STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • TDD (360) 753-7809

PRELIMINARY BOARD MEETING AGENDA
State Investment Boardroom
2100 Evergreen Park Drive SW, Olympia 98504
April 23, 2003

Approximate Times		*Tab*
8:00 a.m.	Continental Breakfast and Meeting Overview (Small Board Room) *No official business will be conducted at this time.*	
9:00 a.m.	**Welcome and Introductions** • Bob Craves, HECB Chair	
	CONSENT AGENDA ITEMS	
	Adoption of March 2003 HECB Meeting Minutes	**1**
	New Degree Programs for Approval • **MS in Computing & Software Systems, UWB** *Resolution 03-07*	**2**
	• **B.S. in Environmental Geological Sciences, CWU** *Resolution 03-08*	**3**
	• **B.Ed. in Broad Area Special Education, CWU** *Resolution 03-09*	**4**
	DIRECTOR'S REPORT	
9:30 a.m.	**WWU Gender Equity Compliance Update** • HECB staff briefing • WWU Provost Andrew Bodman and Lynda Goodrich, Dir. of Athletics *Resolution 03-10*	**5**
9:45 a.m.	**Legislative Update** HECB staff briefing	**6**
11:00 a.m.	**Master Plan 2004 / Transfer and Articulation Discussion Paper** • HECB staff briefing • Board discussion	**7**
12:00 noon	Lunch (Small Board Room) *No official business will be conducted at this time.*	

1:00 p.m.	**"No Child Left Behind" Professional Development Grant Awards** • HECB staff briefing	**8**
1:30 p.m.	**HECB Cost Study Report** • HECB staff briefing	**9**
	PUBLIC COMMENT	
2:00 p.m.	ADJOURNMENT	

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

HECB 2003 Meeting Calendar

Date	***Location***
June 12, Thurs.	State Investment Board, Olympia Board Room
July 30, Wed.	Pierce College, Puyallup Lecture Hall (L244)
Sept. 24, Wed.	Washington State University, Pullman Compton Union Building
Oct. 29, Wed.	Renton Technical College, Renton H Building
Dec. 3, Wed.	Dept. of Information Services, Olympia Forum Board Room

Please note that the meeting will take place at the new offices of the State Investment Board, across the street from the old county courthouse.

State Investment Board
Ground Floor Boardroom
2100 Evergreen Park Drive, SW, Olympia 98504
360-956-4612

From I-5 S /N

- **Take the US-101 North Ramp exit**
- **Merge on US-101 North**
- **Take Cooper Point Rd SW exit**
- **Turn Right on Cooper Point Rd SW**
- **Turn Right on Evergreen Park Dr SW**

Parking is available at the SIB lot.

WASHINGTON
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Minutes of meeting

March 26, 2003

HECB Members Present

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

Welcome and introductions
HECB chairman Bob Craves opened the meeting at 8:00 a.m. and started the round of introductions.

Minutes of Feb. 26 Board meeting approved

Action: **Gene Colin** moved to approve the minutes of the Board's February 26 meeting, with a second from **Stacey Valentin**. The Feb. minutes were unanimously approved as recorded.

Director's report
HECB member and Director of the State Forecast Council, Dr. Chang Mook Sohn, reported that the new revenue numbers indicate the economy is not improving. The $200 million additional revenue shortfall brings the projected state deficit to $2.6 billion over the next biennium.

Marc Gaspard provided updates on HECB activities and programs, including the Guaranteed Education Tuition program, which he chairs. The current price of $52 per unit ends March 31. The GET Committee will set the new price at its next meeting.

Gaspard remarked that the Board's Feb. 26 letter urging clear direction and support from the Legislature had been distributed to Higher Education Committee members. The letter encourages legislators to amend HB 2076, (which requires the HECB to draft a statewide strategic plan for higher education) so that the final report would be submitted to the Governor and Legislature in June 2004, rather than December 2003. The letter also recognizes the need for the Legislature to be invested in, and supportive of, the strategic plan.

Gaspard said that following the Board meeting, the Board has been invited to lunch with institutional representatives and legislators to celebrate higher education day. Later in the afternoon, there would be a short ceremony celebrating the 50th anniversary of the Western Interstate Commission for Higher Education (WICHE). WICHE Executive Director David Longanecker and Gov. Gary Locke had been invited to speak. The three WICHE commissioners in Washington State are Sen. Don Carlson (WICHE vice chair); Deborah Merle, executive higher education policy advisor; and Marc Gaspard.

Washington student residency rules change

HECB Associate Director Nina Oman presented draft language of proposed changes to the Washington Administrative Code (WAC) governing student residency. Among other changes, WAC rules would be amended to make it more difficult for students to demonstrate financial independence. For one, a trust account would now be considered evidence of financial dependence, rather than independence. A new section recommended by the Attorney General's office would be added, allowing all institutions to start implementing the revised rules at the same time (during the academic quarter following adoption of the amendments). A public hearing on the proposal has been set for May 27 in Seattle. The proposed changes will then be brought back to the Board for final approval at the June 12 meeting (which was previously scheduled for May 28). All institutions have agreed with the proposed changes, with possible concern regarding how the rules changes would affect graduate students.

WWU Provost Andrew Bodman made a formal request that a study be conducted to look at the impact of the change in residency requirements on graduate students. In response, Gaspard asked the institutions to identify their issues of concern and report back to the Board with their recommendations.

Action: **Gay Selby** made a motion to consider **Res. 03-06**, approving the proposed changes to the rules governing student residency requirements for purposes of tuition, and allowing the rules change process to move to the next phase. **Pat Stanford** offered a second. Resolution 03-06 was unanimously approved.

Legislative update

Bruce Botka, HECB director for governmental affairs, provided a legislative update.

- Budget – The budget situation has become more complicated with the new revenue forecast estimating a revenue reduction of about $200 million.

- Tuition-setting authority – The Senate passed a bill that would allow all four-year institutions and the State Board for Community and Technical Colleges to set tuition rates for all groups of students without restriction, except for resident undergraduates (whose tuition would be set by the Legislature and the Governor). Institutional tuition-setting authority would sunset in six years to allow for legislative reconsideration.

  Craves suggested that the staff report include a statement clarifying that the board's resolution supporting tuition-setting authority for institutions is premised on corresponding dollar-for-dollar increases in financial aid.

- Tuition surcharges for excessive units – Legislation was passed by the Senate but may face difficulty in the House.

  Ann Jenkins asked how graduation rates / five-year efficiency rates in the public universities compare with the independent colleges. Botka responded that the independent schools probably have better efficiency rates because of higher tuition.

- Financial aid account for unspent funds to be used from one year to the next – HB 1123 has been referred to Senate Ways and Means.

- Educational Opportunity Grants - passed both houses, with some differences. The House preserved current language limiting grants to a *maximum* of $2,500. The Senate followed the HECB request allowing the Board to set grant amounts at a *minimum* of $2,500.

- Resident tuition rates for undocumented students – Botka said it's hard to predict where this legislation is going as the bill clearly has some opposition. He said distorted information and misperceptions have made it a hot issue across the state. Unlike what some have speculated, the bill does not make State Need Grant funds available for undocumented students, so it would have no effect on financial aid expenses.

- An amended version of HB 2076, the higher education strategic planning bill, passed the House unanimously. The Senate is considering concurrent resolutions.

  Bob Craves commented on the need for the state to establish definitive goals on degree production, suggesting that specifying the number of total degrees required -- broken down by sector and program of study -- are goals the public (and the Legislature) would understand, and be more inclined to support. Bruce Botka stated that a larger number of legislators than before appear to be

engaged in higher education issues. Marc Gaspard concurred that legislative investment in higher education has grown, as evidenced by HB 2076 (strategic plan).

- HB 2111, performance contracts – The House voted 96-0 to pass an amended version that would establish a 16-member legislative higher education task force to study the feasibility of implementing performance contracts. The task force would develop guidelines and possible models of contracts, and would report its recommendations by Jan. 2, 2004.

- Electrical engineering – The House unanimously passed legislation that would clear the way for Eastern Washington University and other regional universities to seek HECB approval to offer new programs in electrical engineering. HB 1808 enumerates specific elements to guide the HECB evaluation of such degrees. Concern has been expressed by private baccalaureate institutions that currently offer engineering degrees, pointing out they have unused slots that could be utilized. On the other hand, students are said to be looking for a public option that would lower costs and offer greater convenience.

  Gay Selby asked if the programs at the UW and WSU are at capacity, and whether is would be more cost-effective to increase their capacity. Botka responded that WSU has some available seats. The UW is at capacity and has no intention to increase the number of slots.

HECB Associate Director Jim Reed reported on capital issues. He is pessimistic about the Evans/Gardner bill, which would expand the state's debt limit to finance $1.7 billion in new construction over the next 10 years. It is not clear which portions will be adopted, and what the higher education enhancements might be. Another bill, HB2151, requires the HECB to establish criteria to rank higher education capital projects (integrated with the community and technical colleges priority list).

Master Plan 2004 tuition and financial aid

HECB Financial Aid Committee chair Pat Stanford offered preliminary comments, reiterating that the Board's primary concerns are access and affordability. She expressed the Board's interest in hearing from the institutions.

Becki Collins, HECB director for education services, served as a moderator for several panels of institutional representatives, who came to talk about tuition and financial aid (list of participants attached). Staff would summarize the ideas presented for consideration in policy formulation. It is anticipated that a resolution articulating the Board's tuition and financial aid policy would be ready for Board adoption at the June 12 meeting.

Master Plan 2004 / Role and mission of the branch campus
HECB Associate Directors Jim Reed and Elaine Jones presented an outline of the Master Plan branch campus discussion paper. The paper discusses ways to maximize the role of the UW and WSU branch campuses in meeting the state's long-term goals for access to higher education. The paper also poses a series of policy questions about the future role of branch campuses. The discussion paper is intended to complement a report by the Washington Institute for Public Policy on the state's branch campuses, as well as other studies and proposed changes -- including legislation that would authorize branch campuses to offer lower division coursework, and WSU's plan to change its branch campus governance structure.

Following Board discussion, staff will prepare a second paper outlining specific options to consider on the future role of branch campuses. Staff will work closely with the Public Policy Institute, institutional representatives, state policymakers, and other interested parties. Institutional representatives will be invited to comment on the branch campus discussion paper when it is presented to the Board.

Reed remarked that one option would be to develop specific policies that consider the unique qualities, strengths and missions of each individual campus, rather than adopt a blanket policy for the entire group.

Jim Faulstich suggested looking for a rational way to analyze access and need and determine the correlation between high participation at the two-year colleges and lack of participation at the four-years.

Meeting adjourned
The meeting was adjourned at 11:30 a.m. The next board meeting is scheduled for April 23, at the State Investment Board Room.

RESOLUTION NO. 03-06

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

WHEREAS, RCW 28B.15.011 specifies legislative intent that the state institutions of higher education shall apply uniform rules as prescribed in RCW 28B.15.012 through 28B.15.014 and not otherwise, in determining whether students shall be classified as resident students or nonresident students for all tuition and fee purposes; and

WHEREAS, The University of Washington has requested revisions to Washington Administrative Code (WAC) sections 250-18-015 through 250-18-045, and adding a new section (WAC 250-18-060) as follows:

- Reinforcing that establishment of a domicile be for other than educational purposes
- Emphasizing unchanging classification as a nonresident in the absence of evidence of a sufficient quantity and quality to satisfy the institution to the contrary
- Changing wording regarding proof of financial dependence or independence from "substantiate a reasonable presumption" to "consider a claim"
- Changing evidence required for consideration of a claim of financial independence by
    - Adding "evidence of coverage for medical, life, automobile and property insurance"
    - Requiring that a student "demonstrate by evidence satisfactory to the institution that he or she has met, through his or her income, the expenses associated with college tuition and living for the current calendar year and the calendar year immediately prior to the year in which application is made. Personal loans, PLUS loans, gifts, and cash earnings shall not be counted as income in this calculation. Financial aid grants, scholarships, and loans authorized by the financial aid office in the student's name may be considered as personal income."
    - Making "a trust or other account available to the student evidence of financial dependence. If the account was created before the student entered high school, there shall be a rebuttable presumption of dependence."
- Changing evidence required for consideration of a claim of financial dependence to be the same as that required for financial independence
- Adding certain types of documentation and clarification as to "duration and location" of evidence required to prove establishment of domicile
- Changing wording in certain sections where proof is required; proposing:
    - That proof of student classification be "of sufficient quantity and quality to satisfy the institution"
    - That proof of domicile be determined according to the individual's "overall" situation with factors considered "for both the individual and his or her spouse", with "weight assigned to any given factor depending on the ease with which it might be established and the degree to which it demonstrates commitment to domicile as a matter of common sense and as part of the individual's overall circumstances"
    - That proof of financial independence be "satisfactory to the institution"
- Adding a new section WAC 250-18-060, "making amendments to this chapter apply prospectively to the academic quarter which commences subsequent to the adoption of the amendments."

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board directs staff to continue the public rulemaking process to modify the current Washington Administrative Code sections 250-18-015 through 250-18-045, and add WAC 250-18-060 as proposed.

Adopted:

March 26, 2003

Attest:

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Bob Craves, Chair

_____
Pat Stanford, Secretary

WASHINGTON
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April 2003

Master of Science in Computing and Software Systems
University of Washington Bothell

Executive Summary

Introduction

The University of Washington Bothell (UWB) proposes to offer a Master of Science in Computing and Software Systems (MS in CSS), beginning in fall 2003. The program is designed to serve the unemployed and underemployed. Graduates will use the degree to advance their careers in their current field, transition to a career with greater computing and software responsibility, or pursue doctoral studies. In June 2002, the Higher Education Coordinating Board approved an MS in CSS for the University of Washington Tacoma.

Program Need

Demand for the program is high and interest is keen. Data obtained from several sources including Washington State Employment Security, the Washington Software Alliance, and the Washington Competitiveness Council indicate that students who graduate with an MS in Computing and Software Systems will find employment opportunities in not only the software and technology sectors, but in many other sectors as well. UWB's student and alumni surveys, as well as the most recent regional needs assessment all show strong demand for the proposed program. Many students with an undergraduate degree in computing and software systems from UWB are expected to enroll in the proposed graduate program.

Program Description

Prior to entering the master's program, applicants may be required to take one to three background courses (Data Structures/Algorithms and Object-Oriented Programming, Discrete Mathematics, and/or Software and Requirements Engineering). Once admitted to the program, students will be required to complete 45 additional credits:

- 15, 20, or 25 credits in core courses focusing on programming, design, foundations, and systems.
- 10, 15, or 20 credits in specialized CSS electives.
- 10 credits in a thesis or project.

Initially, the program would serve 15 FTE students and grow to a full enrollment of 60 FTE students within three years. Students taking 10 credits per quarter should be able to complete the program in five quarters.

The program will require four new faculty, as well as additional administrative and technical support staff. It also will require funding for ongoing hardware and software, library, media, and instructional support, and one-time funding for a research laboratory.

Assessment and Diversity

The proposal outlines the expected student learning outcomes and various methods the university would use to evaluate program effectiveness, student learning, and alumni and employer satisfaction. For example, to evaluate program effectiveness UWB will monitor enrollment and graduation rate data, student performance in pre-requisite courses, core courses and the thesis/project, and quality of applicants.

The proposal describes UWB's commitment to the principles of a diverse student population and offers a series of strategies aimed at promoting nondiscrimination, equity, and diversity, as well as reaching traditionally underserved students.

Review Participants

Two external reviewers offered positive comments on the proposal: Associate Professor Peter Shirley at the University of Utah, and Professor Richard J. LeBlanc, Jr. at Georgia Tech. Both reviewers noted that the proposed master's program is well conceived, will have a high demand, and will produce highly trained professionals. Both reviewers also offered a couple of suggestions to enhance the program, and UWB has taken the suggestions under consideration.

The proposal also was shared with the other public baccalaureate institutions. Washington State University and Central Washington University shared their enthusiasm for the proposal. In addition, 10 industries submitted letters of support.

Program Costs

UWB would fund the program with new state funds. At full enrollment, the program would cost about $895,000 annually, or about $14,930 per FTE student.

Staff Analysis

The program would serve regional needs in the North Puget Sound region. It responds to industry's growing demand for professionals with advanced degrees in computing and software systems. The program of study, instructional resources, and funding level would provide a high-quality educational experience.

Recommendation

The proposal for a Master of Science in Computing and Software Systems at the University of Washington Bothell is recommended for approval, effective April 23, 2003.

RESOLUTION NO. 03-07

WHEREAS, The University of Washington Bothell has requested approval to offer a Master of Science in Computing and Software Systems, beginning in fall 2003; and

WHEREAS, The demand for and interest in the program is keen; and

WHEREAS, The resources committed to the program will provide students a high-quality educational experience; and

WHEREAS, The assessment and diversity plans are exemplary; and

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

THEREFORE, Be It Resolved, That the Higher Education Coordinating Board approves the University of Washington Bothell request to establish a Master of Science in Computing and Software Systems, effective April 23, 2003.

Adopted:

April 23, 2003

Attest:

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Bob Craves, Chair

_____

Pat Stanford, Secretary

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

April 2003

Bachelor of Science inEnvironmental Geological Sciences Central Washington University

Executive Summary

Introduction

Central Washington University is seeking approval from the Higher Education Coordinating Board to offer a Bachelor of Science in Environmental Geological Sciences that will begin in fall 2003. The field of environmental geological sciences focuses on the study of earthquake and flood hazards, fluvial geomorphology, seismology, surface and groundwater hydrology, global, climate change, and environmental geochemistry and volcanology.

Program Need

There are no other degree programs in environmental geological sciences in Washington State. However, environmental geology specializations are available in the Geology departments at Eastern and Western Washington Universities.

The demand for individuals with training in environmental geological sciences is already significant, and is expected to continue to grow.

- Regionally, there is a clear need for environmental geologists with expertise in groundwater management, water contamination issues, flood hazards and landslides.
- Washington is at risk for volcanoes and earthquakes.
- Environmental geology is not only the fastest growing discipline in geology, but plays an important role in meeting the need for qualified scientists in both industry and government.

Society's growing use of resources brings about a greater need to understand environmental problems. The proposed program will address many of the significant environmental and geologic issues that will affect society for decades to come.

Program Description

The goal of CWU's proposed B.S. in Environmental Geological Sciences is to prepare individuals for one or more of the following:

- Professional employment in geosciences or a related career
- Graduate study
- Intellectual enrichment and learning

The program of study consists of 107-115 quarter credits of coursework in required core courses, electives in environmental geological sciences, and a set of allied science courses in physics, chemistry, mathematics, and biological sciences. Two strengths of the program of study are an emphasis on faculty-mentored undergraduate research and extensive field experience.

Courses would primarily be taught through classroom instruction. At full enrollment, the program would serve 35 FTE students. Students would likely complete the program in four years of full-time study. The program would essentially be supported by existing faculty, instructional resources, and support staff. It should be noted that 50 percent of the Geological Sciences department at CWU is female, which is much higher percentage of women than are currently graduating with PhD's in geosciences.

Assessment and Diversity

The program's assessment plan is exemplary. It presents program goals and objectives, student learning outcomes, and assessment strategies. Ongoing evaluation of program vitality will include end-of-program student assessment, alumni and employer satisfaction, and internal and external program reviews. Student employment and graduate school placement will help gauge the program's success in preparing students for work and/or advanced studies.

Faculty and staff affiliated with the proposed program will employ a variety of strategies to attract a talented student pool – one that reflects departmental and university standards of gender and regional ethnic diversity. For example, the department will target outreach efforts to recruit Native Americans and Hispanics, which are the largest minority groups in the CWU region.

Review Participants

Three external reviewers evaluated the proposal.

- Dr. Ellen Wohl, College of Natural Resources at Colorado University
- Dr. J.N. Moore, Department of Geology at the University of Montana
- Dr. John Schmidt, Department of Aquatic, Watershed, and Earth Resources at Utah State University

All reviewers expressed strong support for the program. Dr. Wohl mentioned the high demand for geologists with an environmental specialization, as well as strong student interest in this type of program. Dr. Moore complimented CWU for offering a liberal arts approach to educating students on the complexities of the earth. Dr. Schmidt found the proposal to have substantial merit as well, and offered a few additional suggestions.

Copies of the proposal were circulated to the other public baccalaureate institutions. The University of Washington and Washington State University conveyed wishes for CWU's success in implementing the new degree program.

Program Costs

The program would be funded by internal reallocation and external faculty grants. At full enrollment, the annual cost for the program would be approximately $135,676. The direct instructional cost per FTE student would be about $3,876.

Staff Analysis

The proposed BS in Environmental Geological Sciences will be popular among students, industry and government, and academia. The program of study and faculty resources will provide students with a quality education, as well as rich research opportunities. And, it features exemplary assessment and diversity plans.

Recommendation

The proposal for a Bachelor of Science in Environmental Geological Sciences at Central Washington University is recommended for approval, effective April 23, 2003.

RESOLUTION NO. 03-08

WHEREAS, Central Washington University proposes to offer a Bachelor of Science in Environmental Geological Sciences; and

WHEREAS, The program will provide unique studies in environmental geological sciences and address the critical need for trained specialists in industry, government, and academia; and

WHEREAS, The external reviews attest to the timely implementation of the program; and

WHEREAS, The assessment and diversity plans are exemplary; and

WHEREAS, The program would be supported through reallocation at a reasonable cost;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University request to establish a Bachelor of Science in Environmental Geological Sciences, effective April 23, 2003.

Adopted:

April 23, 2003

Attest:

_____

Bob Craves, Chair

_____

Pat Stanford, Secretary

WASHINGTON
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April 2003

Bachelor of Arts in Broad Area Special Education
Central Washington University

Executive Summary

Introduction

Central Washington University proposes to offer a Bachelor of Education in Broad Area Special Education, beginning in fall 2003. Graduates of the program will earn a bachelor's degree, a teaching certificate, and an endorsement in special education. The program will prepare individuals to be competent classroom leaders who will have a positive effect on student learning.

Program Need

Special education teachers are in great demand. With a significant shortage of qualified special education teachers in Washington State and across the nation, many positions go unfilled year after year. According to the state Office of the Superintendent of Public Instruction (OSPI) *Supply and Demand Report (Bergenson, 2002)*, the special education field is experiencing a considerable shortage of qualified teachers, as well as a significant increase in the number of vacant positions. In addition, pending retirements, competitive recruiting by other states, and a high turnover rate among new teachers add to the shortage of special education teachers. To some extent, the proposed program will respond to the high demand for special education teachers.

The broad area special education major also will efficiently prepare more qualified special education teachers to teach in inclusive classrooms. The proposed broad area special education major will enable teacher candidates to incorporate basic elementary courses (particularly reading, language arts, and mathematics teaching methods) with their special education major. The only current option for this training at Central is a double major in special education and elementary education – which is extremely expensive and time consuming. The current degree program requires more than three years of preparation (139-144 quarter credits) beyond the 60-90 quarter credits of general education.

Program Description

CWU's proposal indicates that the broad area special education major offers a comprehensive program of study and an option for teacher candidates wishing to specialize in teaching individuals with disabilities. It provides the necessary knowledge and skills to work with students across age levels. The program also focuses on instruction in basic skills, which are identified needs for many students with disabilities.

The major would require a student to complete 71quarter credits, including courses in special education, mathematics, reading, language arts, and a practicum. Courses would be delivered as traditional lecture class offerings and/or distance education classes. Full-time students would be able to complete the program in two years. At full enrollment, the program would accommodate 15 FTE students. The program would be essentially supported through existing resources.

Assessment and Diversity

The assessment plan includes suitable evaluations of program effectiveness and student learning outcomes. It also incorporates the standards for teacher preparation programs established by the State Board of Education and National Council for Teacher Education. Student and program performance will undergo formative and summative evaluation.

The proposed program will be housed in the CWU Center for Teaching and Learning (CTL). The CTL Policy Manual focuses on recruiting and retaining minority students into the teaching field.

Review Participants

Two external reviewers evaluated the proposal: Dr. Francis Murry, Special Education Coordinator at the University of Northern Colorado, and Dr. Linda Reetz, Associate Dean of Education at the University of South Dakota. Both reviewers endorsed the program and gave it high praise, while also providing a few recommendations to strengthen the proposal.

In addition, the proposal was sent to the provosts at the other public four-year institutions. Western Washington University and the University of Washington expressed their support for CWU's proposed new offering.

Program Costs

The program would be supported through internal reallocation. It is estimated that the direct cost for a student enrolled in the new broad area special education major would parallel that of a student enrolled in an existing education major at Central. The HECB's *2001-2002 Education Cost Study* reports that cost as $3,989.

Staff Analysis

The Bachelor of Education in Broad Area Special Education has numerous benefits. The program would address the need for additional qualified special education teachers while maximizing the use of institutional resources. It would employ suitable assessment methods to evaluate expected student learning outcomes and program effectiveness. Finally, the program would be offered at a reasonable cost.

Recommendation

The Central Washington University proposal to establish a Bachelor of Education in Broad Area Special Education is recommended for approval, effective April 23, 2003.

RESOLUTION NO. 03-09

WHEREAS, Central Washington University is seeking approval to offer a Bachelor of Education in Broad Area Special Education, beginning fall 2003; and

WHEREAS, There is a high need for this program to meet the critical shortage of special education teachers across the state; and

WHEREAS, The program will focus on instruction in basic skills, which are identified needs for many students with disabilities; and

WHEREAS, The program will maximize institutional resources and be delivered at a reasonable cost;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University proposal to establish a Bachelor of Education in Broad Area Special Education, effective April 23, 2003.

Adopted:

April 23, 2003

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

April 2003

Gender Equity In Higher Education Update: Western Washington University's Plan For Athletics

Background

Established by the federal government in 1972, Title IX bans gender discrimination in schools, encompassing both athletics and academics. In Washington State, two laws related to Title IX were passed in 1989 aimed at achieving gender equity in higher education.

The first law (RCW 28.110) prohibits discrimination based on gender in student services and support, in academic programs, and athletics. The second law (RCW 28B15.460) authorizes four-year institutions to use tuition waivers to achieve gender equity in intercollegiate athletics, but only if they meet "proportionality" goals.

By June 30, 2002, female athletic participation was required to be within five percentage points of female enrollment (for full-time undergraduates, age 17-24 on main campus).

Institutions not meeting that goal are required to submit a plan outlining how they will come into compliance. The Board is required to report to the legislature every four years on institutional compliance and progress toward meeting gender equity goals.

In July 2002, a gender equity update report using preliminary data found equitable athletic participation at all institutions except Eastern Washington University, which reported a gap of 16 percent. Eastern submitted a plan to achieve gender equity for the 2003-04 academic year, which was approved by Board Resolution No. 02-24. Western Washington University's participation rate was close to non-compliance but still within an acceptable level, at 4.9 percent.

The Board used finalized 2001-02 data for its report to the legislature in December of 2002. At Western Washington University, the gap between female athletic participation and female undergraduate enrollment was found to have increased from 4.9 percent to 5.6 percent[1] – exceeding the statutory limit, and requiring a new plan for academic year 2003-04.

[1] 51.1 percent of athletes were female (Source: 2001-02 EADA survey) and 56.7 percent of full-time undergraduates age 17 to 24 were female (Source: IPEDS Fall 2001 Enrollment by Age and Gender).

Western Washington University's Gender Equity Plan for Athletics

Since 2001-02, Western's female undergraduate population has increased from 56.7 percent to 57.6 percent[2]. Females must therefore comprise at least 52.6 percent of all athletes in order to meet the statutory goal.

Through roster management, Western reports that it has achieved equity in athletics for the 2002-03 academic year, as follows:

	2001-02 Number of Participants		2002-03 Number of Participants		Change	
Sport	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**
Basketball	12	10	12	13	0	3
Football	66	0	68	0	2	0
Golf	9	8	6	9	-3	1
Rowing	0	41	0	48	0	7
Soccer	21	17	21	22	0	5
Softball	0	17	0	17	0	0
Cross Country	17	24	13	24	-4	0
Outdoor Track & Field	53	57	56	66	3	9
Volleyball	0	12	0	12	0	0
Total	**178**	**186**	**176**	**211**	**-2**	**25**
Percentage Female Athletes		**51.1%**		**54.5%**		**3.4%**

Roster size has increased by 25 female athletes and decreased by 2 male athletes, bringing female athletic participation to 54.5 percent. Because 57.6 percent of the full-time undergraduate population (age 17-24) is female, the gap between female enrollment and athletic participation is now 3.1 percent, within the five percent variance allowed by RCW 28B.15.460.

Western plans to ensure compliance in future seasons by carefully managing rosters of current sports, endeavoring to increase opportunities for women while maintaining the number of roster sports for men.

[2] IPEDS Preliminary Fall 2002 Enrollment by Age and Gender as of April 2, 2003.

RESOLUTION NO. 03-10

WHEREAS, RCW 28B.110.040 and RCW 28B 15.465 require the Higher Education Coordinating Board to report every four years to the Legislature and Governor on gender equity in higher education, and to develop rules and guidelines to eliminate gender discrimination; and

WHEREAS, The Higher Education Coordinating Board, with the assistance of the state's public higher education institutions, has completed its 2002 review of gender equity in public higher education; and

WHEREAS, State law authorizes the use of tuition and fee waivers to achieve gender equity in intercollegiate athletics; and

WHEREAS, By June 2002, all institutions were to achieve a rate of female athletic participation within five percentage points of the representation of female students between the ages of 17 and 24 enrolled full-time on the main campus; and

WHEREAS, Any institution that was not within the five percent requirement is to have a new plan achieving gender equity in intercollegiate athletic programs approved by the Higher Education Coordinating Board before granting further tuition and fee waivers after the 2002-03 academic year; and

WHEREAS, Eastern Washington University failed to meet the five percent standard and has since submitted a plan approved by the Board; and

WHEREAS, Western Washington University failed to meet the five percent standard but has since met the standard for the 2002-03 academic year and plans to ensure compliance through continued roster management in future seasons;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves Western Washington University's gender equity plan for athletics.

Adopted:

April 23, 2003

Attest:

_____

Bob Craves, Chair

_____

Pat Stanford, Secretary

HECB Legislative Issues: 2003 Status Report

Reflects legislative actions through 11 a.m. April 22

Issue	HECB Perspective	Legislative Status
Biennial operating budget, 2003-05	HECB recommends a $1.1 billion increase for enrollment, core funding and financial aid	Budgets proposed by the Governor, Senate, and House Appropriations Committee use tuition increases to offset reductions in state support. The Senate and Governor's budgets make additional, non-instructional cuts of up to $45 million, which would not be recovered from tuition. The House budget is the only one whose overall, net effect is to increase higher education funding
High-demand enrollments	HECB requests funds for competitive high-demand pool of 1,000 new FTE enrollments in 2004-05. Two- and four-year institutions would be eligible, as would public-private partnerships	The Senate and Governor's budgets call for the HECB to administer competitive high-demand enrollment pools for two-year and four-year colleges. The Governor allocates 1,550 FTE and the Senate 1,050 FTE for the HECB pool. The Senate also has a 250-FTE high-demand pool for 2-year colleges only The House Appropriations budget does not include a HECB high-demand pool. It provides a competitive pool for the two-year colleges only, and provides funding directly to the four-year universities
Tuition-setting authority	HECB supports granting four-year institution boards and SBCTC unrestricted tuition-setting authority for all students, including resident undergraduates	All three budget proposals would continue state-imposed tuition ceilings for resident undergraduates, with increases capped at 9% per year (Governor and Senate) or 5% per year (House Appropriations). Colleges would set tuition rates for other students **SB 5448,** which would enact this tuition approach in law, has been approved by the Senate and the House Appropriations Committee
Higher education tuition surcharges		The House and Senate passed different versions of **SB 5135** to discourage students from earning excessive credits without graduating. The Senate would impose tuition surcharges; the House would let the universities develop their own solutions

Issue	HECB Perspective	Legislative Status
Resident tuition rates for undocumented students	HECB supports concept of making certain undocumented students eligible for resident tuition rates	The Legislature has passed and sent to the Governor **HB 1079** to change residency requirements for tuition purposes. The bill was originally proposed to grant residency to undocumented students who are not legal residents, but who live and attend high school in Washington. The House accepted a Senate amendment to grant resident status only to students from families who entered the country legally or who have amnesty from federal immigration law
Grant program for dependent care	HECB currently administers dependent care allowance through State Need Grant	Governor Locke has signed legislation (**HB 1277)** that passed the Legislature unanimously to create a privately funded HECB program to give grants of at least $1,000 per year to Need Grant-eligible students who care for children
HECB master plan process	The 2004 master plan for higher education is due to Legislature and Governor in December 2003	The Legislature has passed and sent to the Governor legislation (**HB 2076)** calling for the HECB to develop a statewide strategic master plan, and for the public colleges to develop institution plans that reflect state goals and strategies. An interim draft of the 2004 plan would be due in December 2003, with the final version in June 2004
Financial aid fund management	HECB supports making maximum use of financial aid funds for their intended purposes	Legislation to establish a new financial aid account, in which unspent funds would be retained for the following year, appears to have died in the Senate. The House voted 92-0 on March 11 to pass **HB 1123**, but the bill did not receive a hearing in the Senate
Educational Opportunity Grant program changes	HECB has requested legislation to update and revise the EOG program	Legislation to update and revise the EOG program appears to have failed. The House voted 93-0 for **HB 1731,** and the Senate voted 49-0 for **SB 5676**. However, neither bill was approved in the opposite chamber. Under both bills, students in all 39 counties could receive the grant to attend all accredited colleges and universities, including UW and WSU branches

Issue	HECB Perspective	Legislative Status
Electrical engineering degree-granting authority		The Governor has signed **HB 1808,** which would permit Eastern Washington University to seek HECB approval to offer an electrical engineering degree program. The Governor vetoed a section of the bill that requires the HECB to evaluate certain information and report its analysis to the Legislature before making a decision on specific proposals, but he encouraged the HECB to follow the criteria described in the vetoed section
Transfer issues		The Legislature has passed and sent to the Governor **HB 1909**, which would create a pilot project to develop competency-based transfer degrees. The Senate did not act on another House-approved transfer bill, **HB 1453**, which calls for a work group to develop transfer options for students who don't receive AA degrees, and to develop transfer degrees for specific academic majors
College and university performance contracts		The House and Senate have passed slightly different versions of **HB 2111** to form a group of legislators and higher education representatives to study the feasibility of developing performance contracts between the state and the public four-year universities and the two-year college system. The House has been asked to accept Senate amendments
Master plan for education	The HECB develops a higher education master plan every four years	The Senate approved **SCR 8401** to establish a legislative work group to consider developing a master plan for P-16 education. The House passed an amended version that would replace that process with one joint legislative work session to discuss ongoing developments in planning, coordination and governance in K-12 and higher education. The Senate has been asked to agree with the House changes

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WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

April 2003

2003-05 Legislative Budgets

Attached are the higher education highlights from the 2003-05 operating budget that passed the Senate on April 4. Behind it are several spreadsheets comparing this budget with what was recommended by the Board and with the Governor's proposal.

The House had not made public its proposal by the time the attached was prepared. Information on the House budget should be available for the April 23rd meeting.

Higher Education Highlights of Senate Passed Budget

April 4, 2003 – Changes calculated against 2003-05 maintenance level

Reductions

- Non-instructional reduction of $44.9 million, not recovered through tuition increases.
- Budget does not fund Initiative 732 salary increases for CTC faculty, reducing general fund spending by $16.8 million.

Fund shifts

- Base funding for colleges and universities is reduced by $122.7 million, to be recovered through tuition increases.
- Institutions are directed to reduce tuition waivers. State reimbursement for waivers would be reduced by $16.7 million.
- Two-year college funding for adult basic education is reduced by $7.1 million, to be recovered through tuition charges.
- Use of capital funds for building maintenance would reduce general fund spending by $52.8 million.

Increases for colleges and universities

- $10 million is provided for faculty recruitment and retention at four-year institutions. $5 million is provided for faculty increments and part-time faculty raises at the two-year colleges. There is no general state salary increase.
- WSU Vancouver, Clark College and Lower Columbia College share $2.7 million to develop an engineering and science institute to prepare 168 FTE associate degree students for transfer into baccalaureate programs in applied science and engineering at the branch campus.
- Central Washington University receives $2.1 million to restore funding for 134 FTE enrollments that were lost when enrollment dipped a few years ago.
- About $1.0 million is provided for expanded grape growing and winemaking programs at WSU and community colleges in Walla Walla, Yakima and Wenatchee.
- WSU Pullman receives $979,000 to increase the entering class in veterinary medicine, to partially replace enrollments and revenue associated with the loss of Oregon students.
- Increased level of support for building maintenance adds $10.6 million.

Tuition changes

- Institutions could raise tuition for resident undergraduates up to nine percent per year. This cap would apply to resident undergraduate rates. Schools would have unrestricted tuition-setting authority for all other groups of students if pending tuition legislation (SB 5448) is enacted. If the bill fails, tuition increases for all groups of students would be capped at nine percent.

- Budget assumes that full use of tuition authority would raise $17 million more than the amount needed to backfill the $123 million base funding reduction. Institutions would have discretion over this funding.

- Budget assumes CTCs would recover $7.1 million adult basic education cut by charging $5 per credit for such programs as English as a Second Language and high school completion, or by making other tuition changes.

High-demand enrollments

- The Higher Education Coordinating Board (HECB) and the State Board for Community and Technical Colleges (SBCTC) would receive enhancements to support competitive high-demand enrollment programs. Total funding of $20.2 million to support 1,300 FTE students (250 in first year, 1,050 in second year).

    - Funding of $5.1 million to the community and technical colleges (SBCTC) would support competitive process for 250 FTE students in the public two-year colleges beginning in fall 2003. Each full-time enrollment is funded at $10,000.

    - Funding of $15.1 million to the HECB would support competitive process for 1,050 FTE students for four-year **and** two-year schools beginning in fall 2004, including public-private institution partnerships. Each full-time enrollment is funded at $14,200.

HECB financial aid programs and agency administration

- State need grant increase of $32.3 million is intended to provide dollar-for-dollar grant increases for existing students to cover tuition increases up to nine percent each year, and costs associated with new enrollments.

- Funding for Washington Scholars and Washington Award for Vocational Excellence programs increased by total of about $2 million to restore full value of tuition-based scholarships and to reflect students' increased use of Scholars awards.

- HECB policy and coordination budget reduced by $232,000. Financial aid administrative budget reduced by $282,000.

- Budget provides $579,000 to the HECB to process student appeals of tuition surcharges under the terms of Senate Bill 5135. Funds would be provided only if the bill is enacted.

HIGHLIGHTS OF THE 2003-2005 BIENNIUM HIGHER EDUCATION OPERATING BUDGETS

State General Funds

Programs/Appropriations	***HECB Recommendations***	***Governor Proposal***	***Senate Proposal***
Total Higher Education Appropriations			
Dollar amount (General Fund)	$3,838 million	$2,677 million	$2,588 million
Percent increase over 2001-03	40.4% increase for higher education	-2.1% for higher education, +1.4% for total state budget	-5.4% for higher education, .6% for total state budget
Enrollment Increases			
Total new student FTEs	15,571	1,550 (net increase of 230 after 1,320 cut to CTCs)	1,634 (net increase of 314 after 1,320 cut to CTCs)
Total dollar amount	$204 million	$20.1 million for 1,550 new FTEs	$24.6 milion for 1,634 new FTEs
HECB high-demand pool	1,000 FTEs for competitive distribution (cost of $10.1 million, included in total shown above)	1,550 FTEs for competitive distribution	HECB--1,050 for competitive distribution, CTCs--250 for competitive distribution ($20.2 million to HECB & CTCs)
Financial Aid			
State Need Grant	$40 million plus amounts needed to match tuition increases	$32.1 million to increase awards to keep pace with 9 % tuition increases in each fiscal year	$32.3 million to increase awards to keep pace with 9% tuition increase in each fiscal year
Promise Scholarships	$12 million plus amounts needed to match tuition increases	No increase to FY 2003 funding level	No increase to FY 2003 funding level
State Work Study	$.6 million to increase awards to cover non-tuition driven increases in student costs	No increased funding	No increased funding
Washington Scholars and Vocational Excellence Awards	$1.9 to restore grants to full amount of tuition	$1.2 million	$1.9 million
Health professions loans and scholarships	$1 million to allow more loans and scholarships in recognition of health care service shortages	No increased funding	No increased funding
HECB financial aid delivery systems	$1.2 million to improve service delivery efficiency	Not funded	Not funded
Salaries			
General Increase/Core funding	$797 million to increase core funding to peer averages, includes funds for salary increases	No increased funding	No increased funding
Recruitment/Retention	see above	$10 million for baccalaureates	$10 million for baccalaureates
CTC Part-Time Faculty	see above	$5 million to continue equalization efforts	$1.5 million
CTC faculty increments	see above	Not funded	$3.5 million
CTC COLAs (I-732)	see above	I-732 not funded	I-732 not funded
Operating Cost Reductions			
General reductions	Not recommended	$138.6 million cut to be offset by 9% tuition increases $38.9 million reduction to non-instructional budgets	$122.3 million cut offset by part of a 9% tuition increase (net gain $16.3 million), $44.6 million non-instructional cost reduction
Personal service contracts, travel, equipment	Not recommended	Not proposed	$4.2 million cut to be administered by OFM
Eliminate legisaltive liaisons	Not recommended	Not proposed	$1.9 million cut to be administered by OFM

HIGHLIGHTS OF THE 2003-2005 BIENNIUM HIGHER EDUCATION OPERATING BUDGETS

State General Funds

Programs/Appropriations	*HECB Recommendations*	*Governor Proposal*	*Senate Proposal*
Tuition			
Limitation	Institution governing boards should be granted full tuition-setting authority	Cap of 9% per year for resident undergrads, local tuition-setting authority for all other students	Cap of 9% per year for resident undergrads, local tuition-setting authority for all other students
State Need Grant increases resulting from higher tuition	Increased awards covered by state funds to offset tutition increases	Linkage maintained and funded	Linkage maintained and funded
Restrict tuition waivers	Not recommended	Not proposed	Restriction of tuition waivers resulting in a $16.6 million GF-S reduction. CTCs reduction of $7 million to be offset by charging a $5 per credit hour fee for adult basic education, ESL, GED
Grant Programs			
IT matching grants	$2.0 million	Not funded	Not funded
Jefferson County pilot	$350,000 to continue current funding	$350,000 to continue current funding	$350,000 to continue current funding
Other			
Engineering & Science Institute	Not addressed, would be affordable within new enrollment request	Not funded	$2.7 million allocation to WSU-Vancouver and Clark & Lower Columbia CCs for 168 transfer student FTEs to WSU-Vancouver for programs in applied science and engineering
CWU Enrollment Recovery	Not addressed, would be affordable within new enrollment request	Not funded	$2.1 million restoration of GF-S to support 134 student FTEs
Wine Industry Partnership	Not addressed, would be affordable within new enrollment and increased core funding requests	Not funded	$1 million to support regional partnership with CCs & WSU for expanding & supporting degrees offered for this industry
WSU veterinary school	Not addressed, would be affordable within new enrollment request	Not funded	$1 million for 32 new FTEs to offset loss of Oregon students
Facility preservation fund shift	Not recommended	Not proposed	Shift of $52.7 GF-S to capital budget

Note: Senate budget notes indicate assumptions that: 1) the bill to limit excess credits could generate sufficient resources to support 1,648 new FTE enrollments, and, 2) a portion of the 9% tuition increase will provide resources to support 1,215 new FTE enrollments. These assumptions are not included in the numbers shown above.

PROPOSED 2003-2005 BIENNIUM APPROPRIATIONS
HIGHER EDUCATION OPERATING BUDGET

GF-S $ Thousands

		Proposed 2003-2005 Biennium Appropriations				
	Budgeted 2001-03	Institution Request 2003-2005 Biennium	HECB Recommend. 2003-2005 Biennium	Governor 2003-2005 Proposal	Senate 2003-2005 Proposal	House 2003-2005 Proposal
UW	680,044	744,253		636,587	606,102	
WSU	395,880	446,036		370,638	362,252	
CWU	86,046	94,779		79,857	78,785	
EWU	89,676	100,962		82,370	79,917	
TESC	49,780	57,167		46,055	43,565	
WWU	118,025	128,758		110,036	105,049	
subtotal 4-yrs	1,419,451	1,571,955		1,325,543	1,275,670	
CTC	1,050,517	1,168,194		1,021,654	986,768	
subtotal, inst.	**2,469,968**	**2,740,149**	**3,461,000**	**2,347,197**	**2,262,438**	
HECB	264,344	377,000	377,000	329,670	325,518	
TOTAL	**$2,734,312**	**$3,117,149**	**$3,838,000**	**$2,676,867**	**$2,587,956**	
Percent change from 2001-2003 Biennium		*14.0%*	*40.4%*	*-2.1%*	*-5.4%*	

PROPOSED 2003-2005 BIENNIUM ADDITIONAL HIGHER EDUCATION FTE ENROLLMENTS

		Additional FTEs in FY 2005				
	Total Budgeted FY 2003	Institution Requests FY 2005	HECB Recommend FY 2005	Governor Proposal FY 2005	Senate Proposal FY 2005	House Proposal FY 2005
UW	35,146	25		0	0	
WSU	19,694	1,122		0	32	
CWU	7,470	400		0	134	
EWU	8,017	683		0	0	
TESC	3,837	124		0	0	
WWU	11,126	240		0	0	
subtotal-4 yrs.	85,290	2,594	5,842	0	166	
CTC * **	127,192	8,220	8,729	-1,320	-902	
subtotal, inst.	**212,482**	**10,814**	**14,571**	**-1,320**	**-736**	
HECB		1,000	1,000	1,550	1,050	
TOTAL *	**212,482**	**11,814**	**15,571**	**230**	**314**	

* Budgeted FY 2003 numbers for community and technical colleges net out 1,000 workforce FTEs that were not historically funded and 30 FTEs in a 2+2 program at Olympic College where students are reported as four-year student FTEs.

** Senate budget for community and technical colleges includes addition of 250 high demand FTEs and 168 FTEs for engineering/science institute, and reduction of 1,320 workforce FTEs provided in the FY 2003 supplemental budget.

PROPOSED 2003-2005 BIENNIUM TOTAL HIGHER EDUCATION FTE ENROLLMENTS

		Total FTEs in FY 2005				
	Total Budgeted	Institution Requests	HECB Recommend	Governor Proposal	Senate Proposal	House Proposal
	FY 2003	FY 2005	FY 2005	FY 2005	FY 2005	FY 2005
UW	35,146	35,171		35,146	35,146	
WSU	19,694	20,816		19,694	19,726	
CWU	7,470	7,870		7,470	7,604	
EWU	8,017	8,700		8,017	8,017	
TESC	3,837	3,961		3,837	3,837	
WWU	11,126	11,366		11,126	11,126	
subtotal-4 yrs.	85,290	87,884	91,132	85,290	85,456	
CTC *****	127,192	135,412	135,921	125,872	126,290	
subtotal, inst.	**212,482**	**223,296**	**227,053**	**211,162**	**211,746**	
HECB		1,000	1,000	1,550	1,050	
TOTAL *	**212,482**	**224,296**	**228,053**	**212,712**	**212,796**	
Net increase over FY 2003		*11,814*	*15,571*	*230*	*314*	

* Budgeted FY 2003 numbers for community and technical colleges net out 1,000 workforce FTEs that were not historically funded and 30 FTEs in a 2+2 program at Olympic College where students are reported as four-year student FTEs.

Comparison of 2003-2005 Capital Budget Proposals

Community and Technical Colleges

Project		HECB Recommendation	Governor's Budget	House Capital Budget Committee (SHB 1165)	Senate (SSB 5401)
Bates-Clover Park	Equipment Improvements	NA	NA	$0	$3,000,000
Bates South	LRC/Vocational	$1,796,206	$1,796,206	$1,796,206	$1,796,206
Bellevue	High Demand Technology Labs	$500,000	$938,100	$500,000	$938,100
Bellevue	Renovate Building D/Library & Media	$13,418,700	$13,418,700	$13,418,700	$13,418,700
Bellevue	Science and Technology Building	$90,000	$0	$90,000	$0
Bellingham	Welding/Auto Collision Building	$16,838,000	$0	$0	$16,838,000
Cascadia	Center for the Arts, Tech.	$159,900	$0	$159,900	$0
Cascadia	South Access	$8,065,516	$0	$3,600,000	$1,500,000
Clark	Stout Hall/Basic Education Program	$4,049,889	$4,049,889	$4,049,889	$4,049,889
Clark	Classrooms and Vocational Labs	$3,872,413	$3,872,413	$3,872,413	$3,872,413
Clark	WSU Vancouver	$18,009,800	$18,009,800	$18,009,800	$18,009,800
Clark	East County Satellite - Phase 1	$300,000	$0	$300,000	$0
Columbia Basin	T Building Renovation/Med Tech Center	$6,058,500	$6,058,500	$6,058,500	$6,058,500
Edmonds	Instructional Labs	$2,939,060	$2,939,060	$2,939,060	$2,939,060
Edmonds	Montlake Terrace Hall Renovation	$8,827,030	$8,827,030	$8,827,030	$8,827,030
Everett	Monte Cristo - Physics/Chemistry	$7,352,000	$7,352,000	$7,352,000	$7,352,000
Everett	Replace Glacier/Pilchuck - Visual/Perforn	$1,311,700	$1,311,700	$1,311,700	$1,311,700
Everett	Undergraduate Educational Center	$126,000	$0	$126,000	$0
Grays Harbor	Replace 200/400/600 Building with New	$1,263,300	$1,263,300	$1,263,300	$1,263,300
Green River	Computer Labs	$10,984,800	$10,984,800	$10,984,800	$10,984,800
Green River	Science Building	$2,396,409	$2,396,409	$2,396,409	$2,396,409
Highline	Higher Education Center/Child Care	$21,052,400	$21,052,400	$21,052,400	$18,552,000
Lake Washington	Redmond Campus Property Purchase	$500,000	$0	$500,000	$0
Lake Washington	East and West Building Renovation	$4,420,800	$4,420,800	$4,420,800	$4,420,800
Lower Columbia	Replace/Fine Arts Instruction	$18,473,314	$0	$0	$18,473,314
North Seattle	Arts and Sciences Building Remodel	$6,785,700	$6,785,700	$6,785,700	$6,785,700
Olympic	Science and Technology Center	$22,098,000	$22,098,000	$22,098,000	$13,998,000
Peninsula	Community Resource Center w/ PASD	$500,000	$939,908	$500,000	$939,908

Prepared by Higher Education Coordinating Board
4/24/2003

Comparison of 2003-2005 Capital Budget Proposals

Community and Technical Colleges

Project		HECB Recommendation	Governor's Budget	House Capital Budget Committee (SHB 1165)	Senate (SSB 5401)
Peninsula	Replace Science & Tech	$82,800	$0	$82,800	$82,800
Pierce Ft Stlcm.	Campus Childcare Center	$500,000	$0	$500,000	$2,248,992
Pierce Ft Stlcm.	Health Sciences and Wellness Center	$4,928,802	$0	$4,928,802	$0
Pierce Ft Stlcm.	Science and Technology Center	$190,000	$0	$190,000	$190,000
Pierce Puyallup	Vocational/Classroom/Childcare	$23,374,774	$23,374,774	$23,374,774	$23,374,774
Pierce Puyallup	Communication Arts & Allied Health	$150,000	$0	$150,000	$150,000
Renton	Portable Replacement Project	$419,300	$419,300	$0	$419,300
Seattle Central	North Plaza Replacement	$4,976,200	$4,976,200	$4,976,200	$4,976,200
Seattle Central	Broadway Edison First Floor/Student Serv	$4,995,800	$4,995,800	$4,995,800	$0
Skagit Valley	Multiple Building Replacement/Science	$5,256,600	$5,256,600	$300,000	$300,000
South Puget Sound	Humanities Complex	$17,350,248	$17,350,248	$17,350,248	$17,350,248
South Puget Sound	Science Complex	$93,200	$0	$93,200	$0
South Seattle	Instructional Tech	$17,236,600	$17,236,600	$17,236,600	$17,236,600
South Seattle	Portable Replacement/ESL Continuing Ed	$4,882,200	$4,882,200	$4,882,200	$0
South Seattle	Bldgs 124/124B/125 Pastry/Baking Progra	$2,613,100	$2,613,100	$2,613,100	$2,613,000
Spokane	Science Building Replacement	$15,721,600	$0	$15,721,600	$15,721,600
Statewide	Minor Works Preservation (RMI)	$13,500,000	$13,500,000	$13,500,000	$0
Statewide	Roof Repair A	$7,265,677	$7,265,677	$7,265,677	$7,265,677
Statewide	Facility Repair A	$22,428,699	$22,428,699	$22,428,699	$21,600,000
Statewide	Site Repair A	$5,305,624	$5,305,624	$5,305,624	$5,305,624
Statewide	Minor Works Program	$20,040,317	$20,040,317	$20,040,317	$10,040,317
Statewide	Roof Repair B	$0	$9,000,000	$0	$1,000,000
Statewide	Facility Repair B	$0	$0	$0	$0
Statewide	Site Repair B	$0	$0	$0	$6,408,000
Statewide	Facility Preservation Backlog Reduction	NA	NA	$0	$64,300,000
Statewide	Infrastructure Savings Account	NA	NA	$1	$1
Statewide	Miscellaneous Projects	NA	NA	$750,000	$0
Tacoma	Replace Portables/Fitness Lab	$2,622,000	$2,622,000	$2,622,000	$2,622,000
Tacoma	Informational Tech	$14,531,900	$14,531,900	$14,531,900	$14,531,900

Prepared by Higher Education Coordinating Board
4/24/2003

Comparison of 2003-2005 Capital Budget Proposals

Community and Technical Colleges

Project		HECB Recommendation	Governor's Budget	House Capital Budget Committee (SHB 1165)	Senate (SSB 5401)
Tacoma	Science Building	$2,379,000	$2,379,000	$2,379,000	$2,379,000
Tacoma	Renovate Building 7/ Multi-media, etc.	$4,988,000	$4,988,000	$4,988,000	$4,988,000
Walla Walla	Laboratory Addition	$573,000	$573,000	$573,000	$573,000
Walla Walla	Health Science Facility	$7,261,400	$7,261,400	$7,261,400	$7,261,400
Wenatchee	Portable Replacement	$2,000,000	$2,000,000	$2,000,000	$2,000,000
Whatcom	Classroom/Labs	$10,932,400	$10,932,400	$10,932,400	$10,932,400
Yakima	Classroom Bldg Replacement	$4,960,100	$4,960,100	$3,852,700	$3,852,700
Yakima Valley	Sundquist Annex	$3,852,700	$3,852,700	$2,500,000	$0
Total		**$407,601,478**	**$351,260,354**	**$360,738,649**	**$417,449,162**

Prepared by Higher Education Coordinating Board
4/24/2003

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April 2003

Discussion Paper for the 2004 Master Plan: Student Transfer

Executive Summary

State law directs the Higher Education Coordinating Board (HECB) to: (1) establish transfer policy[1] and (2) maintain a statewide transfer of credit policy and agreement, in cooperation with state institutions and the State Board for Community and Technical Colleges (SBCTC).[2] This paper provides a framework for discussing transfer policy by analyzing efficiency, access and the potential for a new degree, the Bachelors of Applied Science.

Transfer Efficiency

Key Findings

- Freshmen graduate more efficiently than transfer students at all public institutions.[3]
- Transfer students in social sciences and history graduate more efficiently than transfer students in sciences and math.
- Transfer students, followed over a seven-year period, graduated at high rates, particularly when they transferred with at least 90 community college credits.
- Two recent student surveys revealed few problems in transfer. The reasons students cited for not transferring often were factors beyond the college's control.
- Anecdotal evidence, however, suggests that course acceptance processes may cause some problems for students.

[1] RCW 28B.80.350.
[2] RCW 28B.80.280.
[3] Using broad definitions of transfer.

Next Steps

HECB staff are following and analyzing the results of two national studies which may offer interesting directions for future transfer policy in Washington. The first study is reviewing and defining the purpose of general education requirements which often make up the bulk of courses transferred. The second study outlines specific recommendations for improving transfer.

Transfer Access

Key Findings

- Public four-year colleges and universities enrolled about the same proportion of transfer students in 2001-2002 as they did in 1992-1993.

- However, large freshman classes and budget shortfalls could limit future access for transfer students.

Next Steps

Options for addressing transfer student access include: (1) rationing, (2) increasing the supply, and (3) providing financial incentives for public four-year colleges and universities to accept transfer students. The paper discusses many ways to increase opportunities for transfer students, ranging from allowing selected community colleges to offer upper-division courses to adding a comprehensive baccalaureate institution in King County.

A New Bachelors of Applied Science Degree

Finally, the paper explores the potential for a new type of bachelors degree with an "applied" focus. The new Bachelors of Applied Science would be based on completion of a new Associate of Applied Science degree.

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Discussion Paper for the 2004 Master Plan: Student Transfer

Introduction

Thousands of students begin their college careers at community and technical colleges, attracted by their low tuition costs, geographic accessibility, and "open door admission." Helping these students transfer to four-year colleges and universities is essential to promoting broad public access to higher education and ensuring that all students are able to pursue their educational goals. In addition, students who transfer from two-year colleges are more likely to be the first in their families to attend college,[1] and those who plan to transfer are more likely to be African-American, Hispanic, or Native-American than students attending four-year colleges directly from high school.[2]

Therefore, this paper is based on two underlying assumptions: 1) providing access for transfer students is valued, and 2) clear and predictable transfer policies and processes are important to the efficient functioning of higher education in Washington.

In its 1987 master plan, the Higher Education Coordinating Board (HECB) defined the goal of transfer as a "clear and predictable transfer policy that makes upper-division study accessible and maximizes the efficiency of a system with a strong community college component."

The Board's goal remains relevant today. Yet there are lingering perceptions that transfer students are poorly prepared for baccalaureate study and/or that the transfer process is inefficient.

This paper provides a framework for discussing transfer issues, in preparation for developing the 2004 Master Plan, and addresses the following questions:

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[1] "Some 70 percent of baccalaureate graduates who were CTC transfers were first generation college students compared to under half of the students who start at the baccalaureate institutions." Source: State Board for Community and Technical Colleges (SBCTC), "Role of Washington Community & Technical Colleges Related To Transfer," Summer 2002, taken from a Bachelors degree study conducted in 1988 and currently being updated with 2001-02 data.

[2] See Appendix A for comparison by ethnicity.

- **HECB authority and role**: What is the HECB's authority in transfer? What other groups have an interest in these issues?
- **Transfer efficiency**: What works well in transfer? What could be improved, and how?
- **Transfer access**: Will access for transfer students become restricted in the future? What can be done to improve access?
- **Bachelors of Applied Science**: Can transfer be used to help benefit the state's economy?

I. The Board's Authority and Role

State law directs the Higher Education Coordinating Board to: 1) establish transfer policy[3] and 2) maintain a statewide transfer of credit policy and agreement, in cooperation with state institutions and the State Board for Community and Technical Colleges.[4]

According to state law (RCW 28B.80.290), the agreement is designed to do the following:

- Facilitate the transfer of students and the evaluation of transcripts.
- Better serve people seeking information about courses and programs.
- Aid in academic planning.
- Improve the review and evaluation of academic programs at the public colleges and universities.

The HECB is specifically prohibited from:

- Requiring or encouraging the standardization of course content.
- Prescribing course content or the credit value assigned by any institution to the course.

The Role of Other Groups

Many other groups also have an interest in transfer.[5] For example, the Inter-College Relations Commission establishes and maintains guidelines for transfer agreements, reviews policies and procedures affecting transfer, and recommends changes when appropriate.

The provosts of the public four-year colleges and the chief academic officers of the community colleges recently reaffirmed their commitment to transfer and established the following guiding principles:

[3] RCW 28B.80.350.
[4] RCW 28B.80.280.
[5] A more complete (although not exhaustive) list of groups involved with transfer is attached as Appendix B.

- A primary focus on the interests of students for access and success.
- Collaboration between institutions on a number of specific degree pathways.
- The inherent value in diversity among institutions and program offerings.

The State Board for Community and Technical Colleges has expressed specific interest in the following policies, which will be addressed throughout this paper:

- Access for transfer students.
- Development of new pathways for transfer students.
- Technical bachelors degrees.

II. Transfer Efficiency

What areas in transfer work well? What could be improved, and how? Answering these questions is surprisingly difficult due to the number and diversity of participating institutions and the limited information available on transfer student performance.

Participating institutions range from the state's 34 community/technical colleges and six four-year institutions to many independent, for-profit and on-line institutions. Numerous off-campus centers and collaborative arrangements, combined with a growing number of transfer agreements, add up to a challenging level of complexity.

Washington's primary indicator of transfer success is the Graduation Efficiency Index, which is based on data collected routinely for institution accountability reports. Other sources of data and information are available from the institutions, as well as from national studies. This paper will review the following data and information sources:

- Graduation Efficiency Index.
- Graduation rates.
- Student surveys.
- The course acceptance process used by four-year institutions.
- Current transfer literature.

Appendix C provides a list of current transfer policies. Many of these policies were developed in 1994 and relate to the "Direct Transfer Agreement," which provides priority in admissions for transfer students who meet certain criteria.

A. Graduation Efficiency Index (GEI)

The Graduation Efficiency Index measures efficient course-taking. A "perfectly efficient" student would enroll and earn transfer credit for exactly the number of credits required for the degree, with no repeated or failed courses. The index is calculated by dividing the minimum credits required for the baccalaureate degree (minus transfer credits) by the number of credits taken at the four-year college.

$$\frac{\text{(Minimum Credits Required for Degree) – (Transfer Credits Accepted by Four-Year College)}}{\text{Total Credits Taken at Four-Year College}}$$

Example 1: A "perfectly efficient" transfer student would look like the following:

$$\text{100\% Efficiency} = \frac{\text{180 Credits Required for Degree – 90 Transfer Credits Accepted}}{\text{90 Credits Taken at Four-Year College}}$$

Example 2: A transfer student who takes more than 90 credits at the four-year institution would be considered "less efficient:"

$$\text{90\% Efficiency} = \frac{\text{180 Credits Required for the Degree – 90 Transfer Credits Accepted}}{\text{100 Credits Taken at the Four-Year College}}$$

Data Drawbacks

The Graduation Efficiency Index:

- **Only includes data from students who actually graduate.** The index excludes students who never make it to that point. For that reason, this paper will also include a review of graduation rates to evaluate transfer.

- **Does not account for excess credits taken at the two-year level.** Four-year institutions currently accept a maximum of 90 transfer credits from a community college. Since the Graduation Efficiency Index subtracts only transfer credits accepted by the four-year institution, it does not account for credits over 90 taken at a community college.

- **Defines "transfer" students very broadly.** For example, a transfer student who completes an associate degree and 90 community college credits is not differentiated from a student who transfers without an associate degree and fewer than 90 community college credits.

Using broad definitions of transfer, freshmen graduate "more efficiently" than transfer students

Institution	Freshmen	Transfer	Difference
Central Washington University	92.3	89.2	3.1
Eastern Washington University	89.1	78.7	10.4
The Evergreen State College	92.0	90.0	2.0
University of Washington	90.5	82.7	7.8
Washington State University	89.9	83.0	6.9
Western Washington University	86.9	79.5	7.4

Source: 2002 HECB Accountability Update.

Key Findings

- In general, students who enroll as freshmen at the public four-year colleges and universities graduate more efficiently than students who transfer from other institutions.
- The difference between freshmen and transfer graduation efficiency is greatest at Eastern Washington University (10.4 percent) and smallest at The Evergreen State College (2.0 percent).

It is interesting to note that Central Washington University, which provides a detailed, major-specific advising guide for transfer students, reports the second highest transfer Graduation Efficiency Index among all of the public four-year institutions (89.2 percent for all majors). The Evergreen State College reports the highest Graduation Efficiency Index (90 percent), which is also interesting since Evergreen does not specify any major requirements. More study is necessary to determine why certain institutions rank more highly than others, as these scores could relate to a variety of factors. However, perhaps Central Washington University's attention to major-specific planning can provide some clues.

As previously mentioned, the Graduation Efficiency Index at each institution groups all transfer students together – no matter how dissimilar in majors and incoming credits. The Graduation Efficiency Index becomes much more valuable for assessing transfer when it is calculated at the major-specific level and with groups of transfer students with similar amounts of transfer credit. In response to a legislative request, staff at the State Board for Community and Technical Colleges recently calculated the credits to degree for different areas of study at the University of Washington and Washington State University, isolating students who had earned at least 90 credits or an associate degree at a community college.

- Students in social science majors graduated more efficiently (with fewer credits completed at the four-year institution) than students in science and math majors.

This result is not surprising because the Associate of Arts direct transfer degree meshes well with the courses required for social science majors. It is less applicable in the areas of science and mathematics.

To address these concerns, the institutions developed an Associate of Science degree in 2000 with two tracks:

Track 1: Majors in biological sciences, environmental/resources sciences, chemistry, geology, and earth science
Track 2: Majors in engineering, computer science, physics, and atmospheric sciences

The institutions currently are working to develop additional associate transfer degrees in business, elementary education, and secondary education in math and science areas.[6] It is expected that these new degrees will soon result in graduation efficiency similar to the efficiency reported for social science majors. However, to verify that these degrees work as well as expected, colleges will need to clearly identify and carefully track the graduation efficiency of students earning these degrees.

HECB staff will continue to work with the institutions to try to determine the reasons behind variations in the graduation efficiency index.

Conclusion

- The Graduation Efficiency Index provides more meaningful results when it is broken down by major and number of credits transferred.
- Major-specific planning and associate degrees tailored to specific majors ("tracks") are being created and are expected to lead to greater efficiency.

B. Graduation Rates

In March 2003, HECB staff collected graduation rate data for transfer students from the institutions. The data were divided into two categories: 1) transfer students with at least 40 quarter credits but less than 90 from a Washington community college, and no transfer credits from any other institution; and 2) transfer students with 90 or more quarter credits from a Washington community college and no transfer credits from any other institution.

The goals were to compare graduation rates for students with similar amounts of credits, and to determine whether the number of transfer credits affected long-term graduation rates.

[6] It is not known at this time whether an additional associate's transfer degree will be developed specifically for mathematics majors.

Data Drawbacks

Graduation rates measure time-to-degree, an indicator that often falls short for transfer students who may be more likely to attend part-time and/or be employed, and thus take longer to graduate. For transfer students, staff reviewed data over a seven-year window to provide a "fair chance" at graduation.

Specifically, staff tracked the number of transfer students who enrolled in fall 1995 and graduated by fall 2002. Thus, transfer students who entered fall 1995 with 40 quarter transfer credits and attended part-time (at least 6 credits per quarter) would still have had a good chance to graduate. Results are as follows:

Students who transfer with 90 or more credits generally graduate at a higher rate than those with fewer credits

	Transfer Students (40<90 Credits)		**Transfer Students (90+ Credits)**	
Institution	Number of Entering Students (Fall 1995)	Graduation Rate (Fall 2002)	Number of Entering Students (Fall 1995)	Graduation Rate (Fall 2002)
CWU	151	58.9%	567	76.5%
EWU	351	55.3%	441	73.0%
TESC	68	58.8%	118	83.9%
UW Seattle	580	67.8%	819	73.0%
UW Bothell	33	66.7%	54	70.4%
UW Tacoma	30	83.3%	70	70.0%
WSU: all campuses*	314	64.0%	788	74.8%
WWU	48	72.9%	707	72.7%

Source: Institutional Survey, March 2003.
*WSU reported cumulative six-year graduation rates with entering semester credits equivalent to the entering quarter credits requested.

Key Finding

- In general, transfer students who enter with at least 90 community college credits graduate at a higher rate than those who enter with fewer credits. The two exceptions

(UW Tacoma and Western Washington University) may be atypical due to the small cohort sizes for students entering with fewer than 90 credits.

These data can be used to promote discussion among the institutions to determine the reasons for variance in graduation rates, and to identify steps that institutions could take to improve graduation rates and efficiency. An important conclusion that can be reached so far, however, is that transfer students do graduate at high rates, given time.

C. Student Surveys

Two recent surveys provide the student's perspective on the transfer process. Clark College and Bellevue Community College recently hired a consultant to conduct a telephone survey of students who had attended for the purpose of transferring and had earned at least 45 credits. The sample from Bellevue Community College included 1,706 students, with 935 responding. The sample from Clark College included 881 students, with 578 responding.

Two student surveys offer student perspective on transfer issue

	Bellevue Community College (July 2002)	**Clark College (May 2002)**
Percentage of Students Not Transferring	43%	29%
Reasons for Not Transferring	▪ Continuing at vocational institution (20%) ▪ Work (16%) ▪ Never planning to transfer (16%) ▪ Family/personal (13%) ▪ Finish two-year degree first (11%) ▪ Miscellaneous (10%) ▪ Already have four-year degree (9%) ▪ Lack of money (5%)	▪ Decision to work/take time off (about one-third) ▪ Life changes (e.g., illness, marriage, children) (20%) ▪ Financial reasons/ decisions to pursue vocational degree (% not specified)

	Bellevue Community College (July 2002)	**Clark College (May 2002)**
Percentage of Students Who Experienced Difficulty in Transfer	16%	12%
Types of Difficulties Encountered	▪ Difficulties with having transcripts sent ▪ Credit loss at transfer ▪ Advising/counselor ineffectiveness ▪ Lack of fulfilled prerequisites	▪ Advising was the main problem

Key Findings

Although these two surveys are not necessarily representative of all community college students, they do provide a useful view of student perspectives.

- Students who did not transfer failed to do so for reasons mostly beyond the community college's control. For example, work, life changes, and other personal decisions were cited as top reasons for not transferring.

- The proportion of community college students experiencing transfer difficulties was very low.

- Clark College Survey: Earning a degree was the most important factor in transfer rates. Students encountered more problems when they transferred before earning a degree. Students enrolled in engineering and computer science programs were least likely to earn a degree before transferring.

The survey results support other data, such as graduation efficiency and graduation rates, which emphasize that earning an associate degree makes a positive difference in transfer. Findings discussed earlier were associated with student experiences after transfer. However, these surveys, especially the survey by Clark College, reveal how earning an associate degree helps with the actual process of transfer.

D. Course Acceptance Process

Each four-year institution decides whether or not to accept courses from a two-year college. Problems can arise when a university has accepted a course up to a certain point, and then decides not to accept it. Advising staff at the two-year institution are sometimes unaware of the decision until a student, having had the course rejected, informs an adviser or faculty

member. The extent of course rejection problems has not been quantified, but anecdotal evidence suggests that the communication process could be improved.

No data are currently available to document these problems. Data could be collected by the Inter-College Relations Commission, which serves as a type of forum for transfer issues. Documentation would help determine the extent of these problems and how much they may be affecting transfer efficiency.

E. Literature Review

HECB staff reviewed recent literature describing efforts to improve transfer in other states. Two studies are especially relevant. One focuses on general education requirements; the other offers suggestions for state policy actions in transfer.

1) "Greater Expectations for Student Transfer," The Association of American Colleges and Universities (Ongoing)

Through a FIPSE grant, the Association of American Colleges and Universities (AAC&U) is now working with the state university systems of Georgia, Maryland, and Utah to:

- Identify the educational purposes of their pre-existing statewide requirements.
- Specify learning outcomes implicit in the requirements.
- Make the purposes clear to all faculty members teaching courses that meet those requirements.
- Explain the intent of general education requirements to students.
- Develop assessment strategies.

According to this study, transfer students often view general education requirements at baccalaureate institutions as meaningless and vague. Defining the purpose of an undergraduate education (and general education requirements) will therefore lead to clear goals which can then be related to transfer agreements. The project calls for "systemic reform" as follows:

> The only way to reconcile the demands for efficiency and accountability is to come to inter-institutional or, better yet, system-wide agreement about the intended outcomes of the general education program, and then to link those outcomes closely to the transfer agreement. Accountable to a clear, coherent, and common set of purposes, individual schools might then invest in local curricular reforms without having to worry about ease of transfer.[7]

[7] Robert Shoenberg, General Education in an Age of Student Mobility, "Why Do I Have to Take this Course? Or Credit Hours, Transfer, and Curricular Coherence" http://www.aacu.org/transfer/sudent_mobiliby/whydoi.cfm.

In a sense, some of this work has already been completed in Washington State with the Direct Transfer Agreement. Students who complete the Direct Transfer Associate degree are not evaluated on a course-by-course basis. Instead, it is assumed they have met most, if not all, general education requirements and they are accepted at the junior class level.

However, the work of the Association of American Colleges and Universities seems to go deeper into general education issues by closely involving faculty and asking what general education requirements are intended to accomplish. Their work also involves students more closely and intends to answer a common student question: "Why do I have to take this course?" Thus, their work is more systemic in linking the purpose of general education to teaching, and also to student learning. It will be interesting to follow their work to see how they approach this issue, and whether any of their findings can be applied to Washington State articulation agreements.

2) "State Policy and Community College-Baccalaureate Transfer," The National Center for Public Policy and Higher Education and The Institute for Higher Education Policy, Jane Wellman (August 2002)

Jane Wellman selected six states based on their reliance on transfer and on their grades for completion in Measuring Up 2000.[8] High-performing states selected by Wellman were Florida, New York, and North Carolina; low-performing states were Arkansas, New Mexico, and Texas. Wellman compared each of these state's policies in transfer, attempting to find characteristics in common between the low and high performers. Transfer policies analyzed included enrollment planning, academic policies affecting transfer, and data collection and accountability.

Few differences were found between low- and high-performing states. However, high-performing states did differ in governance structure – with the high-performing states possessing stronger state governance capacities. All three of the high-performing states also did a better job of using data as a tool, including state-level performance feedback to institutions reporting how they performed compared to other institutions.

None of the six states used all the tools available to improve transfer. Wellman's study concludes with eight recommendations for state policy, as follows:

1) Develop baseline information about statewide transfer performance.
2) Clarify state policy and plans for two- to four-year transfer, and set goals and measures for performance.
3) Perform statewide transfer policy audits, to ensure that policies are consistent and that performance measures do not inadvertently discourage transfer.
4) Make sure that articulation and credit transfer agreements are in place.

[8] The state-by-state report card for higher education, developed by the National Center for Public Policy and Higher Education.

5) Focus state policy change on low-performing institutions.
6) Use financial aid as a tool to promote two- to four-year transfer.
7) Include private institutions in transfer planning and performance accountability.
8) Identify and invest in core resources for transfer at the institutional level.

Washington State already employs many of these tools, but could improve in many areas.[9] For example, baseline information and goals for transfer performance exist via the graduation efficiency index. The institutions have developed many articulation and credit transfer agreements. The Higher Education Coordinating Board, through the Fund for Innovation, has invested in core resources for transfer at the institutional level.[10] The remaining recommendations have not been fully implemented.

Conclusions

- **Transfer work is ongoing.** Transfer is not a process that can be "fixed" and forgotten. Originally, the Associate of Arts degree was considered sufficient for helping all transfer students graduate efficiently. However, more specific requirements and complicated major advising has led to new tracks. The complexity of transfer issues requires ongoing analysis, collection of data, and continued efforts at refinement.

- **Two national studies related to transfer offer interesting ideas**: a focus on general education requirements and a list of recommendations for improving transfer.

III. Access: Is it endangered? What can be done to improve it?

In 1999-2000, the State Board for Community and Technical Colleges reported 37,637 students as "transfer-ready."[11] Two years later, in 2001-2002, over 10,500 students transferred from Washington community colleges to public four-year institutions (including 1,688 transitions from the Running Start program), and another 1,975 transferred to private colleges. Using conservative estimates based on historical participation rates, an increase of approximately 4,000 transfer students is expected by 2010.[12]

Proportionality Agreement

Each public four-year college or university in Washington has agreed to maintain the same proportion of two-year transfer students that it enrolled in 1992. This agreement was reached

[9] Washington received a B- in completion in the Measuring Up 2000 survey, and an A- in the 2002 survey.
[10] Eastern Washington University's "Co-Located and Co-Designed Academic and Student Services for the Transferring Student" and University of Washington's "Mutual Transcript Research Enterprise" received awards from the Fund for Innovation. See http://www.hecb.wa.gov/Docs/packets/JunMtg02.pdf for a full report.
[11] SBCTC presentation to HECB, "Baccalaureate Degree Access for Community and Technical College Students," March 27, 2002.
[12] "Patterns Underlying the Current and Future Trends in Transfers from Community Colleges to Four-Year Public and Independent Institutions," Research Report No. 98-7, SBCTC, September 1998, p. 3.

after intense negotiation completed in 1994 and involving representatives from the different institutions. Proportions at the public baccalaureate institutions, in 1992 and currently, are as follows:

The proportions of community college students enrolled at four-year institutions are within agreed levels (1992-93 and 2001-02)

Institution	Agreed-upon Proportion (1992-93)	Proportion of Incoming Students (2001-02)
Central Washington University	30%	32%
Eastern Washington University	29%	31.5%
The Evergreen State College	29%	44.9%
Western Washington University	32%	32.8%
University of Washington	30%	32.9%
Washington State University	27%	28.8%

Source: 2002 Institutional Survey, conducted by the HECB.
UW and WWU count Running Start students as community college transfers.

Although each institution's community college population is still within agreed-upon proportions, that scenario is likely to change soon.

Upper-division courses are more expensive to teach than lower-division courses. If a large proportion of students is enrolled at the more expensive upper-division level, this can result in an enrollment situation that is financially problematic for the institutions.

All institutions currently enroll large freshman classes. What will happen as these freshmen move to the junior class level? Unless even larger freshman classes are admitted in the next two years, the students who are now freshmen may create a "bulge" at the junior level – making spaces more limited for students wishing to transfer in at the junior level.

Possibly signaling future enrollment policy, the University of Washington is deferring admission until spring 2003 for 300 eligible transfer applicants who applied in winter 2003. In return, the university will accept 15 community college credits over the 90 normally allowed. This situation may worsen if state funding continues to decline.

Addressing Access Challenges: Three Options

(1) Rationing

Rationing, which would narrow the pool of transfer students through stricter admissions criteria, could help alleviate access problems. An example of a rationing approach would be denying admission at a public four-year college or university to students with lower grade point averages. However, the low tuition costs and open-door policy of the community colleges offer academic opportunity to students who might not otherwise attend college. Thus, a rationing approach to transfer may have the undesirable effect of cutting off access to a four-year institution to the very students who might need it most.

(2) Increasing Supply

Many possible avenues exist for increasing the opportunities available to transfer students, including:

- Allowing selected community colleges to offer upper-division courses.
- Investigating access at private colleges and universities.
- Increasing access through off-campus centers or other collaborative arrangements in which baccalaureate institutions offer courses on community college campuses.
- Expanding existing access routes (e.g., adding enrollment slots at baccalaureate institutions).
- Adding a comprehensive regional baccalaureate institution in the King County area.

The state might use one or more of these approaches to increase access. However, before pursuing any of these options, more study as to feasibility, cost-effectiveness, student preference and demographics will be required.

(3) Alternative Funding Mechanism

Upper-division courses are more expensive to teach. Therefore, funding upper-division enrollment at a higher rate might give institutions an incentive to accept transfer students at the junior level. Implementation of this option would require detailed analysis to determine appropriate funding levels.

Conclusions

Access for transfer students has been preserved at agreed-upon levels. However, access is becoming endangered by two factors: 1) low enrollment funding overall and 2) large freshmen classes. Three options exist: rationing, increasing supply, and providing funding incentives. Rationing is the least desirable, since the opportunities offered by transfer would then be decreased. The other two options would require extensive analysis to implement.

IV. Bachelors of Applied Science

While not a traditional goal for transfer, the prospect of developing a new type of bachelors degree with an "applied" focus could result in many benefits. These benefits include: 1) increasing the state's baccalaureate production rate, 2) increasing the earning power of individual students, and 3) producing a more highly educated workforce.

The University of Phoenix and City University already have begun to accept a new associate degree (Associate of Applied Science degree) toward technical bachelors degrees. The "upside down" transfer approach used at The Evergreen State College is also ideal for students pursuing the technical bachelors degree, as it allows students to complete the "applied" portion of their degree at the community college, followed by the general education requirements at the baccalaureate institution.

Although not all baccalaureate institutions in Washington are interested in offering a Bachelors of Applied Science, several institutions are, including Central Washington University and Eastern Washington University. The State Board for Community and Technical Colleges is now working to initiate discussions with other institutions that may offer applied baccalaureate options.

Appendix A

Ethnic Breakdown: Community/Technical College Students intending to transfer vs. incoming freshmen at four-year colleges

	CTC Students Intending To Transfer, Fall		4-Year First-Time Degree Seeking Freshmen, Fall	
	1997	**2001**	**1997**	**2001**
White	41,615	44,203	7,658	8,848
% of Total	77.7%	73.9%	70.7%	69.1%
African American	2,554	2,900	263	327
% of Total	4.8%	4.8%	2.4%	2.6%
Asian/Pacific Islander	5,019	6,019	1,491	1,845
% of Total	9.4%	10.1%	13.8%	14.4%
Latino/Hispanic	2,448	4,349	400	500
% of Total	4.6%	7.3%	3.7%	3.9%
Native American	1,109	1,077	178	194
% of Total	2.1%	1.8%	1.6%	1.5%
Other Race/Unknown	825	1,280	836	1,088
% of Total	1.5%	2.1%	7.7%	8.5%
Total	53,570	59,828	10,826	12,802

Source: SBCTC Fall Enrollment Report excludes students who did not respond; IPEDS Fall Enrollment for four-year institutions, excluding non-resident aliens.

Appendix B

Groups Involved in Transfer Issues

Council of Presidents: Represents four-year public college interests in the state of Washington.

Interinstitutional Committee of Academic Officers (ICAO): Chief academic officers of public baccalaureate institutions (provosts).

Interinstitutional Committee of Registrars and Admissions Officers (ICORA): Registrars and admissions officers of public baccalaureate institutions.

Instruction Commission: Chief academic officers at two-year institutions.

Articulation and Transfer Council (A&T): Chartered by the Instruction Commission to address transfer issues.

State Board for Community and Technical Colleges (SBCTC): Oversees the operation of thirty-four community and technical colleges in Washington.

Washington Association of Independent Colleges and Universities (WAICU): Established in 1953, represents ten independent colleges to support and promote independent liberal arts higher education in Washington.

Washington Council for High School-College Relations

Inter-College Relations Commission (ICRC): Established in 1970 by the Washington Council for High School-College Relations, ICRC is a voluntary association of institutions facilitating transfer between institutions of postsecondary education.

ATOPS (Alternatives for the Transfer of Occupational Programs): Organized by ICRC to review bachelors degree programs available to vocational/technical graduates of the various community colleges.

OAR (Ongoing Articulation Review Committee): A standing committee organized by ICRC to review the compliance of community colleges and baccalaureate institutions to the transfer associate degree guidelines.

Workforce Training and Education Coordinating Board (WTECB).

Washington Community College Registrars & Admissions Officers (WACCRAO).

Appendix C

Current Transfer Policies

The Direct Transfer Agreement

The "Direct Transfer Agreement" (DTA) allows students who complete a direct transfer associates degree to transfer all two years of their coursework toward their lower-division requirements at a four-year institution. All general education requirements (generally 15 to 20 credits each of social sciences, humanities, and natural sciences) are considered fulfilled under this agreement by most institutions.

Priority in Admissions

Students are given priority in the baccalaureate admissions process if they meet one of the following three criteria:

- Completion of a direct transfer associates degree.
- Completion of 90 community college quarter credits (two years).
- Inability to progress further at a two-year college.

Students who qualify in these categories must also meet other admissions criteria, such as a 2.75 incoming grade point average at the University of Washington and Western Washington University, and a 2.0 incoming grade point average at the remaining four-year institutions.

Referral

The DTA provides a "referral" mechanism, which places students at another four-year institution if their first choice institution is unable to accept them.

Proportionality

Each of the public institutions agreed in 1994 to maintain its 1992 proportions of transfer students.

Other Transfer Policies

Four other policies affect transfer student behavior:

1) Students are not required to be prepared for a major upon admission as a transfer student.
2) A maximum of 90 credits from a two-year college can be accepted under the DTA by a four-year institution.

3) There is no set minimum number of credits defining transfer. Some studies use 15 or more credits to define a "transfer" student. In admissions, if students have completed less than 40 transfer credits before applying to a baccalaureate institution, the college or university evaluates their high school transcripts in addition to their community college transcripts. No priority in admissions is awarded, however, unless the student has met the requirements under the direct transfer agreement.
4) Students who do not complete a direct transfer associate's degree (but who may nonetheless still have completed 90 credits) undergo a course-by-course evaluation of their transcripts to determine whether or not their coursework meets general education and other elective requirements.

Master Plan 2004 Discussion

Transfer

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Presentation April 23, 2003
HECB Meeting

Why is Transfer an Important Issue to Discuss?

- Transfer provides opportunity
- Many students transfer (close to 13,000 last year)
- Perceptions that transfer is “inefficient”
- Access for transfer students may become a problem in the future
- A new transfer degree is being developed

Presentation April 23, 2003
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Presentation Goal: Provide a Framework for Discussing Transfer Policy

- Review HECB authority in transfer policy
- Review transfer terminology and current policy
- Present transfer efficiency findings
- Discuss ongoing transfer work
- Describe potential access problems and solutions
- Briefly describe new transfer degree

HECB Authority in Transfer

State Law directs the HECB to:

- Establish transfer policy
- Maintain a statewide transfer of credit policy and agreement, in cooperation with the state institutions and SBCTC, designed to:
  - Facilitate student transfer and transcript evaluation
  - Better serve people seeking information about courses and programs
  - Aid in academic planning
  - Improve the review and evaluation of academic programs at the public colleges and universities

Transfer Terminology

- General education requirements: 15 to 20 credits each of Natural Sciences, Humanities, and Social Sciences
- "Two plus two":
  - General education requirements are completed at a two-year college
  - Specialized study is completed at a four-year college
- "Upside down" degree:
  - Specialized study is completed at a two-year college
  - General education requirements are completed at a four-year college

Current Transfer Policy in Washington
The "DTA"

- Direct Transfer Associate's degree
  - 4-year college will accept all 90 credits (two years)
  - Most general education requirements fulfilled
  - Does not guarantee admission to major
  - The original "DTA" was not major-specific
- New DTAs have been recently created in sciences
- New DTAs are planned for business, education

What does “efficient” transfer mean?

- The graduation efficiency index measures credits to degree
- Graduation rates measure time to degree

Findings: Efficiency in Transfer

- Using the graduation efficiency index:
  - Transfer students, defined broadly, graduate less efficiently than freshmen at all public institutions
  - Evergreen and Central report highest transfer graduation efficiency overall
- Students transferring after two years at a community college:
  - Graduate at high rates over time at all public 4-year institutions
  - Graduate most efficiently in social sciences; less efficiently in science and math (UW/WSU)

Two Surveys Reveal Student Perspective on Transfer

Survey population: Students with at least 45 credits who intended to transfer (limited to Clark College and Bellevue Community College)

- 29% did not transfer from Clark
- 43% did not transfer from Bellevue
- Top reasons for not transferring: vocational/work, life changes, personal decisions

- 12 % experienced problems in transfer from Clark
- 16% experienced problems in transfer from Bellevue

Transfer Work is Ongoing

- Two national studies offer ideas for improving transfer:
  - "Greater Expectations for Student Transfer": revisiting general education requirements
  - "State Policy and Community College-Baccalaureate Transfer": eight recommendations for transfer policy

How efficient should transfer be?

Access is an Emerging Problem

- Institutions have maintained agreed-upon levels
- 4,000 additional transfer students expected by 2010 (conservative estimate)
- Budget shortfalls and large freshmen classes may create access problems for transfer students
- Examples of ideas for addressing access issues include:
  - Rationing
  - Adding enrollment slots
  - Providing financial incentives

New Transfer Degree: Bachelor's of Applied Science

- Allows transfer of Associate's Degree in Applied Science
- Some private institutions already accept the degree
- Central and Eastern are interested
- Works well with "upside-down" approach
- Advantages include increased participation, earning power, educated workforce

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April 2003

No Child Left Behind
Professional Development Partnership Grants

Background

In 2001, Congress reauthorized the Elementary and Secondary Education Act (ESEA) of 1965 as the *No Child Left Behind Act* (NCLB). The Act provides federal assistance to states for educational programs that improve teaching and learning in core academic subjects, while also increasing student achievement in elementary and secondary schools. With the goal of creating a more unified system to help students meet high academic standards, NCLB underscores the need to rethink the way federal, state, and local education programs fit together.

The Higher Education Coordinating Board (HECB), in collaboration with the Office of the Superintendent of Public Instruction (OSPI) administers the Washington Improving Teacher Quality Program. Funded by the U.S. Department of Education under the *No Child Left Behind Act*, the Improving Teacher Quality Program replaces the Eisenhower Program, which is being phased out by OSPI.

The Improving Teacher Quality Program offers a unique opportunity for the HECB to work directly with the entire education community. The Program provides financial support in the form of competitive partnership grants for K-16 professional development projects that are based on scientifically based research. Eligible grant recipients include accredited Washington colleges and universities, school districts, educational service districts, professional associations, and non-profit organizations.

Priorities for Grant Awards

In setting priorities for grant recipients, the HECB considered recommendations from OSPI and the program's advisory committee, as well as current reports and data on the conditions of teaching and learning in Washington schools, and statewide collaborative efforts for systemic reform. HECB staff identified three priority areas for the 2002-2004 NCLB partnership grant program:

1. Increasing content knowledge in mathematics and/or reading;
2. Increasing teaching skills in mathematics and/or reading; and
3. Increasing instructional leadership skills.

Grant Proposal Review Process

HECB staff distributed the Request For Proposals (RFP) for the Title II Improving Teacher Quality State Grants on October 31, 2002. The RFP was circulated among educational service districts, K-12 schools, colleges of education, two and four-year institutions, Eisenhower programs, non-profit and professional organizations, and other interested parties.

Twenty proposals were received prior to the February 12, 2003 deadline, and the program's advisory committee evaluated the proposals on March 5. Included on the review committee were representatives from HECB staff, K-12, higher education, and non-profit and professional associations.

Grant Awards

For 2002-2004, the HECB is awarding a total of $1,136,002 to support sustained, intensive, high-quality professional development projects in reading, mathematics, and instructional leadership for teachers, paraprofessionals, and principals. All participants will receive hands-on training in content mastery, proven teaching and learning strategies, the most current technologies, and instructional leadership.

Projects also include follow-up sessions and technical assistance throughout the school year to refresh and reinforce program knowledge and skills. Project participants will maintain regular communication by e-mail, Internet Web sites and print material, as well as in person.

Grants are awarded for eight projects: five sponsored by public universities, two sponsored by private colleges, and one sponsored by a community college. These projects will be operational from April 1, 2003 through June 30, 2004.

Eastern Washington University:
Northeast Washington Consortium of Rural Schools Math Project - $143,169 to improve K-12 rural students' math skills. The group also will create a network to support professional growth for teachers and principals in remote rural settings, including nine Northeast Washington school districts and two private schools: the Curlew, Cusick, Inchelium, Mary Walker, Northport, Selkirk, Wellpinit, Columbia and Republic School Districts; as well as St. George's and Mt. St. Michael's schools.

Eastern Washington University:
Supporting Excellence in Paraprofessional Classroom Practice **- $170,768** to bring together the Wellpinit School District, Spokane Indian reservation and Salish-Kooteni College. The program will help participants better understand state standards and essential academic learning requirements (EALRs) for math and literacy, while using a deeper understanding of tribal language and culture to enrich K-12 students' learning.

Heritage College:
Paraeducator TrainingAcademy: Leave No Paraeducator Behind - $120, 500 to help paraeducators create innovative ways of teaching early reading mastery. The project also will leverage financial support from partner school districts to sustain and expand courses and delivery options for paraeducators in the Sunnyside, Grandview and Mabton school districts. Also involved with the program are Educational Service District 105 and the Northwest Regional Educational Laboratory.

St. Martin's College:
***Improving Instruction in Reading Comprehension through Learning, Teaching, and Collaboration* - $122,918.** The program will help teachers in the Elma, Hoquiam and McCleary School Districts teach and assess reading strategies and improve student performance on the Washington Assessment of Student Learning (WASL) reading test and the Iowa Test of Basic Skills reading test.

University of Washington:
***Teaching for Understanding: Inquiry-based Mathematics Curriculum Development for Teachers in High-Need School Districts* - $133,900**. The project is a collaboration between the University of Washington Colleges of Education and Forestry, Peninsula College, and the Crescent School District to develop students' conceptual math skills and apply them to natural resource dilemmas and community issues.

Washington State University Vancouver:
***Gorge Math Project: Next Step* - $140,761** to work with teachers and students in Southwest Washington. The program will help improve students' WASL math scores while encouraging teachers to use School Improvement Plans' data, EALRs, and Grade Level Content Expectations to guide and monitor math instruction. Program partners are: the Centerville, Glenwood, Klickitat, Lyle, Roosevelt Skamania, Trout Lake, White Salmon, and Wishram School Districts.

Western Washington University:
Helping Teachers in a High-Need District Focus on Improving the Learning and Teaching of Mathematics - $147,676. The program will help teachers, paraprofessionals and administrators deepen their understanding of K-12 reform and math education issues, make better use of alternative assessment tools and practices, and improve the classroom learning environment in the Cape Flattery School District.

Yakima Valley Community College:
***Sunnyside Pathways for Paraprofessionals* - $156,220.** The program will help current and incoming paraprofessionals in the Sunnyside School District complete the 15-month professional development program and create education plans and portfolios. Supervising teachers will increase their leadership skills, while students increase academic performance.

No Child Left Behind HECB Professional Development Partnership Grants

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Presentation April 23, 2003
HECB Meeting

Background

- The *No Child Left Behind Act of 2001* reauthorizes the Elementary and Secondary Education Act (ESEA)
- The HECB, in collaboration with OSPI, is responsible for Title II, Part A, professional development partnership program
- Title II, Part A replaces the Eisenhower professional development program
- The HECB, OSPI, and a statewide advisory committee have collaborated to identify the selection criteria and priority areas for the 2002-2004 professional development partnership program

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Purpose

- Support high-quality, innovative professional development opportunities for teachers, highly qualified paraprofessionals, and principals who work in Washington's most challenging K-12 schools

- Equip teachers, highly qualified paraprofessionals, and principals with the knowledge and skills they need to enable all students to succeed

Priorities for Funding in 2002-2004

- Addressing professional development needs of teachers, highly qualified paraprofessionals, and principals in reading, math, and/or instructional leadership
- Supporting Washington's standards-based school reform, content standards, and assessment initiatives
- Establishing or strengthening learning team approaches as a strategy for school improvement

Priorities for Funding in 2002-2004

- Increasing content knowledge in math and/or reading
- Increasing teaching skills in math and/or reading
- Increasing instructional leadership skills
- Integrating professional development in computer-related technology with math and/or reading
- Providing professional development for building-level teams

Required Partnership

- A college or university and the division of the institution that prepares teachers and/or administrators
- A division, school, or college of arts and sciences
- A high-need school district

Partnership Requirements

- Make joint efforts to ensure that the project integrates teaching skills with substantive content knowledge
- Collaboratively plan a project designed to meet the specific needs of the partner school and/or district
- Enter into a formal partnership agreement
- Invite neighboring private K-12 school educational personnel to participate
- Offer professional development from April 1, 2003 through June 30, 2004

Eligible Grant Applicants

- Regionally accredited Washington colleges and universities with teacher and/or administrator preparation programs approved by the State Board of Education, in partnership with school districts and other entities, were eligible to submit proposals
- Colleges and universities could submit multiple proposals

Quantitative Proposal Evaluation Criteria

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Qualitative Proposal Evaluation Criteria

- Effectiveness of proposal in presenting a project that will be sufficiently sustained and of high quality to have long-term positive impact on participants and their students' performance
- Overall importance of funding proposal given the project's potential for improving math or reading instruction, or instructional leadership skills
- Rating: High, Above Average, Average, Low

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2002-2004 Grant Awards

- Eastern Washington University Rural Schools Math Project for 35 teachers in Curlew, Cusick, Inchelium, Mary Walker, Northport, Selkirk, Wellpinit, Columbia, and Republic School Districts - $143,169
- Eastern Washington University Math and Literacy Project for 27 paraprofessionals in the Wellpinit School District - $170,768

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2002-2004 Grant Awards

- Heritage College Teaching Early Reading Mastery Project for 30 paraprofessionals in Sunnyside, Grandview, and Mabton School Districts - $120,500
- St. Martin's College Reading Comprehension Project for 32 teachers, 7 principals and paraprofessionals in Elma, Hoquiam, and McCleary School Districts - $122,918

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2002-2004 Grant Awards

- University of Washington Inquiry-based Math Project for 30 teachers in the Crescent School District - $133,900
- Washington State University-Vancouver Gorge Next Step Math Project for 24 teachers and 2 paraprofessionals in Centerville, Glenwood, Klickitat, Lyle, Roosevelt, Skamania, Trout Lake, White Salmon, and Wishram School Districts - $140,761

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2002-2004 Grant Awards

- Western Washington University Improving the Learning and Teaching of Math Project for 25 teachers, 15 paraprofessionals, and 10 principals in the Cape Flattery School District - $147,676
- Yakima Valley Community College Reading, Math, and Instructional Leadership Project for 50 paraprofessionals and their supervising teachers in Sunnyside School District - $156,220

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April 2003

2001-02 Education Cost Study

The attached PowerPoint presentation is a summary of the Higher Education Coordinating Board's (HECB) 2001-02 Education Cost Study, published in April 2003. The study is the result of a yearlong data-gathering effort by the state's public two-year and four-year institutions, and is produced once every fourth academic year.

Charged with determining the average annual cost of instruction for both graduate and undergraduate study, the HECB uses the compiled data – based on expenditures drawn from state appropriations and tuition revenue – to generate the cost study.

Once used to set tuition and fees, the Education Cost Study now provides the only detailed look at instructional costs for each institution, and is a source of information for the HECB, legislature, institutions, Office of Financial Management, students and others.

An overview of the 2001-02 cost study report was presented to the House Higher Education Committee in late March, and to the Senate Higher Education Committee in February and March.

The report has been mailed to the Legislature and other interested parties and is also available on the agency website at http://www.hecb.wa.gov/.

HECB 2001-02 Education Cost Study

Higher Education Expenditures for Instruction

(State support plus tuition collections)

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

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HECB Education Cost Study

Higher Education Expenditures for Instruction:

State support plus tuition (operating fees) collections

1. **Why do we do it?**
2. **What is it?**
3. **How do we do it?**
4. **How is it used?**
5. **What are the 2001-02 results?**
6. **What is the state share?**
7. **What is the cost by discipline?**

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HECB Meeting

HECB Education Cost Study
1. Why do we do it?

- HECB is required by statute to:
  - Determine undergraduate and graduate instructional costs for public universities and colleges.
  - Collect comparable educational cost data from institutions.
  - Include faculty activities to assign costs.
  - Prepare an education cost study every fourth academic year (1989-90, 1993-94, 1997-98, 2001-02).

HECB Education Cost Study
2. What is it?

- The *Education Cost Study* provides instructional costs for the state's public 4-year and 2-year institutions.
- Instructional cost is defined as <u>expenditures</u> from state appropriations plus tuition collections. (Tuition collections include operating fees only, does not include building fees or services and activities fees.)
  - Reported by level of instruction (undergraduate and graduate) and by discipline for the 4-year institutions.
  - Reported by type of instruction (academic, pre-college, and vocational) and by subject area cluster for the 2-year institutions.

HECB Education Cost Study
What is it?

- Total instructional cost is calculated using both direct and indirect costs.

- Direct costs include:
  - Salaries and benefits of instructional faculty and staff.
  - Salaries and benefits of staff that directly support faculty.
  - Supplies and equipment used for instruction.

- Indirect costs include:
  - Admissions, registration, and student services not financed by student Services & Activities fees.
  - Proportional share of libraries, administration, and facilities and maintenance.

HECB Education Cost Study
What is it?

- Expenditures excluded from total instructional cost are:
  - Research
  - Public service activities
  - Self-sustaining activities
  - Summer programs
  - Health Sciences (reported separately)

HECB Education Cost Study
3. How do we do it?

- HECB consulted with institutional, legislative, OFM, COP and SBCTC staff to review the methodology used to collect the data.
- Cost allocation and reporting procedures were developed jointly by HECB and institutions. HECB produced a cost-reporting manual to be used by the institutions.
- Institutions began data gathering in Fall 2001 and sent data to HECB in November 2002. HECB and institutions reviewed draft data in November and December 2002.
- HECB report completed in March 2003.

HECB Education Cost Study
4. How is it used?

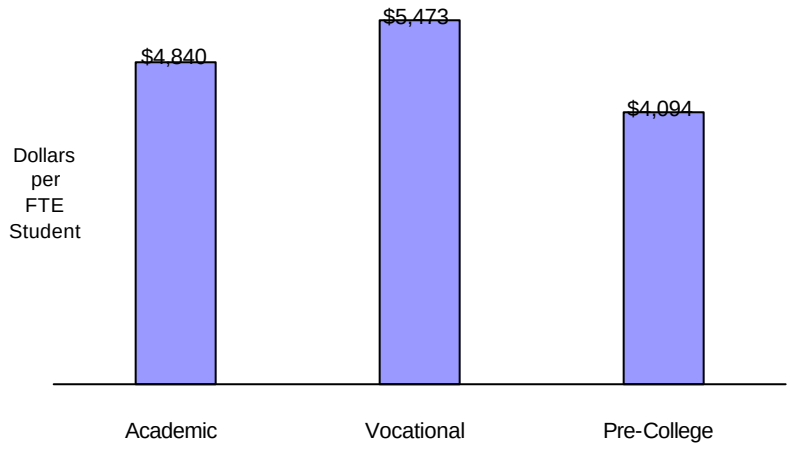
- Prior to 1995, the instructional cost was used to set tuition and fee rates.
- Since 1995, it has been used to calculate the annual cost of instruction *(RCW 28B.10.044 Disclosure Report).*
- Also used for various cost analyses by HECB, legislature, institutions, OFM and others.

HECB Education Cost Study
5. What are the 2001-02 results?

- Comparisons across institutions should take into account inherent differences between schools, such as:
  - Program mix changes
  - New program start-up costs
  - Moving majors to different locations
  - Over-enrollment/under-enrollment
  - Campus size and class size
  - Type & mix of faculty
  - Upper/lower division student mix changes

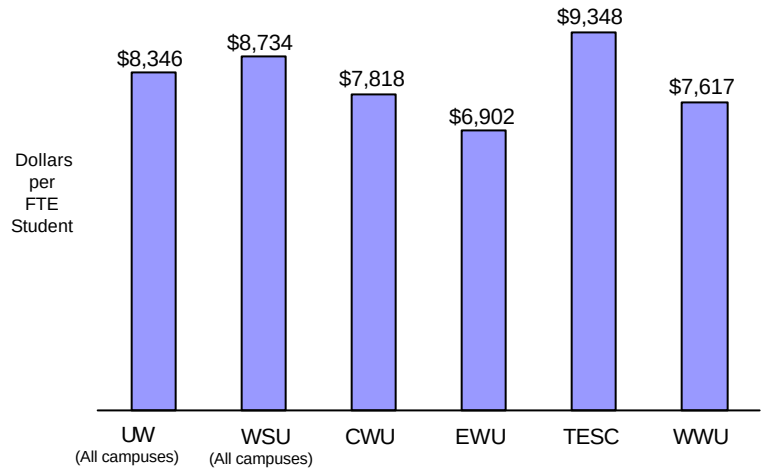
Community and Technical Colleges

2001-02 Cost of Instruction Per Student
State support plus tuition (operating fees) collections



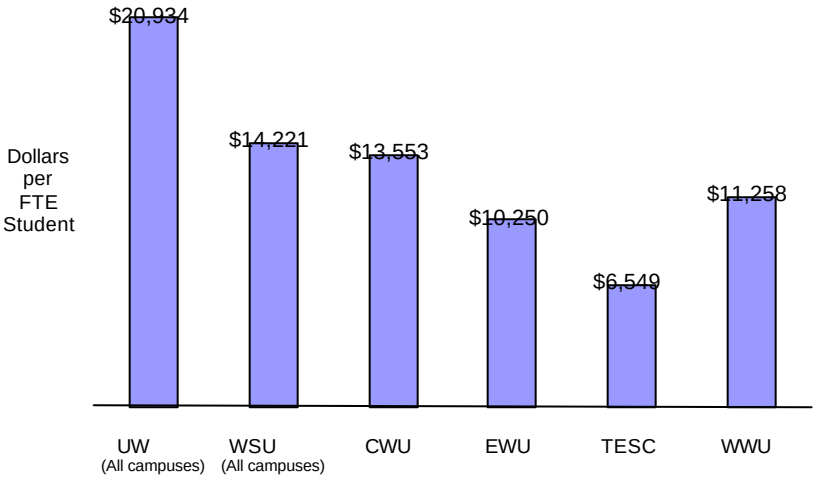
Undergraduate Level

2001-02 Cost of Instruction Per Student
State support plus tuition (operating fees) collections



Graduate Level

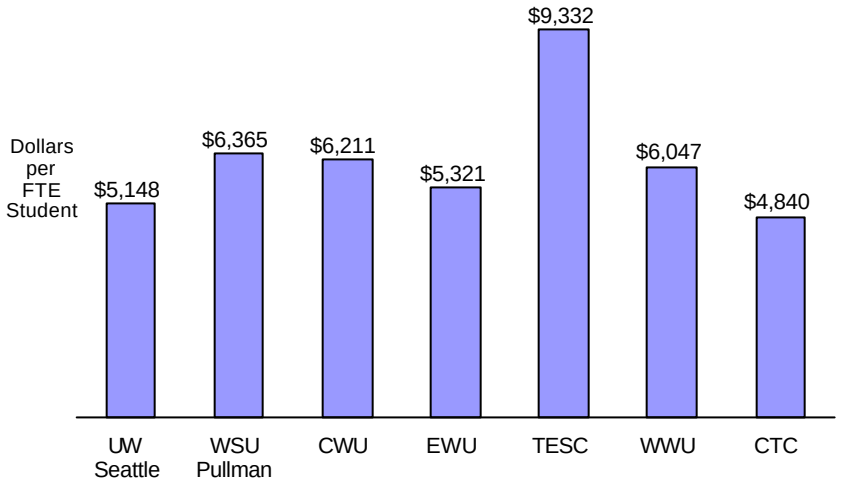
2001-02 Cost of Instruction Per Student
State support plus tuition (operating fees) collections



Undergraduate Lower Division

2001-02 Cost of Instruction Per Student

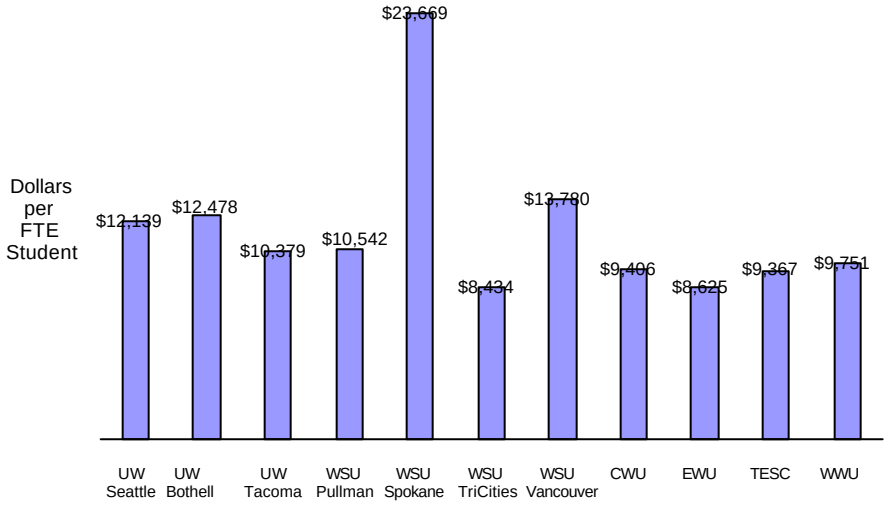
State support plus tuition (operating fees) collections



Undergraduate Upper Division

2001-02 Cost of Instruction Per Student

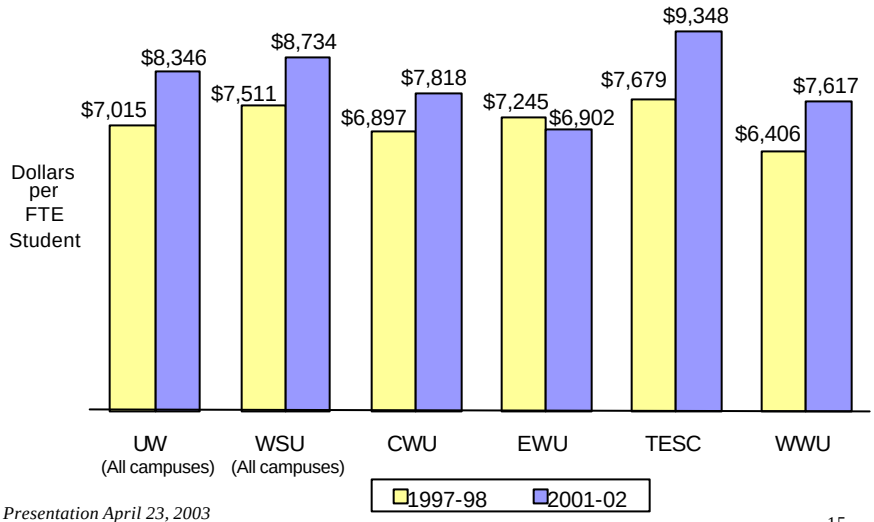
State support plus tuition (operating fees) collections



Cost of Instruction Comparison

1997-98 & 2001-02

4-Year Institutions - Undergraduate



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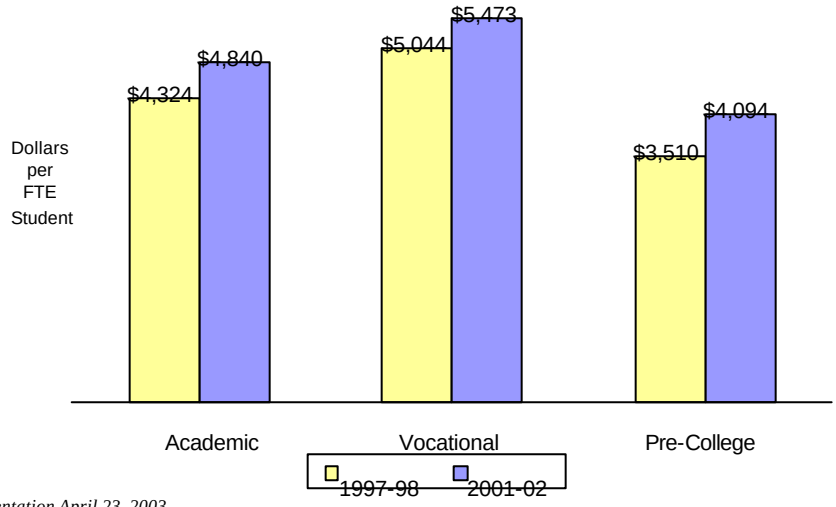
Cost of Instruction Comparison

1997-98 & 2001-02

2-Year Institutions



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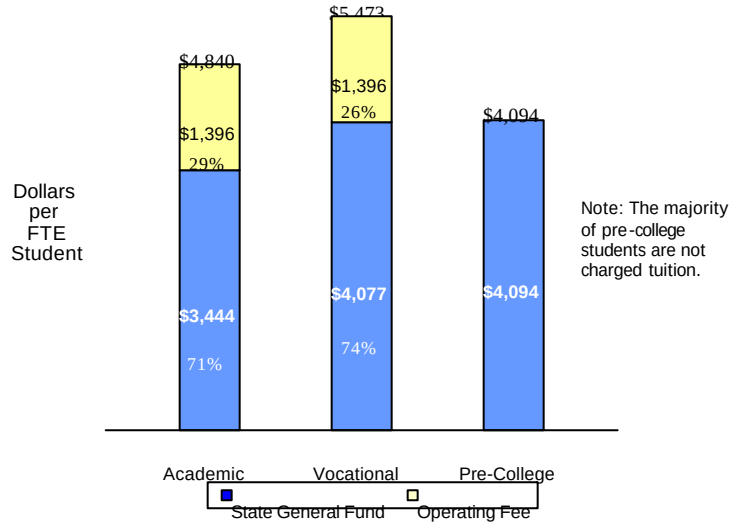
HECB Education Cost Study
6. What is the state share?

- Total instructional cost is made up of state general fund appropriations plus tuition collections (operating fees only).
- The following graphs display the relationship between state support and tuition.
- Assumes a typical resident student paying the full operating fee portion of tuition.

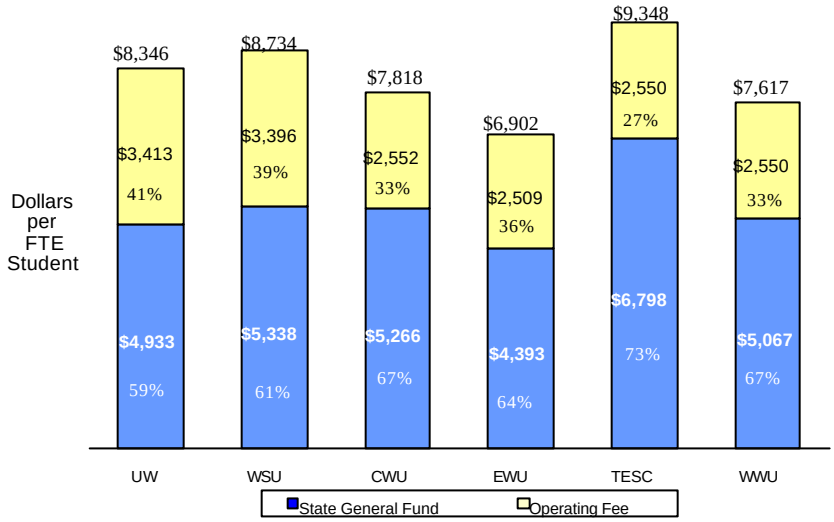
Community & Technical Colleges Instructional Costs

State general fund support and tuition (operating fees): 2001-02



Undergraduate Instructional Costs

State general fund support and tuition (operating fees): 2001-02



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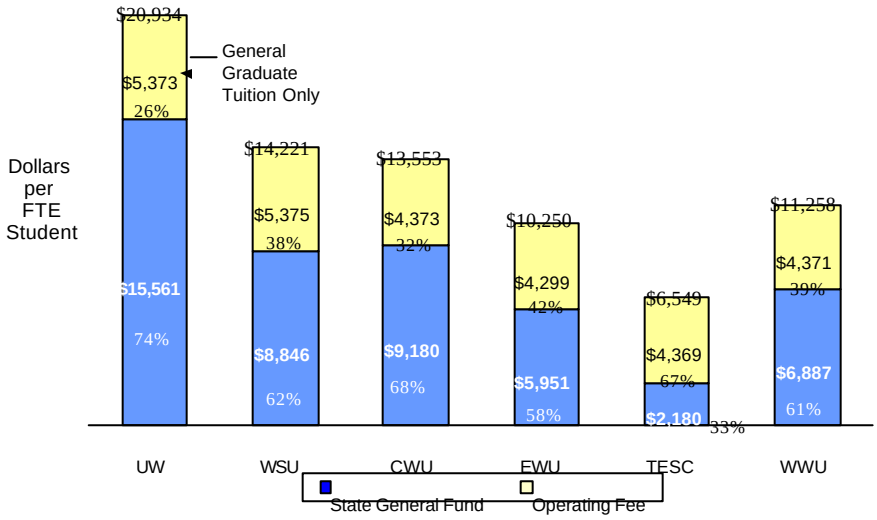
Graduate Instructional Costs

State general fund support and tuition (operating fees): 2001-02



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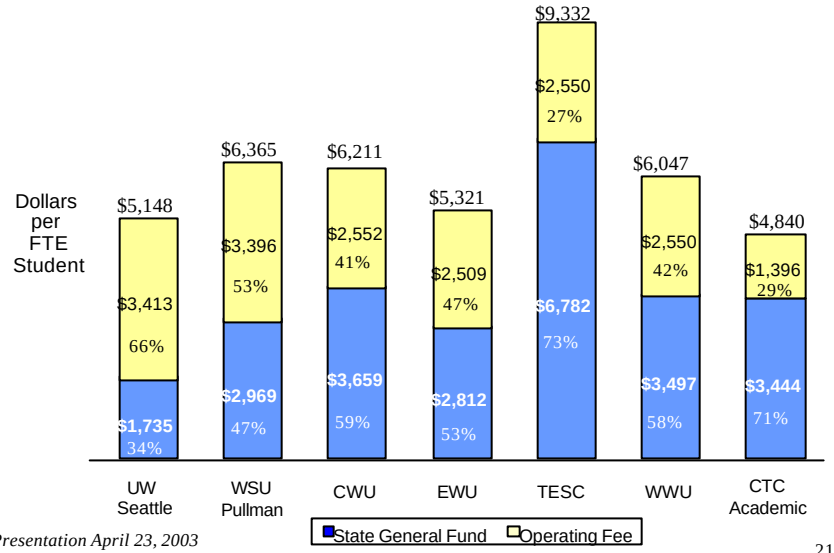
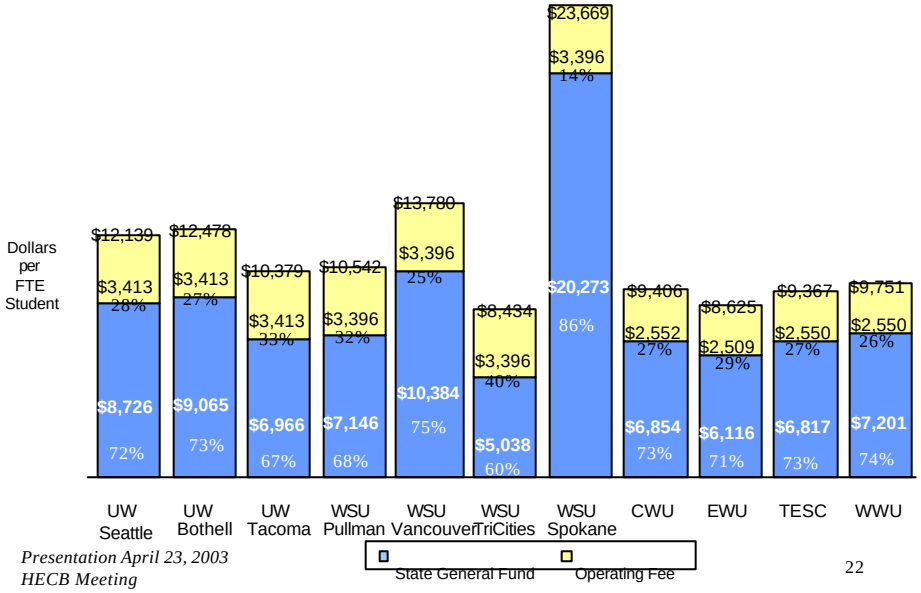
Lower Division Instructional Costs

State general fund support and
undergraduate tuition (operating fees): 2001-02



Upper Division Instructional Costs

State general fund support and
undergraduate tuition (operating fees): 2001-02



HECB Education Cost Study
7. What is the cost by discipline?

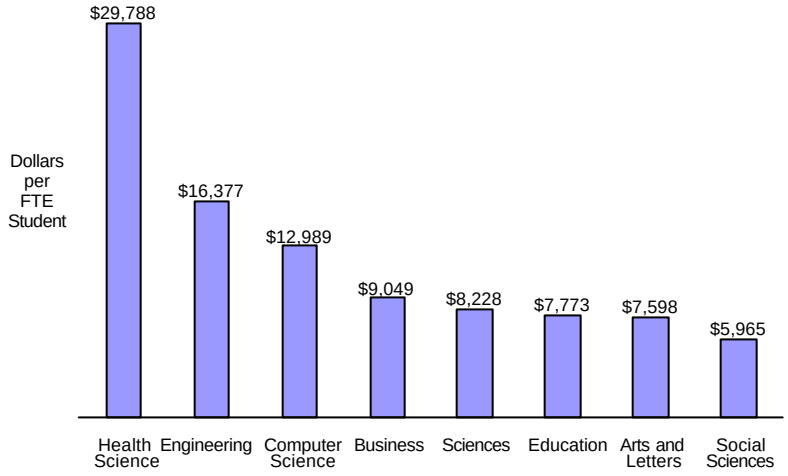
- Instructional cost is accounted for in the cost study by student level (undergraduate and graduate) and by discipline for the four-year institutions.
- The following graphs display the undergraduate instructional cost by discipline for the research and comprehensive institutions.
- The average per student instructional cost for Health Science is also included.

HECB Education Cost Study
What is the cost by discipline?

- Disciplines are based on the U.S. Department of Education Classification of Instructional Programs (CIP).
- These are generic categories, not specific degrees.
- For example, “sciences” can include biology, physics, chemistry, mathematics, etc.

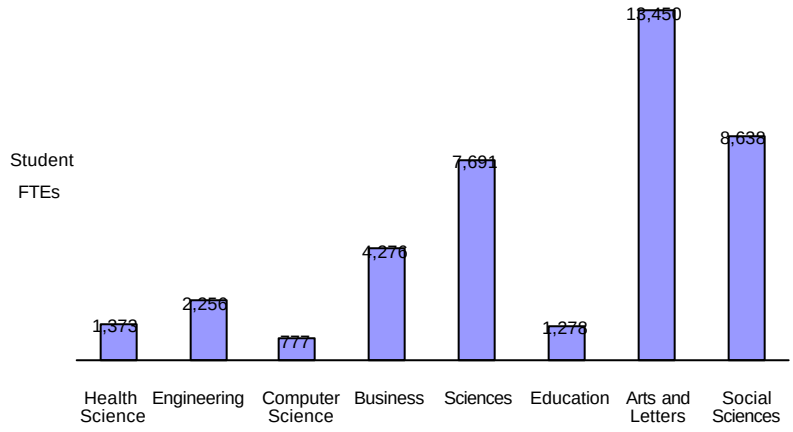
Research Institutions

2001-02 Undergraduate Cost of Instruction by Discipline including Health Science



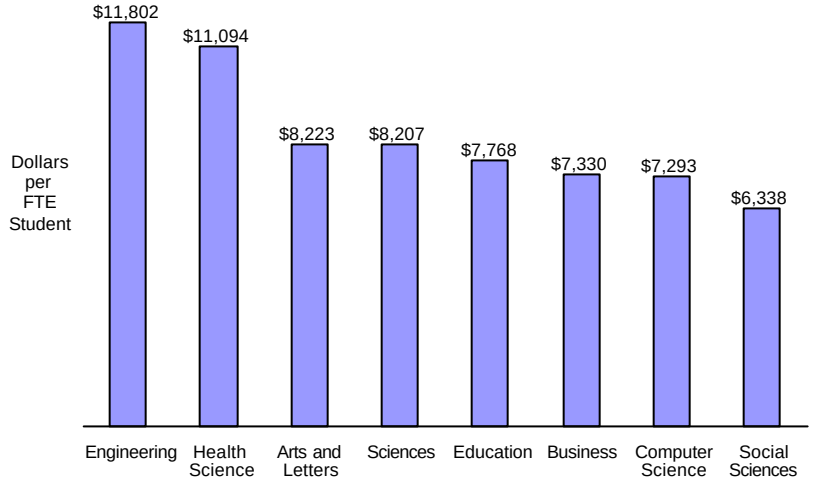
Research Institutions

2001-02 Undergraduate Student FTEs by Discipline including Health Science



Comprehensive Institutions

2001-02 Undergraduate Cost of Instruction
by Discipline including Health Science



Comprehensive Institutions

2001-02 Undergraduate Student FTEs
by Discipline including Health Science