



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

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REVISED PRELIMINARY BOARD MEETING AGENDA
South Seattle Community College, Jerry Brockey Student Center, Room A
6000 16th Avenue SW, Seattle 98106
February 6, 2002

*Approximate
Times*

Tab

9:00 a.m.	<u>BOARD MEETING OVERVIEW</u> (Rainier Room, Food Science Bldg) <i>No official business will be conducted.</i>	
10:00 a.m.	<u>WELCOME AND INTRODUCTIONS</u> <ul style="list-style-type: none">• Bob Craves, HECB chair• David Mitchell, president, South Seattle Community College	
	CONSENT AGENDA ITEMS	
	Adoption of December 2001 HECB Meeting Minutes and January 2002 Special Meeting Minutes	1
	New Degree Programs for Approval	
	<ul style="list-style-type: none">• B.A. in Children's Studies, EWU <i>(Resolution 02-02)</i>	2
	<ul style="list-style-type: none">• M.A. and Ph.D. in Communication, UW <i>(Resolution 02-03)</i>	3
10:15 a.m.	<u>WESTERN INTERSTATE COMMISSION ON HIGHER EDUCATION</u> <ul style="list-style-type: none">• David Longanecker, executive director	
10:45 a.m.	<u>DIRECTOR'S REPORT</u> <ul style="list-style-type: none">• Update on the Legislative Session	4
	<u>INFORMATION ITEMS</u>	
11:00 a.m.	Update on Teacher Certification <ul style="list-style-type: none">• Larry Davis, executive director, State Board of Education• Jennifer Wallace, executive director, Professional Educator Standards Board• Lin Douglas, director, Professional Education and Certification, OSPI	5
11:45 a.m.	Transfer and Articulation <ul style="list-style-type: none">• Intercollege Relations Commission (ICRC)	6
12:15 noon	LUNCH BREAK (Rainier Room, Food Science Bldg) <i>No official business will be conducted.</i>	

1:00 p.m.	<u>CAMPUS TOUR</u>	
1:30 a.m.	Running Start Program	7
	• Panel of students	
2:15 p.m.	<u>STUDENT PANEL</u>	
	ACTION ITEMS	
3:00 p.m.	Washington Scholars Rules Change	8
	(Resolution 02-04)	
3:15 p.m.	Future Teachers' Conditional Scholarship Evaluation	9
	(Resolution 02-05)	
	<u>PUBLIC COMMENT</u>	
3:45 p.m.	<u>ADJOURNMENT</u>	

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 2002 Meeting Calendar

Date	Event	Location
March 26, Tue. 4:30 p.m.	Campus tour	Washington State University Pullman
March 27 Wed. 9:00 a.m. – 5:00 p.m.	Regular meeting	Compton Union Building
May 28, Tue. 4:30 p.m.	Campus tour	WSU Tri-Cities Richland
May 29, Wed. 9:00 a.m. – 5:00 p.m.	Regular meeting & campus tour	Columbia Basin College Pasco Columbia Basin Advanced Technology Bldg, W180
July 30, Tue. 4:30 p.m.	Campus tour	Western Washington University Bellingham
July 31, Wed. 9:00 a.m. – 5:00 p.m.	Regular meeting	Old Main 340 Board Room
Sept. 25, Wed. 9:00 a.m. – 5:00 p.m.	Regular meeting	Capitol Campus John A. Cherberg Bldg, SHR4
Oct. 29, Tue. 9:00 a.m. – 5:00 p.m.	Regular meeting & campus tour	Heritage College Toppenish
Dec. 11, Wed. 4:30 p.m.	Campus tour	University of Washington Seattle
Dec. 12, Thu. 9:00 a.m. – 5:00 p.m.	Regular meeting	Walker Ames Room, Kane Hall

MINUTES OF MEETING
December 13, 2001

February 2002

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair
Ms. Roberta Greene
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Chang Mook Sohn
Ms. Pat Stanford

Welcome and Introductions

HECB Chairman Bob Craves called the meeting to order at 9 a.m. Gonzaga President Father Robert Spitzer welcomed the board to the campus. He applauded the HECB for its creativity and daring new projects, and said that coordinating higher education efforts to optimize benefits for students is a noble enterprise. He reaffirmed the independent colleges' desire to remain partners in providing access for the growing number of post-secondary students in the state.

Minutes of October Board Meeting Approved

ACTION: Pat Stanford moved for consideration of the minutes of the Board's October meeting. Roberta Greene seconded the motion. The minutes were approved as recorded.

Consent Agenda Items Approved

ACTION: Herb Simon moved for consideration of the consent agenda items, which was seconded by Pat Stanford, and unanimously approved.

Res. 01-36, HECB 2002 calendar

Res. 01-37, M.S. in Law and Justice (new CWU program)

Res. 01-38, Information Technology Grant report

Res. 01-39, Teacher Training Pilot Program Grant report

Res. 01-40, Child Care Grants Project report

Pat Stanford Appointed Board Secretary

Bob Craves announced that with the Board's concurrence, he was appointing Pat Stanford as Board secretary.

Director's Report

HECB Executive Director Marc Gaspard outlined the agenda for the day. The roundtable discussion scheduled for the afternoon generated a lot of interest. Confirmed participants include school administrators, faculty, students, and members of the Legislature.

Gaspard offered update reports on programs and projects, including:

- P-16 roundtable – widely attended and well-received
- Guaranteed Education Tuition (GET) – change in the way it is operated; enrollments up by 166 percent from last year.
- Notification of Intent – EWU has been approved to offer B.S. Technology/Applied Technology Option at Clark College.

Chang Mook Sohn commented that when GET was conceived, the return on investments was anticipated to match tuition increases. But since the economic environment has changed, would the actuaries be consulted if the trend continued? Marc Gaspard concurred that there might be a need to review the structure if tuitions go extremely high.

State Need Grant Update

Becki Collins, HECB director for education services, and Linda Lamar, HECB associate director, provided a summary and brief update on the State Need Grant program, its goals, principles, and outcomes. Staff have convened a work group of financial aid directors and other concerned stakeholders to review the processes used to allocate SNG appropriations and other issues related to program administration.

The group has developed a method for institutions to provide a more accurate forecast of student eligibility and enrollment patterns, and has considered ways in which the HECB can provide early notification of eligibility criteria and grant amounts, and minimize the need for adjustments once awards are made to students. To facilitate these improvements, the group has proposed enhanced reporting procedures.

Collins reported that information received from the institutions is now being analyzed. Based on preliminary data, it appears that the entire appropriations at 55 percent of the MFI will be expended.

Board comments included grant amounts and eligibility; other aid programs — State Work Study/ Educational Opportunity Grant/ Promise Scholarship — their eligibility criteria and impact on student persistence and completion; students caught in between the 55th and 65th percentile; and questions about how to determine the real “need.”

Transfer and Articulation

The processes of transfer and articulation have been identified in the board's barriers review process. As a result, a "Transfer and Articulation Policy and Practices Action Group" has been established to make recommendations on policy or other administrative actions to correct existing problems.

Associate Director Gary Benson provided a summary of the group's issues and those outlined at the board's October roundtable. He explained transfer patterns and mobility and graduation efficiency, and discussed the different pathways for transfer. Five major transfer issues identified are:

1. Student preparation
2. Clear pathway for transfer
3. Pathway for professional/technical students
4. Faculty time needed to negotiate articulation agreements
5. Capacity at baccalaureates.

Board members asked which community and technical colleges have high transfer rates; how many of those who transfer actually get their degrees, and if not, why not. What is the HECB's role with the Intercollege Relations Commission (ICRC).

Border County Pilot Project

HECB Policy Associate Patty Mosqueda reviewed the history and progress of this three-year pilot project. The project provides reduced tuition options for Oregon residents at Clark College, Lower Columbia College, Grays Harbor College, and WSU Vancouver, similar to that provided to Washington residents at Oregon institutions.

Mosqueda reported that approximately 1,300 students have enrolled at least one term over the entire period of the pilot project, and they have earned more than 100 degrees and certificates. Washington residents continue to be able to get the courses and programs they want and have not been adversely affected by Oregon enrollments.

Staff's recommendation is to continue the border county project as long as Washington students are not negatively impacted by Oregon enrollments. Additionally, staff recommended raising the credit limit at WSU Vancouver to nine.

Board discussion touched on the purpose of the project, the blurring of borders, limitation of credits, similarity with and impact on reciprocity.

***ACTION:** Gay Selby moved for consideration of the Res. 01-41, accepting the Border County Pilot Project report and recommendations. Pat Stanford seconded the motion, which was unanimously approved.*

2002 Supplemental Budget Recommendations

Marc Gaspard provided introductory comments. State law requires the HECB to make recommendations on institutional supplemental budget requests to enable the governor and the Legislature to respond to new issues and make refinements on the current biennial budget. Because of the current budget situation, however, the HECB Fiscal Committee recommends supporting only the provision of additional state funds to expand worker retraining efforts in the two-year system, and two technical corrections in the capital budget for the University of Washington.

HECB Associate Director John Fricke offered the following observations by the Fiscal Committee:

- Priority is given to worker retraining because this is viewed as a state economic development effort.
- The issue of operations and maintenance funding is critical and must be considered in the 2003-2005 biennium.
- The enrollment success of EWU and CWU deserves recognition. Enrollment outlook and funding for both institutions must be carefully assessed in the upcoming biennium.

Jim Reed, associate director for capital, summarized the two technical corrections contained in UW's capital request, and the Fiscal Committee's recommendation to approve this request.

Gay Selby stressed the Committee's concern about the lack of consistency in allocating funds for operations and maintenance. She said that provisions must be in place to maintain what the state builds.

ACTION: Herb Simon moved for consideration of the Res. 01-42, accepting the Fiscal Committee's supplemental budget recommendations. Roberta Greene seconded the motion, which was unanimously approved.

Board Honors Kristi Blake

ACTION: Bob Craves moved for consideration of Res. 01-43, honoring Kristi Blake and thanking her for her services to the HECB. Gay Selby seconded the motion, which was unanimously carried.

Student Panel

Gonzaga University students Julia Ruiz, Eustaquio Beltran, and Mark Stoltz spoke about their backgrounds and experience pursuing a post-secondary education in a Catholic institution. They shared their goals and plans for the future.

Spokane Chamber of Commerce Publication

Rich Hadley, president and CEO of the Spokane Chamber, distributed copies of a publication by the higher education leadership group of the Chamber. Hadley spoke about the collaborative working relationship among the various stakeholders in Spokane. He mentioned the partnership among the public and private baccalaureates and the community colleges, which is a boost to the economic development efforts in the area.

Roundtable Discussion: Implications of the state budget crisis for higher education

A panel comprised of major higher education stakeholders, including presidents and provosts of the four-year and two-year schools, legislators, faculty and student representatives, and the business sector (list attached) discussed issues confronting the state that would affect higher education.

Key policy areas that could be affected are enrollment, tuition, financial aid, educational quality, salaries, and capital budget. Participants responded to the following questions:

- How should the state balance the impacts of the budget crisis among access, affordability, and quality?
- What is the appropriate level of state support for public higher education?
- What strategies should be considered in response to the growing budget challenge?

At the end of the discussion, Bob Craves announced that a special meeting of the HECB would be held in January to discuss the governor's proposed 2002 supplemental state budget.

Meeting adjourned at 5 p.m.

Roundtable Participants
December 13, 2001

Baccalaureates

1. Dick McCormick, UW president
2. Lane Rawlins, WSU president
3. Les Purce, Evergreen president
4. Steve Jordan, EWU president
5. Karen Morse, WWU president
6. Andy Bodman, WWU provost
7. David Soltz, CWU president

Two-year system

8. Earl Hale, executive director
9. Bill Bonaudi, Big Bend Community College president
10. Dave Habura, Community Colleges of Spokane interim chancellor
11. Scott Morgan, SBCTC director of financial services

WAICU/Independent Colleges

12. Violet Boyer, president and CEO
13. Bill Robinson, Whitworth president
14. Thyane McCulloh, Gonzaga University financial aid director

Legislators

15. Don Cox, co-chair, House Higher Education Committee
16. Sen. Jim Horn, ranking minority member, Senate Higher Education Committee

Students

17. Stacey Valentin, president, Washington Student Lobby
18. Corey Eichner, president, WWU Association of Students
19. Jesse Keen, president, WSU Association of Students
20. Christian Shook, president, EWU Association of Students

Faculty

21. Nicholas Lovrich, co-chair, Council of Faculty Representatives
22. Barbara Alvin, Council of Faculty Representatives
23. Lynne Dodson, WFT vice-president

Business

24. Rich Hadley, president & CEO, Spokane Chamber of Commerce

HECB Members and staff

RESOLUTION NO. 01-36

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

WHEREAS, The Operations Committee of the Board reviewed and approved a proposed 2002 meeting schedule at its December 13, 2001 meeting;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the attached HECB 2002 meeting calendar.

Adopted:

December 13, 2001

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 01-37

WHEREAS, Central Washington University has requested approval to establish a Master of Science in Law and Justice; and

WHEREAS, The program is expected to be popular among students; and

WHEREAS, The program will address the on-going need for professionals in the field with advanced skills and knowledge; and

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

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University proposal to establish a Master of Science in Law and Justice at Ellensburg and SeaTac, effective December 2001.

Adopted:

December 13, 2001

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 01-38

WHEREAS, The 1999-2001 state operating budget provided new matching grant funding to help Washington's public baccalaureate institutions expand their capacity to deliver information technology instruction; and

WHEREAS, The Higher Education Coordinating Board was directed to administer a competitive information technology matching grant program; and

WHEREAS, The budget directed the Higher Education Coordinating Board to provide a report on the outcomes of the program to the Governor and the legislative fiscal committees;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the transmittal of the final report of the Information Technology Matching Grant program to the Office of the Governor, the Senate Ways and Means Committee, the House Appropriations Committee and the House and Senate Higher Education Committees.

Adopted:

December 13, 2001

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 01-39

WHEREAS, Substitute House Bill (SHB) 1729 provided new incentive funding to help educational institutions develop coordinated, innovative programs of teacher training that would involve high schools, community colleges, and four-year institutions; and

WHEREAS, SHB 1729 directed the Higher Education Coordinating Board to administer a competitive teacher education pilot program competitive grant program; and

WHEREAS, SHB 1729 stipulated, "Beginning on December 31, 2001, the Higher Education Coordinating Board shall submit an annual written report to the Education and Higher Education Committees of the Legislature, the State Board of Education, and the Office of the Superintendent of Public Instruction on the status of the pilot project";

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the transmittal of the "Outcomes Report: 1999-2001 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:

December 13, 2001

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 01-40

WHEREAS, The Higher Education Coordinating Board (HECB) has been directed by the Legislature and Governor to administer grants totaling \$150,000 for the 2001-2003 biennium to encourage programs providing high quality, accessible, and affordable child care for students attending public baccalaureate institutions; and

WHEREAS, The amount of \$628.84 remains unexpended from appropriations made for child care grants during the 1999-2001 biennium, and this amount may be added to the current appropriation level for distribution to grantees; and

WHEREAS, The Higher Education Coordinating Board staff prepared and circulated a Request for Proposals to all the public baccalaureate institutions, and invited proposals from each institution; and

WHEREAS, Grant requests were received from three institutions: Central Washington University, The Evergreen State College, and Washington State University; and

WHEREAS, The Higher Education Coordinating Board staff and external experts representing child care organizations evaluated the grant proposals and recommended funding in the amount of \$69,000 to Central Washington University, and continuing the review of grant proposals for the remaining funds available; and

WHEREAS, The Higher Education Coordinating Board approved a grant totaling \$69,000 for Central Washington University at its meeting October 30, 2001, leaving the amount of \$81,628.84 available for award; and

WHEREAS, Revised grant requests were received from The Evergreen State College and Washington State University, and these revised requests addressed the questions and comments of HECB staff and the external experts on the review committee;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves a grant to Washington State University in the amount of \$39,564, and a grant to The Evergreen State College in the amount of \$42,064.84; and

BE IT FURTHER RESOLVED, That HECB staff is directed to release the funding upon the execution by the executive director of interagency agreements spelling out the terms of the grant process.

Adopted:

December 13, 2001

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 01-41

WHEREAS, The Border County Pilot Project is in the third year of its operation; and

WHEREAS, The Border County Pilot Project will expire June 30, 2002; and

WHEREAS, Participating Washington higher education institutions report that Oregon residents have successfully enrolled in various programs; and

WHEREAS, Participating Washington institutions report that Washington residents continue to access courses and programs and have not been adversely affected by border county enrollments; and

WHEREAS, Oregon higher education institutions continue to enroll Washington residents at reduced tuition rates;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board accepts the report on the Border County Pilot Project and recommends that the project be continued, or made permanent, as long as Washington residents continue to be able to access desired courses and programs. In addition, the Legislature may wish to consider changing the credit limit at Washington State University Vancouver to nine credits.

Adopted:

December 13, 2001

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 01-42

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

WHEREAS, Five of the four-year institutions and the State Board for Community and Technical Colleges have submitted supplemental operating or capital budget requests for consideration by the Governor and the Legislature during the 2002 session of the Legislature; and

WHEREAS, The economic environment and fiscal situation facing state government over the next few years appears to call for limitations or reductions in state spending; and

WHEREAS, The Fiscal Committee of the HECB met to consider the supplemental budget requests and state fiscal situation on November 26, 2001; and

WHEREAS, The Fiscal Committee made recommendations and comments to the full HECB for consideration on December 13, 2001;

THEREFORE, BE IT RESOLVED, That the Board adopts the recommendations of the Fiscal Committee with respect to supplemental budget proposals for the 2002 session of the Legislature, and supports the comments and observations offered by the committee; and

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

Adopted:

December 13, 2001

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

Resolution 01-43

WHEREAS, Gov. Gary Locke appointed Kristianne Blake to serve as a member of the Higher Education Coordinating Board in September 1997; and

WHEREAS, Kristi is a member of the Board of Trustees of the Spokane Area Chamber of Commerce, the YMCA, St. George's School, and the University of Puget Sound; and

WHEREAS, Kristi has served as board chair for the United Way of Spokane, president of the Junior League of Spokane, and board member of the SIRTl Foundation and the Spokane Joint Center for Higher Education; and

WHEREAS, As member and HECB secretary, Kristi ably represented the concerns, issues and interests of students, families, and higher education stakeholders from eastern Washington; and

WHEREAS, She brought a thoughtful and critical perspective to Board deliberations on wide-ranging higher education issues, including doctoral degrees at branch campuses, accountability, and institutional flexibility;

THEREFORE, BE IT RESOLVED, That the members and staff of the Higher Education Coordinating Board extend to Kristi Blake their thanks, convey to her their highest personal and professional regard, and wish her continued success in the future.

Adopted:

December 13, 2001

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

MINUTES OF SPECIAL BOARD MEETING
January 24, 2002

February 2002

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair
Mr. Gene Colin
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Chang Mook Sohn
Ms. Pat Stanford

Welcome and Introductions

HECB Chair Bob Craves introduced new Board member Gene Colin to start the round of board introductions. He stated that the focus of the day's discussion was the Governor's budget proposal and tuition-setting authority for the colleges and universities, and that the Board would likely make a recommendation on the issue at the end of its work session.

Presentation from the Office of Financial Management

OFM Deputy Director Wolfgang Opitz and Theo Yu, OFM budget policy analyst, distributed handouts and presented highlights of the Governor's 2002 supplemental budget proposal. Dr. Opitz said that because of the significant decline in revenue, the Governor's budget recommends cuts in various programs and services. Higher education will receive increased funding equivalent to 1,500 FTEs for worker retraining at the community and technical colleges. The four-year college and universities will sustain a 5 percent general fund reduction (3 percent for the two-year colleges). However, enrollments and anticipated increases will be sustained as provided for in the budget.

The Governor proposes to give institutions tuition-setting authority and will hold State Need Grant recipients harmless on a dollar-for-dollar basis from tuition increases of up to 18 percent at the research institutions, 15 percent at comprehensives, and 12 percent at the two-year colleges.

Public comment on tuition, tuition-setting authority, and financial aid

Legislators, institutional representatives, and the Washington Student Lobby shared their views on tuition and financial aid:

Rep. Phyllis Kenney, chair of the House Higher Education Committee
Rep. Helen Sommers, chair of House Appropriations Committee
Rep. Don Cox, member of the House Higher Education Committee
Pres. Richard McCormick, UW
Dr. Ann Daley, TESC vice president for finance and administration
Dr. Andy Bodman, WWU provost
Ms. Stacey Valentin, president, Washington Student Lobby
Dr. Jane Sherman, WSU associate vice provost for academic affairs
Ms. Violet Boyer, pres. and CEO, Washington Association of Independent Colleges & Universities
Dr. David Stoltz, CWU provost

Highlights of legislators' comments:

- The main consideration should be the impact on students, especially those who do not qualify for state and federal financial aid.
- If institutions were given tuition-setting authority, some students who can't get financial assistance could be priced out of higher education.
- The notion of giving institutions tuition-setting authority is a major policy and fiscal decision, a core legislative responsibility.
- They would like to see long-range policies and responsibilities in addition to short-term solutions.

Rep. Kenney also sought the Board's support of PSHB 2330 that seeks to provide in-state tuition (within certain criteria) for undocumented students.

Highlights of comments from institutional representatives and the student lobby:

- UW - Agrees with Governor; raise tuition with corresponding financial aid
- TESC - What is the state's policy in supporting tuition?
- WWU - Favors local control and tuition setting authority; need to differentiate research from regional institutions
- WSL - Students against giving tuition-setting authority to institutions
- WSU - Supports Governor's proposal but concerned about state's continuing support of higher education
- WAICU - Supports Governor's proposal but pointed out that State Need Grant does not cover all needy students
- CWU - No official position yet

Board work session

Marc Gaspard called the Board's attention to the background materials in the board packet. He pointed out that state's support for higher education has been shifting over time. Tuition as a percentage of the cost of instruction at research universities in 1977-78 was at 25 percent. It was at 41 percent in 1994-95, and with the expected tuition increases, it would reach 47 percent. Students and their families are therefore bearing more of the cost of tuition.

Gay Selby presented two versions of a resolution for the Board to consider. The Policy Committee (Selby, Jenkins, Stanford, Faulstich) have met twice and discussed extensively the issue of tuition and financial aid. The main difference between the two drafts lies in tuition-setting authority. Option A would support granting greater tuition-setting flexibility to institutions if higher education funding were reduced. Option B supports full tuition-setting authority to institutions.

Dr. Selby suggested amending the resolutions to include a statement strengthening state support for enrollments. Pat Stanford recommended further amendment to include a permanent and dedicated funding source for higher education.

ACTION: Herb Simon moved for consideration of Resolution 02-01, Option B, amended to include statements strengthening state support for enrollments and a permanent and dedicated funding source. Gene Colin seconded the motion, which was approved unanimously.

The meeting adjourned at 12:15 p.m.

RESOLUTION NO. 02-01

Whereas, From the time of statehood, the people of Washington and their elected representatives have been committed to providing and funding accessible, affordable and high-quality public higher education; and

Whereas, Washington's investment in its public system of higher education and the state's commitment to policies of affordable and predictable tuition and strong financial aid have created the opportunity for citizens to attend the state's colleges and universities; and

Whereas, By providing such opportunity, the state benefits through greater civic involvement, a stronger economy, and an improved quality of life for its citizens; and

Whereas, The Higher Education Coordinating Board, as provided by law, has prepared Master Plans that emphasize the Board's commitment to broad access to affordable, high-quality public higher education, and has made recommendations to the Governor and Legislature in support of those objectives; and

Whereas, These recommendations have supported necessary linkages among state support, financial aid and tuition; and

Whereas, Current economic conditions have resulted in a significant revenue and budget shortfall, jeopardizing the funding for higher education and forcing the re-examination of the state's budgeting and tuition policies; and

Whereas, Revenue options available to the state have been restricted by voter initiatives and legislation that have limited expenditures, reduced taxes and directed increases in funding for specific purposes; and

Whereas, The Governor and Legislature have indicated that raising general taxes is not desirable in the current economic downturn; and

Whereas, Budget reductions currently being considered by the Legislature would threaten the quality of and the access to public colleges and universities; and

Whereas, While state support for higher education has historically reflected a partnership among the state, the colleges and universities and the students, the share of educational costs borne by students and their families has increased significantly over the past two decades;

Whereas, The Governor's proposals have created a foundation for further discussion of public higher education funding;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board recommends that the state examine all possible sources of funding — including the possible restructuring or expansion of the state's tax system — to find the means necessary to preserve its financial commitment to public higher education through a permanent and dedicated funding source; and

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board recommends to the Governor and the Legislature that the governing boards of Washington's public colleges and universities be given tuition-setting authority.

BE IT FURTHER RESOLVED, That because this recommendation represents a significant change in the state's long-term tuition policy, it should be accompanied by the following actions:

That the governing boards preserve the long-standing state policy of affordable and predictable tuition for all citizens and develop a public process for setting tuition that provides for comment from the Governor, Legislature, Higher Education Coordinating Board, students and the public;

That the governing boards of the public colleges and universities, while recognizing that their students will continue to utilize federal and state financial aid programs, ensure that institutional financial aid be available and increased at a rate compatible with tuition increases.

That the state maintain a baseline of overall funding support and meet its responsibility to fund projected enrollment increases and the state financial aid and scholarship programs, including the increases necessary to ensure students are not deprived of access to higher education due to increases in tuition.

That in addition to providing the funds for financial aid programs to reflect tuition increases, the state also consider improvements in other student assistance programs, such as establishing the Washington Promise Scholarship as a four-year, richer scholarship for students of merit;

That the state provide adequate funding to expand enrollment so colleges and universities are not required to over-enroll to provide needed access to students;

That Washington public colleges and universities meet the increasing demands and needs of citizens while maintaining accessibility for all citizens so they may achieve their higher education goals;

That public colleges and universities continue to seek ways to be more efficient and effective with their resources;

That the public colleges and universities determine how changes in tuition affect the demographic and socioeconomic composition of the student body of public universities and colleges; and

That the Board join with the Governor's Office, the Legislature and the institutions of higher education to further study the relationships between policies of state support, tuition and financial aid.

Adopted:

January 24, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

BACHELOR OF ARTS IN CHILDREN'S STUDIES

Eastern Washington University

February 2002

EXECUTIVE SUMMARY

INTRODUCTION

Eastern Washington University is seeking approval from the Higher Education Coordinating Board approval to establish a Bachelor of Arts in Children's Studies. The program would be collaborative, interdisciplinary, and inter-institutional, focusing on the development and learning of children from birth to pre-adolescence.

PROGRAM NEED

EWU representatives report that the BA in Children's Studies would address an increasing demand for professionals who provide services for children in schools and numerous social service settings. An extensive review of literature and survey findings reveal that these services often need personnel with educational preparation that includes training across disciplines, relating to child populations rather than highly specialized training. EWU's proposed program would fulfill this need by offering a holistic and integrated program of training.

EWU representatives also report that student interest in the program is keen. The university expects to draw initial clientele for the program from three sources: 1) students currently enrolled in the early childhood education minor at EWU; 2) community college transfer students; and 3) paraprofessionals with an associate degree who are working with children.

Currently, no local public or independent institutions offer the BA in Children's Studies. However, Washington State University and Western Washington University offer a BA in Human Development.

PROGRAM DESCRIPTION

The BA in Children's Studies would require a student to complete 44-47 credits, including core courses, an area of concentration, electives, a practicum, and a capstone experience. The core courses provide opportunities for all students to develop a basic and global perspective of children. The areas of concentration permit students to focus on program development, early childhood education, or research. EWU requires all students to take a capstone experience during the senior year. It helps students summarize and reflect on learning through a portfolio approach.

Courses would be taught primarily through classroom instruction on the Cheney campus. Over time, a variety of e-learning technologies would be used. Full-time students would be able to complete the program in six quarters. At full enrollment the program would accommodate 15 FTE students. The program would be supported essentially through existing means.

ASSESSMENT AND DIVERSITY

The BA in Children's Studies has four goals with related objectives and student learning outcomes:

1. Create and implement an effective interdisciplinary children's studies program;
2. Build student understanding about a holistic perspective in working with children;
3. Strengthen the study and understanding of children through interdisciplinary collaboration on and off-campus; and
4. Strengthen and disseminate the children's studies program model.

The proposal outlines an exemplary assessment plan for evaluating these program goals and related objectives, and student learning outcomes. Formative and summative evaluations will be conducted to identify and address program weaknesses and gauge the overall success of the program. A variety of methodologies will evaluate student learning outcomes.

The program is committed to recruiting and retaining students from diverse backgrounds. Strategies include establishing relationships with the tribal college in Spokane and reaching out to under-represented populations.

REVIEW PARTICIPANTS

The proposal was reviewed by two external reviewers: Dr. C. Jording, leadership director for the College of Education Department of Leadership, Technology, and Human Development at Georgia Southern University; and Dr. Anna Kirova, director of early childhood education at the University of Alberta. They applaud the interdisciplinary nature of the program, noting the need to go beyond discipline specific knowledge has never been greater in light of cultural and global issues. The proposal was also shared with the public baccalaureate institutions. Western Washington, Central Washington, and Washington State universities offered their support for the program.

PROGRAM COSTS

The program would be supported through internal reallocation. At full enrollment, the annual program costs would be about \$80,500, or \$5,366 per FTE student.

STAFF ANALYSIS

EWU's proposed BA in Children's Studies would be attractive to students and serve regional employer needs. The interdisciplinary nature of the program would provide excellent preparation for working with children in a variety of settings. The assessment plan is exemplary, and the program costs are reasonable.

RECOMMENDATION

The Eastern Washington University proposal to establish a Bachelor of Arts in Children's Studies is recommended for approval, effective February 6, 2002.

RESOLUTION NO. 02-02

WHEREAS, Eastern Washington University has requested approval to establish a Bachelor of Arts in Children's Studies; and

WHEREAS, Student interest and regional need for the program is keen; and

WHEREAS, The interdisciplinary and holistic nature of the program will provide students excellent preparation for working with children in a variety of settings; and

WHEREAS, The assessment plan is exemplary and the program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University request to establish a Bachelor of Arts in Children's Studies, effective February 6, 2002.

Adopted:

February 6, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY IN COMMUNICATION
University of Washington

February 2002

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington's School of Communications and the Department of Speech Communication will merge into a single Department of Communication by July 2002. This new unit is proposing to combine its existing master's and doctoral degrees in communications and speech communications into one program leading to an MA and PhD in Communication. The merger and combined degree programs would make optimal use of faculty resources, be attractive to prospective graduate students, and solidify the UW's graduate studies in communication.

PROGRAM NEED

The proposal makes a strong case for the new graduate offerings in communication. Research and training in communications focus on understanding how mass media work, while research and training in speech communication focus on communication theory and practice at interpersonal, inter-group, and organizational level. There is an ever-growing need for scholars and professionals with training in both theory and practice who can better understand and respond to the social trends and problems arising in the information age.

Students participating in the program will experience a unique program of study based on four related principles: 1) intellectual and cultural pluralism; 2) interdisciplinary theorizing; 3) collaboration; and 4) public scholarship. They will have opportunities to specialize in communication and culture, communication technology and society, international communication, social interaction, political communication, or rhetoric and critical studies.

The MA and PhD in Communication will be the only research degrees in the state. Washington State University and Eastern Washington University offer MS degrees in Communication that focus on professional practice.

PROGRAM DESCRIPTION

The MA in Communication would require students to complete 45 credits, including core courses, methods courses, communication pedagogy courses or professional development pro-seminars, and the thesis and oral defense. The program would prepare students for doctoral studies or the marketplace. It also introduces them to a variety of approaches to communication research and requires them to develop their scholarly abilities through completion of a thesis. Full-time students should complete the program in two years.

The PhD in Communication would require students to complete 45 credits, including core courses, professional development pro-seminars, methods courses, a communication pedagogy course, dissertation, and final examination. The program would prepare students for scholarly research, teaching or professional practice in the field. It provides a broad foundation and specialization in

communication scholarship, and the theoretical depth and methodological advanced skills needed to complete the dissertation. The doctoral program should be completed in four or five years. The two programs would serve a total of 150 FTE students and would be supported primarily by existing resources, including a diverse cadre of faculty.

ASSESSMENT AND DIVERSITY

The proposal presents the expected student learning outcomes, the programs' goals and objectives, and the related assessments used to evaluate student performance and program vitality. The proposal also outlines strategies and activities that would be used to attract greater numbers of diverse students into the program. Additionally, one of the program's guiding principles is "cultural pluralism."

REVIEW PARTICIPANTS

This proposal was shared with the other public baccalaureate institutions and three external reviewers.

1. Theodore L. Glasser, professor, Department of Communication, Stanford University
2. Joseph N. Cappella, professor, The Annenberg School for Communication, University of Pennsylvania
3. Howard Giles, professor of communication and assistant dean in undergraduate studies, University of California, Santa Barbara

All of the reviewers and Eastern and Western Washington universities praised the proposal for its creative and innovative approach to communication studies in the 21st century, and endorsed it wholeheartedly. Additionally, some suggestions were offered in the spirit of constructive criticism.

PROGRAM COSTS

The program would be supported through internal reallocations. Annual costs would be about \$930,600 or \$6,204 per FTE student.

STAFF ANALYSIS

The integrated MA and PhD in Communication would be a welcome addition to the UW's new Department of Communication. The programs would be attractive to students interested in pursuing careers in the communication field in academia or the marketplace. They address an increasing need for professionals with advanced knowledge and skills in both theoretical perspectives and methodological approaches.

RECOMMENDATION

The proposal for a new Master of Arts and Doctor of Philosophy in Communication through the University of Washington's Department of Communication is recommended for approval, effective February 6, 2002.

RESOLUTION NO. 02-03

WHEREAS, The Department of Communication at the University of Washington is seeking approval to offer a new Master of Arts and Doctor of Philosophy in Communication; and

WHEREAS, The University of Washington has the expertise in the various disciplines required to offer these programs; and

WHEREAS, The programs will provide students excellent preparation for advanced careers in academia and the private sector; and

WHEREAS, The programs will be supported through internal reallocation of state resources; and

WHEREAS, The programs respond to the growing demand for professionals with advanced knowledge and skills in both theoretical perspectives and methodological approaches related to the field of communication;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington's Department of Communication request to offer a new Master of Arts and Doctor of Philosophy in Communication, effective February 6, 2002.

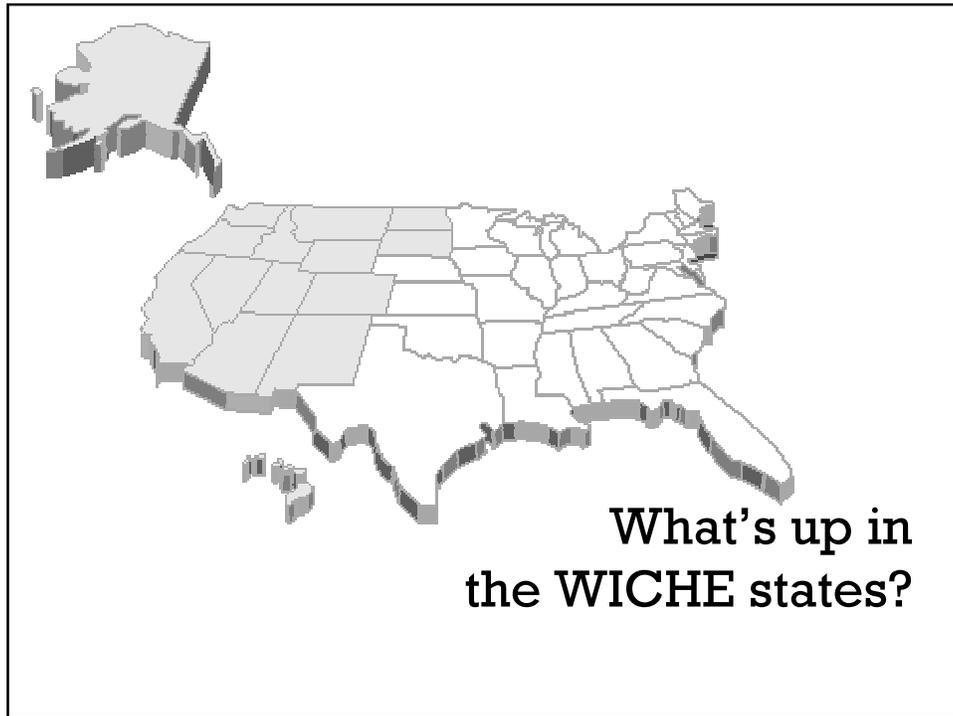
Adopted:

February 6, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary



On Access and Opportunity

- Enrollments – Up, down, and all around
 - Expected Growth (AZ, CO, NM, OR, UT)
 - Unexpected Growth (MT, NV, ND, WY)
 - But Growth

A faded version of the map from the first slide, showing the WICHE member states highlighted in gray.

On Access and Opportunity

- Financing Access – Financial aid

- State need-based aid - a mixed bag

- State merit-based aid

On Access and Opportunity

- Federal Aid

- Next fall's increase in Pell Grants to \$4,000 was great (but will future be more or more of the same?)

- Early Intervention Programs' Story: Mixed

- TRIO is up

- GEAR-UP is down, but at least still around

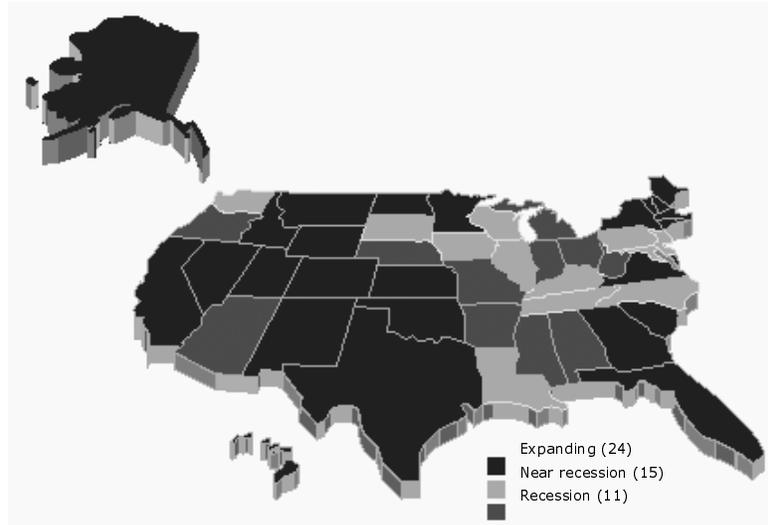
On Access and Opportunity

- Access oriented policy
 - Pathways to College project is gaining recognition, partners, and substance

On Finance

- Revenues continue to be anemic.
- Spending is above budgeted levels in 21 states.
- At least 36 states have implemented or are considering budget cuts or holdbacks to address fiscal problems.
- Most states are eyeing their rainy day funds.
- Source: National Conference of State Legislatures – Fiscal Program

Summer 2001 States in recession before 9-11



States with budget problems after 9-11 (as of 10/01)



State Revenue Collections

(3rd quarter, CY 2000 v. CY 2001)

- Alaska (-6.3%)
- Arizona (-2.2%)
- California (-9.3%)
- Colorado (-5.9%)
- Hawaii (+1.9%)
- Idaho (-1.3%)
- Montana (+7.3%)
- Nevada (N/A)
- New Mexico (N/A)
- North Dakota (-8.2%)
- Oregon (-17.6%)
- South Dakota (-0.5%)
- Utah (+0.7%)
- Washington (N/A)
- Wyoming (N/A)

Source: Rockefeller Institute of Government

The Rainy Day Has Arrived

- **At least 36 states have implemented or are considering budget cuts or holdbacks to address fiscal problems**
- **24 states may tap reserve funds to balance their FY 2002 budgets**
- **Most of these states are eyeing their rainy day funds, although a handful may tap tobacco settlement money**

Spending on Target/ Revenues on Target

- 6 states are in this category
- Delaware, Montana, New Hampshire, North Dakota, Texas, and West Virginia



Spending on Target/ Lower than Expected Revenues

- 23 states are in this category
- Alabama, Arkansas, California, Colorado, Florida, Indiana, Iowa, Maine, Minnesota, Missouri, Nebraska, Nevada, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Utah, Vermont, Wisconsin and Wyoming



Spending Overruns/ Lower than Expected Revenues

- 21 states are in this category
- Alaska, Arizona, Connecticut, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, New Jersey, New Mexico, North Carolina, Oregon, Rhode Island, Virginia and Washington

Western Solutions

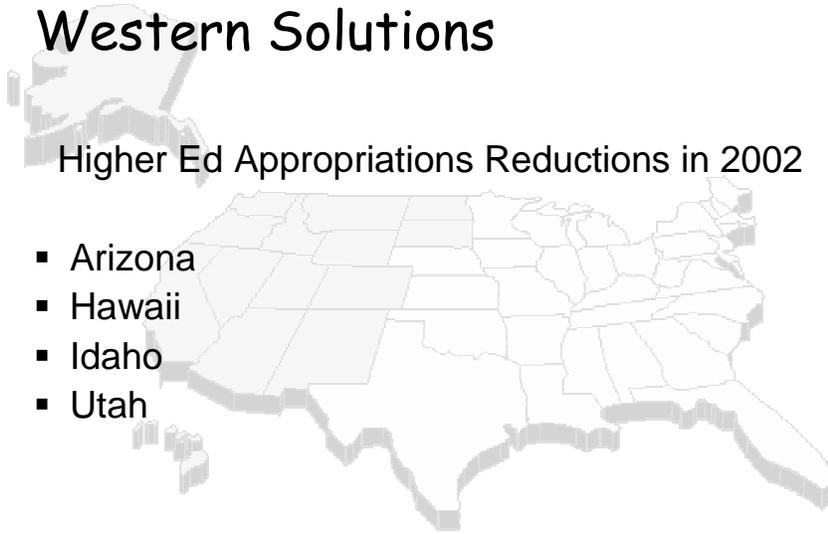
No Anticipated Reductions in Higher Ed Appropriations

- Alaska
- Montana
- Nevada
- North Dakota
- South Dakota
- Washington
- Wyoming

Western Solutions

Higher Ed Appropriations Reductions in 2002

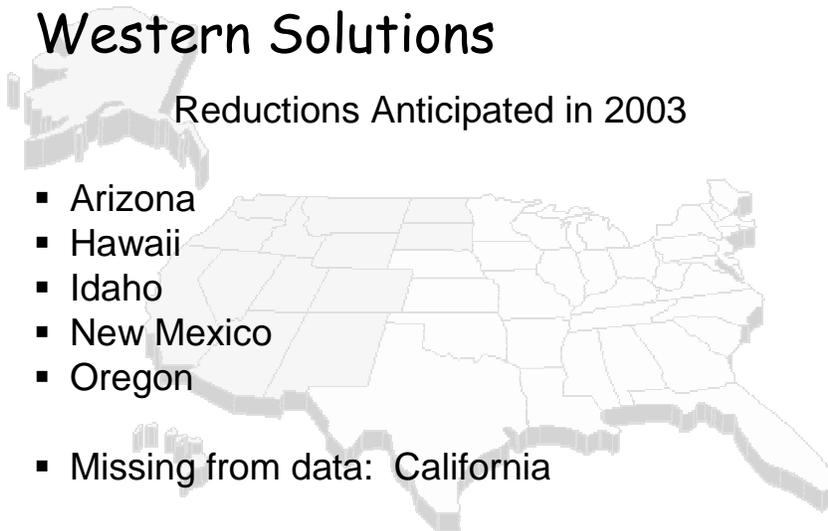
- Arizona
- Hawaii
- Idaho
- Utah



Western Solutions

Reductions Anticipated in 2003

- Arizona
- Hawaii
- Idaho
- New Mexico
- Oregon
- Missing from data: California



Progress on Higher Ed - The Financing Triad

1. Institutional support
 - Mostly a question of whether it is less, or less of an increase? With some lucky stiffs
2. Tuition and fees
 - Public four-year: undergraduate resident tuition increased 5.2 percent over 2000-01. Nationally: 6.5 percent. Nonresident tuition in the West increased 4.5 percent
 - Public two-year: in-district resident tuition went up nearly 5 percent. Nationally: 6.1 percent

A Closer Look at Tuition in the West

- Public four-year institutions
 - States on the low end of tuition increases:
California (2% for the CSU System and .8% in UC System)
Hawaii (3% at the U. of Hawaii, Manoa)
Nevada (3.2% at the University of Nevada)
 - States on the upper end included:
Montana (12.3% at Bozeman and Missoula, 10.3% at other institutions)
New Mexico (9.6% at New Mexico State University)
Idaho (9.1% at the universities)
Wyoming (9% at the University of Wyoming)

A Closer Look at Tuition in the West

- Public two-year institutions
 - A few states had no – or almost no – increase:
California (no increase)
Hawaii (.2% increase)
 - One state was way out there:
Montana's two-year colleges saw an 11% increase in tuition and fees

Progress on Higher Ed - The Financing Triad

3. Financial Aid – still not fully integrated into consideration within the TRIAD

Federal Support -- ?

On Quality & Proof Thereof (Accountability)

- Governance and Strategic Planning
 - Much ado – California
 - But now subdued – Nevada
 - And is implementation as fun as developing a Master Plan? – ask WA and ND
- Accountability
 - Measuring Up 2000 still capturing attention – ECS meeting provided substantial exposure to key folks
 - The joy of implementing a new accountability system (case studies: WA and ND, again)

On Quality & Proof Thereof (Accountability)

- Academic Planning
 - Transfer and General Education remain substantial issues (NWAf, CO)
 - Use of new technologies remain front and center
 - NWAf/NEON

On Workforce Development

- IT workforce issues – are you confused, too?
- The big three in the circles in which I run: teachers, nurses, faculty

Other Stuff

- NGA's interest in higher education
- Market forces and commercialization
- The New Issue – International Students
 - 120,000 international students studying the the West (23 percent of U.S. total)
 - 24,000 WICHE state students studying abroad (18 percent of U.S. total)
- Next year: Will they be able to get VISAs? Will they want to?

RESOLUTION NO. 02-03

WHEREAS, The Department of Communication at the University of Washington is seeking approval to offer a new Master of Arts and Doctor of Philosophy in Communication; and

WHEREAS, The University of Washington has the expertise in the various disciplines required to offer these programs; and

WHEREAS, The programs will provide students excellent preparation for advanced careers in academia and the private sector; and

WHEREAS, The programs will be supported through internal reallocation of state resources; and

WHEREAS, The programs respond to the growing demand for professionals with advanced knowledge and skills in both theoretical perspectives and methodological approaches related to the field of communication;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington's Department of Communication request to offer a new Master of Arts and Doctor of Philosophy in Communication, effective February 6, 2002.

Adopted:

February 6, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

UPDATE ON THE LEGISLATIVE SESSION

February 2002

The Washington Legislature began its 60-day regular session on January 14. A number of higher education issues, including proposed budget cuts and possible tuition increases, were under discussion during the first weeks of the session.

At its February 6 meeting, the members of the HECB will hear a report on the progress of the Legislature and the outlook for the remainder of the session.

UPDATE ON CHANGES IN TEACHER CERTIFICATION

January 22, 2002

February 2002

In light of the state's K-12 reform, looming teacher shortages and the importance of having qualified, committed, and diverse teachers in every classroom, teacher certification has experienced significant changes in Washington. The Board has expressed interest in learning more about these significant changes and the challenges they present to Colleges of Education across the state.

The State Board of Education Executive Director Larry Davis, the Executive Director of the Professional Education Standards Board Jennifer Wallace, and the Office of the Superintendent of Public Instruction Professional Education and Certification Director Lin Douglas will lead a discussion on recent and upcoming changes in certification. The discussion will focus on the following topics.

- Roles and responsibilities of the State Board of Education, The Professional Education Standards Board, and the Office of the Superintendent of Public Instruction related to teacher certification.
- Changes in initial (residency) and continuing (professional) certification.
- Status of alternative certification and teacher testing.
- Status of national board certification in the state of Washington.
- Teacher shortages.
- Upcoming policies, initiatives, and practices related to teacher preparation, certification, and professional development.
- Challenges for Colleges of Education across the state.

TRANSFER AND ARTICULATION: Presentation by the Intercollege Relations Commission

February 2002

Representatives of the executive committee of the Intercollege Relations Commission (ICRC) will make a presentation to the Board on the role, mission, and activities of the ICRC as it relates to transfer and articulation.

The ICRC is a voluntary association of higher education institutions in Washington that are accredited by the Northwest Association of Schools and Colleges. Representatives are appointed by the chief administrative officers of the various postsecondary educational institutions and by the directors of the State Board for Community and Technical Colleges (SBCTC) and the Higher Education Coordinating Board (HECB).

The ICRC facilitates the transfer of students among institutions of postsecondary education. The ICRC holds several meetings each academic year to discuss issues, to plan and review projects, and to consider how to resolve problems affecting the transfer of students and courses among its member institutions.

The ICRC was established in 1970 under its parent organization, the Washington Council on High School-College Relations.

The HECB has an “umbrella policy” on transfer and articulation among Washington public colleges and universities (first adopted by the Council for Postsecondary Education in 1984, by the Higher Education Coordinating Board in 1986, and amended in 1991). A portion of this policy reads as follows:

B. Intercollege Relations Commission

A permanent interinstitutional committee on articulation and transfer has been established in the State of Washington, titled the Intercollege Relations Commission (ICRC), a commission of the Washington Council on High School-College Relations. This Commission is composed of representatives appointed by the presidents of community colleges and baccalaureate institutions throughout the state and representatives from the HECB and the SBCTC. It exists to develop sound recommendations for intercollege practices which directly affect students transferring between institutions of higher education in the State of Washington.

The Intercollege Relations Commission has the following responsibilities:

- *Facilitating the transfer of students and credits between and among community colleges and baccalaureate institutions.*

- *Providing continuous evaluation and review of transfer degrees, programs, policies, procedures, and interinstitutional relationships which affect transfer of students.*
- *Providing ways to resolve disputes regarding degrees, course equivalencies, and other transfer-related problems between or among member institutions.*
- *Promoting articulation among the programs and curricula of member institutions.*

The Commission fulfills its responsibilities in the following ways:

- *By establishing and maintaining Direct Transfer Agreement (DTA) Associate Degree Guidelines for interinstitutional agreements under which community college transfer degrees may be used to satisfy general education requirements of baccalaureate institutions in the State of Washington.*
- *By reviewing policies and procedures affecting intercollege transfer and recommending changes when appropriate.*
- *By sponsoring conferences, seminars and other activities that promote intercollege cooperation and articulation.*

Running Start



February 6, 2002

Washington State Higher Education Coordinating Board

Dual Credit Programs in Washington State

- Running Start
- Tech Prep
- Advanced Placement
- College in the High School
- International Baccalaureate

Dual Credit Definition

- High school students obtain dual credit for high school and college by:
- enrolling in college classes taught at the high school
- taking college classes on a college campus
- taking college level courses through a distance learning provider

National Trends

- 47 states have some form of dual credit program
- 21 states have comprehensive programs where high school students pay minimal or no tuition costs and fees, and few course restrictions exist
- 26 states have limited programs where high school students pay college tuition and there are more credit and course-taking restrictions.

Source: "Clark, R. *Dual Credit: A Report of Progress and Policies That Offer High School Students College Credits.*" The Pew Charitable Trust.

Dual Credit Participation in Washington State 2000-01

	Running Start*	Tech Prep*	Advanced Placement	College in the High School	Int'l. Baccalaureate
Public High Schools Offering	97%	82%	62%	28%	4%
11th and 12th Graders Enrolled	9%	15%	13%	2%	NA

* Required to be available

Sources: Washington State Institute for Public Policy, "Educational Opportunities in Washington's High Schools Under State Education Reform", September 2001, p.51 and Office of Superintendent for Public Instruction telephone and e-mail exchanges.

Running Start Program

- Program for 11th and 12th grade high school students to take college level courses, tuition free at Washington's community and technical colleges.
- Some baccalaureates participate (CWU, EWU, and WSU).

Running Start Program

- High school students must score at college levels on a standardized test given by the community or technical college, or meet freshman entry requirements at the baccalaureates.
- Students allowed to carry up to 18 credits per quarter.
- Tuition and fees paid by local school district; students required to pay for books and transportation.
- No state financial aid allowed.

Running Start Program

- In 2000-01, K-12 transferred \$30.6 million to community and technical colleges.
- The standard rate is about \$83 per credit for academic programs and \$99 per credit for vocational programs.
- High schools retain 7% for administration and counseling.

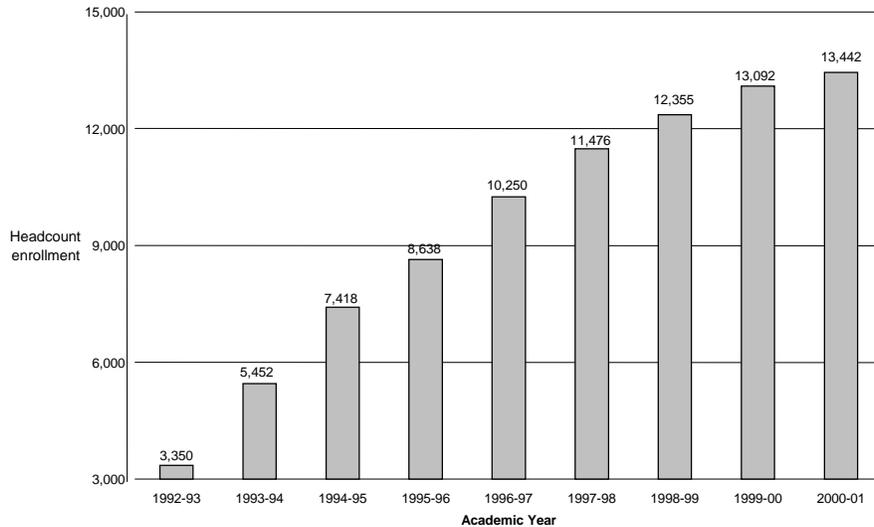
Running Start Program

- All parents of 9th through 12th graders are notified of any program in the local area that leads to college credit.
- RCW 28A.600.390 states that OSPI, SBCTC, and the HECB shall jointly adopt rules governing Running Start. Rules encourage the maximum usage of the program and shall not limit enrollment options.

Running Start: History

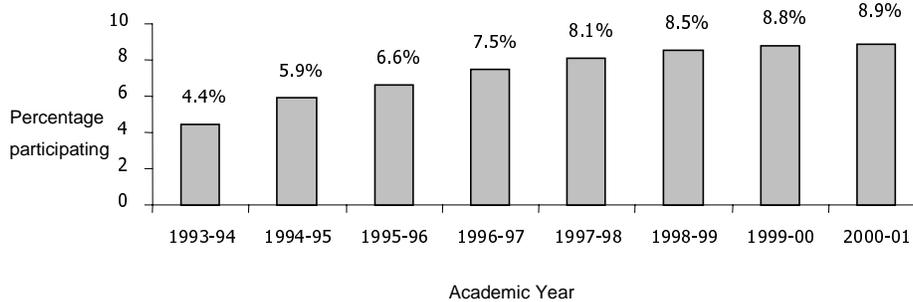
- Concept of dual credit program endorsed by Higher Education Coordinating Board in 1987 Master Plan.
- Running Start was created by Legislature in 1990 "Learning by Choices ". The purpose was, in part, "...to enhance the ability of parents to exercise choice in where they prefer their children attend school..." (source: SSHB No. 2379, Sec. 101)
- Pilot program began in 1990.
- Statewide implementation began in 1992.

Running Start growth in community colleges is slowing



Source: State Board For Community and Technical Colleges, Running Start Report, 2000-01

Percent of all juniors and seniors participating in Running Start at the community colleges



Running Start Enrollments at Eligible Public Baccalaureates In 2000-01

WSU Pullman	53
CWU	74
EWU	107
Total	234

Source: Office of Financial Management, Report PCHEES-HEER Table 6

Acceptance of Running Start Credits at Public Baccalaureates

- A total of 1,667 new students entering public baccalaureates in fall 2001, had college transferred credits from the Running Start program. 80% of these students were classified as freshmen. (A freshman classification does not necessarily mean students are taking introductory courses)

Source: Office of Financial Management Report PCHEES-HEER Table 6

Average Running Start Credits Earned

- Most Running Start students graduate from high school with about 45 credits.
- 3,017 students have earned high school diplomas and an AA degree simultaneously.
- 72,059 students have enrolled in Running Start since its inception.
- About 4% of all Running Start students have earned an AA degree.

Savings To Students and Families From Running Start

- With 8,189 FTE students enrolled in Running Start in 2000-01, the state saved \$28.8 million and families saved \$14.6 million, for a total savings of \$43.4 million.

Source SBCTC "Running Start" 2000-01 Annual Progress report, p.3

Running Start Advantages

- Allows students to reduce the total time necessary for a high school/college education by up to two years, saving both time and money.
- All public institutions in WA recognize Running Start credits, including Associate of Arts degrees earned in Running Start, for purposes of transfer.

Running Start Advantages

- Creates strong relationships among school districts and colleges.
- Encourages joint curriculum planning and coordination among school districts and colleges.
- Provides opportunities for high school students they wouldn't otherwise have including enhanced independence and responsibility, accelerated learning, and many other elements of a "college experience."

Running Start Advantages

- Because colleges screen prospective students through placement tests or other admissions criteria, the vast majority of students enrolling are successful.
- Running Start students who transfer to public baccalaureates do well academically and have a high completion rate (based on data from UW and Western).

Running Start: Challenges

- The cost of books, supplies, and tools price some students out of participation.
- State and federal financial aid funds are not available for high school students.
- High schools are concerned about losing some of their best students.

Running Start: Challenges

- Some students enroll even though their teachers advise against it, their school grades are poor or they have poor test scores (WASL, PSAT, etc.).
- The costs for both the colleges and the schools exceed the basic education allocation.
- Failure to pass classes at the college level through Running Start can result in failure to pass high school.

Policy Questions

- Are dual credit programs changing the nature of both high school and college?
- Is there a redundancy between the 11th/12th grades in high school and the 1st/2nd years of college?
- How extensive are the dual credit programs?
- Will dual credit programs continue to grow?
- Will more students participate as the number of students passing the 10th grade WASL increases?

Potential Items For Further Analysis

- Analyze data needs/interests: credits earned versus credits applied to degree, characteristics of participants, costs of program, forecasted growth, etc.
- Evaluate pros and cons of program expansion to all public baccalaureates and impacts on community and technical colleges.
- Identify and analyze coordination/articulation concerns.

Potential Items For Further Analysis

- Evaluate effectiveness of Running Start on student readiness, opportunity, achievement, and retention.
- Consider broader student participation—close the gaps.
- Evaluate how Running Start is related to education reform.
- Evaluate differences between college level courses taught at high schools or at college.

WASHINGTON SCHOLARS PROGRAM

Rules Change

February 2002

Executive Summary

Background

The Higher Education Coordinating Board is responsible for administering the Washington Scholars program. Each year, the program honors a select group of high-achieving high school students who receive scholarships valued at the cost of tuition and fees, for four years, at each of the state's public colleges and an equivalent value if used at a private college within the state.

The Board invites the principals of all public and private high schools operating in Washington to submit student nominations representing the top one percent of their graduating senior class. Of the approximately 630 nominations that undergo screening by a committee of high school and college educators, three Washington Scholars and one Washington Scholars-Alternate residing in each of the state's 49 legislative districts are identified for recognition. The selection criteria include academic achievement, leadership, and community service.

The Washington Scholars are offered a state grant to help pay the costs of undergraduate coursework at a public or independent higher education institution in the state. The scholar must activate the grant beginning with the fall term immediately following high school graduation and remain continuously enrolled for one academic year. The award for scholars attending independent institutions is contingent upon a dollar-for-dollar match by the school to the state grant.

Alternates become eligible for a grant if one of the three scholars from the same legislative district elects to attend college outside the state, or otherwise relinquishes the grant within one calendar year of award.

Occasionally, the number of nominations received by the HECB is insufficient to award the full complement of scholars in each legislative district. The rules change permits the HECB to seek additional nominees whenever fewer than four nominations are received for a legislative district or whenever the Board expects it will receive fewer than four nominations.

Staff members filed the rules changes with the Washington State Code Reviser's Office Sept. 4, 2001, and held a public hearing Oct. 9, 2001. No public testimony was offered. The Board did, however, receive three written public comments in support of the rules change. Copies of these comments, along with a transcript of the public hearing and a copy of the proposed revised rules, are available upon request.

Recommendation

Staff recommends adoption of the proposed rules change.

RESOLUTION NO. 02-04

WHEREAS, The Higher Education Coordinating Board is directed by RCW 28B.80.245 to administer the Washington Scholars program; and

WHEREAS, The statute requires the Board to "...provide for the annual awarding of grants, if moneys are available, to three Washington scholars per legislative district; and, if not used by an original recipient, to the Washington scholars-alternate from the same legislative district;" and

WHEREAS, The recipients must physically reside in the district from which they are named as scholars; and

WHEREAS, Each high school nominates the top one percent of its senior class to develop the pool of eligible students from which the Washington Scholars are selected through a competitive process; and

WHEREAS, The distribution of high schools and students, at times, results in the nomination of fewer than four students per legislative district; and

WHEREAS, Staff have proposed a modification to WAC 250-66-030 that permits the Board to seek additional nominations from selected high schools to ensure that a sufficient pool of students exists to name three individuals as Washington Scholars and one individual as an alternate for every district in the state.

THEREFORE, BE IT RESOLVED, That the proposed changes to WAC 250-66-030 be adopted and implemented for the nomination of scholars beginning with the class of 2002.

Approved:

February 6, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

FUTURE TEACHERS' CONDITIONAL SCHOLARSHIP Program Evaluation

February 2002

Executive Summary

The Future Teachers' Conditional Scholarship program was established as a demonstration project to address teacher shortages in the K-12 public school system. Created by EHB 2487, the FY 2000 Supplemental Budget Act, the program provides forgivable loans to public school K-12 classified employees who want to earn certification to teach in Washington's public schools.

The Future Teachers' Conditional Scholarship program is awarded as a student loan that is forgiven in exchange for service as a Washington public school teacher following college graduation. One year of the loan is forgiven for every two years the recipient teaches full-time in a Washington K-12 public school. Forgiveness is accelerated if a recipient teaches in a designated shortage area — one year of the loan is forgiven for each year of full-time teaching service in a designated shortage area. Forgiveness is prorated for recipients who teach part-time. Recipients who do not fulfill the teaching obligation must repay the loan, a loan equalization fee and interest.

The Washington Higher Education Coordinating Board (HECB) administers the program. The Board is required to provide information to the 2002 Legislature and the Governor about the impact of this demonstration program, particularly on people entering the teaching profession in shortage areas. This report is submitted in response to that requirement.

Implemented during the 2000-2001 academic year, the program is currently in its second year. Due to funding limitations, only students who applied during the first year were eligible to receive scholarships during the program's second year.

Four hundred ninety individuals applied for a Future Teachers' Conditional Scholarship. Of those, 279 were awarded. To date, a total of \$1,048,486 has been paid to recipients, with further payments scheduled for the balance of each scholar's education.

Most of the recipients were awarded in both years of the program, and are still enrolled. However, 33 recipients have graduated and earned teacher certification. Of these, 26 are currently teaching in Washington K-12 public schools, two in the content shortage area of special education. Seven other recipients have completed their educational programs and are in a grace period in which they have six months from graduation to begin teaching in an eligible school before their loan payments become due.

Because of the short time period in which the Future Teachers' Conditional Scholarship program has been in operation, it is difficult to draw any definitive conclusions about success and, in particular, its impact on teaching shortage areas. Nevertheless, the program thus far has seen initial successes and suggests that long-term positive outcomes could result through this or a similar program.

Introduction

The Future Teachers Conditional Scholarship program was established as a demonstration project to address teacher shortages in the K-12 public school system by providing forgivable loans to public school classified employees who want to earn certification to teach in Washington's public schools. EHB 2487, the FY 2000 Supplemental Budget Act, created the program and funded it at \$1 million. An additional \$1 million, for renewal awards only, was included in ESSB 6153, the 2001-03 Operating Budget. The first conditional scholarships were awarded during the 2000-01 Academic Year.

The Higher Education Coordinating Board (HECB) administers the program. The Board is required to provide information to the 2002 Legislature and the Governor about the impact of this demonstration program, particularly on people entering the teaching profession in shortage areas. Although definitive conclusions are not possible due to the program's brief history, this report summarizes the program's activities and results to date, and is submitted to respond to the reporting requirement.

Program Description

The Future Teachers Conditional Scholarship is awarded as a student loan that is forgiven in exchange for service as a Washington public school teacher, following college graduation. One year of the loan is forgiven for every two years the recipient teaches full-time in a Washington K-12 public school. Forgiveness is accelerated to a rate of one year of forgiveness for each year of full-time teaching service if a recipient teaches in a designated geographic or subject shortage area identified by the Office of the Superintendent of Public Instruction (OSPI).¹ Teaching service includes comparable employment as a substitute or part-time teacher; however, forgiveness is prorated for recipients who teach part-time.

Recipients who do not fulfill the teaching obligation must repay the loan, a loan equalization fee and interest. Repayment begins following a grace period of up to six months after recipients leave school or graduate without beginning to teach in a Washington K-12 public school. The maximum annual award amount for students enrolled full-time at two-year colleges is \$2,000. The maximum annual award at four-year institutions is \$4,000. Students attending less than full-time (defined as 12.0 credit hours per term) receive pro-rated awards calculated as $\frac{1}{4}$, $\frac{1}{2}$, or $\frac{3}{4}$ of the full-time award. While the scholarship is awarded on an academic year basis, installments are paid each term following confirmation of student enrollment. Subject to available funding, students may receive the conditional scholarship for up to the equivalent of five academic years of full-time enrollment.

¹ OSPI has designated the following as subject shortage areas: Special Education, English as a Second Language, chemistry, physics, Japanese, bilingual education, mathematics and technology education. OSPI has not had a system in place to identify geographic shortage areas but is currently addressing this need and expects to have such areas identified within the next year.

Program Implementation

The program was implemented in fall 2000. The Higher Education Coordinating Board posted information about the program on its Web site, and the program was publicized through OSPI and public school employee organizations. Applications were distributed in the fall, awards announced in December 2000, and the first payments made in February 2001. Awards were retroactive for the full academic year.

Application Process

Applicants were required to meet the following conditions at the time of application:

- Employed currently, or during the prior school year, as a Washington public school K-12 classified employee;
- Enrolled, or planning to enroll, in an accredited Washington institution of higher education within three months of notification of award with the purpose of pursuing initial teacher certification. (Recipients may pursue a master’s degree in teaching if this degree would result in completion of initial teacher certification.)
- Plan to be employed as a teacher in a Washington K-12 public school after completion of requirements for initial teacher certification;
- Not pursuing a degree in theology; and
- Submit an application to the HECB by November 1, 2000, and satisfy minimum application requirements as determined by the HECB.

Applicants were required to submit a completed HECB application form; college and/or high school grade transcript(s) for all schools attended since September 1, 1995; and the recommendation of a current teacher or school official.²

A selection committee, composed of educators and leaders in business and government, reviewed and scored applications. At least three reviewers rated each application. Materials were scored on five criteria. Those criteria and the possible point range for each are as follows:

Future Teachers’ Conditional Scholarship Application Criteria and Scoring	
Point Range	Application Criteria
0 - 25 points	Length of time to initial teacher certification
(-) 5 - 20 points	Grade point average from academic transcripts
0 - 5 points	Years of contribution to Washington public schools
(-) 5 - 25 points	Overall rating of the applicant based on statements #17 and #19 of the application. (These statements ask the applicant for additional comments regarding his/her academic record, ability, or plans; contribution to Washington public schools; and commitment to serving as a Washington K-12 public school teacher.)
(-) 5 - 25 points	Applicant’s potential to be a K-12 teacher, based on teacher or school official’s recommendation

² Application materials attached

Applicants could receive a maximum of 100 points and a minimum of (-) 15 points.

The HECB received 490 applications by the specified deadline. Based on the amount of funds available and the applicants' plans for enrollment and time to graduation, the HECB determined that a minimum total score of 60 would be required for award receipt.

Applicant Characteristics

Residents of 34 Washington counties submitted applications. The large majority of applicants previously worked in a school located in, or adjacent to, their county of residence. As required, all had worked in classified positions in the public school system prior to application. Position titles of applicants varied across schools, including work as classroom paraprofessionals, computer lab assistants, administrative assistants, and migrant/bilingual aides. Slightly more than half the applicants had worked three or more years in the K-12 public school system. Many exhibited knowledge and experience about K-12 public school students, classrooms, and systems.

In addition to time spent in K-12 schools and classrooms, applicants voiced strong commitment and a variety of reasons for wanting to become classroom teachers. Some indicated that they wanted to make a positive impact on children's lives by being teachers; some wanted to share, through teaching, the joy they had found in learning. Following are some of the statements submitted by applicants:

"There is no greater feeling than to know that you have made a difference in someone's life. That's what teaching is all about. I know that I can and will affect many students' lives."

"I have wanted to be a teacher since fourth grade. ... Teaching to me is helping a child to uncover, discover, and develop themselves for their future. I want to help children to grow and experience the possibilities learning has to offer them. ... I plan to finish my career teaching."

"I love science and want to share my fascination with students."

"For over 15 years I've been trying to reach my goal of being the first in my family to graduate from a four-year college. English has always been my love ... but over the years many obstacles have forced me to shelve my dream including total deafness and having to learn a new language... After tutoring special ed students for the school district last year, ... I've decided I want to spend the rest of my career teaching English, reading and writing, and sign language to both hearing and deaf and English and non-English-speaking children and adults."

Applicants also provided reasons for wanting the scholarship. For example:

“For the past three years, I have taught full-time as a bilingual para-educator in a public school and attended summer sessions ... to complete studies leading to teacher certification. It has been an expensive endeavor. ...If I qualify for assistance ... I will be able, hopefully, to finish my endorsement in bilingual education ...I will be able to teach in a ‘high need’ school – specifically a school with a large number of Spanish- speaking, low-income students.”

“...I took a job as a para-educator in a local school. ...After a year... I knew my path, applied, ... and have now completed one and a half quarters towards a May 2001 graduation. I am, however, struggling to make ends meet financially and would appreciate being considered for this conditional loan. Thank you.”

At the time they applied, about 70 percent of the applicants indicated they were enrolled or had been accepted for the 2000 fall term by the college at which they planned to use the conditional scholarship. Of those who were enrolled or accepted for enrollment, 69 percent indicated they would attend full-time.

Sixty-six percent of all applicants indicated they were at the junior class level or higher. Of these students, almost two-thirds were already enrolled or accepted for enrollment in a program leading to teacher certification.

Recipient Characteristics

Of the 490 applicants, 305 (62 percent) received a score of 60 or more, and were notified of their selection. Less than 10 percent of those selected declined the scholarship. Those who declined cited several reasons. Although the program was implemented in the fall, and scholarships were retroactive to the beginning of the academic year, the first awards were not paid until February 2001. Consequently, some students had graduated by then; others had decided to drop out of school or had changed their minds about pursuing teacher certification. A few students indicated that, even with this scholarship, they did not have enough money to attend college at the time.

By December 2001, a total of 254 students had received a payment for one or more academic terms, with another 25 recipients pending payment.³ All recipients have submitted a plan detailing their expected term-by-term enrollment and anticipated completion date.

Scholarships were awarded to residents of 27 Washington counties.

Since the program was established as a demonstration project, and its purpose was to address the need for more teachers in the public K-12 education system, preference was given to students who had demonstrated a commitment to completing the education they needed to earn teacher certification. Therefore, a high percentage of recipients (82 percent) were enrolled or accepted for enrollment by the college at which they planned to use the conditional scholarship. Nearly three-fourths of those who were enrolled or accepted for enrollment planned to attend college full-time.

³ Payment to these 25 students will be made upon receipt of signed promissory notes.

Also as expected, a high percentage (87 percent) of the scholarship recipients indicated being at least at the junior class level. Over 70 percent of this latter group indicated they were already enrolled or accepted for enrollment in a program leading to teacher certification.

Of the 279 recipients, most (175) received awards for both years of the program. Of these 175 students, 172 remain currently enrolled, two have graduated, and one dropped out of school.

Thirty-nine students received the scholarship for the first year only. Of these, 31 recipients graduated, three left the teacher certification program, and five stopped out in the first term of the second year, but have indicated plans to enroll again later this academic year.

Forty students who applied, and who were awarded during the program's initial year, chose to delay enrollment until the program's second year. An additional 25 students will receive conditional scholarship funds when they have returned signed promissory notes.

Future Teachers' Conditional Scholarship Recipients	
Number awarded for both years	175
Number awarded first year only	39
Number who delayed enrollment to second year	40
Number pending return of promissory notes	25
Total Number of Recipients	279

Recipients have enrolled in 37 different postsecondary institutions, including six public universities, 20 community and technical colleges, and 11 independent colleges and universities. Most of the students who received scholarships for both years of the program remained at the same institution. Sixteen students changed schools between the first and second year of the program.

Year-One to Year-Two Transfers Among Scholarship Recipients	
Community/Technical College to Four-Year Institution	12
Four-Year Institution to Community/Technical College	2
Four-Year Institution to Another Four-Year Institution	2

Program Outcomes

The Future Teachers' Conditional Scholarship program has been in operation for just over one year. During this time:

- 254 recipients have received an award in one or more academic terms; an additional 25 recipients will receive scholarships pending return of signed promissory notes.
- A total of \$1,048,486 has been disbursed to date, with further payments scheduled for the balance of each scholar's education.
- 33 recipients have graduated and earned initial teacher certification. Of these:
 - 26 are currently teaching in Washington K-12 public schools;
 - 7 are in a grace period in which they have six months from graduation to begin teaching in an eligible school before their loan payments become due.

Of the 26 recipients who are currently teaching, two are in the content shortage area of special education. Many of the others who are not teaching in the designated content shortage areas bring to their classrooms their experiences as paraprofessionals in areas such as bilingual and special education.

Conclusions

Because of the short time period in which the Future Teachers' Conditional Scholarship program has been in operation, it is difficult to draw definitive conclusions about success and, in particular, the program's impact on teaching shortage areas. Many of the conditional scholarship recipients remain enrolled in programs leading to future certification and teaching service. Nevertheless, the program has seen initial successes and suggests that long-term positive outcomes could be achieved through this or a similar program.

The program's link to classified personnel in the public K-12 system, while limiting eligibility, focused on individuals who had worked in the education system and understood the difficulties and rewards of working in that environment. As evidenced by their job titles, most applicants brought with them valuable knowledge and skills in content and pedagogy.

Early experience indicates there is much potential interest in this type of program. During the short application period, nearly 500 applications were received. Interest has continued, with requests from more than 200 individuals for information about the program since the application deadline.

The Future Teachers' Conditional Scholarship program was not funded beyond the current fiscal year. However, the Legislature has established a program to help people with particular educational experience who wish to pursue a career in teaching. The Professional Educator Standards Board (PESB) administers the Alternative Route Teachers Certification Program.

RESOLUTION NO. 02-05

WHEREAS, Engrossed House Bill (EHB) 2487, the FY 2000 Supplemental Budget Act, established and funded a demonstration project to address teacher shortages in the K-12 public school system by providing forgivable loans to public school classified employees desiring to obtain certification to teach in Washington's public schools; and

WHEREAS, Continued funding for the demonstration project was provided by Engrossed Substitute Senate Bill (ESSB) 6153, the 2001-03 biennial operating budget; and

WHEREAS, The Higher Education Coordinating Board was directed by EHB 2487 and ESSB 6153 to administer the future teachers' conditional scholarship program and to provide the Legislature and the Governor with findings about the impact of this demonstration project on persons entering the teaching profession in shortage areas;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the transmittal of the "Future Teachers' Conditional Scholarship Program Evaluation" report to the Legislature and to the Governor.

Adopted:

February 6, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary