

PRELIMINARY BOARD MEETING AGENDA
WSU Puyallup Research and Extension Center, Allmendinger Center
7612 Pioneer Way E, Puyallup, WA 98371
April 5, 2005

8:30 Continental Breakfast and Overview of Meeting Agenda
(Allmendinger Center - no official business will be conducted)

9:30 **Welcome and Introductions**

- Bob Craves, HECB Chair
- Joseph Harrison, Ph.D., WSU Faculty Member

Consent Items

1

- **Approval of the March 4, 2005, Meeting Minutes**

- **Accountability Framework**

The new framework for institutional accountability (presented to the board in March) meets the goals of the *2004 Strategic Master Plan for Higher Education* and the requirements of HB 3103.
Resolution 05-04

2

- **Approval of B.A. in Biological Psychology, WWU**

Resolution 05-05

3

9:45 **Report of the Executive Director**

Pat Callan, president of The National Center for Public Policy and Higher Education, will provide an overview of "MEASURING UP 2004," a state report on higher education prepared by the Center.

HECB Executive Director Jim Sulton will present the state summary.

10:45 Break

Information and Discussion Items

- | | | |
|-------|---|----------|
| 11:00 | <ul style="list-style-type: none"> ● 2005-07 Operating and Capital Budget Update
 Gary Benson, HECB director for fiscal policy, will provide a side by side comparison of the proposed state budgets submitted by the HECB, the Governor, the Senate and the House (if available). Jim Reed, HECB associate director, will discuss the prioritized list of the four-year and two-year institutions' capital projects. | 4 |
| 12:00 | <p>The Board will recess for lunch.
 <i>(Chicono Room, Administration Building - no official business will be conducted)</i></p> | |
| 1:00 | <ul style="list-style-type: none"> ● Legislative Update
 Bruce Botka, HECB director of intergovernmental relations, will provide an update on higher education bills being tracked by the HECB for the 2005-06 legislative session. | 5 |
| 1:30 | <ul style="list-style-type: none"> ● Enrollment Planning Model
 Gary Benson will describe the enrollment planning model, which is being undertaken to comply with the 2004 supplemental budget. | 6 |
| 2:30 | Adjournment | |

HECB 2005 Meeting Calendar

DATE	LOCATION
June 23, Thurs <i>HECB Advisory Council</i>	Pierce College, Puyallup , College Center Building, Multi-purpose Room 1601 39 th Avenue SE, Puyallup 98374
July 28, Thurs	Yakima Valley Comm. College , Deccio Higher Education Center, Parker Room 16 th Avenue & Nob Hill Blvd, Yakima 98907
September 22, Thurs <i>HECB Advisory Council</i>	Pacific Lutheran University , University Center, Regency Room 1010 122 nd S, Tacoma 98447
October 27, Thurs	Central Washington University , Barge 412 400 E University Way, Ellensburg 98926
December 13, Tue <i>HECB Advisory Council</i>	University of Washington, Tacoma 1900 Commerce, Tacoma 98402

Public Comment: A sign-in sheet is provided for public comment on any of the items presented above.

Meeting Accommodation: Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.

W A S H I N G T O N
H I G H E R
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April 2005

Minutes of March 4 Meeting

HECB Members Present

Mr. Bob Craves, chair
Ms. Roberta Greene, vice chair
Mr. Anthony Rose
Mr. Michael Worthy
Ms. Betti Sheldon
Mr. Bill Grinstein
Mr. Sam Smith

Welcome and introductions

Bob Craves, HECB chair, welcomed the board members and introduced two new appointments to the board: Betti Sheldon of Bremerton and Bill Grinstein of Seattle. Sheldon is a former state senator, retired after 12 years of service representing Kitsap County. While serving, she held several leadership positions -- including majority caucus vice chairwoman, majority whip, and floor leader. Bill Grinstein is the associate director for public affairs at Battelle's Pacific Northwest National Laboratory, and also serves on the Governor's Council of Economic Advisers.

Consent agenda items approved

ACTION: **Roberta Greene** made a motion, seconded by **Michael Worthy**, to approve the consent agenda items: (1) the minutes of the January 27 board meeting, and (2) approval of two new degree programs at Western Washington University, a BA and a BFA in dance (**Res. 05-03**).

Director's report

Student transfer data system - To illustrate how a Web-based data system for student transfer would work, HECB Executive Director James Sulton demonstrated New Jersey's online data transfer system. The New Jersey Web site allows students to go online, check their freshmen and sophomore courses by number, and see which four-year institutions accept their transfer credits. Sulton asked the board to consider establishing a similar Web-based program for Washington students. The data system would cost approximately \$1.6 million to establish, and about \$563,000 annually in maintenance costs.

Institutional representatives present at the meeting (Jane Sherman, WSU; Loretta Sepannen, SBCTC; and Cindy Morana, COP) generally supported the idea of a single data system for student transfer. Sherman noted that a great deal of work is already being done, although there is no system connecting the public and private institutions. Sepannen said the two-year schools are looking into a system of common course numbering so that students could see how their coursework would apply to several universities. Morana concurred that a computerized system would be most helpful.

GMAP: Sulton gave a brief summary of Gov. Gregoire's executive order for state agencies to adopt GMAP (Government Management, Accountability and Performance). GMAP is a way of providing the public with a clear, concise view of how government programs work, as well as ensuring greater accountability in state programs.

Two-year baccalaureate degrees: A proposal before the Legislature would allow some two-year colleges to offer baccalaureate degrees. The SBCTC approved this proposal in mid-January. Both HECB and legislative approval would be required for the change to take effect. The pilot program is consistent with the board's master plan goal of increasing opportunities for students to earn degrees, and is consistent with the board's commitment to a broader, more regional approach to higher education planning.

Academic Program Planning, Approval, and Review: Revising policies and processes.

Holly Zanville, HECB academic officer, and Randy Spaulding, associate director for academic affairs, discussed the board's academic planning process. The board currently uses a four-step process for planning, approval and review. House Bill 3101 calls for several changes to the process that are consistent with the 2004 Strategic Master Plan. Proposed revisions to the current process include three major areas:

- State and regional needs assessment: Revised guidelines would require that new academic program proposals reference the regional statewide needs assessment being developed by the HECB, in collaboration with other agencies and the public and private colleges and universities.
- Academic program inventory: Developing an inventory of existing degree programs is an important element in assessing program need. HECB staff are in the process of developing a Web-searchable inventory of degree programs in Washington that could be used by multiple audiences for a number of purposes.
- Revising HECB program review guidelines: Revised guidelines will integrate program planning and approval for centers and off-campus programs. HECB staff and the Inter-institutional Committee for Academic Program Planning (ICAPP) are making progress toward revising current guidelines. The goal is to develop a process for program approval that is transparent, provides clear criteria, and offers ample opportunity for interested parties to provide feedback on program proposals.

Representatives from each of the state's four-year universities responded to questions.

- Dr. Linda Beath, CWE vice president for undergraduate studies
- Dr. Fred Campbell, UW dean emeritus
- Jane Sherman, WSU associate vice provost for academic affairs
- Dr. Ron Dalla, EWU dean of graduate and undergraduate studies
- Kris Bulcroft, WWU vice provost for undergraduate education

Campus representatives said that when demand for programs decreases significantly, institutions take into account the necessity and ability to continue the program(s). When program demand increases, institutions can take as little as a year to implement a new program, depending on such variables as faculty availability and funding. With regard to the HECB timeline for program approval, proposals can be brought to the board and turned around in as little as two or three months.

To determine "high-demand" fields and other needs assessments, HECB staff rely on data gathered from the state Employment Security Department, the Office of Financial Management, and the office of Community, Trade and Economic Development.

Promoting Student Success Through Greater Accountability

Joann Wiszmann, HECB deputy director, discussed the agency's proposed accountability framework that is required under HB 3103. The new system would link accountability with the Strategic Master Plan's two goals for higher education: increased degree production, and better response to the state's economic needs. The proposed system would be synchronized with the state's budget cycle, enabling the HECB to use accountability information when prioritizing recommendations for higher education budgets.

Nina Oman, HECB associate director, discussed collaborative efforts between HECB staff and college and university representatives that have resulted in a new framework for accountability. Plans call for a Web site that would provide indicators and performance measures. A newly established contextual section includes two types of indicators: (1) common measures for the two-year and four-year systems that would use the same methodology (although different indicators) for each system, and (2) institution-specific measures, which relate to each institution's unique contributions. All measures would be based on outcomes and related to master plan goals. The HECB has not previously reported on the community college measures.

Board discussion

There was some concern expressed that one of the proposed indicators for the two-year colleges (the number of students completing programs with at least a 2.0 G.P.A.) would send the wrong message – particularly given that a 2.0 G.P.A. is rarely sufficient for students who wish to transfer to a four-year institution. Jane Sherman of WSU said the institutions generally consider a 2.0 G.P.A. to be "satisfactory progress" for direct entry students.

Mike Worthy asked if the performance indicators would embrace the fundamental measures in the performance contracts, and whether data trends and retroactive data would be made available. Oman said she is asking the institutions for historical data that is commonly provided in reports and national surveys.

2005 Legislative and Budgets Update

Bruce Botka, HECB director of government relations and policy, provided a legislative update.

- *Operating and Capital Budgets*- Gov. Gregoire is expected to release her budget on March 23, following the March 17 release of the state's revenue forecast.
- *Branch Campuses*- House Bill 1794 and Senate Bill 5411 would allow lower-division coursework at all branch campuses, and would allow freshman and sophomore admissions at but WSU Tri-Cities.
- *Confirmation of HECB members*- The Senate Early Learning, K-12 and Higher Education Committee is expected to begin conducting confirmation hearings for newly appointed members on about March 17.
- *CTC applied baccalaureate degree projects*- HB 1794 and Senate Bill 5867 would develop pilot projects at three community colleges and one technical college, subject to HECB and SBCTC approval.
- *Education Finance Studies*- House Bill 1380 and SB 5441 would conduct a comprehensive study of the state's K-16 system, including financing options, enrollment distribution, tuition and financial aid, instructional costs, K-12-to-higher-education transition, and other issues.
- *Financial Aid Fund Management*- House Bill 1100 would establish a financial aid account in which unspent funds would be retained for the following year.
- *Promise Scholarship Program*- Legislation to extend the Promise scholarship to the top 20 percent of high school graduates (up from 15 percent), and increase the award amount to 75 percent of community college tuition (up from 51 percent) is unlikely given the state's projected revenue shortfall.
- *Financial Aid for Part-time College Students*- House Bill 1345 would expand eligibility for the State Need Grant to students who enroll for the equivalent of at least four credits per quarter (currently students must enroll for at least six credits).
- *Foster Youth Education*- House Bill 1050 would establish a foster care endowed scholarship, to be administered by the HECB. House Bill 1079 and Senate Bill 5804 would establish a multi-agency (DSHS, OSPI, and the HECB) to coordinate state education and job-training programs for foster youth.
- *Tuition Waiver Study*- House Bill 1986 would direct the HECB to review current tuition waivers and recommended priorities for waivers in the future by December 1, 2005.
- *Resident Tuition Rates for Undocumented Students*- House Bill 1191 would clarify that students who hold non-immigrant visas are not eligible for resident tuition rates in Washington.
- *Guaranteed Education Tuition*- House Bill 2021 and Senate Bill 5926 would permit the GET Committee to allow new enrollments when either the purchaser or the beneficiary is a Washington resident, and make other changes to improve efficiency.
- *College in the High School*- House Bill 1076 and Senate Bill 5076 would establish a College in the High School program in the state.
- *Running Start Eligibility*- The Senate Early Learning, K-12 and Higher Education Committee has amended Senate Bill 5360. The amended bill directs OSPI to study the performance and funding of students in the Running Start program.
- *Academy of Sciences*-Senate Bill 5381 and House Bill 1662 recommend development of an independent state academy of sciences (health and life sciences) to assess public policy questions at the request of the governor.

- *Strategic Planning*- The Legislature did not pass a concurrent resolution last session on the Strategic Master Plan, but the board has made several presentations on master plan issues during committee hearings this session, and will proceed to implement the plan.
- *Affirmative Action in College Admissions*- Senate Bill 5575 permits the public baccalaureate schools to consider race, ethnicity, and national origin in admitting students.
- *Statewide Student Association*- As amended, House Bill 2107 directs the HECB to study the proposal to establish a statewide student association with a permanent, ongoing funding source; while Senate Bill 5971 directs the HECB to designate a statewide association, approve bi-laws, and establish a fee for students of up to a quarter of 1 percent of tuition, from which students could “opt-out.”
- *Student Regents and Trustees*- The Senate Early Learning, K-12 and Higher Education Committee did not take action on Senate Bill 5022, which would have extended the term for student regents to a maximum of two years.

Gary Benson, HECB director of fiscal and policy, gave updates on current enrollment figures. An expected 221,279 FTE students for the 2004-05 academic year include 4,755 unfunded full-time equivalent students. The total number of “overenrolled” students is down significantly from recent years, but only because schools are limiting the number of students they enroll beyond state-funded slots.

HECB Advisory Council

Sulton provided a brief update on implementation of the Strategic Master Plan. He said the “enrollment planning model” will be discussed during the board’s April 5th meeting.

The council discussed various meeting options for the advisory group, including 1-2 day meetings dedicated to one topic, rather than four shorter meetings; longer lead time on issues of interest to allow members to prepare for a longer discussion; and creating sub-groups to identify issues for discussion.

Council members present were: Terry Bergeson, J. Tuman, Bobbie May, Jeff Corkill, Les Purce, and Sandra Schroeder.

The meeting was adjourned at 2 p.m.



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION NO. 05-03

WHEREAS, Western Washington University proposes to establish a Bachelor of Arts (BA) and Bachelor of Fine Arts (BFA) in Dance; and

WHEREAS, Few options are available within the state for students who wish to study dance; and

WHEREAS, The program would build on existing expertise and course offerings to respond to a clearly stated student, employer, and community need; and

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

WHEREAS, The assessment and diversity initiatives are appropriate for the program; and

WHEREAS, The program would offer talented students an opportunity to learn through a highly interactive working relationship with faculty and would be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Western Washington University proposal to establish a Bachelor of Arts (BA) and Bachelor of Fine Arts (BFA) in Dance, effective March 4, 2005.

Adopted:

March 4, 2005

Attest:



Bob Craves, Chair

Roberta Greene, Vice Chair

April 2005

Higher Education Coordinating Board: Promoting Student Success through Greater Accountability

At its meeting in March 2005, the Higher Education Coordinating Board (HECB) was presented with a proposed accountability framework for the state as required in House Bill 3103 and as proposed in the board's *2004 Strategic Master Plan for Higher Education*.

The proposed accountability framework included a section describing context at both the institution and state level. Staff recommends that the framework be adopted as presented in March 2005, with the following exceptions:

- A measure will be added to the “context” section that provides a ratio of degrees earned to the college-age population of the state.
- The institution-specific indicators proposed by Central Washington University in a separate document from the March board packet will be adopted, as follows:
 - External funds for research, scholarship, instruction, and community outreach.
 - Student experiences in research or other creative expression, civic engagement, and internships.
 - Student pass rates on national and state licensure and certification examinations.
 - Graduation rates of under-represented students.
 - Documented improvements in degree programs based upon assessment of outcomes.
- The institution-specific indicators re-submitted by Western Washington University will be adopted, as follows:
 - Students involved in research, scholarly, and creative activity.
 - Six-year graduation rate for students from under-represented groups.
 - Aggregate percentage of financial need met.
 - Persistence rates for community college transfer students with 45-90 credits.
 - Pass rates on national licensure and professional exams.
- Two measures will be added to track the number of associate degrees (academic and technical) awarded by the community and technical college system.

Other minor changes have been made by staff for clarity. A full copy of the new framework is attached for the board's information.

Next Steps: Staff will work with the institutions to develop targets, which will be presented to the board in November 2005. As part of this effort, HECB staff will work with the Council of Presidents, legislative staff, Office of Financial Management staff, and staff from the public baccalaureate institutions to discuss the best timing for updating peer lists.

As this board item is being prepared, accountability measures are being proposed in Governor Gregoire's budget. As the budget evolves, staff will monitor the progress of these proposals and include them in the state accountability framework as required.

Higher Education Coordinating Board: Accountability Framework

The new framework includes four main components:

1. A context section, to include indicators that describe student flow through the K-12 and community college systems, as well as other factors that may influence progress toward state goals;
2. Common indicators focusing on student outcomes;
3. Institution-specific indicators describing each institution's unique or mission-specific contributions to state goals; and
4. A timeline that ties accountability reporting to the biennial budget cycle.

In addition, targets will be presented to the board in November 2005 for approval. These targets will be set based on peer comparisons and/or performance over time. Results for each indicator will be communicated via an interactive Web site.

1. **Context:** This section will include indicators that explain the condition of higher education in the state, as well as the unique mission and student demographics at each institution. This information will help policy-makers understand some of the key factors that influence degree production in the state. For example, if students are not graduating from high school, then the public baccalaureate institutions will produce fewer baccalaureate degrees. Data reported will include:
 - State funding/student FTE
 - Degrees earned/college-age population
 - Percentage of state funds allocated to higher education
 - Financial aid/student FTE (or another measure of affordability – such as percentage of family income needed to pay for college)
 - Percentage of 9th graders who graduate from high school
 - College participation rates
 - Average WASL scores for 10th graders

- Number of students participating in dual-credit programs (e.g., Running Start)
- Percentage of recent high school graduates requiring remedial education
- Proportion of new students from Washington State community colleges (this will be reported separately for each institution)
- Percentage of students earning bachelor’s degrees who have earned at least 40 credits from one or more Washington State community college
- Mission, enrollment by race, ethnicity, average age, gender, origin (e.g., high school vs. community college), first-generation status, degree-seeking status, PELL grant status, full-time vs. part-time status, remedial education required, and SAT/ACT or other indicator of academic preparedness, where available, at each institution

2. **Common indicators for the public baccalaureate institutions:** All of the common indicators reported for the baccalaureate institutions will focus on outcomes, specifically on academic degrees awarded. Two of the indicators focus specifically on outcomes for Washington community college transfer students.

Proposed indicator	What will this indicator tell us?
Number of degrees awarded by type (e.g., bachelor’s, master’s)	Progress toward master plan targets
Number of bachelor’s degrees awarded in “high-demand” areas specified by the HECB	How well the state is filling needs in high-demand areas
Degrees awarded/enrolled FTEs	How many FTEs are required, on average, to produce a degree
Six-year graduation rate (first-time, full-time freshmen): comparable nationally	Are Washington students entering public baccalaureate institutions as freshmen graduating at the same rate as entering freshmen in other states?
Three-year graduation rate (Washington community college transfer students with a transfer associate degree): since many transfer students attend part-time, the percentage of students who have not graduated but are still enrolled and persisting toward their degree will also be reported	Are community college transfer students who enter a baccalaureate institution with an associate degree able to graduate, on average, within a reasonable amount of time?
Graduation efficiency: credits required for degree/credits attempted for two groups: <ul style="list-style-type: none"> ▪ Non-transfer (less than 40 credits from another institution) ▪ Transfer (40 credits or more from one or more community college) 	Are students completing more credits than they need toward their degrees? Is there a difference between non-transfer and transfer students?

Common indicators for the community and technical college system: The State Board for Community and Technical Colleges (SBCTC) reports accountability data and sets targets for the community and technical college system, with HECB approval. The accountability measures for the two-year college system include outcome measures tied to their multiple missions of workforce training, academic transfer, and adult basic education.

Proposed Indicator	What will this indicator tell us?
Students prepared for work	How many students have completed their vocational program or earned at least 45 vocational-level college credits with a GPA of 2.0?
<ul style="list-style-type: none"> ▪ Number of technical associate degrees awarded (a subset of students prepared for work) 	Progress toward master plan targets
Basic skills gains	How many students have gained at least one competency level in at least one subject during the year?
Students prepared for transfer	How many students have completed 45 academic credits with a GPA of 2.0, including completion of core requirements typically completed by freshmen at a baccalaureate institution?
<ul style="list-style-type: none"> ▪ Number of academic associate degrees awarded (a subset of students prepared for transfer) 	Progress toward master plan targets

3. **Institution-specific indicators:** Each institution will submit performance data related to its unique or mission-specific contributions to state goals, as follows:

Central Washington University

- External funds for research, scholarship, instruction, and community outreach.
- Student experiences in research or other creative expression, civic engagement, and internships.
- Student pass rates on national and state licensure and certification examinations.
- Graduation rates of under-represented students.
- Documented improvements in degree programs based upon assessment of outcomes.

Eastern Washington University

- Increase student participation in field experiences and internships.
- Increase percentage of degree programs that:
 - Identify and assess student learning outcomes
 - Collect, analyze, and use data for program improvement
- Increase targeted program access for placebound students through site-based cohorts and distance learning opportunities.

Eastern Washington University (continued)

- Increase diversity recruitment and retention of faculty and staff.
- Improve retention/persistence rates for all classes:
 - Freshmen to sophomores
 - Sophomores to juniors
 - Juniors to seniors
 - Seniors to graduates
- Hours of student service to the community.

The Evergreen State College

- Percentage of seniors who have done or plan to do community service or volunteer work prior to graduation.
- Percentage of seniors who have done or plan to do practicum, internship, field experience, co-op experience, or clinical assignment prior to graduation.
- Percentage of undergraduate degree recipients who earn more than 125 percent of the credits required for their degree.
- The number of “upside-down” degree completions.

University of Washington

- Affordable access:
 - Graduation rates of under-represented students
 - The percentage of undergraduates who are Pell grant recipients
- Faculty productivity:
 - The number of programs ranked in the top 20 nationally
 - The number of national faculty and academic awards
- Economic development:
 - Total dollar value of direct research contracts/awards
 - The number of new technologies produced each year

Washington State University

- Pass rates on national licensure and professional exams.
- Number of student experiences in research or other creative scholarship with faculty, internships, international study, and community service learning.
- Percentage of degree programs documenting improvements in instruction and pedagogy based on assessment of outcomes.
- Amount of extramural funding received for research and scholarship (in millions).
- Number of jobs directly and indirectly supported by research funding.

Western Washington University

- Students involved in research, scholarly, and creative activity.
- Six-year graduation rate for students from under-represented groups.
- Aggregate percentage of financial need met.
- Persistence rates for community college transfer students with 45-90 credits.
- Pass rates on national licensure and professional exams.

- 4. Timeline tied to budget planning:** Under the new framework, the State Board for Community and Technical Colleges and the public baccalaureate institutions will report accountability plans in sync with the state's budgeting cycle, as required by House Bill 3103. The overall framework will be evaluated every four years, with the development of the HECB strategic master plan. This will ensure that accountability is systematically linked to state goals.

Other Improvements

Baselines and Targets

Currently, the public baccalaureate institutions use a three-year average to calculate a baseline for each measure, from which targets are derived. This convention will continue to be used; but, where available, a baseline built on national data or data related to each institution's peer group will be developed. The target for each measure will meet or exceed the baseline. The two-year colleges base their targets on the funding they receive and will continue to use this method. Where possible, targets set by the *2004 Strategic Master Plan for Higher Education* will be used (e.g., for overall degree production).

The first new set of targets will be submitted to the HECB by the public baccalaureate institutions and SBCTC in November 2005 for the 2005-07 biennium, and will require board approval.

Peer Groups

Each public baccalaureate institution will continue to use its existing peer group list. HECB staff will work with the Council of Presidents, legislative staff, Office of Financial Management staff, and staff from the public baccalaureate institutions to discuss the best timing for updating peer lists in the future.

Communication

Results will be communicated using a format developed by the National Center for Higher Education Management Systems (NCHEMS) – a Web site that includes not only performance for each indicator, but trends, information about how the measures can be used for policy decisions, and detailed information about how the measures are calculated.

RESOLUTION NO. 05-04

WHEREAS, In its *2004 Strategic Master Plan for Higher Education* (Section 11), the Higher Education Coordinating Board states its intent to “develop and implement a higher education model that measures progress toward state goals;” and

WHEREAS, RCW 28B.276.070(1) directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals in higher education;” and

WHEREAS, The board has reviewed the proposed framework or “system,” including plans for a new context section, common and institution-specific measures, and timeline tied to the budget cycle; and

WHEREAS, The board recognizes that targets will be presented for its review in November 2005 and that staff will begin exploring the possibility of new peer lists;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the new statewide accountability framework.

Adopted:

April 5, 2005

Attest:

Bob Craves, Chair

Gene Colin, Secretary

April 2005

Bachelor of Arts in Biological Psychology Western Washington University

Introduction

Western Washington University (WWU) is seeking approval to establish a Bachelor of Arts (BA) in Biological Psychology. Biological Psychology, also known as neuroscience, is an interdisciplinary field that emerged from the convergence of scientific advances in biology and psychology. The proposed program is a response to these advances and would draw existing coursework and faculty in biology and psychology together in a new degree program. The program would begin in fall 2005.

Program Need

The program is consistent with two goals in WWU's strategic plan: 1) to strengthen interdisciplinary programs and 2) to address a rising public need for specialized preparation and technological sophistication so that undergraduates will successfully transition to the workplace or advanced study in graduate or professional programs. The proposed program would meet these goals by exposing students to the latest knowledge in the field through a combination of classroom study, lab work, and opportunities for internships in research laboratories and health care settings.

The biological psychology baccalaureate degree would prepare students for entry-level positions in diverse fields, such as biomedical research and the pharmacological science. In addition, graduates would be prepared for advanced study in a variety of scientific and social service fields, including neuroscience, neurobiology, pharmacology, psychology, and mental health counseling. With careful planning of elective coursework, graduates of the program could also be prepared to enter health care related graduate programs, including medical and dental schools, physical and occupational therapy, and veterinary medicine.

The proposal indicates that students who do not go on to graduate school would find employment in the health related sciences and biotechnology fields. Health services is the largest industry in the United States and, while many occupations within the industry are among the fastest growing, most require specialized professional training. The industry employs

workers at all levels of training and the proposed program may prove to be excellent preparation for many jobs in the health services industry.

The WWU proposal also points to the growing biotechnology industry in western Washington as an important employment opportunity for graduates. According to the Washington State Department of Community Trade and Economic Development, biotechnology is among seven industries that are the focus of the state's current economic development efforts. Projections for the biotechnology industry are not available, but providing workers with the preparation to fill positions within the industry would be an important aspect of any plan to grow the industry.

Faculty report significant student interest in the proposed program; in fact, in recent years, five students have already designed a course of study that mirrors the proposed curriculum as a self-directed major. In addition, the interdisciplinary courses in psychology and biology that would make up the core curriculum are popular among current biology and psychology majors, with many of the related core courses in biology and psychology consistently oversubscribed (enrollment caps are met or exceeded) at WWU.

The program would serve the community through various student activities and program events. Students in the program would have the opportunity to participate in internships in research laboratories and health care settings. Internships provide an excellent service to both the community and the students. In addition, the program would create learning opportunities for community members through events such as Western's Family Open House and Western's participation in the annual Brain Awareness Week.

Program Description

As the result of scientific advances, psychology and biology have merged to give rise to the new interdisciplinary field of biological psychology (or neuroscience). The Biological Psychology major would require 109-110 total credits, including 24 credits in math and chemistry, 65-66 required credits in biology and psychology, and 20 elective credits in from biology and psychology.

The curriculum would rely on courses currently offered by the two departments involved in this collaboration and would be delivered using existing faculty. The faculty would also take on an additional role in advising students who enroll in the proposed major. Students enrolled in the program would gain knowledge of science with an emphasis in the psychobiology of normal and abnormal behavior. Student learning outcomes would include effective critical thinking, problem solving, organization, collaboration, and oral and written communication.

Admission to the major would require successful completion of at least 75 credits with a 2.7 or higher grade point average. Prerequisites include general education liberal arts and sciences coursework, including specified mathematics, chemistry, biology, and psychology courses.

Similar programs are offered by the University of Washington and Washington State University. WWU considered these programs in developing its Biological Psychology program in order to design a unique course of study that would draw on the university's existing resources and strengths. The WWU degree would require a broad liberal arts and sciences foundation, drawing on a strong arts emphasis in psychology and science emphasis in biology. WWU would be the only regional university in the state to offer such a program.

The Biological Psychology program would utilize existing resources, including currently offered coursework and existing faculty, staff, and facilities. First-year enrollment is projected at 10 full-time equivalent (FTE) students, with 40 FTE at full enrollment by the fourth year. Growth beyond 40 students would require new FTE funding to support additional faculty and staff as well as new laboratory space.

Assessment

The program would follow the campus-wide assessment process which includes an ongoing assessment of the program through a variety of methods – i.e., feedback from students and alumni, as well as faculty assessment of the program, student learning, and teaching effectiveness – in order to respond to student and industry needs and improve the program over time. Student performance in the program would be assessed against a set of well-defined learning outcomes. Assessment techniques would include classroom assessment in the form of examinations, written work, and oral presentations. In addition, students would engage with faculty in research projects that would draw together knowledge from across the curriculum. Finally, students would participate in the Student Learning Outcome Gains surveys for select courses in the Biological Psychology program. The survey would be used to assess the effectiveness of a course's content and assessment strategies in meeting the needs of students.

Graduates would continue to provide feedback in the context of an exit interview and a follow-up interview five years after graduation. Interviews would help administrators and faculty assess the effectiveness of the program in preparing students for the demands of their postgraduate endeavors, the effectiveness of the program in meeting goals, and the extent to which the undergraduate degree had a significant impact on students' careers, life choices, and contributions to society.

Diversity

The proposed program would participate in campus-wide initiatives designed to recruit and retain a diverse student body. Students of color comprised 3.7 percent of the student body in 1980 and 14.2 percent in 2002. Under-represented students enrolled at WWU would be made aware of the Biological Psychology program and research fellowships through guest lectures by the biological psychology faculty in first-year survey biology and psychology classes. WWU has already enrolled two under-represented students in this program as student-faculty designed majors.

Review Participants

The institution submitted the program to two external experts for review.

The program was reviewed by a senior professor in Biological Psychology at the University of British Columbia, who endorsed the program and offered suggestions dealing with the recruitment of students and curricular issues, including adding one course and renaming another to better reflect current scholarship in the field. The reviewer praised the program for the quality of the faculty involved in the development and delivery of the coursework, as well as the interdisciplinary nature of the program.

The program was also reviewed by the chair of the physiology/neuroscience program at the Medical University of South Carolina, who also endorsed the program while suggesting the program reach out to the biology faculty for a greater level of involvement. This reviewer also recommended addition of a research component to the degree requirements. The reviewer applauded the timely nature of the proposal in light of a growing demand for students with the skills who are able to meet industry needs in Washington State and the development of such a program with a strong liberal arts and sciences emphasis.

WWU has responded positively to the reviewers' comments with clarifications of the requirements and is implementing many of the recommended changes.

Program Budget

The program was developed using existing coursework and faculty. With an estimated 40 FTE students at full enrollment, the program would not require additional administrative or faculty costs. However, if the program were to grow beyond the planned capacity of 40 FTE students, additional facilities, faculty, and administrative support would be required. The program would rely on 16 faculty (9 in Biology and 7 in Psychology) to deliver the required core coursework. Two faculty would provide advising support to students in the program. The majority of the faculty hold full-time appointments (14 out of 16), with 11 at the rank of associate professor or higher. The departments estimate that faculty and administrative support would represent 1.4 FTE and .2 FTE, respectively, for an estimated cost of \$2,458 per FTE.

Staff Analysis

The willingness of academic units to work together to develop a program that responds to student, employer, and graduate program needs in recognition of changes in the scientific fields and the needs of the workforce is commendable. The proposed program represents an effective collaboration among multiple departments at WWU to create an interdisciplinary degree program using existing resources.

The external reviews attest to the timely nature of this program in light of changes in the field and the needs of a number of growing employers in the region. The proposal demonstrates a need for the type of training students in the proposed program would receive. Graduates would be prepared for work in growing and well-paying occupations, or advanced study in a variety of graduate and professional fields for which this degree would be excellent preparation.

The Biological Psychology program should attract sufficient numbers of well-qualified students to meet enrollment targets. The proposed program is consistent with the role and mission of the institution and is a timely response to regional and statewide needs. The proposal reflects changes in the field that require a new level of collaboration between previously independent streams of research and teaching.

Recommendation

Based on careful review of the program proposal and supplemental sources, HECB staff recommend approval of the Bachelor of Arts in Biological Psychology at Western Washington University.

RESOLUTION NO. 05-05

WHEREAS, Western Washington University proposes to establish a Bachelor of Arts (BA) in Biological Psychology; and

WHEREAS, Few options are available within the state for students who wish to study Biological Psychology at the baccalaureate level; and

WHEREAS, The program represents an effective collaboration among departments, building on existing expertise, and course offerings to respond to a clearly stated student, employer, and community need; and

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

WHEREAS, The assessment and diversity initiatives are appropriate for the program; and

WHEREAS, The program would offer students the opportunity to engage in an emerging interdisciplinary field of study;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Western Washington University proposal to establish a Bachelor of Arts (BA) in Biological Psychology.

Adopted:

April 5, 2005

Attest:

Bob Craves, Chair

Gene Colin, Secretary



Higher Education Summary

Governor Gregoire's Proposed 2005-07 Operating Budget

March 21, 2005

Overview

- Total proposed State General Fund expenditures are \$25.8 billion and total available resources are \$26.0 billion. The remaining balance is \$200 million.
- The budget proposes \$1.4 billion in cuts, savings, and fund shifts. For example, it would:
 - Delay increases in pension contributions plus other pension policy changes - \$524 million
 - Transfer funds from other accounts to the General Fund - \$244 million
 - Reduce the "Working Capital Reserve" - \$100 million
 - Limit cost-of-living increases to suppliers of social services - \$97 million
 - Make cuts to state government administration - \$66 million
 - Transfer higher education facilities maintenance costs to the capital budget - \$68 million
- Two tax changes are proposed that will raise \$203 million in new revenue:
 - Reinstate a tax on non-farm estates valued at more than \$2 million - \$129 million
 - Increase the cigarette tax by 20 cents a pack - \$73 million

Higher Education

- The governor is proposing a net of \$178 million in policy enhancements for higher education, of which \$89 million are non-employee related policy enhancements and \$119 million are employee salary and health benefit adjustments. The budget also would reduce spending by \$30 million due to employee pension changes.
- Resident undergraduate tuition may increase by up to 5 percent each year at the public four-year institutions and up to 3 percent each year at the community and technical colleges. Additional tuition revenues are to be used to help the institutions attract and retain high-quality faculty and staff, reduce class sizes, and expand research and scholarly opportunities for students.

- Funding for the State Need Grant, State Work Study, Washington Scholars, and WAVE are enhanced to reflect proposed tuition increases. Enough funding is provided to these programs to hold students harmless from the tuition increases. The maximum annual Promise Scholarship amount is raised to \$1,200 per student.
- The budget proposes an increase of 6,633 full-time equivalent enrollment increases during the 2005-07 biennium, with 3,543 for the public two-year colleges and 3,090 for the public four-year institutions:
 - This enrollment level is intended to maintain the current participation rate.
 - These increases are meant to be in addition to current enrollments and are not to be used to fund students currently enrolled.
 - 100 of the community and technical college enrollments are for high-demand programs.
 - 200 of the four-year enrollments are for high-demand programs to be awarded by the HECB, with 100 earmarked for each year of the biennium.
 - 200 of the enrollments are for lower-division programs at WSU Vancouver (UW Tacoma is also slated to become a four-year institution and the campus will begin enrolling lower-division students in the 2007-09 biennium).
 - 32 of the enrollments are for the veterinary medicine program at WSU.
 - \$30 million of the tax package described above pays for 2,800 of these enrollments.
- Cost-of-living adjustments of 3.2 percent on July 1, 2005 and 1.6 percent on July 1, 2006 are made for faculty and staff; but CTC faculty and selected staff covered by the Initiative 732 cost-of-living adjustments are to receive 1.2 percent in 2005 and 1.7 percent in 2006.
- Given the increase in total core funding per student that results from the employee compensation increases and the tuition increases, the institutions are asked to show demonstrable progress toward achieving selected performance goals in such items as:
 - For the four-year institutions:
 - Time to degree
 - Access to low-income students
 - Freshman retention
 - Quality of degree programs
 - Quality of research programs
 - Preparing students for the workforce
 - For the two-year institutions:
 - The number of academic students who are eligible to transfer
 - The number of students prepared for work
 - The number of students who demonstrate substantive skill gain

- In the category of specific program improvements, the budget proposes \$4 million for adult basic education enhancements (SBCTC); \$2.4 million for life science research (UW); \$2.0 million for veterinary medicine (WSU); and \$500,000 each for UW Tacoma and WSU Vancouver for lower-division planning.
- Two items of interest to the HECB that were not included in the governor's recommendation are the statewide transfer advising system (\$1.6 million) and the student-level data system (\$500,000).
- The governor's education finance study is funded at \$1.7 million, including about \$1 million for consultants.

2005-07 Higher Education Operating Budget Proposals
March 21, 2005
(dollars in millions)

	<u>HECB (Dec.)</u>	<u>Gov. Gregoire</u>	
CURRENT BIENNIUM	\$2,697.6	\$2,692.9	
MAINTENANCE LEVEL (amount necessary to continue current services)	\$2,862.2	\$2,847.9	
PERFORMANCE CHANGES:			
Allocating Student Enrollments			
<i>SBCTC</i> : 6,300 total FTEs over two years -- 5,000 general enrollments (\$5,400 per FTE) and 1,300 high-demand/apprenticeship enrollments (\$6,900 per FTE)	\$54.0	\$25.9	<i>SBCTC</i> : 3,543 total FTEs over two years including 100 high-demand enrollments (funded at \$5,000 per FTE)
<i>4-years (General)</i> : 5,600 total FTEs over two years -- 4,400 undergraduates (\$6,303 per FTE) and 1,200 graduate students (average of \$15,000 per FTE), including \$2.0 million for WSU veterinary medicine	\$84.1	\$27.1	<i>4-years</i> : 2,890 FTEs over two years -- 1,328 at CWU, EWU, TESC, and WWU (\$5,500 plus per FTE); 1,530 at UW and WSU main campuses and branches (\$6,200 plus per FTE) plus another 32 for WSU veterinary medicine
<i>4-years (high-demand)</i> : 1,000 FTEs (\$11,000 per FTE)	\$16.5	\$3.4	<i>4-years (high-demand)</i> : 200 FTES (\$11,000 per FTE)
Salaries & Benefits			
<i>COLAs for all staff</i> : 3.2% in FY06 and 1.6% in FY07	\$97.0	\$115.4	Includes both salary and health benefit adjustments
<i>Other</i> : (4-years) \$15 million for recruitment/retention; (CTC) \$15 million for part-time faculty salaries	\$30.0	\$3.6	CTC faculty increments and part-time faculty equity
Expanding Student Financial Aid			
<i>State Need Grant</i> : Adjust awards to keep pace with 7% tuition increases; cover unserved students	\$75.2	\$23.1	<i>State Need Grant</i> : Adjust awards to keep pace with tuition increases of 5% at 4-years and 3% at 2-years
<i>State Work Study</i> : Adjust for increased costs and partially restore to historic service level	\$3.9	\$2.8	<i>State Work Study</i> : Keep pace with tuition increases
<i>Educational Opportunity Grant</i> : Increase participation	\$0.5		
<i>Promise Scholarship</i> : Set award at \$1,400 per year	\$3.5	\$0.6	<i>Promise Scholarship</i> : Increase maximum award to \$1,200 per year
<i>Washington Scholars/WAVE</i> : Cover 7% tuition increases	\$0.7	\$0.4	<i>Washington Scholars/WAVE</i> : Maintain awards at 100% of tuition
<i>Financial Aid for Low-income Full-time Workers</i> (New pilot program)	\$2.0		

2005-07 Higher Education Operating Budget Proposals
March 21, 2005
(dollars in millions)

Special Program Improvements

Research (UW and WSU)	\$20.5	\$2.4	Life science research at UW only
Adult Basic Education (SBCTC)	\$10.0	\$4.0	
Helping Transfer Students Earn Bachelor's Degrees (HECB)	\$1.6		
Measuring Student Success with Improved Data System	\$0.5		
Lower-division planning funds (UWT and WSUV)		\$1.0	
Lidded grant compensation costs (WSU)		\$0.3	

Other

Maintenance & Operations - General Fund Reduction		(\$15.0)	
Maintenance & Operations - Education Construction Account		\$15.0	
Pension Method Change		(\$29.8)	
General Inflation		(\$2.1)	

TOTAL PERFORMANCE CHANGES	\$400.0	\$178.1
TOTAL PROPOSED BUDGET	\$3,262.2	\$3,026.0
PERCENTAGE INCREASE (2005-07 OVER 2003-05)	21%	12%

March 2, 2005

TO: James E. Sulton, Jr., Ph.D.
Executive Director

FROM: Gary Benson, Director for Fiscal Policy

SUBJECT: Higher Education Policy Alternatives Evaluation

The 2004 supplemental operating budget provided \$100,000 to the Higher Education Coordinating Board to evaluate several policy alternatives. These alternatives have to do with the inter-relations among higher education participation, graduation, state support, tuition, capital funding, and financial aid. The nature of these alternatives is specified in the budget proviso. The format of evaluation is also identified in the proviso – operating costs for the next six years, enrollments by sector, high-demand and method of delivery, capital facility needs, and financial aid costs.

A. Deliverables

A report on six policy alternatives was due by December 15, 2004. The report is still being prepared.

In evaluating the policy alternatives, the HECB was to construct a simulation model that will provide the impacts and costs. The purpose of the model is to assist the legislature and governor in evaluating various investment alternatives. A “beta” version of the model was operational by December 15, 2004. Work continues on refining the model.

The HECB was to consult with the Office of Financial Management, legislative staff, and the public and private higher education institutions to refine the policy alternatives and delineate the content of the model. The public institutions, the Office of Financial Management, and the Legislative Evaluation and Accountability Program Committee were to cooperate with the HECB by providing information to construct the model.

B. Evaluation Content

The evaluation is to incorporate, where appropriate, the analysis and recommendations that will be contained in the final strategic master plan for higher education and the report from the National Collaborative for Postsecondary Education.

For each policy alternative, the following are to be identified:

1. Implementation costs for the next three biennia (through 2009-11) for both the state general fund and tuition;
2. Enrollments by specific institution, location, and type of program;
3. Allocation of high-demand and general enrollments;
4. Methods of delivery;
5. Capital facility needs; and
6. Financial aid funding needs (and implications for students on whether these needs are met).

C. Policy Alternatives

There were six policy alternatives specified in the budget proviso:

1. **Enrollments:** current participation and distribution
Funding: state general fund and total funding increase at the rate of the CPI
Capital funding: no capital funding for increased capacity
Financial aid: state need grant policies are maintained
2. **Enrollments:** (a) graduation rates and participation rates are in the top quarter – overall and within each sector (CTC, comprehensives and research); (b) distributed to sectors and locations based on population demand (specifically Puget Sound and southwest Washington)
Funding: state support increases to pay for new enrollments at peer averages and total funding increases to peer averages
Capital funding: increases to meet growth
Financial aid: current state need grant practices are maintained
3. **Enrollments:** (a) graduation rates and participation rates are in the top quarter of all states – overall and within each sector; (b) distributed to sectors and locations based upon population demand (including evaluation of demand in Puget Sound and southwest Washington)
Funding: total funding increases to peer averages
Capital funding: increases to meet growth
Financial aid: state general fund increases to pay for estimated increases in financial need; current state need grant practices are maintained, plus state funding to meet increased need
4. **Funding:** tuition levels necessary to achieve total funding per student to average level in other states
5. **Financial aid:** funding increases so that half of all students are able to graduate debt free (based on information provided to the institutions of higher education); and for those who have loan repayment obligations, the obligations do not exceed 10 percent of the graduates' average annual post-graduation income
6. **Funding:** replace the state general fund support for public institutions with vouchers, which students may use at any accredited higher education institution