

W A S H I N G T O N
H I G H E R
E D U C A T I O N
C O O R D I N A T I N G B O A R D

PRELIMINARY BOARD MEETING AGENDA

*Washington State University
Smith Center for Undergraduate Education (CUE), Room 518
Grimes Way, Pullman 99164
Sept. 24, 2003*

*Approximate
Times*

Tab

8:00 a.m. Continental Breakfast and Overview of Meeting Agenda (CUE, Room 512)
No official business will be conducted.

8:30 a.m. Campus Tour

9:30 a.m. WELCOME AND INTRODUCTIONS

- Bob Craves, HECB Chair

BENCHMARKS FOR SUCCESS

- Pres. V. Lane Rawlins

CONSENT AGENDA ITEMS

Adoption of July Meeting Minutes **1**

Adoption of 2004 Meeting Calendar **2**
Resolution # 03-22

New Degree Programs for Approval

• **BA in Digital Technology and Culture, WSU** **3**
Resolution # 03-23

• **PhD in Digital Arts and Experimental Media, UW** **4**
Resolution # 03-24

Adoption of Permanent Rules – Educational Opportunity Grant **5**
Resolution # 03-25

Adoption of Permanent Rules – Student Residency **6**
Resolution # 03-26

DIRECTOR'S REPORT

	<ul style="list-style-type: none">• Status Report: Notification of Intent	7
	<ul style="list-style-type: none">• HECB Agency Budget Request – 2004 Supplemental Budget <i>Resolution 03-27</i>	8
10:30 a.m.	Institutional Responses to Report on Branch Campuses by the Washington State Institute for Public Policy HECB staff briefing	9
12:00 noon	Lunch (home of WSU president) <i>No official business will be conducted.</i>	
2:00 p.m.	Update on Strategic Master Plan HECB staff briefing	10
2:45 p.m.	Updates on Administration of Grants <ul style="list-style-type: none">• Rural Areas Grant – Jefferson County• Child Care• Teacher Training Pilot Projects <i>Resolution 03-28</i>	11 12 13
	Promise Scholarship - Proposed Rules Change HECB staff briefing	14
	PUBLIC COMMENT	
3:30 p.m.	ADJOURNMENT	

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

HECB 2003 Meeting Calendar

Date	Location
Oct. 29, Wed.	State Investment Board Board Room
Dec. 3, Wed.	South Puget Sound Community College Bldg. 22, Room 200A



WASHINGTON STATE
UNIVERSITY



World Class. Face to Face.

V. Lane Rawlins

September 24, 2003

Washington Higher Education Coordinating Board

Achieving Our Vision

World Class. Face to Face.

WSU Strategic Plan • 2002-07



Strategic Plan

The Strategic Plan is a framework within which each budget area has responsibility to plan and budget – and be accountable

Strategic Plan

Vision

Washington State University offers a premier undergraduate experience, conducts and stimulates world-class research, graduate and professional education, scholarship and arts and provides an exemplary working and learning environment that fosters engagement

Strategic Plan

Mission

As a public, land-grant and research institution of distinction, Washington State University enhances the intellectual, creative and practical abilities of the individuals, institutions and communities that we serve by fostering learning, inquiry and engagement

Strategic Plan

Values

- **Inquiry & Knowledge**
- **Engagement & Application**
- **Leadership**
- **Diversity**
- **Character**
- **Stewardship**
- **Teamwork**

Strategic Plan

Goal One

**Offer the Best Undergraduate
Experience at a Research
University**

Goal: Offer the Best Undergraduate Experience in a Research University

- 1. Attract, recruit and retain a diverse, high-quality student body**
- 2. Create an academic culture that promotes and rewards one-on-one faculty to student and student-to-student interactions**
- 3. Continually improve the quality of our program offerings and their delivery**
- 4. Provide student advising and mentoring that improves retention, increases student satisfaction and bolsters academic achievement**

Strategic Plan

Goal Two

**Nurture a World-Class
Environment for Research,
Scholarship, Graduate Education,
the Arts and Engagement**

Goal: Nurture a World Class Environment for Research, Scholarship, Graduate Education, the Arts and Engagement

- 1. Recruit, develop and retain outstanding faculty researchers, scholars and artists**
- 2. Strategically develop areas of excellence in collaborative research, scholarship and the arts**
- 3. Develop targeted strategies to attract extramural funding**
- 4. Strengthen infrastructure that supports research, scholarship and the arts**
- 5. Recruit a diverse high-quality graduate student body and provide a supportive environment**
- 6. Establish a culture of engagement with problems and issues of interest to external constituencies**

Strategic Plan

Goal Three

**Create an Environment of Trust
and Respect in all we do**

Goal: Create an Environment of Trust and Respect in all we do

- 1. Create and support open dialog among members of the university community**
- 2. Align all reviews with institutional goals and values, including diversity**
- 3. Develop a balanced program of incentives, rewards and recognition consistent with strategic goals**
- 4. Develop programs that enable all members of the community to productively participate**

Strategic Plan

Goal Four

**Develop a Culture of Shared
Commitment to Quality in all
our activities**

Goal: Develop a Culture of Shared Commitment to Quality in all of our activities

- 1. Develop strategies for adopting and extending best practices and a commitment to continuous improvement**
- 2. Create a university culture that supports efficient and effective collaboration**
- 3. Provide technologies that enhance linkage and increase quality**

Strategic Plan Implementation Process

Teaching & Research

- **Increased faculty recognition including newly established rank of Regents' Professor**
- **\$300,000 Undergraduate Teaching and Learning Improvement Initiative**
- **Center for Integrated Biotechnology established**
- **Draft proposals submitted for Office of Undergraduate Education and President's Teaching Academy**
- **Mission to DC program initiated to promote federal support for research**
- **Funding provided for joint initiatives by Office of Research and Graduate School to encourage and support faculty and strengthen/grow interdisciplinary research programs**

Benchmarking Our Progress

Enrollment



GOAL: Controlled slow steady growth

Benchmarking 2003-05

Student Quality

GOALS:

- 1. Minimum standard for admission**
- 2. SAT average**
- 3. Level for financial support**

(Regents Scholar Program)

Benchmarking 2003-05

Diversity



Benchmarking 2003-05

Faculty & Staff Compensation



Benchmarking 2003-05

Financial Stability and Support

Goal: Expenditures per student equal
to peer institutions

Benchmarking 2003-05

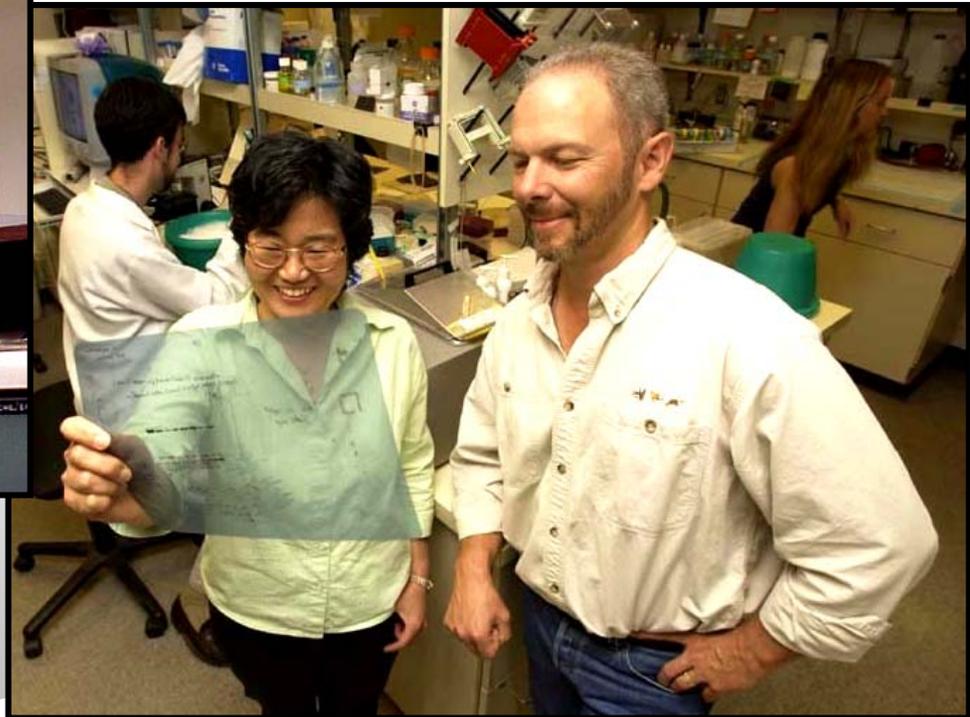
Graduate Programs

No specific goals yet, but:

- 1. Must increase number of PhD students**
- 2. Strengthen key graduate programs**

Benchmarking 2003-05

Research Funding



Benchmarking 2003-05

Private Giving

**Still setting goal at Foundation.
Benchmarking suggests a 50 percent
increase in private giving in the next
five years.**

Benchmarking 2003-05

The WSU System

A Vision for Tomorrow





Governance & Administration

- **Board of Regents**
 - a. One Regent assigned to each campus
 - b. CEO participation with Board of Regents
 - c. New Regents' committee for newer campuses



Governance & Administration

- **Administration Process**
 - a. Newer campus CEOs to be chancellors
 - b. Formation of President's University System Council
 - c. Formation of Provost's University System Council
 - d. Formation of System Council for Administration and Operations



Academic Programs

- **Lead academic units may be centered on any of the campuses in the WSU system**
- **Academic program administrators may reside on any campus**
- **Graduate education is a system-wide function**
- **Lower division coursework at the newer campuses may be offered if appropriate agreements are reached with local community colleges**
- **System-wide guidance of various sources of academic credit**



Student Affairs

- **Efficiency in admissions, scholarship, recruiting and advising**
- **Recognition of multiple student bodies**



Faculty Affairs and Governance

- **Cooperative efforts of Faculty Senate and administration in close coordination with faculty from each campus**
- **Maintain standards of excellence while providing empowerment and enfranchising of independent faculty not dependent on location**



Unique Roles for Individual Campuses

- **WSU Spokane**
 - a. Emphasis on professional & graduate programs
 - b. Chancellor of Spokane campus to have dual role
 - c. Accelerate trend to single campus with two locations



Unique Roles for Individual Campuses

- **WSU Vancouver**
 - a. Expansion across the spectrum of academic programs
 - b. Committed to expansion via additional and innovative partnerships with local community colleges including special institutes
 - c. Greater autonomy through the creation of departments or other academic units



Unique Roles for Individual Campuses

- **WSU Tri-Cities**
 - a. Partner with community for outreach to non-traditional populations
 - b. Develop innovative programs with the agricultural industry
 - c. Strategic partnership with PNNL and develop centers of excellence in scientific and technical graduate education and research



WASHINGTON STATE
UNIVERSITY

World Class. Face to Face.

V. Lane Rawlins

September 24, 2003

Washington Higher Education Coordinating Board



WASHINGTON STATE
UNIVERSITY

World Class. Face to Face.

V. Lane Rawlins

September 24, 2003

Washington Higher Education Coordinating Board

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

September 2003

Minutes of July Meeting

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair
Mr. Gene Colin
Mr. Jim Faulstich
Ms. Roberta Greene
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Chang Mook Sohn
Ms. Stacey Valentin

Welcome and introductions

After Board introductions, Bob Craves made a few announcements:

- Executive Director Marc Gaspard will be leaving the HECB and state government to start a new career in the private sector. Deputy Director Ruta Fanning has accepted the Board's offer to serve as the interim executive director.
- The Board is exploring the option of hiring the Dept. of Personnel's Executive Search Services group to conduct the search for the next HECB executive director.
- The terms of Board members Pat Stanford and Jim Faulstich have expired. In their stead, the Governor has appointed two new members: Sam Smith, former WSU president, and Jerry Lee, owner of a Bellevue-based architectural firm. Both members will be at the Board's September meeting in Pullman.

National Collaborative on Higher Education Policy

Dennis Jones, president of the National Center for Higher Education and Management Systems (NCHEMS), presented preliminary data gathered by the National Collaborative on Higher Education Policy. The Collaborative is a consortium of education associations that is helping several states identify a long-term agenda to improve their higher education systems.

In Washington State, the Collaborative is working with the Governor's Office, the HECB, and legislative committees. Their findings will help shape the Board's work on the 2004 Strategic Master Plan.

Some of the emerging themes that the preliminary data have identified point to the need for:

- Improving college participation;
- Providing additional capacity;
- Improving responsiveness to workforce needs, particularly in the areas of teacher training, nursing, engineering / computer sciences, and basic workplace skills;
- Enhancing continuing professional education (post baccalaureate);
- Improving performance of high school students, particularly in math; and
- Decreasing disparities across the state.

NCHEMS and the National Collaborative will continue to collect and analyze data and provide regular updates on their work. The Governor's Advisory Group for the National Collaborative for Postsecondary Education is scheduled to meet on Sept. 29 to discuss developing themes for higher education. Bob Craves and Ruta Fanning are members of this advisory committee.

Strategic Master Plan update

Members of the Legislative Work Group on the strategic master plan (ESHB 2076) provided an update on the group's work. Members present were Reps. Phyllis Kenney, Dawn Morrell, Don Cox, and Skip Priest. Rep. Kenney, co-chair of the Work Group, presented a summary of the group's July 7 discussion, which is organized into seven major themes: access, funding, service delivery models, higher education and economic development, accountability, learning as a lifelong continuum, and financial aid.

Members of the public and higher education representatives also offered comments.

The strategic plan Legislative Work Group is scheduled to meet again on September 17 and December 3, to discuss options and alternatives for the plan and to review HECB responsibilities. The Work Group will report its findings and recommendations to the Legislature by January 2, 2004.

High-demand allocation

Bruce Botka, director for government relations, summarized the high-demand allocation report. The 2003-05 state operating budget directed the HECB to design and implement a competitive process among the public four-year colleges and universities to expand student enrollments in high-demand fields. A Request for Proposals was issued in June identifying five high priority programs specified in the legislation: nursing and other health services, applied science and engineering, teaching and speech pathology, computing and information technology, and viticulture and enology. The review committee included staff from the HECB and OFM as well as others from higher education, the labor market and economic development arenas.

Committee findings:

The proposals submitted to the HECB requested far more enrollments and funding than were provided in the budget. All four-year public institutions submitted proposals. The review committee approved 17 of the 37 high-demand proposals received.

In recommending projects for funding, the review committee gave priority to proposals that offered the best possible return on the state's investment, and placed a greater emphasis on proposals that would expand the size of the high-demand workforce rather than those that would improve the skills of existing workers.

***ACTION: Gene Colin** moved for consideration of the high-demand allocation report, with a second from **Roberta Greene**. **Resolution 03-19** was unanimously approved.*

Report on Higher Education Branch Campuses

Annie Pennucci and Jim Mayfield of the Washington State Institute for Public Policy presented the organization's final report on branch campuses. Interim findings indicated that the branch campuses are meeting their original mission of expanding access to higher education and fostering regional economic development.

The final report stops short of offering recommendations. Instead, it seeks to provide direction on two major areas:

1. Where are the campuses headed and what factors influence the evolution of branch campuses?
2. What are the key decision points and policies for consideration?

To answer these questions, the report analyzed how the branch campuses have been evolving, the factors that influence them, their structure and costs.

Finally, the report suggests that in order to guide branch campus policies, the state needs:

- A clear statement of its goals for higher education;
- More information regarding demand for higher education and the cost and benefits associated with various sectors of the state's system; and
- Clarification on who has authority over branch degree programs and structure.

Institute staff will be soliciting formal feedback on the report from the institutions, which will be included as an appendix to the report. Institutional representatives will also have the opportunity to comment on the report at the Board's September meeting.

Review of the 2003-05 higher education operating budget

Senior Associate Director Gary Benson presented an update on higher education tuition and funding. Benson said the final budget does not provide sufficient FTE funding to maintain the 2002-03 levels of service, and that simply maintaining the 2002 public higher education participation rates will require more than 33,000 additional enrollment slots by 2010.

Because demand continues to increase, the public two-year and four-year colleges and universities are enrolling more students than budgeted. At the same time, state support per higher education student continues to decline, which means the student's share of the cost of instruction continues to increase.

Average revenue collection per student at the four-year schools is expected to decline in the 2003-05 biennium and will decrease slightly at the two-year colleges. Tuition will again outpace per capita income growth and inflation; and over a 12-year period, tuition increases will be significantly greater than per capita income growth or inflation. If past trends continue, resident undergraduate tuition at a research university may reach \$6,750 by 2009-10.

Rules change – Educational Opportunity Grant

Legislation passed by the 2003 Legislature amended the rules governing the Educational Opportunity Grant (EOG) to reflect program evaluation recommendations adopted by the HECB in December 2000. Program rules contained in the state WACs (Washington Administrative Code) need to be changed to conform to the amended statute.

The proposed changes to the rules include:

- Expanding student eligibility to include Washington residents of all counties;
- State-supported branch campuses would be considered eligible institutions, as well as any institution, extension or facility affiliated with a regionally accredited nonprofit institution in another state, provided State Need Grant rules are met, and
- Administrative procedures would be updated to allow grant periods to begin during any academic term, with a maximum award period of no more than the equivalent of eight terms, as well as other administrative and technical revisions to the rules.

Notice of the proposed rules change will be sent to the Code Reviser's office, and a hearing will be held on Sept. 9. The Board will be asked to adopt the final rules on Sept. 24, and upon adoption, will be effective 31 days after filing.

Rules change – student residency for tuition purposes

Similar to the EOG program, recent legislation requires changes to state residency rules.

- House Bill 1079 grants residency to undocumented students who are not legal residents but have lived in Washington for at least three years and meet other specified criteria.

- Senate Bill 5134 creates the border country higher education opportunity project which allows Washington institutions of higher education that are located in counties on the Oregon border to implement tuition policies that correspond to those in Oregon.
- Law changes to allow active duty military and members of the National Guard to be considered residents for tuition purposes.

A public hearing on the proposed rules changes will be held on Sept 12. The Board will be asked to adopt final rules at its meeting on Sept. 24.

Consent agenda items approved

***ACTION:** Ann Ramsay-Jenkins moved for consideration of the minutes of the Board's June 12 meeting, and approval of a new doctorate program, Doctor of Physical Therapy @ UW. Gene Colin seconded the motion. The **June 12 minutes and Resolution 03-20** were unanimously approved.*

Director's report

- Gaspard reported that Eastern Washington University's proposal to offer its Master of Social Work at Yakima Valley Community College effective July 23, 2003, has been approved, based on Notification of Intent guidelines.
- Higher education accountability plans
The Legislature requires institutions to submit accountability plans to the HECB by Aug. 15, and a report on progress made is due to the Legislature by Nov. 15. Provosts have been given HECB accountability guidelines that explain what should be included in the plans and progress report. Reports will be presented to the Board for approval at its Oct. 29 meeting.

Board members and staff recognized

Board members expressed their appreciation and good wishes to exiting members Jim Faulstich and Pat Stanford, and retiring staff HECB Senior Associate Director Linda Lamar and Executive Director Marc Gaspard. **Resolutions 03-16, 03-17, 03-18, and 03-21** honoring these HECB members and staff were passed.

The meeting was adjourned at 3:30 p.m.

RESOLUTION NO. 03-22

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 members of the Board have reviewed and approved the attached 2004 meeting schedule;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the 2004 HECB meeting calendar.

Adopted:

September 24, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

2004 Meeting Calendar

Date	Location
Jan 16, Fri	State Investment Board
Feb. 17, Tues.	State Investment Board
March 25, Thurs.	State Investment Board
April 22, Thurs. <i>Board Retreat</i>	TBA
May 20, Thurs.	WSU, Vancouver
July 22, Thurs.	Eastern Washington University
Sept. 23, Thurs.	State Investment Board
Oct. 21, Thurs.	Seattle Central Community College
Dec. 9, Thurs.	Tacoma Community College

September 2003

Bachelor of Arts in Digital Technology and Culture

Washington State University

Introduction

Washington State University is seeking Higher Education Coordinating Board approval to establish a Bachelor of Arts in Digital Technology and Culture (DTC) at WSU Pullman, Tri-Cities, and Vancouver. Currently, no Bachelor of Arts degrees in Digital Technology and Culture are offered in the state of Washington.

Program Need

Employment trends reveal that the proposed DTC would address an increasing need for information technology (IT) and multimedia professionals. National studies project 260,000 vacancies for employees able to work as IT project managers, telecommunications specialists, Web developers, interface designers, technical writers, multimedia project managers and authors, and information systems managers. Graduates would be able to fill positions similar to those held by WSU Vancouver alumni who completed the existing general studies concentration in humanities-digital technology and culture:

- E-marketer at Federal Express and Wacom
- Web-journalism with *The Columbian*
- Media designer at Disney Studios
- Web designer at Hewlett Packard, City of Portland, and Vancouver Public Schools
- Electronic researcher at AskJeeves.com

The proposed DTC also would address Washington's public and private sector needs for individuals with a technology background who can work well with people from diverse cultural and ethnic backgrounds, as the state of Washington becomes increasingly internationally and ethnically diverse.

Program Description

As stated in the proposal, the proposed BA degree in Digital Technology and Culture would enable students to:

- Acquire a historically grounded understanding of the role of technology and computers as communicative modes and domains of human interaction, while also developing the theoretical and critical tools to investigate the nature and implications of computer-mediated communications (verbal, visual, and iconographic);
- Develop an understanding of hypermedia and multimedia rhetorics, while also developing the ability to compose for computer-based environments (DVD, Web pages, etc.) – both individually and as a team leader, with collaborators in design, writing, and computing;
- Develop models for understanding how computing is transforming the nature of information knowledge; how information/knowledge is accessed; and how knowledge is constructed, represented, stored, transmitted, and used, while also mastering the tools of electronic research and the skills of analysis, synthesis, extrapolation, organization, and symbolic translations needed to construct and apply knowledge.

The BA in Digital Technology and Culture would require a student to complete 39 upper-division credits, including core courses in three areas, an area of concentration, electives, and a capstone course (senior project or internship). The proposed program would be taught through classroom instruction and telecommunications, and would be supported by existing faculty and staff. Full-time students would be able to complete the upper-division program in two years. At full enrollment, the program would serve 85 FTE students at WSU Vancouver, 35 FTE students at WSU Pullman, and 21 FTE students at WSU Tri-Cities.

Assessment and Diversity

The proposal presents a strong assessment plan for evaluating the program of study and student performance. Several methods will be used, including an assessment examination that will enable WSU to evaluate what students have learned and retained from their core courses, students' evaluations of faculty teaching at the end of each semester, and employer/supervisor assessment of interns' performance.

The program is committed to recruiting, retaining, and graduating students from diverse backgrounds. Special care will be given to mentoring minority and disabled students who are enrolled in the program. Anti-discrimination and affirmative action policies will be clearly stated in all publications and rigorously enforced when recruiting students and faculty.

Review Participants

Two external reviewers evaluated the proposal: Dr. Katherine Hayles, Professor of English and Design/Media Arts at the University of California-Los Angeles, and Dr. Robert Markley, Jackson Distinguished Chair of British Literature at West Virginia University. They applauded the interdisciplinary nature of the program, noting the need to go beyond technology training in light of cultural and global diversity. The proposal was also shared with the other public baccalaureate institutions for review and comment. The University of Washington noted that they offer curriculum and programs that parallel the outcomes of the proposed program, and congratulated WSU for its efforts in putting together the proposal.

Program Costs

The program would be supported through internal reallocation. At full enrollment, annual program costs would be about \$334,868, or \$5,980 per FTE student for WSU Pullman and Tri-Cities combined. (The majority of courses will be delivered to WSU Tri-Cities via telecommunications from WSU Pullman; hence the program costs are combined for those two campuses.) At full enrollment, the annual program costs at WSU Vancouver would be about \$644,744, or \$7,585 per FTE student.

Staff Analysis

WSU's proposed BA in Digital Technology and Culture would be attractive to students and employers alike. The interdisciplinary and technical nature of the program would provide excellent preparation for working in a variety of settings. The assessment plan is strong and the costs are reasonable.

Recommendation

The Washington State University proposal to establish a Bachelor of Arts in Digital Technology and Culture at WSU Pullman, Tri-Cities, and Vancouver is recommended for approval, effective September 24, 2003.

RESOLUTION NO. 03-23

WHEREAS, Washington State University has requested to establish a Bachelor of Arts in Digital Technology and Culture at WSU Pullman, Tri-Cities, and Vancouver; and

WHEREAS, The program will be attractive to students and employers alike; and

WHEREAS, The external reviews attest to the quality of the program and faculty; and

WHEREAS, The program costs are reasonable for a program of this nature;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University proposal to establish a Bachelor of Arts in Digital Technology and Culture at WSU Pullman, Tri-Cities, and Vancouver, effective September 24, 2003.

Adopted:

September 24, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

September 24, 2003

Doctor of Philosophy in Digital Arts and Experimental Media

University of Washington

Introduction

The University of Washington is seeking Higher Education Coordinating Board approval to establish a Doctor of Philosophy in Digital Arts and Experimental Media. The proposal stems from the digital arts revolution: merging professional creative practice, advanced technology research, and critical scholarship. It defines the academic, creative, technical, and professional standards for advanced research and practice in this emerging field, and would prepare pioneering artists and scholars. No other public or private institution in Washington offers a doctoral program in digital arts and experimental media.

Program Need

According to the proposal, two pressing needs would be met through the proposed PhD program. First, the enormous range of creative, theoretical, technical and professional skills required to make truly innovative and significant digital arts and technological and theoretical discoveries cannot be achieved within the scope of any existing degree programs at the UW. Second, the proposed PhD program is the best vehicle to bring together the multiple disciplines involved at the highest level of graduate studies and research. It recognizes that this new multi-disciplinary field has matured to the extent that it can no longer be considered simply a collection of subcategories of other disciplines.

Program Description

The program would be located in Raitt Hall, a \$1.4 million newly renovated facility that houses offices, classrooms, production studios, advanced computer and technology labs, seminar and conference facilities, and other ancillary space. It would be administered by the UW's Center for Digital Arts and Experimental Media (known as DXARTS), recently created through UW's University Initiative Fund (UIF). DXARTS covers a wide range of arts practice and research across multiple disciplines – including digital video, digital media art, computer music and sound art, computer animation, and design computing. Together, these disciplines depend on the collaboration of artists, engineers, and scientists, and they converge to create a distinct multidisciplinary community of artists and scholars whose work is best identified as digital arts and experimental media.

Graduates of the program will be highly qualified to investigate fundamental problems in the nature and practice of digital arts and experimental media; pursue original, creative, and technical research in the field; and contribute to the development of knowledge and its consequences to society and culture. They will be well prepared to assume positions as faculty members, news media specialists, and freelance artists, designers, and consultants.

The degree requirements include successful completion of course and lab work, a general examination, a final project, and a two-part final examination. An outstanding cadre of faculty from the College of Arts and Sciences, the College of Architecture and Urban Planning, and the College of Engineering would teach courses primarily through classroom instruction. At full enrollment, the program would serve 20 FTE students.

Assessment And Diversity

The proposal includes an assessment plan that presents the expected student learning outcomes and goals and objectives of the program, as well as evaluation methods. The proposal also includes a diversity plan that specifies the following strategies for recruiting women and underrepresented minority groups into the program.

- Considering qualitative and quantitative indicators of achievement and potential in admissions applications;
- Designing program marketing materials to include statements about the program's commitment to diversity; and
- Promoting the program at schools with large minority populations and helping secure funding for minority students.

Review Participants

Two external reviewers evaluated the program: Dr. Sheldon Brown, Director of the Center for Research in Computing in the Arts at the University of California, San Diego; and Dr. Kenneth Y. Goldberg, Professor of Engineering at the University of California, Berkeley. Both reviewers gave the proposal high marks, indicating that the program addresses an important academic need and demonstrates great potential. The proposal also was shared with the other public baccalaureate institutions for review and comment. Central Washington University, Eastern Washington University, and Washington State University offered their support for the program.

Program Costs

The University Initiative Fund (UIF) provides \$700,000 annually to support the Center for Digital Arts and Experimental Media and its undergraduate program that is in the planning stage, as well as the proposed Ph.D. program. The budget included in the proposal for the PhD in Digital Arts and Experimental Media describes how the money will be spent to fund all aspects of the center and its programs – not only the doctoral program – for two reasons. First,

undergraduate and graduate students majoring in digital arts will be taking many of the same classes. Second, many students at the UW who are majoring in visual and performing arts, computer science, and other disciplines will choose to take DXARTS courses as electives. The average per-FTE cost of the program at full enrollment (56 FTE total, including 36 undergraduate and 20 graduate) is approximately the same as the average per-FTE cost for undergraduate and graduate education in Arts and Letters at the University of Washington, according to the Higher Education Coordinating Board's *2001-2003 Education Cost Study* (pp.23-24).

Staff Analysis

The PhD in Digital Arts and Experimental Media is an exciting proposal with great potential to bring distinction to the new Center for Digital Arts and Experimental Media at the UW, as well as contribute to the practice, research, and innovation in the field. It would be supported by an outstanding cadre of faculty, and funded at a level that would sustain quality teaching, learning, and research.

Recommendation

The University of Washington proposal to establish a Doctor of Philosophy in Digital Arts and Experimental Media is recommended for approval, effective September 24, 2003.

RESOLUTION NO. 03-24

WHEREAS, The University of Washington proposes to offer a Doctor of Philosophy in Digital Arts and Experimental Media; and

WHEREAS, The program will provide advanced studies and research in digital arts and experimental media and produce a generation of artists who will be academic leaders in research, teaching, and application in academia and industry; and

WHEREAS, The external reviews attest to the high quality of the program and the faculty; and

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

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Doctor of Philosophy in Digital Arts and Experimental Media, effective September 24, 2003.

Adopted:

September 24, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

September 2003

Educational Opportunity Grant Program Adoption of Updated Rules

EXECUTIVE SUMMARY

Overview

The Washington State Educational Opportunity Grant program provides \$2,500 grants to eligible placebound financially needy Washington residents who have completed an associate of arts or associate of science degree, which enables them to complete upper-division study at eligible institutions. At the Higher Education Coordinating Board's July meeting, staff briefed the Board on proposed changes to program rules. The rules reflect changes in statutory language that expands student eligibility to residents of all counties and includes state-supported branch campuses as eligible institutions. The rules also contain other administrative updates.

A public hearing was held on September 9, 2003, and no comments were received. Therefore, no changes have been made to the rules that were discussed in July. The Board is asked to adopt the updated rules on a permanent basis at this meeting.

Program Background

The Educational Opportunity Grant was created in 1990 as one of several strategies aimed at increasing college and university enrollments at the upper-division level. Another strategy was to build branch campuses for the University of Washington and Washington State University in Bothell, Tacoma, Spokane, Vancouver, and the Tri-Cities. At that time, it was decided that EOG funds would not be allocated to students attending the new branch campuses, and that students in only 13 counties in the highly populated corridors of the state would be eligible to receive EOG funds so they could attend existing institutions that had unused capacity. In 2000, Board staff conducted the second review of the EOG program to evaluate its ongoing effectiveness. During its December 2000 meeting, the Board adopted the recommendations of the evaluation to make the changes noted below, which eventually passed the Legislature as SSB5676, and became law on July 27, 2003.

This program, currently funded at \$2,867,000 per year, annually benefits about 1,130 students.

Summary of Proposed Adoption

The rules as outlined in more detail in the July Board packet basically follow the revised statute and contain these changes:

- Student eligibility is expanded to include Washington residents of all counties;
- Eligible institutions now include state-supported branch campuses;
- Eligible institutions now include an institution, branch, extension or facility affiliated with a regionally accredited nonprofit institution in another state, provided State Need Grant eligibility rules are met; and
- Procedures are updated to allow grant periods to begin during any academic term, with a maximum award period of no more than the equivalent of eight quarters.

Other proposed revisions are largely administrative, such as dropping reference to the program being a demonstration project and references to the notion of “existing unused capacity”.

Staff Recommendation

Staff recommends Board adoption of Resolution 03-25.

RESOLUTION NO. 03-25

WHEREAS, The Higher Education Coordinating Board is directed by RCW 28B.101 to administer the Educational Opportunity Grant Program; and

WHEREAS, The Higher Education Coordinating Board is authorized by RCW 28B.80 to adopt rules as necessary to implement the program; and

WHEREAS, The Legislature passed EESB5676 revising RCW 28B.101 which became law on July 27, 2003; and

WHEREAS, The program rules, known as WAC 250-70, must reflect these changes and have gone through the revision process as required by the Code Reviser's Office,

WHEREAS, The Higher Education Coordinating Board held a public hearing on September 9, 2003, and received no comments;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts permanent rules amending WAC 250-70 to reflect the current statutory and administrative provisions of the Educational Opportunity Grant Program.

Adopted:

September 24, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

September 2003

Student Residency: Adoption of Updated Rules

Overview

The Higher Education Coordinating Board is responsible for adopting rules related to student residency status for tuition purposes (RCW 28B.15.011 through 28B.15.015). The following changes to state law require that state residency rules be updated:

- Engrossed House Bill 1079, effective July 1, 2003, grants residency to students who have lived in Washington for at least three years and meet other criteria. Those criteria include a provision that the student must provide an affidavit indicating that he or she will apply for permanent residency in the United States at the earliest possible opportunity and be willing to engage in other activities necessary to acquire citizenship. A copy of the affidavit is attached.
- Senate Bill 5134, passed during the 2003 legislative session, creates the border county higher education opportunity project. The purpose of the project is to allow Washington institutions of higher education that are located in counties on the Oregon border to implement tuition policies that correspond with those in Oregon.
- Law changes defining active duty military and members of the National Guard as residents.

Summary Of Proposed Adoption

In accordance with the state rulemaking process, the following actions have occurred:

- On August 6, 2003, a CR 102 (Proposed Rulemaking) form was filed with the Code Reviser, along with draft language (attached).
- On September 12, 2003, a public hearing was held in Olympia, Washington. These Board materials are being prepared in advance of the hearing. If any testimony from the hearing requires significant changes to the draft language originally filed with the Code Reviser, the Board will be notified on September 24, 2003.

Staff Recommendation

Staff recommends Board adoption of Resolution #03-26.

ATTACHMENT A

AMENDATORY SECTION (Amending WSR 03-13-056, filed 6/13/03, effective 7/14/03)

WAC 250-18-020 Student classification. (1) For a student to be classified as a "resident" for tuition and fee purposes, he or she must prove by evidence of a sufficient quantity and quality to satisfy the institution that he or she:

(a)(i) Has established a bona fide domicile in the state of Washington primarily for purposes other than educational for the period of one year immediately prior to commencement of the first day of the semester or quarter for which he or she has registered at any institution; and

(ii) Is financially independent; or

(b) Is a dependent student, one or both of whose parents or legal guardians have maintained a bona fide domicile in the state of Washington for at least one year immediately prior to commencement of the semester or quarter for which the student has registered at any institution provided that any student who has spent at least seventy-five percent of both his or her junior and senior years in high school in this state, whose parents or legal guardians have been domiciled in the state for a period of at least one year within the five-year period before the student graduates from high school, and who has enrolled in a public institution of higher education within six months of leaving high school, shall be considered a resident only for as long as the student remains continuously enrolled for three quarters or two semesters in any calendar year; or

(c) Is a person who has completed the full senior year of high school and obtained a high school diploma - both at a Washington public or private high school approved under chapter 28A.195 RCW (or who has received the equivalent of a diploma). The person must have lived in Washington at least three years immediately prior to receiving the diploma (or its equivalent), and lived continuously in Washington state after receiving the diploma (or its equivalent) until the time of admittance to an institution of higher education (defined as a public university, college, or community college within the state of Washington). In addition, the person must provide an affidavit to the institution indicating that the individual will file an application to become a permanent resident at the earliest opportunity the individual is eligible to do so. Furthermore, the individual must indicate a willingness to engage in other activities necessary to acquire citizenship, including, but not limited to, citizenship or civics review courses; or

(d) Is a student who is on active military duty stationed in the state, or who is a member of the Washington national guard; or

(e) Is the spouse or dependent of an active duty military person stationed in the state of Washington; or

~~((d))~~ (f) Is a student who resides in Washington and is the spouse or dependent of a member of the Washington national guard; or

(g) Is a student of an out-of-state institution of higher education who is attending a Washington state institution of higher education pursuant to a home tuition program agreement under RCW 28B.15.725; or

~~((e))~~ (h) Is a student domiciled for one year in one or a combination of the following states: Idaho, Montana, Oregon, or Washington, and is a member of one of the following American Indian tribes:

- (i) Colville Confederated Tribes;
- (ii) Confederated Tribes of the Chehalis Reservation;
- (iii) Hoh Indian Tribe;
- (iv) Jamestown S'Klallam Tribe;
- (v) Kalispel Tribe of Indians;
- (vi) Lower Elwha Klallam Tribe;
- (vii) Lummi Nation;
- (viii) Makah Indian Tribe;
- (ix) Muckleshoot Indian Tribe;
- (x) Nisqually Indian Tribe;
- (xi) Nooksack Indian Tribe;
- (xii) Port Gamble S'Klallam Community;
- (xiii) Puyallup Tribe of Indians;
- (xiv) Quileute Tribe;
- (xv) Quinault Indian Nation;
- (xvi) Confederated Tribes of Salish Kootenai;
- (xvii) Sauk Suiattle Indian Nation;
- (xviii) Shoalwater Bay Indian Tribe;
- (xix) Skokomish Indian Tribe;
- (xx) Snoqualmie Tribe;
- (xxi) Spokane Tribe of Indians;
- (xxii) Squaxin Island Tribe;
- (xxiii) Stillaguamish Tribe;
- (xxiv) Suquamish Tribe of the Port Madison Reservation;
- (xxv) Swinomish Indian Community;
- (xxvi) Tulalip Tribes;
- (xxvii) Upper Skagit Indian Tribe;
- (xxviii) Yakama Indian Nation;
- (xxix) Coeur d'Alene Tribe;
- (xxx) Confederated Tribes of Umatilla Indian Reservation;
- (xxxi) Confederated Tribes of Warm Springs;
- (xxxii) Kootenai Tribe; and
- (xxxiii) Nez Perce Tribe.

(i) Is a student who is a resident of Oregon residing in Columbia, Gilliam, Hood River, Multnomah, Clatsop, Clackamas, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, or Washington county. The student must meet the following conditions:

(i) Is eligible to pay resident tuition rates under Oregon laws and has been domiciled in one or more of the designated Oregon counties for at least ninety days immediately prior to enrollment at a community college located in the following Washington counties: Asotin, Benton, Clark, Columbia, Cowlitz, Franklin, Garfield, Klickitat, Pacific, Skamania, Wahkiakum, or Walla Walla; or

(ii) Is a student enrolled for eight credits or less at the Tri-Cities branch or Vancouver branch of Washington State University.

(2) A student shall be classified as a "nonresident" for tuition and fee purposes if he or she does not qualify as a resident student under the provisions of subsection (1) of this section. A nonresident student shall include a student if he or she:

(a) Will be financially dependent for the current year or was financially dependent for the calendar year prior to the year in which application is made and who does not have a parent or legally appointed guardian who has maintained a bona fide domicile in the state of Washington for one year immediately prior to the commencement of the semester or quarter for which the student has registered at an institution;

(b) Attends an institution with financial assistance provided by another state or governmental unit or agency thereof wherein residency in that state is a continuing qualification for such financial assistance, such nonresidency continuing for one year after the completion of the quarter or semester for which financial assistance is provided. Such financial assistance relates to that which is provided by another state, governmental unit or agency thereof for direct or indirect educational purposes and does not include retirements, pensions, or other noneducational related income. A student loan guaranteed by another state or governmental unit or agency thereof on the basis of eligibility as a resident of that state is included within the term "financial assistance;"

(c) Is not a citizen of the United States of America, unless such person holds permanent or temporary resident immigration status, "refugee - parolee," or "conditional entrant" status or is not otherwise permanently residing in the United States under color of law and further meets and complies with all applicable requirements of WAC 250-18-030 and 250-18-035.

(3) A person does not lose a domicile in the state of Washington by reason of residency in any state or country while a member of the civil or military service of this state or of the United States, nor while engaged in the navigation of the waters of this state or of the United States or of the high seas if that person returns to the state of Washington within one year of discharge from said service with the intent to be domiciled in the state of Washington.

(4) Any resident dependent student who remains in this state when such student's parents or legal guardians, having theretofore been domiciled in this state for a period of one year immediately prior to commencement of the first day of the semester or quarter for which the student has registered at any institution, move from this state, shall be entitled to continued classification as a resident student so long as such student is continuously enrolled during the academic year.

AMENDATORY SECTION (Amending WSR 03-13-056, filed 6/13/03, effective 7/14/03)

WAC 250-18-035 Evidence of financial dependence or independence. A person is financially independent if he or she has not been and will not be claimed as an exemption and has not received and will not receive significant financial assistance in any form directly or indirectly from his or her parents, relatives, legal guardians, or others for the current calendar year and for the calendar year immediately prior to the year in which application is made.

(1) To consider a claim that a person is financially independent, the institution may require such documentation as deemed necessary, including but not limited to the following:

(a) That individual's sworn statement.

(b) A true and correct copy of the state and federal income tax return of the person for the calendar year immediately prior to the year in which application is made.

Should a person not have filed a state or federal income tax return because of minimal or no taxable income, documented information concerning the receipt of such nontaxable income may be submitted.

(c) A true and correct copy of the person's W-2 forms filed for the previous calendar year.

(d) Other documented financial resources, which may include but are not limited to the sale of personal or real property, inheritance, trust funds, state or financial assistance, gifts, loans, or statement of earnings of the spouse of a married student.

(e) A true and correct copy of the first and signature page of the state and federal tax returns of the parents, legally appointed guardians, or person or persons having legal custody of the student for the calendar year immediately prior to the year in which application is made.

The extent of the disclosure required concerning the parent's or legal guardian's state and federal tax returns shall be limited to the listing of dependents claimed and the signature of the taxpayer and shall not require disclosure of financial information contained in the returns.

(f) A student whose parents are both deceased or who has been made an official ward of the court may be required to provide documentation attesting to the fact of such circumstances.

(g) Evidence of coverage for medical, life, automobile, and property insurance.

(2) To aid institutions in determining the financial independence of a student whose parents, legally appointed guardian, or person having legal custody of the student do not provide the documentation because of total separation or other reasons from the student, documentation clearly stating the student's status and relationship with his or her parents or legal guardian from a responsible third person, e.g., family physician, lawyer, or social worker may be submitted.

(3) To be considered financially independent, a student must demonstrate by evidence satisfactory to the institution that he or she has met, through his or her income, the expenses associated with college tuition and living for the current calendar year and the calendar year immediately prior to the year in which application is made. Personal loans, PLUS loans (parent loan for undergraduate students), gifts, and cash earnings shall not be counted as income in this calculation. Financial aid grants, scholarships and loans authorized by the financial aid office in the student's name may be considered as personal income.

(4) A trust or other account available to the student shall be considered evidence of financial dependence. If the account was created before the student entered high school, there shall be a rebuttable presumption of dependence.

(5) Information submitted by the student to the institution on the ((Washington)) financial aid form may be used to affirm the authenticity of information submitted on an application.

(6) In all cases, the burden of proof that a student is financially independent lies with the student.

AMENDATORY SECTION (Amending WSR 98-08-004, filed 3/18/98, effective 4/18/98)

WAC 250-18-060 Exemptions from nonresident status. In accordance with RCW 28B.15.014, certain nonresidents may be exempted from paying the nonresident tuition and fee differential. Exemption from the nonresident tuition and fee differential shall apply only during the term(s) such persons shall hold such appointments or be so employed. To be eligible for such an exemption, a nonresident student must provide documented evidence that he or she does reside in the state of Washington, and:

(1) Holds a graduate service appointment designated as such by an institution involving not less than twenty hours per week;

(2) Is employed for an academic department in support of the instructional or research programs involving not less than twenty hours per week;

(3) Is a faculty member, classified staff member, or administratively exempt employee who resides in the state of Washington and is holding not less than a half-time appointment, or the spouse or dependent child of such a person;

~~(4) ((Is an active duty military person stationed in the state of Washington;~~

~~(5))~~ Is an immigrant having refugee classification from the U.S. Immigration and Naturalization Service or the spouse or dependent child of such refugee, if the refugee (a) is on parole status, or (b) has received an immigrant visa, or (c) has applied for United States citizenship; or

~~((6))~~ (5) Is a dependent of a member of the United States Congress representing the state of Washington.



RULE-MAKING ORDER
(RCW 34.05.360)

CR-103 (7/22/01)

Agency: Higher Education Coordinating Board		<input checked="" type="checkbox"/> Permanent Rule
(1) Date of adoption: September 24, 2003		<input type="checkbox"/> Emergency Rule
(2) Purpose: To establish regulations for the administration of student residency status in higher education.		<input type="checkbox"/> Expedited Rule Making
(3) Citation of existing rules affected by this order: Repealed: Amended: WAC 250-18-020; WAC 250-18-035; WAC 250-18-060 Suspended:		
(4) Statutory authority for adoption: RCW 28B.15.015 Other Authority:		
PERMANENT RULE ONLY (Including Expedited Rule Making) Adopted under notice filed as WSR <u>03-16-089</u> on <u>August 5, 2003</u> (date). Describe any changes other than editing from proposed to adopted version:		
EMERGENCY RULE ONLY Under RCW 34.05.350 the agency for good cause finds: <input type="checkbox"/> (a) That immediate adoption, amendment, or repeal of a rule is necessary for the preservation of the public health, safety, or general welfare, and that observing the time requirements of notice and opportunity to comment upon adoption of a permanent rule would be contrary to the public interest. <input type="checkbox"/> (b) That state or federal law or federal rule or a federal deadline for state receipt of federal funds requires immediate adoption of a rule. Reasons for this finding:		
(5.3) Any other findings required by other provisions of law as precondition to adoption or effectiveness of rule?: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, explain:		
(6) Effective date of rule: Permanent Rules <input checked="" type="checkbox"/> 31 days after filing <input type="checkbox"/> Other (specify) _____* *(If less than 31 days after filing, specific finding in 5.3 under RCW 34.05.380(3) is required)		CODE REVISER USE ONLY
Emergency Rules <input type="checkbox"/> Immediately <input type="checkbox"/> Later (specify) _____		
Name (Type or Print) Nina Oman		
Signature		
Title Associate Director, Policy & Fiscal	Date September 24, 2003	

(COMPLETE REVERSE SIDE)

**Note: If any category is left blank, it will be calculated as zero.
No descriptive text.**

Count by whole WAC sections only, from the WAC number through the history note.
A section may be counted in more than one category.

The number of sections adopted in order to comply with:

Federal statute:	New	_____	Amended	_____	Repealed	_____
Federal rules or standards:	New	_____	Amended	_____	Repealed	_____
Recently enacted state statutes:	New	_____	Amended	_____	Repealed	_____

The number of sections adopted at the request of a nongovernmental entity:

New	_____	Amended	_____	Repealed	_____
-----	-------	---------	-------	----------	-------

The number of sections adopted in the agency's own initiative:

New	_____	Amended	_____	Repealed	_____
-----	-------	---------	-------	----------	-------

The number of sections adopted in order to clarify, streamline, or reform agency procedures:

New	_____	Amended	<u>6</u>	Repealed	_____
-----	-------	---------	----------	----------	-------

The number of sections adopted using:

Negotiated rule making:	New	_____	Amended	_____	Repealed	_____
Pilot rule making:	New	_____	Amended	_____	Repealed	_____
Other alternative rule making:	New	_____	Amended	_____	Repealed	_____

Washington Higher Education Residency Affidavit/Declaration/Certification

Effective July 1, 2003, Washington state law changed the definition of "resident student." The law makes certain students, who are not permanent residents or citizens of the United States, eligible for resident student status – and eligible to pay resident tuition rates – when they attend public colleges and universities in this state. The law does not make these students eligible to receive need-based state or federal financial aid. To qualify for resident status, students must complete this affidavit/declaration/certification if they are not permanent residents or citizens of the United States but have met the following conditions:

Resided in Washington State for the three (3) years immediately prior to receiving a high school diploma, and completed the full senior year at a Washington high school,

or

Completed the equivalent of a high school diploma and resided in Washington State for the three (3) years immediately before receiving the equivalent of the diploma,

and

Continuously resided in the state since earning the high school diploma or its equivalent.

Print full name

Date of birth (*mo/day/yr*)

Student Identification Number (*if available*)

Relationship to the college or university: Applicant Current Student

Name of high school: _____

I certify that:

I will file an application to become a permanent resident of the United States as soon as I am eligible to apply. I am also willing to engage in activities designed to prepare me for citizenship, including citizenship and civics review courses.

I certify or declare under penalty of perjury under the laws of the state of Washington that the foregoing is true and correct.

Date

Signature

Place (city, state)

To the student: Please submit the original copy of this completed affidavit to the admissions office of the college or university to which you are applying. Faxed or e-mailed forms, or forms without an original signature, are not acceptable.

RESOLUTION NO. 03-26

WHEREAS, The Higher Education Coordinating Board, upon consideration of advice from representatives of the state's institutions and with the advice of the state attorney general, is directed by RCW 28B.15.015 to adopt rules and regulations to be used by the state's institutions for determining a student's resident and nonresident status; and

WHEREAS, The Legislature passed EHB 1079 revising RCW 28B.15.012 which became law on July 1, 2003; and

WHEREAS, The Legislature passed SB 5134 revising RCW 28B.15.0139 which became law on July 27, 2003; and

WHEREAS, The Legislature has passed laws in past sessions defining active duty military and members of the National Guard as residents; and

WHEREAS, One minor correction is necessary to remove a reference to the "Washington" financial aid form; and

WHEREAS, Residency rules, known as WAC 250-18-020, WAC 250-18-035, and WAC 250-18-060, must reflect these changes and have gone through the revision process as required by the Code Reviser's Office;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopt permanent rules amending the above-referenced WACs to reflect current statutory provisions.

Adopted:

September 24, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

September 2003

Status Report – Notification of Intent

Introduction

In January 2001, the Higher Education Coordinating Board (HECB) adopted revised *Guidelines for Program Planning, Approval and Review*, in order to expedite and improve the process for the institutions and HECB alike. One of the major changes in the *Guidelines* includes a new program review and approval process for existing degree programs proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods.

The process requires an institution to submit a Notification of Intent (NOI) in electronic format to the HECB at least 45 days prior to the proposed start date of the program. The NOI includes 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)

HECB staff posts the institution's NOI on the HECB Web site within 5 business days of receipt, and via email notifies the provosts of the other public four-year institutions, the Washington Association of Independent Colleges and Universities, the Inter-institutional Committee on Academic Program Planning, and the Council of Presidents. The other public four-year institutions and HECB staff have 30 days to review and comment on the NOI via an email link on the HECB Web site.

If there are no objections, the HECB Executive Director approves 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.

Status Report

From July 31, 2003 through September 24, 2003, the HECB Executive Director or HECB Interim Executive Director has approved the following existing degree programs in accordance with the NOI process.

Institution	Degree Title	Location	Approval Date
EWU	Master of Social Work	Everett	July 23, 2003
EWU	BA in Interdisciplinary Studies: Social and Behavioral Sciences	Bellevue CC North Campus	Sept 15, 2003
WWU	BA in Special Education	East Snohomish County School Districts	Sept 15, 2003

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

September 2003

Supplemental Budget Request for 2003-05

Introduction

The state of Washington enacts biennial operating and capital budgets during each odd-numbered year. During even-numbered years, the Legislature can modify the two-year spending plan through a supplemental budget.

The state Office of Financial Management (OFM) has directed agencies to submit supplemental budget requests for the 2003-05 biennium by October 3, 2003. Because the state's revenue forecast was revised downward after the 2003-05 budget was signed into law, OFM has instructed agencies to limit their supplemental budget requests.

Specific guidelines advise agencies to:

- Address only vital and emergent issues,
- Correct technical problems in the enacted budget, or
- Deal with shortfalls or changes in mandatory caseload or workload.

The 2003-05 supplemental budget changes proposed by the Higher Education Coordinating Board (HECB) are intended to address only technical problems.

Board Action Requested

The Board is requested to adopt the following HECB draft 2003-05 supplemental budget request. The HECB has limited its request to technical corrections only. With Board adoption, these proposals will be refined and drafted to meet OFM submittal requirements by October 3, 2003.

HECB 2003-05 SUPPLEMENTAL BUDGET REQUEST

Technical Corrections

Health insurance increases \$113,000

The 2003 Legislature approved an increase in state agency funding to pay for increases in the cost of employee health insurance. Funds to meet the higher costs were allocated to state agencies in one of two ways in the 2003-05 operating budget: for higher education institutions, funds were allocated within their appropriations and, for general government agencies, the increases were appropriated to OFM for distribution to the agencies.

The HECB was inadvertently excluded from both methodologies.

	Fiscal Year 2004	Fiscal Year 2005	Total
Coordination and Policy (010)			
General Fund – State	\$ 6,000	\$30,000	\$ 36,000
General Fund – Federal	1,000	6,000	7,000
Financial Aid and Grants (FGR)			
General Fund – State	11,000	52,000	63,000
General Fund – Federal	1,000	6,000	7,000
HECB Total	\$19,000	\$94,000	\$113,000

Correction of FTE enrollments included in high-demand allocations \$0

The 2003-05 operating budget allocated \$8.2 million to the HECB to conduct a competitive process to expand student enrollments in high-demand fields over the next two years. The budget language authorized an overall increase of 500 FTE – 246 in the first year and 254 in the second year.

When the Board allocated the enrollments on July 30, it was able to serve more FTE within the budgeted level than were authorized in the budget bill. Funding approved by the Board will allow the four-year institutions to serve 247 FTE in the first year of the biennium and 279 in the second year. The HECB seeks a technical adjustment in the 2003-05 supplemental budget to authorize the increase of one FTE in the first year and 25 FTE in the second year.

RESOLUTION NO. 03-27

WHEREAS, The Legislature enacts annual revisions to the state's biennial budget known as supplemental budgets; and

WHEREAS, The Office of Financial Management (OFM) has directed public agencies to limit supplemental budget requests to vital and emergent issues, correcting technical problems in the enacted budget or dealing with shortfalls or changes in mandatory caseload or workload; and

WHEREAS, The Board is mindful of the fiscal constraints of the current biennium and must set forth critical needs of the programs it administers to the Governor and the Legislature; and

WHEREAS, OFM has directed public agencies to submit supplemental budget requests for the 2003-05 biennium by October 3, 2003;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the supplemental budget request for increases in health insurance costs and corrections to high-demand FTE enrollments, and directs staff to refine and redraft the request to accommodate OFM submittal requirements by October 3, 2003.

Adopted:

September 24, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary



September 2003

Institutional Responses to Report on Branch Campuses by the Washington State Institute for Public Policy

Representatives of the public four-year college and universities and the community and technical college system will comment on the Washington State Institute for Public Policy (WSIPP) final report on the branch campuses at the September 2003 meeting.

Institute staff presented the final report on branch campuses to the Board at the July 2003 meeting. The final report offers a number of policy options concerning the role and mission of the campuses. These policy issues focus on the need to align the branch campuses with the state's higher education goals and to improve the two-plus-two model for efficient transfer and articulation.

Several of the policy issues identified in the WSIPP final report will also be addressed in the 2004 strategic master plan for higher education being developed by the HECB under the terms of House Bill 2076, which was enacted earlier this year. The legislation directs the HECB to prepare a strategic plan that will articulate state goals for higher education, examine the role and mission of the public institutions of higher education, and identify strategies for meeting the postsecondary education needs of Washington residents.

The written responses of Washington State University, the University of Washington, the State Board for Community and Technical Colleges and the HECB appear on the following pages. The discussion of institutional responses at the September meeting is for informational purposes. No Board action is required.

Response to
Higher Education Branch Campuses in Washington State: Final Report
By Washington State University
Robert C. Bates, Provost
August 28, 2003

WSIPP's study of branch campuses in Washington state, conducted by Annie Pennucci and Jim Mayfield is very well done. The Final Report is very useful and raises a number of issues about branch campuses and the 2+2 strategy for providing enhanced access to higher education in Washington State.

This study was intended to review a 15 year old policy decision by the State Legislature. That decision was a very important and very effective one. Changes during the past 15 years have only exacerbated the challenges that the branches were intended to address. The anticipated needs for higher education have, indeed, materialized and are even greater than expected. The importance of higher education for the economic health of the state and the ability of its citizens to participate in a knowledge based economy is even more apparent. The number of students seeking to enter higher education in Washington will continue to increase to record numbers for some time. We strongly believe that Washington needs to define its overall plan for higher education. In the context of that larger comprehensive plan this report will serve a very important role. But attending to the current functioning of branch campuses alone is only a small step in addressing the larger issues facing higher education in this state.

As part of that planning, Washington must consider access to higher education, both in general and to specific degree programs, as well as the critical, longer-range impact on economic development of research at public universities. The Technology Alliance strongly argues that Washington needs more, not less, investment in university research to stimulate and rejuvenate its economy for the current generations as well as the ones that will follow. This report indicates appropriately that the role of research at the individual branch campuses varies markedly and does not yet match the per faculty productivity of the main campuses of the research universities. The variability is, in part, by design. It is also dependent upon the needs of the individual communities. Those campuses that are close to a major research university have less need to address the research and development needs of their local communities. Those that are separated by greater distance from the main campuses of the research universities have a greater obligation to address these needs of the local community.

Research, like instructional programs, takes time to establish and grow. The extramural research funding (one primary measure of research productivity) has continued to expand steadily at WSU's branch campuses but has not yet (as the study notes) reached the per faculty levels of the main campus. The research productivity of faculty at the branch campuses of WSU, measured in projects and publications per faculty member, compares quite well with similar measures at the main campus. Further, these activities of faculty and students at the branch campuses are often conducted in partnership with local business, agencies and industry, and thus have a direct impact on economic and intellectual climate of the local community.

We strongly agree with the study conclusion that each branch campus is very different from the others and the needs of the communities in which they reside also vary markedly. An important implication of this conclusion is that no one set of policies will effectively apply to all. Rather,

planning for the needs of the individual communities, within the larger context of the State's needs, must determine the future of the individual campuses.

A corollary of this conclusion is that the long range planning for each campus should be done in a venue that permits the time-consuming and detailed attention necessary. We believe that the HECB is the appropriate body to determine campus-by-campus policies because they can focus the necessary expertise and attention on the issues, and provide the flexibility to respond to growing campuses and changing community needs, while at the same time addressing the needs of the State as a whole.

In contrast to the discussion that occurred 15 years ago, the report suggests that greater flexibility in branches offering lower division courses could actually enhance the efficiency of the 2+2 model. In support of that notion, four-year institutions and community colleges co-exist in a number of places, both in Washington and across the country with cooperative and mutually supportive relationships.

For example, the University of Massachusetts Boston and its partner community colleges have such a relationship. The co-admission agreements recently developed between WSU Vancouver and both Clark College and Lower Columbia College provide guarantees for community college students that ensure they will be able to transfer no matter what other developments may occur at WSU Vancouver. There are additional ways in which efficient and expanded transfer can be assured among institutions with joint efforts of the community colleges and baccalaureate institutions. We also suggest that Vancouver/Clark County might be compared to Bellingham/Whatcom County. Vancouver is more than twice as large as Bellingham. Southwest Washington could well support, and benefit greatly from, multiple public institutions, just as Bellingham does (WVU - 11,750 FTE, Whatcom CC -- 3,800 FTE, Bellingham TC -- 12,000 HC).

In terms of enhancing 2+2 opportunities, we strongly support the report's suggestion that providing resources specifically to fund branch/CC collaboration would help considerably to focus effort on this demanding activity that is now done as an overload to everyone's already busy schedules.

WSU's campuses may be characterized as responses more to distance from other higher education opportunities while UW's may be characterized as responses to population density. As such, WSU campuses may need to offer a wider array of both programs types and levels of degrees (i.e., including doctorates). Although the report discusses doctoral programs as if each would be a stand-alone program, in fact WSU does not intend to place complete doctoral programs at any of its newer campuses. Rather, WSU considers its doctoral programs to be university-wide degrees that should be made available via any of its campuses to Washington citizens, as university wide (not campus specific) degrees. That is, WSU does not contemplate "branch campus doctorates" as such, but does contemplate system-wide doctorates in which branches would participate, with faculty members at each branch contributing more to doctorates related to their own community's business and industry base. The research mission and resources of WSU Pullman would remain central to all doctoral programs, system-wide.

As Washington contemplates its educational and economic future it will be necessary to recognize that the cost of programs which have greater immediate and long term impact on the economy are often more expensive ones. Consequently the relative cost of branch campuses is not only due to their small size and the amount of research conducted, but also to the mix of

programs -- any campus with programs that are high cost, but important to the community (such as nursing and engineering) as part of a limited array of programs will be disproportionately expensive. The benefits of having programs such as nursing readily available to the branches combined with the economic engine inherent in the research institution mission reconfirm the wisdom of the original decision to align the branches with Washington's research institutions.

This report confirms that the successes of the branch campuses are extensive. Their contribution to expanded higher education access and their impact on economic development are even more remarkable when one considers that they have been in existence for only 14 years. They will continue to make major contributions to their local communities and to Washington state as a whole. With appropriate planning and policy development that contribution could expand markedly.

**University of Washington Response to
Washington State Institute for Public Policy Report:
*Higher Education Branch Campuses in
Washington State***

August 29, 2003

We will first address the six issues identified as “Opportunities for Legislative Direction,” starting on page 45 of the report.

1. The designation of UW Bothell and UW Tacoma as research institution is indeed appropriate. Each provides key research on issues unique to its locale and also works with the Seattle campus on broader research projects.
2. The question of turning these campuses into four-year schools is probably premature and will certainly depend on conditions peculiar to each campus. At this point, we are not ready either to embrace or to oppose that development. The report does point out (page 128) that upper-division campuses in most other states have evolved to include at least some freshmen and sophomores.
3. We believe that serving placebound students should continue to be a priority of these campuses.
4. UW Tacoma and UW Bothell are still working hard to establish their baccalaureate and master’s-degree programs. Neither would have the capacity to offer doctoral degrees anytime soon. At some point in the future, again depending on conditions unique to each campus, offering doctoral programs may serve students and the state. But this is an issue that should not be decided at this time.
5. We believe very strongly that UW Bothell and UW Tacoma should not be required to provide “upside down” degrees (baccalaureate degrees for individuals with two-year technical degrees). This would reduce already-limited space and resources for students seeking academic degrees. It would also require the campuses to develop lower-division general-education classes, as against the specialized upper-division courses that (as the report points out) serve our current students and mission. In addition, such applied-technology degrees might be confused with academic degrees from the University of Washington. “Upside down” degrees would best be offered at comprehensive universities that choose to do so or at selected community colleges.
6. We agree with the proposals for relaxing restrictions on which institutions can offer lower- and upper-division courses. Because of the uniqueness of each campus, however, any effort to specify which courses are allowed should be tailored to individual campuses and provide maximum flexibility for students.

We have these additional observations:

- The report’s attention to the individuality of each campus is welcome. Each of these five campuses was created to meet specific regional needs and each has

developed, academically and operationally, to be quite different from the others and from its respective main campus. It is critical that policy makers and legislators continue to recognize that “one-size-fits-all” policies will not be helpful in enhancing the development and effectiveness of these campuses. Each is distinctive in its mission, offerings, operations, and service to its region. Policies should be developed that support this distinctiveness and are flexible enough to allow each campus to evolve in its own way.

- In that spirit, we believe it is time to give these campuses a different designation. The 1989 legislation that established them referred to them as “branch campuses.” But the word *branch* connotes “extension” and implies that UW Tacoma and UW Bothell, for example, simply replicate existing UW programs at different locations. This was never true, and it becomes even less true as the two campuses evolve along their own individual pathways. The five upper-division campuses were deliberately created with distinct missions and mandates that were and remain very different from those of the main campuses. They were charged with developing unique academic programs to serve the students of their respective regions, as the report recognizes. The term “branch” fosters misunderstanding of the nature and purpose of these campuses.
- The report suggests (page 5) that these campuses have been “pushed away” from their original missions. We disagree. UW Bothell and UW Tacoma have been exceedingly successful in meeting the mandate of the 1989 legislation—that is, serving nontraditional, older, placebound students and stimulating regional economic development. We remain committed to the original mission and will continue to recruit and serve this population of students. It is clear, however, that the mix of students seeking admission and the educational needs of the two regions have changed and evolved over the past 13 years. For example, both campuses now enroll increasing numbers of traditional-aged transfer students in the junior year, and UWT acquired a statewide mission with the creation (by the Governor’s initiative) of the Institute of Technology. It is critical that these campuses have the flexibility to meet emerging needs and respond to changing demographics.
- The discussion of UW Bothell includes a section on its legislatively mandated co-location with Cascadia Community College. The report does not, however, fully or consistently recognize the impact of this co-location (unique in the state) on budgeting, administration, enrollment, and other aspects of running UWB. Comparisons with other campuses, for example in charts and graphs, can therefore be misleading. (See especially page 94, exhibit C-8; page 96, exhibit C-10; and page 98, exhibit C-12.) We are particularly concerned about the assignment of some capital costs to UWB that ought to have been allocated to Cascadia Community College. We would be glad to provide details.

In general, we find the report a valuable treatment of important issues, and we appreciate the opportunity to comment.



September 5, 2003

Ms. Roxanne Lieb, Director
Washington State Institute for Public Policy
110 Fifth Avenue Southeast, Suite 214
Post Office Box 40999
Olympia, WA 98504

Dear Roxanne:

Thank you for the opportunity to respond to the Institute's report: "Higher Education Branch Campuses in Washington State." We'd like to commend the Institute staff for its work. Branch campuses involve a wide variety of policy issues. The staff has dealt with the complexities of this topic with a depth of understanding that conveys the relationship of the issues facing branch campuses and those issues that are impacting all of higher education.

We'd like to provide you with our perspective on some of the information presented in the report and provide our point of view on the policy options facing the state at this juncture. Branch campuses were initiated to both expand access to baccalaureate education focusing on transfer and placebound students, and to foster regional economic development. We will limit our responses to the first goal: to increase access. Although the scope of the study was not intended to address the larger question of how the state should meet the state's future demand for service in the most cost-effective manner, we believe our responses should be provided within the larger context of increasing demand for access to higher education, higher skill requirements for workers, and shrinking resources.

The state is at a pivotal point. We agree that policy makers have an opportunity to provide guidance and direction as we plan for the future higher education needs of the state. Our comments and opinions are attached. We took the liberty of suggesting some policy options that the state might consider as well. Please contact me (360/753-7412) if you have any questions.

Sincerely,

Earl Hale
Executive Director

Attachment

Higher Education Branch Campuses in Washington State, July 2003
Washington Institute for Public Policy
Response from the State Board for Community and Technical Colleges

We agree with the conclusion of the study that the branch campus discussion should be embedded in the context of the broader conversation about the state's vision for higher education. In light of that point of view, we will present our responses in the framework of some of the over-arching policy issues and, then, the specific policy issues relating to the future of the branch campuses.

ACCESS: The branch campuses were created to increase access to baccalaureate education – particularly for placebound students – relying on lower-cost and geographically dispersed community colleges to provide the first two years and research institutions to provide the upper-division education.

Is access still an issue? The Office of Financial Management has produced enrollment projections for higher education that indicate a need for over 37,000 more students by 2011. This year, the higher education institutions were over-enrolled by 16,000 FTEs. This pressure for increased access is occurring at a time when the state's budget is experiencing significant shortfalls. The Legislature was able to fund only targeted FTEs this last session (for high demand and transfer enrollments). General enrollment growth was not funded.

Demand for higher education is strong in both the four-year sector and the community and technical college system. One of the biggest pressure points is access for transfer students, particularly in western Washington.

Policy Option: The state should fund regular enrollment as well as continue the practice of funding transfer FTEs. A portion of these FTEs could be designated to the university centers and the branch campuses – particularly to the University of Washington branch campuses – to relieve some of the pressure in the Puget Sound area where there is the greatest need.

Policy Option: To complement the funding of FTEs, the state should encourage the development of cost-effective and predictable transfer policies that assure spaces for associate degree transfer students at four-year institutions.

A related access issue is how to provide curriculum ladders for students who have technical or professional training but do not have the breadth of education required of most students during the first two years of a baccalaureate education. Many technical and professional students want to continue their education, but they should not have to “start all over,” lengthening the cost and time to complete a bachelor's degree. By providing pathways for these students, the state will be better able to respond to employer demand in certain occupational areas. While we have had success with some of the universities in this area, we need to develop a way to articulate professional technical

programs with more of the four-year institutions in a broader variety of programs.

Policy Option: All universities should be encouraged to work with community and technical colleges to design curricula that take advantage of students who want to continue their education and who are in the pipeline in technical training programs.

Policy Option: A limited number of community or technical colleges should be granted the authority to offer bachelor's degrees in selected technical disciplines where the public universities do not choose to develop such programs.

ACCESS – BRANCH CAMPUSES

One of the remaining policy issues that should be addressed relates to whether the branches should continue to focus on students who are placebound in the local community or become more regional in nature. This issue is closely related to two other policy issues: the structure of the entire higher education delivery system, and funding. It is our perspective that the state still needs to focus on local placebound students. We think the state should reaffirm that the role of the branch campuses is to serve this population. Additionally, it's important that the array of programs offered by the branches meet local student and community needs. Local college staff indicate that one of the limitations of the current branch offerings is that some of the programs are not aligned with student and community needs. By focusing baccalaureate program offerings on high-demand occupations, the state will be more responsive in some of the high-demand fields.

The state needs to develop a policy approach to other underserved areas of the state and identify the most cost-effective way for the state to respond to these needs. The state cannot afford to build a branch campus or a four-year institution in every town across the state.

Branch Campus Policy Option:

The Higher Education Coordinating Board should develop policy recommendations to address the underserved areas of the state – what conditions might trigger additional service and what the service delivery model should look like. Other states such as Florida, have reviewed this issue and determined that two-plus-two models in which a four-year institution physically locates on a two-year college campus is a cost-effective way of addressing access and curriculum issues in an affordable manner. This state has some examples of this approach (Central Washington University's co-located centers with Highline Community College, Edmonds Community College, and Pierce College; Western Washington's centers with Everett, Peninsula, and Olympic; and Eastern Washington University's centers with Clark, Pierce and the Seattle District). Another approach is for four-year universities to offer "cohort-based programs" on a one-time basis at selected colleges. The focus of these programs is to respond to a particular need. An example of this type of program is the Central Washington University partnership with Green River

Community College in offering elementary education with an emphasis on mathematics. The HECB could also be responsible for a review of the programmatic and employer needs of the various local regions.

CURRICULUM AND ARTICULATION

Decision makers and the public expect the education sectors to communicate, collaborate, cooperate and ensure that the connections between the sectors are seamless for students. Although collaboration takes time and effort, it should be expected and policy makers should use their bully pulpit to hold higher education institutions accountable for working together. More effort needs to occur among faculty members at every educational level.

Policy Option: Transfer students going from community colleges to four-year universities should be allowed to transfer up to 60 percent lower-division courses (108 quarter credits) with the remaining 72 credits to be earned at the four-year university. This parallels current practice with native students and grants community college transfers the same treatment currently granted to transfers from other four-year universities. Other states have adopted this approach. State policy allowing a similar transfer of 60 percent of the degree from community and technical colleges could enhance seamless transfer and create additional capacity.

BRANCH CAMPUS CURRICULUM AND ARTICULATION:

The Institute's study raised the question about the need for curriculum flexibility. The branch campuses indicated that, in some cases, they should provide lower-division coursework.

Branch Campus Curriculum and Articulation Policy Option:

Policy makers should re-enforce the role and mission of the respective branch campus partners and expect the two sectors to articulate programs given their respective roles. This model reduces course duplication and provides cost efficiencies to both the student and the state. If articulation problems arise, the Higher Education Coordinating Board should arbitrate the disputes and bring the institutions together to develop solutions. Branch campuses should be granted the authority to offer lower-division courses only if the pipeline colleges are unable to provide the required lower division-courses.

STRUCTURE AND FUNDING

As indicated, the study was conducted during a period of dramatic downturn in revenues to the state. All state services are being reduced and re-evaluated. Higher education is experiencing cutbacks and an increasing share of the cost is being shifted from the state to students. The state is unable to pay for additional access to its higher education system at a time when demand for higher education is greater than ever before. It does not appear that the fiscal situation will be turning around in the near

term. Within this context, suggestions have been made to turn the branch campuses into four-year institutions – funded at the research level. We strongly question the timing and cost effectiveness of these proposals when resources are so tight and the state should be implementing methods to maximize access to all of higher education.

We believe that the funding of the branches should be reviewed in light of the overall structure of higher education in this state. What funding levels for the branches are appropriate? What tuition levels are appropriate for undergraduate students at the branch campuses? Should the branches be funded at the research or comprehensive level? In order to maximize undergraduate access, should research and doctoral programs be limited to the two existing research institutions? How long should start-up costs be incorporated in the funding model – whichever model is selected? If maximizing baccalaureate access is a pressing issue, the role and mission of the branches should focus on programs with the highest employment and student demand in their immediate regions, with the instruction focused on undergraduates and master's degree programs.

Branch Campus Policy Option: The Higher Education Coordinating Board should conduct a review of the funding level of branch campuses and recommend to the Legislature a sustainable level within the context of the existing higher education delivery system.

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

September 3, 2003

TO: Annie Pennucci
Washington State Institute for Public Policy

FROM: Ruta Fanning, Interim Executive Director
Higher Education Coordinating Board

SUBJECT: Response to WSIPP Report on Branch Campuses

Thank you for providing the Higher Education Coordinating Board an opportunity to comment on the Washington State Institute for Public Policy final report on the branch campuses. We would like to commend the WSIPP staff on the quality of its work and for consulting with higher education leaders and representatives of local communities and businesses in developing the report. We also appreciate the staff's collaborative approach in convening the project advisory group and your attention to our suggestions during development of the interim and final reports.

We concur with the finding that the campuses are achieving their initial mandate. In addition, we appreciate and concur with the observation that each campus is evolving into a unique educational resource. We particularly welcome the section of the report that identifies policy issues for further legislative direction. Several of these issues will be addressed in the 2004 strategic master plan for higher education being developed by the HECB in collaboration with the Legislature and the higher education community under the terms of House Bill 2076. The legislative direction for the strategic master plan meshes well with the approach taken in the WSIPP study and we would offer the following comments regarding the specific policy issues identified in the report.

Aligning Branch Campuses With the State's Higher Education Goals

We agree with the need to align all sectors of public postsecondary education with clear and measurable policies and goals. In this regard, we feel the study has identified several important policy issues (appropriateness of the research institution designation, possible evolution into four-year institutions, whether placebound students should continue to receive the branches' highest priority; and questions surrounding the offering of doctoral programs). The HECB's forthcoming strategic master plan will not be able to answer all of the questions raised in the branch campus study, but the strategic plan will pay special attention to the role and mission of

all public colleges and universities and will address several key branch campus issues as described in HB 2076.

Improving the Two-Plus-Two Model

We agree collaboration should be improved among the branch campuses and their community and technical college partners as described in the report and the discussion of academic and budgetary options in the report will be useful for future policy discussions. – In the HECB strategic plan, we expect to address the role of branch campuses in serving transfer students who have received technical degrees from two-year colleges, and to examine the possibility of lower-division courses being offered at the branch campuses (as well as upper-division course at community colleges).

In closing, thank you for the opportunity to provide our comments on this important report. We hope to continue working with you as we develop the state's strategic plan for higher education.

RF:JR:cp

September 2003

Process for the 2004 Strategic Master Plan for Higher Education

House Bill 2076 created a Legislative Work Group to define legislative expectations and provide policy direction for the statewide strategic master plan. As a result of that legislation, the HECB's original process and timeline were revised.

I. Process Prior to HB 2076 (April 2002 - May 2003)

In April 2002, the HECB began preliminary work on the 2004 Master Plan, talking with legislators, higher education leaders, and other key stakeholders to identify key issues. In September 2002, the Board adopted a scope statement, timeline and process to focus the master plan and guide activities over the following year. Beginning with the October 2002 meeting and continuing through the June 2003 meeting, the Board reviewed discussion papers on key issues and conducted discussions with key stakeholders. In December 2002, the Board adopted a resolution on higher education funding and revenue options as part of the 2003-05 Operating Budget recommendations.

Key higher education issues identified and discussed at Board meetings included:

Higher Education Funding and Revenue Options: Presentation of discussion paper on funding (Oct. 29, 2002); Presentation of discussion paper on revenue options, Board discussion, public comment, and Board adoption of resolution (Dec. 12, 2002).

Enrollment Policy and Funding: Presentation of discussion paper (Jan. 29, 2003); Board discussion and public comment (Feb. 26, 2003).

Tuition and Financial Aid: Presentation of discussion paper (Feb. 26, 2003); Board discussion and public comment (March 26, 2003).

Branch Campuses: Presentation of discussion paper (March 26, 2003); Roundtable discussion with representatives of the public two- and four-year institutions, the SBCTC, and the Washington State Institute for Public Policy (May 8, 2003 Policy Committee meeting).

College Transfer & Articulation: Presentation of student transfer discussion paper (April 23, 2003), Board discussion, public comment, and presentation by the State Board for Community and Technical Colleges on student transfer issues (June 12, 2003).

In addition to soliciting formal comment at Board meetings, Board members and staff have actively reached out to legislators, education and business leaders, students and other stakeholders to identify core issues critical to the short- and long-term future of higher education in Washington. Board members and/or staff have met with presidents of two- and four-year public colleges and universities, the provosts of the public four-year institutions, and leaders from the State Board for Community and Technical Colleges, Office of the Governor and other stakeholder organizations.

The Board's original intent was to develop policy statements, strategies and implementation plans that reflected the ideas of all interested parties. Once the Legislature adopted and the Governor signed HB 2076, this process was revised.

II. Process Following HB 2076 (June 2003 - Present)

On July 7, 2003, the Legislative Work Group that was established through HB 2076 met for the first time and provided some preliminary policy direction on the strategic master plan. The work group met again on September 17 to continue their discussion.

We are continuing to refine a revised process for the strategic master plan that includes direction and guidance from the Legislative Work Group, as well as stakeholders. The process will include development of goals, strategies and accountability/performance measures. Attached is a revised timeline that reflects our ongoing work since June 2003, along with preliminary completion dates.

2004 Strategic Master Plan and Related Initiatives: Process and Timeline (July 2003 - June 2004)

July 2003

July 7: First Legislative Work Group meeting
July 22: Legislative Work Group sends draft summary of discussion
July 30: HECB meeting
Higher education data: NCHEMS briefs Board on data analysis
Branch campuses: WSIPP briefs Board on report

Aug. 2003

Aug: HECB works with Legislative Work Group and stakeholders on draft interim plan

Sept. 2003

Sept. 17: Legislative Work Group meeting
Sept. 24: HECB meeting
Update on strategic master plan: Presentation and Board discussion
Sept. 29: National Collaborative Leadership Advisory Committee meeting to discuss developing themes for higher education

Oct. 2003

Sept. 25 to HECB staff meet with stakeholders and continue work on draft interim plan
Mid- Oct.:
Oct. 29: HECB meeting
Board discussion and public comment on draft interim plan

Nov. 2003

Nov: HECB members and staff discuss revisions to draft interim plan with stakeholders

Dec. 2003

Dec. 3: HECB meeting
Board adopts final interim plan
Dec. 15: HECB submits interim plan to the Legislature and Governor

Jan. 2004

Jan. 12: Legislative Session begins
Jan.: HECB works with Legislative Work Group and stakeholders to finalize plan
Jan. 20: HECB meeting
Board and stakeholder discussion of final plan

Feb. 2004

Feb. 17: HECB meeting
Board and stakeholder discussion of final plan
Feb.: HECB works with Legislative Work Group and stakeholders to finalize plan

March 2004

March: HECB works with Legislative Work Group and stakeholders to finalize plan
March: Legislature approves interim plan
March 25: HECB meeting
Board discussion and public comment on draft of final plan.

April 2004

April: HECB works with Legislative Work Group and stakeholders to finalize plan

May 2004

May 20: HECB meeting
Board adopts final plan

June 2004

June: HECB submits final plan to Legislature and Governor

September 2003

Report on 2001-2003 Biennium Rural Area Demonstration Grant

This report on the 2001-2003 biennium Rural Area Demonstration Grant in Jefferson County is for the Board's information only. The report is required by the Higher Education Coordinating Board (HECB) as a condition of the interagency agreement. The intent of the HECB's reporting requirement is two-fold: (1) document and understand the activities supported by the grant, and (2) identify lessons learned that other rural areas around the state can apply in their efforts to improve the educational opportunities of their citizens.

Background

In funding the Rural Area Demonstration Grant in Jefferson County, the state had three goals:

- Increase rural higher education access in a cost-effective manner;
- Develop a model for rural higher education in Washington State; and
- Identify lessons that could be shared with other rural areas seeking to improve higher education access.

The emphasis was on growing higher education participation without substantial capital investments and the construction of new facilities.

The demonstration grant is an outgrowth of a 1999 HECB Rural Areas Study, which examined the higher education needs and opportunities of Jefferson and Okanogan counties and surrounding communities. As a direct result of that study, local citizen action and support by the HECB and area political leaders, the state provided \$500,000 in funding in the 1999-2001 biennial budget for the demonstration grant in Jefferson County. The Legislature and Governor provided renewal funding of \$350,000 for the grant in the 2001-2003 and 2003-2005 biennial operating budgets.

Jefferson County Activities Update

More Accessible Location for Jefferson Education Center

The state grants provided the resources to establish the Jefferson Education Center, which offers professional educational counseling and information on available programs and courses to area residents. In 1999-2001, the program moved the Center from the Port Townsend branch of Peninsula College to a new "store front" office in Port Hadlock in the same complex as the Washington State University (WSU) Jefferson County Extension and the Washington State Department of Employment Services. This new location has increased access to the public by providing a convenient location for either driving or using public transit. In addition, it provides a convenient link for those using Employment Services who need skill training or educational advancement to meet their employability goals.

Expansion of the Jefferson Education Consortium

In 1999, the Jefferson Educational Consortium included Peninsula College, Washington State University, University of Washington, Western Washington University, Chapman University, the Northwest School of Wooden Boatbuilding, Centrum, and the Port Townsend Marine Science Center. In the last biennium, the Consortium expanded to include City University, the Port Townsend School of Massage, Old Dominion University, Southern Illinois University (Bangor), the Bard College Clemente Program, and Washington Sea Grant. These additional members have enabled the Consortium to expand educational opportunities and programs. The coordinator facilitates the variety of services offered by the different educational providers and both informs area residents of the opportunities and helps them select among the options available. Consortium programs and activities include the following:

1. Technology Investments

The initial grant paid for the installation of equipment for distance and computer-based learning in the Port Townsend and Port Hadlock facilities. In addition, the grant supported the beginning of some distance education activities in the distant and very rural communities in the southern part of Jefferson County. A community adult learning computer laboratory was installed in the Brinnon School during the summer of 2002. The grand opening of that lab, featuring U.S. Rep. Norm Dicks, heralded the start of computer-related college courses in southern Jefferson County. As the first higher education services available in the area, these services would not have occurred without the consortium and the state grant.

2. College Nights

College Nights at area high schools allow students and their families to meet college representatives, learn about college programs, and establish an early link with the issues of academic and financial planning for college. Representatives of over 22 colleges,

ranging from Cornell University to Lake Washington Technical College, attended the most recent event at Chimacum High School. The wide variety of represented institutions is unusual for Jefferson County and has underscored the important message to students and families that higher education is possible and that many options are available.

3. *Enrollment Increases*

Student enrollment in the Peninsula College Port Townsend Branch grew from a head count of 310 in winter 2001 to 640 in winter 2003. Enrollment in Running Start also jumped from a headcount of 71 in winter 2001 to 113 in winter 2003. Finally, WSU Jefferson County saw an increase in FTEs from 32 in 2001 to almost 43 in 2003.

4. *New Programs*

Teacher Education, City University: Responding to clear local demand, the coordinator undertook a search for institutions to offer teacher education. City University of Bellevue agreed to come to the Olympic Peninsula and offer two new programs – an MiT (Master in Teaching) in Port Hadlock and a B.A. in elementary education in Port Angeles. The sites were selected based on market research conducted by the coordinator. In December 2003, 28 new teachers will graduate from the year-round Saturday MiT program, which began in January 2001. The program was so well-received that a new cohort will commence in October of this year.

Through marketing and student outreach, the coordinator identified the institutional provider and built student awareness of the new program. The program uses existing local facilities and draws on local professionals for the teaching faculty. A City University Master of Education (MEd.) weekend program also was initiated to serve area teachers, with classes held in Port Townsend.

Vocational Carpentry/Framing Courses, Peninsula College: State funding also has allowed the coordinator to work with Peninsula College and undertake the student outreach necessary to create a vocational carpentry/framing course. Using the facilities of Chimacum High School, the program is taught by Peninsula College, in cooperation with the Jefferson County Home Builders Association. This continuing program provides the training needed for individuals to enter the home construction industry on the Peninsula. Contractors have eagerly hired the graduates of this one-year program. Peninsula College and the coordinator are exploring additional skill training possibilities

Liberal Arts Courses, Bard College Clemente Program: The program has enabled low-income individuals who have not had the opportunity to participate in traditional liberal arts learning to take courses in such subjects as philosophy, art, literature, English composition and poetry. The Clemente Program in Jefferson County was started in 2001. The Jefferson Education Center (JEC) supported the program and enabled it to

successfully operate at full capacity. Over 50 percent of program attendees have continued their postsecondary education. This is particularly remarkable since the vast majority of students had little or no previous higher education experience. Prior to these efforts, the Clemente Program had never been held in or near the Olympic Peninsula.

GIS Workshops, University of Washington: The JEC continues to bring professional short courses to the area. The University of Washington has held GIS workshops in Port Hadlock for the past two years. This is only possible because of the computer equipment funded through the grant. In addition, when this equipment is not being used by higher education students or institutions, it is available without charge to community organizations, such as senior citizen computer learning clubs.

Master of Science, Old Dominion University: Working with Old Dominion University (ODU) at the Bangor Submarine base, the JEC has helped place 19 local individuals in a Master of Science program leading to classroom teacher certification. The ODU Program provides both elementary and high school endorsements and originates from the ODU main campus in Norfolk, Virginia. This highly regarded program offers students in-state tuition rates, convenient scheduling, and the opportunity to finish the master's degree within 14 months. The coordinator is talking with ODU about bringing other programs directly to the Port Hadlock facility via satellite downlink.

Other Programs: Through active marketing, the JEC also has matched individuals with many specific programs offered through various institutions. These institutions include the Northwest School of Wooden Boatbuilding, Chapman University at Bangor and on Whidbey Island, Southern Illinois University at Bangor, Eastern Oregon University's Distance Learning Program, the University of Washington Distance Learning Program, and several technical and community college programs in western Washington. Since public institutions can provide only some of the needed on-site programs, the coordinator is negotiating with Antioch University of Seattle to start an on-site B.A. in liberal arts program in Port Hadlock next year. Initial marketing indicates support for this type of academic offering.

5. *Community Events and Partnerships*

Community support has been essential to the Consortium's success. Higher education has become an important part of life in Jefferson County as a result of the Jefferson Education Committee, the American Association of University Women (AAUW), and area educational providers. In October 2002, a sold-out event at Fort Worden State Park, called Celebration of Higher Education in Jefferson County, drew executives and presidents from Consortium partners, political leaders, local citizens, and many students who shared their life-changing success stories of higher education.

Lessons Learned

Grant leaders report that they have learned the following lessons:

Leverage Community Assets: Rural communities can significantly expand higher education access and opportunities using existing facilities. The MiT, MEd., B.A. in education, carpentry course, and Clemente Program are new programs, housed in existing facilities and requiring no new investment in capital construction. Adult learning is often scheduled during non-peak hours to better utilize community assets.

Publicize Learning Opportunities: State funding has allowed the program to identify the needs of individuals, businesses, and the community, and then get the word out through diverse media. The most effective way to reach individuals interested in academic or vocational higher educational offerings is to place inexpensive ads in the “Help Wanted” sections of regional newspapers. Individuals who want to improve their lives read these “Help Wanted” ads, regardless of whether or not they are looking for employment. Also, publishing a bi-annual guide to adult education is a valuable resource, which is heavily used by counselors, schools and visitors’ bureaus.

Welcome New Institutional Partners: Rural areas are often served by relatively few educational providers. Searching for new providers pays off. Many institutions are willing to come out to a rural area if the local community can demonstrate “demand” and is willing to help with the marketing and local organizing. Be willing to seek providers, which are public, private or non-profit and which may not be the traditional local institutions.

Identify and Publicize Local Success Stories: Because of the rural location and lack of many “brick and mortar” educational facilities, Jefferson County had a lower than average participation rate in higher education. By making education more accessible, local success stories bloom in areas previously undiscovered. The new Peninsula College Carpentry Program has trained local men and women who have successfully entered the local job market with family-wage jobs. The MiT is providing the very first opportunity for individuals living on the Olympic Peninsula to train as school teachers without leaving home. Area schools hiring new school teachers can now, for the first time, hire qualified local teachers. Finding and publicizing these success stories leads to further interest in the community and even more success.

Recruit and Market Regionally: In attempting to bring a new academic course or program to a rural area, the key question often has been: “Will there be enough students to make the class ‘go’?” Generally, the answer has been “no.” Strong regional marketing can bring in enough “outside” students to make the program viable. Distinguishing the program from “the rest of the pack” also can give the program an edge in attracting students. For example, the MiT program scheduled classes on Saturdays only. Other programs in Washington with Saturday classes often switch to Monday-Friday classes in July and August. Based on market research, the coordinator knew that this would not work in Jefferson County, since most potential students had work or family obligations during the week in the summer. City University’s flexibility allowed

Jefferson County leaders to design a year-round Saturday curriculum, which met the needs of local students and eventually drew students from three additional counties.

Involve Community and Political Leaders in Achieving the Goal of Higher Education:

Jefferson County leaders attribute their success to the involvement of state and local political leaders and the community. The local “ownership” of higher education as a political issue ensures that these matters remain a community priority. The clear visibility of a successful higher education program as seen from students and graduates, program availability, marketing outreach and economic impact constantly reinforce the roles of community leaders in actively supporting higher education initiatives.

September 2003

Report on 2001-2003 Biennium Child Care Grants

This report on the 2001-2003 biennium child care grants is for the Board's information only. State law (RCW 28B.135) directed the Higher Education Coordinating Board to establish reporting requirements for the institutions that received child care grants. The goal of these requirements was two-fold: 1) Document and understand the activities supported by the grant, and 2) Identify lessons learned that other institutions can apply to improve their child care programs.

Background

The Legislature created the child care grant program to promote high-quality, accessible and affordable child care for students attending Washington's public four-year colleges and universities. Lawmakers earmarked \$150,000 in the 2001-2003 biennium for child care grants and directed the Higher Education Coordinating Board (HECB) to distribute the funds through a competitive grant process. The Legislature provided a separate pool of funds for the state community and technical colleges.

The HECB established a review committee, comprised of HECB staff and representatives of the Washington Association for the Education of Young Children, the Child Care Coordinating Committee, and the Child Care Resource and Referral Network. The HECB adopted the committee's recommendations and awarded 2001-2003 grants to the following institutions:

- \$69,000 to Central Washington University
- \$42,065 to The Evergreen State College
- \$39,564 to Washington State University/Pullman

A total of \$75,000 was available for each fiscal year and no institution could receive more than half of the appropriated funds. State law (RCW 28B.135) directed the HECB to establish reporting requirements for the institutions that received grants. Following are summaries of each institution's final report and a list of lessons learned.

2001-2003 Biennium Child Care Grants: Activities and Lessons Learned

Central Washington University -- \$69,000

The Board authorized \$69,000 in grant funds (\$34,500 in FY 2002 and \$34,500 in FY 2003) to support the Central Washington University (CWU) proposal.

Goal 1: Implement an evening and weekend child care program

Central Washington University wanted to expand the services of the Early Childhood Learning Center to include evenings and weekends to better meet the needs of students. As a result of the grant, CWU began offering evening child care services from 5:15 p.m. to 9:00 p.m. This evening program, which began on January 3, 2002, included a meal at 6 p.m. and a snack at 8 p.m.

Participation in the evening program (Monday through Thursday) increased over the biennium.

- January through March 2002: 108 children from 14 families participated, with an average of 8.3 children per night.
- March 2003: 124 children from 26 families participated, with an average of 10.3 children per night.

Clearly, demand for evening services on Monday through Thursday was high. However, the demand for Friday evening and weekend hours did not materialize and services were not offered at these times.

Goal 2: Continue and improve the infant and toddler care program

CWU also wanted to continue and improve the infant and toddler program that it had initiated in June 2000. In fall 2002, this program was filled to capacity with 32 children. The grant allowed the infant and toddler program to continue and become programmatically and fiscally stable on a long-term basis. It also enabled the infant and toddler program to remain open during the summers of 2002 and 2003, allowing students to continue their studies during the summer term. It is important to note that very few child care alternatives are available in the Ellensburg area.

Goal 3: Provide these services at an affordable rate for student parents

CWU's final goal was to provide services at a rate that student parents could afford. The new evening program offered child care to parents at a cost of \$1 per hour, with a free dinner and snack to participating children. But for some financially needy families, \$1 per hour was still too expensive. As a result, the program provided a full waiver of child care charges to seven families, all single mothers, in the daytime infant and toddler care program and eight families in the new evening program.

Lessons Learned

CWU reported the following lessons learned:

1. Ensuring an accurate count for the evening meal was difficult. Parents did not always observe the 3 p.m. notification deadline, and sometimes did not show up after signing up.
2. Student workers in the evening seemed to be unavailable with short notice very frequently. Last minute studying and labs required the use of a long list of backup employees that could be called in at the last minute.
3. When the evening lead teacher is ill it creates quite a hardship since the limited number of other employees with the requisite training and experience have already worked a full day shift.
4. The use of theme weeks was entertaining and exciting for the children.
5. Smaller numbers of children in the evening opened up opportunities for many activities that cannot be done with larger groups (pajama parties, baking, cooking, etc.).
6. Contacts between child care center staff and other organizations like Head Start and campus committees help to develop acceptance and support of child care programs throughout the community.
7. Improving the physical appearance of the center and the playground can be helpful to leveraging community and campus support.
8. Having a clear understanding with parents about the procedure if there are serious problems is important. Parents signed a contract that stated DSHS and the Campus Police would be informed if parents were physically or emotionally unable to pick up a child. This situation did not occur, and the clear understanding of the process may have been a factor.
9. Based on overwhelming student response through surveys and comments, campus child care does make a tremendous difference in the lives of students. It allows students to focus on their educational goals, knowing that their children are safe and well cared for at the campus child care center.

The Evergreen State College -- \$42,065

The Board authorized \$42,065 in grant funds (\$31,522 in FY 2002 and \$10,543 in FY 2003) to support The Evergreen State College (TESC) proposal.

Goal 1: Enhance student teacher aide training

TESC's first goal was to enhance student teacher aide training by adding 11 hours of instruction for each employee. At TESC, there is no Early Childhood Education program so student teacher aides need some individualized instruction to prepare them for their work with children. As a result of the grant, TESC provided this training and reported improvement in communication and job performance by the student teacher aides.

Goal 2: Provide furnishings and equipment for a new child development center

TESC also wanted to buy essential furnishings and equipment for their expanded child care center, which is scheduled to open in fall 2003 and will double program capacity. TESC staff used the grant funds to buy outdoor play equipment and furnishings for the toddler and pre-school rooms and will move this equipment and furnishings to the new center.

Goal 3: Provide furnishings, equipment and educational materials for a parent support area

The third goal of the grant was to buy furnishings, books, videos, educational materials and other items for a parent training area. TESC staff believes that providing parent education is an integral function of the child care center and will promote healthy families for those parents who take advantage of the opportunity. Staff used the grant funds to buy furniture, supplies and educational materials and will move these items to the new center.

Lessons Learned

TESC staff reported that they learned the following lessons:

1. Parent accountability is important with loaned materials. A careful watch over educational materials that are checked out is important to ensure that they are returned. Program staff worked with the Students Account Office to send bills to some students to remind them to return overdue materials.
2. Training for student teacher aides is very important and beneficial. This is particularly true for Evergreen since there is no supply of students enrolled in early childhood education.
3. A college child care center, which provides some parent education, has a beneficial impact on families. Eighty percent of student parents are young, first-time parents and need a lot of information. Many of these parents have limited incomes and are trying to balance school, parenting and often jobs. Some parents are single, which adds additional pressures and challenges. When the child care center offers support and information, the students and their children benefit. National studies reveal that children who are enrolled in high-quality campus child development programs earn higher grades in school, are more likely to complete their education, are less likely to be kept back in school, and have a significantly lower need for special education and costly social services. They also have significantly higher earnings at age 27 and are more skillful in social situations.

Washington State University/Pullman – \$39,564

The Board authorized \$39,564 in grant funds (\$9,607 in FY 2002 and \$29,957 in FY 2003) to support the Washington State University (WSU) proposal.

Goal 1: Expand and enhance evening child care services

Washington State University's first goal was to expand and enhance the on-campus evening child care program, which allows parents to attend evening labs, classes and study groups. WSU's drop-in evening program is the only one available in the community. WSU charges \$4 per evening or \$1 per hour, which includes an evening snack.

As a result of the grant, WSU was able to serve more children of student parents, from a daily average of 10.4 in the spring 2002 semester to a daily average of 15.8 during the spring semester of 2003. WSU also modified the hours of its evening program to better meet the needs of students, opening at 5:30 p.m. instead of 6 p.m. Since the daytime program closed at 5:30 p.m., the new hours allowed children to transition directly into evening care without a visit from the parents. In special cases, children could stay until 10 p.m. with advance notification.

Goal 2: Continue the parent co-operative program

WSU also wanted to continue the parent cooperative program initiated in fiscal year 2001, which allows student parents to work at the Children's Center in exchange for reduced child care costs. Parents benefit financially and receive training and experience in a supervised child care setting. Over the course of the grant, 16 parents earned a total of \$8,578 toward their child care costs. .

Lessons Learned

WSU staff reported that they learned the following lessons:

1. Having the evening supervisor meet with parents individually at the beginning of each night built a level of trust and communication that was quite beneficial.. The parents often consulted with the evening supervisor on a wide variety of issues regarding their children.
2. If more than six or seven children attended the evening session, it helped to break them up into age groups. Caring for more than seven children, from infants to 12 year olds, is difficult.
3. Since evening care often uses the same space as daytime care, but with different teachers, it is important to pay attention to cleaning up at the end of the evening and putting away toys and equipment where the daytime teacher expects them to be.
4. Special events and visits from special people in the evening enhanced the program and improved attendance. University campuses have many special people to invite, including sports figures.
5. A simple dry erase board in the hallway is effective to notify parents and teachers of events and activities.
6. Security is a more important consideration in the evening with reduced numbers of staff on site. Restricted entry, a welcoming desk, hallway mirrors, increased lighting and the use of walkie-talkies have been effective.

7. Billing and collecting overdue charges is sometimes an issue because the cost is so low it takes some time before the university is willing to step in and help collect (arrears must exceed \$50).
8. Classified ads are not an effective advertising medium. Larger newspaper ads work but are expensive.
9. Having a qualified supervisor in the evening (other than the daytime supervisor) is important. This supervisor sometimes can be hired on an hourly basis.
10. The parent cooperative program seemed to be a better idea in concept than in reality. Many parents found that the demands of school and studying (and sometimes other work) did not leave enough time to participate. However, for those students who could participate, the earnings and the learning about children were quite beneficial.

Next Steps: 2003-2005 Biennium Child Care Grants

The Legislature appropriated another \$150,000 to the HECB for distribution during the 2003-2005 biennium. HECB staff sent a Request for Proposals to institutions on August 1, 2003 with a due date for proposals of October 17, 2003. HECB staff established these dates in consultation with the institutions. Institution staff wanted to have the RFP available as soon as possible so they could begin preparing the required documents before the beginning of the school year.

However, RCW 28B.135 requires that the receiving institution and student government association form a partnership and contribute an equal match to any proposed grant. Since some of the institutions do not start classes until late September, a due date of mid-October was necessary to allow time for consultation between the institutions and their respective student government associations.

A review committee will rank the proposals and make recommendations for the 2003-2005 biennium grants in late October. HECB staff will present these recommendations to the HECB for approval at its October 29 meeting.

Following Board approval, staff will prepare interagency agreements with the grantee institutions and then disburse funds. Institutions will be required to provide progress reports after each fiscal year of the biennium, which HECB staff will summarize and present to the Board.

September 2003

2001 - 2003 Teacher Training Pilot Program Grants Outcomes Report

Background

State law (RCW 28B.80.620) directs the Higher Education Coordinating Board to administer a competitive grant program to expand or create collaborative teacher training and recruitment programs through Washington public high schools, community colleges, and four-year institutions. The state operating budgets of 1999-2001, 2001-2003, and 2003-2005 each included \$300,000 for competitive grants to support the teacher training pilot program.

In July 1999, the HECB adopted *Resolution 99-27*, which outlined the Request for Proposals (RFP) process to review and approve the grant proposals for these pilot projects. For the 2001-2003 biennium, a review committee, comprised of representatives from the HECB staff, K-12 education system, community and technical colleges, and four-year institutions, reviewed and ranked six proposals.

State law requires the HECB to report to the education and higher education committees of the Legislature, State Board of Education, and Office of the Superintendent of Public Instruction on the status of the pilot project. This report summarizes the program outcomes for the 2001-2003 Teacher Training Pilot Programs.

On July 25, 2003, HECB staff distributed an RFP for the 2003-2005 teacher training pilot program grants. HECB staff expect to make awards immediately after the Board approves the proposals at its October 29, 2003 meeting.

2001-2003 Program Summaries

1. University of Washington, Bothell (UWB) Teacher Training Pilot Program Extension: The Teaching Link in Collaboration with Cascadia Community College District – \$20,000

The **UWB** program focused on creating additional pathways from local high school teaching academies through local community colleges into the UW Bothell Education Minor and Teacher Certification Program.

UWB Program Outcomes

- UWB made significant progress in the conceptualization and initial implementation of a “pathway” for prospective teachers, which sequences community college students into the UWB education minor through the teacher certification program, the Masters of Education, and National Board Certification.
- UWB surveyed students enrolled in two Cascadia Community College courses (*Introduction to Education* and *Perspectives on Teaching and Learning*) and determined that the courses supported and encouraged students to pursue teaching as a career.
- Cascadia Community College accepts the credits from the Northshore teaching academies and UWB accepts the education courses from Cascadia, Shoreline, and Bellevue community colleges.
- UWB advises students enrolled in education courses at Cascadia, Bellevue, and Shoreline community colleges about the “pathway” sequence.
- UWB and Cascadia hosted a field trip on the co-located campus for students from two Northshore teaching academies.

2. Green River Community College (GRCC) Project LINK – \$141,481

The **GRCC** program focused on creating a model teacher preparation program in which prospective teachers would gain knowledge of and experience with Washington’s Essential Academic Learning Requirements (EALRs) in general education content courses during their first two years of college.

GRCC Program Outcomes

- GRCC expanded *Project TEACH* at GRCC, which emphasizes the EALRs in mathematics and science, to include the humanities, social sciences, and wellness content areas.
- GRCC created learning modules for future teachers, which allow them to explore the EALRs while they are taking content courses. GRCC has modules in drama, economics, English, health education, history, physical education, mathematics, science, analytical reading, and reading in the content area.
- GRCC promoted modules to students and faculty in a variety of ways, including email, fliers, and advising sessions.
- GRCC helped instructors become more familiar with the EALRs and teacher certification requirements.
- GRCC will make all of its *Project Link* materials available to community colleges or four-year institutions interested in creating similar programs.

3. Western Washington University (WWU) Pathways to Careers in Teaching Phase II – \$138,519

WWU, in collaboration with Everett Community College, Skagit Valley College, Whatcom Community College, and the Bellingham, Monroe, and Sedro-Woolley school districts, established the *Pathways to Careers in Teaching* through a teacher training pilot program grant awarded by the HECB for the 1999-2001 biennium. The *Pathways* program has two primary purposes:

- To support efficient, transition from public schools to AA degree programs at community colleges, to bachelor's degree with teacher certification programs at WWU; and
- To increase the proportion of students of color in teacher education programs.

During *Pathways Phase I*, the institutions in the consortium made significant progress in the following three areas: 1) Articulating course equivalencies for students seeking teacher certification; 2) Establishing new links between high school teaching academies, community colleges, and WWU through transfer and tracking systems; and, 3) Targeting diversity initiatives toward the recruitment of students of color.

WWU Phase II Program Outcomes

- WWU created a database to track teacher academy graduates and students of color who are admitted and/or enrolled in WWU's College of Education.
- WWU faculty conducted content and prerequisite analysis of existing science and math courses for elementary and special education teacher candidates.
- WWU faculty developed and field-tested a new math 101 course for prospective elementary and special education teachers.
- WWU *Pathways* personnel created and are disseminating recruitment materials, including Spanish language versions, which are targeted to community college and Teacher Academy students.
- WWU collaborated with Green River Community College in offering in-service integrated science courses for elementary teacher education candidates and with OSPI in offering EALR training.
- WWU aligned its *Pathways* work with the statewide task force on elementary education. The task force met under the direction of the Council of Presidents and the State Board for Technical and Community Colleges to consider and make recommendations concerning a direct transfer agreement (DTA) Associate of Arts degree, for community college students who are preparing to be elementary teachers.
- WWU strengthened communications between the community colleges and baccalaureate institutions through the following activities: 1) Creating an advisory notebook, which includes a courses articulation grid and course syllabi for community colleges to use; 2) Outlining processes for community college and teacher education faculty collaboration; and 3) Maintaining a database for specific community college and WWU course equivalencies.

Recommendation

The Higher Education Coordinating Board approves the transmittal of the *Outcomes Report: 2001-2003 Teacher Training Pilot Program Grant* to the education and higher education committees of the Legislature, the State Board of Education, and the Office of the Superintendent of Public Instruction.

RESOLUTION NO. 03-28

WHEREAS, The Legislature and Governor provided new incentive funding in the 2001-2003 biennium to help educational institutions develop coordinated, innovative programs of teacher training, which would involve high schools, community colleges, and four-year institutions; and

WHEREAS, State law (RCW 28B.80.620) directed the Higher Education Coordinating Board to administer a teacher education pilot program through a competitive grant process; and

WHEREAS, State Law directed the Higher Education Coordinating Board to report annually on the status of the pilot project;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the transmittal of the "Outcomes Report: 2001-2003 Teacher Training Pilot Program Grant" to the Education and Higher Education Committees of the Legislature, the State Board for Education, and the Office of the Superintendent of Public Instruction.

Adopted:

September 24, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

September 2003

Promise Scholarship Satisfactory Progress

Background

The Promise Scholarship helps high-achieving students from low- and middle-income families pay for college. In fiscal year 2004, the program will use about \$6.3 million in state money to help about 7,000 students. Students are eligible to receive up to \$930 in the 2003-2004 academic year.

Students who are eligible to receive the Promise Scholarship must be admitted and enrolled in a postsecondary institution in the state of Washington in order to receive an award. However, although a student must be in good academic standing with the institution to be enrolled, good academic standing is not the same as satisfactory progress.

Satisfactory progress means progression toward a degree or completion of an academic program. It is generally defined as completion of a certain number of credits (relative to credits attempted) within a specific time period. When administering federal aid, all schools are required to maintain a satisfactory progress standard, which prevents aid disbursements to students who fail to maintain the standard. That standard does not apply to students who receive the Promise Scholarship.

The 2002 Legislature passed a bill that gave the HECB permission to devise a satisfactory progress policy for the Promise Scholarship program, but did not require that one be imposed.

RCW 28B.119.010 (9) “The higher education coordinating board may establish satisfactory progress standards for the continued receipt of the promise scholarship.”

Although the Board’s 2002 Promise Scholarship study did not indicate that student withdrawal or severe academic failure was a significant problem, some aid administrators expressed concern over the lack of a satisfactory progress standard for Promise recipients.

According to aid administrators, while the academic failure of Promise recipients is not a severe problem, when it does occur, it is a visible and glaring exception to the standards imposed for all other recipients of state-funded student aid. HECB staff concur with the aid administrators and recommend implementing a satisfactory progress standard on Promise Scholarship recipients consistent with that used for federal student aid programs.

Proposal

No Board action is required at this time. HECB staff request direction to take steps to amend the Promise Scholarship rules to read:

WAC 250-80-060 Grant disbursement. (1) In order to receive a scholarship disbursement, eligible students must enroll with at least half-time status and be considered by the school to be making satisfactory progress in their course of study, according to the school's satisfactory progress policy for federal student aid.

Timeline: Rules change – Promise Scholarship Satisfactory Progress

- | | |
|------------------------|---|
| July 2003 | Filed CR 101 – Preproposal statement |
| September 15 | File CR 102 – Proposed Rules filed |
| September 24 | Briefing at HECB meeting |
| October 21 | Public Hearing – to be held at HECB offices. Last day for written comments. |
| October 29 | Board considers Final Rules |
| January 1, 2004 | Permanent rules become effective |