

The 21st Century Learner

Strategies to Meet the Challenge



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The Higher Education Coordinating Board is charged with providing planning, coordination, monitoring and fiscal policy analysis for higher education in the state of Washington. Specifically, the Board is responsible for preparing a comprehensive master plan which includes but is not limited to: assessments of the state's higher education needs; recommendations on enrollment and other policies and actions to meet those needs; and guidelines for continuing education, adult education, public service, and other higher education programs (RCW 28B.80.320-330).

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The 21st Century Learner

Strategies to Meet the Challenge

January, 2000

Dear Governor Locke and the Members of the 56th Legislature:

On behalf of the members of the Washington State Higher Education Coordinating Board, I am pleased to present to you the 2000 Master Plan for Higher Education. The 2000 Master Plan identifies the tremendous challenge before us: to meet the explosive demand for higher education — a challenge we cannot meet by conducting “business as usual.” Instead, we propose a dramatic realignment of priorities in higher education, by placing the interests of 21st century learners at the center of higher education decision making.

This document builds upon our state’s history of investment in education, and upon prior higher education Master Plans. This plan also embraces the values of the Governor’s 2020 Commission on Higher Education. Their work provided a rich background for research and discussion. Many of the ideas and recommendations set forth by the Commission are expanded upon in this Master Plan.

It represents the input of many citizens and organizations from across the state. As well as identifying the challenges before us, the 2000 Master Plan presents specific strategies to accomplish our goals. We have outlined an aggressive roll-out of actions to implement the strategies, and we have thought out a responsible plan to pay for our ideas. Upon legislative approval of the 2000 Master Plan, this Board will act upon, monitor, and evaluate progress toward the recommendations of the Master Plan.

On behalf of the Board, I wish to extend my sincere thanks for the considerable time and effort expended to create this plan by the full Board and the Master Plan subcommittee in particular. Thanks also to the staff of the HECB, whose hard work, creativity, and resourcefulness has produced a Master Plan that truly will help our state meet the higher education challenges that face us. Finally, it was a pleasure to meet and talk with the many citizens who discussed with us their higher education concerns and aspirations. To them, too, I extend the gratitude of the Board.



Board Chairman

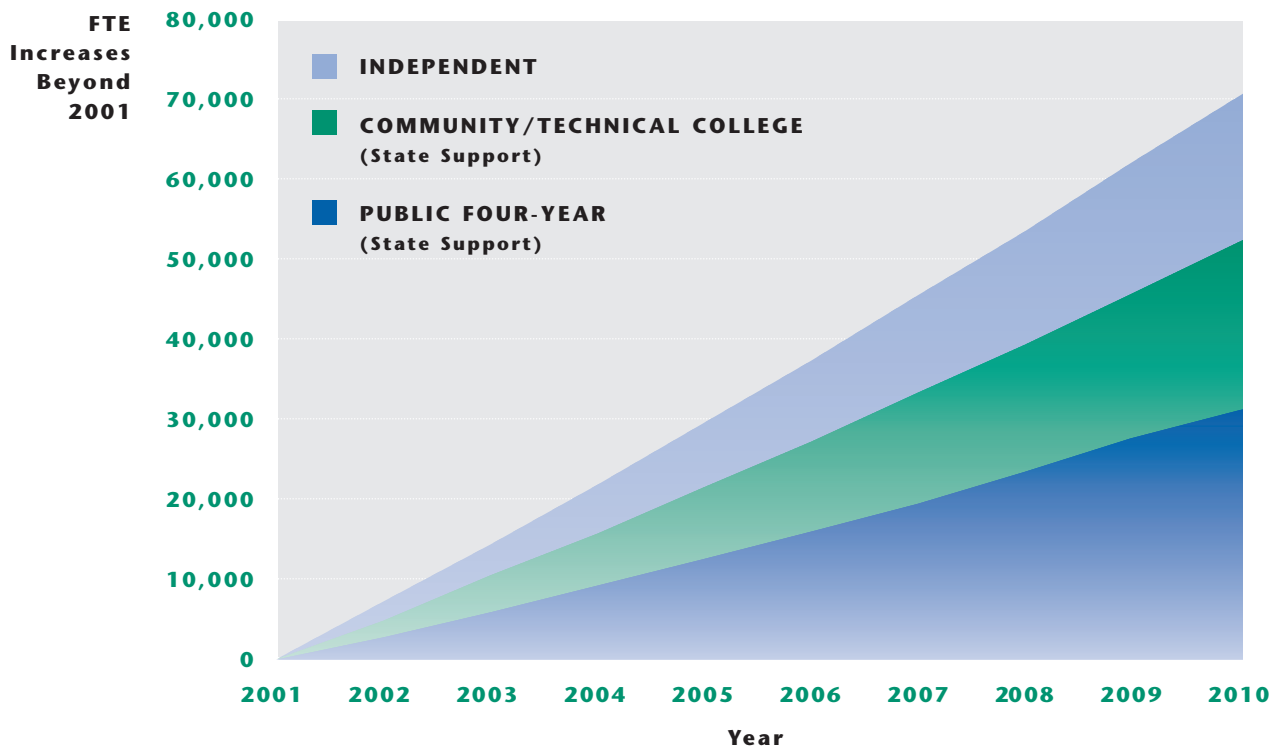
The Challenge

At least 70,000¹ more full-time students will seek a college education in Washington State between 2001 and 2010.

That's enough students to fill two more campuses the size of the University of Washington. The state will fund enrollment for about 52,500² of those students at public colleges and universities; another 13,500 students are expected to seek admission to one of Washington's independent colleges or universities.³ This challenge occurs in an era of restricted state budgeting.⁴ How do we know this human wave is approaching? Demographics tell us so. If Washington State maintains its level of college enrollment, just the growth in population will account for about 70 percent of those new college students.⁵

Employers and employees, however, say that just maintaining the status quo is not enough. In a world where information changes every time a computer mouse clicks, a high school education is increasingly unlikely to keep up with the complexity of modern life. And many employers say a high school education is not enough to get and keep a good job.⁶ In fact, our citizens miss out on some of the best jobs in the state because they do not possess the education required for the jobs. Instead, employers bring well-educated, highly skilled people into Washington State from other states and other countries where they had the opportunity to get a college education.⁷

GROWING ENROLLMENT DEMAND WILL AFFECT ALL HIGHER EDUCATION INSTITUTIONS



Challenge

Clearly that's a loss for the Washington citizens who may have to settle for other, less well paying jobs. It's a loss for businesses that have to spend money to recruit employees from out-of-state. And it's a loss for the state, not just because of the missed opportunity for citizens, but because of the increased pressure in-migration places on the environment, schools, roads, and other public resources.

MASTER PLAN CONTINUING COMMITMENTS Reaffirm the State's Commitment to Opportunity in Higher Education

The fundamental message of the 1996 Master Plan, as adopted by the Legislature, was that the state would experience a significant increase in the demand for higher education through 2010, and that the state should meet that demand. The 2000 Master Plan carries forward that message, which is the underlying premise for all of the recommendations included in this plan.

Higher education expands and enriches the lives of our citizens. It permits them to take advantage of career opportunities in this state; to thrive in an increasingly technological, knowledge-based world; and to enjoy an improved quality of life in their communities. In short, higher education is the door to full participation in American life.

Expanding higher education opportunity and keeping college affordable will require continued public investment in both additional enrollment in public institutions and financial aid for students in all accredited colleges and universities. Student aid will keep college affordable for needy students, and will encourage full use of the entire spectrum of postsecondary education in the state. Cooperative planning among colleges and universities will be necessary to expand enrollments in the high-demand programs that students and employers will need. Planning to accommodate enrollment demand must include an understanding of where capacity to serve students exists, and what the highest priorities should be.

The 2000 Master Plan reiterates the full commitment of the Higher Education Coordinating Board to the fundamental goal of sustaining and enhancing

State Need Grants Help Thousands

The dream of going to college would be out of reach for thousands of low-income students, if it weren't for the Washington State Need Grant program. Last year more than 50,000 people — 95 percent of whom had incomes under \$20,000 — used the grants to pursue a degree, hone their skills or retrain for new careers. The number of students served in the State Need Grant program has tripled over the past decade, thanks to increased state funding.

¹ HECB enrollment analysis in Master Plan Policy Papers 1 and 1A (Appendix 1) predict demand through 2010 will be about 80,000 additional full-time students. However, about 10,000 of those FTEs were funded for 1999-01, or served by independent institutions. For academic year 1999, state-funded enrollment at public institutions totaled 203,293 FTE students, with 81,991 FTEs at the public four-year institutions and 121,302 FTEs at the public two-year institutions.

² Ibid.

³ Independent colleges and universities include ten institutions that are members of the Washington Association of Independent Colleges and Universities, 38 other authorized degree-granting institutions, and 44 private career colleges (Appendix 2).

⁴ Initiative 601 limits the growth in the state operating budget to the combined three-year average of inflation and population growth.

⁵ HECB. (February 1999). Master Plan Policy Paper #1 (Appendix 1): Enrollment. www.hecb.wa.gov/policy/masterplan/mpindex.htm; HECB. (April 1999). Master Plan Paper #1A (Appendix 1): Master Plan Enrollment Goals and Enrollment Forecasting Analysis. www.hecb.wa.gov/policy/masterplan/mpindex.htm; OFM. (October 1998). State Population by Age and Sex. November 1998 Forecast. www.hecb.wa.gov/policy/masterplan/mpindex.htm.

⁶ HECB employer focus groups (Appendix 7).

⁷ Washington Software Alliance, 1998 survey.

Washington State's commitment to higher education opportunity through the following strategies:

- **Reaffirm the policy goal of providing to state residents the opportunity for college education.** The state needs to fund enrollment for an estimated additional 52,500 full-time students at public colleges and universities through 2010.⁸ The HECB strongly supports the initiative by the Governor and the Legislature in 1999 to target a portion of new enrollments to high-demand fields and programs through a competitive process that stimulates innovation and creativity at the public community and technical colleges and baccalaureate institutions.
- **Keep public higher education affordable for Washington citizens,** by linking future changes in tuition at public colleges and universities to the rate of change in state per capita personal income (PCPI), which is one indicator of the ability of state residents to pay higher tuition costs.
- **Provide financial assistance to those who cannot otherwise afford to go to college.** The state should place highest priority on assistance to the lowest-income students through the State Need Grant program with grant award amounts equivalent to resident tuition rates at Washington's public colleges and universities. The HECB supports increased funding for the State Work Study program so that more needy students can earn a part of their educational expenses. And the Board will adapt financial aid programs as necessary to respond to emerging needs and to fit new learning patterns and education modes.

The Solution

Shared Responsibility, Shared Benefit

Washington must explore and support every viable alternative to meet the demand for college education, and to enable every Washington citizen to meet his or her education goals. But no one person or institution can meet this challenge alone. All have a role to play, and all will benefit.

First, the state must renew its commitment to its citizens by reaffirming a century-old record of support for broad access to affordable, high-quality public higher education. Broad public access to college depends upon continued support for enrollment, for affordable tuition, and for financial assistance for those who need it most. And, because our primary challenge is to create higher education opportunity for all kinds of Washington citizens in all phases of their lives, we must make student learning the top priority in higher education.

The Solution

⁸ See Appendix 1.

⁹ For a full discussion of e-learning, please see Master Plan Policy papers 3 and 3A (Appendix 3).

Washington colleges and universities must seek every opportunity to be as effective as possible with the precious resources available to them. When student learning needs conflict with campus tradition, the education needs of learners must come first. Electronic learning (e-learning) technologies hold great promise in making learning more accessible, more interesting, and more convenient.⁹ Although it challenges many university traditions, e-learning clearly offers rich possibilities that must not go unexplored. Campus traditions and state “red tape” shouldn’t be allowed to entangle learners. If student learning is our top priority, then we must place the interests of learners at the center of higher education decision making.

Faculty, administrators, and staff also must embrace new learning technologies, and they must operate smarter and better through new partnerships: with public and independent schools, business and state agencies, and K-12 and postsecondary schools. Our colleges and universities must continue to seek opportunities to reach out to people who traditionally have not been able to go to college: low-income Washingtonians, people of color, and those whose jobs or geographic locations make going to school virtually impossible.

New higher education providers are moving rapidly to reach out to those whom traditional education has left behind. Many adult learners need to pick up additional education or new skills while they are going to work and rearing a family. That is not always possible in a traditional campus environment and established university schedule. Many students will seek their education within the rich learning environment offered by traditional schools and schedules. But for others, the new flexibility offered by many independent colleges and universities — for-profit or non-profit —

Governor Locke Envisions a “State of Learning”

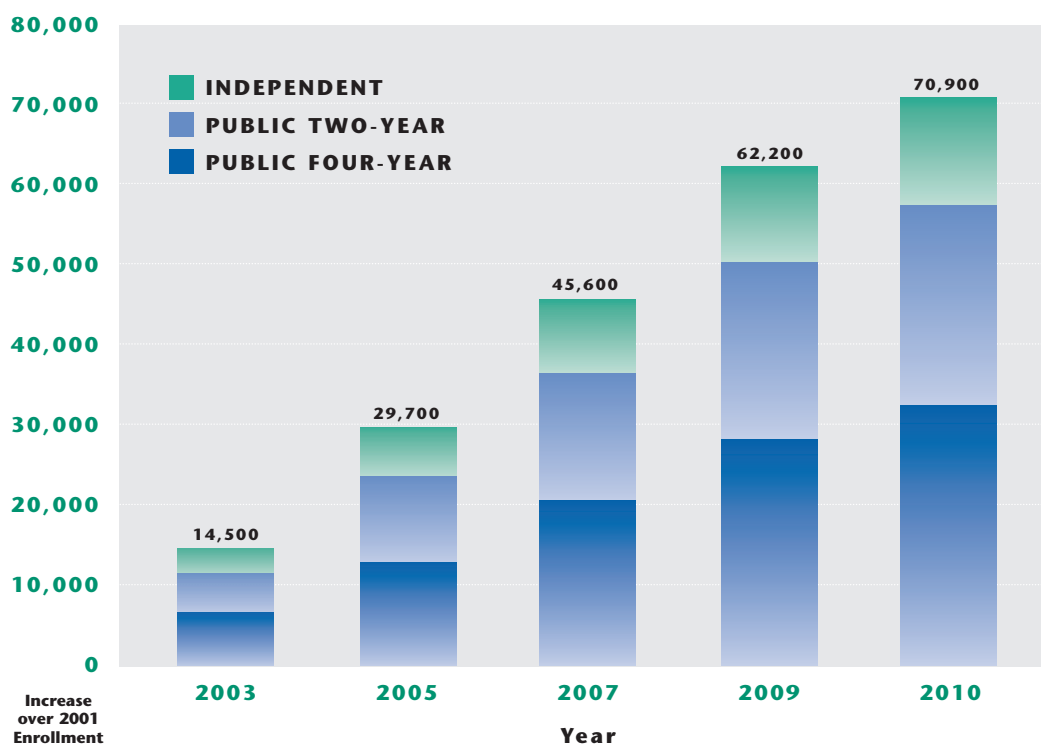
“Education is the great equalizer in our society, and knowledge is the price of admission to the 21st century. That’s why my primary goal as governor is to make Washington a state of learning — a state where every citizen, of every age, is involved in education. A state where learning is truly a way of life.”

GOVERNOR GARY LOCKE, State of the State Address, January 12, 1999

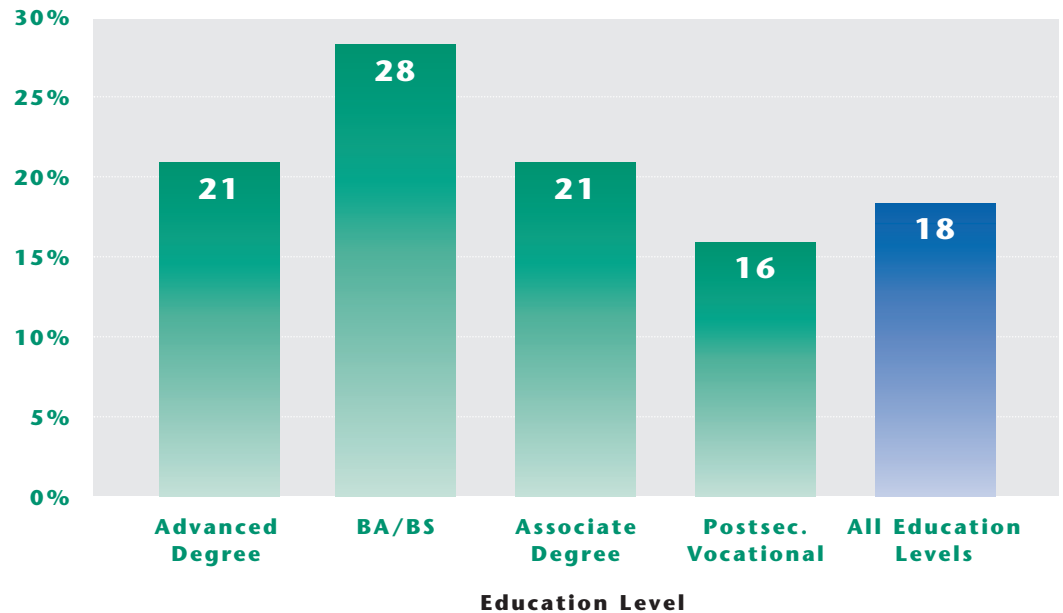


Governor Gary Locke reads to a child as part of the Washington Reading Corps, a state initiative to provide additional support to struggling readers through intensive extra tutoring in reading.

ALL SECTORS WILL SHARE IN THE EXPECTED ENROLLMENT INCREASES



ESTIMATED PERCENTAGE INCREASE IN JOBS BY EDUCATION LEVEL, 1998-2008¹⁰



will be a good option. The state should continue to make student aid available to those with financial need who choose any participating college or university.

Students share a responsibility, too, in making college more accessible. Many students will come to college already having earned college credits while still in high school, but all must come prepared to do college-level work. All students must pay their fair share of the cost of education and learners must strive to make effective use of the money the state invests in them by choosing their education paths thoughtfully. We can help students and families make good decisions about their higher education goals, if we provide better information to them about what is available and what is at stake. That means communicating through media and language that is appropriate to the audiences we address. And we must find ways to bring higher education to those who do not live near traditional campuses.

In short, we must support and explore all viable means of providing education opportunity to the people of Washington State. What is at risk is nothing less than our social and economic prosperity. The HECB, therefore, presents the following goals to help Washington citizens attain their education goals.

Goa

¹⁰ Forecast from Employment Security, Labor Market and Economic Analysis, "Employment and Openings by Education Levels, 1998-2008."

2000 Master Plan Goals and Strategies

GOAL 1

Focus on Student Learning



GOAL 2

Link K-12 and Higher Education

GOAL 3

Empower Higher Education Consumers



GOAL 4

Use E-learning to Create Education Opportunities



GOAL 5

Help Colleges and Universities Compete



Goals and Strategies

GOAL 1

Make student learning the yardstick by which we measure accountability, efficiency, and effectiveness.

Higher education must place learners at the center of decision making. In such an environment student learning is the ultimate “accountability” measure, and the primary responsibility of colleges and universities shifts from delivering teaching to producing learning. What we measure often sends a clear signal about what we value. We cannot measure every aspect of higher education’s contribution to society. But we can convey the value of student learning by seeking to clarify and understand some of the expectations we have for students.

Washington State has made student learning the highest priority in K-12 education;¹¹ we must as well in postsecondary education. Students, families, faculty, policymakers, and employers will benefit by knowing that a degree represents proficiency in identified knowledge and skill areas. These areas should enhance students’ abilities to live and work in a democratic society.

STRATEGY

a) Identify the skills and knowledge associated with statewide associate transfer degrees and with baccalaureate degrees.

The HECB will collaborate with education faculty and administrators, students, and employers to identify what students who have earned a baccalaureate degree or an associate degree should know and be able to do. The HECB will work to expand the assessment of senior writing already underway.¹²

We will pilot institution-appropriate assessment measures for one or more fundamental elements of student learning in addition to writing. And we will support the appropriation of innovation funds to strategies that enhance student learning.

¹¹ The Basic Education Act — Engrossed Substitute House Bill 1209 — was signed into law on May 12, 1993. It put into law the goal of increasing student achievement with an education model that moved the focus from seat-time to performance and outcomes.

¹² The college senior writing project is a collaborative initiative among the six public baccalaureate institutions. Faculty from five different disciplines, writing specialists and community members with workplace experience in fields related to those disciplines have developed a common set of scoring guidelines to evaluate papers written by college seniors. The project is in its second year.

GOAL 2

Link K-12 achievement to higher education opportunity.

Planning for college — academically and financially — cannot begin too early in life. We should seek incentives to encourage students to pursue academic excellence in elementary and secondary school, and to encourage families to save for their children's college costs. This effort is particularly crucial for low-income families.

Research has demonstrated beyond any doubt that poverty negatively affects students' readiness to learn and increases the likelihood they will drop out of school.¹³ The HECB seeks new strategies and partnerships involving a broad range of interests — in addition to education providers. These partnerships should focus on substantially increasing retention, reducing drop-out rates, and encouraging students and their parents and guardians to make school a top priority. Such initiatives could be local and regional in scope, and should create pathways to empower our most at-risk students and individuals who have dropped out of school. The Board is committed to ensuring that all students have meaningful opportunities for personal growth and professional achievement in the future.

Washington State soon will require students to pass the Washington Assessment of Student Learning (WASL) in 10th grade to earn a Certificate of Mastery and graduate from high school.¹⁴ But it is important to identify what students will need beyond the Certificate to prepare for college-level work. The classroom teacher is absolutely key to fostering learning in K-12 students. Colleges of education are the entities that inform the thinking and training of school teachers. We cannot emphasize enough the need for schools and colleges of education to shift their focus to preparing teachers for a student performance-based system.

Public policy-makers and colleges and universities are poised at a unique moment: K-12 reform is creating a unique opportunity to redefine the junior and senior years of high school, and the interface with college. If we seize this opportunity, we can redefine the transitional years between high school and college, creating a rich new intersection of creativity and exploration. Building this new bridge between college and high school will require of us all cooperation, inspiration, and courage.

STRATEGIES

- a) In collaboration with K-12 education, the HECB and postsecondary education faculty and administrators will work to build strong, new connections between postsecondary and secondary education.** Those connections have begun to grow with such creative efforts as the Competency-based Admissions project, which brings together high school and college faculty to discuss what students should know and be able to do to be admitted to college.

Civic Group Adopts Tacoma Class

The Fairweather Masonic Lodge adopted the 1999-2000 kindergarten class at DeLong Elementary School, and opened a Guaranteed Education Tuition (GET) account for each child. To encourage kids to graduate and go to college, the lodge will add one tuition unit to each child's account as long as the child goes to school in the Tacoma School District. And the lodge members volunteer at the school to encourage students and help them succeed in school.

¹³ See Constance Ebert, "The Importance of Dropout Prevention and Education in Breaking the Cycle of Poverty"; Janet Elder, "Joining Forces: Conceptual Underpinnings"; Helen Thornton, "Staying in School: A Technical Report of Three Dropout Prevention Projects for Middle School Students with Learning and Emotional Disabilities" (Technical Report 1990-1995. ABC Dropout Prevention and Intervention Series).

¹⁴ In 1995, the Commission on Student Learning contracted work on an assessment system and on the development of student performance standards that aligned with the Essential Academic Learning Requirements described in ESHB 1209. The result was the Washington Assessment on Student Learning (WASL). Further, it is intended that the WASL lead to the Certificate of Mastery. According to RCW 28A.630.885(3)(c), "...successful completion of the high school assessment shall lead to a certificate of mastery... The certificate of mastery shall be required for graduation but shall not be the only requirement for graduation..."

The HECB historically has supported incentive funding to encourage new ideas and creativity in postsecondary education. The HECB can prompt similar creative initiatives and collaboration in grades 11 and 12, and the first year of college by making incentive funds available to schools and institutions that partner to effect innovative change.

As part of the implementation of and continuing updates to the 2000 Master Plan, the HECB will seek strategies to involve more intensely Washington schools and colleges of education in the transformation of K-12 education to a performance-based system.

The Board also will strive to develop strategies to counter the effects of poverty on students' readiness to learn and their progress through postsecondary education.

b) In the 2001-03 biennial state budget, the HECB will propose new connections between the Guaranteed Education Tuition (GET) Program and the Washington Promise Scholarship, in order to encourage families to save for their children's college education, to encourage children to do well in school, and to encourage employer investment in families' college savings. This initiative seeks to accomplish the following:

- Encourage people to plan and save for their children's college education;
- Communicate to all children and families the possibility and value of going to college;
- Create a venue for employers to contribute to the college savings of employees; and
- Create an incentive for children to study hard and do well in school.

The HECB will, with legislative approval, reserve GET accounts with tuition units for all kindergarten students at public schools, and communicate to families that those who save their money and study hard can go to college. For those who do both, but still cannot afford all of the costs of college, a Washington Promise scholarship may be available. This message would be repeated to families when students are in fourth, seventh, and 10th grades. Additional tuition units would be added to accounts of students who pass the fourth- and seventh-grade WASLs (Washington Assessment of Student Learning).

In addition to the GET units, a Washington Promise scholarship equal to about two years of community college tuition would be available to the following students:

- Those whose family income is no greater than 135 percent of the state's median family income;
- Who pass the 10th-grade WASL and earn a Certificate of Mastery;
- Who graduate from a Washington high school; and
- Who enroll in an accredited Washington college or university.

The scholarship would complement other state efforts to make college affordable for all academically qualified Washington residents.

GOAL 3

Empower citizens to make the best use of the available range of learning pathways.

College information is available on thousands of Internet web sites and in brochures for those who have the experiences and skills to explore and interpret our complicated system of higher education. For those who are first in their family to go to college, struggling to make ends meet, or live in rural areas of our state, navigating and accessing the higher education system is daunting, if not impossible.

STRATEGY

a) Create the Higher Education Lifelong Opportunity (HELLO) Network.

The HELLO network will provide the following consumer education and service functions:

- **provide college-bound audiences with information** about financial aid, admissions, transfers, and education services and requirements;
- **reach out to people historically under-represented in higher education** to inform them of the benefits of higher education, the academic requirements needed to get into college, and financial assistance available to those who qualify;
- **marshal education services in rural communities**,¹⁵ bringing together all available higher education and community resources — public and private — to meet citizens' education needs collaboratively; and
- **guide citizens** through the on-line courses and programs available through a web-based, inter-institutional database of on-line courses, programs, and student services.

A Young Woman Lives Her Dream

Sandra Herrera spoke no English when she entered first grade in Wapato, WA. But a federal/state partnership provided Sandra access to computers, tutors, and mentors in the community. She visited college campuses, performed community service, and earned a scholarship. Now, the University of Washington junior spends three months each year, exploring the solar system at NASA's Jet Propulsion Laboratory. And she's living her dream... being the first in her family to get a college education.



At NASA's Jet Propulsion Laboratory, Sandra Herrera looks out of high-tech equipment used for space exploration.

¹⁵ MGT Of America, *Postsecondary Education Needs of Okanogan and Jefferson Counties, Final Report*; September 14, 1998.

GOAL 4

Enhance higher education opportunity through greater use of e-learning technologies.

The Internet Creates Potential for New “Lifestyle”

“...The Web Lifestyle — It’s the idea that once you’re taking the Internet and all the information that’s out there on the web for granted, you’ll use it for an incredibly wide variety of things. You’ll want to learn that way, find new facts, get the latest research. You’ll want to organize, plan things with friends, and you’ll want to share your political ideas. You’ll want to connect up with relatives and send pictures around. You’ll want to find out what’s the latest in sports, or what the latest forecast is. And it will become the world’s marketplace.”

BILL GATES,
Microsoft Chairman and CEO, in a speech delivered as part of the Indiana University Lecture Series

E-learning technologies can provide new ways for faculty to teach and students to learn — both in and outside of traditional classrooms. E-learning can bring to the classroom new opportunities for innovation and quality, while conserving space that will be sorely needed as thousands of new learners seek a college education. However, the adoption of these technologies is not automatic. Faculty and staff need to be trained in the use of these new technologies, encouraged to incorporate them into their teaching practices, and provided the necessary support to maintain and troubleshoot equipment.

STRATEGIES

a) Promote the expanded adoption of e-learning technologies.

The HECB will establish an e-learning advisory team to inventory existing training efforts and establish e-learning training targets. The team will develop an inter-institutional, cross-sector strategy to assist instructional staff in using e-learning techniques and best practices. The HECB will propose that the K-20 Educational Network Board establish a K-20 education program subcommittee and devise an incentive program that recognizes and rewards innovation and excellence in e-teaching.

b) Use public buildings to the fullest extent possible.

The Board has adopted the goal of serving an additional 52,500 (state-funded) students at public colleges and universities by 2010. To accommodate this growth, the HECB collaborated with the public colleges and universities to evaluate how buildings could be used more fully.¹⁶ The Board found that modest increases in the amount of time that classrooms and class labs are scheduled for use each week would significantly increase the ability of colleges and universities to accommodate more students.

Based on those findings the HECB has recommended the state continue to build projects currently planned for construction through 2010. The HECB further recommends that institutions use classroom stations two additional hours per week, and that the *average* full-time student receives one and one-half lecture contact-hours per week through e-learning.

If colleges and universities can achieve these modest changes in the use of space, the state can accommodate as many as 42,000 additional full-time students (FTE) and save nearly \$90 million in capital costs (in 1999 dollars).

¹⁶ In 1997 the Legislature directed the HECB to undertake, in consultation with the public colleges and universities, an evaluation of the student enrollment capacity of existing and planned facilities. This study, which was completed earlier this year, will be updated on an annual basis, and was used to prepare the estimates of capital requirements associated with the HECB 2010 enrollment goals contained in this plan. Appendix 4 contains the detailed data of this study.

GOAL 5

Help colleges and universities meet student needs and compete in an increasingly complex marketplace.

Many rules are beneficial: they protect the welfare of students and the integrity of academic programs. When they do neither, we must revise and remove them — and we have. Although Washington has improved students' ability to move among colleges and universities, students say that they still experience barriers. Institutions say that rules — both their own and those of the state — hamper their ability to respond to the needs of students, particularly in creating or expanding high-enrollment programs.

STRATEGIES

a) Identify and remove unwarranted obstacles to student progress and meeting student program demand.

Colleges and universities, in collaboration with their students, will identify to the HECB obstacles to meeting students' program demand, including but not limited to barriers to the transfer of credits. The HECB will analyze these studies and, if warranted, recommend changes in policies, practices, and structures.

The Board will propose the creation of "opportunity zones" that would allow institutions to start high-demand programs free of unnecessary institutional and state "red tape." The Board will work with employers, learners, and policy-makers to identify high-demand programs to which the state should target new student enrollments.¹⁷ And public and independent colleges and universities must communicate and collaborate to meet citizens' education needs.

b) Reward increased institutional productivity with greater flexibility to reinvest savings.

All institutions should make sustained improvements in the quality of instruction. Toward that end, institutions must have the flexibility and resources to attract, retain, and motivate the best and brightest faculty and staff. Our colleges and universities also must make the most effective use possible of personnel and other resources. Institutions currently reallocate funds within their budgets to reflect changing institutional priorities and opportunities. However, these ongoing efforts should be redoubled.

Institutions should regularly re-evaluate highest priority functions and direct internal resources to those priorities. Institutions should make measurable and significant progress in cost savings by using strategies that meet the unique circumstances of each college or university. Resources generated through savings then should be directed to such high-priority initiatives as faculty salary increases, investment in e-learning technology, staff and faculty training, recruitment and retention of high-demand faculty, and creating greater capacity in high-demand programs. This intensified reallocation process will enable each

Business Rallies to Accept the Challenge

College graduates with "high-tech" skills are in great demand. And in the next couple of years, the University of Washington, with the assistance of Microsoft Corporation, Visteon Automotive Systems, and the Intel Corporation, will double the size of its computer engineering undergraduate major program. The state sparked this successful partnership by earmarking \$2 million to expand or create technology programs at public baccalaureate institutions. Schools had to match public funds with private cash or other donations. Institutions and corporations rallied to accept the challenge... to the benefit of students and the economy.

¹⁷ In 1999 the Legislature earmarked 500 FTEs for "high-demand" programs to be allocated by the HECB [Ch. 309, Section 610, sub. 3, Laws of 1999].

college and university to put its money where its priorities are — and to generate support among policy-makers for further investment in those priorities.

c) Encourage education partnerships to enhance the quality and availability of higher education.

The partnerships should include public- and private-sector organizations and education providers at every level, from kindergarten through graduate school. Partnerships should identify the education and training needs for the state or a specific region; identify who can provide this training and education; and identify the specific contributions of each collaborator. Partnerships with industry currently generate a great deal of financial support. By properly coordinating this support, and by using its organizational expertise, industry can be more effective in achieving its workforce development goals.

d) Recognize and support “centers of excellence” at Washington State colleges and universities.

Throughout Washington State institutions there are academic programs that are distinguished for teaching, research, and public service. We should formally recognize and support the outstanding achievements of these programs to help colleges and universities attract the best faculty, the brightest students, and private-sector support.




Implementation Plan

2000 MASTER PLAN GOALS

The following goals are presented as part of a strategic plan designed to enhance higher education opportunity by placing the interests of learners at the center of higher education decision making and investing and exploring the rich possibilities of electronic learning technologies.

Implementation

GOAL 1	Strategy	Recommended Actions
<p data-bbox="99 842 362 1045">Make student learning the yardstick by which we measure accountability, efficiency, and effectiveness.</p> 	<p data-bbox="418 842 748 1079">a) Identify the fundamental skills and knowledge required for statewide associate transfer degrees and with baccalaureate degrees.</p>	<p data-bbox="789 842 1511 974">By June 2001, the HECB, in consultation with the administrators, faculty, and students of four-year institutions, will identify the fundamental student learning performance measures associated with baccalaureate degrees.</p> <p data-bbox="789 1016 1528 1148">We recommend that the public four-year institutions pilot one or more institution-appropriate assessment measures for student learning, in addition to writing, by June 2001.</p> <p data-bbox="789 1190 1511 1386">By December 2001, the HECB, in consultation with the faculty and students of the public baccalaureate institutions and the State Board for Community and Technical Colleges, will identify the fundamental learning performance measures associated with statewide transfer associate degrees.</p> <p data-bbox="789 1428 1511 1528">For the 2001-2003 biennium, the HECB will support linking appropriation of funds for innovative strategies that enhance the achievement of student learning.</p>

GOAL 2

Strategies

Recommended Actions

Link K-12 achievement to higher education opportunity.



a) **The HECB and postsecondary institutions will work to build strong, new connections among high schools, colleges, and universities.**

For the 2001-03 biennium the HECB will seek \$4 million to administer, in collaboration with **OSPI**, a K-16 partnership innovation initiative. This initiative would fund innovative strategies to enrich curriculum and create seamless transitions among grades 11 and 12, and the first year of college. Grants would be available to school districts and postsecondary institutions that submit proposals jointly.

In coordination with **administrators and faculty of public schools and baccalaureate institutions, by 2003 the HECB** will expand from four to 12 the number of school districts involved in curriculum and performance discussions associated with the Competency-based Admissions Standards project.

The HECB and its Strategic Planning Subcommittee will seek information to support new strategies and partnerships to counter the adverse effects of poverty on student learning and, ultimately, on the participation of low-income students in higher education.

The Board and its subcommittee also will look for opportunities to involve colleges of education and community and technical colleges in building strong and seamless transitions between K-12 and postsecondary education.

b) **Link the Guaranteed Education Tuition (GET) program with the Washington Promise Scholarship.**

During the 2000 legislative session, we urge the Legislature to establish in law the Washington Promise Scholarship.

We recommend that **the Legislature and Governor** authorize the **HECB by June 2001** to develop a program to reserve a GET account containing five tuition units for every kindergarten student at Washington public schools. Additional units would be reserved for students who pass the fourth- and seventh-grade WASLs. At each interval, the program would communicate to students and families the possibility and value of going to college; create a venue for employers to contribute to employees' college savings; and encourage children to study hard in school.

We urge **the Office of the Superintendent of Public Instruction by September 2001** to authorize students to retake the 4th and 7th grade WASLs.

GOAL 3

Strategies

Recommended Actions

Empower citizens to make the best use of the range of learning pathways available.



- a) **Create the Higher Education Lifelong Opportunity (HELLO) Network.**

By August 2000, the HECB will conduct studies, surveys, and focus groups to identify and articulate specific needs of target audiences, and will establish the HELLO citizen advisory board.

By December 2000, the HECB will develop a strategic plan for citizen information and outreach.

By May 2001, the HECB will implement initial website and links (to be constantly revisited and revised thereafter).

By September 2001, the HECB will develop, prepare and disseminate marketing materials and conduct public information outreach efforts.

GOAL 4

Strategies

Recommended Actions

Employ e-learning technology to enhance higher education capacity and quality.



- a) **Promote the expanded adoption of e-learning technologies.**

By June 2000, public institutions will conduct e-training faculty and staff needs assessments, inventory existing training efforts, and establish training level targets; **the HECB** will establish an e-training advisory team to plan inter-institutional training activities.

We encourage **institutions by December 2001** to establish a cross-institutional e-training network and publish and disseminate a schedule of training opportunities and **by June 2001** to pilot inter-institutional training activities.

- b) **Employ e-learning and other strategies to enhance capacity at public colleges and universities.**

By 2010, the average full-time equivalent student will receive 1.5 lecture contact hours per week through e-learning; **by 2010, public colleges and universities** will use classroom stations an additional two hours per week.

By January 2000, the HECB — in collaboration with **institutions, OFM, and the Legislature** — will establish capital budget guidelines for the 2001-2003 biennium that provide incentives for full utilization of public buildings.

GOAL 5

Strategies

Recommended Actions

Help colleges and universities meet student needs and compete in an increasingly complex marketplace.



a) **Identify and remove unwarranted obstacles to student progress and meeting student program demand.**

By June 2000, public colleges and universities, in collaboration with **faculty** and **students**, will identify institutional and other obstacles to meeting students' program demand and barriers to students' academic progress.

By October 2000, the HECB will analyze these institutional reports and, if warranted, work across sectors and institutions to develop solutions that can be piloted within "opportunity zones." These pilot projects and high-demand programs to which the state should target FTE enrollments will be included in budget recommendations to the Legislature and Governor.

b) **Reward increased institutional productivity with greater flexibility to reinvest savings.**

By September 2000, as part of their 2001-03 biennial budget proposals, **institutions** will demonstrate evidence of the actual and planned fund reallocations and reinvestments made during the 1999-2001 biennium. These reports will identify the high-priority programs and initiatives that have received the reallocated funds.

By November 2000, the HECB will forward to the Legislature and the Governor institutional budget recommendations that recognize and, where appropriate, reward institutions for their commitment to high-priority improvements in program quality and teaching.

c) **Encourage partnerships to enhance the quality and availability of higher education.**

Within overall budget priorities, **the HECB** will give greater support to institutional budget proposals that show partnerships among institutions: among K-12, and two and four-year institutions; among both public and independent institutions; and with education institutions and with businesses.

We encourage **Washington business leaders, in coordination with the HECB and the higher education institutions**, to establish a statewide information clearinghouse **by June 2001** to coordinate and leverage industry support for higher education.¹⁸ The clearinghouse will provide a centrally maintained and universally accessible database of industry support and higher education program needs within the state. Readily available information can alleviate the difficulty in effectively matching resources and needs. This clearinghouse also will be the focal point for implementing many of the other initiatives described in this section.

d) **Recognize and support "centers of excellence."**

By March 2000, the HECB in collaboration with **two- and four-year institutions** will establish criteria required for an institutional program or initiative to be designated a "center of excellence," and an official process and forum for awarding such designation.

¹⁸ American Electronics Association, Washington Council Higher Education Task Force; High Technology Industry, State Government and Higher Education: Teaming to build the Workforce of the Future; November 10, 1999.

Continuing Commitment

The fundamental message of the 1996 Master Plan was that the state would experience a significant increase in the demand for higher education through 2010. The 2000 Master Plan carries forward that message, which is the underlying premise for all of the recommendations included in the 2000 Master Plan. This Master Plan also carries forward the following strategies and identifies actions for renewing Washington State's commitment to higher education opportunity:

CONTINUING COMMITMENT

Renew Washington State's commitment to higher education opportunity.



Strategies

- a) **Reaffirm the policy goal of providing to state residents the opportunity for college education.**
- b) **Establish tuition policy that keeps public higher education student costs affordable and predictable.**
- c) **Provide financial aid — both grants and work study — that meets the needs of students.**

Recommended Actions

We recommend that **the Legislature** adopt **during the 2000 legislative session** the policy goal of serving an additional 52,500 state-funded students (FTE) in public colleges and universities by 2010.

By September 2000, the HECB in coordination with public and independent two- and four-year colleges and universities, will prepare an enrollment accommodation plan for the years 2002 through 2010. This long-range plan will detail how enrollment growth will be accommodated; identify which institutions can add specific numbers of enrollments; describe the investments (operating, capital, cultural or management change, etc.) that must occur for this effort to be successful; and identify the high-demand programs that institutions should expand to meet student and employer demand.

We urge **the Legislature** to approve legislation **during the 2000 legislative session** that links future increases in tuition at public colleges and universities to changes in state per capita personal income (PCPI).

We encourage **the Legislature, by 2003,** to fund state need grants at levels that equal the resident tuition rates at Washington's public colleges and universities, and that enable the state to continue to serve applicants whose incomes are below 65 percent of the state's median family income.

The Investments Required to Meet Higher Education Needs

— AND A PLAN TO PAY FOR THEM



Investments to Achieve the HECB Vision

Creating the student-centered higher education system described in the 2000 Master Plan will require new investments. Much of this investment is directly driven by the goal to provide college opportunity that is affordable. Our public colleges and universities, too, must contribute to developing new pathways to learning, to fostering creativity and effectiveness, and to enhancing the quality of higher education.

INVESTMENTS IN STUDENT CAPACITY AND SUCCESS

(Annual amounts required in 2010 above the FY 2001 budget level, in FY 2001 constant dollars)

\$ Millions

Provide opportunity at current levels	162.4
Fund current financial aid programs for these additional students	23.2
Provide additional access to upper-division/graduate students	187.9
Fund current financial aid programs for these additional students	4.1
Washington Promise Scholarship	59.6
Guaranteed Education Tuition Program	33.8
Support needy students through State Need Grant and Work Study	41.9
Create the HELLO network	4.6

Subtotal **517.5**

INITIATIVES BY PUBLIC INSTITUTIONS TO ASSIST STUDENTS

Investments in quality enhancement and teaching incentives	102.1
Funding for innovation	4.0
Inter-institutional e-learning training for faculty and staff	2.0
Centers of Excellence	5.0

Subtotal **113.1**

Total Annual Investments in 2010 **630.6**



Resources to Enhance Opportunity

The benefits of a strong higher education system are enjoyed by all segments of society: institutions, students, families, business, and communities. Therefore, all those who benefit should share the costs of these investments. Following is a summary of annual resources and potential savings that can be used to fund the investments proposed in the 2000 Master Plan.

CONTRIBUTION BY INSTITUTIONS

\$ Millions

Reprioritize programs and functions; reallocate from lowest to highest priorities no less than 1 percent of institutional state funding per year through 2010

102.1

CONTRIBUTION BY STUDENTS AND FAMILIES

Link tuition levels to growth in state personal income

65.3

Assume better preparation for college-level work allows the average high school graduate to enter college with the equivalent of one quarter of college credit, reducing time-to-degree

59.3

CONTRIBUTION BY BUSINESS

Partner with institutions and students to provide financial and in-kind support, loaned faculty, and other arrangements

65.3

PUBLIC INVESTMENT

Fund higher education at the current level of state support

161.5

Provide additional state funding to recognize student, employer and community needs

177.1

Total Annual Resources in 2010

630.6

Sharing contributions to support excellence and opportunity in postsecondary education is a balanced and equitable approach. All who benefit from a high-quality system of higher education share a responsibility to fund it.

The Governor and Legislature must implement the public investment items on this list. Maintaining the current level of state support for higher education is defined by increasing higher education funding at the rate statewide population grows. The estimate of statewide population growth is based on the Office of Financial Management projections of state population. State funding of the enrollments and initiatives proposed in this Master Plan would require additional resources above this level. Increasing the state's funding for higher education can be accomplished in increments over the next 10 years — but at a rate that is less than half the rate of increase accomplished in the last budget. This renewed commitment to higher education is possible — and necessary — if Washington citizens are to be prepared for life and careers in the next century.

The contributions from institutions, students, parents, and business can be implemented without specific state action/legislation in each year. The Legislature can grant institutions the authority to implement efficiency savings and redirect those savings into quality improvements.

Linking tuition increases to state per capita personal income will provide additional resources from students and families, while keeping tuition affordable. Schools and parents can participate in Running Start, College in the High School, Advanced Placement courses, and other existing programs that accelerate the completion of college credits before students begin their formal college education.

Business and labor can support higher education at the same time that they enjoy the economic and community benefits of an adequately trained and educated workforce. Private-sector contributions can take many forms: direct financial support of programs, or other in-kind support that cuts costs. For example, industry might contribute the use of facilities and equipment, staff time and expertise; discounted purchases, partnering, and mentoring; or loaned faculty and facilities for high-demand

Businesses Team Up for Student Success

Seattle middle-school students are staying in school and succeeding thanks to a public/private partnership that created the Seahawks Academy. This drop-out prevention program began when the Communities in Schools program and the Seattle School District joined forces with the Seattle Seahawks, Costco, Boeing, United Airlines, Global Leisure, and Gatorade. Now student success on standardized tests is up, and dropout, suspension, and expulsion rates are down. Initiatives like this give kids a better chance to make it through high school... and perhaps even to college.

2000 MASTER PLAN UPDATES ENROLLMENT GROWTH PROJECTION

1996 Master Plan (1997-2010) Additional FTEs	84,100
Independent institutions	7,700
Public institutions (state-supported only)	76,400
Updates to the 1996 Master Plan	-13,200
Additional independent institution FTEs*	+5,800
Fewer FTEs due to revised population forecast**	-4,900
Public institution FTEs funded (1997-2001)	-14,100
2000 Master Plan (2001-2010) Additional FTEs	70,900
Independent institutions	13,500
Public institutions (self-supported)	4,900
Public institutions (state-supported)	52,500

* An expanded list of independent institutions was surveyed to determine enrollment plans for the next 10 years.

** The Office of Financial Management reduced its state population growth estimates, resulting in a reduction in the demographic basis of the enrollment forecast.

programs. In addition, the private sector can provide financial support to assist students with their efforts to save for college through the GET program.

FACILITY UTILIZATION AND CAPITAL REQUIREMENTS THROUGH 2010

To accommodate projected enrollment growth at the public institutions, the HECB carefully evaluated current facility utilization practices, and considered how e-learning may change the average weekly amount of student “seat-time” in classrooms and class labs. The analysis revealed that modest assumptions about future non-seat-time instruction through e-learning and more intensive classroom-station scheduling can add capacity to colleges and universities.

Based on the study, the HECB recommends that institutions should use classroom stations an *average* of two additional hours per week. And the Board recommends that the *average* student (FTE) receive one-and-a half lecture hours per week through e-learning.

If colleges and universities can achieve these modest goals, the classroom enrollment capacity of existing and planned space will increase by as much as 42,000 student FTEs at the public colleges and universities.

The student enrollment capacity and associated capital cost estimates summarized below assume that the main campuses of the four-year institutions receive the same *proportion* of state-funded enrollment through 2010 as they did in 1998. Also, the capacity estimates account for institutional policies or regulatory constraints that might affect enrollment. Finally, the increased enrollment capacity for the branch campuses and centers assumes the state will build all facilities currently contemplated in the capital development plans.

STATE-FUNDED FULL-TIME STUDENT ENROLLMENT LEVELS AND PLANNED CAPACITY

Public two- and four-year colleges and universities

Fall 1998 total enrollment, public universities and colleges	201,887
HECB enrollment goal for 2010, public universities and colleges	261,333
Planned 2010 enrollment capacity	264,623
Needed capacity above Fall 1998 enrollment (FTE)	62,736

CAPITAL COSTS TO ACHIEVE PLANNED CAPACITY

(All figures rounded)

Cost Savings per New Utilization Goals	\$90 million
Estimated Higher Education Capital Need Through 2010 <i>(1999 Dollars)</i>	
Cost to meet HECB enrollment goal for 2010	\$1.68 billion
Minimum to preserve existing facilities	\$1.26 billion
Total	\$2.94 billion
Community & technical colleges	\$1.24 billion
Public colleges and universities	\$1.70 billion

Total, adjusted for construction inflation (3.37% per year)	\$3.45 billion
Total estimated revenue for higher education capital* <i>*Assumes higher education receives 50 percent of bond authorizations through 2007-2009 and 5-percent annual growth in non-bond revenue</i>	\$2.84 billion
Estimated shortfall (Difference between estimated revenue and inflation-adjusted need)	
2001-2003	\$41 million
2003-2005	\$144 million
2005-2007	\$169 million
2007-2009	\$254 million

The table above projects a total capital revenue shortfall of \$608 million over the next ten years, even if higher education receives one-half of all new general obligation bonds during that period. From a statewide perspective, the capital needs of higher education must be considered in the total context of state capital demands and revenue.

Options available to state lawmakers to increase the availability of revenue to support higher education capital budget needs include the following:

- authorizing a portion of higher education’s total general obligation bond appropriation above the statutory debt limit¹⁹ for a prescribed period of time, purpose, and amount,
- appropriating general fund reserves or revenues beyond the I-601 expenditure limit to offset the shortfall, and
- identifying a new source of revenue to help finance higher education capital needs.

¹⁹ The statutory debt ceiling limits the amount of debt service in any future fiscal year to seven percent of the average of the prior three years general state revenues.

APPENDICES

The Master Plan and the following appendices are available on the enclosed CD-ROM, through our website at www.hecb.wa.gov/policy/masterplan/mpindex.htm, by calling (360) 753-7800, or by e-mail at info@hecb.wa.gov.

Appendix 1	Enrollment	Policy Paper #1 and #1-A, Enrollment Data
Appendix 2	Non-Traditional Providers	Policy Paper #2
Appendix 3	Use of Electronic Technology	Policy Paper #3 and #3-A
Appendix 4	Capacity and Utilization	Policy Paper #4 and #4-A, Capacity Data
Appendix 5	Future Enrollment through Better Connections Within and Across Systems	Policy Paper #5
Appendix 6	Affordable Access	Policy Paper #6
Appendix 7	Employer Survey	Elway Report
Appendix 8	Higher Education in Washington State	Facts

2000 Master Plan Participants

American Electronics Association | American Federation of Teachers | AVX Corporation | Bellevue Community College | Building Trades Council | Central Washington University | City University | Clark College | Columbia River Economic Development Council | Colville Confederated Tribes | Commission on Student Learning | Council of Presidents | Department of Employment Security | Eastern Washington University | F.T. Crowe & Company | Faculty Senate of Public Four-Year Institutions | Faculty of Public Two-Year Institutions | Gonzaga Preparatory School | Gonzaga University | Hazardous Materials Management & Emergency Response Team Education Center | Heritage College | Hewlett Packard | Higher Education Classified Staff | Inchelium School District | INTEC Enterprises | Latino Public Radio, KDNA | Linear Technology | Lower Columbia College | National Education Association | Office of the State Superintendent of Public Instruction | Pipefitters Union Local 44 | Planned Parenthood of Central Washington | Saint Martin's College | Seattle Chamber of Commerce | Seattle University | SEH America | South Seattle Community College | Spokane Community College | Spokane School District | State Board for Community and Technical Colleges | State Board of Education | Steelworkers Union Local 329 & 338 | Student Body Representatives Four-Year & Two-Year Institutions | Superintendent of Spokane Public School District #81 | The Columbian | The Evergreen State College | The Longview Daily News | The National Center for Public Policy and Higher Education | University of Phoenix | University of Puget Sound | University of Washington | Vancouver Chamber of Commerce | WaferTech | Washington Association of Independent Colleges & Universities | Washington Education Association | Washington Roundtable | Washington School Directors Association | Washington Software Alliance | Washington State Principals Association | Washington State University | Washington State University – Yakima County Extension | Washington State University – Tri-Cities | Washington State University – Vancouver | Washington Student Lobby | Washington State Parent Teacher Association | Western Washington University | Yakima Valley Community College | Yakima Valley Farm Workers Clinic | Yakima Valley Job Corps Center | Yakima Valley Regional Library



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