Distance education has two effects on enrollment: substitution and participation.* It is sometimes assumed that distance education enrollments will substitute on a one-to-one basis for classroom enrollments. However, not every distance education enrollment results in one less classroom seat required. Distance education permits many students to study *who wouldn't otherwise be in school*: it increases the participation rate among place-bound and nontraditional students. A substantial (and, probably, growing) share of the students enrolling in distance education courses, most especially courses with no in-person contact, consists of these people. These enrollments are not saving scheduled instructional space by getting traditional students out of classrooms; rather, they are increasing access to nontraditional students.

¹⁵ Except for degrees in computer science or social work.

- *Most campus space is not instructional space.* A central fact of campus facility planning is that only approximately 20 percent of campus facility space is scheduled instructional and instructional support space, e.g. classroom and laboratory space.¹⁶ The vast majority of campus space is allocated to faculty and administrative offices, student support services, residence halls, and other uses.
- *A significant share of distance education takes place in scheduled instructional spaces.* Online instruction and prerecorded video do not typically require classrooms, (or other scheduled instructional sites). However, other forms of distance education, such as interactive video, do require scheduled instructional spaces. Many communities and homes do not have internet access at a speed (or “bandwidth”) that permits, for example, video streaming. Students participating in these courses will need to rely on special sites linked to high speed Internet access (through, for example, the K-20 system).
- *In those instances where distance education requires scheduled instructional space, that space may be more costly than traditional classroom space.* Estimates from distance education specialists suggest that the capital needs of distance education courses are higher than traditional classroom instruction – depending upon the size of the classroom and the technology of the facility.

Simply put, distance education has two contradictory effects: it *reduces* the amount of instructional space per student, but it *increases* the cost of instructional space per student. Whether distance education reduces the capital costs associated with instruction depends upon the relative magnitude of these two effects.

Finally, while state policy makers see distance education as a substitute for bricks and mortar, colleges and universities do not. Rather, from an institutional perspective, distance education is an add-on or a complement to bricks and mortar, not a substitute. Why do campus planners view the matter differently? Capital funding relies upon bond financing, and operates upon the assumption that facilities – such as buildings – will last for 25 years or longer. The technologies upon which most distance education relies have a life span that is far shorter, often about five years. Given this mismatch between short-lived distance technologies and long capital funding cycles, institutions are required to look elsewhere to replace obsolete (and typically unusable) technologies. They must absorb the costs of replacement by using grants, donations or institutional operating budgets, or by passing the cost through to students in the form of technology or other fees.

¹⁶ Source: “E-Learning and Space Needs,” HECB staff analysis, July 2000.

THE IMPACT OF DISTANCE EDUCATION ON STUDENTS AND FACULTY

Students

This report relies upon the OFM's broad definition of distance education. The definition encompasses all courses in which "teachers and students are physically separated for a *predominant* amount of the instructional contact hours," some of whom will be separated by only hundreds of feet, as students learn at campus libraries, audio-visual centers, or campus computer labs.

Using this broad definition of distance education, we can see that distance education serves a varied group of learners.

- In the **CTC system**, students enrolled in distance education courses typically attend classes on campus: about 11 percent of students study exclusively at a distance, while the remainder take courses on campus. Many on-campus students (67 percent) are full-time students, and most are traditional college-age students (the median age is 25). For these students, distance education offers added convenience and course selection.

The roughly 3,700 students who were *exclusively online learners* in 1999-2000 were, in contrast, older (30 years is the median age), chiefly part-time (79 percent), and in the workforce (71 percent). Here, distance education is providing these part-time, nontraditional students with access to higher education that they would not otherwise have.¹⁷

- In the **public baccalaureate sector** the characteristics of students show two broad patterns, revealing both the increased convenience and increased access that distance education provides.

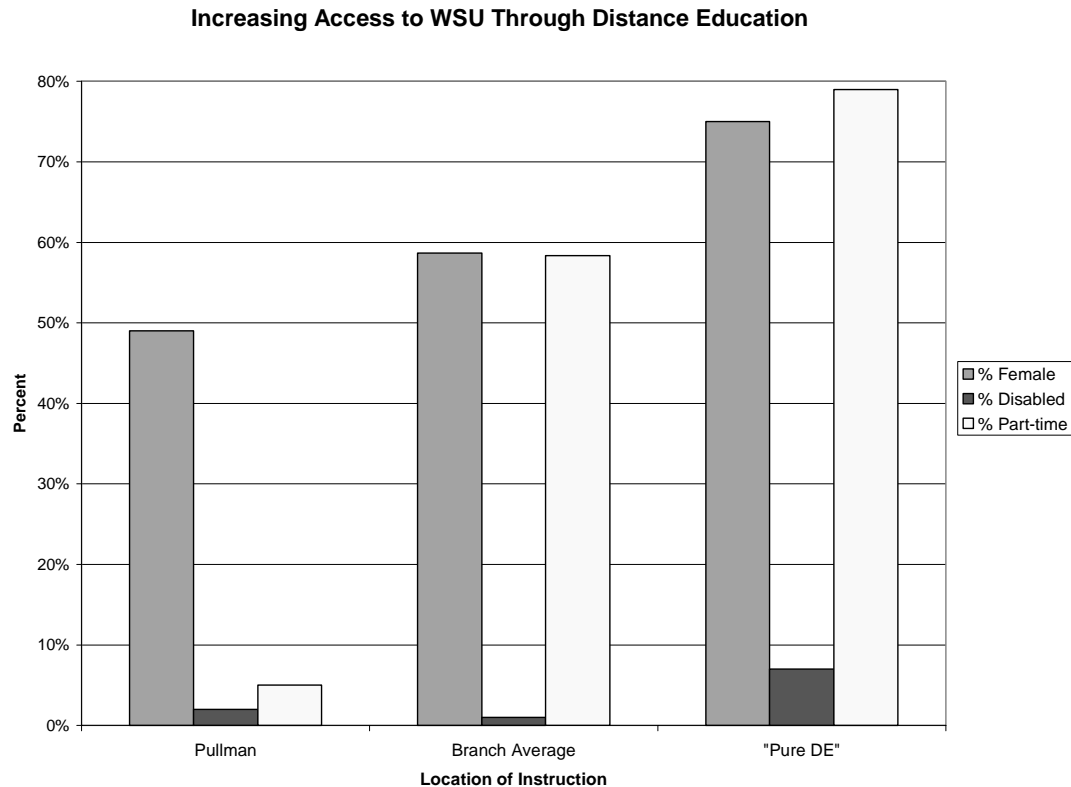
At **Eastern Washington University** about fifty percent of distance education students are enrolled solely in distance education courses, and all of these students are part-time learners.

At **Central Washington University** most students (81 percent) are enrolled on campus sites, either at Ellensburg or at a CWU Center, and most are a traditional college-age students. For these students, like CTC students, distance education provides additional convenience and course selection.

Enrollment data reveal that **Washington State University** served about 4,200 students through distance education in 1999-2000, and that these students yielded just under 1,000 FTEs. On average, Washington State's distance education students are taking about a one-quarter time load of coursework.

At WSU, about 30 percent of distance education students are seeking their undergraduate degrees *entirely at a distance*. These "purely distance education" students are far older than the typical WSU undergraduate – their median age is 36 – and 75 percent are women. About 80 percent of these students are enrolled on a part-time basis and are in the workforce.

¹⁷ An excellent discussion of distance education students in the CTC system is available in "Distance Learning: The New Wave of Students," SBCTC Research Report 99-3, July 1999, (revised September 1999).



The needs of students who enroll in distance education courses from off-campus locations are different from those of students who learn in a classroom setting. Students who are not present on campus may not have ready access to student support services, such as advising, registration, and financial aid. Distance education poses a special challenge to the existing network of support services that underpins classroom instruction. In particular, distance education often calls for the creation of instructional support services that are remotely available on a 24-hour, seven-day basis.

Recognizing this need, the State Board for Community and Technical Colleges has requested a \$6.5 million dollar appropriation in the 2001-2003 Biennium, to provide funding for an online service center.¹⁸ The proposal calls for “a one-stop online bookstore, virtual “lockers” where students can store portals to their online classes and services, and a help desk available 24 hours a day, 7 days a week.”¹⁹ Governor Locke has adopted this proposal in his proposed 2001-2003 budget.

No system-wide proposal has been developed for the state’s public baccalaureate sector.

¹⁸ In addition, the Higher Education Coordinating Board has recommended that this be funded.

¹⁹ SBCTC, “Community and Technical Colleges’ Online Campus.” September 7, 2000.

Financial Aid

The opportunity to participate in higher education, whether through traditional, on-campus enrollment or via distance education alternatives, is available only to those who can afford to pay for it – with their own resources, or with the help of student financial aid. However, in their present form, federal and state financial aid programs are not readily adaptable to students enrolled in non-traditional educational programs.

In the 1960s and 1970s, when most federal and state financial aid programs were created, higher education was based almost exclusively on a traditional college model. Students attended classes on a college campus; they enrolled for a nine-month academic year; and they incurred standard expenses for living on campus or at home, purchasing books and supplies at the college bookstore, and transportation expenses for visits home or for commuting costs. Education programs were offered in quarters or semesters over a scheduled academic year; credit hours and grade-point averages measured progress. Existing federal and state financial aid programs are based on this traditional model.

Over time, efforts to ensure integrity and to stem fraud and abuse in financial aid programs have resulted in increasingly prescriptive laws, regulations, and administrative requirements. In their present form, many of the laws and regulations governing student financial aid do not lend themselves to the emerging nontraditional educational delivery systems. Unless a program or a student's enrollment pattern can be configured to fit the traditional model, it is difficult to award state or federal student financial aid.

While some programs (such as Washington State University's extended degree programs) utilize a traditional academic year calendar and meet other financial aid criteria, and thereby qualify for federal and state student financial aid, such is not the case with most nontraditional programs. Systemic change in the determination of institutional and student eligibility and modification of administrative processes will be needed to provide financial aid to students enrolled through distance education alternatives that are not configured to fit the traditional model. For example, changes will be needed to better accommodate concurrent enrollment at more than one institution, flexible start and stop dates, ways of measuring academic progress, and different costs of attendance.

The federal government provides nearly three-fourths of the financial aid available to Washington students. Student eligibility and many of the administrative requirements for state-funded financial aid programs are designed to complement and be coordinated with federal programs in order to maximize resources and ensure equity in the distribution of funds among eligible students. State programs require that institutions be approved to participate in federal financial aid programs as a prerequisite to state eligibility. Therefore, standards established for federal financial aid programs are of direct relevance to the state's programs, as well.

How – and the extent to which – federal financial aid programs should be modified to respond to the emergence of new higher education alternatives is currently under consideration. Congress has authorized the U.S. Department of Education to conduct a demonstration project in which selected institutions/consortia may modify specific regulations to award financial aid to students enrolled in distance learning programs. (Washington State University and the Washington

Community and Technical College Online Consortium are among the participants in the federal demonstration project.) Based on the outcomes of these projects, Congress will consider possible changes to institutional and student financial aid eligibility criteria when the federal Higher Education Act is next reauthorized.

The Higher Education Coordinating Board is involved with the federal distance education demonstration project. In addition, the Board, in consultation with institutions and other interested parties, will consider whether the policies and procedures for existing state financial aid programs should be modified, or whether different aid programs might be needed to provide assistance to students enrolled in educational programs offered through technology.

Faculty

The number of faculty members directly teaching in distance education courses during the 1999-2000 Academic Year, ranged from about 3 to 12 percent of the entire faculty at each institution. In the Community and Technical College System, 8.5 percent of faculty offered a distance education course.²⁰ This percentage varied from 3.1 percent at the University of Washington to a high of 12 percent at Washington State University. Faculty members teaching distance education courses were no more likely to be part-time faculty than were those teaching in traditional classroom courses. In the CTC system, 27 percent of distance education faculty were part-time, while this percentage averaged about 10 percent at the public baccalaureate universities.

Faculty members have a wide range of opinions regarding distance education. The best picture of their thinking to date is provided by a national survey of 532 NEA university faculty members on the impact of distance education, undertaken in February and March 2000.²¹

Faculty members see two primary advantages to distance education: they believe that distance education will reach many students who could not otherwise take college courses, and they believe that distance learning will allow smaller institutions to offer a richer curriculum. These positive assessments are shared both by faculty members who have taught distance education, and by those who have not.

Yet, faculty members also perceive two disadvantages to distance education. Interestingly, most do not anticipate that distance education will diminish the *quality* of instruction. Rather, they are concerned about the impact of distance education on their workload and their ownership of intellectual property rights in their course materials. Two-thirds of faculty members surveyed in the NEA study believe that it is “extremely or very likely that in a distance learning course, faculty will be responsible for more students, that there will be more work for the same amount of pay, and that faculty will not be fairly compensated for their intellectual property.”²²

²⁰ This percentage is based upon annual DE teaching faculty (583) divided by all teaching faculty (FTEF, all fund sources) (6,854), which equals 8.5%.

²¹ “A Survey of Traditional and Distance Learning Higher Education Members,” Commissioned by the National Education Association, June 2000.

²² Ibid, p. 39.

Faculty in the state of Washington, surveyed by the Washington Federation of Teachers, expressed similar hopes and concerns about distance education.²³ In addition, they have voiced concerns about the cost borne by faculty who teach using their own equipment at home, and the training needs of distance education teachers.²⁴

FUTURE CONCERNS

The assimilation of distance education into Washington's public colleges and universities is proceeding at a strong, if uneven, pace. The key features of public distance education in Washington are *flexibility* and *diversity*. The Legislature has chosen to support the *flexible* adoption of distance education – promoting its development while refraining from standardizing costing methodologies and pricing, or from prescribing a particular mix or amount of distance education on each campus. Therefore, the hallmark of distance education has been *diversity*: it has developed in different ways at different campuses depending upon their market niche, the mission, and their existing human and technical resources.

Have students been well served by the state's existing policy framework for distance education? In one important respect, they have not. Even relatively mature and sophisticated students find it very difficult to negotiate the web environment, and to learn how distance education can meet their needs. For the individual student who is not enrolled at a college or university, learning what courses they need to complete their degree, where they can find distance education courses to fit their academic needs, and how to pay for their schooling is a daunting prospect. Successful distance education requires more than courses and majors offered by individual institutions; it requires an integrated network of supporting services.

Washington has the beginnings of a network for two-year students in Washington Online, and it has separate institutional services for four-year students at the University of Washington and Washington State University. Seen from a statewide perspective, the creation of separate portals and services at each baccalaureate institution presents two problems: it results in a duplication of efforts, and makes students' decisions more complex and difficult, rather than providing a simple pathway through postsecondary education. Washington may wish to review practices elsewhere in the nation, such as in neighboring Oregon, where the Oregon Network for Education (ONE) is being developed.²⁵

New enrollment reporting practices provide for the first time a comprehensive picture of distance education at the state's public universities and colleges. Although they are a valuable addition to our higher education information resources, they need improvement, since they describe only whether courses rely upon distance education for 51 percent or more of their contact, or not.

²³ WFT Memo to HECB, August 2000.

²⁴ Letter from Wendy Rader-Konofalski (Washington Federal of Teachers) to Higher Education Coordinating Board, December 11, 2000.

²⁵ For additional information, see its website, <http://oregonone.org/>

Seen from the perspective of students, courses with 51 and 100 percent of separated instructional contact are *very* different: the first requires considerable time in the classroom, and the second does not. The second sort of course often enrolls nontraditional students who would otherwise be unable to pursue their studies; the first sort of course will often serve the student who is already on campus. Seen from the vantage point of policymakers, there is an *important* difference between courses in which no contact and 50 percent of instructional contact is physically separated: the latter course may free up scheduled instructional spaces for many hours each semester; the former does not.

For these reasons, the Higher Education Coordinating Board recommends continuing improvements to our state's enrollment reporting system that provide us with a more discriminating picture of distance education at the state's public baccalaureate universities and colleges.

1999-2000 Academic Year Data on Distance Education

Distance Education Defined:

For the purposes of *this report only*, the HECB will use two different definitions of distance education. The first of these is the PCHEES III/MIS definition; the second is a more restrictive definition.

Distance Education. Definition 1: A course where teachers and students are physically separated for a **predominant (51% or more)** amount of instructional contact hours and the instruction is delivered predominately through one of five delivery modes: correspondence, prerecorded, telecast, interactive (non-internet), internet.

Distance Education. Definition 2: A course where teachers and students are physically separated for **all or nearly all (90% or more)** instructional contact hours and the instruction is delivered predominately through one of five delivery modes: correspondence, prerecorded, telecast, interactive (non-internet), internet.

DATA SUBMISSION

Definitions. Please indicate either at the outset of your report (or, in each table) whether your institution is using DE1 or DE2 in its reporting. Based upon our discussions, we anticipate that the comprehensive universities and the CTC system will be using DE1, while the research universities will be using DE2.

Special Request. If your institution reports 1999-2000 data using DE2, would you please provide us with course and enrollment (unduplicated headcount and AAFTE) data from fall 2000 using both DE1 and DE2 criteria. This will permit us to calculate a ratio of “predominant” to “nearly all” instruction, and we will use this to estimate missing DE1 data for the 1999-2000 academic year.

Academic Year 1999-2000. You may include summer 2000 enrollments in your reporting, but *these must be reported separately from both state-funded enrollments and all other non-state funded enrollments* if you choose to report them.

Degree Program Data

- a. How many degree or approved certificate programs do you offer where **more than half but less than all** of the degree or certificate is offered via distance education?
- b. How many degree or approved certificate programs do you offer where the **entire** degree or certificate is offered via distance education?

Enrollment Data

In the following tables:

1. A course is defined as a uniquely numbered listing in the institution's course catalog.
2. If the same person takes three DE courses during the year, they are three duplicated head counts (or, "seat counts").

Table 1: Enrollment by funding/credit status

Course Category	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE
1. For credit, state-supported				
2. For credit, self-sustaining				
3. Non credit, state-supported				
4. Non credit, self-sustaining				
TOTAL				

Table 2: Enrollment by delivery mode

Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE
On-line				
Interactive video				
Pre-recorded				
Correspondence				
Multi-modal				
Total				

Aggregate Enrollment Data

1. What is the **overall unduplicated headcount** for distance education courses? (Note: if the same person takes three DE courses during the year, they are one unduplicated headcount.)
2. What percent of students enrolled full-time and attending classes on your campus(es) (by unduplicated headcount) also take one or more distance education courses?
3. What percent of distance education students (unduplicated headcount) are enrolled exclusively in distance education (and not enrolled on-campus)?
 - a. Of these students (enrolled exclusively in DE courses), what proportion are full-time and what proportion are part-time?

Characteristics of Distance Education Students

For student characteristics reported in the table below, please indicate the following:

1. The data below are based upon what universe of distance education modalities – e.g. online only, correspondence only, or all modalities?
2. The data below represent what percentage of all distance education enrollments? (e.g. by unduplicated headcount)

Table 3: Characteristics of Distance Education Students

Student Characteristic	Response
% female	
% students of color	
% disabled	
% enrolled full-time (on campus and DE combined)	
% undergraduate	
% who work	
Median age	
% also enrolled in on-campus courses	

Appendix B
Data Reported to HECB

- **Table One: Enrollment by Funding/Credit Status, 1999-2000**
- **Table Two: Enrollment by Delivery Mode, 1999-2000**

Table One: Enrollment by Funding/Credit Status, 1999-2000

Western Washington University					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	14	197	83	25	12%
2. For credit, self-sustaining	123	576	368	192	88%
3. Non credit, state-supported	0	0	0	0	0%
4. Non credit, self-sustaining	1	3	3	0	0%
TOTAL	138	776		217	100%
Eastern Washington University					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	15	723	499	53.3	57%
2. For credit, self-sustaining	108	425	274	40.24	43%
3. Non credit, state-supported					
4. Non credit, self-sustaining					
TOTAL	123	1148		93.54	100%
Central Washington University					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	43	1243	834	127.71	99%
2. For credit, self-sustaining	1	6	6	0.67	1%
3. Non credit, state-supported					
4. Non credit, self-sustaining					
TOTAL	44	1249		128.38	100%
The Evergreen State College					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	0	0	0	0	0
2. For credit, self-sustaining	0	0	0	0	0
3. Non credit, state-supported	0	0	0	0	0
4. Non credit, self-sustaining	0	0	0	0	0
TOTAL	0	0		0	0
Comprehensive Universities, Subtotal					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	72	2163	1416	206.01	47%
2. For credit, self-sustaining	232	1007	648	232.91	53%
3. Non credit, state-supported	0	0	0	0	
4. Non credit, self-sustaining	1	3	3	0	
TOTAL	305	3173		438.92	100%
University of Washington					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount*	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	35	2027		201.5	26%
2. For credit, self-sustaining	202	5212		573.4	74%
3. Non credit, state-supported	0	0		0	
4. Non credit, self-sustaining	69	2391		0	
TOTAL	306	9630		774.92	100%

Washington State University					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	407	9662	3978	972.4	97%
2. For credit, self-sustaining	75	221	170	25.2	3%
3. Non credit, state-supported	0	0	0	0	
4. Non credit, self-sustaining	4	69	45	0	
TOTAL	486	9952		997.60	100%
All Public Four-Year					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount**	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	514	13852	5394	1379.91	62%
2. For credit, self-sustaining	509	6440	818	831.51	38%
3. Non credit, state-supported	0	0	0	0	
4. Non credit, self-sustaining	74	2463	48	0	
TOTAL	1,097	22,755		2,211	100%
Community and Technical Colleges					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount**	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	1372	42732	27778	4295	79%
2. For credit, self-sustaining	282	10259	6872	1067	20%
3. Non credit, state-supported	0	0	0	0	
4. Non credit, self-sustaining	122	1441	1057	48	1%
TOTAL	1,776	54,432		5,409	100%
ALL PUBLIC INSTITUTIONS					
Course Category	Number of Courses Offered	Duplicated Headcount ("seat count")	Unduplicated Headcount**	Average Annual FTE	Percent of AAFTE
1. For credit, state-supported	1886	56584	33172	5674.91	74%
2. For credit, self-sustaining	791	16699	7690	1898.51	25%
3. Non credit, state-supported	0	0	0	0	0%
4. Non credit, self-sustaining	196	3904	1105	48	1%
TOTAL	2873	77187		7621.42	100%
*the UW did not report unduplicated headcount					
**total enrollments by unduplicated headcount do not include the UW					
Source of data: HECB Data Request.					

Table Two: Enrollment by Delivery Mode, 1999-2000

WWU					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	46	332	332	75	34%
Interactive video	9	102	22	9	4%
Pre-recorded	7	94	94	9	4%
Correspondence	71	1210	968	109	50%
Multi-modal	5	75	25	16	7%
Total	138	1733		218	100%
EWU					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	5	330	208	19.82	21%
Interactive video	10	393	306	33.64	36%
Pre-recorded	6	54	27	2.42	3%
Correspondence	102	371	247	37.71	40%
Multi-modal	0	0	0	0	
Total	123	1148		93.59	100%
CWU					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	5	136	131	10.47	8%
Interactive video	38	1113	723	117.91	92%
Pre-recorded					
Correspondence					
Multi-modal					
Total	43	1249		128.38	100%
TESC					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	0	0	0	0	0
Interactive video	0	0	0	0	0
Pre-recorded	0	0	0	0	0
Correspondence	0	0	0	0	0
Multi-modal	0	0	0	0	0
Total	0		0	0	0
Subtotal, Comprehensive Universities					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	56	798	671	105.29	24%
Interactive video	57	1608	1051	160.55	36%
Pre-recorded	13	148	121	11.42	3%
Correspondence	173	1581	1215	146.71	33%
Multi-modal	5	75	25	16	4%
Total	304	4130		439.97	100%

UW					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount**	Average Annual FTE	% AAFTE by mode
On-line	200	8061		703.3	91%
Interactive video	12	207		20.37	3%
Pre-recorded	61	512		51.2	7%
Correspondence	44	940		0	0%
Multi-modal	0	0		0	
Total	306	9630		774.87	100%
WSU					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	26	445	354	29.3	3%
Interactive video	218	2842	1743	307.1	31%
Pre-recorded	60	3272	1432	318.6	32%
Correspondence					
Multi-modal	128	3393	1998	342.6	34%
Total	432	9952		997.6	100%
Public Four Year, Total					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount*	Average Annual FTE	% AAFTE by mode
On-line	282	9304	1025	837.9	38%
Interactive video	287	4657	2794	488.0	22%
Pre-recorded	134	3932	1553	381.2	17%
Correspondence	217	2521	1215	146.7	7%
Multi-modal	133	3468	2023	358.6	16%
Total	1042	23712		2212.4	100%
Community and Technical Colleges					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	842	23535	15487	2281	42%
Interactive video	155	3550	2172	381	7%
Pre-recorded	415	18930	13358	1978	37%
Correspondence	195	5276	3956	462	9%
All other	225	3141	2467	307	6%
Total	1613	54432		5409	100%
All Public Institutions					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount*	Average Annual FTE	% AAFTE by mode
On-line	1124	32839	16512	3118.9	49%
Interactive video	442	8207	4966	869.0	10%
Pre-recorded	549	22862	14911	2359.2	27%
Correspondence	412	7797	5171	608.7	7%
Multi-modal	358	6609	4490	665.6	7%
Total	2655	78144		7621.4	100%

**the UW did not report an unduplicated headcount

*unduplicated headcounts do not include UW

Source: HECB Data Request.

APPENDIX C
Washington State University

The Washington State University generated estimated 1999-2000 enrollments for all courses in which 51% or more of contact hours were at a distance. They did it by calculating a ratio of “predominant” to “all” instruction for the fall 2000, and then applying this ratio to the 1999-2000 academic year. Using this estimation technique, WSU’s distance education FTEs increased from 997 (using the 100% criterion) to 1406 (using the PCHEES III 51% criterion).

Table 1: ESTIMATED DE1 Enrollment by funding/credit status (DE2 x Fall 2000 Ratio)

Course Category	Number of Courses Offered	Duplicated Headcount (or, “seat count”)	Unduplicated Headcount	Average Annual FTE
1. For credit, state-supported	407 x 1.08 = 440	9662 x 1.40 = 13527	3978 x 1.47 = 5847	972.4 x 1.42 = 1380.8
2. For credit, self-sustaining	75 x 1 = 75	221 x 1 = 221	170 x 1 = 170	25.2 x 1 = 25.2
3. Non credit, state-supported	0	N/A	N/A	N/A
4. Non credit, self-sustaining	4 x 1 = 4	69 x 1 = 69	45 x 1 = 45	N/A
Total	519	13817		1406

Table 2: ESTIMATED DE1 Enrollment by delivery mode (DE2 x Fall 2000 Ratio)

Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, “seat count”)	Unduplicated Headcount	Average Annual FTE
On-line*				
Interactive video	218 x 1.13 = 246	2842 x 2.12= 6025	1743 x 1.79= 3120	307.1 x 2.15 = 660.3
Pre-recorded	60 x 1 = 60	3272 x 1.01= 3305	1432 x 1 = 1432	318.6 x 1.01 = 321.8
Correspondence**				
Multi-modal	154 x 1.04 = 160	3393 x 1.21= 4106	1998 x 1.23 = 2458	342.6 x 1.25 = 428.3
Total	466	13436		1410.4

*On-line data is combined with multi-modal data in order to use fall 2000 ratios.

**Correspondence courses are included in the multi-modal category as the majority of them include some form of technology-mediated instruction and/or interaction.

Figure 1
Distance Education As A Proportion of All
Instruction, 1999-2000

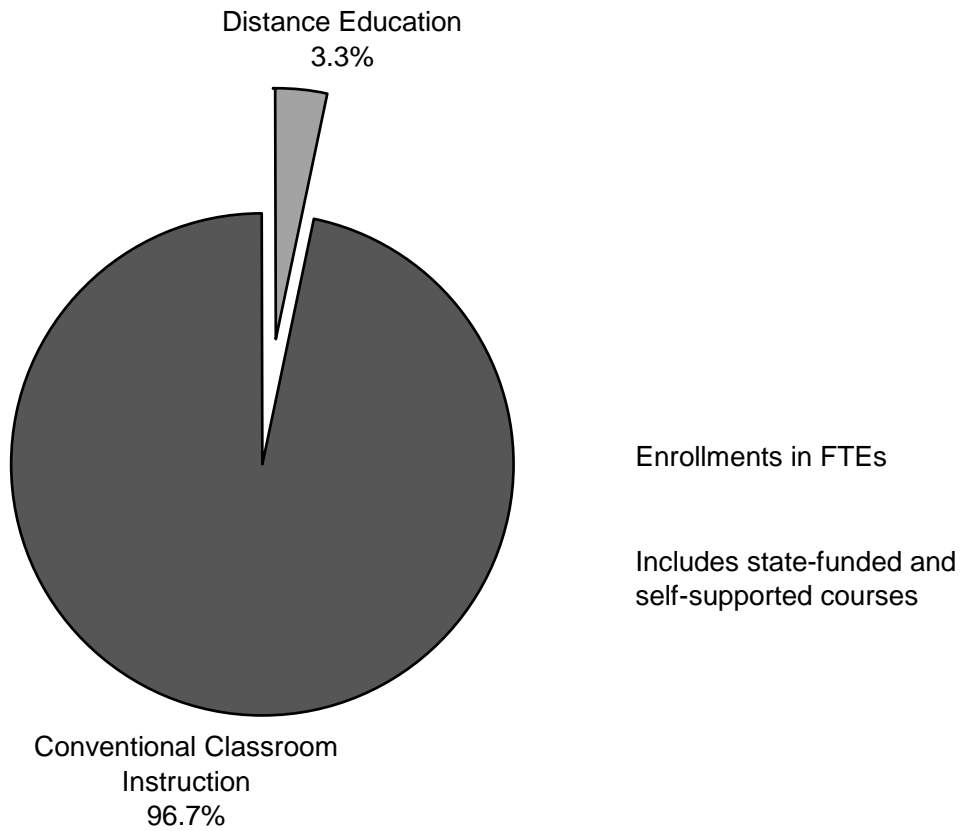


Figure 2
Distance Education Enrollments by Institution and Sector, 1999-2000

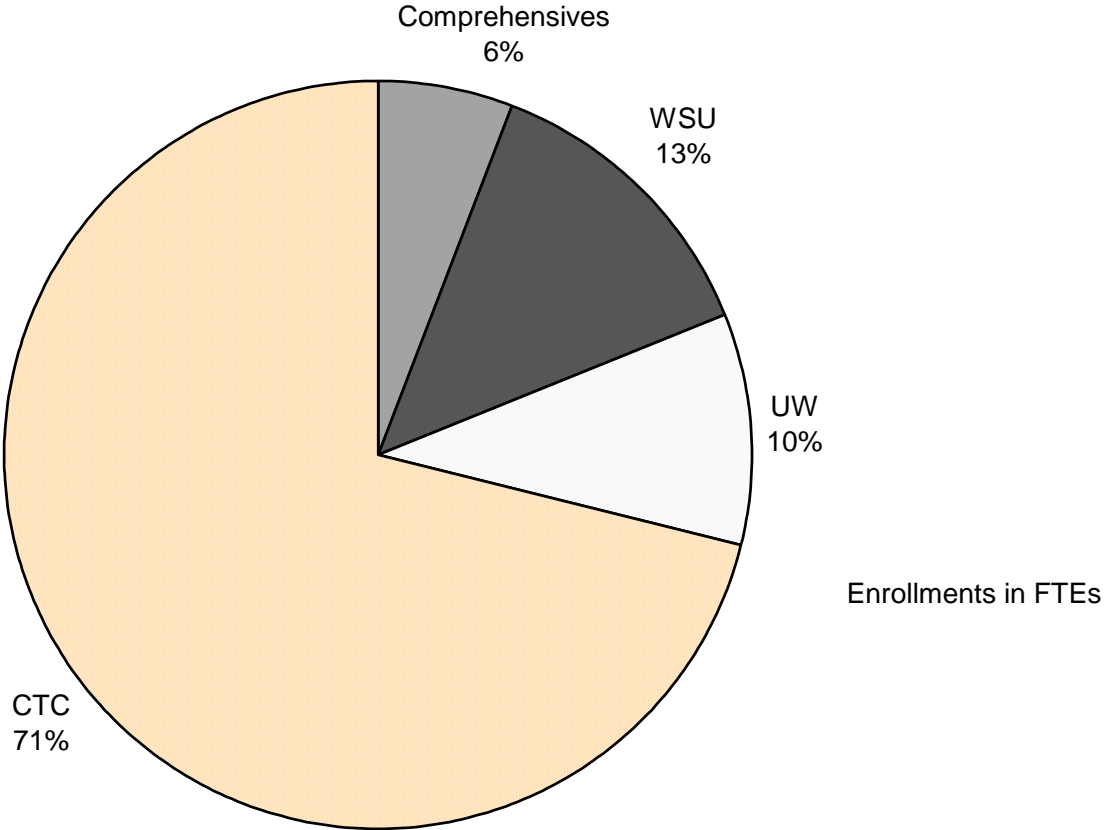


Figure 3
Distance Education: Course Funding/Course Credit 1999-2000

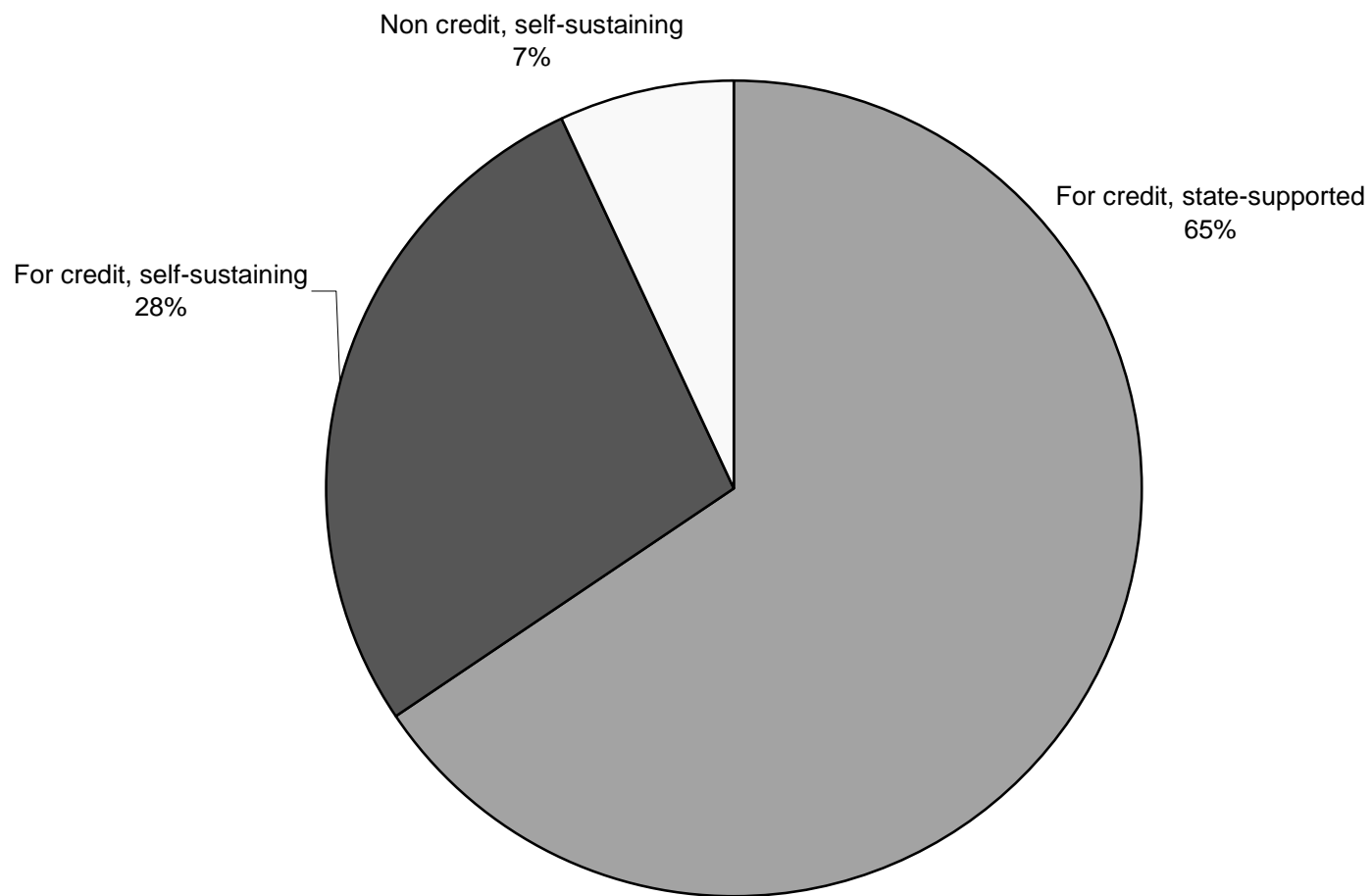
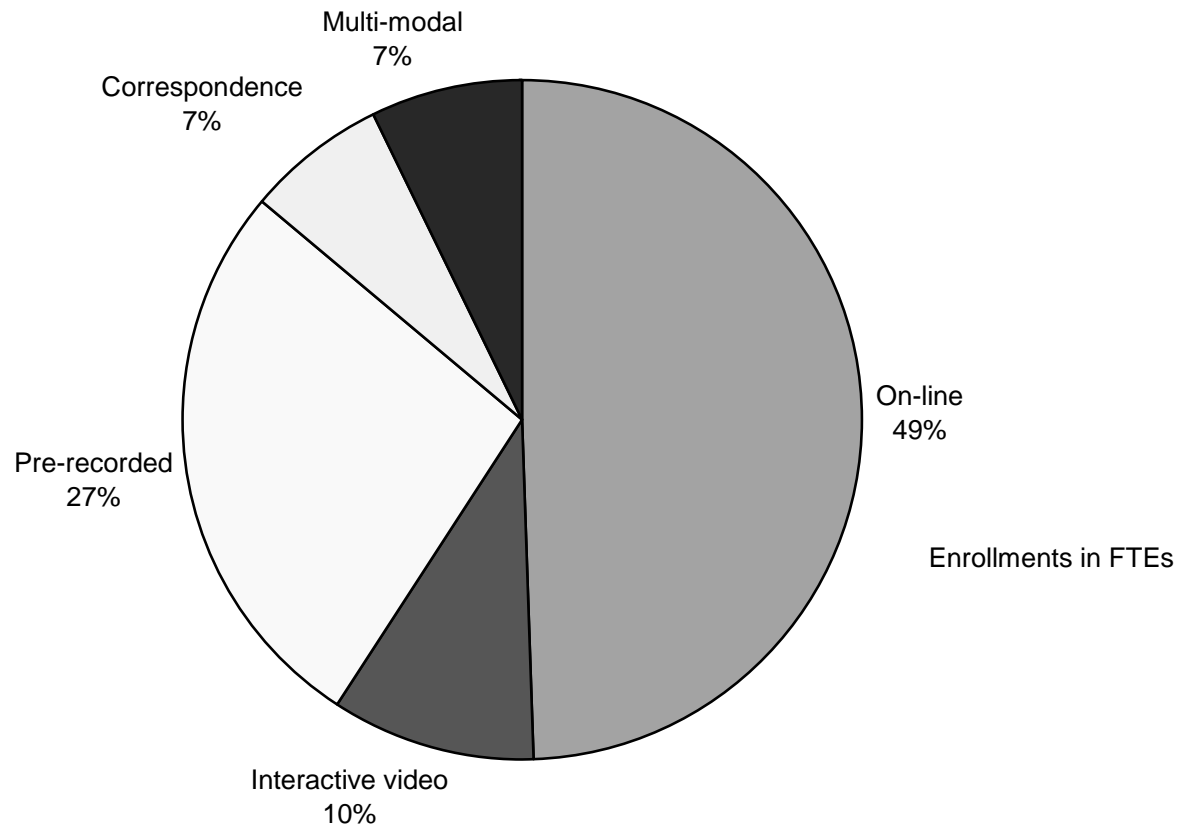
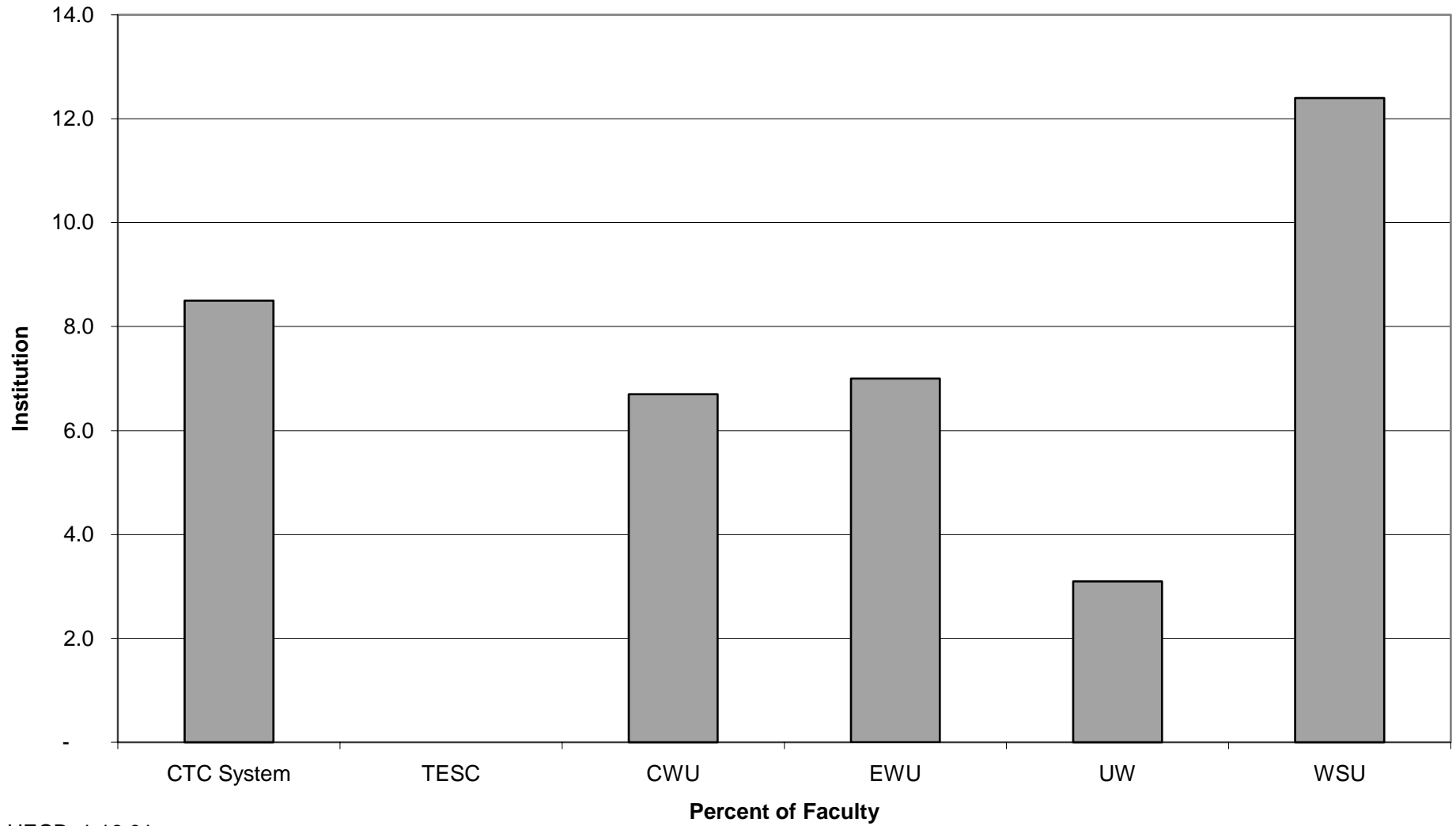


Figure 4
Enrollments for Each Mode of DE Delivery, All Public Institutions,
1999-2000



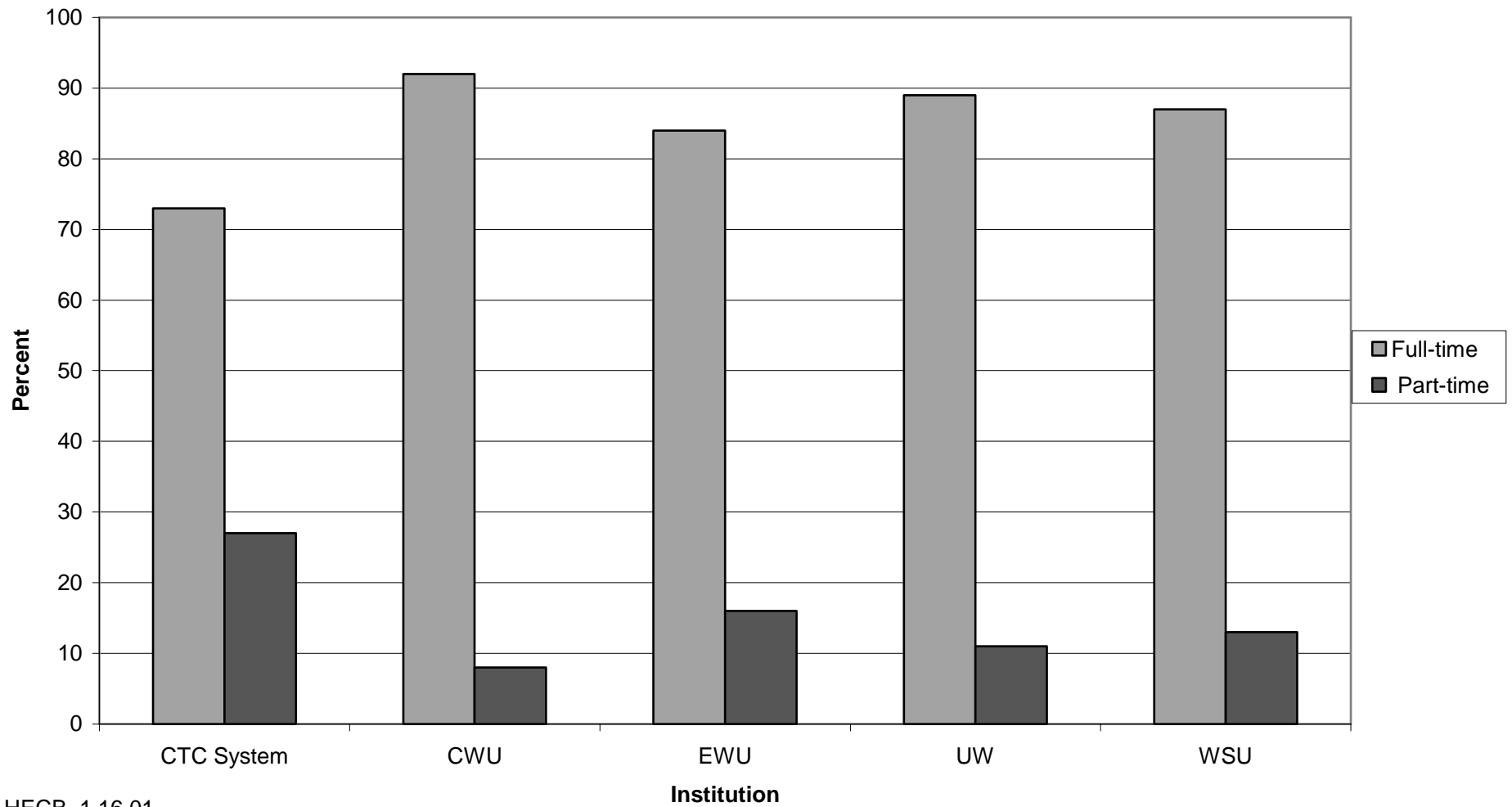
HECB, 1.16.01
T. Weko

Figure 5
Percent of All Faculty Teaching in DE Courses, 1999-2000



HECB, 1.16.01
T. Weko

Figure 6
Full and Part-Time Instructors in Distance Education, 1999-2000



HECB, 1.16.01
T.Weko

RESOLUTION NO. 01-01

WHEREAS, The Legislature directed the Higher Education Coordinating Board (HECB) in EHB 2952 to provide it with information that would permit informed decision-making about distance education in our state; and

WHEREAS, The HECB has worked in conjunction with the State Board for Community and Technical Colleges, the Office of Financial Management, and state public colleges and universities to prepare the distance learning study; and

WHEREAS, HECB staff have collected data to establish the scope and manner of current distance education activities at public higher education institutions as well as the financing of distance education in Washington; and

WHEREAS, The study also examines the impact of distance education on students and faculty; and

WHEREAS, The study considers the implications of distance education on facility use and capital budgeting;

THEREFORE, BE IT RESOLVED, That the Board adopts the distance learning study and directs staff to forward it to the Legislature.

Adopted:

January 24, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

GUIDELINES FOR PROGRAM PLANNING, APPROVAL, AND REVIEW Proposed Revisions

January 2001

EXECUTIVE SUMMARY

BOARD ACTION

The Board is requested to adopt the following *Guidelines for Program Planning, Approval, and Review*. The Board was briefed on the major changes included in this version of the *Guidelines* at their December 6, 2000, meeting.

HIGHLIGHTS OF MAJOR REVISIONS

Over the past year, HECB staff worked with members of the Inter-institutional Committee for Academic Program Planning (ICAPP) of the four-year Council of Presidents and other interested parties to re-design the HECB degree approval process. Highlights of major revisions follow.

- **Expedite the approval process for new degrees by establishing a three-month limit** for the HECB to review and act on institutions' proposals, and for other institutions to comment on new degree proposals. The current process allows for a six-month review period.
- **Streamline and reduce to 30 days the HECB's review of institutions' plans** to offer existing main-campus degree programs at branch campuses or off-campus locations, or by distance learning technologies or a combination of delivery methods. Currently, this review can take up to six months.
- **Simplify the universities' planning process** by reducing their four-year academic program plans to two-year academic program plans.
- **Delegate approval authority to the HECB Executive Director** for existing main-campus programs proposed to be offered at a branch campus or off-campus location, or by distance learning technologies or a combination of delivery methods.

The revisions support a degree approval process that is faster, more flexible, and more relevant to the state's rapidly-changing higher education environment. Specifically, they support a "fast track" degree approval process, which would assess performance-based outcomes such as enrollment and graduation patterns, alumni and employer satisfaction, student learning outcomes, and placements in business and industry, or advanced studies.

Provosts of the public baccalaureate institutions have endorsed the proposed major revisions and expressed their support for the direction the Board is taking in exercising its degree approval responsibilities.

GUIDELINES FOR PROGRAM PLANNING, APPROVAL, AND REVIEW **Proposed Revisions**

January 2001

HECB STATUTORY AUTHORITY

New Program Approval

The Higher Education Coordinating Board has been charged by statute with the responsibility for approving new degree programs to be offered by the public four-year institutions. The HECB is responsible for the review and approval of both on- and off-campus programs – including branch campus offerings – in coordination and consultation with all other segments of higher education. The State Board for Community and Technical Colleges performs a similar function for the community and technical college system, except in the case of programs of over 120 credit hours, which also require HECB review.

Existing Program Review

The HECB has also been charged in statute with the responsibility for reviewing existing degree programs at all public four-year institutions. Specifically, the HECB is to “review, evaluate, and make recommendations for the modification, consolidation, initiation, or elimination” of on-campus programs offered by the four-year institutions, and “review and evaluate and approve, modify, consolidate, initiate, or eliminate” off-campus programs. This charge is carried out through a program review process, conducted by the institutions and reviewed by the HECB, which is described in a later section.

Importance to HECB

Program approval and review contributes to the HECB's overall effectiveness in fulfilling its primary purpose of “planning, coordination, monitoring, and policy analysis for higher education in the state of Washington.” The HECB has been specifically requested to “represent the broad public interest above the interests of the individual” institutions. Therefore, the HECB must ensure that new programs are needed, will serve the public interest, and are a sound investment of state resources. Furthermore, the HECB must ensure that existing programs are meeting the needs of students and improving in quality, and that such programs continue to be a sound investment of the state's resources.

These guidelines have been written to apply to all types and locations of programs. They will be reviewed on a regular basis and revised to incorporate policy changes adopted by the HECB.

PROGRAM PLAN

Submission of New Program Plans and Required Information

On a two-year cycle, beginning January 1, 2002, each four-year institution shall submit to the HECB a program plan for the next biennium. Complete information shall be included on:

- Renaming programs – basic information about what the institution intends to do.
- New or revised program options – basic information about what the institution intends to do.
- Certificate programs – basic information about what the institution intends to do.
- Planned programs which were not proposed within last three years of plan approval are sunset.
- New degree programs planned to be offered in the next biennium shall include the following:
 - Degree title
 - Delivery mechanism
 - Location
 - Implementation date
 - Substantive statement of need
 - Source of funding
 - Year 1 and full enrollment targets (FTE and headcount)
- Program eliminations shall include the following:
 - Degree title
 - Date of elimination
 - Location
 - Enrollments (FTE and headcount for past five years)
 - Rationale for elimination
 - Provisions for enabling enrolled students to graduate
 - Disposition of the program's state resources

Definitions can be found in Appendix A.

Process

The institution shall submit one copy of its program plan in an agreed upon electronic format to the HECB and ten hard copies of their program plan to the HECB for redistribution. These plans will be shared with other public higher education institutions, independent institutions, and other educational sectors. Comments will be directed to the HECB and shared with the proposing institution.

No commitments shall be made to a community or a constituency that a program will be offered until the HECB has granted “permission to develop a proposal status” to the program, indicating that the institution may continue to develop the program.

Exceptions to this process may be granted by the HECB Executive Director in cases where the process reduces the institution's effectiveness in responding to a clear and urgent need.

Criteria

HECB review of new programs will focus on the state's need for the program, effective use of resources, and consistency with institutional mission and priorities. State need may refer to the economic, occupational, professional, workforce, cultural, or intellectual needs of the state's citizens. This also could include evidence of student interest and employer demand. Sufficient information to determine whether need is likely to exist must be submitted at the program planning stage for each program planned for the upcoming biennium. The program proposal shall contain a more complete documentation of need for the program. The nature and extent of program duplication also will be evaluated. Each proposed program must be consistent with the institution's mission and reflect the institution's program priorities.

HECB Decision Options

For planned new degree programs the HECB may make one of the following determinations:

- Grant “permission to develop proposal status” for the planned program, which indicates the institution can continue to develop a full proposal;
- Return the program to the institution for further development and re-submission in a subsequent program plan; or
- Disapprove the program; development of these programs shall cease.

After new degree programs receive “permission to develop proposal status” a program proposal will need to be prepared and submitted for review of the HECB, within three years of gaining such status. Should this not occur, the program sunsets.

PROGRAM APPROVAL

Process for New Degree Programs

An institution shall submit one copy of its proposal in an agreed upon electronic format to the HECB no less than three months prior to the anticipated start date of the program to allow sufficient time for staff review, consultation with the institution, and preparation of a report to the HECB. The public four-year institutions and HECB staff have 30 days to comment, after receipt of the program proposal, on the proposed new degree program. External review of the proposal will consist of two groups:

1. External Experts
 - a. one reviewer who is a recognized expert in the field from outside Washington State; and,
 - b. one additional reviewer who is an expert in the field.

2. All Public Four-Year Institutions

An institution may submit its draft proposal for external review at the same time that it conducts its internal review of the proposal.

Criteria

Staff will review the program proposal and prepare an executive summary for the HECB highlighting the following information on the proposed program.

1. Documentation of state need for the program.
2. Assessment plan, which includes plans for assessing student achievement and expected student learning outcomes, and program effectiveness.
3. Diversity plan, which addresses the program's plan for increasing the number of students from underrepresented populations.
4. Program budget.
5. Assurance that internal and external reviews attest to the quality of the program.
6. Use of technology.

A draft of the executive summary will be shared with program and institutional representatives. If there is consensus, the program will be placed on the Board's consent agenda for approval. If there is controversy, the HECB will employ its dispute resolution process.

Proposal Cover Sheet, Information Requested, Forms

Information to be included in the program proposal is outlined in the pages that follow.

An incomplete proposal will be returned to the institution with specific areas of concern and inadequacies cited. Such action is not to be considered disapproval, and any proposal so returned may be re-submitted.

Cover Sheet for Program Proposals

Institution _____

Degree-Granting Unit (Department(s),
College, School, or Interdisciplinary Unit) _____

Degree (Level) _____

of (Type) _____

in (Major) _____

CIP Code _____

Mode of Delivery (check all that apply): _____ single campus/traditional classroom
_____ satellite _____ videotape _____ internet/web _____ other (describe)

Proposed Starting Date _____

Academic Department Representative _____

(Name) _____

(Title) _____

(Address) _____

(Telephone) _____ (Fax) _____

(E-mail) _____

Endorsement by
Chief Academic Officer _____

Date _____

Contents of Program Proposal

I. Program Need

A. Relationship to Institutional Role and Mission

B. Documentation of Need for Program

Please provide objective data, studies, or the results of institutional needs assessments conducted to document a special need. Use any of the following possible justifications, as appropriate to the program's nature:

1. Student interest or demand.
2. Cultural, artistic, and intellectual growth.
3. Economic growth and development.
4. Changes in occupation or profession.
5. Workforce needs of local industry. (Please detail whether workforce needs require new graduates or the retraining of present employees and estimate the demand for, and supply of, graduates.)
6. Service to community. (Please describe the potential opportunities for service to the community which program faculty, students, or administrative staff could provide. Include as appropriate, opportunities for research, internships, or service.)
7. Relationship to HECB policies and goals for higher education and/or Update to the Master Plan for Higher Education.

C. Relationship to Other Institutions

1. Duplication. (Please describe similar programs offered by a local public or independent institution.)
2. Uniqueness of program. (Please detail the unique aspects of the proposed program which differentiate it from similar programs described above.)

II. Program Description

A. Goals, Objectives, Student Learning Outcomes

B. Curriculum

1. Course of study
2. Admission requirements
3. Course sharing

C. Use of Technology

Please describe mode of course delivery, opportunities for student faculty interactions, and faculty development activities.

D. Faculty

Faculty profile. (See Table 1. Please provide a profile of the anticipated faculty, (e.g., full-time, part-time, regular, continuing, adjunct) that will support the program, and the total FTE allocated to the program.)

E. Students

1. Projected enrollments for five years (See Table 2).
2. Expected time for program completion.
3. Diversity. (Please detail the specific efforts planned to recruit and retain students who are persons of color or disabled.

F. Administration

Administration and support staff. (See Table 3. Please provide the title and percents of effort devoted to the program.)

III. Program Assessment**A. Assessment plan**

Please provide a detailed plan for assessing how well program objectives have been achieved. The plan shall include a description of how the assessment information will be gathered and how it will be used.

B. Student learning outcomes assessment plan

Please provide a detailed plan for assessing expected student learning outcomes. The plan shall include a description of how the student learning outcomes will be measured and how the results will be used.

IV. Finances**A. Summary of program costs**

Please identify the amounts and sources of all program funding in Table 4 for: a) Year 1 of the program; and, b) the year it is expected to reach full enrollment, Year N. If the new program is to be funded from reallocated internal resources, describe the sources from which the funds are being reallocated.

V. External Evaluation of Proposal**A. External Expert Reviewers**

Please provide the names and titles of the two external evaluators who reviewed the proposal. Enclose copies of the external evaluators' letters. Summarize the program developers' responses and subsequent modifications to the proposal based on evaluators' recommendations.

B. Other Public Four-Year Institutions

Please invite the other public four-year institutions to submit their comments related to the proposed program directly to the HECB.

TABLE 1
Program Faculty

Name	Rank	Status	% Effort in Program
Total FTE Faculty			

TABLE 2
Size of Program

Number of Students	Year 1	Year 2	Year 3	Year N*
Headcount				
FTE				

* Please indicate the year in which the program plans to reach full enrollment.

TABLE 3
Administrative/Support Staff

Name	Title	Responsibilities	% Effort in Program
Administrative Staff			
Support Staff			
Total FTE Staff			

TABLE 4

Summary of Program Costs – Year 1 and Year N

Line Item	Internal Reallocation	New State Funds	Other Sources (a)	Year 1 Total	Year N (B) Total
Administrative Salaries (# FTE) Benefits @ # %					
Faculty Salaries (# FTE) Benefits @ # %					
TA/RA Salaries (# FTE) Benefits @ # %					
Clerical Salaries (# FTE) Benefits @ # %					
Other Salaries (c) (# FTE) Benefits @ # %					
Contract Services					
Goods & Services					
Travel					
Equipment (d)					
Other (e) (itemize)					
Indirect (if applied to program)					
TOTAL COST					
FTE Students					
Cost-per-FTE Student					

- (a) Indicate the source of funds.
- (b) Indicate academic year when the program is expected to reach full enrollment.
- (c) Describe position or duties.
- (d) Detail type and number of equipment needed.
- (e) Describe what is included in this category.

Process for Existing Degree Programs

An institution shall submit a Notification of Intent for an existing program to be offered at a branch campus, a new off-campus location, via distance learning, or a combination of delivery methods at least 45 days prior to the proposed start date of the program. An institution shall submit the Notification of Intent in an agreed upon electronic format to the HECB. The Notification of Intent shall include the following information:

- Name of institution
- Degree title
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need
- Source of funding
- Year 1 and full enrollment targets (FTE and headcount)

The HECB staff will post the institution's Notification of Intent on its Web site within five business days of receipt, and notify the other public four-year institutions. The other public four-year institutions and HECB staff will have 30 days to review and comment on the Notification of Intent via an email link on the HECB Web site. If there is consensus, the HECB Executive Director will approve the existing degree program proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods. If there is controversy, the HECB will employ its dispute resolution process.

EXISTING PROGRAM REVIEW

Biennial Information

On a biennial basis, beginning January 1, 2002, each institution will submit an Enrollment Report to the HECB on all new programs it has initiated within the last five years and on all programs offered at the branch campuses. An institution shall submit an electronic copy of the Enrollment Report in an agreed upon electronic format to the HECB. After five years, all new programs, whether at branch or off-campus locations, new on the main campus, or delivered via distance learning technologies, shall be incorporated into the institution's on-going process of program review.

Review Process

On a biennial basis, beginning January 1, 2001, institutions shall submit Program Review Reports on programs reviewed in the previous biennium. In addition, institutions shall submit an inventory of programs scheduled for review in the upcoming biennium.

The institution is responsible for determining the appropriate process and criteria for program review. Similar programs offered by a single academic unit (e.g., department) may be reviewed at the same time and incorporated into one program review. However, when an existing program has spawned a new site or a new distance learning modality since its last institutional review, the new site or distance delivery mode will receive a separate focus within the single program review.

Each continuing program will be reviewed on a cycle (for example, every 5, 7, or 10 years) adopted by the institution. After the internal program review has been completed, a Program Review Summary Report will be submitted to the HECB. The Report will be reviewed by HECB staff. At its discretion, the HECB may request a copy of the complete program review document.

Based on the information provided in the Program Review Summary Report and/or additional information provided by the institution, staff will determine whether there is reason for the HECB to consider making a recommendation to modify, consolidate, or eliminate the program. On a biennial basis, staff will report to the HECB on program reviews conducted during the previous biennium.

Program Review Summary Report

For each degree program, the institution will submit a summary of results of its program review. The Program Review Summary Report shall contain the following information.

1. Degree program title.
2. Year of last program review.
3. Documentation of continuing need.
4. Assessment information related to expected student learning outcomes and the achievement of the program's objectives.
5. Plans to improve the quality and productivity of the program.
6. Data on number of majors and degrees granted in the last three academic years for each degree program incorporated in the review; number of FTE faculty and graduate assistants (Gas) that teach in the department. See Table 5 for format.

TABLE 5

Program Review Data

Name of Department	Year 1: 20__ – 20__	Year 2: 20__ – 20__	Year 3: 20__ – 20__
Degree Program A Majors Degrees Granted			
Degree Program B Majors Degrees Granted			
Degree Program C Majors Degrees Granted			
Departmental Data FTE Instructional Faculty FTE Gas			

APPENDICES

- APPENDIX A Definitions
- APPENDIX B Branch Campus Policies
- APPENDIX C Off-Campus Policies
- APPENDIX D Distance Learning Policies
- APPENDIX E Sample Student Learning Outcomes and Assessment

APPENDIX A DEFINITIONS

Certificate programs are programs of study that normally require less than one-quarter of the credits required during a degree program at a similar level. Successful completion of the program results in a certificate. Certificate programs may also be non-credit.

Degree means a title or rank awarded by a college or university to a student who has successfully completed a required course of study.

Degree program means a set of educational requirements, identified jointly by the department or other degree-granting unit and the college or university, which leads to a degree. Baccalaureate program requirements usually involve a combination of general education courses, courses in the major field of study, and elective courses. Graduate program requirements involve intensive study in the major field, preparation in the use and conduct of research, and/or a field or internship experience; professional programs generally prepare individuals for professional fields (e.g., law, medicine).

Degree title means a full designation of the degree including **level** (bachelor, master, doctor), **type** (e.g., arts, science, fine arts, business administration), and **major** (e.g., mathematics, civil engineering, history). These distinctions are illustrated below. Each institution may have a different taxonomy of degree titles. However, for the activities outlined in these guidelines, these definitions of a degree title will be used.

DEFINITION OF DEGREE TITLE

<u>Degree Designation</u>	<u>Level</u>	<u>Type</u>	<u>Major</u>
B.S. Chemistry	Bachelor	Science	Chemistry
B.F.A.	Bachelor	Fine Arts	Music
M. Engineering	Master	Engineering	Electrical Engineering
Med. Curriculum & Instr.	Master	Education	Curriculum & Instruction
M.B.A.	Master	Business Administration	Finance
Ph.D. Linguistics	Doctor	Philosophy	Linguistics

Major means that part of the curriculum where a student concentrates on one subject or group of subjects and which comprises the largest number of units in any given discipline. Its contents are usually defined by one academic department but also may be defined jointly by two or more departments, as in the case of an interdisciplinary major.

New degree means any proposed degree which differs from any other offered by the proposing department or unit in one or more of the three degree title specifications (level, type, or major). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval of the HECB. Though a program may not be new to the institution, if it is to be offered at a **new location**, it will be considered a new degree program to that location and will require HECB approval.

APPENDIX A
DEFINITIONS
(Continued)

Off-campus degree program means a degree program offered away from the main or branch campus of the institution (in-state, out of state, or in another country) and may be in-person or telecommunicated instruction.

An **option, specialization, or concentration** within a degree program is an area of study that is generally less than one-half of the total credits needed for the upper-division major or graduate program. It may also be referred to as a concentration, specialization, area of emphasis, track, or minor. It can generally be distinguished from a new degree in that full designation of the degree title – including level, type, and major – does not change when a new option is added.

**APPENDIX B
BRANCH CAMPUS POLICIES**

Role and Mission. The primary mission of the branch campuses is to provide instruction in degree-granting programs at the upper-division and master's levels. Placebound individuals in the area surrounding each branch campus will be the primary participants.

Degree Programs. All branch campuses may offer upper-division programs in the areas below. All branches will offer master's degrees in applied areas, as well as research-oriented master's programs (e.g., arts and sciences) where need has been demonstrated and quality assured.

BACHELOR'S LEVEL

Business
Computer Science
Engineering
Arts and Letters
Nursing
Sciences
Social Sciences

MASTER'S LEVEL

Business
Computer Science
Engineering
Arts and Letters
Education
Health
Social Sciences

Doctoral degrees will not be offered on the branch campuses. Exceptions to this policy for practice-oriented doctorates may be granted by the HECB under exceptional conditions.

Level of Coursework. Branch campuses are not four-year institutions. They are intended to serve students who have an Associate of Arts degree, or 90 quarter or 60 semester credits of appropriate college-level work. Students will be expected to complete their lower-division general education requirements prior to enrollment at a branch campus. Branches normally may not offer lower-division coursework.

Quality and Comparability. Branch campuses will offer educational programs of a quality comparable to those on the main campus.

Service to Students. Branches shall schedule their academic programs and provide support services to respond to the needs of their students.

APPENDIX C
OFF-CAMPUS POLICIES

1. Off-campus degree programs will be responsive to the educational needs of students and the economic needs of the state in both urban and rural areas. The demonstration of need for the program is essential to any program proposal.
2. Off-campus degree programs will be of high quality. The qualifications of faculty and staff, availability of library resources, and adequacy of facilities, funding, and support equipment will be carefully reviewed to ensure comparable quality to main campus programs.
3. Off-campus degree programs must consist of a set of courses and related academic requirements for degree completion, the majority of which are available at the off campus location. Generally, the program must offer a schedule and array of courses that would allow one cohort of students to progress through the course of study and complete the program within three academic years or less. Degree programs intended to serve individual students must also make available sufficient coursework so that a student may progress through the degree program in three years or less.
4. Off-campus programs must represent an effective use of institutional and state resources which are sufficient to provide a quality program.

APPENDIX D DISTANCE LEARNING POLICIES

New programs developed for distance delivery shall comply with institutional policies, including faculty development, appropriate media usage, student-faculty interaction, course sharing, academic requirements, and support services.

In 1997, the Western Interstate Commission for Higher Education (WICHE) developed the "Principles of Good Practice in Electronically Offered Academic Degree and Certificate Programs," which are commended to institutions for their use in developing and delivering distance education programs.

WICHE Principles of Good Practice for Distance Learning Programs

Curriculum and Instruction

- Each program of study results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- An electronically offered degree or certificate program is coherent and complete.
- The program provides for appropriate real-time or delayed interaction between faculty and students and among students.
- Qualified faculty provide appropriate oversight of the program electronically offered.

Institutional Context and Commitment

Role and Mission

- The program is consistent with the institution's role and mission.
- Review and approval processes ensure the appropriateness of the technology being used to meet the program's objectives.

Faculty Support

- The program provides faculty support services specifically related to teaching via an electronic system.
- The program provides training for faculty who teach via the use of technology.

Resources for Learning

- The program ensures that appropriate learning resources are available to students.

Students and Student Services

- The program provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.
- Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning.
- Accepted students have the background, knowledge, and technical skills needed to undertake the program.
- Advertising, recruiting, and admissions materials clearly and accurately represent the program and the services available.

Commitment to Support

- Policies for faculty evaluation include appropriate consideration of teaching and scholarly activities related to electronically offered programs.
- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree/certificate.

Evaluation and Assessment

- The institution evaluates the program's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such program evaluation data.
- The institution provides for assessment and documentation of student achievement in each course and at completion of the program.

APPENDIX E

SAMPLE PROGRAM LEARNING OUTCOMES AND ASSESSMENTS

Statements of student learning outcomes for the program should describe what graduates of the program will know and be able to do. The assessment plan should indicate how these outcomes will be assessed. The following generic sample student learning outcomes and assessments are provided to clarify what an assessment plan might include:

- Graduates of this program will be capable of writing a journal article of sufficient quality that it could be submitted for publication. (Assessment: Students will submit their articles to a juried journal for feedback.)
- Graduates will know how to apply software used in this field to solve everyday and cutting-edge problems. (Assessment: Students will use common software packages to solve problems submitted by practitioners in the field.)
- Graduates will demonstrate their knowledge of the discipline to the level of proficiency expected of an entry-level graduate student. (Assessment: GRE scores and an alumni survey will provide feedback about the adequacy of the preparation for a graduate program.)
- Graduates will demonstrate their knowledge of the tools, materials, and processes used in industry. (Assessment: Senior capstone projects will be presented to personnel from local businesses, and judged by a group of faculty and business representatives.)
- Graduates will be able to articulate verbally and in writing the key methods of inquiry used in this field. (Assessment: Students will take oral and written exams.)
- Graduates will demonstrate their knowledge of group dynamics and their ability to work successfully in teams. (Assessment: After successfully completing a written test that assesses their knowledge of group work, students will complete a team-based senior project and analyze the group process through self- and peer-evaluations.)
- Graduates will be able to evaluate arguments for and against a proposal. (Assessment: Students will develop criteria for evaluating a proposal, and use those criteria to recommend which proposals should go forward.)
- Graduates will demonstrate effective verbal communication skills in a presentation typically performed in a job related to this field. (Assessment: Students will make a presentation to practitioners in the field, and review the videotape of the presentation with faculty to critique their performance.)

RESOLUTION NO. 01-02

WHEREAS, RCW 28B.80.340 assigns to the Higher Education Coordination Board the responsibility for approving new degree programs to be offered by the public four-year institutions; and

WHEREAS, RCW 28B.80.340 assigns to the Higher Education Coordinating Board the responsibility for reviewing, evaluating, and making recommendations for the modification, consolidation, initiation, or elimination of existing degree programs offered by the public four-year institutions; and

WHEREAS, The Higher Education Coordination Board's *Guidelines for Program Planning, Approval, and Review* were last revised in 1998; and

WHEREAS, The existing *Guidelines* include a commitment to review the process frequently in order to continuously improve efficiency, streamline efforts, and incorporate policy changes and initiatives adopted by the Board;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the document *Guidelines for Program Planning, Approval, and Review*, effective January 24, 2001.

Adopted:

January 24, 2001

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

APPROVAL OF NSIS EVERETT STATION LEASE AND ALLOCATION OF TENANT IMPROVEMENT FUNDS

January 2001

OVERVIEW

The North Snohomish, Island, Skagit Counties (NSIS) Higher Education Consortium is seeking HECB authorization to (1) lease space at the City of Everett's "Everett Station" and (2) approve the allocation of funds for tenant improvements at the Everett Station (see attached letter).

BACKGROUND

The NSIS Consortium includes the University of Washington, Washington State University, Central Washington University, Western Washington University, Eastern Washington University, Edmonds Community College, Everett Community College, and Skagit Valley College.

In 1997, the Higher Education Coordinating Board (HECB), in collaboration with the aforementioned institutions, conducted a study to identify cost-effective methods of providing additional access opportunities in the North Snohomish, Island, Skagit Counties area. In addition to expanding the capacity of the three community colleges to co-locate and offer upper-division programs in the region, the HECB recommended that a "hub" facility be acquired in the Everett/Marysville area.

Subsequent to that recommendation, the City of Everett advised the HECB of its intention to develop a "multi-modal" transit station in Everett with sufficient space to house educational programs needed by residents of the area.

In 1998, the HECB recommended to the Governor and Legislature that funding be provided in the 1999-2001 biennium operating budget to the NSIS Consortium to lease space in the Everett Station. Additionally, the HECB recommended that \$1 million in tenant improvement funds for the NSIS Consortium's occupancy of the Everett Station be appropriated to the HECB for subsequent allocation to the Consortium's fiscal agent, Western Washington University. Both funding recommendations were supported by the Legislature and included in the 1999-2001 operating and capital budgets.

Pursuant to state law (RCW 28B.80.340(5)), the HECB is required to approve the acquisition, by lease or purchase, of all off main-campus real property by the public universities and colleges. HECB staff have completed their review of the subject lease and the intended uses of the tenant improvement funds. A summary and recommendation is provided on the following page.

PROVISIONS AND RECOMMENDATIONS

Under the proposed lease, the NSIS Consortium will occupy 13,464 assignable square feet on the second and third floors of the Everett Station when construction of the facility is completed (December 2001). The leased space will be used to provide instructional programs offered by the Consortium. The annual cost of the lease, including a portion of the tenant improvements required by the NSIS Consortium, is approximately \$450,060 per year. The lease is for a five-year term.

Board approval of the proposed lease is recommended. The terms and conditions of the lease are equitable. Additionally, the delivery of programs from the Everett Station is consistent with the Board's earlier recommendations to provide additional opportunities for postsecondary education in this region in a manner that is cost-effective and highly accessible. In this regard, the location and nature of the Everett Station site is ideally suited for both traditional students and working adults.

Allocation of the \$1 million appropriated to the HECB for tenant improvement at the Everett Station is also recommended. These funds will be used to acquire instructional equipment.



Higher Education Consortium
North Snohomish, Island, and Skagit Counties
December 19, 2000

INSTITUTIONS

Central Washington University
Ellensburg

Eastern Washington University
Cheney

Edmonds Community College
Lynnwood

Everett Community College
Everett

Skagit Valley College
Mount Vernon

University of Washington
Seattle

Washington State University
Pullman

Western Washington University
Bellingham

Mr. Marcus Gaspard
Executive Director
Higher Education Coordinating Board
917 Lakeridge Way
Olympia, WA 98504-3430

Dear Marc:

This letter is to request that you put on the HEC Board agenda a request for approval of the lease between the NSIS Higher Education Consortium and the Everett City for one and one-half floors (13,464 useable square feet) in the new Everett Transit Station. The lease also provides for parking for faculty, staff and students and for use of Common Area space within the facility. The annual lease is approximately \$365,052 with another approximately \$85,972 per year to amortize City expenditures on the Consortium's behalf in tenant improvement--the final amount will be based on actual expenditures for tenant improvements when the building is complete.

We also request allocation of the \$1 million for tenant improvement funds provided by the 1999 legislature that will be used for equipping the building with classroom and office furniture, computer equipment in one or more classrooms and in offices, and interactive TV equipment to allow for delivery of off-site courses to the facility. Other equipment, furnishings and upgrades of the basic facility such as wiring, electrical and electronic connections, white boards, acoustical materials, and so on will be acquired to make this a first class instructional facility. All such purchases will be in accordance with the purchasing standards and procedures of the fiscal agent--Western Washington University.

I will attend the January 24, 2001 HEC Board meeting to answer questions, if the Board has any, about the NSIS Higher Education Consortium or the Everett Transit Station.

Best Personal Regards,

A handwritten signature in black ink, appearing to read "Larry", written over a horizontal line.

Lawrence W. Marrs
Executive Director

Chestnut Professional Building
Lower Level
800 East Chestnut
Bellingham, WA 98225-5240

c: NSIS Board of Directors

Voice: 360.650.3842
Fax: 360.650.3740
E-mail: Larry.Marrs@www.edu
Web: <http://nsis-hec.org>

RESOLUTION NO. 01-03

WHEREAS, Pursuant to RCW 28B.80.340(5), the North Snohomish, Island, Skagit Counties (NSIS) Higher Education Consortium (comprised of the University of Washington, Washington State University, Central Washington University, Western Washington University, Eastern Washington University, Edmonds Community College, Everett Community College, and Skagit Valley College) has requested the Higher Education Coordinating Board (HECB) to approve the lease of space at the City of Everett's Everett Station to provide upper-division program offerings; and

WHEREAS, The North Snohomish, Island, Skagit Counties Higher Education Consortium has requested the Higher Education Coordinating Board to allocate funds appropriated to the HECB by the Legislature for tenant improvements at the Everett Station in order to equip and furnish the spaces to be occupied by the NSIS Consortium at the Everett Station; and

WHEREAS, The HECB has reviewed the terms and conditions of the proposed lease of the Everett Station and the intended uses of the aforementioned tenant improvement funds and finds that such terms, conditions, and intended uses of funds is consistent with Board policy and Legislative intent;

THEREFORE, BE IT RESOLVED, That the HECB hereby approves the requested lease of space at the Everett Station by the NSIS Consortium and further approves the allocation of funds appropriated to the HECB for tenant improvements at the Everett Station, *provided* that such funds will be used solely for the acquisition of equipment and furnishings of the spaces to be occupied by the NSIS Consortium members at the Everett Station.

Adopted:

January 24, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

TEACHER QUALITY AND DEVELOPMENT DISCUSSION: Panel of Education Deans

January 2001

INTRODUCTION

In Washington State and across the nation, K-12 reform is well underway. Policymakers, colleges of education, and K-12 practitioners are introducing new policies, initiatives, and practices to ensure that a high-quality teacher is in every classroom.

The Board has expressed interest in learning more about teacher preparation and professional development in light of K-12 reform and looming teacher shortages. A panel of education deans will discuss with the Board the major issues and barriers to having a qualified teacher in every classroom. Following are the key questions that the panelists will address as well as background information on current and future issues influencing teacher preparation and development.

KEY QUESTIONS FOR PANELISTS

Preparation Programs and K-12 Reform: What are you doing to incorporate K-12 teaching and learning goals in your teacher preparation and professional development curriculum? What measures do you use and how do you know that students who graduate from your program are well-trained in their subject area and well-versed in effective teaching and assessment practices?

Recruitment and Retention: What are you doing to recruit students of high ability into your program, especially in areas with shortages or under-representation, (e.g., gender, ethnicity, subject areas, grade levels, and geographic location)? How do your students compare with those of your institution's overall student body?

Partnerships and Articulation: What potentially promising partnerships for the delivery of teacher preparation and professional development programs do you have with K-12 schools, ESDs, WEA, community colleges, and other colleges of education? What is the extent of your articulation agreements with other colleges and universities for your teacher preparation programs?

Supply/Demand and Capacity: What are you doing to balance the supply and demand for educators now and in the future? If enrollments in your teacher preparation and professional development programs were to grow by 25 percent over the next five years, could you serve these students well? If not, why not?

BACKGROUND

Teacher Preparation, Certification and K-12 Reform

Twenty-two teacher preparation programs currently operate in the state of Washington and prepare teachers for certification at the undergraduate, post-baccalaureate or master's degree level.

Teacher preparation programs throughout the state have recently undergone substantive revisions in support of K-12 reform.

Performance-Based Teacher Preparation

In 1997, the State Board of Education (SBE) adopted rules, to be phased in over a three-year period, that establish a performance-based teacher preparation and certification system. As required in the SBE rules, all 22 teacher preparation programs have re-designed their programs, based on SBE's new performance-based program approval standards, and gained SBE approval under the new standards.

Following are the five standards that each teacher preparation program must meet:

1. Advisory board – A Professional Education Advisory Board (PEAB) is required.
2. Accountability – Performance-based preparation programs are required.
3. Resources – Adequate resources must be provided to develop and maintain a quality preparation program.
4. Program design – A collaboratively-developed preparation program based on a conceptual framework and best practices, which reflect the state's learning goals and Essential Academic Learning Requirements (EALRs), is required.
5. Knowledge and skills – Policies must be in place requiring candidates for certification to demonstrate the knowledge and skills required for the specific certification and endorsement they are seeking.

New Teacher Certificates

On September 1, 2000, the Residency certificate replaced the former Initial certificate as the requirement to enter the teaching profession. Concurrently, the Professional certificate replaced the Continuing certificate, a requirement for continued employment.

The Residency certificate is valid for five years and can be renewed for two years if the teacher is making satisfactory progress in a state-approved Professional certificate program. The Professional certificate, piloted between 1997 and 1999, is slated for implementation in August 2001. The Professional certificate program is based on a self-assessment and an individual professional growth plan in which a teacher must demonstrate specific knowledge and skills as well as a positive impact on student learning.

The Professional certificate is valid for five years and can be renewed for five-year periods. Renewal requires either completion of 150 specified clock hours or the successful completion of the standards for one of the three concentration areas for the Professional certificate: effective teaching, professional development, or leadership.

K-12 Reform

When Washington State adopted the Education Reform Act of 1993, it began a comprehensive and ambitious plan to raise academic standards for students and improve the public school system.

As the rigorous academic standards for students have been implemented, it has become exceedingly clear that the quality of teachers is fundamental to the success of the reform effort. As clear expectations are developed for what students must know and be able to do, we must also have clear expectations and assessments of what teachers must know and be able to do in order to help students achieve these tougher academic requirements.

Numerous organizations throughout the state are currently involved in activities whose purpose is to improve teacher quality. The state is committed to ensuring that there is a quality teacher in every classroom. A partial inventory of such activity appears in Table I at the end of this document.

Recruitment and Retention

Washington State, like most other states throughout the nation, is beginning to face a growing shortage of teachers. The state is unable to recruit and retain the number of quality teachers it will need to serve our students. One troubling recruitment issue is the state's inability to recruit qualified teacher candidates who reflect the state's ethnic diversity. Students of color represent 25 percent of the state's student population while 90 percent of teacher candidates are white.¹

Other issues include a statewide teacher salary schedule that is not competitive with other professional opportunities. Lower salaries make it more difficult to retain teachers, particularly those with training in technical fields such as computers, math or science. Retention is also a problem due to the lack of adequate teacher assistance programs for beginning teachers and career mobility opportunities for veteran teachers.

Alternative certification

One remedy the state is pursuing to increase recruitment is alternative certification. The 2000 Legislature created the Washington Profession Educator Standards Board (PESB) and charged it with developing alternative certification standards. In December 2000, the Board released its report, Recommendations for High-Quality Alternative Routes to Teacher Certification, to the Governor, Legislature, State Board of Education, and the Superintendent of Public Instruction. The report offers three routes for consideration.

Route 1 is designed for currently employed paraeducators with transferable associate of arts degrees, who are seeking Residency certification in special education or ESL. Program participants will simultaneously earn their bachelor's degree and requirements for Residency certification within two years. They will complete a mentored internship and conveniently scheduled courses provided by a partnering college or university, or consortium of institutions.

¹ The Status of Teaching in Washington State, A report published by The Partnership for Excellence in Teaching, 2000, Page 11.

Route 2 is designed as a one-year, field-based mentored internship program for currently employed non-certificated personnel with BA/BS degrees, who are seeking residency certification in a subject or geographic shortage area. Program participants will receive on-the-job training, mentoring, and conveniently scheduled courses provided on site or online in partnership with a college or university.

Route 3 is designed as a field-based program for post-baccalaureate candidates with subject matter expertise and experience in a shortage area. As a cohort, candidates attend an intensive summer teaching academy, followed by a year-long teaching internship and second teaching academy.

In the 2001 Legislative Session, the PESB will request legislation to create and fund demonstration grants for alternative route partnerships.

Partnerships and Articulation

Meeting the challenge of providing a quality teacher for every classroom will take the collaborative efforts of all sectors of education – school districts, community colleges and baccalaureate institutions of higher education.

Partnerships

Partnerships among stakeholders are critical for the recruitment, preparation, and retention of teachers as well as professional development. The challenge of providing a quality teacher for every classroom is enormous and will take the cooperation of all sectors. As noted in the previous discussion of alternative certification, all three recommended routes require extensive partnering between school districts and colleges and universities. There are also exciting pilot projects underway in the state, such as Green River Community College's Co-TEACH program, which is building successful partnerships between the college and school districts and baccalaureate institutions. Furthermore, colleges of education are extending field experiences and internships for their teacher candidates and delivering a variety of professional development opportunities to local schools.

Articulation

Simple, smooth articulation from community colleges to baccalaureate institutions, and among baccalaureate institutions is essential to efficiently producing quality teachers for every classroom. Work is beginning in this area, including the initiation of several consortial programs around the state and the exploration of designing a statewide articulation agreement among teacher preparation providers.

Supply/Demand

Demand for Teachers

About 52,000 teachers currently teach in Washington's K-12 system. Attrition accounted for the loss of slightly over 4,000 teachers in 1998-99. While solid data regarding the number of new teachers needed over the next five years is hard to come by, it is estimated that if attrition rates remain constant, the state would require about 20,000 new teachers, without the passage of Initiative 728 (reduction in class size). Initiative 728 is expected to add another 4,000 to the state's requirements.

Fields with considerable teacher shortages include special education, chemistry, physics, bilingual education, mathematics, and technology education. There is also a significant shortage of teachers, which represent the cultural and racial diversity of our state.

While the recruitment, hiring, and retention of teachers are district responsibilities, states are becoming involved increasingly in initiatives that complement district efforts. In Washington, the HECB is urging the Legislature to expand teacher training pilot grant programs and high-demand FTE funding. In addition, the HECB is supporting the continuation and expansion of the Future Teacher Conditional Scholarship program.

In other states, initiatives include targeted recruitment of specific populations, signing bonuses, targeted salary increases for individuals willing to teach in hard-to-staff schools or high-demand subjects, and efforts to enable retired teachers to resume teaching without losing their retirement benefits. It is expected that Washington will consider some of these initiatives to recruit and retain teaching professionals from diverse backgrounds and address local teacher shortages.

Supply of Teachers

The number of students in Washington completing certification programs has been increasing slightly from year to year since 1985. In 1998-99, about 3,600 students completed certification programs. Over 50 percent of these recent teacher preparation graduates matriculated at one of four public baccalaureate institutions: Western Washington University (565), Central Washington University (550), Eastern Washington University (379), and Washington State University (377).

Over the past three years, more than 36 percent of individuals receiving their first teaching certificate in Washington completed teacher education programs outside Washington State. Beginning in September 2001, an out-of-state individual applying for a Residency certificate will have to pass a basic skills test. Beginning in September 2003, an applicant will have to pass a subject knowledge test as well.

ADDITIONAL CHALLENGES ON THE HORIZON

Title II Report

In October 1998, Congress revised the federal Higher Education Act to include a new reporting requirement, the *Title II Report*, for teacher preparation programs housed in institutions that receive Title IV funds and for states that approve those teacher preparation programs. Specifically:

- By April 7, 2001, each teacher preparation program's institution must file its first annual report with the state.
- By October 7, 2001, states must file their first annual reports with the U.S. Department of Education.
- By April 7, 2002, the U.S. Secretary of Education must file a report with Congress on states' efforts to improve teacher quality, and institutions must file their second annual report with the state.

A high level of visibility and high stakes are associated with the *Title II Report* because states will be required to "rank" their teacher preparation institutions.

Other Challenges

Other serious challenges on the horizon for colleges of education include:

- Securing resources to meet rigorous performance-based professional accreditation standards;
- Staffing faculty positions within an environment of scarce resources;
- Complying with increasing reporting and accountability requirements for a growing number of different audiences;
- Providing tailored programs to meet the unique needs of teachers seeking professional and national certification; and
- Maintaining partnerships with campus colleagues and departments, K-12 schools and educational school districts, state and federal education agencies, and community based organizations.

Table I: A Partial Listing of Teacher Preparation and Development Activities in Washington State

Date	Organization/Activity
1984	<p>Washington Association of Colleges of Teacher Education (WACTE)</p> <p>Twenty-two universities and colleges are members of WACTE. Created to provide leadership on issues related to the professional education of teachers, the association works with its members to promote effective public policy as it relates to teaching, to improve professional education programs, and to enhance the professional effectiveness of the member institutions.</p>
1988	<p>Federal Eisenhower Professional Development Program</p> <p>The Department of Education has funded this federal program for the past 12 years. In Washington State, the Office of the Superintendent of Public Instruction (OSPI) administers the program. For fiscal years 2000-2002, OSPI is distributing the funds on a competitive grant proposal basis to 18 separate entities. Grant amounts for these proposals range from \$15,000 to \$68,000 and focus primarily on professional development in the areas of math and science.</p>
1994	<p>The National Commission on Teaching & America’s Future (NCTAF)</p> <p>Since 1994, NCTAF has worked to identify the implications for teaching embodied in school reform efforts. Specifically, NCTAF has examined the steps needed to guarantee all children access to skilled, knowledgeable, and committed teachers, who are capable of meeting the nation’s educational goals. Washington State is a member of the Commission’s state partnership network. The Commission provides its partners with policy development support, access to research and information about successful practices, and opportunities to network with and learn from colleagues nationwide.</p>
1995	<p>Northwest Initiative For Teaching and Learning (NWIFTL)</p> <p>NWIFTL is an organization that is funded by the Stuart Foundation to support implementation of the state’s Essential Academic Learning Requirements through staff development activities in 10 schools. In its sixth and last year of research, NWIFTL is examining the effects of collaborative reflective professional development on student learning.</p>
1997	<p>University of Washington – Center for the Study of Teaching and Learning (CTP)</p> <p>CTP is a national research consortium created to investigate the relationship between excellent teaching and policymaking at the national, state, and local levels. The Center is funded for five years by the U.S. Department of Education. The research of the CTP combines macro perspectives on the education system as a whole and micro perspectives on the classroom and school.</p>

Date	Organization/Activity
1998	<p>Partnership for Excellence in Teaching (PET)</p> <p>PET was a collaborative project involving the Governor’s Office, the Office of the Superintendent of Public Instruction, the State Board of Education, the Higher Education Coordinating Board, teacher preparation programs, K-12 educators, professional educator associations, parents, and the business community. Charged with conducting a comprehensive review of teacher quality in Washington State, PET published a report, <i>A Great Teacher for Every Child: What It Will Take</i>, in November 2000. The Stuart Foundation provided funding for the project.</p>
1999	<p>Washington State Academic Achievement and Accountability Commission (A+ Commission)</p> <p>In March 1999, the Legislature created the A+ Commission for the purpose of establishing statewide accountability measures for the K-12 system. The purpose of Washington’s accountability system is to improve student learning and student achievement. The nine members of the Commission were selected by the Governor from nominations from the Legislature and recommendations from statewide groups and the public.</p>
1999	<p>Office of the Superintendent of Public Instruction – Title II Teacher Quality Enhancement Grant</p> <p>Washington’s Title II Teacher Quality Enhancement Grant is a three-year grant funded through the U.S. Department of Education. By improving collaboration among higher education institutions and public school districts, the grant seeks to align and articulate teacher recruitment strategies, preparation curricula, and support activities. Its long-term goals is to ensure that current and future teachers, especially in high-poverty urban and rural areas, possess strong teaching skills and academic content knowledge in the subject area they will teach.</p>
1999	<p>University of Washington – The Washington State Consortium for Contextual Teaching and Learning</p> <p>The Washington State Consortium for Contextual Teaching and Learning is a partnership of professors from 10 universities and colleges across the state, who are collaborating with several diverse school districts to enhance attention to contextual education in pre-service teacher preparation programs. The project is funded through a grant from the U.S. Department of Education.</p>
1999	<p>The Evergreen State College – Preparing Tomorrow’s Teachers to Use Technology (PT3)</p> <p>Through a three-year catalyst grant form the U.S. Department of Education, the PT3 grant is bringing together faculty, teacher education students, and K-12 teachers and students to assist pre-service and in-service teachers in planning technology-based lessons.</p>

Date	Organization/Activity
1999	<p>Western Washington University – Pathways Project</p> <p>Western Washington University’s Pathways Project is funded through a state of Washington Teacher Training Pilot Project Grant. The two-year grant involves collaboration between WWU, Whatcom, Skagit, and Everett community colleges and the K-12 school districts in Bellingham, Blaine, Everett, and Sedro Woolley. Its purpose is to improve the articulation of courses between community colleges and the Woodring College of Education, thereby helping students move more efficiently through the teacher training program. The grant also focuses on increasing diversity among graduates of the teacher preparation program.</p>
1999	<p>Green River Community College – Project TEACH</p> <p>Project TEACH is a unique approach to teacher recruitment and preparation. Funded through a two-year grant from the National Science Foundation, the project creates pathways to teaching careers by linking high schools, Green River Community College, and university undergraduate programs.</p>
1999	<p>University of Washington Bothell – Teaching Link Project</p> <p>Funded through a two-year State of Washington Teacher Training Pilot Project Grant, UW Bothell’s Teaching Link Project is aimed at building a collaborative approach to the recruitment and retention of well-prepared K-12 teachers. UW Bothell, together with Cascadia Community College and two K-12 school districts, is piloting a teacher training program that combines early identification of prospective teachers at the high school level, preparatory experiences at the community college, and culminating course work and field experiences at the university. To a large extent, these activities are supported by instructional technologies.</p>
2000	<p>Washington State University – Co-TEACH</p> <p>Through a five-year \$10 million dollar grant, WSU’s Co-TEACH project is addressing the collaboration between and among WSU faculty, other institutions of higher education and community colleges, with particular focus on the areas of arts and sciences. The grant promotes the development and implementation of professional development schools in eight school districts and new strategies to increase the number of Native American teachers.</p>
2000	<p>Washington Professional Educator Standards Board (WPESB)</p> <p>WPESB was created by the 2000 Legislature to advise and provide recommendations to the Superintendent of Public Instruction, State Board of Education, Governor, and Legislature on the full range of issues affecting state-certified education professionals. The WPESB is charged with (1) implementing and overseeing new basic skills and subject matter assessments to be required of all new teachers prior to state certification; and (2) bringing greater public focus and attention to education professions. The 20-member Board includes the Superintendent of Public Instruction and 19 voting members appointed by the Governor.</p>

BARRIERS TO STUDENT LEARNING AND INSTITUTIONAL RESPONSIVENESS

January 2001

BACKGROUND

The 2000 Master Plan for Higher Education, *The 21st Century Learner: Strategies to Meet the Challenge*, adopted five goals reflecting the Higher Education Coordinating Board's (HECB) policy that the interests and needs of learners must be the fundamental priority of the state's higher education system. To this end, the Master Plan has called for, among other initiatives, a comprehensive review of how existing regulations or practices at the state and institutional levels create unwarranted obstacles to student progress and meeting program demand.

The Master Plan called for the faculty, students, and administrations of the public colleges and universities to collaborate with the HECB in undertaking a review process focused on student learning needs and barriers to institutional effectiveness. The purpose of this review was to identify how existing regulations or practices at the state and institutional levels could be changed to better meet learning needs and support the role and mission of the institutions. Additionally, an important part of this review was the identification of possible demonstration projects or "opportunity zones" to test proposed solutions.

This report provides an update on the status of the rules review project and a discussion of the obstacles and solutions identified thus far by institutional administrators, faculty, and students.

PROJECT STATUS

At its July 2000 meeting, the Board received a briefing on the status of the project. That briefing reviewed the Master Plan goal of identifying and removing unnecessary obstacles to student progress, summarized the study process, and discussed themes or issues which were emerging from a series of discussions with institutional representatives, faculty, and students from public colleges and universities -- the project stakeholders.

The issues and obstacles identified by the project stakeholders have now been organized into a classification framework consisting of the following four categories:

- Identified Obstacles Where Action Has Been Taken
- Identified Obstacles and Solutions Which Are Currently Being Studied
- Laws, Rules, and Policies That Need Clarification
- Areas in Need of Further Evaluation and Prioritization by the HECB and Project Stakeholders

The following list identifies obstacles by the four classification categories. Within each of the four categories, the obstacles and solutions identified by project stakeholders are shown with an assessment of whether the identified solution would have a fiscal impact or require a change in policy or law. Additionally, action taken, or to be taken, for each obstacle is summarized.

The classification framework provides the ability to begin the process of prioritizing and determining the feasibility of identified solutions for reported obstacles, where corrective action has not already been taken or is the subject of existing study efforts. Discussions with the project stakeholders are now underway to achieve a consensus on the priority of the items contained in the fourth category (*Areas in Need of Further Evaluation and Prioritization by the HECB and Project Stakeholders*) and to develop a plan to address those obstacles considered by the stakeholders to be of high priority and, importantly, where corrective action is considered feasible.

It is anticipated that collaboration with the project stakeholders on developing a prioritized plan will occur through April 2001. A final report presenting the priorities and recommendations to the HECB is planned for May 2001.

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Action Has Been Taken</i>	Insufficient funding for technology	Increase technology funding	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium
	Lack of adequate preparation in basic math, writing, and computer literacy	Certificate of Mastery and effective articulation between secondary and postsecondary education	No	Yes	Funding for the Competency-Based Admissions project is included in the HECB 2001-2003 budget recommendations
	Insufficient funding for diversity	Increase diversity funding	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium
	Lack of adequate funding for supporting students with disabilities	Additional funding	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium
	Educational Opportunity Grant program two-year limitation	Allow three years of program eligibility	Yes	Yes	The EOG study adopted by the Board in December 2000 authorizes awards up to eight quarters (or equivalent)
	Designation of courses at a community college as part of a technical curriculum limits transfer ability	Identify courses by the competencies acquired	No	Yes	Funding for the Competency-Based Degree program is included in the Board's 2001-2003 budget recommendations
	Difficulty in hiring and retaining faculty, especially in high-tech fields	Additional funding	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Action Has Been Taken (continued)</i>	Lack of childcare	Adequate funding	No	Yes	Continued funding for child care grants recommended by HECB for the 2001-2003 biennium
	Requiring students at public four-year institutions to enroll for a minimum of two credits per quarter	Eliminate the requirement	Yes	Yes	This issue will be considered as part of the proposed HECB 2001 legislative agenda
	The need for undergraduate students to work at outside jobs	Increasing and extending the State Need Grant program	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Changes to Current Law or Policy are Currently Being Studied</i>	Students and advisors do not have consistent information concerning prerequisite requirements due to non-standardized common course numbering systems	Require a common course numbering system for all public institutions	Yes	Yes	The Intercollegiate Relations Commission is examining this issue; additionally, a pilot study of the Course Applicability System (CAS) is currently being conducted by the University of Washington
	Prohibition of doctorates at branch campuses except in exceptional circumstances	Modify statute and policy to allow doctoral level programs	Yes	Yes	HECB staff are currently reviewing current policies and practices of other states; an information report will be provided to the Board
	Incompatibility of semester vs. quarter systems for transferring students	Standardize	Yes	Yes	A report on this issue was presented to the Board for consideration at its December 2000 meeting

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Changes to Current Law or Policy are Currently Being Studied (continued)</i>	<p>HECB program review and approval process limits the institutions' ability to respond quickly to student program demands</p> <p>HECB policy of limiting degree duplication</p>	<p>Authorize institutions to initiate/maintain new programs concurrent and contingent with HECB review</p> <p>Authorize the "migration" of programs approved at one site to other sites</p> <p>Grandfather all currently approved programs for delivery at all sites</p> <p>Authorize delivery of any existing programs at any site contingent on a minimum enrollment level</p> <p>Eliminate the marketing restriction during pre-approval phase for all programs that currently exist in the institution's catalog</p> <p>Authorize branch campuses to offer any program that is offered by the main campus</p> <p>Limit HECB review and approval to selected types of programs</p>	Yes	No	The HECB will consider a report recommending modifications to existing program review and approval guidelines at its January 2001 meeting

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Clarification of the Current Policy or Law is Needed</i>	Prohibiting graduation deficient 12 th grade students from qualifying for Running Start	Modify WAC	No	No	HECB will send a letter to the head counselor at each high school explaining current program rules
	Inability to offer high-demand self-sustaining programs due to I-601 fee increase limitations	Exempt fees, charges, and tuition associated with self-sustaining programs from fee increase limitations	No	No	The Office of Financial Management will be asked to clarify the provisions of I-601 with the public institutions
	Difficulty in getting transfer information from public four-year institutions and lack of consistency in interpreting privacy regulations	None identified	No	No	The Office of the Attorney General will be asked to provide a summary of current law requirements; this information will be transmitted to the universities and colleges
	12 credit rule for 100 percent financial aid	Establish a fund dedicated to providing “mini” grants for students wanting/ needing to take less credits	No	No	HECB will clarify current law and rules with the Washington Financial Aid Association at its spring 2001 meeting
	Exclusion of home-schooled students from the Promise Scholarship program	Change regulation	No	No	Revise program brochure to make explicit home-schooled student eligibility
	Financial aid restrictions on repeated courses and developmental courses are counter to student success	Change regulation	No	No	HECB will clarify current law and rules with the Washington Financial Aid Association at its spring 2001 meeting
	The “150 percent financial aid limit” is unfair for students who are significantly under-prepared	Change regulation	No	No	HECB will clarify current law and rules with the Washington Financial Aid Association at its spring 2001 meeting

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders</i>	CTC/SMS computer system prevents students from accessing degree audits and does not differentiate between intents	New system	No	Yes	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Lack of a direct transfer agreement between public four-year institutions for general education requirement	<ol style="list-style-type: none"> 1. Include in statewide transfer agreements a generic general education agreement that specifies that students who meet the general education requirement at any one public four-year institution meet the same requirement at all public four-year institutions; or 2. Transcripts or catalogs from all public four-year institutions should indicate how courses are used to meet the general education requirement 	No	No	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Excessive course work “make-up” for transfer students	<ol style="list-style-type: none"> 1. Shared advisors program 2. Transfer by Major program 3. Sharing transcript data 4. Community College AS Degree 5. Course Applicability System 6. Community colleges should clearly identify academic transfer courses in their catalogues 7. Two- and four-year institutions should develop common lower-division course prerequisites for professional programs in business and engineering 	No	No	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.
	Financial aid allocations are made late in the academic year award cycle causing unnecessary reallocations and less than optimal aid packaging	State allocations should be better aligned with campus award cycles	Yes	No	

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Branch campus students are often required to enroll at two institutions to correct deficient lower-division coursework due to statutory restrictions on branch campus course-level offerings	Authorize the branches to “explore a range of options” including: offering “ramp-up” transition courses and prerequisite courses, and creative partnership agreement with community colleges	Yes	Yes	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.
	Inflexibility of admissions and tuition policies regarding undocumented students domiciled in Washington	Modify current law and rules	Yes	No	
	Multiple tuition for full-time branch campus students taking general education requirements (GER) or lower-division courses at community colleges	Establish policy waiving tuition costs at community colleges for full-time branch campus students enrolling in required GER or lower-division prerequisites	Yes	Yes	
	Existing residency requirements	Modify statute to include in the definition of “resident student” new students who are employed full-time	Yes	No	

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Lack of course availability due to the state employee and National Guard tuition exemption	State funding of FTE's generated by matriculated students receiving these exemptions	Yes	Yes	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.
	Bottleneck courses	Continue to monitor the graduation efficiency index	No	No	
	SBCTC program review processes are not responsive	Streamline the process to allow colleges to be more responsive	No	No	
	Inability to effectively plan and initiate new high-demand programs due to unbudgeted start-up expenses	Establish a funding basis and mechanism for appropriating start-up funds	No	Yes	
	Inadequate funding formula (FTE)	Recognize full cost of service and non-FTE driven expenditures	Yes	Yes	
	Lack of ethnic diversity	Increase minority representation	No	No	

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Incompatibility of K-12 and postsecondary schedules impacting Running Start students and parents of school-age children	Standardize	Yes	Unknown	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.
	Incompatibility between policy of charging full tuition for 10 or more credits and financial aid rules requiring 12 or more credits for full-time aid award	Modify law and rules	Yes	Unknown	
	The use of a nine-month academic calendar	Annualize the academic calendar – offer state-funded programs on a twelve-month basis	Yes	Unknown	
	Inflexible financial aid funding mechanisms	Institutional management of financial aid	Yes	Yes	
	Inconsistent federal and state financial aid regulations	HECB and SBCTC should work together to align state and federal regulations	Yes	No	
	The number of work hours required for the Work Based Learning Tuition assistance program is excessive	Change regulation	Yes	No	

ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Labor and Industry retraining grants of one year are insufficient to meet student needs	Allow two years	Yes	Yes	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.
	Lack of an alternative method for students to progress through developmental courses	Offer a math or English intervention class required for two-time failure students	No	No	
	Credit load requirement for Work Study and State Need Grant eligibility is too high	Change regulation	Yes	Yes	

2001 REPORT ON RECIPROCITY AGREEMENTS AND OTHER STUDENT EXCHANGE OPTIONS

January 2001

EXECUTIVE SUMMARY

The Higher Education Coordinating Board (HECB) is required by law to prepare a report every two years on Washington State reciprocity agreements with Idaho, Oregon, and the province of British Columbia. Reciprocity agreements allow some residents of Washington to attend college in another state/province **at reduced tuition rates**, with similar arrangements for students coming to Washington institutions.

By statute, the HECB may negotiate yearly reciprocity agreements with other state-level higher education agencies in the three states/province. Institutions administer the agreements and have discretion on whether or not to participate, and in the number of out-of-state students who will participate.

This report reviews the current status of reciprocity with British Columbia, Idaho and Oregon and examines other student exchange arrangements.

STATE-LEVEL RECIPROCITY AGREEMENTS

Washington/British Columbia

Beginning in the mid-1980s, British Columbia participated in reciprocity agreements involving several universities and community colleges on both sides of the border. These agreements waived out-of-state tuition for a specified number of students at higher education institutions on both sides of the border. In the mid-1990s, British Columbia requested that reciprocity be phased out; 1998-1999 was the final year of a written agreement.

The highest participation occurred in the early 1990s, when approximately 80 Washington residents enrolled annually in British Columbia institutions. Although formal agreements are no longer negotiated, institutions on both sides of the border have continued to grant reciprocity status to a **few** students who are finishing their programs of study.

Washington/Idaho

Under a reciprocity agreement with the Idaho State Board of Education, Washington and Idaho each waive a total of \$850,000 in tuition annually. In Idaho, four institutions participate; in Washington, three institutions are involved. (In addition, there is a separate agreement with a two-year college in Idaho.)

Although total dollar amounts are specified, each institution determines the amount to be waived for individual students. In most cases, a portion of out-of-state tuition is waived. About 200 Washington residents receive tuition reductions through Idaho reciprocity, and similar reductions are provided to Idaho residents at several Washington institutions.

Idaho likely will continue state-level reciprocity agreements in the future, but may reduce their scope.

Washington/Oregon

In the past, reciprocity agreements between Washington and Oregon specified the number of students who would receive waivers and the amount of tuition that would be waived. The 1999-2001 agreements, which cover both reciprocity and other exchange arrangements, do not specify either dollar amounts to be waived or the number of students to be accommodated. Instead, the agreements outline a list of available options for Washington and Oregon residents. It should be noted that, although reciprocity must be facilitated through a state-level agreement, the other exchange options listed in the 1999-2001 agreements are available to institutions without state agency involvement. Overall, several thousand Washington and Oregon students receive some type of tuition reduction through the various options in the 1999-2001 agreements.

In the future, Oregon has indicated that exchange arrangements for out-of-state students will continue through vehicles such as the Western Undergraduate Exchange (WUE), and Portland State University will provide scholarships covering a portion of nonresident tuition for some Washington residents from border counties. In addition, Washington residents will continue to pay in-state tuition at Oregon community colleges, and pay in-state tuition at Portland State University and Oregon Institute of Technology if taking eight credits or less. However, reciprocity as negotiated through state-level agreements will be terminated.

The following table outlines the various elements in the 1999-2001 exchange agreements between Washington and Oregon.

1999-2001 Washington/Oregon Agreements

Exchange Options for Oregon Residents at Washington Institutions

Reciprocity

Two four-year institutions and several community colleges participate with a limited number of students.

*Border County Pilot Project**

WSU-Vancouver applies in-state tuition for eight credits or less.
Three community colleges in southwest Washington charge in-state tuition to Oregon residents.

*Western Undergraduate Exchange**

WUE is coordinated through the Western Interstate Commission for Higher Education (WICHE). Three four-year institutions are authorized to participate. Oregon residents are eligible to participate in WUE. Tuition is 150 percent of in-state rates.

*“Open” Waiver**

Some community colleges and four-year institutions use the “open” waiver (SB 6010) to reduce tuition for Oregon residents.

Exchange Options for Washington Residents at Oregon Institutions

Reciprocity

Two four-year institutions participate with a limited number of students. 2000-2001 is likely to be the last year.

*Border County**

Portland State University and Oregon Institute of Technology charge in-state tuition for eight credits or less.

*Oregon Community Colleges**

Under state statute, community colleges charge in-state tuition to all Washington residents.

*Western Undergraduate Exchange**

Several four-year institutions participate and charge Washington residents 150 percent of in-state rates.

* Although part of the current agreements, these programs are not dependent on a negotiated state-level reciprocity agreement.

ADDITIONAL STUDENT EXCHANGE ARRANGEMENTS

In addition to exchange options outlined in state-level reciprocity agreements, several other programs are available for Washington residents wishing to study out-of-state or for out-of-state students wishing to study in Washington. These include graduate and professional exchange programs coordinated through WICHE and exchange programs for students from foreign nations.

THE FUTURE OF RECIPROCITY AND OTHER STUDENT EXCHANGE AGREEMENTS

Over the past several years, reciprocity agreements have become less restrictive. States are moving away from formal reciprocity agreements while continuing to participate in other exchange programs, such as the Western Undergraduate Exchange.

British Columbia has discontinued reciprocity. Although the agreement with Idaho will likely continue, it may be reduced in scope. Oregon is reviewing its exchange agreements with Washington and will likely discontinue reciprocity while continuing to participate in other exchange programs, such as WUE.

Overall, the trend is toward continued or even greater use of tuition waivers for selected non-resident students, both in Washington and in neighboring states. Though formal reciprocity agreements may diminish, other types of student exchange opportunities across states will likely continue and flourish.

2001 REPORT ON RECIPROCITY AGREEMENTS AND OTHER STUDENT EXCHANGE OPTIONS

January 2001

OVERVIEW

Exchange agreements among states allow some students to attend college in another state at a reduced cost. Under exchange agreements, students are charged a lower tuition than the published nonresident rates, which are generally much higher than rates for residents of a state.

Both state governments and citizens benefit from exchange agreements. For a participating state, access to outside programs might eliminate the need to maintain separate and possibly costly programs in some fields. Out-of-state enrollments also may give colleges and universities the critical mass to ensure stability of certain programs and contribute to a wider range of cultural and ideological diversity at a state's higher education institutions.

For students, opportunities to study beyond a state's borders may provide access unavailable within the state, especially for those whose nearest college may be across a border in another state. For students with limited resources, out-of-state tuition may be too costly without an exchange program that reduces tuition or other fees.

This report will examine (1) state-level reciprocity agreements between Washington and British Columbia, Washington and Idaho, and Washington and Oregon, and (2) other student exchange agreements between individual colleges and universities

STATE-LEVEL RECIPROCITY AGREEMENTS

State statutes authorize the Higher Education Coordinating Board (HECB) to enter into reciprocity agreements with Oregon, Idaho and British Columbia.* Since the early 1980s, the HECB has negotiated separate annual agreements with each of these entities, specifying the number of students and/or dollar amounts to be waived. Agreements were designed to provide tuition waivers for a limited number of Washington residents attending college in another state, with equal (or nearly equal) waivers for Oregon, Idaho or British Columbia residents enrolling in Washington institutions. In the early 1990s, over 1,000 Washington residents accessed higher education in a neighboring state/province, and as many nonresidents attended college in Washington under reciprocity provisions.

* Oregon reciprocity: RCW 28B.15.730 – 736
Idaho reciprocity: RCW 28B.15.750 – 754
British Columbia reciprocity: RCW 28B.15.756 – 758

In the current biennium, significant changes have occurred. British Columbia has discontinued involvement in reciprocity, and the agreements with Oregon are less prescriptive.

Following is a brief history and overview of current agreements, including an estimate of the number of students participating under the agreements. It should be noted that many Washington residents study at out-of-state institutions and pay nonresident tuition (and many nonresidents pay out-of-state tuition in Washington); these students are not reflected in the numbers presented here. Only students who receive tuition reductions through reciprocity agreements are included in this summary.

Washington/British Columbia

Starting in the mid-1980s, the province of British Columbia participated in reciprocity agreements involving several universities and community colleges on both sides of the border. Through these agreements, a specified number of residents attended higher education institutions across the border at in-state tuition rates. In the mid-1990s, British Columbia requested that reciprocity be phased out; 1998-99 was the final year of a written agreement.

The highest participation occurred in the early 1990s, when approximately 80 Washington residents each year enrolled in British Columbia institutions under the agreements. Although formal agreements are no longer negotiated, institutions on both sides of the border have continued to grant reciprocity status to a **few** students who are finishing their programs of study.

Washington/Idaho

Two agreements are negotiated with the state of Idaho: one with the Idaho State Board of Education and another with North Idaho College (a two-year institution). In the past, both numbers of students and dollar amounts to be waived were specified. However, at the suggestion of the Idaho State Board of Education, the agreements now reflect the total value of tuition to be waived, but waiver amounts for individual students and numbers of students who receive waivers are at the discretion of each institution.

Washington and Idaho agree to waive the same amount of tuition. In 2000-2001, each state agreed to provide about \$850,000 in tuition waivers for residents of the other state. (Additional waiver amounts of \$111,500 are specified in the second agreement between Washington and a two-year college in Idaho.) In total, approximately 200 Washington residents and 200 Idaho residents receive a waiver of some portion of nonresident tuition charges under the current reciprocity agreements.

Specifics of the Idaho agreements for 1999-2000 and 2000-2001, including dollar amounts to be waived by each participating institution, as well as numbers of students expected to receive waivers in each state, are displayed in **Appendix A**. It should be noted that the Idaho/Washington agreements are balanced to reflect dollars waived. Numbers of students receiving waivers, and amounts waived for individual students, vary depending on institutional decisions. Furthermore, although institutions endeavor to reach the agreed-upon waiver amounts, in some instances this is not possible.

Washington/Oregon

For nearly two decades, reciprocity agreements between Oregon and Washington had specified numbers of students and dollar amounts to be waived for each student. Waiver amounts reflected the full difference between resident and nonresident tuition, which resulted in Oregon reciprocity recipients paying in-state tuition rates in Washington, with similar arrangements for Washington residents enrolled in participating Oregon institutions. Since the early 1990s, reductions in numbers of reciprocity students at four-year institutions occurred because several colleges/universities on both sides of the border elected to discontinue participation.

In 1998-1999, over 600 residents from Washington and 600 from Oregon continued to benefit from tuition reductions at both four-year and two-year institutions. (The agreement for 1998-1999 provided that approximately \$3 million be waived by each state for residents of the other state.)

In 1999-2000 and 2000-2001, Washington/Oregon reciprocity was broadened significantly. The two agreements, one for four-year institutions and one for two-year institutions, maintain the spirit of reciprocal tuition reductions, but specify neither dollar amounts nor numbers of students. **The agreements include reciprocity as well as several other student exchange opportunities.** They conclude that tuition policy is “reasonably consistent” for residents wishing to access higher education across the borders.

Specifics of the two agreements, and current levels of student participation (if available), are displayed in **Appendix B**. The following is an overview of the elements in each of the two agreements. (Note: Although reciprocity must be facilitated through a state-level agreement, the other exchange options listed in the 1999-2001 agreements are available to institutions without state-agency involvement.)

WASHINGTON/OREGON FOUR-YEAR AGREEMENT: 1999-2001**Washington Four-Year Institutions:
Options for Oregon Residents**

- Reciprocity: Two four-year institutions participate for a limited number of students.
- Border County Pilot Project: WSU-Vancouver applies in-state tuition for eight credits or less.
- Western Undergraduate Exchange (WUE): Three four-year institutions are authorized to participate. Oregon residents are eligible to participate in WUE (tuition charged at 150% of in-state rates).
- “Open” Waiver: Some four-year institutions use the “open” waiver (SB 6010) to reduce tuition for Oregon residents.

**Oregon Four-Year Institutions:
Options for Washington Residents**

- Reciprocity: Two four-year institutions participate for a limited number of continuing students. Oregon has indicated that 2000-2001 is likely the last year for reciprocity agreements.
- Portland State University and Oregon Institute of Technology charge in-state tuition for eight credits or less (similar to Border County provisions in Washington).
- Western Undergraduate Exchange (WUE): Several four-year institutions participate and charge Washington residents 150 percent of in-state rates.

WASHINGTON/OREGON TWO-YEAR AGREEMENT: 1999-2001**Washington Two-Year Institutions:
Options for Oregon Residents**

- Reciprocity: Several community colleges participate for a limited number of students.
- Border County Pilot Project: Three community colleges in southwest Washington charge in-state tuition to Oregon residents.
- “Open” Waiver: Some community colleges use the “open” waiver (SB 6010) to reduce tuition for Oregon residents.

**Oregon Two-Year Institutions:
Options for Washington Residents**

- Community colleges charge in-state tuition to all Washington residents. (Note: This is a state statute.)

Summary of Washington / Oregon Reciprocity Agreements

Several student exchange options are delineated in the Washington/Oregon reciprocity agreements – for both two-year and four-year institutions. For Washington institutions, these options include formal reciprocity, the Western Undergraduate Exchange, the Border County Pilot Project, and provisions of the “open waiver.” The following estimates the number of full-time equivalent students participating in all of the exchange options authorized under the current Washington/Oregon reciprocity agreements.

2000-2001:

	<u>Estimated Number of Oregon Residents at Washington Institutions</u>	<u>Estimated Number of Washington Residents at Oregon Institutions</u>
Reciprocity	340	290
Other Exchange Options (WUE/Border/Open Waiver)	600	2,200

These estimates of participation in the various exchange programs indicate that reduced-tuition status is available for a significant number of students wishing to study in the neighboring state of Oregon or Washington. Although Oregon has indicated that reciprocity will be discontinued in the future, other exchange options described above will still be available. Furthermore, Portland State University has indicated that, in lieu of reciprocity, some Washington residents will be eligible for scholarships to cover a portion of nonresident tuition.

ADDITIONAL STUDENT EXCHANGE / TUITION REDUCTION PROGRAMS FOR NONRESIDENTS (NOT DEPENDENT ON STATE-LEVEL AGREEMENTS)

In addition to state-level reciprocity agreements negotiated by the HECB, institutions are also permitted to participate in other types of student exchange programs, or to reduce tuition for selected nonresidents. State statutes authorize various programs for institutions to grant waivers for all or a portion of nonresident tuition; these statutes do not require yearly state-level agreements. And, in most cases, waivers are granted at the discretion of the institution.

Following is a review of various student exchange/tuition reduction programs, which are not dependent on state-level agreements.

WICHE Student Exchange Programs

Three types of student exchange arrangements are facilitated by the consortium of 15 states (including Washington) represented in the Western Interstate Commission for Higher Education . In addition to the Western Undergraduate Exchange (included as part of Oregon’s current reciprocity agreement), WICHE also coordinates graduate and professional exchange programs.

The following is an overview of three WICHE exchange programs. (Data are derived from: "WICHE Student Exchange Programs, The Statistical Report, Academic Year 1999-2000," WICHE, November 1999, and preliminary data for Academic Year 2000-2001 provided by WICHE.)

- **Western Undergraduate Exchange (WUE):** This exchange program includes some institutions from nearly all WICHE states. Students pay 150 percent of a state's resident tuition, which is usually much lower than full nonresident tuition charges. Washington's participation began in 1998; therefore, exchanges facilitated through WUE are a recent addition to the list of student exchange options. (*Note: WUE data for Oregon, reported in the discussion of Washington/Oregon reciprocity elsewhere in this paper, are included in the total statistics presented here.*)

Three Washington institutions are authorized by statute to participate – Eastern Washington University, Central Washington University, and Washington State University. Among the other states, numbers of institutions participating and eligible programs at each institution vary.

In 1999-2000, Washington **received 312** students from the 15 WICHE states and **sent 578** students to other WICHE states. (*Note: WICHE estimates that Washington residents received tuition reductions totaling over \$2 million in 1999-2000.*)

In 2000-2001, Washington **received 400** students and **sent 980** students out-of-state.

- **Western Regional Graduate Program (WRGP):** Students pay resident tuition through this program. Two Washington institutions participate – Eastern Washington University and Washington State University, with a total of six graduate programs eligible for the WRGP.

In 1999-2000, Washington **received 63** students from other WICHE states and **sent 40** students.

- **Professional Student Exchange Program (PSEP):** This exchange facilitates enrollment in out-of-state professional programs. In addition to a tuition reduction for the student, the sending state pays a support fee to the receiving school. Washington sends students to out-of-state WICHE programs to study in two fields – optometry and osteopathic medicine. Several institutions in Washington (both public and private) accept professional students and receive support from the sending state.

In 1999-2000, Washington **received 73** students and **sent 13** students.

Border County Pilot Project

This pilot project was enacted by the 1999 Legislature and will expire June 30, 2002. Under provisions of this pilot, WSU-Vancouver may charge in-state resident tuition to Oregon residents taking eight credits or less. Three community colleges – Lower Columbia, Grays Harbor, and

Clark – may charge resident tuition to Oregon residents. To be eligible, Oregon residents must reside in one of five northwest counties – Columbia, Multnomah, Clatsop, Clackamas, or Washington. (*Note: Statistics on current participation in the Border County Pilot Project are included elsewhere in this paper in the discussion of Washington/Oregon reciprocity. HECB will submit to the Legislature a full report on the pilot project by November 2001.*)

The following delineates other tuition-reduction programs available to institutions. However, statistics on numbers of students receiving benefits under these waiver categories is not presented.

Students of Foreign Nations: Four-Year Institutions

State statute permits four-year institutions to waive all or a portion of tuition and fees for students of foreign nations. Waivers, to the extent possible, should “promote reciprocal placements and waivers in foreign nations for Washington residents,” and priority is designated for exchanges sponsored by “recognized international education organizations.”

Research institutions (University of Washington and Washington State University) may grant 100 waivers each year; other four-year institutions may grant 20 each year (RCW 28B.15.555-556).

Students of Foreign Nations: Community Colleges

State statute also permits community colleges to waive all or a portion of tuition and fees for students of foreign nations, with a limit of 100 foreign students each year. The waiver is designed to promote reciprocal placements of Washington residents in study programs abroad. (RCW 28B.15.526-527)

Home Tuition Programs: Four-Year Institutions

Four-year institutions are permitted under state statute (RCW 28B.15.725) to negotiate agreements with out-of-state institutions (provided no loss of tuition and fee revenue is incurred). Participating students enroll in an out-of-state institution and pay the equivalent of regular resident tuition and fees in their home state. The total number of participants is not specified in statute. However, each individual student is limited to one academic year in the program.

Non-Specific Tuition Waivers

Senate Bill 6010 passed by the Washington Legislature in 1999 allows institutions to “waive all or a portion of the operating fees [tuition] for any student.” Although not limited to waivers of nonresident tuition, this waiver authority can be used for this purpose.

As noted elsewhere in this paper in the discussion of the Washington/Oregon reciprocity agreement, this waiver authority was included as one means available to Washington institutions to reduce tuition for Oregon residents.

It is likely that many of Washington’s institutions have used this waiver to reduce nonresident tuition for students from other states. However, complete data are not available at this time. By

January 31, 2001, a formal report from the institutions is due to the Legislature regarding use of this non-specific waiver authority.

School of Medicine and Dentistry

Both the University of Washington (and Washington State University to some extent) are permitted to exempt nonresident tuition for students from several western states, pursuant to contracts with Alaska, Montana, Idaho or Wyoming (for medicine) and Utah and Idaho (for dentistry) to regionalize medical education.

Active Military Personnel and Families

Statutory provisions designate as residents, for tuition purposes, active military personnel who are residents in another state but stationed in Washington, and their spouses and dependents.

Students Holding Graduate Service Appointments

Nonresident graduate students holding graduate service appointments may be exempted from all or a portion of nonresident tuition and fees.

Other Exemptions

- Employees of higher education institutions who are not residents of Washington may be exempted from nonresident tuition and fees.
- Some classifications of refugees may be exempted from nonresident tuition.

IN SUMMARY

State policy in Washington, and in other states, has provided several avenues for tuition reductions that facilitate exchanges of students across borders. The most formal of these have been the “reciprocity agreements” between Washington and Oregon, between Washington and Idaho, and between Washington and British Columbia. These agreements have provided some level of tuition waivers for neighboring states’ residents studying in Washington, with similar waivers for Washington residents who cross the borders to attend colleges/universities.

Over the last several years, the specificity of the reciprocity agreements has evolved toward less restrictive exchange arrangements between states. British Columbia has discontinued reciprocity. Idaho will likely continue reciprocity but agreements may be reduced in scope. Oregon is in the process of reviewing its exchange agreements with Washington and will likely discontinue reciprocity while continuing to participate in other exchange programs such as the Western Undergraduate Exchange. (In addition, Washington residents taking eight credits or less at two four-year institutions pay in-state tuition, and Washington residents pay in-state tuition at Oregon community colleges.)

For students coming into Washington, institutions may implement reciprocity as long as a state-level agreement is in effect. Furthermore, other exchange options are available which do not require a state-level agreement, including the Western Undergraduate Exchange which allows

several hundred students from 15 WICHE states to study at three Washington institutions (and which also allows a number of Washington residents to study in other WICHE states – including Idaho and Oregon).

Overall, the trend may be toward continued or even greater use of tuition waivers for selected nonresident students, both in Washington and in neighboring states. Though formal reciprocity agreements may diminish, other types of student exchange opportunities across states will likely continue and flourish.

APPENDIX A**CURRENT RECIPROcity AGREEMENTS: WASHINGTON/IDAHO****Washington/Idaho State Board of Education Reciprocity Agreement**

<u>State of Idaho</u>	<u>1999-2000</u>	<u>2000-2001</u>
Boise State University	\$ 93,500	\$ 93,500
Idaho State University	\$ 93,500	\$ 93,500
Lewis-Clark State College	\$229,500	\$229,500
University of Idaho	<u>\$433,500</u>	<u>\$433,500</u>
Total \$ Waived (approximate)	\$850,000	\$850,000
# of Washington Students (estimate)	130	130

State of Washington

Washington State University	\$240,000	\$240,000
Eastern Washington University	\$310,000	\$310,000
Walla Walla Community College	<u>\$300,000</u>	<u>\$300,000</u>
Total \$ Waived (approximate)	\$850,000	\$850,000
# of Idaho Students (estimate)	210	240

Washington/North Idaho College Reciprocity Agreement**North Idaho College**

Total \$ Waived (approximate)	\$126,000	\$111,500
# of Washington Students (estimate)	80	68

State of Washington

Eastern Washington University	\$ 66,000	\$ 66,000
Community Colleges of Spokane	<u>\$ 60,000</u>	<u>\$ 45,500</u>
Total \$ Waived (approximate)	\$126,000	\$111,500
# of Idaho Students (estimate)	55	40

APPENDIX B**CURRENT RECIPROcity AGREEMENTS: WASHINGTON/OREGON**

Because the agreements no longer focus on waived tuition revenue, dollar amounts are not displayed. However, in order to gauge whether the current reciprocity agreement continues to provide student exchange opportunities, numbers of participating students are estimated for each of the various exchange options specified in the agreements. Separate information is provided for the four-year agreement and for the two-year agreement.

Four-Year Washington/Oregon Reciprocity Agreement – Current Biennium

The four-year agreement includes several exchange options: reciprocity, border county arrangements, Western Undergraduate Exchange program, and it mentions the non-specific waivers that institutions may grant. Following is a description of the various elements of the current Oregon/Washington agreement for 1999-2000 and 2000-2001.

- **Reciprocity:**

Oregon – Two institutions previously involved in reciprocity are permitted to award reciprocity waivers to continuing students:

Portland State University: reciprocity

1999-2000: **259** FTE students (Washington residents) receive nonresident tuition waivers

2000-2001: **259** FTE students (Washington residents) receive nonresident tuition waivers

Oregon Institute of Technology: reciprocity

1999-2000: **45** Washington residents received nonresident waivers

2000-2001 (estimate): **28** Washington residents received nonresident waivers

Washington – Two universities previously involved in reciprocity may continue to grant waivers. Following are the estimated number of students receiving a reduction in tuition:

Washington State University: reciprocity

1999-2000: **56** Oregon residents

2000-2001: **45** Oregon residents

Eastern Washington University: reciprocity

1999-2000: **31** Oregon residents

2000-2001: **30** Oregon residents

- **“Border County” Pilot Project** (expires June 2002). In 1999, the Washington Legislature authorized several institutions in southwest Washington to charge resident tuition for Oregon residents (who reside in several counties in northwest Oregon), comparable to policies in effect for Washington residents enrolled in Oregon colleges/universities. Students (residents of the other state) enrolled for eight credits or less at specified four-year institutions pay resident tuition rates. This border county provision is included in the current reciprocity agreement.

Oregon

Portland State University

Washington students may attend for eight credits or less at Oregon resident rates, but **no data are available** on exact numbers of participating Washington residents.

Oregon Institute of Technology

1999-2000: **38** Washington residents enrolled for eight credits or less
 2000-2001: **21** Washington residents (estimate) enrolled for eight credits or less

Washington

WSU-Vancouver

Oregon residents enrolled for eight credits or less pay Washington resident tuition. (Oregon participants must reside in five Oregon counties: Columbia, Multnomah, Clatsop, Clackamas, or Washington.)

1999-2000: approximately **38** Oregon residents pay in-state rates
 2000-2001: approximately **60** Oregon residents pay in-state rates

Note: Because it is a pilot, this border county project – as it affects Washington institutions – will expire June 30, 2002. The Higher Education Coordinating Board will submit by November 30, 2001, a full report on the impact of the project to the Governor and Legislature.

- **Western Undergraduate Exchange (WUE)** functions under the auspices of the Western Interstate Commission for Higher Education (WICHE). **WUE policy prescribes tuition for nonresidents to be 150 percent of the state’s resident tuition.** Beginning in 1998, the Washington Legislature authorized three institutions to participate in the WUE program: Eastern Washington University, Washington State University, and Central Washington University. Because selected institutions in both Washington and Oregon now participate in WUE, this exchange opportunity is included in the current Washington/Oregon reciprocity agreement. Following are participation statistics for the current biennium (data source: WICHE):

Oregon

- 1999-2000: **46** Washington students enrolled in various Oregon institutions under WUE
 2000-2001: **167** Washington students at Oregon institutions

Washington

- 1999-2000: **47** Oregon students enrolled in three Washington institutions (including branch locations) under WUE
 2000-2001: **60** Oregon students at Washington institutions

- **Non-Specific Waiver Authority:** Senate Bill 6010 passed by the Washington Legislature in 1999 allows institutions to “waive all or a portion of the operating fees (tuition) for any student.” This waiver is not specifically intended for nonresident reductions, however, it can be used for that purpose and was included as part of the Washington/Oregon reciprocity agreement.

It is likely that several four-year institutions have used the new waiver authority to reduce tuition for some types of nonresidents. Although difficult to estimate, perhaps **100** Oregon residents receive reduced-tuition benefits. Full data for the entire state are not available at this time. By January 31, 2001, institutions must report to the Legislature on use of this waiver, which can be used for any purpose; nonresident tuition reductions are only one possibility.

Two-Year Washington/Oregon Reciprocity Agreement – Current Biennium

This agreement includes several exchange options for Washington institutions: reciprocity, border county pilot project, and non-specific waiver authority (SB 6010). Again, there is no dollar amount, nor numbers of students, attached to reciprocity or other exchange options.

Oregon – Oregon community colleges have implemented a policy of charging in-state resident Oregon tuition for all Washington residents. The following displays total Washington enrollment in all Oregon community colleges:

- 1999-2000: **8,335** total Washington students are enrolled at Oregon community colleges. This equals approximately **2,000** full-time students who paid in-state tuition at community colleges.
 2000-2001: It is estimated that numbers of Washington residents continue to be the equivalent of approximately **2,000** full-time students

Washington

- **Reciprocity:** In prior biennia, five community colleges participated in reciprocity and are authorized to continue to grant waivers under this authority. These colleges are Clark, Columbia Basin, Lower Columbia, Walla Walla, and Yakima Valley.
 1999-2000: **781** students from Oregon enrolled in eligible community colleges. On a yearly basis, approximately **260** full-time Oregon students paid in-state tuition under reciprocity.
 2000-2001: Similar participation is expected – **260** full-time students.

- **Border County Pilot Project:** (expires June 2002) In 1999, the Washington Legislature authorized several institutions in southwest Washington to charge resident tuition for Oregon residents (who reside in several counties in northwest Oregon) – comparable to policies in effect for Washington residents enrolled in Oregon colleges/universities.

Washington: Three Washington community colleges (Lower Columbia, Grays Harbor, and Clark) are authorized to charge in-state tuition to residents of five Oregon counties: Columbia, Multnomah, Clatsop, Clackamas, and Washington. The following estimates participation in the pilot project:

- 1999-2000: Equivalent of **300** full-time students from Oregon charged resident tuition.
- 2000-2001: Equivalent of **300** full-time students from Oregon charged resident tuition.

Note: Because it is a pilot, this border county project will expire June 30, 2002. The Higher Education Coordinating Board will submit by November 30, 2001, a full report on the impact of the project to the Governor and Legislature.

- **Non-Specific Waiver Authority:** Senate Bill 6010 passed by the Washington Legislature in 1999 allows institutions to “waive all or a portion of the operating fees [tuition] for any student.” This waiver is not specifically intended for nonresident reductions, however, it can be used for that purpose and was included as part of the Washington/Oregon reciprocity agreement.

Washington: In total, community colleges have reduced tuition for approximately 800 full-time students, i.e., residents of other states, under provisions of the non-specific waiver authority. It is estimated that **about 80 (10 percent) of these would be from Oregon.**

Note: By January 31, 2001, institutions must report to the Legislature on use of this waiver.

RESOLUTION NO. 01-04

WHEREAS, The Washington State Higher Education Coordinating Board is directed by statute to submit by January of odd-numbered years a report on reciprocity between Washington and Idaho, Washington and British Columbia, and Washington and Oregon; and

WHEREAS, The report outlines the history and current status of reciprocity agreements, including the intention of British Columbia and Oregon to discontinue reciprocity; and

WHEREAS, The report reviews other student exchange opportunities, in addition to reciprocity available to Washington residents and residents of neighboring states;

THEREFORE, BE IT RESOLVED, That the Washington State Higher Education Coordinating Board adopts the "2001 Report on Reciprocity Agreements and Other Student Exchange Options" and directs that the report be transmitted to the Governor and appropriate committees of the Legislature.

Adopted:

January 24, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

DOCTORAL DEGREE-GRANTING AUTHORITY

January 2001

EXECUTIVE SUMMARY

THE ISSUE

Eastern Washington University (EWU) will be seeking statutory authority during the 2001 Legislative Session to offer a Doctor of Physical Therapy (DPT), subject to review and approval by the Higher Education Coordinating Board (HECB). Washington State University (WSU) also has expressed interest in offering its doctoral degree programs, ranging from a Doctor of Education to a Doctor of Design, at one or more of its three branch campuses. Currently, WSU is drafting a proposal to extend its Ed.D. to its three branch campuses via distance learning technologies.

There are two kinds of doctoral degrees: (1) professional or practice-oriented doctoral programs (e.g. Ed.D. and DPT); and, (2) research-oriented doctoral programs (Ph.D.). Professional or practice-oriented doctoral programs prepare students for professional practice, and research-oriented doctoral programs prepare students for careers of research and scholarship. EWU's proposed Doctor of Education and WSU's Doctor of Physical Therapy are both professional or practice-oriented programs.

STATE LAW AND HECB POLICY

Research Institutions: Under current state law, the state's two research institutions, the University of Washington and Washington State University, are the only public higher education institutions authorized to offer doctoral degrees.

Comprehensive Institutions: State law specifically limits the four comprehensive institutions (Central Washington University, Eastern Washington University, The Evergreen State College, and Western Washington University) to offering degrees up to the master's level only (RCW 28B.35.205 and RCW 28B.40.206). Current HECB policy also prohibits comprehensive institutions from offering doctoral degree programs.

Branch Campuses: Current HECB policy regarding doctoral degrees on branch campuses states that such degrees should be limited to "...the two campuses of the University of Washington and Washington State University...that exceptions to that policy may be granted in rare instances when extraordinary circumstances arise." (Resolution 97-07).

KEY CONSIDERATIONS

In deciding whether to endorse changes in HECB policy and/or state law, policymakers should consider the following:

Access: Washington will face enormous demands for a range of postsecondary education needs in an environment of constrained state resources. In allocating those resources, the state will have to take into account whether it could – or should – expand doctoral opportunities when it expects an enormous increase in the number of undergraduates over the next decade.

Research Versus Teaching: Nationally, a number of institutions aspire to move up the Carnegie classification ladder, from baccalaureate to master's, from master's to doctoral, and from doctoral to research university classification. One result is the gradual shift of faculty time and resources away from teaching and undergraduates and toward graduate education and research.

Costs and Community Needs: Doctoral degrees are expensive due to faculty mix, lower faculty/student ratios and higher demands placed on libraries and other research facilities. However, they can fuel local economic development. But, the needs of any one community – let alone the needs of all communities – may be too great to meet with limited state resources.

Demand: Available data do not identify the number of individuals in Washington's current population with doctorates or how many doctorate-trained individuals the state would need. Furthermore, doctoral education occurs in a national marketplace, with many graduates leaving the state in which the degree was granted to pursue a career elsewhere.

HECB OPTIONS

Branch Campuses

1. **Maintain HECB policy** of prohibiting doctoral degrees at branch campuses with exceptions for “rare instances when extraordinary circumstances arise.”
2. **Modify HECB policy** to allow branch campuses to offer professional or practice-oriented doctoral degrees only.
3. **Modify HECB policy** to allow branch campuses to offer both professional/practice-oriented doctoral degrees and research-oriented doctoral degrees.

Comprehensive Institutions

1. **Maintain HECB policy and reaffirm current state statutes** that prohibit the state's comprehensive institutions from offering doctoral degrees.
2. **Recommend changing the state statute and HECB policy to:**
 - Allow Eastern Washington University to offer only the Doctor of Physical Therapy, a practice-oriented doctoral degree;
 - Allow the comprehensive institutions to offer practice-oriented doctoral degrees only;
 - Allow the comprehensive institutions to offer both practice-oriented doctoral degrees and research-oriented doctoral degrees;
 - Allow the comprehensive institutions to jointly offer practice-oriented doctoral degrees with the state's research institutions;
 - Allow the comprehensive institutions to jointly offer practice-oriented doctoral degrees and the research Ph.D. with the state's research institutions.

DOCTORAL DEGREE-GRANTING AUTHORITY

January 2001

BACKGROUND

Eastern Washington University will be seeking statutory authority during the 2001 legislative session to offer a Doctor in Physical Therapy (DPT), subject to review and approval by the HECB. WSU also has expressed interest in offering its doctoral degree programs, ranging from a Doctor of Education to a Doctor of Design, at one or more of its three branch campuses. Currently, WSU is drafting a proposal to extend its Ed.D. to its three branch campuses via distance learning technologies.

A REVIEW OF STATE LAW AND HECB POLICY

Research Institutions

Under current state law, the state's two research institutions, the University of Washington and Washington State University, are the only public higher education institutions authorized to offer doctoral degrees.

Comprehensive Institutions

State law specifically limits the four comprehensive institutions (Central Washington University, Eastern Washington University, The Evergreen State College, and Western Washington University) to offering degrees up to the master's level only (RCW 28B.35.205 and RCW 28B.40.206). Current HECB policy also prohibits comprehensive institutions from offering doctoral degree programs.

Branch Campuses

State legislation, enacted in 1987, gave the UW and WSU statutory responsibility for delivering upper-division and graduate-level education programs on their branch campuses, but was silent on whether "graduate educational opportunities" included doctoral degrees.

The HECB and its predecessor agency, the Council for Postsecondary Education (CPE), have consistently discouraged the offering of doctoral degrees on branch campuses and off-campus, with some limited exceptions.

In 1980, the CPE adopted a specific policy on off-campus doctoral programs, saying that it would review proposals only for practice-oriented or professional doctorates. In addition, “a heavy burden of proof must be borne by the proposing institution” in justifying the program (Off-Campus or Reduced Residency Doctoral Programs in Washington, CPE, 1980). Institutions also must show proof that the proposed program would (1) meet “measurable” standards of equivalent quality to the main campus program; (2) be offered on a self-sustaining basis; and (3) incorporate, not just duplicate, offerings of local institutions.

In its 1990 Master Plan update, Design for the 21st Century, the HECB said the primary mission of the branch campuses is to provide instruction in degree-granting programs at the upper-division and master’s levels. “Doctoral programs will not be offered on branch campuses. The heavy demand such programs place on research and clinical resources, their intensive nature, the small faculty-student ratios, and the high cost indicate that doctoral programs should exist exclusively at the main campus.”

Current HECB policy regarding doctoral degrees on branch campuses states that such degrees should be limited to “...the two campuses of the University of Washington and Washington State University...that exceptions to that policy may be granted in rare instances when extraordinary circumstances arise” (Resolution 97-07).

However, in 1999, the HECB approved WSU’s final report, Planning for Higher Education in Spokane Addendum, which stated that WSU Spokane will consider providing doctoral programs in Spokane on a case-by-case basis, as approved by the HECB.

Exceptions to HECB Policy

The HECB has made three exceptions to its policy on doctoral degrees at branch campuses. All relate to pharmacy.

In May 1992, the HECB approved a proposal by WSU Spokane to offer a post-baccalaureate Doctor of Pharmacy program, a professional doctoral program for practicing pharmacists. The HECB subsequently approved an entry-level Pharm.D. program to be offered at UW Seattle and WSU Pullman and Spokane (June 1994), and a statewide post-baccalaureate Pharm.D. that is jointly offered by the UW and WSU (October 1995).

In December 1995, HECB members said they would be willing to consider further exceptions to the prohibition against doctoral degrees at branch campuses, based on documentation of exceptional need and/or special conditions.

TYPES OF DOCTORAL DEGREES

There are two kinds of doctoral degrees: (1) professional or practice-oriented doctoral programs (e.g. Ed.D., DPT, Pharm.D., and J.D.), and (2) research-oriented doctoral programs (Ph.D.).

Professional or practice-oriented doctoral programs have distinct academic missions to prepare students for professional practice and rely on practica, internships, and/or clinical experiences that may be more appropriate for urban settings. Research-oriented doctoral programs, on the other hand, prepare students for careers of research and scholarship in education, government, business, and industrial organizations, or in university or college teaching. They rely on extensive research facilities and equipment, library collections, computing resources, and most importantly, an appropriate research faculty.

Whether practice-oriented or research-oriented, doctoral programs are expected to be of the highest quality and are generally more expensive than undergraduate and master's-level programs due to faculty mix, lower faculty/student ratios, and higher demands placed on libraries and other research facilities. However, with the availability of distance learning technologies, costs can be minimized; faculties and libraries would not have to be duplicated if these resources can be accessed at a distance.

A NATIONAL PERSPECTIVE

HECB Review

Twenty-seven states responded to a recent HECB survey about doctoral-degree granting authority.

- **In 11 states, research institutions have exclusive doctoral degree-granting authority** (NE, AR, OR, UT, MN, HA, NV, MA, CT, SC, KY)
- **In 9 states, comprehensive institutions have limited doctoral degree-granting authority** to offer a joint doctorate with a research or private institution, or a stand alone professional doctorate (CA, ME, VA, CO, OK, RI, WV, TX, LA)
- **In 7 states, comprehensive institutions have doctoral degree-granting authority.** (IA, WI, AL, DE, FL, AR, IL)

State of Colorado Review

The State of Colorado also is reviewing its policy on doctoral degrees and issued a preliminary report in December 2000, *NORED Governance Study, The Structure, Forms, and Costs of Governance in Colorado*. A key conclusion of the report is that academic drift has been controlled in most states. While many former state colleges are now called universities, their continued evolution to research and doctoral-granting status has been checked. Few regional universities have made the transition to research university status, a change that requires greater funding, more expensive faculty, investments in research support, and meeting new institutional and professional accreditation standards.

State of California Review

California currently has 17 authorized doctoral programs, between California State University and either the University of California or an independent institution. California's Postsecondary Commission reports that it has yet to be determined whether joint doctoral programs not only benefit students and the California State University but also the state and its needs. Recently, California's state colleges and universities failed to acquire autonomous doctoral degree-granting authority.

Role of Professional Accrediting Associations

More and more professional accrediting associations are recommending or requiring a doctorate as the entry-level credential to practice in certain professions. This is the case with several health-related professional accrediting associations. Several years ago, the pharmacy and audiology professional accrediting associations recommended the Doctor of Pharmacy and Doctor of Audiology as entry-level credentials to practice. The American Physical Therapy Association reports that about 25 universities either offer an accredited entry-level Doctor of Physical Therapy (DPT), have formally announced their intention to convert to the DPT, or are developing a new program. The costs associated with converting baccalaureate programs to the graduate level and gaining professional accreditation status are high.

KEY CONSIDERATIONS

Access

How will changes in doctoral policy affect access to higher education? Over the next decade, Washington State will face enormous demands from traditional-age students and adult learners for a range of postsecondary education needs, from technical training to baccalaureate education. And these demands will occur in an environment of constrained state resources. In allocating those resources, the state will have to take into account whether it could – or should – expand doctoral opportunities when it expects an enormous increase in the number of undergraduates.

Historically, State and HECB policy has been to provide (1) broad access to undergraduate degree programs, (2) selective access to master's degree programs, and (3) limited access to doctoral programs.

Research Versus Teaching

How will changes in doctoral policy affect research and teaching? Some policymakers are concerned about the goal of many institutions to move up the Carnegie classifications ladder – from baccalaureate to master’s, master’s to doctoral, and doctoral to research university classification.

For departments, this means adding doctoral programs (if they do not already exist) and improving the standing of existing doctoral programs. For faculty, it means that research will be more highly valued and effort will gradually be devoted to research activities at the expense of instruction. One result attributed to the pursuit of higher Carnegie classifications has been the redirection of faculty time and state resources away from undergraduate education and toward graduate education and research. In the 1990s, states attempted to reverse this trend by focusing on how faculty spend their time and how institutions improve undergraduates’ educational experiences.

State Needs Versus Local Needs

Doctoral programs can fuel local economic development by (1) allowing a community to open new businesses; (2) providing existing employers with highly trained personnel; and (3) utilizing the research/development expertise of faculty.

However, the needs of any one community—let alone the needs of all communities—are often too great to meet with limited state resources. Therein lies the tension and the question. Should state resources be used to assist all communities with specified needs or help some communities with particular needs? Is it better to try and address all community needs to some extent or to address targeted needs to a larger extent?

Demand

The question of whether the state of Washington has a sufficient number of doctorate-degree holders cannot be answered simply. First of all, available data do not identify the number of individuals in Washington’s current population with doctorates. And detailed information about the state’s projected employment is not sufficient to determine how many doctorate-trained individuals the state would need. The exceptions to this are medical doctors, veterinarians, and dentists, which are in short supply.

Furthermore, doctoral education occurs in a national marketplace, with many graduates leaving the state in which the degree was granted to pursue a career elsewhere. The exception would be some doctoral programs for professionals (e.g., pharmacists, occupational and physical therapists, educators) who are already employed in the state and intend to remain here.

HECB OPTIONS

Branch Campuses

The Board has at least three options with respect to current policy on allowing doctoral degrees to be offered at the branch campuses.

1. **Maintain HECB policy** of prohibiting doctoral degrees at branch campuses with exceptions for “rare instances when extraordinary circumstances arise.”
2. **Modify HECB policy** to allow branch campuses to offer professional or practice-oriented doctoral degrees only.
3. **Modify HECB policy** to allow branch campuses to offer both professional/ practice-oriented doctoral degrees and research-oriented doctoral degrees.

Comprehensive Institutions

The Board may take one of the following approaches on the offering of doctoral degrees by comprehensive institutions.

1. **Maintain HECB policy and reaffirm current state statutes** that prohibit the state’s comprehensive institutions from offering doctoral degrees.
2. **Recommend changing the state statute and HECB policy to:**
 - Allow Eastern Washington University to offer only the Doctor of Physical Therapy, a practice-oriented doctoral degree;
 - Allow the comprehensive institutions to offer practice-oriented doctoral degrees only;
 - Allow the comprehensive institutions to offer both practice-oriented doctoral degrees and research-oriented doctoral degrees;
 - Allow the comprehensive institutions to jointly offer practice-oriented doctoral with the state’s research institutions;
 - Allow the comprehensive institutions to jointly offer practice-oriented doctoral degrees and the research Ph.D. with the state’s research institutions.

Suggested Criteria

If the Board chooses to modify its current policies and/or recommend changes to state statutes, it should consider establishing criteria for the provision of doctoral degrees at branch campuses and/or the comprehensive institutions.

Such criteria might include:

- Demonstrated need for the program based on student interest and demand, societal need, and the capacity of existing programs;
- Qualifications and strength of the faculty and unit to initiate and sustain a doctoral program ;
- Demonstrated need for graduates;
- Sufficient program funding;
- Appropriateness of the curriculum;
- Adequate laboratories, libraries, computing, and other physical facilities; and,
- Existing related and supportive programs.

HECB Legislative Priorities 2001 Session Progress Report

January 2001

Issue	HECB Priority	Legislative Progress
Enrollment	6,594 FTEs including 500 high-demand enrollment slots for competitive grants	Governor's proposed operating budget includes 5,248 new student FTEs including 1,500 enrollments to be allocated by HECB for high-demand programs at 2- and 4-year institutions (300 FTEs in first year, 1,200 in second).
Tuition	State sets basic rate linked to per capita personal income (4.9%, 3.9%)	Governor plans to announce tuition proposal by early February.
Faculty salaries	10% for biennium for two-year and four-year faculty.	Governor's proposed budget includes base increases of 2.2% and 2.5% for baccalaureate faculty and I-732 mandated raises of 3.7% and 2.6% for community and technical college faculty.
Recruitment/retention and CTC part-time faculty	\$8 million for baccalaureate institutions; \$20 million for community & technical college part-time faculty	Governor's proposed budget includes \$10 million for baccalaureate institutions. \$5 million for community and technical college part-time faculty compensation.
Washington Promise Scholarship	Full funding of two-year scholarships. Also, support legislation to place program in statute	Governor's proposed budget includes about \$20 million in maintenance and enhancement funding. Legislation would enact Promise Scholarship in statute, to serve top 15% of 1999 graduate students who achieve SAT scores of at least 1,200 in their first attempt.
State Need Grant	\$35.4 million State Need Grant enhancement for new enrollments, to serve students at 75% MFI, and close gap between grant amounts and tuition	Governor's proposed budget includes \$9 million to fund additional enrollments for students with family incomes below 65% of median family income.

Issue	HECB Priority	Legislative Progress
State Work-Study	\$8 million enhancement	Not included in Governor's budget.
Capital budget and related initiatives	\$529 million general obligation bonds \$174 million Education Construction Fund \$230 million local funds	Governor's proposed capital budget: \$434 million general obligation bonds \$86 million Education Construction Fund \$246 million other funds
Accountability	HECB recommendations approved in October 1999 and communicated to Governor and Legislature	No action to date.
Institutional eligibility for financial aid	HECB supports amending statutes to make several more institutions eligible to participate in State Need Grant program	SB 5166 (Sens. Kohl-Welles, Carlson, Horn, Shin, Jacobsen and McAuliffe) would enable students at approximately seven institutions to become eligible for the SNG. A hearing is scheduled Thursday, Jan. 25, before the Senate Higher Education Committee.

Progress Report Table – 1/24/01
 Prepared by Bruce Botka, 360-753-7811

Fund for Innovation and Quality in Higher Education: A progress report from the HECB

January 2001

Background

The Washington Fund for Excellence in Higher Education was established in 1991 to encourage higher education institutions to develop innovative and collaborative solutions to statewide educational challenges. The Legislature subsequently gave the fund its current name and amended the authorizing legislation, but did not provide funding to carry out the program. In 1999, however, the state appropriated \$600,000 for grants to the state's public baccalaureate college and universities during the 1999-2001 biennium. The Legislature and Governor also enacted legislation in 1999 to establish the program's current priorities.

The HECB was directed to administer a competitive grant program among the public four-year institutions to provide funds for projects that addressed the following desired outcomes: increased participation by minority students and students with disabilities; improved K-12 teacher preparation models; reduced time to degree for students; contracts with public or private institutions or businesses for services or programs; activities to smooth the transfer of students from K-12 to higher education or from two-year to four-year colleges and universities; improved delivery of learner-centered and technology-assisted courses; and development of competency-based measurements of student achievement.

The HECB recommended continuation of grant funding in the 2001-03 biennium, and the Governor's proposed budget includes \$1.2 million for that purpose.

Fund for Innovation projects during 1999-2001

The Board received 23 proposals from the six baccalaureate institutions, for a total of \$2.2 million, and allocated the \$600,000 appropriated in the 1999-2001 operating budget to the following projects:

- **Washington State University College of Nursing, Intercollegiate Center for Nursing Education -- \$109,499** to expand community-based education for registered nurse students in Washington State. This project is designed to make baccalaureate-nursing instruction available at home or at work through the use of e-learning technologies.
- **Eastern Washington University -- \$88,121** to work with the Community Colleges of Spokane to design co-located academic and student support services for transfer students. The goal of the project is to fill a gap in admissions, advising, and registration that exists as students transfer from two-year to four-year institutions. It is expected that this project will serve as a model for similar efforts to improve services to transfer students statewide.

- **Washington State University -- \$59,350** to implement an assessment tool to measure students' improvement in critical thinking. WSU is attempting to assess the development of students' intellectual skills with a tool that identifies starting and end points for different critical thinking skills. This assessment will help faculty design and revise assignments and teaching strategies to help students improve their critical thinking abilities. This initiative is one of several efforts being undertaken by the state's baccalaureate institutions to improve the assessment of student learning outcomes.
- **The Evergreen State College -- \$87,366** to improve American Indian student reading skills. TESC's Center for the Improvement of Education is working with teachers and students at seven predominantly Native American schools and Native American community members. The Center is building curriculum from the stories and songs shared by community members. This curriculum aims to help Native American students boost their reading performance and improve their preparation for college.
- **Washington State University at Vancouver -- \$91,600** to create a computer-based multimedia arts program in conjunction with Clark College, Heritage High School, and the Vancouver School for Arts and Academics. The coordinated curriculum will begin at the high school level and continue through programs at Clark College and WSU Vancouver.
- **University of Washington -- \$57,166** to develop a transcript research project with the State Board for Community and Technical Colleges. The UW and SBCTC are sharing transcript and demographic information for research purposes. The results will permit the institutions to analyze student preparation and performance and demographic information, potentially smoothing student transfer from two- to four-year institutions. This project has formed the basis for the HECB's 2001-03 budget proposal to create a statewide "mutual transcript research enterprise."
- **Central Washington University -- \$99,897** to develop a program of collaborative science resources for high school and college students. CWU is using this funding to share its scientific and academic advising resources with high schools and community colleges throughout central and eastern Washington.

For more information: Tom Weko, 360-753-7890
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Teacher Training Pilot Project Grants – 2001 Update

January 2001

Background

Washington State is expected to need thousands of new teachers in the next 10 years. The state will need many new teachers each year as it attempts to reduce class sizes, serve a growing population and replace instructors who retire.

Recognizing the need for more innovative and effective recruitment of prospective teachers, the Legislature and Governor in 1999 enacted House Bill 1729 to create Teacher Training Pilot Projects to stimulate partnerships among educational institutions to find and train more school teachers.

To accompany the policy legislation, the state provided \$300,000 in the 1999-2001 operating budget (\$150,000 each year) for competitive grants to consortia of baccalaureate universities, community colleges and high schools.

The Higher Education Coordinating Board administers the grant program, and in the summer of 1999, formed an advisory committee of HECB staff and public education experts to evaluate and recommend proposed projects for funding. The Board received 10 proposals seeking a total of \$1.4 million in grants.

In September 1999, the HECB awarded grants to **Western Washington University** and the **University of Washington, Bothell**. Each institution will receive approximately \$150,000 in two annual installments.

The Board has proposed expanding the current pilot project initiative from two to four projects with a \$600,000 enhancement in the 2001-03 biennium.

Western Washington University ‘pathways’ project

The “pathways” project involves collaboration by WWU with Whatcom, Skagit and Everett community colleges and participation by K-12 school districts in Bellingham, Blaine, Everett and Sedro Woolley. The project has two primary goals:

1. **Improve the articulation** of courses between community colleges and the Woodring College of Education at WWU so students can move more efficiently through the teacher training program. Specifically, the program will help students:
 - Complete more courses at the community college level; and
 - More easily meet requirements for course and program completion through better advising and clearer guidelines.

2. **Increase the diversity of teachers** graduating from Western's program through outreach to high school students and recruitment of prospective teachers at the community college level.

During the first year of the grant, the majority of effort was focused on developing a collaborative organizational structure, including working groups on faculty issues, student support services, and recruitment and career development. WWU also has developed an evaluation system to measure the program's success in meeting its objectives.

In 2000-2001, the project participants are focusing on curriculum development, improvements in student advising and the recruitment and career development of prospective teachers.

University of Washington, Bothell 'teaching link' project

The "teaching link" project at the University of Washington, Bothell is aimed at building a collaborative approach to the recruitment and retention of good K-12 teachers by focusing on the specialties of each of the participating institutions. Educators at the UW Bothell are working with colleagues at the new Cascadia Community College and the neighboring Northshore and Lake Washington K-12 school districts.

The project partners are developing a program to:

1. **Identify prospective teachers** at the high schools;
2. **Develop preparatory experiences** for students at the community college; and
3. **Provide culminating course work** and field teaching experience at the university.

During the first year of the grant project, progress was made in all three areas.

The project has linked college-level teacher training with high school activities to promote younger students' interest in a career in education. Students from the Northshore District Teaching Academies and the UW Bothell teacher certification program are using a web site to support their various programs. In addition, the grant has enabled high school students to learn more about college by participating in one of the UW Bothell teacher certification classes.

Cascadia Community College developed a five-credit course for winter 2001, Introduction to Education (Social Science 198), for students who want to learn more about the teaching profession. In addition to serving adult community college students, this class will be a potential course for Running Start students to earn both high school and college credit.

Finally, the UW Bothell has developed a field experience model that links two teacher certification students with one classroom mentor teacher in the field. Initially, this model has been viewed as more effective than the traditional one-teacher, one-student approach because it improves interaction, communication self-assessment and camaraderie among the teachers and interns.

Future issues for Teacher Training Pilot Projects

Under current law, the teacher training pilot program will continue through 2004. The HECB has requested a \$600,000 funding enhancement to allow for additional pilot projects.

Both of the current projects directly address the early recruitment of high school and community college students into the teaching profession. It appears that while there will be a sustained need for new teachers in Washington schools over the next five to 10 years, interest in the teaching profession among current students has been relatively unchanged for several years.

The need to stimulate students' interest in the teaching profession is, from the perspective of the HECB, one of the most important elements of the teacher training pilots and will be an important factor in the evaluation of future grant proposals.

In addition, the state needs more teachers in certain geographic regions, and there is a statewide need for teachers who have training in such subjects as math, science and special education. The HECB's high-demand enrollment program has provided a grant to Eastern Washington University to expand its special education teacher training program, but no single institution's program is currently sufficient to meet the need for teachers in this area.

For more information:

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Bruce Botka, 360-753-7811

D R A F T
Information Technology Grants to Washington Universities:
A HECB Progress Report

January 2001

Background

Research in Washington, most notably by the Washington Software Alliance and the Washington Council of the American Electronics Association, has shown that thousands of high-skill, high-wage jobs in information technology fields are currently available in the state, but that the public higher education system has the capacity to train just a small fraction of the number of new employees needed.

The 1999-2001 state budget provided \$2 million to the Higher Education Coordinating Board for grants to underwrite initiatives by Washington's public baccalaureate colleges and universities to expand instruction in information technology fields, such as computer engineering and computer science. This one-time funding was designed for competitive matching grants to increase the number of job-ready graduates in information technology fields and to support expanded public-private partnerships in this important area of higher education.

The 1999-2001 budget directed the HECB to administer a competitive two-year grant program to expand or create information technology degree programs, certificate programs or courses at the public baccalaureate institutions. The budget included \$1 million each year for grants to be used for faculty, staff or equipment in each fiscal year. No institution could receive more than \$1 million in state funds during the two-year period. Each successful project included a match of non-state cash or other donations equivalent to or greater than the grant amount.

Grants Awarded by the HECB

- The **University of Washington** received the maximum allowable grant of \$1 million to expand the size of the computer science and engineering undergraduate major program. Primary matching funds were received from Microsoft; Visteon Automotive systems, a division of the Ford Motor Co.; and the Intel Corporation. HECB funds and industry donations are being supplemented by ongoing state appropriations, federal grants and reallocation of money within the university. One-time grant funds support laboratory and office remodeling, equipment and faculty "startup funding" (typically equipment, student support and summer salary support). Historically, the program admits 120 new students during each academic year. That number increased to 157 during 1999-2000, and the UW estimates that 170 new students will be admitted during the current year.

- **Washington State University -- \$625,000 for three projects** to (1) increase instructional support for students who take introductory programming courses; (2) develop an embedded computer systems laboratory for students who study in a rapidly growing field in which computers are “embedded” in such devices as traffic signals, microwave ovens and other devices; and (3) develop a technology teaching laboratory in the Management Information System (MIS) program. HECB funding provided about 25 percent of the cost of the MIS lab, which opened in November 2000 with 48 networked computer stations, a central teaching station and three large wall-mounted display screens. Funding for the three grant projects was provided by a large number of corporations, including Microsoft, Boeing, Tektronix and Alias Wavefront.
- **Western Washington University -- \$274,518** to support creation of an Internet Studies Center. The center, which opened in October 2000, has enabled the university to expand the computer science department’s minor in Internet Studies to a four-year degree program and enables students from all disciplines to gain technical skills and knowledge in all phases of Web development and other uses of the Internet. The project is supported by grants from Microsoft, US West and NetManage.
- **Eastern Washington University -- \$100,000** to create a Center for Distributed Computing Studies. Initially, the university planned to develop three new courses to be offered through the center, but EWU now expects to provide a significantly broader array. The center is designed to support instruction in a rapidly emerging field involving the linkage of a series of individual computers into a network in which the computers function as one to complete a particular task, such as computer animation for games and films. Courses supported by this grant include 3-D animation, neural networks, and concurrent and real-time systems. The first group of students to be served by the center will graduate in 2001.

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HECB Report on High-demand Enrollments in 1999-2001 Biennium

January 2001

High-demand enrollment program in current biennium

- HECB was authorized to allocate 550 FTE student enrollments to high-demand fields and programs for the 2000-01 academic year
- Public two-year and four-year colleges and universities participated in competitive process
- Governor and Legislature sought increased capacity and student opportunity in high-skill, high-wage programs whose graduates were sought by employers
- New and expanded programs could receive new enrollments

Goals of HECB competitive process

- Stimulate new opportunities for students in Washington's economy
- Provide a jump-start for creative and innovative instructional programs
- Ensure that 'high-demand' proposals documented both employer *and* student needs
- Respond to geographic priorities in expanding enrollments
- Employ outside experts on review committee to help select top program proposals

Proposals from the colleges and universities

- HECB received proposals for 1,500 full-time enrollments (\$9.9 million) from six baccalaureates and 17 community and technical colleges
- 41 specific program proposals from colleges and universities
- 75 percent of program proposals were for information technology programs

Outcomes of high-demand enrollment project

- 550 full-time enrollments allocated to 11 community and technical colleges and 3 baccalaureate institutions
- New and expanded programs in information technology, dental hygiene, special education teacher training
- 73 percent of new enrollments allocated to community and technical colleges
- Process enabled more new programs and faster startup than would have occurred without targeted high-demand enrollments
- All current high-demand enrollments are included in institutions' base funding for 2001-03 in Governor's budget

High-demand enrollment proposals for 2001-03 biennium

- HECB recommends another round of the competitive high-demand enrollment pool in what it sees as a very successful program – 500 FTE
- Governor proposes expanding program to serve 1,500 FTE
- Governor proposes several refinements for 2001-03 to establish priorities for competitive awards:
 - Priority for proposals that include cooperative partnerships and articulation agreements between four-year institutions and community and technical colleges
 - Proposals may include reallocation of existing enrollments to high-demand fields
 - Priority for proposals that help to spread benefits of the technology economy geographically
- Funding level would continue to reflect higher program startup and related one-time costs

**High-demand enrollment projects approved
for funding by the HECB for 2000-01**

Institution	Program	<i>FTE</i>	<i>Budget</i>
Bates Technical College	Computer Systems/ Networking Technician	25	\$177,660
Bellevue Community College	<ul style="list-style-type: none"> • Multi-media • Network Support • Computer Science Transfer • Fast Track IT certificate 	100	\$924,102
Columbia Basin College	Dental Hygiene	18	\$163,800
Eastern Washington University	Special Ed. Teacher Training	25	\$249,579
Edmonds Community College	<ul style="list-style-type: none"> • Web Developer • E-Commerce • Unix/C++ Specialization • Game Devel./Animation 	75	\$697,500
Everett Community College	Web Page Certificate	12	\$111,000
Pierce College at Puyallup	Computer Network Engineering	25	\$232,500
Renton Technical College	Computer Network Technician	38	\$136,800
Shoreline Community College	High Tech Training Pathway	53	\$491,451
Skagit Valley College	Computer Information Systems	25	\$229,743
South Seattle Comm. College	Webmaster Program	12	\$110,000
Walla Walla Comm. College	Information Technology Certificate Programs	17	\$99,990
Washington St. University	Management Info. Systems	60	\$541,965
Western Wash. University	Management Info. Systems	65	\$483,463
HECB administration	\$100,000 during 1999-2000		\$100,000
Total		550	\$4,749,553

HECB Review Committee members for high-demand enrollment proposals

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Child-care Grants to Washington Universities: A progress report from the HECB

January 2001

BACKGROUND

One of the most difficult issues faced by college 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 Legislature and Governor responded to this need in 1999 by enacting Senate Bill 5277. This legislation established a program to provide competitive matching grants to public institutions to “encourage programs to address the need for high quality, accessible, and affordable child care for students....” The Higher Education Coordinating Board 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 half the funds available each year. The funds are to be used for on-site child care, and no single institution may receive more than half of the available funds.

STATUS REPORT

Four proposals were received from three institutions, which requested a total of \$181,760. Based on the recommendations of a review committee, which included representation from statewide child care organizations, the HECB approved the programs and grant levels shown below.

Institution	FY 2000	FY 2001	Total
Central Washington University	\$ 37,500	\$ 33,406	\$ 70,906
Eastern Washington University	\$ 20,830	\$ 8,195	\$ 29,025
Washington State University	\$ 16,670	\$ 33,399	\$ 50,069
Total	\$ 75,000	\$ 75,000	\$150,000

In the first year, the institutions further refined their child care programs, which were designed collaboratively by institutional administrations and student government associations to respond to student child care needs, and focused on program start-up as described in the project summaries on the following page. Full program implementation is taking place during the 2000-01 academic year.

CHILD CARE GRANT PROGRAMS IN BRIEF

Central Washington University -- \$70,906 grant

- Program Purpose: To establish an on-campus **infant/toddler program**, with fees set on a sliding scale based on financial status. While Central had a program in place for children ages 2-5, it did not offer infant-toddler care. The limited infant-toddler care available in the community required students who needed only part-time care for their children to pay the full-time rate to have access to child care services when needed to attend class or study. Often, students had to use non-licensed child care services.
- This grant enabled the establishment of an on-campus infant-toddler program, developed in collaboration with the Kittitas County Head Start/Early Childhood Education Assistance Program. The program is licensed to accommodate 30 infants and toddlers for nine hours a day for five days a week.
- The program is designed to establish linkages with other agencies and organizations providing services to the targeted population; it incorporates parenting training; and it provides a campus laboratory setting for university majors to experience applied learning in early childhood education, child development, parenting education, family studies, and nutrition research.
- First-year activities focused primarily on meeting the requirements of the four agencies involved in licensing the program. The program is now fully operational.
- CWU reports serving 39 children during 1999-2000 and estimates serving 46 during the current academic year.

Eastern Washington University -- \$29,025 grant

- Program Purpose: To increase **accessibility, affordability, and quality** of on-campus child care for students.
- This grant enabled EWU to provide child care scholarships for low income student parents. In addition, the grant allowed the development and incorporation of multicultural programming for children enrolled in the Children's Center, and it supported practical experiences for selected students majoring in early childhood education.
- Each of the three components was implemented during 1999-2000. With only slight modifications resulting from EWU's internal evaluation process, the program is being offered again in 2000-01.
- EWU reports serving at least 75 children through the grant program in each year of the current biennium. The university also has provided 11 child care scholarships, funded in part through the state grant.

Washington State University -- \$50,069 grant

- Program Purposes: To establish an **evening child care** program for children ages 6 weeks to 12 years, to accommodate students enrolled in evening labs and classes; to offer a **parent cooperative program** for students who could defray up to half of their child care costs by working part-time in the Center; and to provide **free parenting sessions** on subjects of interest.
- This grant enabled WSU to respond to a critical need for low-cost, evening child care to students. In addition, the parent cooperative program for students was initiated, permitting parents to work at the center, receive training in childhood development, and reduce their child care costs by participating in the cooperative.
- The first year focused on the establishment of the evening care program and the parent cooperative program. This year, parenting sessions also are being offered.
- WSU reports serving 37 children in the evening care program during 1999-2000 and 71 during the current academic year.

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