

PRELIMINARY BOARD MEETING AGENDA
ESD 113, Capital Event Center, Thurston Room
6005 Tye Drive SW, Tumwater 98512
February 29, 2012

9:00	Welcome and Introductions	<u>Tab</u>
	<ul style="list-style-type: none"> Ethelda Burke, Chair, Higher Education Coordinating Board Bill Keim, Superintendent, ESD 113 	
9:15	Consent Agenda	
	<ul style="list-style-type: none"> Approval of January 2012 Meeting Minutes 	1
	<ul style="list-style-type: none"> New Degree Program for Approval: PhD in International Studies, University of Washington, Seattle, Resolution 12-02 <p>This program would serve students interested in understanding international affairs and using research skills to address global problems.</p>	2
9:20	Report of the Executive Director / 2012 Legislative Session Update	3
	<p>Don Bennett will present an update on agency programs and activities geared towards implementing the strategic master plan.</p> <p>He will include in his report an update on higher education bills and related issues being considered by the 2012 Legislature. The last day of the regular session under the state constitution is March 8.</p> <p>Finally, Bennett will brief the Board on the status of the supplemental budget and the recent economic and revenue forecast.</p>	
IMPLEMENTATION OF STRATEGIC MASTER PLAN		
9:40	Strategic Master Plan Metrics – Status Report	4
	<p>During summer and fall 2011, an Advisory Committee that included broad representation from business and industry, all educational sectors, the Legislature and public policy groups reviewed the 2008 <i>Strategic Master Plan for Higher Education</i> and suggested seven "next steps" on which higher education should focus during the near-term. The Board approved the Advisory Committee's recommendations at its November 2011 meeting. The seven steps present a way in which higher education can address the state's most critical needs and show demonstrable gains on the state's goals to increase educational attainment during the current economic crisis.</p>	

This session presents information on the indicators and the dashboard that will monitor progress on the seven "next steps."

10:00 Jefferson Accelerated Math & Science Program (JAMS) 5

JAMS is a rigorous integrated middle school math and science program that engages students in problem-solving through technology and engineering design challenges. It is one example of innovative initiatives that prepare and encourage K-12 students for transitioning to postsecondary education with a focus on STEM degrees.

Nancy Faaren, Assistant Superintendent of Olympia School District, and Michael Cimino, Principal of Jefferson Middle School, will describe the program and respond to Board questions.

11:00 Aerospace Panel Presentation 6

Representatives from industry and higher education will discuss their programs and future plans for expanding aerospace training and certification in the state. This important industry relies on increased certificates and degrees in STEM and related fields in Washington.

- Dante Leon, Dean, Automotive/Technical Programs, Renton Technical College
- Stan Sorscher, Labor Representative, Society of Professional Engineering Employees in Aerospace (SPEEA)
- Raphael Madison, Washington Aerospace Training & Research Center (WATR)
- David Bahr, Professor and Director, School of Mechanical and Materials Engineering, Washington State University

12:00 Public Comment - *A sign-in sheet is provided for public comment on any of the items above.*

Adjournment

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

2012 HECB MEETING CALENDAR

DATE	LOCATION
March 29, Thurs 10:00 – 11:00	Teleconference
April 26, Thurs 9:00 – 2:00	Olympic College HSS 119/121
May 31, Thurs 9:00 – 2:00	WSU Tri-Cities CIC, Room 120/120A
June 28, Thurs 9:00 – 3:00	Cherberg Bldg, SHR 4 Capitol Campus



February 2012

Draft Minutes of January 2012 Board Meeting

Board members present

Ethelda Burk, Chair
Roberta Greene
Bill Grinstein
Addison Jacobs
Sam Shaddox
Sam Smith

Welcome and Introductions

HECB Education Committee Chair Sam Smith opened the meeting at 9:00 a.m. and asked members of the audience and the Board to introduce themselves. Charlie Earl, executive director, State Board for Community and Technical Colleges, offered a few words of welcome and appreciation to the HECB for keeping close ties with SBCTC.

November Meeting Minutes Approved

Action: **Bill Grinstein** moved for approval of the minutes of the Board's November 2011 meeting. **Roberta Greene** seconded the motion, which was unanimously approved.

Roadmap for 2012

Don Bennett, executive director, presented an overview and timeline for Board activities over the next several months, including the:

- 2012 legislative session and changes being proposed to financial aid funding, policies, and programs;
- Differences, similarities and various provisions contained in Senate and House bills to establish the successor agency to the HECB.

Whatever the outcome and the composition of the new Council, Bennett emphasized the HECB's continuing commitment and focus on the implementation of the strategic master plan. But Addison Jacobs asked: "How confident are we that the work will be picked up by whatever comes out of this legislative process?" Bennett said he hopes the new agency's work would start from where the HECB leaves off.

Annual Update: Student Financial Aid Programs

Rachelle Sharpe, HECB director of student financial assistance, presented the annual report on student financial aid programs titled: “Access, Affordability, and Achievement.” The report covers recent changes and trends in student financial aid, including the amount of aid awarded to students in the 2010-11 academic year.

In addition to State Need Grant and State Work Study, the report includes information on specific programs areas such as GEAR UP, College Bound Scholarship, TheWashBoard.org, and Passport to College for Foster Youth programs. It also includes an implementation update for the Aerospace Student Loan Program.

According to Sharpe, the report highlights the following:

- Four thousand (4,000) more students received \$207 million more in financial aid in 2010-11, than in the previous academic year.
- The average annual loan amounts are increasing for all students.
- Aid for resident, undergraduate students has increased 34 percent over the previous two years.
- The growth in applications for need-based aid has begun to stabilize, but still constitutes a 64 percent rise over a three-year period.
- The number of un-served State Need Grant-eligible students continued to grow for a third year, reaching more than 25,000 un-served in 2010-11. A similar increase is projected for 2011-12.

Carla Idohl-Corwin, dean of student financial services at South Puget Sound Community College, provided institutional perspective. At SPSCC, financial aid applications increased by more than 100 percent. With the anticipated influx of College Bound students, SPSCC has been warning students to apply for financial aid early. It has also been noted that student borrowing has increased, possibly because students are unable to work as much. Idohl-Corwin said the College provides “intense” counseling to students.

Joint Report: “A Skilled and Educated Workforce”

The report, “A Skilled and Education Workforce,” is the third in a series developed over the last six years by the HECB, the State Board for Community and Technical Colleges (SBCTC), and the Workforce Training and Education Coordinating Board (WTECB).

The report underscores the continuing need for increased degree production in the areas of computer science, the health professions, and engineering and for higher levels of associate, baccalaureate, and advanced degree production in general.

About two-thirds of job openings in Washington between 2014 and 2019 will require at least a year of postsecondary education. To fill those jobs, an additional 9,000 degree holders above 2010 production level will be needed annually at the mid (two-year) level, 33,000 at the bachelor's level, and 9,000 annual at the graduate level.

For positions requiring bachelor's degrees, the largest gaps between 2010 degree production and future demand are in computer science and engineering, software engineering and architecture. In positions requiring a graduate degree, the biggest gaps are projected in the health professions and computer sciences.

The report also cites the state's long-standing shortages of registered nurses as an example of the progress that can be made when the entire system works toward the goal of narrowing gaps in the supply of educated and trained workers in specific areas. Since 2003, the state has increased the annual number of associate and bachelor's level nursing graduates by over 68 percent.

A similar emphasis has now been placed on the training of aerospace workers, a development that could lead to substantial progress in filling the needs of that employment area.

The joint report was presented by staffs from the three agencies:

- Randy Spaulding, Director, Academic Affairs, HECB
- Tina Bloomer, Policy Research Associate, SBCTC
- Bryan Wilson, Deputy Director, WTECB

Status Report on Program Database

Washington received a US Department of Education grant in 2009 to develop a Statewide Longitudinal Data System (SLDS). A key component of that project is a complete database of approved programs of study and authorized degree programs. Jan Ignash, Deputy Director for Policy, Planning and Research, briefed the Board on the project and explained its relationship to planning and system design efforts.

The SLDS will provide a comprehensive listing of all programs, both public and private. The HECB's part is to consolidate three academic program databases regarding authorization. In Phase 2 of the statewide project, program data will be available and searchable via the web for external stakeholders, students and parents.

The HECB has established a self-imposed deadline of June 30, 2012 to finish the project.

Degree Program Approval Summary

Ignash also presented a summary of degree program approval activities in the past year, which includes a listing of programs and program extensions in each stage of the approval process as of December 31, 2011. No Board action is necessary at this time.

Key Facts

Updated annually, “Key Facts” covers a wide range of data about higher education, including information on both public and private postsecondary institutions. Its purpose is to address questions and concerns that higher education stakeholders typically pose.

Ignash said the report provides basic information about the state’s higher education system, including institutions, enrollment figures, and budget information. It also provides comparisons with other states on important statistics, offers information showing how the state benefits from higher education, and provides data on some of the current challenges facing higher education in Washington.

Some of the data included in the report cover the following areas:

- Fall enrollment headcount
- Degrees awarded by public institutions, 2009-10
- High demand degree awards, 2002-2010.

This year’s Key Facts report notes that:

- Degree production has grown over the past decade.
- State baccalaureate institutions are producing degrees at faster pace.
- Graduation rates for transfer students have improved.
- A large majority of Washington freshmen at four-year public institutions return for their sophomore year.
- There is moderate growth in graduate degree production.

Ignash talked about the darker tone of this year’s Key Facts. *“How can our state make the investment in students it needs to make when revenue desperately needed to provide basic social and health support to our most vulnerable populations is being reduced? If we continue down the current path, our higher education institutions will become far less accessible and affordable, more narrowly focused, and less capable of meeting future economic and societal needs. And this is exactly the opposite direction we should be heading.”*

Letter from board

Prior to adjournment, the members of the Board agreed to write an open letter addressed to the Governor, the Legislature, and the general public, to express their concern about the state’s inability to deliver on its central planning goal of raising educational attainment.

The grave possibility of continued deep budget cuts this year, continued reductions in student financial aid, and unprecedented tuition increases are creating a firestorm that is reducing academic options, limiting access, and eroding affordability for thousands of students, board members stated.

The meeting **adjourned at 1:30 p.m.**

February 2012

Ph.D. in International Studies University of Washington Seattle

Introduction

University of Washington (UW) proposes to offer a Ph.D. in International Studies degree beginning Fall 2012. This 100-quarter credit program would be the first doctoral program administered by the Jackson School of International Studies, which currently manages eight federally funded National Resource Centers and offers nine M.A. International Studies (MAIS) programs. Unlike the MAIS programs, the Ph.D. program would be school-wide, rather than focused on a particular domain, such as Comparative Religion or Japan Studies.

The proposed program would serve students interested in understanding international affairs and using research skills to address global problems. It would enroll 4 FTE (four headcount) students in 2012, increasing to 20 FTE (20 headcount) students in 2016. By 2016, four students would graduate annually, prepared primarily for academic careers, but also able to work as researchers, policy makers, or other practitioners in the field.

Relationship to Institutional Role and Mission and the Strategic Master Plan for Higher Education in Washington

With its emphasis on problem-focused research, the proposed program would support the university's research mission. Moreover, it would respond to a capacity issue raised in the *Strategic Master Plan for Higher Education*, which notes that universities “. . . struggle to sustain and expand their research capacity, and to provide opportunities for students to participate in research projects.”¹

Program Need

The Pacific Northwest currently lacks a doctoral international studies program, despite ongoing indications of student demand. Between 2006 and 2010, Jackson School faculty and staff responded to more than 400 queries from potential Ph.D. applicants. Program planners estimate at least 10 current MAIS students want to apply for the proposed program. Approval of the program would mean MAIS students no longer need to leave the state to pursue doctoral studies in the field.

¹ Higher Education Coordinating Board, 2008 Strategic Master Plan for Higher Education in Washington, Page 28.

Program planners anticipate that most Ph.D. graduates would work as faculty; however, some graduates would work as practitioners in government agencies, non-profit organizations, international organizations (e.g. United Nations), and businesses (e.g. multinational corporations). The Bureau of Labor Statistics' Occupational Outlook Handbook notes "faster than average" job growth for postsecondary teachers during 2008-18 nationally. However, the Employment Security Department's Occupational Employment Projections note slightly slower than average job growth during 2014-19 in Washington.

The Jackson School's graduate student placement track record indicates strong employer demand for practitioners. A 2009-10 UW Office of Educational Assessment surveyed MAIS graduates and received 494 valid, reliable responses. More than 80 percent of these respondents work in their field and perceive their job placement and graduate training to be well matched. About 44 percent of MAIS graduates work in government, 33 percent work in the private for-profit sector, 15 percent work as educators, and 8 percent work in non-profit or international organizations.

The proposed program would respond to community demand for people able to analyze international issues and advance Washington's place in the global economy.² For example, graduates would be able to analyze trade-related problems such as whether or not competitive subsidies in the global aircraft industry represented by Boeing and Airbus could be fairly adjudicated in the World Trade Organization's dispute settlement system. In addition, the proposed program would support state efforts such as the Global Asia Institute established by SSB 5177 and enhance the ability of National Resource Centers to catalyze educational partnerships.

Diversity

To enhance student diversity, the Jackson School would collaborate with the Ethnic Cultural Center, Multicultural Alumni Project, and Multicultural Organization of Students Actively Involved in Change. It would also collaborate with the Office of Minority Affairs and Diversity, Diversity Research Institute, Women's Center, and Graduate Opportunities and Minority Achievement Program. It would recruit internationally, and program planners estimate that about one-half of admitted students would be from outside the United States. When hiring faculty, the School would recruit from under-represented groups.

Program Description

The Jackson School's academic approach reflects the philosophy that a single disciplinary lens (such as political science, economics, or sociology) is insufficient to address issues that cross boundaries of national and regional areas (such as China or the Middle East). Although the

² According to the Washington State Department of Commerce, Washington is the fifth largest exporter in the country. Available at <http://www.choosewashington.com/data/trade/pages/default.aspx>.

School offers nine interdisciplinary MAIS programs,³ it has not offered any corresponding Ph.D.s. To develop an appropriate intellectual core for the proposed Ph.D. program, the Jackson School examined its resources and faculty expertise. This led it to identify four combinational fields, which represent an intellectual merger of the MAIS programs' interdisciplinary and area studies approaches:

- **Religion, Culture, and Civilization (RCC)** - Covering topics such as Jewish Studies, Islam, Christianity, cultural identities and ideas, social and historical changes, political and economic trajectories, and civilization changes and clashes.
- **States, Markets, and Societies (SMS)** - Covering topics such as development, trade, investment, finance, multinational corporations, economic policymaking, democratization, political parties, and electoral systems.
- **Peace, Violence, and Security (PVS)** - Covering topics such as proliferation/non-proliferation, nationalism, ethnic conflict, genocide, defense, intelligence, invasions, interventions, peacekeeping, arms control, and disarmament.
- **Law, Rights, and Governance (LRG)** - Covering topics such as human rights, international economics, human security, environment, crime, tribunals, courts, international and regional institutions, nongovernmental organizations, civil society, and social movements.

The primary goal of the proposed program is to prepare scholars and practitioners to advance the state of knowledge within these combinational fields. These fields would facilitate a problem-focused analytical approach to critical global issues and challenges such as the following:

- Why do terrorists play the religious card in the Middle East and with what consequences for the security of Western Democracies (RCC and PVS in the Middle East)?
- What might the rise of the internet imply about democratization processes in China? (LRG and SMS in China)?

To gain admission, applicants would need a master's degree and third-year foreign language proficiency. They would submit a statement of interest designating two combinational fields (e.g. RVS and RCC) and an area-based field (e.g. Middle East). In keeping with the proposed program's problem-focused analytical approach, applicants would identify a critical issue to work on and (when possible) a set of professors to work with. Students could count up to 30 credits of prior graduate coursework towards their Ph.D.

Once admitted, candidates would take a survey course and a two-course research methods sequence. Through field seminars, students would specialize in two of the four combinational fields. In addition, they would gain geographical or comparative religion expertise by satisfying the core requirements of one of the MAIS programs. Instruction would be provided primarily by

³The MAIS programs include a general program in International Studies; area studies programs (China Studies; Japan Studies; Korea Studies; Middle East Studies; Russian, East European, and Central Asian studies; South Asian studies; and Southeast Asian studies); and Comparative Religion. All of these programs focus on social sciences coursework and require competence in a foreign language. Each has its own requirements and structure and is administered by a Chair.

tenured/tenure-track faculty. Although this would be the Jackson School's first Ph.D. program, faculty already have experience supervising Ph.D. candidates in other departments, such as history, political science, and sociology.

By the end of the first year, students would take a qualifying examination. By the end of the second year, students would complete required coursework, defend a dissertation prospectus, and take a general examination. By the end of the third year, they would defend their dissertation proposals and begin work on their dissertations. During the fourth and fifth years, they would work on their dissertations, submitting chapters to journals, and giving presentations at professional conferences as appropriate. By the end of the fifth year, they would complete and defend their dissertations.

Student learning would be assessed through homework, exams, class participation, projects, general exam performance, dissertation prospectus defense, dissertation, and dissertation defense. Program assessment would employ student course evaluations, consultation with MAIS program personnel, and input from graduate students. Additional indicators would include student entry and exit interviews, peer-reviewed publications by students, end-of-program surveys, and graduate placement statistics.

Program Costs

The proposed program would enroll 4 FTE students the first year, increasing to 20 FTE students the fifth year. It would require 4.1 FTE instructional faculty, including 4.0 FTE tenured/tenure-track faculty and 0.1 FTE senior lecturers. It would also require 1.2 FTE administrative faculty and staff (including a 0.5 FTE faculty director and 0.3 FTE other faculty). It would not require new hires, new infrastructure, or new state funds. Rather, it would be implemented and funded through internal reallocation of existing resources.

At full enrollment, the direct cost of instruction would be \$639,458, or \$31,973 per average annual FTE student. Although this lies within the inflation-adjusted graduate social sciences cost range reported in the HECB's *2005-06 Education Cost Study* (July 2007), it is about twice the Cost Study's figure for UW Seattle graduate social sciences. This is probably because the Cost Study figure includes master's programs, with higher student/faculty ratios and lower costs than Ph.D. programs.

External Review

Two external reviewers evaluated the proposal: Dr. Gi-Wook Shin, Professor of Sociology, Korea Alumni Chair of Korean Studies, and Director of the Walter H. Shorenstein Asia-Pacific Research Center, Stanford University; and Dr. John Voll, Professor of Islamic History and Associate Director of the Prince Alwaleed bin Talal Center for Muslim-Christian Understanding, Edmund A. Walsh School of Foreign Service, Georgetown University.

Both reviewers recommended approval of the proposed program, noting the quality of its design. Dr. Shin recommended approval “with great enthusiasm.” Dr. Voll said “The proposed curriculum presents a sound balance between the specific needs of the individual students in the program and the importance of building and maintaining a sense of a ‘school-wide intellectual identity’.” Each reviewer made specific resource and/or curricular suggestions, to which program planners responded with clarifications. For example Dr. Shin suggested including more practitioners among faculty, and Dr. Voll suggested relating at least part of the curriculum more directly to professional preparation. Program planners clarified that the Ph.D. program sought primarily to prepare graduates for academic careers. Nonetheless, they intend to develop ways of integrating practitioners and their courses more fully into the School’s core competencies.

Staff Analysis

The proposed program would complement existing master’s programs by providing intellectual common ground as well as a pathway for further graduate study. Moreover, it would advance UW’s research mission in a way that supports the *Strategic Master Plan for Higher Education*.

The proposed program would respond to student, employer, and community demand without duplicating other programs. Students would no longer have to leave Washington to pursue a Ph.D. in the field. Employers would benefit from graduates’ research skills. The community would benefit from graduates’ expertise related to international trade issues, as well as synergy between the proposed program and government-supported efforts such as the Global Asia Institute or the National Resource Centers.

Students would benefit from the proposed program’s combinational field approach to problem-focused research. Both reviewers noted the quality of the program’s design. Student and program assessment would both employ multiple measures.

Although the program is expensive, its cost per average annual FTE student falls within the Cost Study range. Moreover, the proposed program would enhance the Jackson School’s ability to attract external funding.

Staff Recommendation

After careful review of the proposal and supporting materials, staff recommends approval of the Ph.D. in International Studies at the University of Washington. The HECB Education Committee discussed the proposal during its February 14, 2012 meeting, and recommended approval by the full Board.

RESOLUTION NO. 12-02

WHEREAS, University of Washington proposes to offer a Ph.D. in International Studies; and

WHEREAS, The program would support the *Strategic Master Plan for Higher Education*, as well as the university's mission; and

WHEREAS, The program would complement existing Master of Arts in International Studies programs; and

WHEREAS, The program would respond to student, employer, and community demand without duplicating existing programs; and

WHEREAS, The program would help Washington enhance its position in the global economy; and

WHEREAS, The program has support from external reviewers;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Ph.D. in International Studies degree at the University of Washington effective February 29, 2011.

Adopted:

February 29, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair



February 2012

Legislative Update

The 2012 regular legislative session is scheduled to adjourn on March 8th. This year has seen fewer higher education policy bills than a typical year. Legislators are focusing on the state budget crisis and, in the higher education arena, working on a number of efficiency measures and trying to reach agreement on a successor agency to the Higher Education Coordinating Board.

After the first major cutoff date for bills to pass the house of origin, fewer than 20 policy bills being tracked by HECB (as described below) remain “alive” in the legislative process; however, any bill can be revived later in the session, particularly matters pertaining directly to budget or fiscal issues.

Financial Aid

Introduced last year, **SHB 1650** would permit students enrolled in as few as three to five credits to be eligible for the State Need Grant (SNG). The bill was reintroduced this year, has passed the House, was heard by the Senate Higher Education committee, and is scheduled for executive session. Also before the Senate Higher Education committee are **HB 2292**, including Renton Technical College in the Aerospace Training Student Loan Program, and **SHB 2254**, the Educational Success for Foster Youth and Alumni of the Foster Care Act. Under 2254, the Passport to College program becomes permanent, and foster youth are automatically enrolled in the College Bound program through 12th grade.

SSB 6121 requires the HECB’s successor agency to provide a website with financial aid and financial literacy information. The bill was reported out of the House Higher Education committee and awaits action by the full House. **SB 6597** provides partial funding for SNG from sales of works of art in the state art collection. The bill was not scheduled for hearing in Senate Ways and Means.

Jobs, Economy, and Workforce Training

In addition to HB 2292, two other aerospace-related bills are being considered. **2SHB 2156** requires the State Board for Community and Technical Colleges (SBCTC) to facilitate coordination and alignment of aerospace training programs and to establish the Aerospace and Advanced Materials Manufacturing Pipeline Advisory Committee. **SSB 5982** creates the Joint Center for Aerospace Technology Innovation under the joint authority of the University of Washington and Washington State University.

The Career Pathways Act, **2SHB 2170**, aims to increase the percentage of Washington households living in the middle-income bracket by boosting secondary and postsecondary programs in high-demand fields. It requires career exploration materials and communications that focus on multiple career pathways, including non-baccalaureate pathways such as apprenticeship, workforce training programs, and community and technical colleges.

ESB 6141 would establish a lifelong learning program housed at of the Workforce Training and Education Coordinating Board to provide the opportunity for employees, with the support of their employers, to create an educational savings account that may be used for education and training.

Efficiency, Transparency, and Innovation

To improve business practices and operational efficiency, **3SHB 2585** modifies existing rules about procurement and employment at institutions of higher education, particularly in regard to contracting. **SHB 2259** repeals campus safety reporting requirements that duplicate federal requirements.

Several bills aim to increase transparency at institutions. Among these, **SHB 2352** would require institutions of higher education to post services and activities fees expenditure information on their websites, and **SHB 2313** restates that institutional governing boards must follow procedures for meetings required under the state Open Public Meetings Act, including allowing time for public comment.

EHB 2368 requires boards of trustees for all community college districts to include at least one member from business and one member from labor. This requirement is already in place for districts that include a technical college.

E2SHB 2265 establishes “Washington Works Indicators,” metrics by which four-year institutions are measured and for which they would be subsequently rewarded. Indicators include increasing graduations, increasing graduations in fields addressing critical skill shortages, and narrowing the educational opportunity gap for disadvantaged students and minority students.

Under **2SHB 2717**, public four-year institutions of higher education are encouraged to design innovative approaches to increasing education attainment. Institutions would work with the HECB’s successor, the SBCTC, faculty, students, business, and other partners to increase the number of resident students receiving baccalaureate degrees or otherwise advancing their academic credentials. The bill requires a report on existing institutional innovations, as well as a plan for implementing further, system-wide innovations to rapidly and substantially increase baccalaureate-level educational attainment.

HECB Successor Agency – Student Achievement Council

Two bills focused on the HECB’s successor agency are moving through the legislative process. **E2SSB 6232** passed the Senate and had a public hearing in the House Higher Education Committee. **SHB 2483** has not yet passed out of the House, but is considered “Necessary To Implement the Budget” (NTIB) and so can be taken up at any time. The House proposed budget released assumes passage of a proposed substitute to 2483 in making appropriations to the Student Achievement Council.

The two bills are relatively similar—comparing the current version of the Senate bill to the proposed substitute version of the House bill—in that both establish a Student Achievement Council (SAC) focused on increasing educational attainment, with a governing body made up of 9-10 diverse citizens and higher education stakeholders and oversight by a joint legislative committee. Both versions retain a level of statewide strategic planning for higher education, including some elements of system design. The bills also clarify that the Office of Student Financial Assistance, comprising the HECB’s current financial aid and GET functions, is housed within the SAC.

HECB staff have been working with legislators and legislative staff to retain important statewide planning functions and to make technical adjustments to smooth the transition for students, institutions, the agency, and other interested parties. Now, as legislative activity turns more exclusively toward budget planning, HECB staff will work to make sure administrative flexibility and adequate resources are provided to carry out the functions and duties for the new Council.

February 2012

DRAFT: Measuring Progress on the List of “Next Steps” to Achieve the Master Plan Goals

State law required the Higher Education Coordinating Board (HECB), with participation from higher education’s stakeholders, to update the master plan this year, four years after its adoption. Between July and October 2011, an Advisory Committee composed of 25 members from business and industry, all educational sectors, the Legislature, and public policy groups met to update the *2008 Strategic Master Plan for Higher Education*. The original plan established three broad goals:

- Goal 1: Raise educational attainment to create prosperity, opportunity.
- Goal 2: Promote economic growth and innovation.
- Goal 3: Monitor and fund higher education for results.

The Advisory Committee to update the plan focused on developing a list of “next steps” that would show demonstrable gains in increasing educational attainment as the state worked its way through the Great Recession. The Committee also strongly recommended that the state not retreat from the ambitious degree goals set in the *2008 Master Plan* and that continued monitoring of the gap between where we are in achieving the goals—and where we should be—must be documented and reported.

It is imperative that Washington not lose the valuable work accomplished by the Advisory Committee. Therefore, to shine a light on the progress—or lack of progress—on the seven “next steps” that are most critical to raising higher education in Washington, the HECB staff has developed clear, simple metrics and a high level “dashboard” that reports higher education’s progress on the next steps. Almost all of the data is from regular HECB publications, such as *Key Facts* and the annual Student Financial Aid report. Both the dashboard and the metrics will be available on the HECB’s and its successor agency’s website(s).

The metrics and the dashboard are currently in draft development and will be presented to the Board at its February 29 meeting for review and comment. A list of the seven next steps and the metrics that will monitor progress on these steps is presented below.

Next Steps to Achieve the Master Plan Goals

1. Increase capacity for higher education to serve more students.

Number of institutions in WA: 184 (February 2012) INCREASED
(public, private, online, religious)

Number of students enrolled: 368,412 (fall 2011 estimate) DECREASED
(at 109 institutions reporting to IPEDS)

Number of high-demand programs: TBD from new HECB program database

2. Maintain commitment to access for low income students.

State Need Grant

Funding: \$267 million (FY2011-12) INCREASED

Students Served: 70,000 (FY2011-12 estimate) NO CHANGE or DECREASED

Students Unserved: 25,000 + (FY2011-12 estimate) NO CHANGE or INCREASED

3. Build on efforts to increase transitions and completion.

College Bound Funding: \$7.4 million NO CHANGE
Allocated by 2007 Legislature and invested in GET, worth \$12 million in 2012-13, anticipated to be enough to cover the first two years of payouts beginning in fall 2012

2012 High School Graduates Signed Up: 15,940 First Year of Sign-Up

Transfer Students: 18,946 INCREASED
Number of students who transferred from a Washington community/technical college to another institution

4. Focus a simplified accountability funding initiative on completions, aligning incentives with state goals for educational attainment while also recognizing institutional and sector missions.

Number of accountability reports: 4 INCREASED
HECB accountability report, GMAP, institutional performance agreements (new in 2011 per HB 1795), accountability dashboard (new in 2011 per HB 1795)

Alignment among accountability reports: marginal DECREASED

Alignment of funding to incentives:

Community and Technical Colleges:

Funding: \$1,148,360 (FY2011-12) INCREASED

Points: 387,921 (FY2010-11) DECREASED

Public Four-Year Institutions: not started

Funding for higher education: \$2.8 billion (2011-13 biennium) DECREASED

NGF-S + Opportunity Pathways Account

5. Define and develop K-12 through postsecondary program pathways, especially in high employer demand majors and careers.

Number of high-demand degrees: 18,709 (AY 2009-10) INCREASED

GET Ready for Math and Science

Funds allocated \$969,500 (FY2011-12) INCREASED

Students Served 99 (FY 2011-12 estimate) NO CHANGE

Opportunity Scholarship Fund: TBD

Opportunity Expansion: TBD

Number of High School Graduates Completing Advanced Math: TBD

[in the meantime report number of students who scored 3 or higher on Math AP exam]

6. Promote acceleration strategies for both high school students and adult learners through Launch Year, Prior Learning Assessment, CTC Alternate Math Pathway, I-BEST, and pre-college reform.

Academic Pathways

Technical Pathways

PLA: under development

7. Maintain commitment to the Strategic Master Plan’s original 2008 degree goals.

	2018 Goal	Actual (AY 2010-11)	Progress	Gap
Mid-Level	36,200	33,500	INCREASED	2,700
Bachelor’s	39,000	31,400	INCREASED	7,600
Graduate	19,800	12,200	INCREASED	7,600

Relative to GCS States:

Bachelor’s Degrees per 1,000 population: 21.5, rank = 6 of 7 NO CHANGE

Graduate Degrees per 1,000 population: 7.2, rank = last NO CHANGE

JAMS

Jefferson Accelerated Math & Science



What is JAMS?

JAMS is a rigorous integrated middle school math and science program that engages students in problem-solving through technology and engineering design challenges that meet the unique academic, social and emotional needs of early adolescents. Teachers in the program facilitate learning in an environment that develops both imagination and critical thinking along with the capacity to create innovative solutions to real-world challenges.

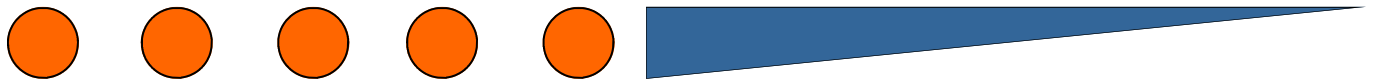
All challenges are aligned to state standards and help develop understanding of concepts and processes at students' grade level and beyond. Students publish their work using relevant communications technology. Students will learn to think and communicate like scientists, mathematicians, and engineers. They gain the skills and understanding needed to enter high school with one year of credit in both mathematics and science.

How Does JAMS Work?

The program is comprised of two classes of 6th grade students who share three periods together each day. The 6th grade program is designed to provide students with a rigorous math and science curriculum, as well as assist students in developing high-level study skills for future academic progress and success.

The two period JAMS program offers 7th graders the opportunity to take a greater variety of elective classes such as Spanish, robotics, music, shop, and physical education. The two period block provides the flexibility to integrate and provide hands on learning and the opportunity to spend both periods in math or science for a greater depth of subject matter.





What curriculum topics will be covered in each grade?

The 6th grade JAMS class will focus on an integrated approach to science by providing an introduction to energy and studying areas like the scientific process, earth history, diversity of life, and catastrophic geologic events. Math topics will include: equations, rates and ratios, probability, rational numbers, and three dimensional figures.

In the 7th grade, students will focus more on earth and life science which include chemical interactions, energy, populations and ecosystems, catastrophic climatic events, and planetary science. Math topics will include: linear equations and functions, surface area and volume, proportions, and geometric figures.

In order for students to move on the 8th grade JAMS program, they must meet the district qualifications for Algebra based on their MAP/MSP scores. These 8th grade students will complete high school physical science including force and motion and will also complete high school algebra. A student completing the 8th grade JAMS program will finish with one credit of high school math and one credit of high school science.

Recommendations for student success in the JAMS program.

Students who will be successful in the JAMS program should have strong work habits and study skills. They should have MSP scores for Reading, Writing, Math and Science at a high level three or a level four. In addition, students should have MAP scores for Reading and Math above the 75th percentile.

When are applications due and where should I go for more information?

Applications are due by Friday, February 3rd at 1 p.m. Parents and students are welcome to take part in classroom visits from January 12 to February 2 on Tuesdays from 8:30 to 10:30 a.m. and Thursday from 12:30 to 2:30 p.m. Please contact Principal Michael Cimino at (360) 596-3200 or mcimino@osd.wednet.edu to set up an appointment for a classroom visit or to gain further details about the program. For further information contact Ryan Betz at 360-596-6104 or Monica West at 360-596-3213.





OLYMPIA SCHOOL DISTRICT
JEFFERSON ACCELERATED
MATH & SCIENCE PROGRAM
JAMS

PROGRAM PHILOSOPHY

- Open to all students on a space available basis
- Highly challenging integrated coursework
- Focus on science, technology, engineering, and mathematics



PROGRAM BASICS

- **Where:** Jefferson Middle School
- **Who:** 6th Grade Teacher: Jana Dean and Jacob Baker
7th Grade Teacher: TBD
8th Grade Teacher: TBD (2013-14)
- **How:** It would be the parents responsibility to transport their students to Jefferson Middle School



PROGRAM BASICS

- Guided by state standards
- Greater depth and breadth
- Three hour block for 6th Grade
- Two hour block for 7th & 8th Grade



JAMS PROGRAM DETAILS



- Hands-on lab activities
- Apply math and science into real-world engineering projects, robotics or other applications
- Look at sustainability and environmental resources (renewable energy, water resources, etc.)
- Use of technology to complete assignments, interact with classmates and community
- *Teachers collaborate with community partners (Intel, state and local agencies, St. Martin's University, Evergreen State College)*



SCHEDULE

Traditional 6th Grade Schedule

1. Math
2. Science
3. Physical Education
4. Language Arts/English
5. Social Studies
6. Music (Band ,Choir, Orchestra)



JAMS 6th Gr. Schedule

- Block {
1. Math
 2. Science
 3. Technology/Engineering/
Study Skills (Elective)
 4. Language Arts/English
 5. Social Studies
 6. Music



JAMS 6TH GRADE TOPICS

○ Science Topics

- Introduction to Energy
- Scientific Process
- Earth History
- Diversity of Life
- Catastrophic Geologic Events

○ Math Topics

- Equations
- Rates & Ratios
- Probability
- Computation with rational numbers
- 3-D Figures



JAMS 7TH & 8TH GRADE SCHEDULE



- Block {
1. Math
 2. Science
 3. Elective (i.e. Spanish, Robotics, Shop, * Reach)
 4. Language Arts / English
 5. Social Studies
 6. Physical Education or Music

* Reach is an accelerated humanities based elective



JAMS 7TH GRADE TOPICS

○ Science Topics Covered

- Chemical Interactions
- Populations and Eco Systems
- Planetary Science
- Catastrophic Climatic Events

○ Math Topics Covered

- Linear Equations & Functions
- Surface Area & Volume
- Proportions
- Geometric Figures



JAMS 8TH GRADE TOPICS

Our goal is to prepare students to take high school math and science classes as an 8th grader.

○ Science Topics

- High School Physical Science
- Force & Motion

○ Math Topic

- High School Algebra

Students who successfully complete 8th gr. JAMS will receive:

- **1 credit of high school science and**
- **1 credit of high school math**



RECOMMENDATIONS FOR STUDENT SUCCESS IN THE JAMS PROGRAM

Recommendations for the best fit:

- Strong work and study habits
- MSP scores for Reading, Writing, Math, and Science at a high level 3 or level 4.
- MAP scores for Reading and Math above the 75th Percentile.

**Map testing is available at JMS if you child has not been tested.



TIMELINES—NEXT STEPS

- Application is due February 3, 2012
- Lottery held February 16, 2012
- Notification of families
February 24, 2012



UPCOMING BOND

- 2012 Capital Improvement Bond includes \$4.4 million in funding for Jefferson Middle School.
- A large portion of those dollars are slated for the remodel and modernization of classrooms to accommodate the expansion of the JAMS program.
- In addition bond funding will refinish gym flooring, replace auxiliary gym flooring, HVAC improvements, modernization of exterior and interior finishes, and more.
- Election is February 14, 2012
- More info can be found at <http://osd.wednet.edu>



OSD STAFF ATTENDING TONIGHT'S PRESENTATION

- Bill Lahmann Superintendent
- Nancy Faaren Asst. Superintendent
- Ryan Betz Director Communications
- Jana Dean JAMS 6th Gr. Teacher
- Jacob Baker JAMS 6th Gr. Teacher
- Monica West JMS Asst. Principal
- Tracy Cusack JMS Counselor
- Mike Cimino JMS Principal



QUESTIONS?



February 2012

Aerospace Panel Presentation: Current Trends and State Higher Education Needs in the Aerospace Industry

The aerospace industry is a critical component of the state's economy. Aerospace workers make up a greater share of total state employment in Washington than they do in any other state, and overall rank second in total number only to California. Workforce needs in the industry span a wide range of skill and education levels, including general managerial, administrative, and support positions, as well as those that are highly specialized and technical.

In 2010, about 84,000 workers were employed by aircraft and major component manufacturers in Washington. Of these, 86 percent were employed by the Boeing Corporation. A large percentage of these jobs require a high degree of skill and education. Nearly half require a bachelor's degree or higher, and a quarter are engineering positions or are engineering-related. Beyond this core manufacturing sector, there is a large supplier and support network employing about 180,000 workers. Most of these jobs require mid-level education and skills.

Commercial aviation remains a dynamic, growing, and competitive industry. Forecasts indicate that between now and 2030, the overall market may grow to \$3.6 trillion. For Washington to maintain its position as a world leader in the aerospace industry, it will need to meet a growing demand for workers at both the mid- and high-levels of skill and education.

Engineers and workers with key technical skills, in particular, will be crucial to the continuing success of the state's aerospace companies. Currently, the demand for engineers in the state significantly exceeds total baccalaureate degree production. Nationally, Washington is ranked third in employment of aerospace engineers but only 22nd in annual production of aerospace engineering degrees. The UW and WSU produce about 87 percent of all aerospace-related engineering degrees in Washington.

Key Questions regarding the State's Higher Education Support for the Aerospace Industry

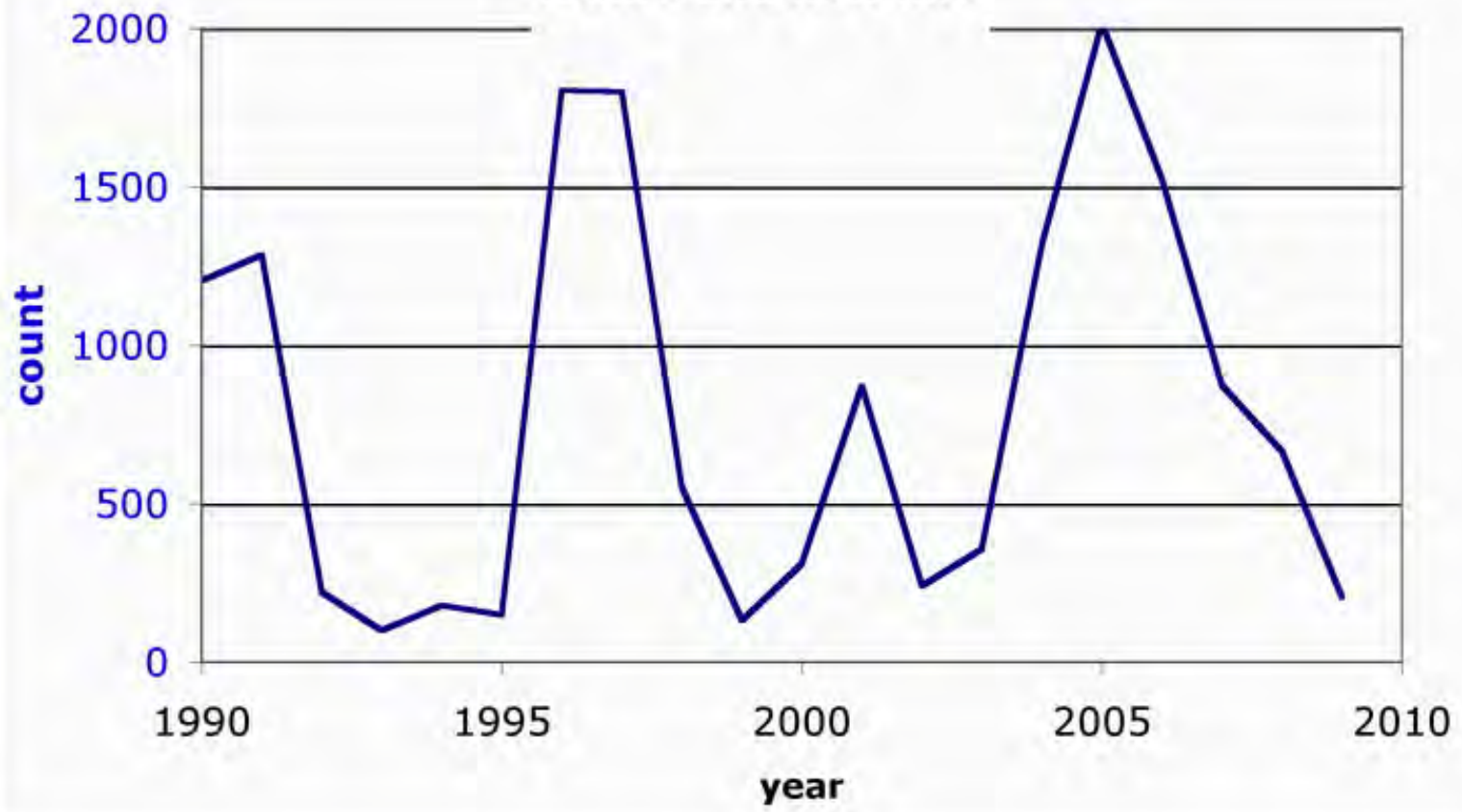
The panel discussion will focus on the following central questions:

- What are the main factors driving rising demand for more skilled and educated workers in Washington's aerospace industry?
- What are the crucial gaps in the current higher education supply and demand chain with respect to this sector?
- How has Washington responded thus far to this rising demand?
- What else should the state do to improve higher education support for this sector?

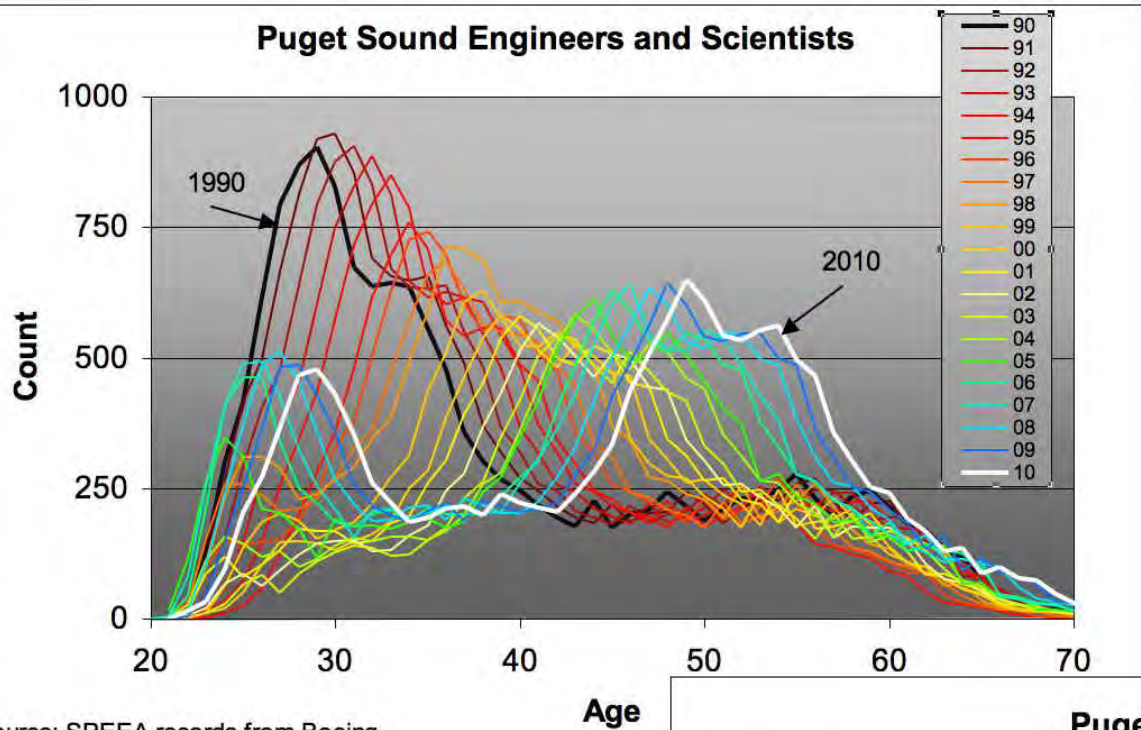
Overview of Aerospace Workforce and Labor Market Dynamics

Stan Sorscher
SPEEA Labor Representative
October 12, 2010

PS Profs Rehire and new hire



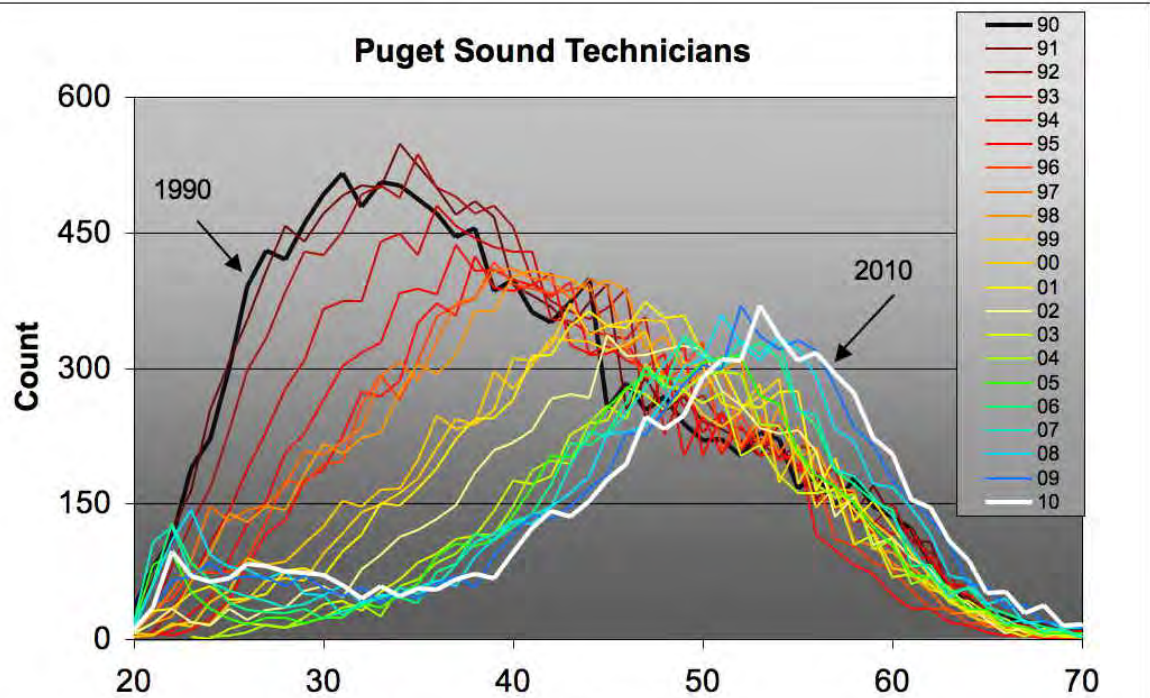
Puget Sound Engineers and Scientists



source: SPEEA records from Boeing

Age

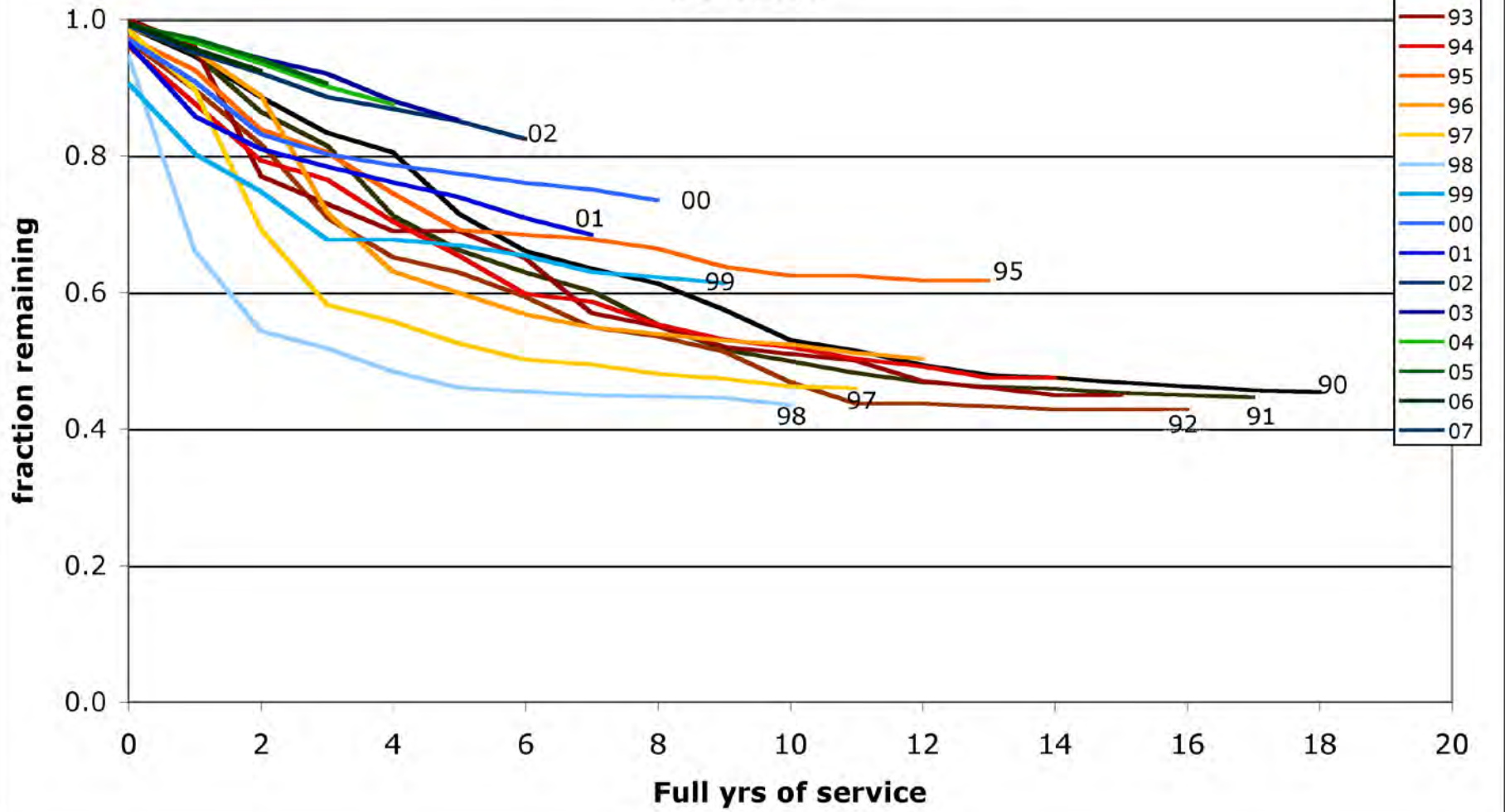
Puget Sound Technicians



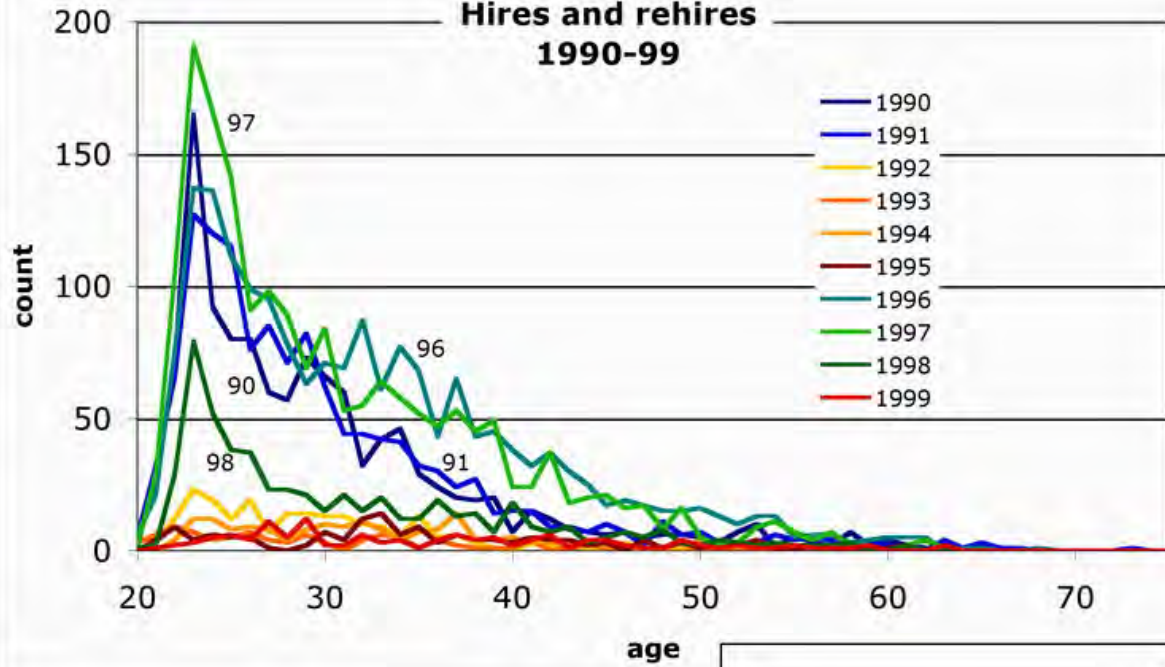
source: SPEEA records from Boeing

Age

Fraction left from hire-in year PS Profs



**Puget Sound Profs
Hires and rehires
1990-99**



**Puget Sound Profs
Hires and rehires
2000-2009**

