

<p>PRELIMINARY BOARD MEETING AGENDA HECB / Advisory Council State Investment Board Room 2100 Evergreen Park Drive SW, Olympia May 12, 2009</p>

9:00	<p>Welcome and Introductions</p> <ul style="list-style-type: none"> Jesus Hernandez, Chair, Higher Education Coordinating Board 	Tab
	<p><u>Consent Action Items</u></p> <ul style="list-style-type: none"> Approval of March 26, 2009 Meeting Minutes New Degree Program for Approval: UW Tacoma, Bachelor of Arts in Healthcare Leadership (<i>Resolution 09-07</i>) <p>The University of Washington Tacoma seeks approval to establish a Bachelor of Arts degree in Healthcare Leadership. The Healthcare Leadership program would serve lower division UWT students interested in health-related fields, as well as students who already have a technical degree in a health-related field.</p>	1 2
9:05	<p>Convene Advisory Council Meeting</p> <ul style="list-style-type: none"> Jesus Hernandez, Co-chair, HECB Advisory Council Charlie Earl, Executive Director, State Board for Community and Technical Colleges (SBCTC), and Co-chair, HECB Advisory Council 	
	<p>Report of the Executive Director</p>	
9:15	<p>Legislative Perspective: 2009 Session Higher Education Issues</p> <ul style="list-style-type: none"> Rep. Deb Wallace, Chair, House Higher Education Committee Sen. Derek Kilmer, Chair, Senate Higher Education and Workforce Development Committee 	

10:00	HECB's Role: Technology Transformation Task Force <ul style="list-style-type: none"> Rep. Reuven Carlyle, Member, Technology, Energy & Communications Committee 	3
10:30	System Design Plan: Information and Discussion Study Group update on purpose/objective, work plan, early findings and timelines. <ul style="list-style-type: none"> Co-chairs: Earl Hale, HECB Vice Chair and John Gardner, WSU Vice President for Economic Development and Extension 	4
11:30	Legislative Higher Education Policy and Budget Summary <ul style="list-style-type: none"> Staff will relate how legislative higher education policy and budget actions are connected to the state's higher education master plan goals and priorities. Key provisions of the higher education capital and operating budgets will be discussed, including state financial aid programs. Finally, the Executive Director will review the agency work plan. Going forward, describing new/enhanced responsibilities, as well as continuing activities and agency work already in progress. 	5
1:00	Adjournment	

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

2009 MEETING CALENDAR

DATE	MEETING	LOCATION
January 23, Fri 9:00 – 5:00	Regular Board Meeting	State Investment Board
February 17, Tue 9:00 – 12:00	Advisory Council Meeting	State Investment Board
February 17, Tue 1:00 – 5:00	Regular Board Meeting	
March 26, Thu 9:00 – 5:00	Regular Board Meeting	State Investment Board
May 12, Tue 9:00 – 12:00	Advisory Council Meeting	State Investment Board
May 12, Tue 1:00 – 5:00	Regular Board Meeting	
June 23, Tue 9:00 – 4:00	Regular Board Meeting	WSU Pullman Compton Union Bldg
July 28, Tue 9:00 – 5:00	Regular Board Meeting <i>(confirmed joint meeting with SBCTC, 9-12 noon)</i>	Clover Park Technical Bldg 3
Aug. 27, Thu 8:00 a.m. – 5:00 p.m.	Board Retreat	SSCC Georgetown Campus Gene J. Colin Bldg.
September 29, Tue 9:00 – 12:00	Advisory Council Meeting	Seattle University Student Center 160
September 29, Tue 1:00 – 5:00	Regular Board Meeting	
October 27, Tue 9:00 – 12:00	Advisory Council Meeting	UW Tacoma Assembly Hall
Oct. 27, Tue 1:00 – 5:00	Regular Board Meeting	
November 19, Thu 9:00 – 5:00	Regular Board Meeting <i>(confirmed joint meeting with WTECB, 9-12 noon)</i>	Renton Technical College Business Technology Bldg (H103-104)
December 15, Tue 9:00 a.m. – 5:00 p.m.	Tentative Board Meeting	Seattle tbd

May 2009

Draft Minutes of March 26, 2009 Board Meeting

Board members present

Charley Bingham
Ethelda Burke
Roberta Greene
Bill Grinstein

Jesus Hernandez, Chair
Nita Rinehart
Sasha Sleiman

Welcome and introductions

Chairman Jesus Hernandez opened the meeting at 9:00 a.m. and asked the Board and the members of the audience to introduce themselves.

Consent agenda items approved

- February meeting minutes
- Joint report on “A Skilled and Educated Workforce” -- *Resolution 09-05*

<p>Action: Roberta Greene moved for approval of the consent agenda items. Charley Bingham seconded the motion, which was unanimously approved.</p>

Report of the Executive Director

Ann Daley reported on a series of public presentations she has been making on the new System Design Plan and the implementation of the Strategic Master Plan. Daley spoke to the Vancouver Rotary, emphasizing the many direct benefits the state receives when its citizens have higher levels of education. She also discussed the challenges presented to higher education by the current economic crisis. In the weeks ahead, Daley will make similar presentations at service clubs in Yakima, Vancouver, and Ellensburg and at the board meeting of the Independent Colleges of Washington. She also is scheduled to meet with the Seattle Times and The News Tribune editorial boards, along with UW President Mark Emmert and WWU President Bruce Shepard, to talk about the state budget; tuition; and the GET program.

Daley noted that HB 1545 did not make it out of the House Ways & Means Committee this session. The bill would have given the HECB authority to offer an alternative higher education retirement plan to select board employees. Daley said the agency would continue the effort to win legislative support for the bill in the next session.

The agency-sponsored tuition bill, which would continue the 7 percent cap on undergraduate tuition, has passed the House and Senate policy committees and is now in House Ways and Means. Tuition has become a much-debated issue in this session as institutions prepare to grapple with huge cuts in higher education funding.

There is concern and confusion about how raising tuition is connected to, and affects the viability of, the GET program. Daley assured the Board that if the Legislature chooses to raise tuition beyond 7 percent, GET would be impacted, but it's not going to be put in any kind of danger. GET is in a strong financial position and it will weather the storm of market declines and tuition hikes, she said.

System Design Plan (SDP)

At their first meeting on March 2, the System Design Plan study group reviewed the goals of the 2008 Strategic Master Plan and implementation activities, and discussed the purpose for the group's work. The SDP study group is tasked to develop recommendations for a coordinated response to the state's long-term strategic goals in higher education. Those goals include expanding degree production and educational opportunities for an increasingly diverse population in the state. The draft recommendations will be discussed at the Board's meeting in October, with final recommendations for Board action in November.

Daley said the System Design Plan is a timely and significant effort and a logical next step to the master plan and its implementation. It will provide a framework for investing in new campuses and higher education centers, and for making the most effective use of technology to educate Washington students. The study group, composed of members from the four- and two-year colleges and universities and a special committee of the Board, will conduct the plan study, with research provided by a smaller data group. A steering committee made up of business and civic leaders outside of higher education will play a guiding role, providing feedback to the work of the plan's study group.

Charley Bingham asked if the System Design Plan would address specific proposals for added capacity that have previously been brought to the Board, as in the Snohomish and Kitsap studies. Daley said the Legislature is looking to the HECB to complete the system review before it takes action on various proposals for expanding higher education access in the state.

Jan Ignash, HECB deputy director for policy, planning and research and SDP lead staff, reviewed the details of the System Design Work Plan, which contains the purpose and scope of the study, proposed elements of research and analysis, and timelines to complete the work. The data group has met several times to discuss the type of data and research that are needed to help the study group arrive at its conclusions and recommendations.

Nita Rinehart said the plan should be founded on the private and public good of higher education; – it is not just as an economic engine, or about getting a job. Daley agreed. The Strategic Master Plan, which is the foundational document of the System Design Plan, discusses the benefit to the community of an educated citizenry.

College Bound Scholarship and GEAR UP presentation

John Klacik, director of student financial assistance, showed photos of the College Bound sign-up event in Tacoma, where over 1,000 students showed up. Tacoma continues to lead other school districts in the state. Ethelda Burke, HECB member and Superintendent of the Tukwila School District, said that although Tukwila has the most diverse student body in the nation (per The New York Times), some of her students do not qualify because they are undocumented. (A student has to have legal resident status to receive the scholarship.)

Other photos Klacik showed highlighted the celebration of GEAR UP day in Olympia. Gov. Christine Gregoire proclaimed February 18 Washington GEAR UP Day. The federally-funded Gaining Early Awareness and Readiness for Undergraduate Program serves more than 33,000 students in grades six through 12 across Washington. GEAR UP focuses on creating college opportunities for students in high-poverty school districts that lack structured college awareness and preparation programs.

Legislative update

Chris Thompson, director of government, college & university relations, summarized the status of some of the bills the Board has been following through the session, including the HECB's tuition bill, the re-branding of state financial aid programs, and proposals for new institutions (whose creation are now contingent on the findings and recommendations of the HECB's System Design Plan).

Status report on program approvals

Mark Bergeson, HECB academic affairs associate director, reviewed the process for HECB approval of new programs, and extensions to existing programs offered at the baccalaureate and graduate level. The report summarized approval activity from March 2008 to February 2009.

Amendment to HECB program and facility approval policies and procedures

Bergeson asked the Board to consider a policy change that would streamline the program approval process for "moderate degree-change proposals," giving institutions the option to submit a less-complicated proposal to the HECB. In addition to streamlining the process, the proposed change would mean substantial savings in staff time for the HECB and the institutions. The proposed change has been circulated to the institutions and has the approval of the Board's Education Committee.

Action: Nita Rinehart moved for approval of the amendment to the HECB's program and facility approval policies and procedures (Res. 09-06). Charley Bingham seconded the motion, which was unanimously approved.

Technology panel

Through a series of panel discussions by technology experts, the Board has been exploring the role of technology in achieving the state's long-term goals of increasing student access and degree attainment. Bob Billings, HECB chief information officer, introduced the members of the latest panel of institutional experts from the University of Washington and Eastern Washington University.

Panelists:

- Tom Lewis, Director of Online Technologies, Learning & Scholarly Technologies, University of Washington
- Todd B. Mildon, University Registrar, Director of Student Academic Data Management, University of Washington
- Gary L. Pratt, Chief Information Officer, Eastern Washington University
- Karen Dowdall-Sandford, UW's new Director of Online Programs and Distance Education in UW Educational Outreach

The panelists briefed the Board on initiatives the universities are undertaking to make better use of technology in teaching, student learning, administration, and strategic planning. Common themes that emerged from the presentations and discussion with the Board included:

- Sharing/setting data free.
- Streamlining processes to take advantage of new technologies.
- Leveraging what's already out there to enhance teaching and learning tools.
- Interfacing with all systems; developing universal code systems.
- Collaborate/ integrate/innovate through partnerships with other institutions, organizations and consortiums; learning centers, libraries, and community centers.
- Interfacing/blending on-line learning tools with Internet search engines and programs: Yahoo, Google, Microsoft, and Amazon.

Legislators also are interested in ways technology can be used to improve the effectiveness, efficiency, and quality of education through technology. A technology bill sponsored by Rep. Reuven Carlyle and supported by the HECB (SHB 1946) calls for a study on *“how public institutions of higher education can pursue a strategy of implementing single, shared, statewide commonly needed standards-based software, web hosting and support service solutions that are cost-effective, easily integrated, user-friendly, flexible, and constantly improving.”* The bill directs the HECB to convene a technology transformation task force to conduct the study, with a preliminary report due to the Legislature in December 2009, and a final report in December 2010.

State Economic and Revenue Outlook

State economist Arun Raha discussed the state economy and revenue outlook as of March 19. The nation's economy is in recession and it is going to be the longest since the Depression. The situation is serious because it was triggered by the collapse of the financial sector, which is the conduit of economic activity. As a result of the collapse, there has been a huge drop in consumer spending and confidence in the financial sector.

This scenario is particularly bad for our state because our revenue is dependent on consumer expenditures. People are not spending on big ticket items so revenue continues to drop. Car sales in the state are twice the amount of decline nationwide. In housing, we are falling faster than the rest of the nation.

Contrary to earlier forecasts, Washington State is no longer expected to lead the nation in fiscal recovery; we will recover at the same time as the U.S. economy. Worse, our unemployment rate will now continue to exceed that of the nation during the recession.

Raha believes the key to recovery lies in a return to some kind of normalcy in credit markets. Loans have to start again and also investments from the private sector. He expects the recession to end in the third quarter of 2009, followed by a weak growth into the middle of 2010.

There are some signs of recovery. The equity market is recovering. There has been an uptick in durable goods orders and an increase in the sale of existing homes. The federal stimulus funds will help create/save 60,000 jobs to 2011, not including the Hanford plant, which would add another 15,000 jobs. However, job losses are expected to continue into the recovery.

Board student member steps down

Sasha Sleiman announced that she will be in Lebanon in the next few months and would therefore have to leave the Board earlier than the expiration of her term in June. The Board thanked her for her services and her tremendous contribution to the work of the Board and the students of the state. The Board invited Sleiman back to its July meeting for a proper send-off.

2010 Federal Budget

Executive Deputy Director Don Bennett and John Klacik discussed some of the provisions in the federal stimulus package and the 2010 federal budget that would improve college access and completion in higher education.

- ✓ **Increases maximum Pell Awards.** The Budget builds on the Recovery Act by supporting a \$5,550 Pell Grant maximum award in the 2010-11 school year and ties future increases in Pell awards to the Consumer Price Index plus 1percent.
- ✓ **Makes permanent the new \$2,500 American Opportunity Tax Credit** provided in the Recovery Act.
- ✓ **Modernizes Federal Student Loans.** The Budget provides funds to modernize the federally subsidized student loan programs to guarantee student access to loans by competitive, private providers. Also it makes campus-based, low-interest loans more widely available through a new Perkins loan program, overhauling the current Perkins program.
- ✓ **Focuses on college completion.** Provides \$2.5 billion for a new five-year Access and Completion Incentive Fund to support innovative state efforts to help low-income students succeed and complete their college education. The program will include a rigorous evaluation component.

Governor Gregoire has created an economic stimulus sub-cabinet (Daley is a member) to figure out the details, provisions, and requirements of the federal stimulus funds and the 2010 budget.

Tuition and Fee Report

Fiscal Policy Associate Director Evelyn Hawkins presented the 40th edition of the annual HECB publication "Tuition and Fee Rates: A National Comparison," which is widely referenced nationally. The report is a data compendium of tuition and required fee data for the most current five academic years (ending with 2008-09 for the current report). It includes national comparisons (all states, selected institutions) and peer group comparisons of institutional-level data.

Some of the more dramatic discoveries from the compilation show that:

- Washington flagship university nonresident undergraduate tuition & required fees ranked 12th in 2008-09 compared to 17th in 2004-05;
- Washington comprehensive colleges and universities nonresident undergraduate tuition & required fees ranked 20th in 2008-09 compared to 13th in 2004-05;
- Washington comprehensive colleges and universities nonresident graduate tuition & required fees ranked 12th in 2008-09 compared to 4th in 2004-05;
- Washington community college nonresident undergraduate tuition & required fees ranked 18th in 2008-09 compared to 7th in 2004-0.

The **meeting adjourned** at 3:00 p.m.

May 2009

DRAFT: Bachelor of Arts in Healthcare Leadership University of Washington Tacoma

Introduction

The University of Washington Tacoma (UWT) seeks approval to establish a Bachelor of Arts degree in Healthcare Leadership. Housed within UWT's Nursing Program, the Healthcare Leadership degree program would target lower-division UWT students interested in health-related fields and students who have a technical degree in health-related fields such as respiratory care.

The program would enroll 10 FTE students in fall 2009 and would achieve full enrollment of 30 FTE by 2012. At full enrollment, it would graduate 15 students per year, who would be prepared for leadership roles¹ in healthcare delivery organizations; insurance or payer organizations; medical product companies; and government agencies.² Graduates would also be prepared for future graduate studies in fields such as health care services and health care administration.

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

According to its mission statement, UWT educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery. UWT's vision includes a commitment to an interdisciplinary approach and a strong relationship with surrounding communities. The proposed program aligns with the mission and vision in that it would prepare students for careers in leadership positions across a spectrum of healthcare settings, using an interdisciplinary approach culminating in a fieldwork experience at a healthcare organization in one of the surrounding communities.

¹ Program planners define a healthcare leader as anyone who is in a position of being able to affect the quality of healthcare delivery. In the context of the proposed program, they see leadership as being a broader concept than management or administration.

² Leadership roles would occur at various positions in these organizations, regardless of whether they are formal management or administrative positions. For example, graduates could put their healthcare leadership training to good use working as hospital shift leaders or quality management technologists; as insurance company provider relations coordinators or process improvement coordinators; as pharmaceutical company marketing associates or quality control analysts; or as government policy analysts or quality assurance associates.

In addition, the proposed program would support the *Strategic Master Plan for Higher Education* by increasing the number of people in the South Puget Sound area who have the requisite healthcare leadership knowledge, skills, and abilities to meet current and emerging healthcare needs. Currently, a number of entry-level healthcare related degrees are associate degrees. By serving a target audience that includes holders of such degrees, the proposed program would support the Master Plan in terms of creating worker-friendly career pathways between healthcare-related two-year and four-year degree programs.

Diversity

To supplement UWT's campus-wide diversity efforts, program personnel would develop and implement the various diversity enhancing strategies, including the following:

- Collaborate with UWT's Diversity Resource Center to provide outreach for students;
- Reach out to potential students by connecting them with selected student organizations (e.g., the Black Student Union, Asian Pacific Islander organization) at UWT and at community colleges as well as health-related professional organizations;
- Provide an advising/support program for students from diverse backgrounds, involving faculty, staff, and students;
- Have multiple faculty members teach an undergraduate course in diversity;
- Continue to have faculty take leadership positions on the campus-level diversity committee to include co-chairing the committee; and
- Support faculty research in the area of diversity.

Program Need

The proposed program would respond to the needs of students, employers, and community stakeholders and would not unnecessarily duplicate existing programs in the state. The Higher Education Coordinating Board (HECB) *State and Regional Needs Assessment* recommends the development of new programs and/or delivery mechanisms in healthcare to meet employer and student demand. The proposed program would be responsive to that recommendation by offering a new pathway for individuals to enter the healthcare field or to advance up a healthcare career ladder.

As evidence of student need, program planners cite a 2008 needs survey administered by the UWT Office of Institutional Research to 338 lower-division students. Twenty-two students (7%) indicated that they would enroll in the major if offered; seventy (21%) indicated that they were interested, and seventy-two (21%) indicated that they were vaguely interested. As an additional measure of student need, program planners surveyed institutions that are members of the Association of University Programs in Health Administration (AUPHA). Out of 62 member institutions, 15 responded, 12 of which reported increasing enrollment.

As evidence of employer need, program planners note that *A Skilled and Educated Workforce*³ reports increasing vacancies in various occupations in the health sciences, including health care support personnel. In addition, US Department of Labor data suggest that employer need for healthcare workers is relatively robust during a recession when compared to other fields. It seems reasonable to infer that if employers need larger numbers of healthcare employees in various health sciences occupations, they will also need larger numbers of employees with healthcare leadership skills in those occupations, even during a recession.

To assess community need, program planners administered a survey to five members of a Community Advisory Board who represented Clover Park Technical College, Franciscan Healthcare System, Olympic College, Tacoma Community College, and Tacoma-Pierce County Health Department. All of the respondents indicated the major was “very needed.” The proposal also included letters of support from the Chief Executive Officer of Franciscan Healthcare System and the Director of Human Resources at MultiCare Health System. Both letters indicated a desire to offer fieldwork opportunities for healthcare leadership students.

With regard to program duplication, program planners note that other than on-line degrees, there are no undergraduate degrees in healthcare leadership in the Puget Sound Region. Although Central Washington University offers a BS in Safety and Health Management at Des Moines and Lynnwood and a BAS in Safety and Health Management at Des Moines, Pierce College, and SeaTac Center, the proposed program differs in focus and target student audience.

Program Description

The proposed program would prepare students to be healthcare leaders by providing theoretical and experiential learning focused on critical knowledge associated with setting vision, guiding change, leading teams and inspiring people within the context of access, cost, and quality. Program planners distinguish leadership from management or administration by noting that leaders guide and influence an organization, regardless of their position. Leaders “do the right thing” whereas managers and administrators “do things right”.⁴

The proposed program’s target audience would include UWT lower-division students interested in entering a healthcare field and students who already hold a technical degree. Courses would be offered at the Tacoma campus and would use hybrid, face-to-face/on-line delivery.

To be admitted, students must have completed at least 90 credits with an overall GPA of at least 2.5; satisfied general education requirements; and completed a course in statistics and a course in anatomy and physiology, human biology, or medical terminology. To facilitate access for transfer students, program planners intend to develop articulation agreements with community colleges in King, Kitsap, Mason, Thurston, Grays Harbor, and Pierce counties, as well as others in southwest Washington.

³ Jointly prepared by the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board.

⁴ The distinction is attributed to Warren Bennis, who has been credited as the professor who established leadership as a respectable academic field.

Once admitted, students would take 90 credits, including 55 credits of required core courses culminating in a five-credit fieldwork experience in a healthcare organization in the local community. The courses would focus on five knowledge domains identified by the Healthcare Leadership Alliance (HLA)⁵ in a two-year project undertaken to ensure that healthcare leaders are prepared for future challenges. These knowledge domains are communication and relationship management; leadership; professionalism; knowledge of the healthcare environment; and business skills and knowledge. Each of these domains encompasses leadership competencies identified by the HLA during extensive job analysis and research.

In addition to the required core courses, students would take 20 credits of electives from health courses or selected minor or certificate courses, and 15 credits of free electives. Students would have the option of earning a minor in business administration, human rights, nonprofit management, urban studies, applied computing, Asian studies, or Hispanic studies; or a certificate in geographic information systems.

The program would mainly use existing courses. However, four new courses would be developed, including two in the leadership domain, one in the knowledge of the healthcare environment domain, and one in the business skills and knowledge domain. Courses would be taught primarily by existing tenure-track faculty. As the program grows, additional faculty would be hired as necessary.

Full-time students would normally complete the program in two years and would achieve the following learning outcomes:

- Use multiple communications strategies that enhance positive human relationships considering both clients/customers and work force personnel;
- Demonstrate the ability to integrate both theoretical and experiential knowledge relevant to leadership in the healthcare environment;
- Integrate ethical behaviors into leadership professional practice;
- Demonstrate knowledge of the healthcare environment that includes awareness of cost, access, and quality challenges, and an ability to generate solutions to these challenges; and
- Demonstrate basic budgeting, outcome measurement, and informatics abilities.

Student-learning outcomes would be assessed within individual courses, based on learning outcomes identified for those courses. Multiple measures of student learning would be used, including examinations, papers, student responses to case studies, and evaluations of field placements in healthcare leadership practice.

⁵ The HLA consists of six professional societies representing over 100,000 members across healthcare management disciplines. Members include: American College of Healthcare Executives; American College of Physician executives; American Organization of nurse Executives; Healthcare Financial Management Association; Healthcare Information and Management System Society; Medical Group Management Association and its certifying body, the American College of Medical Practice Executives. One of the external reviewers for the proposal noted that these organizations are among the most important professional associations in the healthcare industry.

The proposed program would employ multiple program assessments, including:

- Review of student course evaluation summary data;
- Focus meetings with students;
- Review of student grades and analysis of student progress in program. Follow-up with students who withdraw from the program to determine reasons for dropping out and identify plans for returning for further study;
- Input from the Advisory Committee regarding program performance, followed up by faculty program committee review and development of action plans;
- End of program exit survey to determine satisfaction and extent to which goals are met;
- Alumni surveys to determine employment patterns (initial employment or employment changes after program completion, including data on scope and responsibility of position one, three, and five years after graduation; and
- Program satisfaction surveys administered to employers and alumni.

Data from all of the above approaches would be analyzed for themes or patterns and used to inform changes in the major.

Program Costs

The proposed program would enroll 10 FTE students in the first year, growing to 30 FTE students at full enrollment. To implement the program, planners budgeted 0.15 FTE for faculty during the first year;⁶ and 1.2 FTE for clerical/support staff and 2.2 FTE for faculty at full enrollment. The program would be funded by state FTE funds. Budget information provided by program planners indicates that the total revenue for the program would be more than sufficient to offset the total cost during start-up and all subsequent years.

At full enrollment of 30 FTE students, the direct cost of instruction would be \$211,126, or \$7,038 per FTE. In comparison, according to the HECB's *2005-06 Education Cost Study* (July 2007), the total cost of instruction per average annual upper division undergraduate health student FTE at public Washington institutions ranges from \$5,058 at Eastern Washington University to \$7,095 at UW Seattle. The total cost of instruction per average annual upper division undergraduate business student FTE at public Washington institutions ranges from \$3,689 at Central Washington University to \$8,265 at UW Seattle. The proposed program's cost per FTE lies within both ranges.

External Review

Two reviewers reviewed the proposal: Dr. Suzanne Selig, Director of the Department of Health Sciences at the University of Michigan-Flint; and Dr. Donna Slovensky, Professor and Associate Dean for Academic and Student Affairs at the University of Alabama's School of Health Professions.

⁶ The program has been designed to be launched without hiring additional faculty or staff during the first year.

Dr. Selig indicated mastering the five foundational knowledge domains would ensure graduates the basic knowledge and skills to assume mid-level management positions, creating a pool of future leaders for the region. She indicated the fieldwork component would be an important bridge to future employment opportunities for graduates. Dr. Selig expressed no concerns about the program and made no recommendations for improving it.

Dr. Slovensky indicated the conceptual framework for the curriculum, based on competencies identified by the HLA, encompasses job skills and knowledge required of healthcare leaders in multiple organization types. She also noted that the fieldwork requirement would provide students with an essential integrative experience and ultimately lead to job placement.

However, she cautioned that although the broad focus of the HLA competencies may be a program strength, it may also create challenges with regard to determining scope and depth of coverage for some content areas. In addition, she cautioned that allowing students to select from among a rather large number of minors and electives may lead to loss of program identity among employers. Program planners responded that core courses would provide sufficient depth, and electives would provide sufficient breadth. Program planners also responded that completing a minor would not change the profile of graduates from the perspective of employers, noting that all learners would complete the same set of required courses and that minors are intended to supplement the major but are not required.

Public Comment

Ms. Violet Boyer, President and Chief Executive Officer of Independent Colleges of Washington (ICW) and Dr. Dennis Murphy, Provost of Western Washington University (WWU) submitted comment letters.

The ICW letter sought clarification regarding the relationship between a UWT master's program in Healthcare Leadership and the proposed program; the letter also questioned the efficacy of diverting 3.4 faculty and staff from the nursing department into the proposed program. Program planners responded that currently there is no master's program in Healthcare Leadership at UWT, although there are Master of Social Work (MSW) and Master of Nursing (MN) degrees. Neither degree focuses on healthcare leadership, although a three-course option on leadership is available to MN students; however, applicants to the MN program must be registered nurses, and would be better served by an undergraduate degree in nursing. Program planners further responded that the faculty teaching in the proposed program would not be diverted from teaching nursing courses. Rather, additional capacity would be made available in existing courses to accommodate students.

The WWU letter supported the proposed program and suggested exploring with area hospital administrators the idea of using the program to provide entry-level administrators. The WWU letter also suggested focusing more on business, computer systems, and new e-health initiatives. It further suggested including courses in systems and organization management, sociology, and/or communication courses, as well as making the core courses more interdisciplinary. Program planners responded that they have shared and will continue to share key information

about the program with the nursing program's advisory council, which includes administrators from three area hospitals. Program planners further responded by providing a detailed explanation of how existing elements of the program would cover content areas mentioned in the WWU letter and how the academic preparation, experience, and expertise of faculty would provide a rich pool of interdisciplinarity.

Staff Analysis

The proposed program would support UWT's mission and the *Strategic Master Plan for Higher Education*. It would also employ multiple strategies to enhance diversity.

Program planners provided sufficient evidence of student, employer, and community need for the proposed program. Evidence from a UWT student survey and from a survey of peer institutions indicates student need. In addition, students would benefit from the opportunity to pursue a healthcare leadership degree without having to leave the Puget Sound Region. Plans to target both undergraduate students and practitioners with associate degrees should ensure a consistently strong applicant pool. Furthermore, state and federal reports imply employer need. Finally, a community advisory board survey and letters of support from area healthcare administrators indicate community need.

Students would be taught primarily by full-time, tenure-track faculty. In addition, students would study a curriculum whose organizing framework is based on job competencies extensively researched by a consortium of organizations noted by one reviewer as being among the most important professional associations in the healthcare industry. Students would be assessed in a variety of ways that would include a significant fieldwork experience. Program assessment would employ multiple measures as well.

The proposed program would build on existing faculty strengths, and its inclusion of face-to-face, as well as on-line delivery would differentiate the proposed program from the 100 percent online programs currently available to students in the region. The proposed program would be offered at a reasonable cost and would not require significant start-up expenditures.

Because of the potential for confusion between the concepts of healthcare leadership, healthcare management, and healthcare administration, HECB staff suggests program planners ensure the program's catalog description, Web pages, marketing materials, and advising staff make the distinction clear to students and describe how students would acquire leadership skills within the proposed program.

Staff Recommendation

After careful review of the proposal and supporting materials, staff recommends approval of the Bachelor of Arts in Healthcare Leadership at the University of Washington Tacoma. The HECB's Education Committee discussed the proposal during its April 23, 2009 meeting and recommended approval by the full Board.

RESOLUTION 09-07

WHEREAS, The University of Washington Tacoma proposes to offer a Bachelor of Arts in Healthcare Leadership; and

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

WHEREAS, The program would respond to student, employer, and community need and would give students an opportunity to pursue a healthcare leadership degree in the Puget Sound Region; and

WHEREAS, The program's students would study a curriculum whose organizing framework is based on job competencies extensively researched by a consortium of some of the most important professional associations in the healthcare industry; and

WHEREAS, The program has support from external reviewers; and

WHEREAS, The program would not unnecessarily duplicate existing programs; and

WHEREAS, The program would be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Bachelor of Arts in Healthcare Leadership at the University of Washington Tacoma effective May 12, 2009.

Adopted:

May 12, 2009

Attest:

Jesus Hernandez, Chair

Roberta Greene, Secretary

May 2009

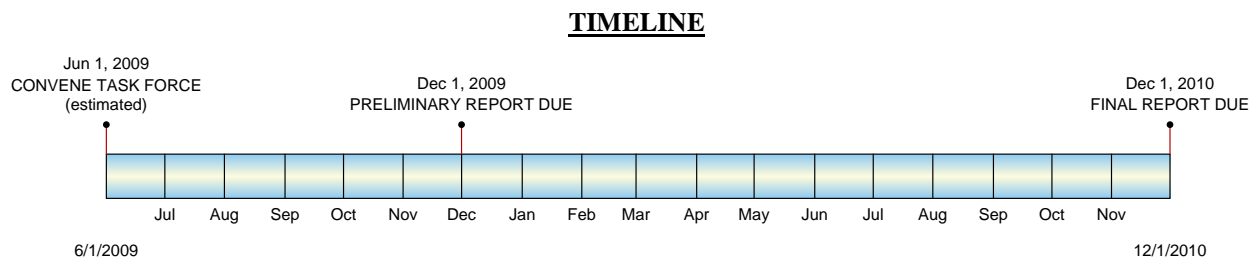
HECB's Role: Technology Transformation Task Force

*Second Substitute House Bill 1946, An act relating to higher education online technology -
(Passed House on March 6, 2009; Passed Senate on April 16; Sent to Governor-not yet signed)*

Executive Summary

Purpose and Timeline

The HECB is directed to convene a higher education technology transformation task force that is to develop and report on a plan to improve the efficiency, effectiveness, and quality of education relative to the strategic and operational use of technology in “public education.”



In developing the plan the task force is directed to recommend strategies and tactics to:

1. Reduce duplication of applications, web hosting, and support services;
2. Effectively and efficiently use technology to share costs, data, and faculty professional development;
3. Improve the quality of instruction;
4. Increase student access, transfer capability, and the quality of student, faculty, and administration services; and
5. Recommend governance models, funding models, and accountability measures to achieve these and related objectives.

Task Force Members

The task force is to be composed of the following 21 members: One from each public four-year institution of higher education; six members from the CTC's; two faculty members from four-year institutions of higher education; two faculty members from CTC's; and one member each from the SBCTC, HECB, DIS, WTECB, and COP. The task force is to select a chair person from its membership.

Work Product

The task force is directed to:

1. Investigate similar efforts, strategies, programs, and options in other states; of private providers of higher education in the state; and global consortia related to:
 - a. Online learning technologies, personalized online student services, integrated online administrative tools, sharing library resources, and open licensing options for digital content.
 - b. Methods for pooling, coordinating, and otherwise more efficiently managing enrollments.
 - c. Methods for ensuring online courses meet agreed upon instructional guidelines, policies, and quality, and methods for sharing these best practices to improve traditional courses' quality.
2. Develop a process and timeline for the implementation of a statewide approach based on the above investigation.
3. Focus on statewide capability and standards that enable the efficient use of common applications, web hosting services, user support, staff training, and consolidated software licenses and open educational resources.
4. Identify the metrics that can be used to gauge success.
5. Conduct a comprehensive audit of existing (technology-related) resources used by public institutions of higher education or agencies.

Funding

1. HECB \$241,000 (\$159,000 in FY2010 and \$82,000 FY2011).
2. DIS \$6,373 (\$4,273 in FY2010 and \$2,100 in FY2011).

SECOND SUBSTITUTE HOUSE BILL 1946

AS AMENDED BY THE SENATE

Passed Legislature - 2009 Regular Session

State of Washington 61st Legislature 2009 Regular Session

By House Education Appropriations (originally sponsored by Representatives Carlyle, Anderson, Wallace, Angel, White, Schmick, Hasegawa, Goodman, Sullivan, Haigh, Hudgins, Kenney, and Maxwell)

READ FIRST TIME 03/02/09.

1 AN ACT Relating to higher education online technology; adding a new
2 section to chapter 28B.10 RCW; and creating new sections.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 NEW SECTION. **Sec. 1.** The legislature recognizes that the state
5 must educate more people to higher levels to adapt to the economic and
6 social needs of the future. While our public colleges and universities
7 have realized great success in helping students achieve their dreams,
8 the legislature also recognizes that much more must be done to prepare
9 current and future students for a twenty-first century economy. To
10 raise the levels of skills and knowledge needed to sustain the state's
11 economic prosperity and competitive position in a global environment,
12 the public higher education system must reach out to every prospective
13 student and citizen in unprecedented ways, with unprecedented focus.

14 To reach out to these citizens, the state must dismantle the
15 barriers of geographic isolation, cost, and competing demands of work
16 and family life. The state must create a more nimble system of
17 learning that is student-centric, more welcoming of nontraditional and
18 underserved students, easier to access and use, and more tailored to
19 today's student needs and expectations.

1 Technology can play a key role in helping achieve this systemic
2 goal. While only a decade ago access to personal computers was widely
3 viewed a luxury, today computers, digital media, electronic
4 information, and content have changed the nature of how students learn
5 and instructors teach. This presents a vast, borderless opportunity to
6 extend the reach and impact of the state's public educational
7 institutions and educate more people to higher levels.

8 Each higher education institution and workforce program serves a
9 unique group of students and as such, has customized its own technology
10 solutions to meet its emerging needs. While local solutions may have
11 served institutions of higher education in the past, paying for and
12 operating multiple technology solutions, platforms, systems, models,
13 agreements, and operational functionality for common applications and
14 support services no longer serves students or the state.

15 Today's students access education differently. Rather than
16 enrolling in one institution of higher education, staying two to four
17 years and graduating, today's learners prefer a cafeteria approach;
18 they often enroll in and move among multiple institutions - sometimes
19 simultaneously. Rather than sitting in lecture halls taking notes,
20 they may listen to podcasts of a lecture while grocery shopping or hold
21 a virtual study group with classmates on a video chat room. They may
22 prefer hybrid courses where part of their time is spent in the
23 classroom and part is spent online. They prefer online access for
24 commodity administrative services such as financial aid, admissions,
25 transcript services, and more.

26 Institutions of higher education not only must rethink teaching and
27 learning in a digital-networked world, but also must tailor their
28 administrative and student services technologies to serve the mobile
29 student who requires dynamic, customized information online and in real
30 time. Because these relationships are changing so fast and so
31 fundamentally, it is incumbent on the higher education system to
32 transform its practices just as profoundly.

33 Therefore, the legislature intends to both study and implement its
34 findings regarding how the state's public institutions of higher
35 education can share core resources in instructional, including library,
36 resources, student services, and administrative information technology
37 resources, user help desk services, faculty professional development,
38 and more. The study will examine how public institutions of higher

1 education can pursue a strategy of implementing single, shared,
2 statewide commonly needed standards-based software, web hosting and
3 support service solutions that are cost-effective, easily integrated,
4 user-friendly, flexible, and constantly improving. The full range of
5 applications that serve students, faculty, and administration shall be
6 included. Expensive, proprietary, nonstandards-based customized
7 applications, databases and services, and other resources that do not
8 allow for the transparent sharing of information across institutions,
9 agencies, and educational levels, including K-12, are inconsistent with
10 the state's objective of educating more people to higher levels.

11 NEW SECTION. **Sec. 2.** A new section is added to chapter 28B.10 RCW
12 to read as follows:

13 All institutions of higher education are encouraged to use common
14 online learning technologies including, but not limited to, existing
15 learning management and web conferencing systems currently managed and
16 governed by the state board for community and technical colleges; and
17 share professional development materials and activities related to
18 effective use of these tools. The state board for community and
19 technical colleges may adjust existing vendor licenses to accommodate
20 and provide enterprise services for any interested institutions of
21 higher education. The common learning management system shall be
22 designed in a way that allows for easy sharing of courses, learning
23 objects, and other digital content among the institutions of higher
24 education. Institutions of higher education may begin migration to
25 these common systems immediately. The state board for community and
26 technical colleges shall convene representatives from each four-year
27 institution of higher education to develop a shared fee structure.

28 NEW SECTION. **Sec. 3.** (1) The higher education coordinating board
29 shall convene a higher education technology transformation task force
30 to improve the efficiency, effectiveness, and quality of education
31 relative to the strategic and operational use of technology in public
32 education.

33 (2) The task force shall be composed of one member from each public
34 four-year institution of higher education; six members from the
35 community and technical colleges; two faculty members from four-year
36 institutions of higher education, at least one of whom is selected by

1 statewide bargaining representatives; two faculty members from
2 community or technical colleges, at least one of whom is selected by
3 statewide bargaining representatives; and one member each from the
4 state board for community and technical colleges; the higher education
5 coordinating board; the workforce training and education coordinating
6 board; the department of information services; and the council of
7 presidents. The task force shall select a chair from its membership.

8 (3) The task force shall prepare a report that includes a plan to
9 improve the efficiency, effectiveness, and quality of public higher
10 education relative to the strategic and operational use of technology
11 in higher education.

12 (4) In developing the plan, the institutions of higher education
13 and their partners, identified in this section, shall take the
14 following actions:

15 (a) Investigate similar efforts, strategies, programs, and options
16 in other states, of private providers of higher education in the state,
17 and global consortia related to:

18 (i) Online learning technologies including but not limited to:
19 Learning management, ePortfolio, web conferencing systems, and other
20 education applications;

21 (ii) Personalized online student services including but not limited
22 to: Recruitment, admissions, retention, advising, academic planning,
23 course catalogs, transfer, and financial aid management;

24 (iii) Integrated online administrative tools including but not
25 limited to: Student information management; financial management;
26 payroll; human resources; and data collection, reporting, and analysis;

27 (iv) Sharing library resources including but not limited to:
28 Copyrighted physical and e-books, and consolidated electronic journals
29 and research database licensing and other models;

30 (v) Methods and open licensing options for effectively sharing
31 digital content including but not limited to: Open courseware, open
32 textbooks, open journals, and open learning objects;

33 (vi) Methods for pooling, coordinating, and otherwise more
34 efficiently managing enrollments so colleges with extra enrollment
35 space in online courses can easily and efficiently make those spaces
36 available to students at other colleges, or to high school students
37 through existing dual-credit programs, without economic, governance, or

1 institutional penalty or disincentive from the provider or recipient
2 institution;

3 (vii) Methods for ensuring online courses meet agreed upon
4 instructional guidelines, policies, and quality, and methods for
5 sharing these best practices to improve traditional courses' quality;

6 (b) Develop a process and timeline for the implementation of a
7 statewide approach based on the investigation in (a) of this
8 subsection;

9 (c) Focus on statewide capability and standards that enable the
10 efficient use of common applications, web hosting services, user
11 support, staff training, and consolidated software licenses and open
12 educational resources;

13 (d) Identify the metrics that can be used to gauge success;

14 (e) Conduct a comprehensive audit of existing resources used by
15 public institutions of higher education or agencies including but not
16 limited to technology-related: Employees; infrastructure; application
17 licenses and costs; web hosting facilities and services; digital
18 content licenses; student, faculty, and administrative applications and
19 services; and the amounts and uses of technology fees charged to
20 students. The failure of the individual public institution of higher
21 education or agency to fully, accurately, and thoroughly account for
22 these resources and fees in detail shall expressly be stated in the
23 task force report;

24 (f) Recommend strategies and specific tactics to: (i) Reduce
25 duplication of applications, web hosting, and support services; (ii)
26 effectively and efficiently use technology to share costs, data, and
27 faculty professional development; (iii) improve the quality of
28 instruction; and (iv) increase student access, transfer capability, and
29 the quality of student, faculty, and administration services; and

30 (g) Recommend governance models, funding models, and accountability
31 measures to achieve these and related objectives.

32 (5) Subject to funds for this specific purpose, the higher
33 education coordinating board shall engage an independent expert to
34 conduct an independent technical analysis of the findings of the
35 comprehensive technology audits outlined in subsection (4)(e) of this
36 section.

37 (6) The public institutions of higher education and their partners
38 shall jointly report their findings and recommendations to the

1 appropriate committees of the legislature by December 1, 2010. A
2 preliminary report shall be delivered to appropriate committees of the
3 legislature by December 1, 2009.

4 NEW SECTION. **Sec. 4.** If specific funding for the purposes of this
5 act, referencing this act by bill or chapter number, is not provided by
6 June 30, 2009, in the omnibus appropriations act, this act is null and
7 void.

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Multiple Agency Fiscal Note Summary

Bill Number: 1946 2S HB	Title: Higher ed online technology
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Estimated Cash Receipts

Agency Name	2009-11		2011-13		2013-15	
	GF- State	Total	GF- State	Total	GF- State	Total
Total \$						

Local Gov. Courts *						
Local Gov. Other **						
Local Gov. Total						

Estimated Expenditures

Agency Name	2009-11			2011-13			2013-15		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Department of Information Services	.0	6,373	6,373	.0	0	0	.0	0	0
Higher Education Coordinating Board	.0	241,000	241,000	.0	0	0	.0	0	0
Work Force Training and Education Coordinating Board	.0	0	0	.0	0	0	.0	0	0
Community and Technical College System	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Total	0.0	\$247,373	\$247,373	0.0	\$0	\$0	0.0	\$0	\$0

Local Gov. Courts *						
Local Gov. Other **						
Local Gov. Total						

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Prepared by: Marc Webster, OFM	Phone: 360-902-0650	Date Published: Pending Distribution
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* See Office of the Administrator for the Courts judicial fiscal note

** See local government fiscal note

Individual State Agency Fiscal Note

Bill Number: 1946 2S HB	Title: Higher ed online technology	Agency: 155-Department of Information Services
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

FUND					
Total \$					

Estimated Expenditures from:

	FY 2010	FY 2011	2009-11	2011-13	2013-15
FTE Staff Years	0.0	0.0	0.0	0.0	0.0
Fund					
General Fund-State 001-1	4,273	2,100	6,373	0	0
Total \$	4,273	2,100	6,373	0	0

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates,

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

Legislative Contact: Aldo Melchiori	Phone: (360)786-7439	Date: 03/17/2009
Agency Preparation: Doug Mah	Phone: 360-902-3574	Date: 03/19/2009
Agency Approval: Jim Albert	Phone: 902-9885	Date: 03/19/2009
OFM Review: Regan Hesse	Phone: 360-902-9820	Date: 03/20/2009

Request # 1946 2SHB-1

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Briefly describe by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

The second substitute bill differs from the substitute bill by amending Section 3 (2). The second substitute increases the number of faculty members from four - year institutions from one to two , one of which shall be selected by statewide bargaining representatives and increases the number of faculty members from community or technical colleges from one to two , one of which shall be selected by statewide bargaining representatives .

Section 1 states the legislature's intention to study and implement findings regarding how the state's public institutions of higher education can share core resources in instructional and administrative information technology resources.

Section 2 amends chapter 28B.10 RCW and requires the following that all institutions of higher education use common online learning technologies. In addition the section requires the State Board for Community and Technical Colleges to adjust existing vendor licenses to accommodate and provide enterprise services for institutions of higher education and design a common learning management system that allows for sharing of digital content among the institutions. The institutions of higher education shall migrate to these common systems beginning July 1, 2010, and be fully migrated no later than July 1, 2012.

Section 3(1) requires the higher education coordinating board to convene a higher education technology transformation task force to improve the efficiency, effectiveness, and quality of education relative to the strategic and operational use of technology in public education.

Section 3(2) requires that the task force be composed of one member from each public baccalaureate institution of higher education, six members from the community and technical colleges, two faculty members from four - year institutions, one of which shall be selected by statewide bargaining representatives, two faculty members from community or technical colleges, one of which shall be selected by statewide bargaining representatives, and one member each from the state board for community and technical colleges, the higher education coordinating board, the workforce training and education coordinating board, the council of presidents and the department of information services.

Section 3(3) state that the task force shall prepare a report that provides a plan to improve the efficiency, effectiveness, and quality of public higher education relative to the strategic and operational use of technology in higher education.

Section 3(4)(a) requires that in developing the plan, that task force shall investigate similar efforts and in other states related to:

- online learning technologies
- personalized online student services
- integrated online administrative tools
- sharing library resources
- methods and open licensing options for effectively sharing digital content
- methods for pooling coordinating, and more efficiently managing enrollments
- methods for ensuring online courses meet agreed upon instructional guidelines and quality

Section 3(4)(b) requires the task force to develop a process and timeline for the implementation of a statewide approach based on the investigation.

Section 3 (4) (c) also requires that the report focus on statewide capability and standards that enable the efficient use of common applications, web hosting services, user support, staff training, and consolidated software licenses and open educational resources.

Section 3(4)(d) requires that the report include the metrics to gauge success.

Section 3(3)(e) requires the task force to conduct a comprehensive audit of existing resources used by public institutions of higher education or agencies. The audit shall include, but is not limited to technology-related employees, infrastructure, licenses, facilities, digital content licenses, and administrative applications. The failure of the individual public institution of higher education or agency to fully, accurately, and thoroughly account for resources and fees in detail shall expressly be stated in the task force report.

Section 3 (4)(f) requires the task force to recommend strategies and specific tactics to:

- Reduce duplication of applications, effectively and efficiently use technology to share costs, data, and faculty professional development,
- improve the quality of instruction
- increase student access
- transfer capability, and the quality of student, faculty, and administration services.

Section 3(4)(g) requires that the recommend governance and funding models and accountability measures to achieve the objectives outlined in the bill.

Section 3 (5) requires the task force to jointly report their findings and recommendations to the appropriate committees of the legislature by December 1, 2010. A preliminary report shall be delivered to appropriate committees of the legislature by December 1, 2009.

II. B - Cash receipts Impact

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Section 3(2) requires that the Department of Information Services (DIS) participate on the task force to improve the efficiency, effectiveness, and quality of education relative to the strategic and operational use of technology in public education. The total estimated cost for DIS participation is \$6,372.

The Higher Education Coordinating Board (HECB) assumes the project will last 18 months. The HECB assumes task force members will participate in a total of 16 meetings. It is assumed that travel and applicable meal costs will be

reimbursed by the HECB and that no per diem or honorarium will be paid for participation. DIS assumes that an Assistant Director from DIS will participate on the task force. The hourly rate for this level of participation is \$51.72 (\$108,000 annual salary / 2088 hours). Employee benefits are assumed to be 25 percent of the salary costs and overhead is assumed to be 15 percent of the salary cost.

In Fiscal Year 2010, the HECB assumes five of the meetings will occur in the Seattle area and six additional meetings will occur online. The total FY 2010 DIS hours dedicated to participating on the task force is 59 hours. Total FY 2010 costs are \$4,272 and 0.03 FTE.

In FY 2011, the HECB assumes three of the meeting will occur in the Seattle area and two meeting will occur online. The total FY 2011 DIS hours dedicated to participating on the task force is 29 hours. Total FY 2011 costs are \$2,100 and 0.01 FTE.

The differences between the second substitute bill and substitute bill do not alter the assumed workload or fiscal impact to DIS since the changes do not directly or indirectly the participation of DIS on the task force.

Part III: Expenditure Detail

III. A - Expenditures by Object Or Purpose

	FY 2010	FY 2011	2009-11	2011-13	2013-15
FTE Staff Years	0.0	0.0	0.0		
A-Salaries and Wages	3,052	1,500	4,552		
B-Employee Benefits	763	375	1,138		
C-Personal Service Contracts					
E-Goods and Services	458	225	683		
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total:	\$4,273	\$2,100	\$6,373	\$0	\$0

III. B - Detail: *List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part I and Part IIIA*

Job Classification	Salary	FY 2010	FY 2011	2009-11	2011-13	2013-15
EMS Band 4	108,000	0.0	0.0	0.0		
Total FTE's	108,000	0.0	0.0	0.0		0.0

Part IV: Capital Budget Impact

Part V: New Rule Making Required

Identify provisions of the measure that require the agency to adopt new administrative rules or repeal/revise existing rules.

Individual State Agency Fiscal Note

Bill Number: 1946 2S HB	Title: Higher ed online technology	Agency: 343-Higher Education Coordinating Board
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

FUND					
Total \$					

Estimated Expenditures from:

	FY 2010	FY 2011	2009-11	2011-13	2013-15
Fund					
General Fund-State 001-1	159,000	82,000	241,000	0	0
Total \$	159,000	82,000	241,000	0	0

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

Legislative Contact: Aldo Melchiori	Phone: (360)786-7439	Date: 03/17/2009
Agency Preparation: Bob Billings	Phone: 360-753-7893	Date: 03/20/2009
Agency Approval: Jan Ignash	Phone: 360-704-4168	Date: 03/20/2009
OFM Review: Marc Webster	Phone: 360-902-0650	Date: 03/20/2009

Request # 142-1

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Briefly describe by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

This fiscal note reflects fiscal impact on both public baccalaureate institutions of higher education and the Higher Education Coordinating Board (HECB).

Section 2 of 2SHB 1946 encourages institutions of higher education to switch to common online learning technologies, including learning management and web conferencing systems. As this transition is encouraged and not mandated, cost estimates are only included in expenditure narrative and not in the expenditure detail.

Section 3 of 2SHB 1946 would require the HECB to convene a technology transformation task force including 21 representatives from higher education and the Department of Information Services. This task force will generate a comprehensive strategy to increase the effectiveness, efficiency and quality of higher education through technology.

II. B - Cash receipts Impact

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Section 2

The following fiscal impact estimates for Section 2 of the bill are preliminary HECB analysis of cost impact. As the provisions of Section 2 are encouraged rather than mandated, these costs are not included in expenditure detail and are offered only in the narrative.

HECB Analysis of Licensing Costs

2SHB 1946 specifically mentions a shared platform for learning management and web conferencing, although the scope of these shared platforms is not limited to these areas. For the purposes of this fiscal note, only the fiscal impact of the transfer to common platforms for learning management and web conferencing software will be estimated.

The SBCTC uses Elluminate as the vendor for their web conferencing technology. The SBCTC estimates that vendor contract adjustment to cover all baccalaureate institutions would require \$200,000 distributed among institutions based on proportionate student, faculty, and staff numbers.

The SBCTC uses Angel as the vendor for their learning management software. The SBCTC estimates that under their current contract each user would cost approximately \$2.67 per quarter, regardless of credits taken per student. This contract is subject to significant change during renegotiation to include public baccalaureate institutions. In Fall 2008, approximately 17,000 unique students (Source: PCHEES data system) registered for classes that were online learning

only. If this pattern of usage were to continue throughout the 2008-09 academic year, then the HECB would anticipate (assuming that students at WSU on the semester system would be charged 50% more per semester, to bring annual average charges in line with institutions on an academic quarter based system) that, annually, 51,000 online-only users would add approximately \$137,000 dollars in licensing costs for the use of Angel. In addition to online-only users, public baccalaureate institutions have many on-campus classes that use learning management systems extensively. The additional cost for these users is indeterminate, as specific contract terms would have to be negotiated for these users.

The HECB anticipates a substantial indeterminate cost for adding public baccalaureate institutions to existing web conferencing and learning management software. The HECB anticipates \$200,000 in costs for web conferencing software, and \$137,000 for online-only users of learning management software as well as an indeterminate increase in expenditures for students enrolled in on-campus classes using learning management software.

HECB Analysis of Implementation and Training Costs

All institutions anticipate significant costs related to a change in learning management and web conferencing platforms.

As cited by the University of Washington in their estimate of fiscal impact provided to the HECB, research conducted as part of an implementation plan from McMaster University in Canada (19,000 students) that included institutions with enrollments that ranged from small (6,000 students) to very large (60,000+ students) determined the average ratio of staff to student FTE for a 2-year online learning technology (or learning management system – LMS) implementation including migrations was 1:2,650. Assuming that each of these specialized FTE staff would require \$75,000 in salaries and benefits, the migration cost for 95,670 2008 Supplemental Budgeted FTEs would be approximately \$2.7 million dollars to support 36 specialized FTE.

Overall the expenditures required to migrate web conferencing and learning management are largely indeterminate due to the high number of variables, but it is not unrealistic to assume that migration, training, and licensing costs could be as much as \$5.0 million from July 1, 2010 to July 1, 2012 given the complexity involved in migrating platforms for large public institutions with previously established systems. If additional systems, like enrollment management or personal systems, were further migrated to a common platform this cost would increase precipitously.

After full migration, switching to a common platform would presumably net some indeterminate annual savings. During transition, significant portions of previous infrastructure will also have to remain active. At this time, without the task force analysis assigned in section 3, any estimates of net expenditures are indeterminate as related to section 2.

Section 3

Section 3 would require the HECB to convene a Higher Education Technology Transformation Task Force with 21 members representing higher education and the Department of Information Systems.

Section 3(4)(e) would require comprehensive audits of technology-related employees, infrastructure, application licenses and costs, web hosting facilities and services, digital content licenses, student, faculty, and administrative applications, and the amounts and uses of technology fees charged to students. The HECB anticipates a consultant would be involved in creating and administering these audits, the expenditures required would be included in the consultant costs noted below.

Additionally, Section 3(5) requires the HECB to engage an independent expert to conduct analysis of the audits performed in Section 3(4)(e) subject to funds appropriated for this specific purpose.

The HECB anticipates that coordination of the audit process and analysis of the audit findings by an outside consultant will require the expenditure of approximately \$139,000 in FY 2010 and \$70,000 in FY 2011.

Section 3(4)(a) requires this task force to perform extensive research on online learning, student services, library resource sharing, administrative tools, open courseware, and online course quality. Sections 3(4)(b), 3(4)(c), 3(4)(d), 3(4)(f), and 3(4)(g) require a strategic technology implementation plan which addresses all of the following areas: common platforms, the reduction of duplication, shared costs, improved quality, increased access, simplified transfer, governance structures, funding structures, and accountability measures. HECB analysis anticipates that the breadth of topics covered will require at least 16 meetings of this task force between July 1, 2009 and Dec 1, 2009, or 11 meetings in FY 2009 and 5 meetings in FY 2010. Eight (8) of these meetings will be conducted in person in the Seattle Area (5 in FY 2010, 3 in FY 2011). These meetings are assumed to cost \$150 per meeting. Mileage reimbursements are expected to average about 280 miles (or about half the round trip distance from Seattle to Spokane) or \$25,872 for all 21 members to travel for all 8 meetings at a reimbursement rate of \$0.55 per mile. The HECB anticipates that traveling to these meetings will require lunch per diems, an additional \$3,072. The 8 online meetings are not anticipated to have any additional cost. HECB analysis anticipates a total cost of convening this work-group to be \$28,944. This represents a 50% savings from the overall cost of convening this work-group if all 16 meetings were held in person.

Section 3(6) requires a preliminary report to the Legislature by Dec. 1, 2009 and a final report by Dec. 1, 2010.

The total overall expenditure anticipated by the HECB related to Section 3 is anticipated to be \$159,000 in FY 09 and \$82,000 in FY 10 based on preliminary estimates. The total cost in the 2009-11 biennium would be approximately \$241,000.

Institution Impact

HECB analysis anticipates task force participation and audit cooperation will have a minimal fiscal impact at public baccalaureate institutions of higher education.

Part III: Expenditure Detail

III. A - Expenditures by Object Or Purpose

	FY 2010	FY 2011	2009-11	2011-13	2013-15
FTE Staff Years					
A-Salaries and Wages					
B-Employee Benefits					
C-Personal Service Contracts	139,000	70,000	209,000		
E-Goods and Services	1,000	1,000	2,000		
G-Travel	19,000	11,000	30,000		
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total:	\$159,000	\$82,000	\$241,000	\$0	\$0

III. C - Expenditures By Program (optional)

Program	FY 2010	FY 2011	2009-11	2011-13	2013-15
Policy Coordination & Administration (010)	159,000	82,000	241,000		
Total \$	159,000	82,000	241,000		

Part IV: Capital Budget Impact

Part V: New Rule Making Required

Identify provisions of the measure that require the agency to adopt new administrative rules or repeal/revise existing rules.

Individual State Agency Fiscal Note

Bill Number: 1946 2S HB	Title: Higher ed online technology	Agency: 354-Work Force Train & Educ Coord Board
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Part I: Estimates

No Fiscal Impact

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

Legislative Contact: Aldo Melchiori	Phone: (360)786-7439	Date: 03/17/2009
Agency Preparation: Julie Anderson	Phone: 360 753-5677	Date: 03/19/2009
Agency Approval: Walt Wong	Phone: 360-753-5676	Date: 03/19/2009
OFM Review: Marc Webster	Phone: 360-902-0650	Date: 03/19/2009

Request # 071-09-01-1

Briefly describe by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Part IV: Capital Budget Impact

Individual State Agency Fiscal Note

Bill Number: 1946 2S HB	Title: Higher ed online technology	Agency: 699-Community/Technical College System
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

FUND					
Total \$					

Estimated Expenditures from:

Non-zero but indeterminate cost. Please see discussion.

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

Legislative Contact: Aldo Melchiori	Phone: (360)786-7439	Date: 03/17/2009
Agency Preparation: Paula Moore	Phone: 360-704-4384	Date: 03/19/2009
Agency Approval: Denise Graham	Phone: 360-704-4350	Date: 03/19/2009
OFM Review: Marc Webster	Phone: 360-902-0650	Date: 03/19/2009

Request # -1

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Briefly describe by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

Sec. 2 of 2nd Sub. HB 1946 encourages all institutions of higher education to use common online learning technologies, including those currently managed by the State Board for Community and Technical Colleges (State Board) Institutions that decide to migrate to the common system may begin doing so immediately. For those institutions that opt in, the State Board will adjust current licenses to accommodate the additional schools and convene a workgroup to determine a shared fee structure.

Sec. 3 of 2nd Sub. HB 1946 requires the Higher Education Coordinating Board to convene a workgroup to improve the use of technology in higher education. The State Board is required to participate.

II. B - Cash receipts Impact

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Sec. 2 would require the State Board to adjust current licenses for online learning technologies for the four year institutions that chose to opt-in. The staff work associated with renegotiating the licenses; convening a workgroup to determine a shared fee structure; and issuing interagency agreements for use of the licenses can be accomplished within existing resources. The State Board assumes any additional cost for expanded licenses would be covered by the participating 4-year institutions. However, fiscal impact is indeterminate, as the cost of renegotiated licenses and the fee structure associated with them, is dependent a) on the number of participating 4-year institutions; b) negotiations with the license providers; and c) negotiations with the participating 4-year institutions over interagency agreement fee rates.

Participation in the higher education technology workgroup created in Sec. 3 can be accomplished within existing resources.

Part III: Expenditure Detail

Part IV: Capital Budget Impact

Part V: New Rule Making Required

Identify provisions of the measure that require the agency to adopt new administrative rules or repeal/revise existing rules.

May 2009

System Design Plan

Background

The Higher Education Coordinating Board's (HECB) *2008 Strategic Master Plan for Higher Education* in Washington calls for a sustained, statewide effort to raise educational attainment throughout Washington. The companion *Implementation Plan* calls for a comprehensive review of higher education's delivery system. There are regional disparities in access to baccalaureate education, and the state's need for more degree production exceeds the planned capacity of the public and independent institutions.

The process for determining when and where to build new campuses or to change institutional mission (e.g. baccalaureate degrees offered by community or technical colleges) needs to be developed now so that when the state is able to make new investments in our higher education system, those investments will be deployed strategically. Regional studies have documented local needs, but it has been several decades since a statewide review has been made to determine how new investment in one region complements or affects existing institutions.

Purpose

A *System Design* study is needed to present a systematic plan for expanding our state's higher education system capacity, set degree targets, and identify gaps in access and delivery. The plan will flesh out a new principle advocated by the HECB: *expand on demand*. In the past, based on good demographic and economic evidence, the state has relied on a "build it and they will come" strategy for higher education expansion. Current demographic trends suggest that the state's first priority must be to build larger pipelines of prepared K-12 students and young working age adults seeking postsecondary education and training. The *System Design Plan* will propose a set of rules that can be used to build higher education expansion based on actual – as opposed to forecasted – demand by students and employers. The plan also will focus on greater use of technology and other promising alternative pedagogies as a strategy for cost-effective program delivery and for reaching out to target populations.

Both the Legislature and Governor support the System Design Study, with expectations that the recommendations from the HECB (as a result of the study) will inform decisions that are being discussed in the Legislature, including the issue of building a new campus in Snohomish County.

Participants and Timeline

The HECB has appointed a Study Group composed of representatives from the public and private four-year institutions and the public two-year colleges to conduct this comprehensive review of the state's higher education delivery system. A smaller Data Group provides research and analysis and data collection to support the work of the Study Group. A Steering Committee is being formed to provide a statewide, non-institutional perspective that can augment and guide the ongoing work of the Study Group.

The System Design Study Group has met twice. On March 2, the group reviewed the goals of the 2008 Strategic Master Plan and current implementation activities and discussed the purpose for the group's work – to develop recommendations for a coordinated response to regional and institutional demands for higher education. On May 4, the Study Group conducted an environmental scan that included the state population (geography and educational attainment levels), the state higher education system (institutional missions, locations, enrollments, etc), degree production, and pipeline options.

The Study Group will continue to meet monthly and will present its findings and recommendations to the Board and the Advisory Council in October. The Board will take action on the group's recommendations at its November 19 meeting.

**Excerpt from
Engrossed Substitute House Bill 1244**

Higher Education Coordinating Board

NEW SECTION. Sec. 612. FOR THE HIGHER EDUCATION COORDINATING BOARD--POLICY COORDINATION AND ADMINISTRATION

General Fund--State Appropriation (FY 2010)	\$6,611,000
General Fund--State Appropriation (FY 2011)	\$6,203,000
General Fund--Federal Appropriation	\$4,352,000
TOTAL APPROPRIATION	\$17,166,000

The appropriations in this section are subject to the following conditions and limitations:

(1) Within the funds appropriated in this section, the higher education coordinating board shall complete a system design planning project that defines how the current higher education delivery system can be shaped and expanded over the next ten years to best meet the needs of Washington citizens and businesses for high quality and accessible post-secondary education. The board shall propose policies and specific, fiscally feasible implementation recommendations to accomplish the goals established in the *2008 strategic master plan for higher education*. The project shall specifically address the roles, missions, and instructional delivery systems both of the existing and of proposed new components of the higher education system; the extent to which specific academic programs should be expanded, consolidated, or discontinued and how that would be accomplished; the utilization of innovative instructional delivery systems and pedagogies to reach both traditional and nontraditional students; and opportunities to consolidate institutional administrative functions. The study recommendations shall also address the proposed location, role, mission, academic program, and governance of any recommended new campus, institution, or university center. During the planning process, the board shall inform and actively involve the chairs from the senate and house of representatives committees on higher education, or their designees. The board shall report the findings and recommendations of this system design planning project to the governor and the appropriate committees of the legislature by December 1, 2009.

(over)

(2) \$146,000 of the general fund--state appropriation for fiscal year 2010 and \$65,000 of the general fund--state appropriation for fiscal year 2011 are provided solely for the higher education coordinating board to administer Engrossed Second Substitute House Bill No. 2021 (revitalizing student financial aid). If the bill is not enacted by June 30, 2009, the amounts provided in this subsection shall lapse.

(3) \$227,000 of the general fund--state appropriation for fiscal year 2010 and \$11,000 of the general fund--state appropriation for fiscal year 2011 are provided solely to implement Engrossed Second Substitute House Bill No. 1946 (regarding higher education online technology). If the bill is not enacted by June 30, 2009, the amounts provided in this subsection shall lapse.

(4) \$400,000 of the general fund--state appropriation for fiscal year 2010 and \$400,000 of the general fund--state appropriation for fiscal year 2011 are provided solely for the higher education coordinating board to contract with the Pacific Northwest university of health sciences to conduct training and education of health care professionals to promote osteopathic physician services in rural and underserved areas of the state.

System Design Plan

May 5, 2009

Review of Work Plan

In particular, three purposes will guide the work of Study Group members:

- 1) to develop recommendations on how to best deliver undergraduate and graduate education throughout Washington,
- 2) to develop recommendations on how to best use Washington higher education system's capacity to deliver mid-level, baccalaureate and graduate degree programs and certificates, and
- 3) to develop rational rules for growth and change, using existing resources efficiently and identifying areas that need new or expanded resources.

Scope of Study/Elements of Analysis: *Institutions and Programs*

- 1) History and description of the current structure of Washington's higher education system, including institutional and sector roles and missions
- 2) Location, size (student FTE), and program offerings of existing two- and four-year institutions
- 3) Analysis of state and regional degree production needs to describe existing institutional size, location, role and mission
- 4) Analysis of performance output (enrollment and degree production, by institutional missions(s) and student demographics
- 5) Identification of the strengths and weaknesses of the current higher education delivery system
- 6) Options for expanding baccalaureate and graduate education programs
- 7) Options for expanding mid-level degrees, certificates, and apprenticeships
- 8) Options for enhancing existing baccalaureate programs at regional centers (such as additional support from main campuses)

Study Questions (guiding questions for May 4 meeting)

- 1) How and where should graduate and undergraduate degree and certificate programs throughout Washington be developed?
 - b. What is the appropriate size and mix of programs, including those delivered via technology, to address Washington's need for an educated workforce?
- 2) Where should these programs be developed to reach all areas of demand—urban/suburban/rural?
- 3) What are the rational rules for growth in the concept of "expand on demand," that is, the demonstrated points at which students' demand for higher education warrants expansion, contraction, or elimination?
 - a. Where are students currently being served, including educational centers, regional, and main campuses and alternative delivery systems for these existing structures?
 - b. What critical mass of students constitutes demand for a new educational center or campus or expansion of an existing one?
 - c. What are the points at which employers' demand for higher education warrants expansion?
 - d. What are the points at which employers' lack of demand for higher education warrants contraction or elimination?

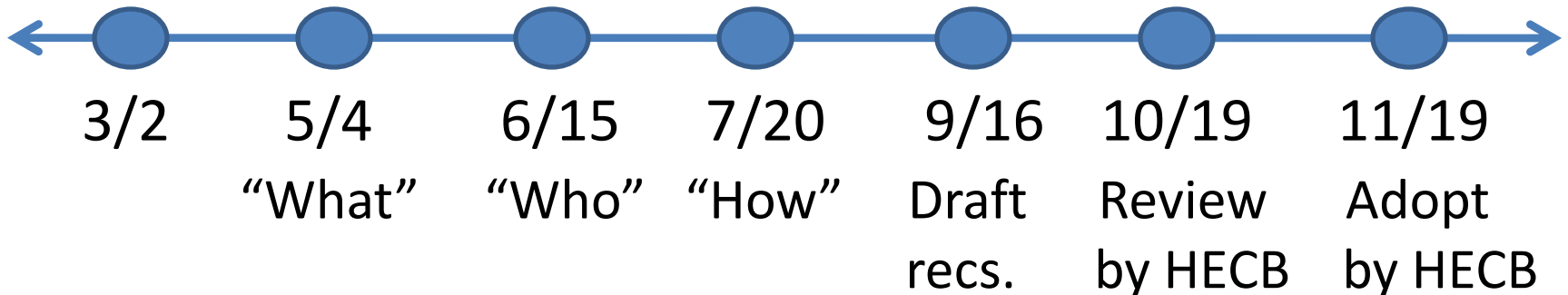
Washington Higher Education: Population, Institutions, and Programs

“Environmental Scan”
System Design Plan Meeting
May 4, 2009

Review of System Design Plan

- May – July Meeting Topics/Study Elements
 - Population, Institutions, Programs (the “what”)
 - Students and Faculty (the “who”)
 - Local governance and alternate educational delivery options (the “how”)

- Timeline



SDP Work Plan “Road Map” for today’s meeting

Descriptions of the State (macro-level)

- Population: density, racial/ethnic minority groups, change 2000 to 2008
- Educational attainment levels

Descriptions about Washington’s Higher Education Institutions

- Current structure of Washington’s higher education system, including institutional and sector broad missions
- Location, size (student FTE), and overall shape of Washington higher education program offerings of existing two- and four-year institutions
- State and regional degree production compared to *Master Plan* goals, national benchmarks, and gaps between current supply and job openings
- Analysis of degree production by location, sector, and major/high demand fields

Options for Expansion (afternoon session)

- How and where should graduate and undergraduate degree and certificate programs throughout Washington be developed, including the appropriate size and mix of programs?
- What are the rational rules for growth for the *MP* concept of “expand on demand?”

Population and Geographical Challenges

- Low population density over large tracts of land
- Geographical challenges: Impact of mountains, water and highways on access
- Hispanic/Latino populations widely distributed across the state
- American Indian population small, but widely distributed across the state
- Rapid population growth in some areas where we have minimal higher education presence
- Washington's "Baby Boomers" (born 1946-1964) are the most highly-educated generation in our history; younger adults in Washington have, on average, less education than Boomers.

Population Maps

8 ERDC maps located at www.erd.c.wa.gov/temporary/

1. Density: Statewide
2. Density: King/Snohomish/Pierce/Kitsap regions
- Persons per square mile: by under-represented groups
 3. Hispanic/Latino
 4. Black/African American
 5. Asian
 6. American Indian/Alaska Native
 7. Native Hawaiian & Other Pacific Islander
8. Population Change 2000-2008

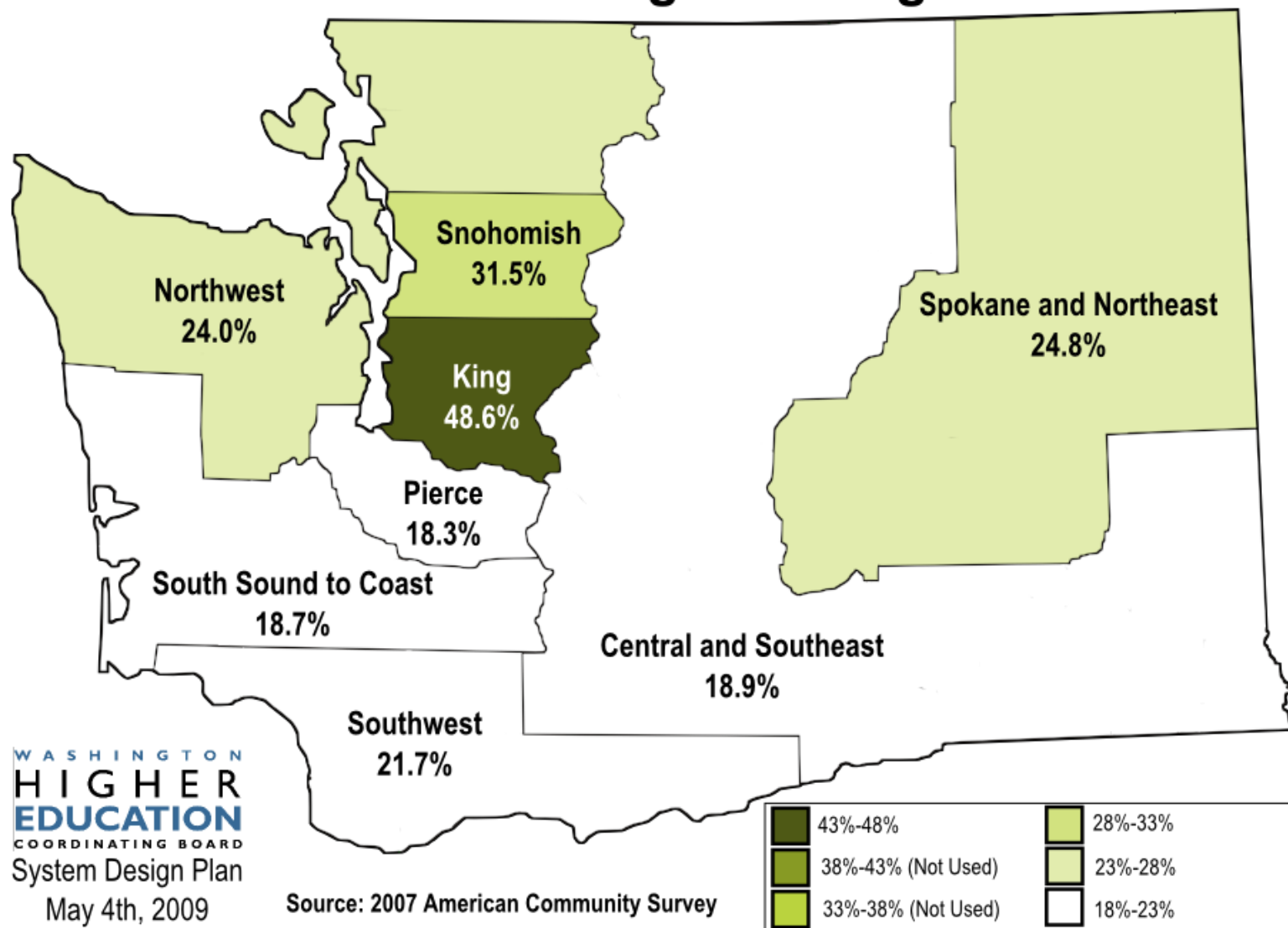
Source: ERDC, OFM

Educational Attainment Levels in Washington

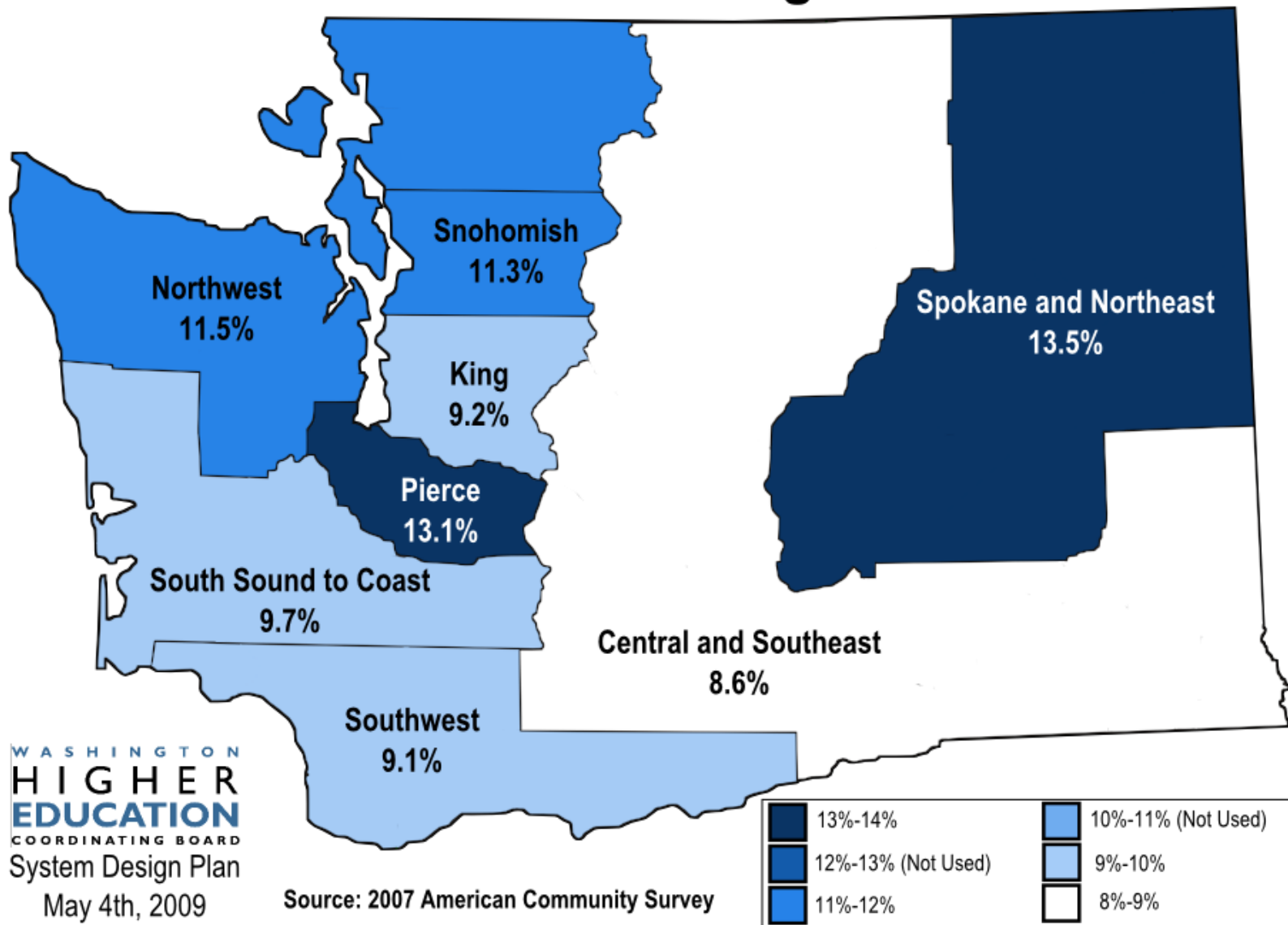
Washington is a well-educated state, but ...

- while nearly half of King County's adults ages 25-34 have a bachelor's degree or higher, in Pierce County and in the South Sound-to-Coast, Southwest, and Central & Southeast regions, less than 23% do.
- in all counties except King and Snohomish, over half of the adults ages 25-34 have a high school diploma, but less than an associate's degree.
- in the Central & Southeast region nearly 18% of those ages 18-34, who are not enrolled in school, have less than a high school diploma.

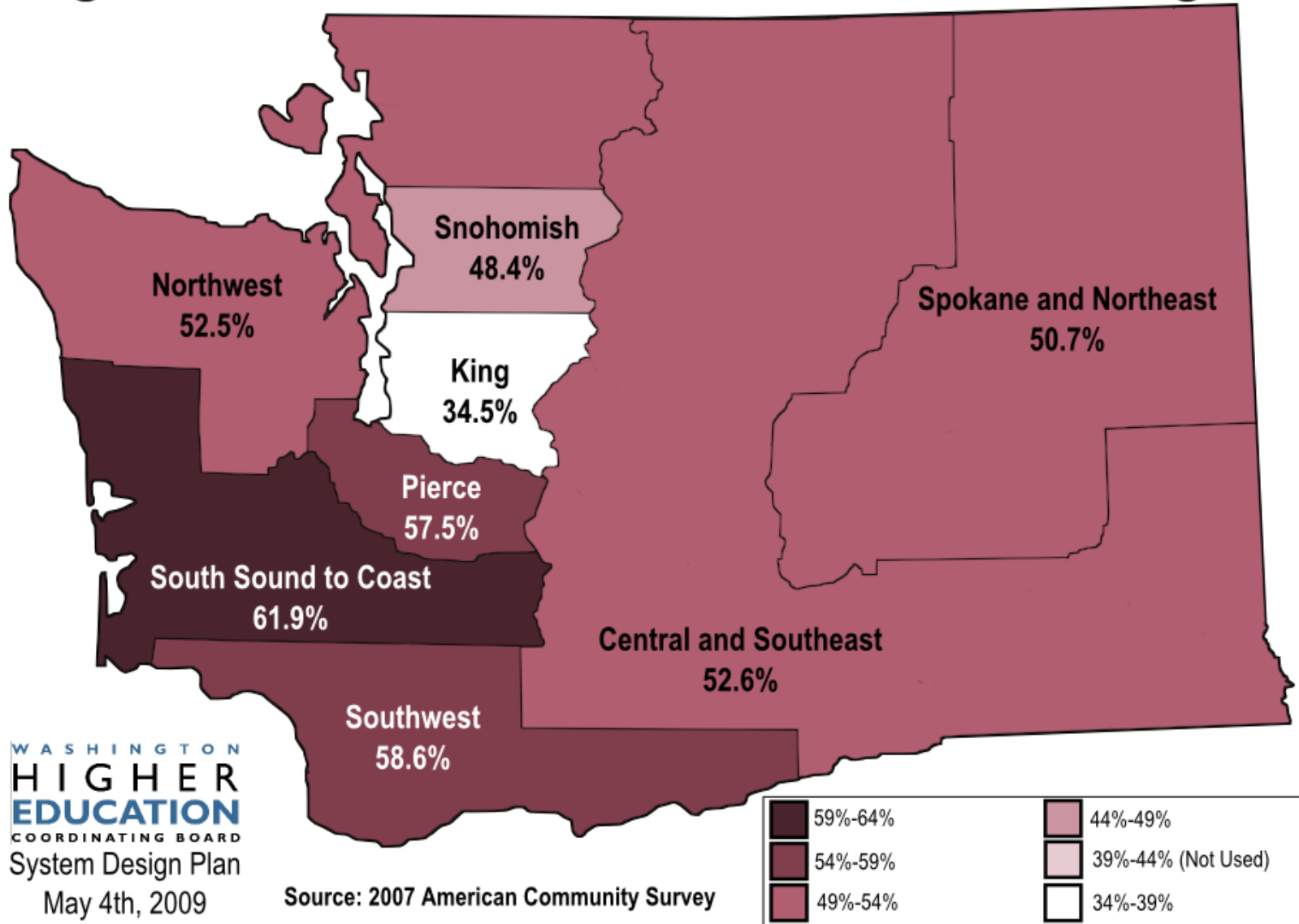
Highest Educational Attainment, Ages 25-34: Bachelor's Degree or Higher



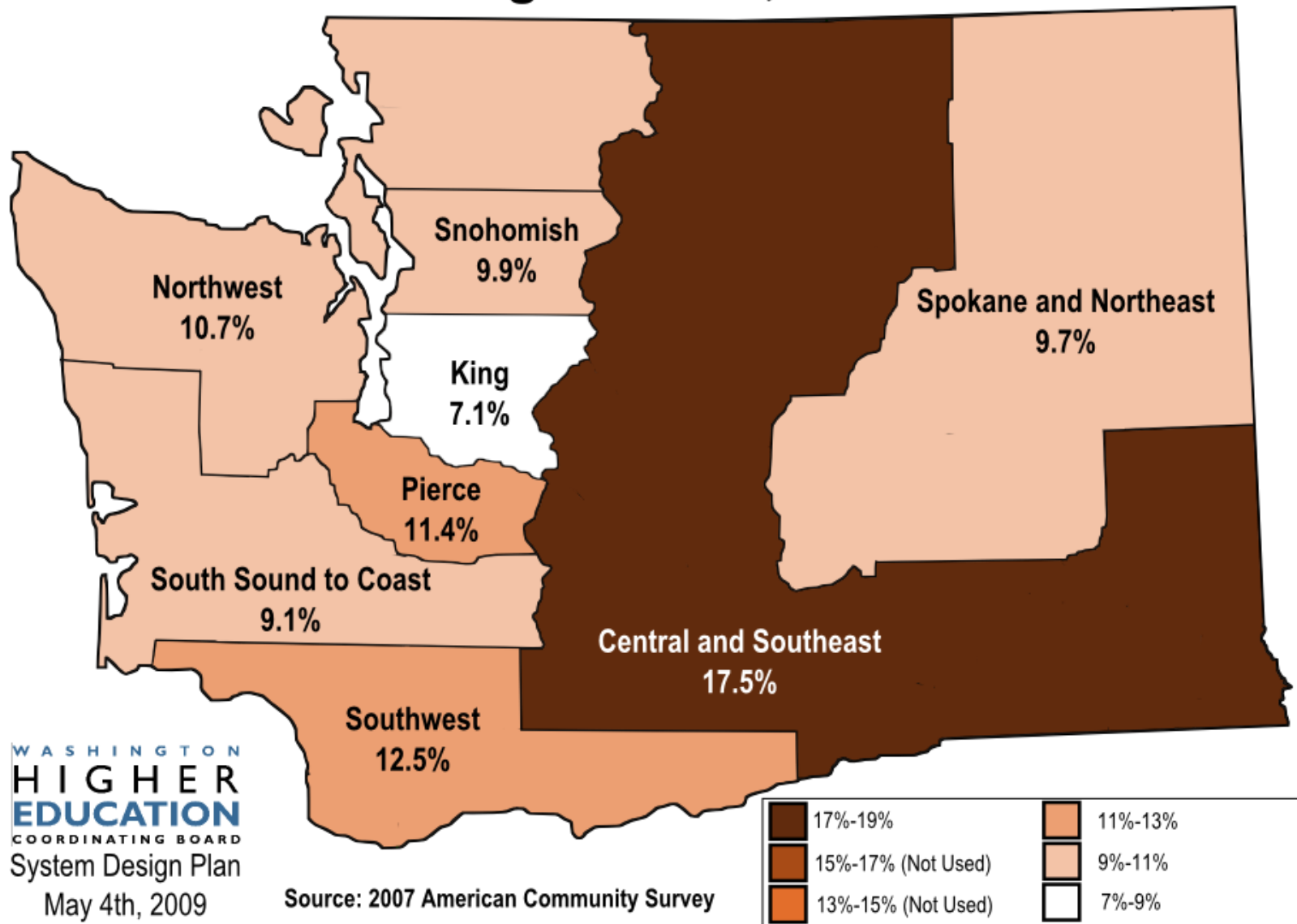
Highest Educational Attainment, Ages 25-34: Associate's Degree



Highest Educational Attainment, Ages 25-34: High School and Less than an Associate's Degree



Highest Educational Attainment, Ages 18-34: Less than High School, Not Enrolled



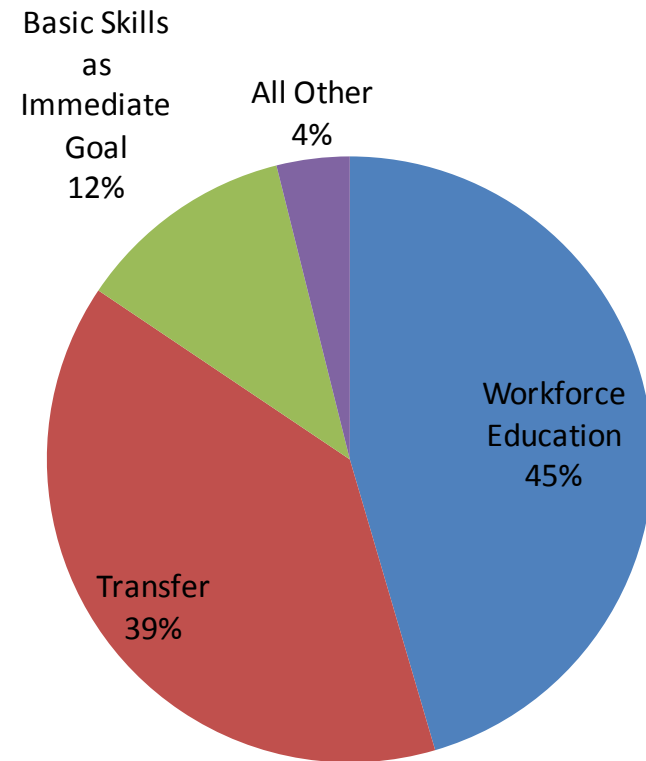
Review of Public University and Branch Campus Enabling Legislation (RCW)

- Statute indicates that UW’s purpose is “to provide a liberal education in literature, science, art, law, medicine, military science and such other fields” as established by the board or regents or by law. (RCW28B.20.020)
- Statute indicates that WSU’s purpose is “to provide higher education in such fields” as established by the board of regents or by law, “including instruction in agriculture or other industrial pursuits, mechanical arts and the natural sciences.” (RCW28B.30.015)
- Statutes indicate that the primary function of branch campuses is to expand regional access to baccalaureate and master’s levels. (RCW28B.45.030, 040, 050)
- Regional universities’ primary missions are to provide programs through the master’s degree, serve particular regions, focus on applied and professional areas, serve transfer students, and provide extended occupational and complementary studies programs that are integrated with the region’s community and technical colleges. (RCW28B.35.050)

Mission of Broad Access: Community and Technical Colleges

- 34 community and technical colleges serve nearly half a million people each year – 460,696 students in 2007-08
- 169,189 full-time students (annual FTES) – 80% state funded – 136,199 FTES

Annual State FTEs, 2007-08



Source: SBCTC 2007-08 Academic Year Report

Missions of Private Universities and Colleges

- The Independent Colleges of Washington (ICW) include 10 independent non-profit degree-granting universities and four-year liberal arts-based colleges headquartered in Washington state, accredited by the Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities, which are open to all academically prepared persons on equal terms.
- (Handout: Capsules of Distinction – Independent Colleges of Washington)

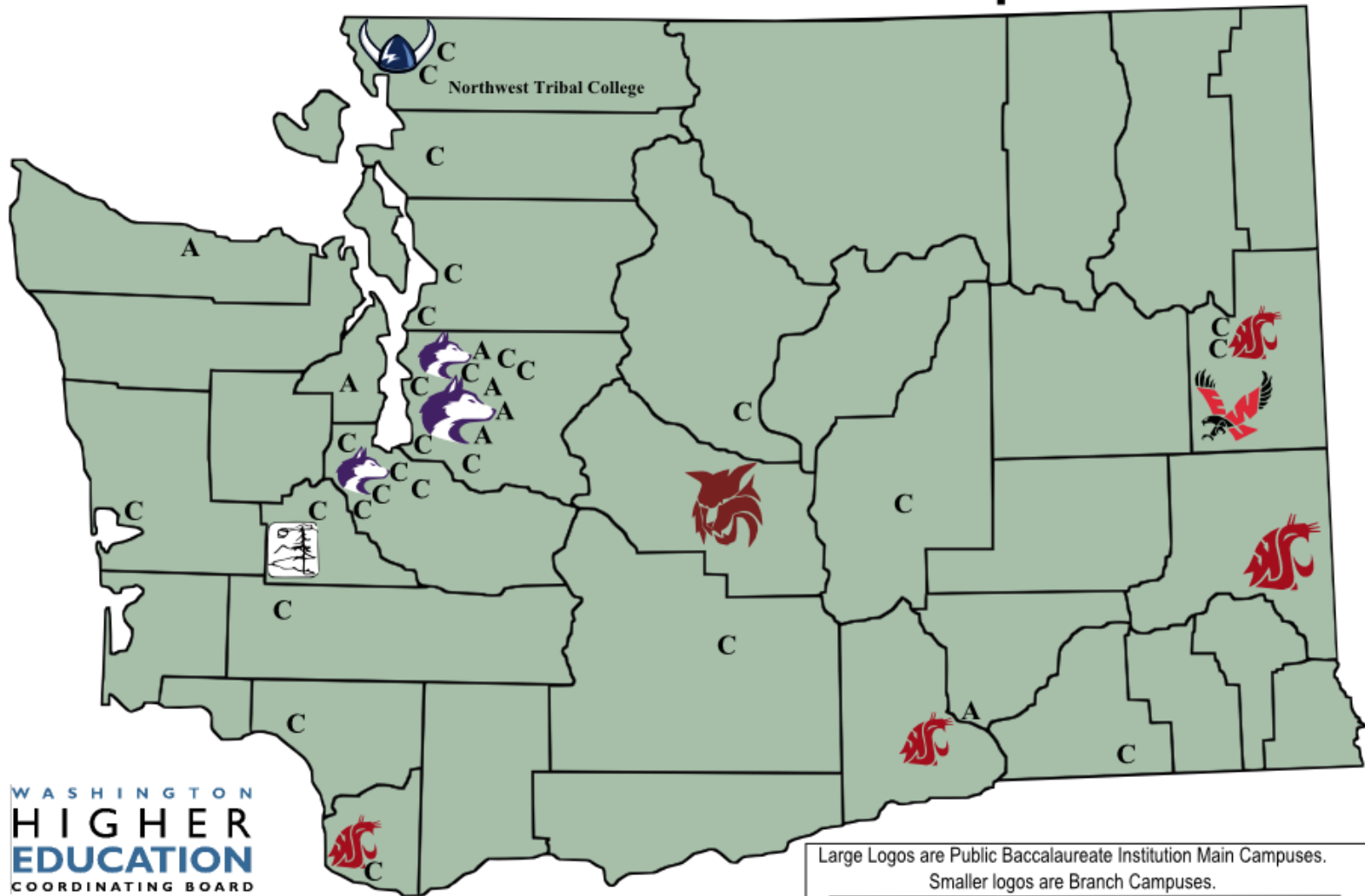
Missions of Private Colleges

- The mission of Washington's private career colleges that are part of the Northwest Career Colleges Federation is to provide opportunities for education and training in high demand industries; to offer programs of study in which graduates with the right knowledge, skills and behaviors have higher employment potential; and to provide a foundation and desire in graduates to pursue lifelong learning.
- Other private institutions—baccalaureate institutions, proprietary and career colleges—exist and their missions vary.

Washington's Higher Education Institutions

- Washington's public 4-year higher education system is relatively small compared to other states: only 6 main campuses.
- 5 branch campuses (including WSU Spokane) and numerous centers provide additional access. Growth of some branch campuses in other states, such as Southern Illinois University-Edwardsville, suggests that full establishment can take a decade or two.
- 34 community and technical colleges provide substantial access; 7 of the CTCs offer Applied Baccalaureate degrees.
- 18 of Washington's 39 counties have neither a public 4-year institution nor a community or technical college. Of these 18 counties, 9 have a CTC center.
- Of the 10 ICW institutions, 5 are located in the densely populated Puget Sound region. ICW centers and sites provide additional access in 7 counties that do not have main ICW campuses; four are located in central Washington.
- 9 counties have no bricks-and-mortar higher education presence (institutions, branches, centers, or sites) : East: Adams, Columbia, Lincoln, Okanogan, Pend Oreille; Central: Klickitat, Skamania; and West: Jefferson, Wahkiakum.

Washington's Higher Education Institutions Public Main and Branch Campuses



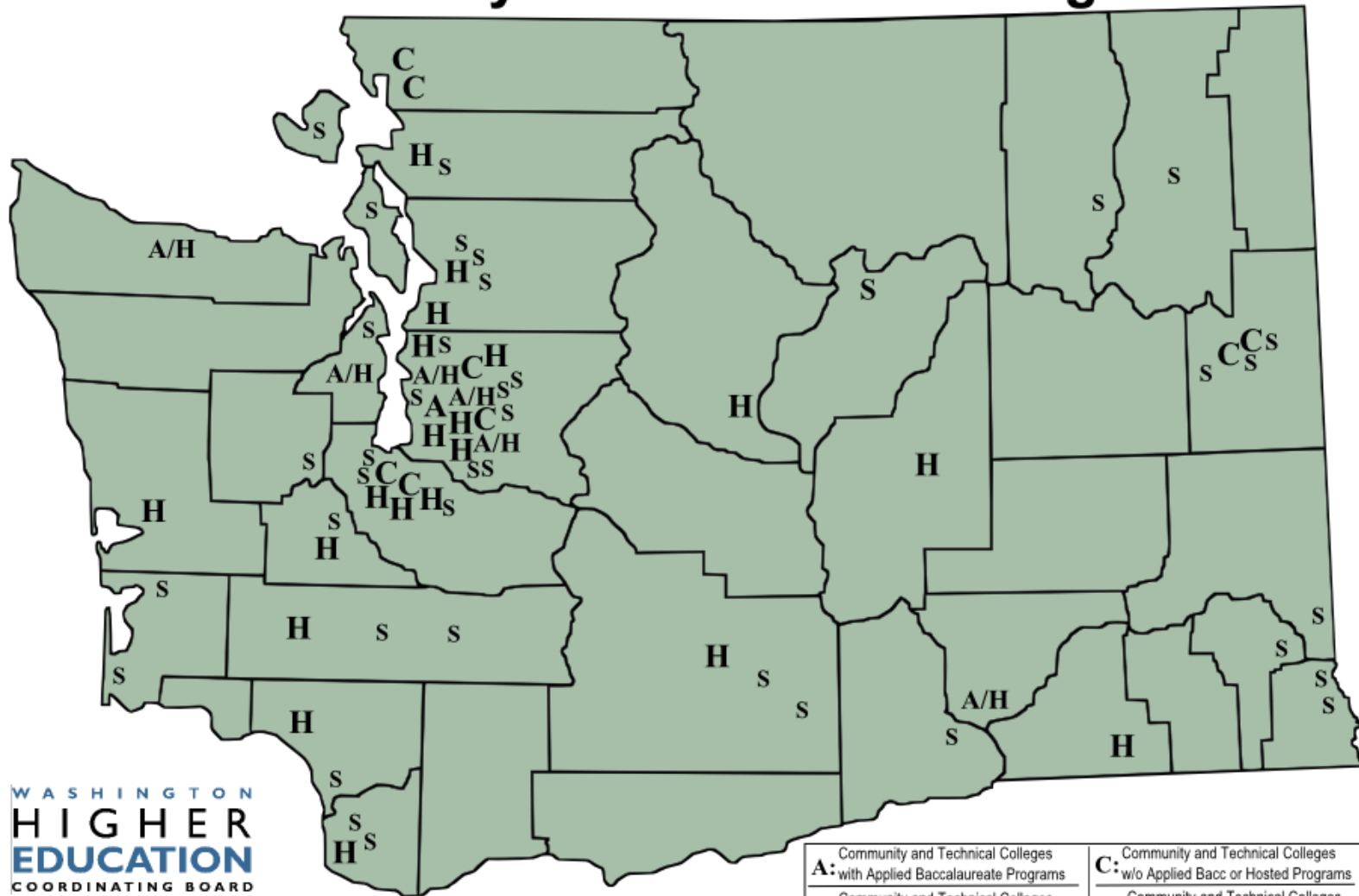
WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD
System Design Plan
May 4th, 2009

Large Logos are Public Baccalaureate Institution Main Campuses.
Smaller logos are Branch Campuses.
A: Community and Technical Colleges with Applied Baccalaureate Programs
C: Community and Technical Colleges without Applied Baccalaureate Programs

Washington's Higher Education Institutions: Public 4-Year

Handout: Public Baccalaureate and Graduate
Instructional Locations by Type

Washington's Higher Education Institutions Community and Technical Colleges

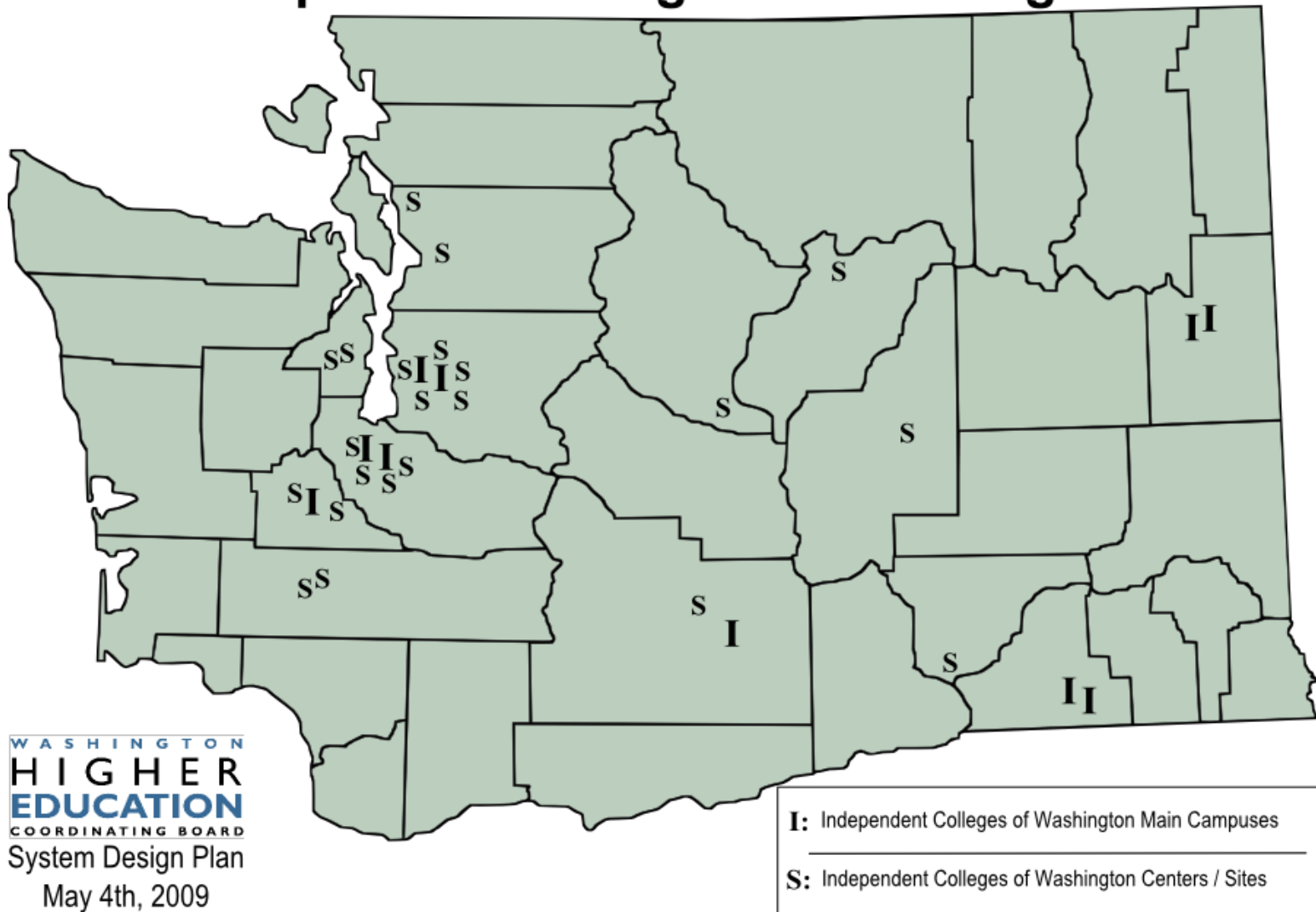


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A: Community and Technical Colleges with Applied Baccalaureate Programs	C: Community and Technical Colleges w/o Applied Bacc or Hosted Programs
H: Community and Technical Colleges with Hosted Programs	S: Community and Technical Colleges Centers
A/H: Community and Technical Colleges w/ Applied Bacc and Hosted Programs	

Washington's Higher Education Institutions

Independent Colleges of Washington



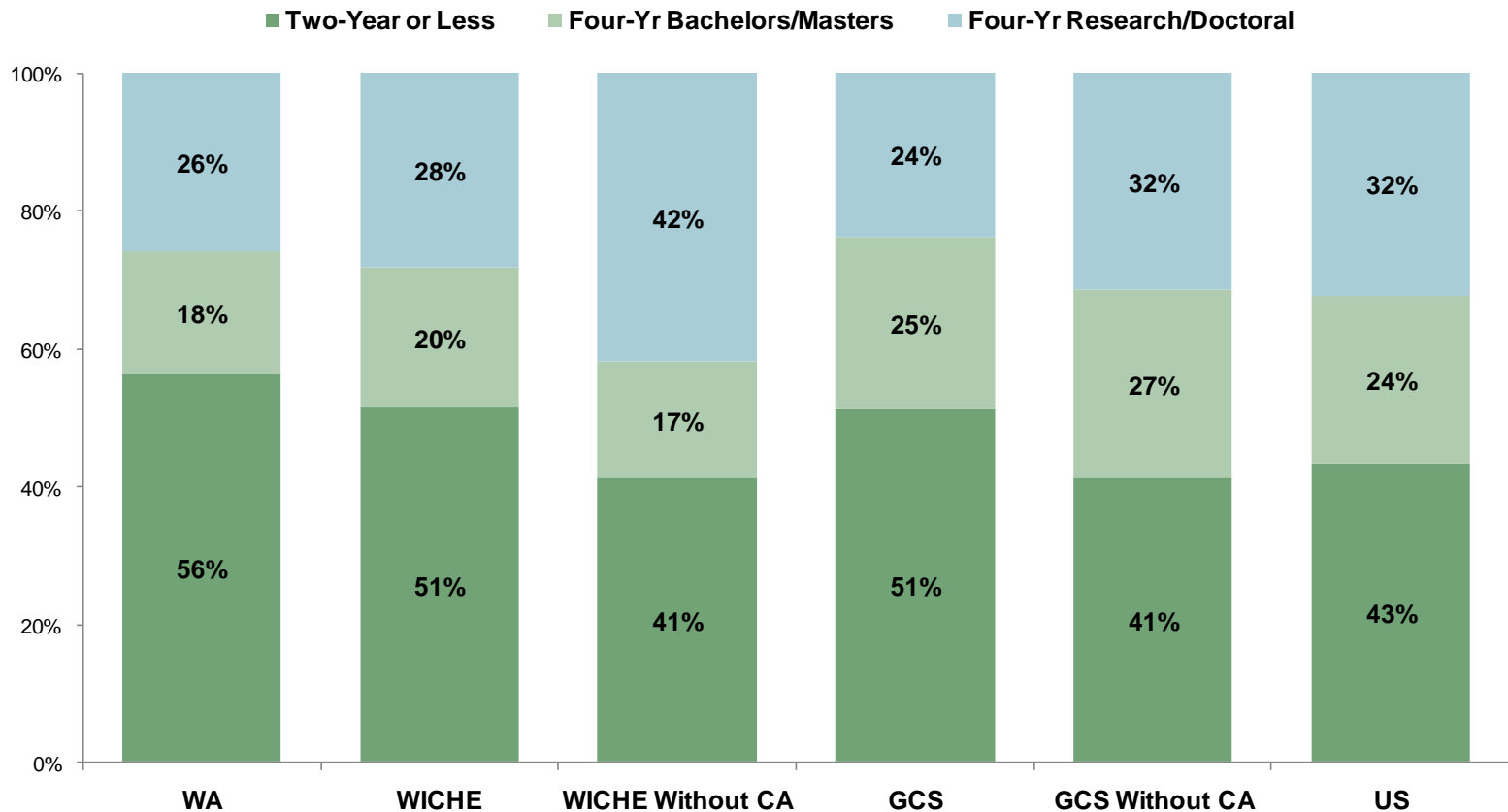
- In 2007-08 ICW institutions accounted for 69% of the baccalaureate and higher degrees produced by Washington's private institutions. (Source: IPEDS)

The Shape of Washington Higher Education

- Washington’s public institutions’ enrollments indicate more of an “hour glass” shape compared to Washington Interstate Commission for Higher Education (WICHE) states, Global Challenge States (GCS), and the U.S. in total.
- The private institutions in Washington serve substantial enrollments at the undergraduate and master’s level.
- Washington needs to expand undergraduate education even more to reach *Master Plan* goals for baccalaureate and graduate degree attainment.

The shape of **public** higher education in Washington is similar to the shape of WICHE states in total, but, differs from the Global Challenge states in total.

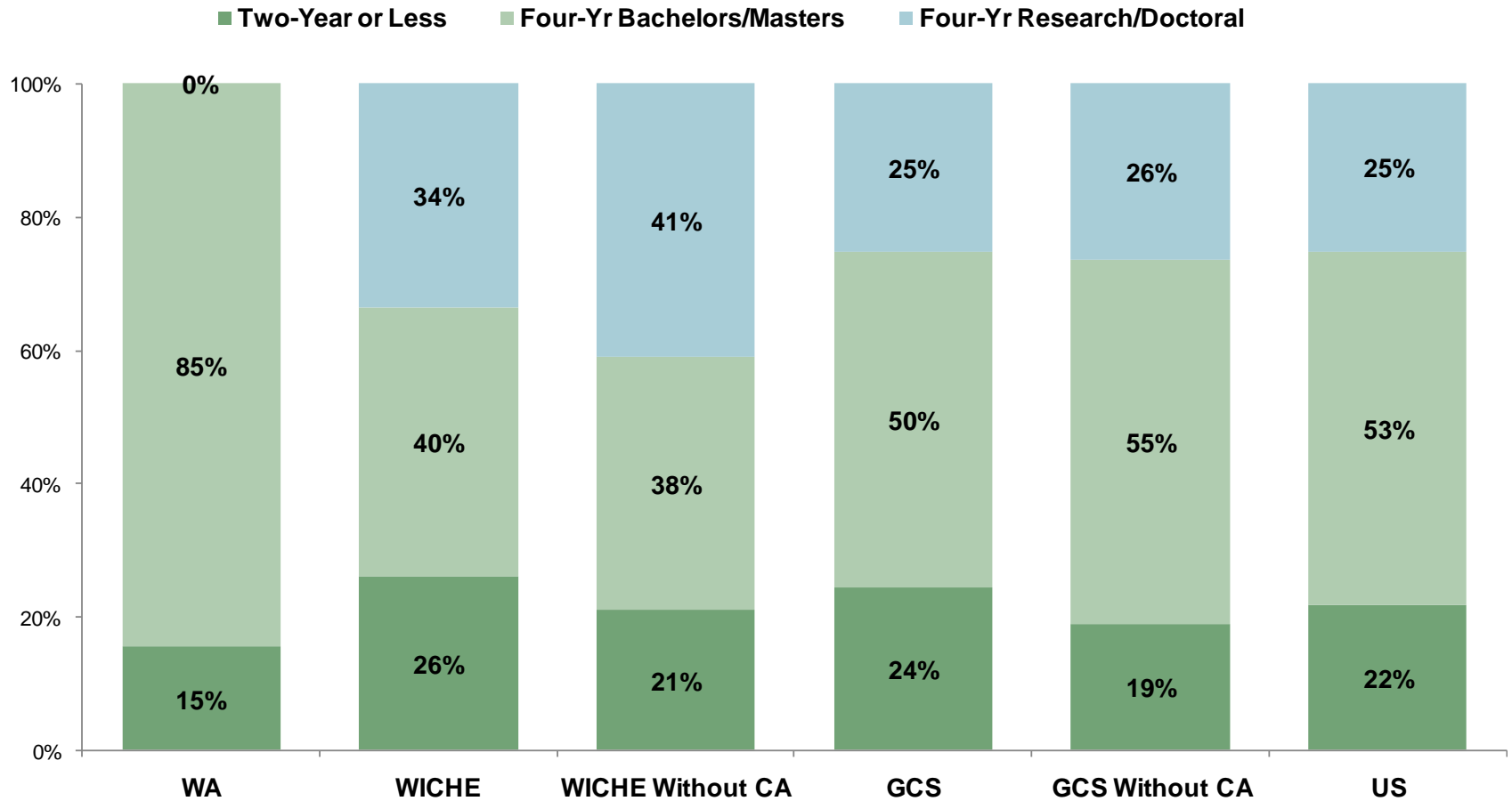
The Shape of Public Higher Education Percent of Public FTE Enrollment by Level: AY 2007-08



Source: NCES IPEDS data. HECB analysis. Stacked-bar percentages may add to more than 100% due to rounding.

The Shape of Private Higher Education

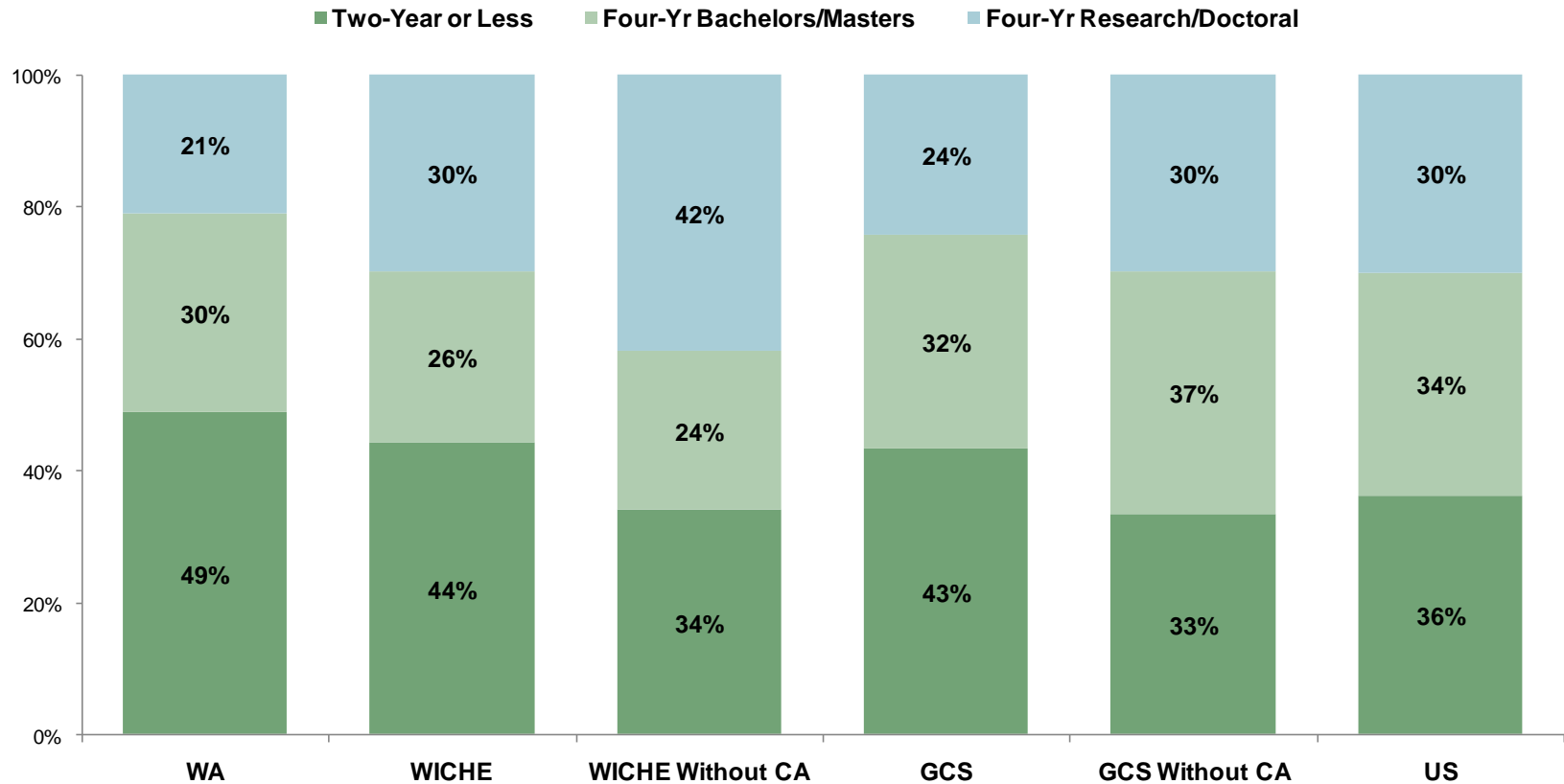
Percent of Private FTE Enrollment by Level: AY 2007-08



Source: NCES IPEDS data. HECB analysis. Stacked-bar percentages may add to more than 100% due to rounding.

The shape of public and private higher education in Washington compared to WICHE states in total, Global Challenge states in total, and the U.S. is larger at the 2-year-or-less sector and smaller at the research/doctoral sector.

The Shape of Higher Education Percent of Public & Private FTE Enrollment by Level: AY 2007-08



Source: NCES IPEDS data. HECB analysis. Stacked-bar percentages may add to more than 100% due to rounding.

Relative Size of Public Institutions Based on State-Funded Full-time Equivalent (FTE) Student Enrollment

Institution	Projected Annual Average 2008-09 FTEs	2008--09 Budgeted FTEs	Percent of Total 2008-09 Budgeted FTEs
Public Four-Year Institutions			
<i>University of Washington</i>			
Seattle	35,341	34,067	14.5%
Bothell	1,920	2,045	0.9%
Tacoma	2,474	2,414	1.0%
<i>Washington State University</i>			
Pullman/Spokane	20,198	19,272	8.2%
Tri-Cities	957	865	0.4%
Vancouver	2,161	2,113	0.9%
<i>Central Washington University</i>	9,027	9,322	4.0%
<i>Eastern Washington University</i>	9,317	9,184	3.9%
<i>The Evergreen State College</i>	4,484	4,213	1.8%
<i>Western Washington University</i>	12,401	12,175	5.2%
TOTAL FOUR-YEAR FTE ENROLLMENT	98,280	95,670	40.7%
Community and Technical College (CTC) System			
<i>CTC, excluding programs listed below</i>	NA	132,387	56.4%
<i>CTC Worker Retraining Total</i>	NA	6,200	2.6%
<i>BAS/BSN Programs**</i>	NA	160	0.1%
TOTAL CTC FTE ENROLLMENT	146,557	138,747	59.1%
Partnership Programs			
(in SBCTC budget and FTEs reported by Baccalaureate Institutions)			
	291	490	0.2%
TOTAL STATE-FUNDED FTE ENROLLMENT	245,128	234,907	100.0%

**Baccalaureate programs (Bachelor of Applied Science, Bachelor of Science in Nursing) offered at Bellevue College, Peninsula College, Olympic College, and South Seattle Community College.

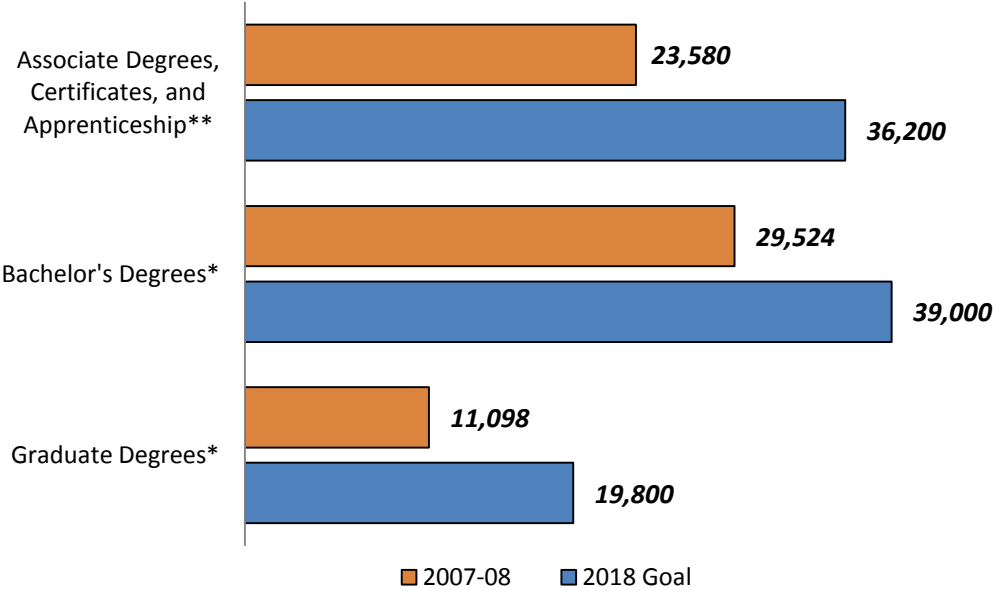
Data Source: WA OFM Winter 2009 Budget Driver Report. Retrieved from OFM website 4/10/09.

HECB correction in total Partnership Program Projected Annual Average FTEs.

Size of Washington Higher Education: Degree Production

Degree production must increase at all levels to meet the *Master Plan Goals*

Degree Awards By Level
2007-08 Annual Graduates and 2018 Degree Goal



Source: Associate Degrees and Certificate: SBCTC Academic Year Report; IPEDS; 2008 Strategic Master Plan for Higher Education; Findings of the Economic Needs Assessment Workgroup
 * Bachelor's and Graduate reflect the total number of degree awards, in rare cases an individual student may have multiple degree awards in the same year.
 ** Associate Degrees and Certificates 2007-08 awards include only public institutions.

- The *Strategic Master Plan for Higher Education* sets aggressive degree production goals to foster a vital economy in Washington and meet student needs.
- Degree production must increase at all levels to achieve these goals.
- Annual degree growth needed to reach *SMP* goal by 2018:
 Mid-Level, 890
 Bachelors, 950
 Graduate, 870

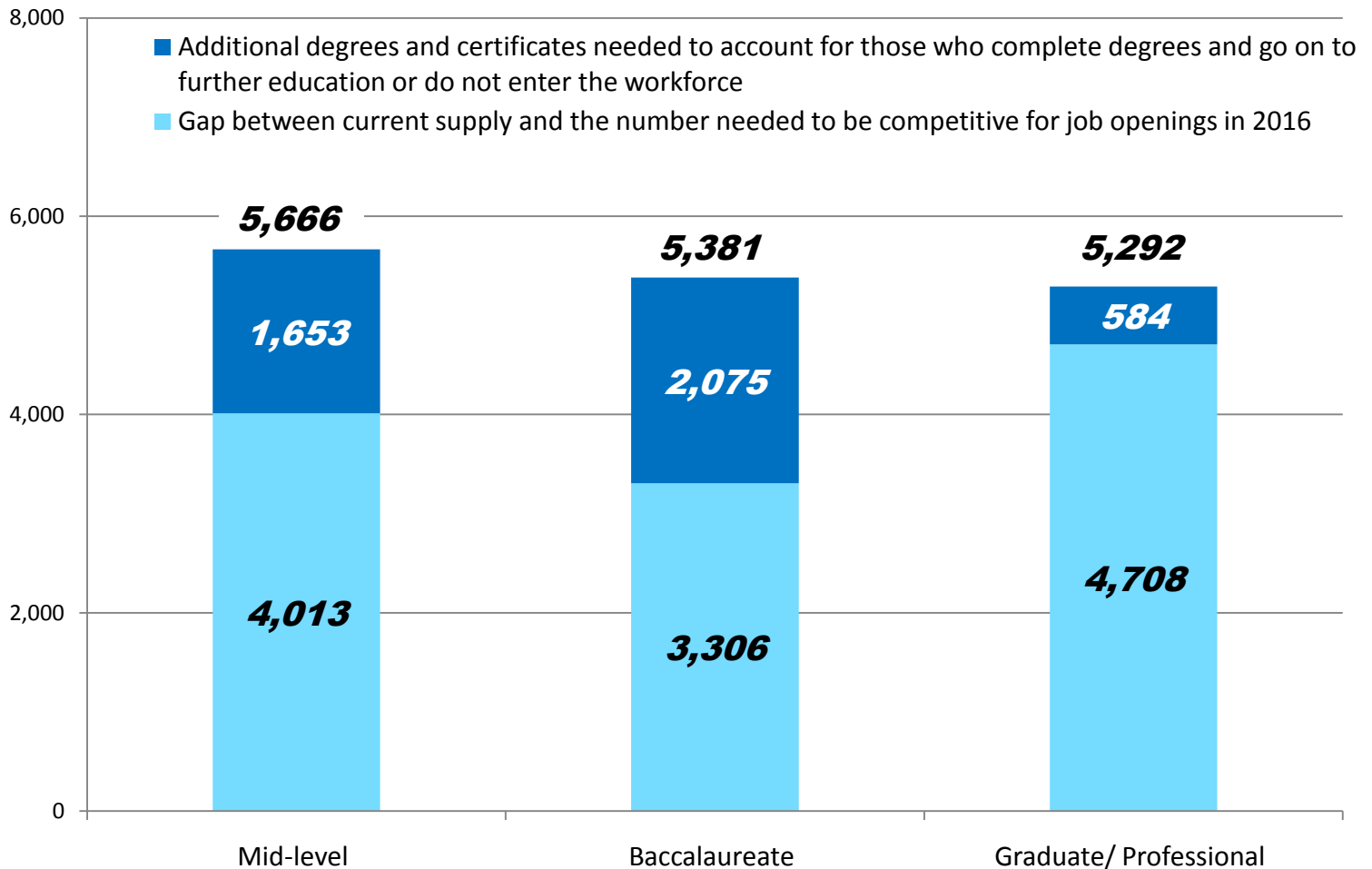
We can increase degree production by capitalizing and improving on relatively high levels of productivity compared to other states.

Washington's public institutions rank:

- 1st in bachelor's degrees awarded per 100 undergraduate students, among U.S. states.
- 2nd in graduate degrees awarded per 100 graduate students
- 5th in overall undergraduate degree and certificate awards per 100 public undergraduate students.
- 3rd in the percent freshman completing a bachelor's degree within 150% of normal time.
- 12th in percent of community and technical college students completing degree or certificate within 150% of normal time.

Degree Gaps by Education Level

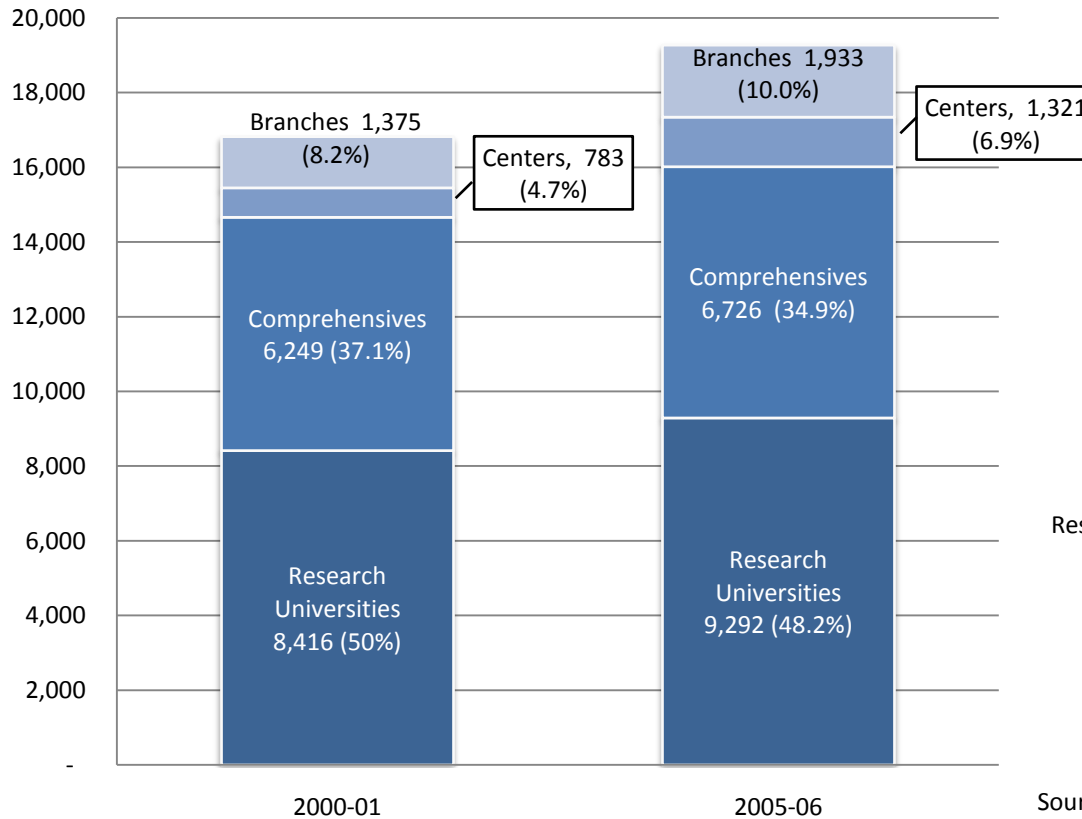
Mid-Level, Baccalaureate, Graduate



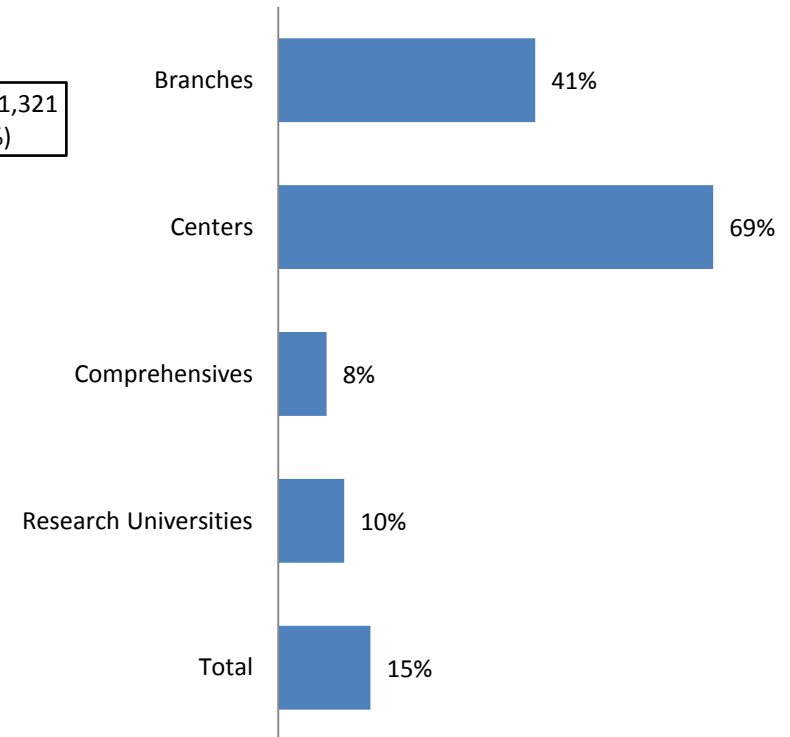
Source: HECB, SBCTC, WTECB Joint Analysis. "A Skilled and Educated Workforce " 2009 update forthcoming.

Public degree production has grown rapidly at centers, branch campuses, and other off-campus locations. Is this a place for continued future growth?

Baccalaureate Degrees By Location type Public Institutions 2000-01 and 2005-06



Baccalaureate Growth by Location Type, 2000-01 - 2005-06



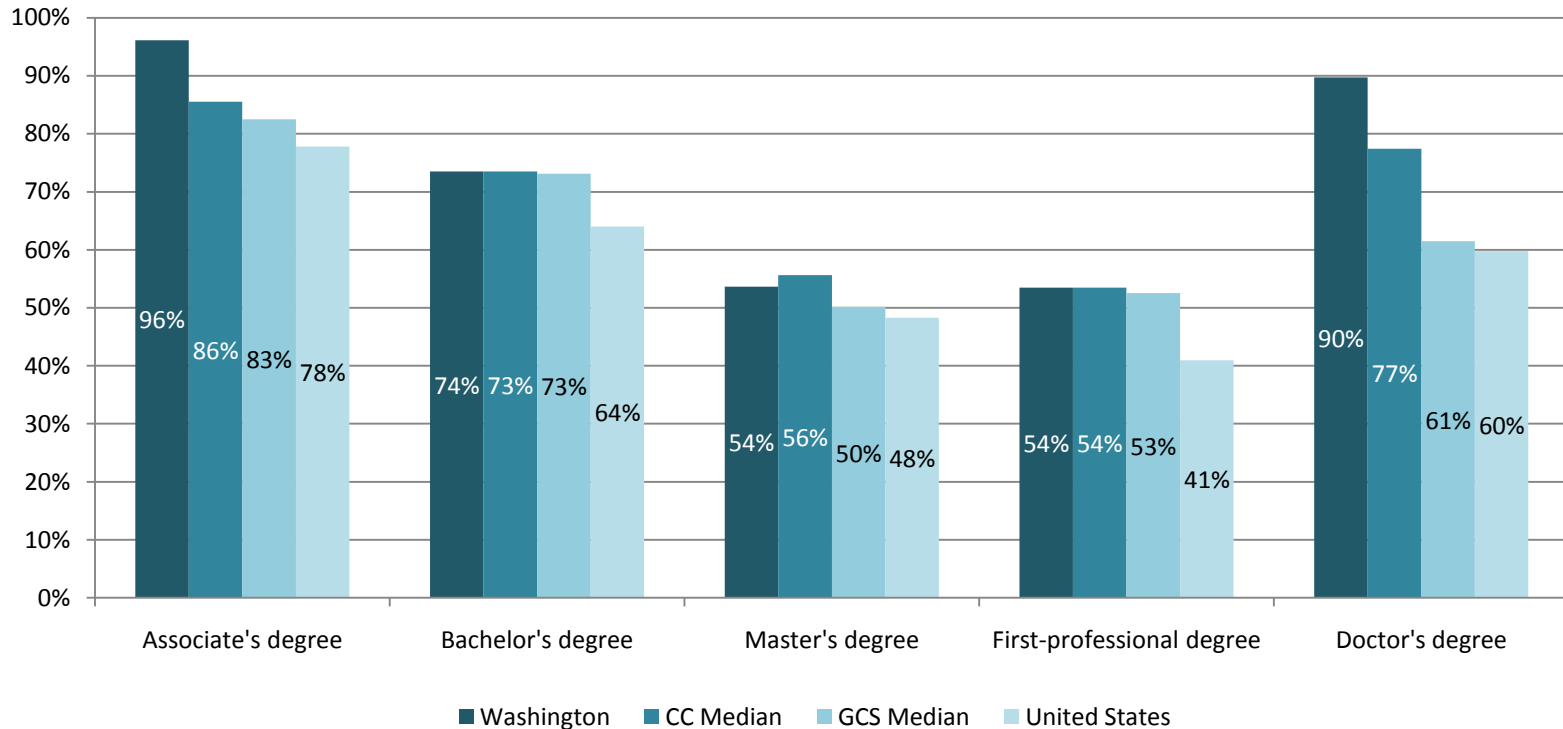
Source: 2000-01 - SBCTC Role of Transfer in the Bachelor's Degree (http://www.sbctc.edu/college/d_transfer.aspx); 2005-06 - PCHEES 2005-06 Outcome Data.

Source: 2000-01 - SBCTC Role of Transfer in the Bachelor's Degree (http://www.sbctc.edu/college/d_transfer.aspx); 2005-06 - PCHEES 2005-06 Outcome Data.

Note: "Centers" includes programs offered by all public baccalaureate institutions at various off-site locations and includes WSU distance learning enrollments.

"Comprehensives" includes the Regional Universities and TESC

Percentage of Total Degrees Awarded in 2006-07 by Public Institutions



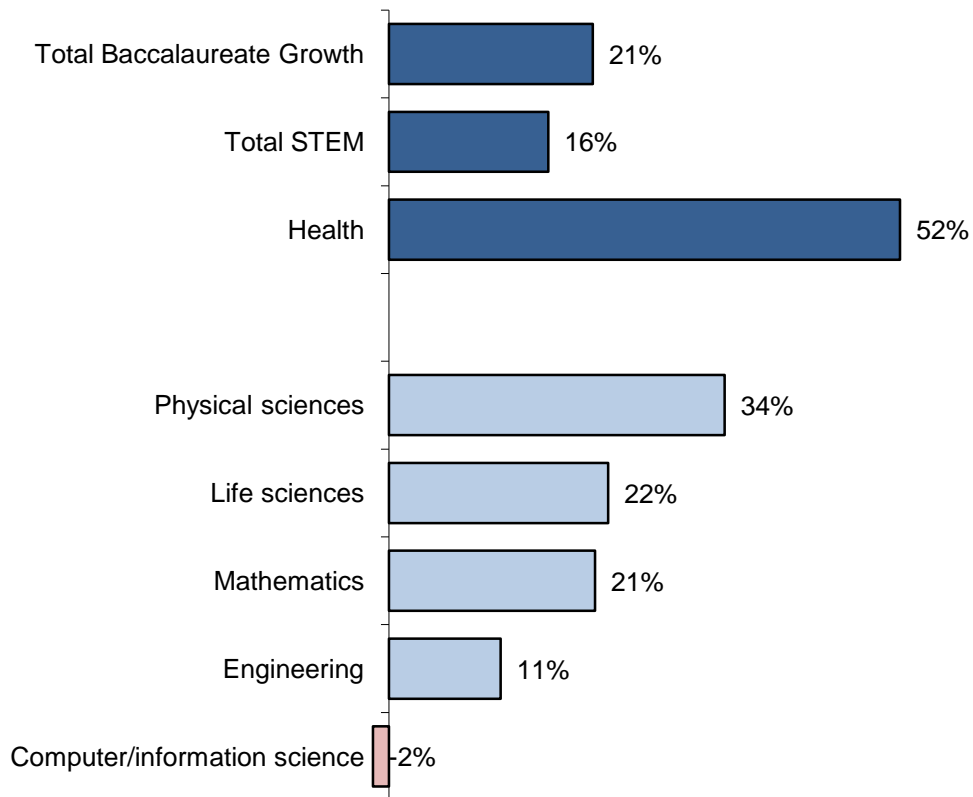
Note: GCS are 8 Global Challenge States. CC are 13 states with a large percentage of college enrollment at public 2-year institutions.

Source : NCES *Digest of Education Statistics, 2008*.

- In comparison to the nation, to states with developed community college systems, and to GCS states, Washington is more reliant on its public institutions to produce Associate's and Doctor's degrees.
- Overall, private institutions provide a higher proportion of the state's Master's and First-professional degrees, than their share of degrees at other levels.

Bachelor's degree production in health has outpaced overall baccalaureate growth. STEM has lagged behind.

Growth of Bachelor's Degree Awards in STEM and Health Sciences 2001-2008



Source: IPEDS

	2001-02 Degrees	2007-08 Degrees
Total Baccalaureate	24,457	29,524
Total STEM Degrees % of all Degrees	4,192 17.1%	4,870 16.5%
Health	1,438 5.9%	2,185 7.4%
Physical Sciences	431 1.8%	578 2.0%
Life Sciences	1,530 6.3%	1,871 6.3%
Mathematics	258 1.1%	312 1.1%
Engineering	1,297 5.3%	1,444 4.9%
Computer Science	676 2.8%	665 2.3%

What associate degrees and certificates have we produced?

Community and Technical College 2007-08 Graduates by Level and Area of Study*

	<i>Technical Associate Degrees and Certificates</i>	<i>Academic Associate degrees</i>
Business/Management & Marketing	2,541	709
Computer/Information Technology	783	-
Education	339	23
Engineering & Engineering Tech	525	275
Health	5,026	54
Liberal Arts & Humanities	-	9,752
Life Sciences	11	85
Mathematics	-	1
Ag, Nat Resources, Communications, Legal studies	144	-
Physical Sciences	-	86
Social/Behavioral Sciences	214	-
Public Safety, Archit., Manufacturing, and Transportation	3,012	-
Total	12,595	10,985

Source: SBCTC Academic Year Report; Community and Technical College Graduates exclude 1,000 international student graduates

What bachelor's, graduate and professional degrees have we produced?

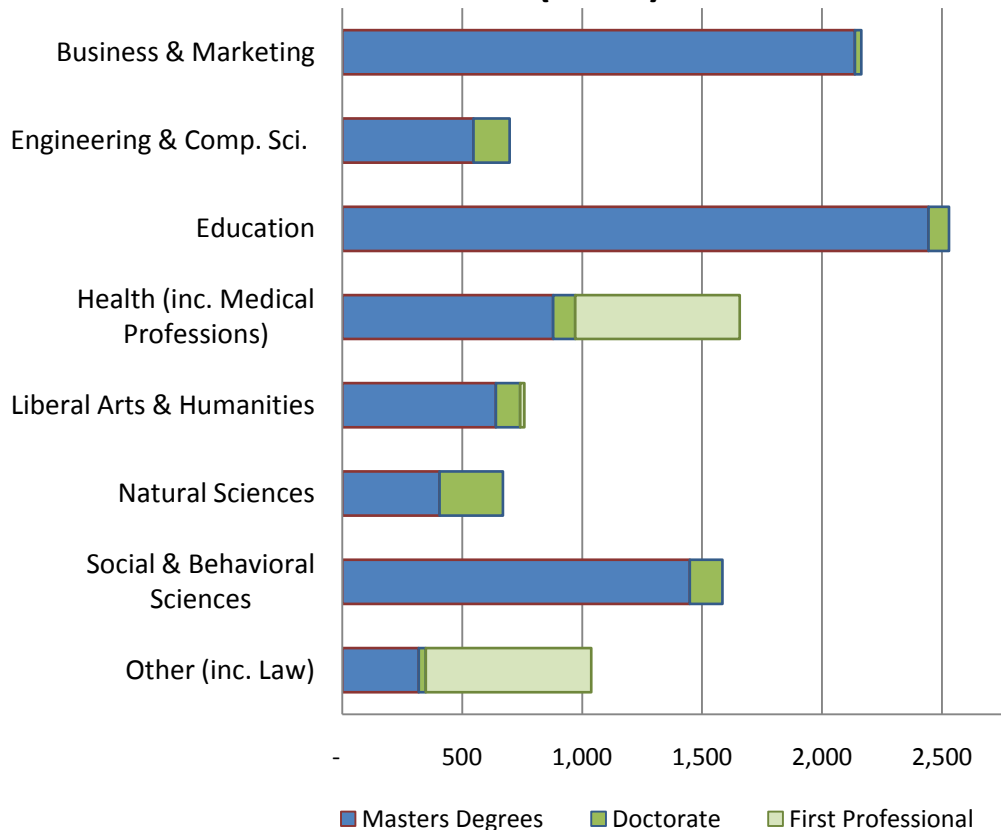
2007-08 Graduates by Level and Area of Study (includes public and private institutions)

	Bachelor's Degrees	Masters Degrees	Doctorate	First Professional
Business/Management & Marketing	5,392	2,137	26	-
Computer/Information Technology	665	191	31	-
Education	1,450	2,444	85	-
Engineering & Engineering Tech	1,444	356	120	-
Health	2,185	879	92	685
Liberal Arts & Humanities	7,359	640	101	18
Life Sciences	1,871	206	157	-
Mathematics	312	82	25	-
Ag, Nat Resources, Communications, Legal Studies	2,443	304	24	690
Physical Sciences	578	117	83	-
Social/Behavioral Sciences	5,383	1,449	136	-
Public Safety, Archit., Manufacturing, and Transportation	442	15	5	-
Total	29,524	8,820	885	1,393

Source: IPEDS

Washington's Graduate Degree Awards

Number of Degrees Awarded by Degree Level and Major Area of Study (2008)



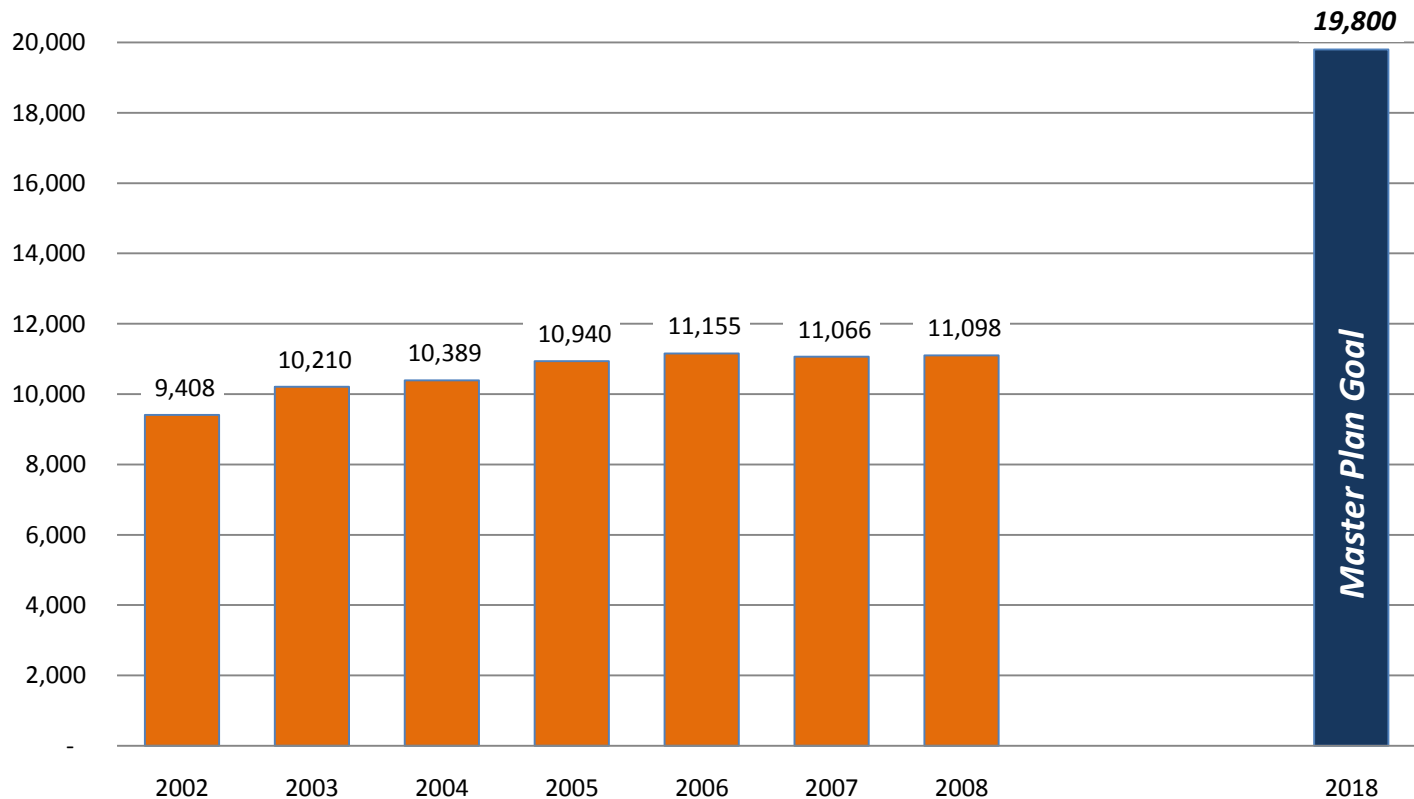
- Washington produced 11,098 graduate degrees in 2008.
- Not surprisingly, Master's Degree production is by far the highest among graduate degree types. Business, Education, Health, and Social Sciences are the most common major areas of study.
- Most doctoral degrees are in Natural Sciences, Engineering and Computer Science, and Social & Behavioral Sciences.
- First Professional degrees are almost exclusively in Law and Medicine.

Source: IPEDS 2007-08 degree data.

Other includes: Legal Studies, Communications, Agriculture, Natural Resources, Public Safety, Architecture, Manufacturing & Transportation.

To reach the *Master Plan* goal, graduate degree production needs to increase an average of 870 degrees each year until 2018 – a 6% annual increase.

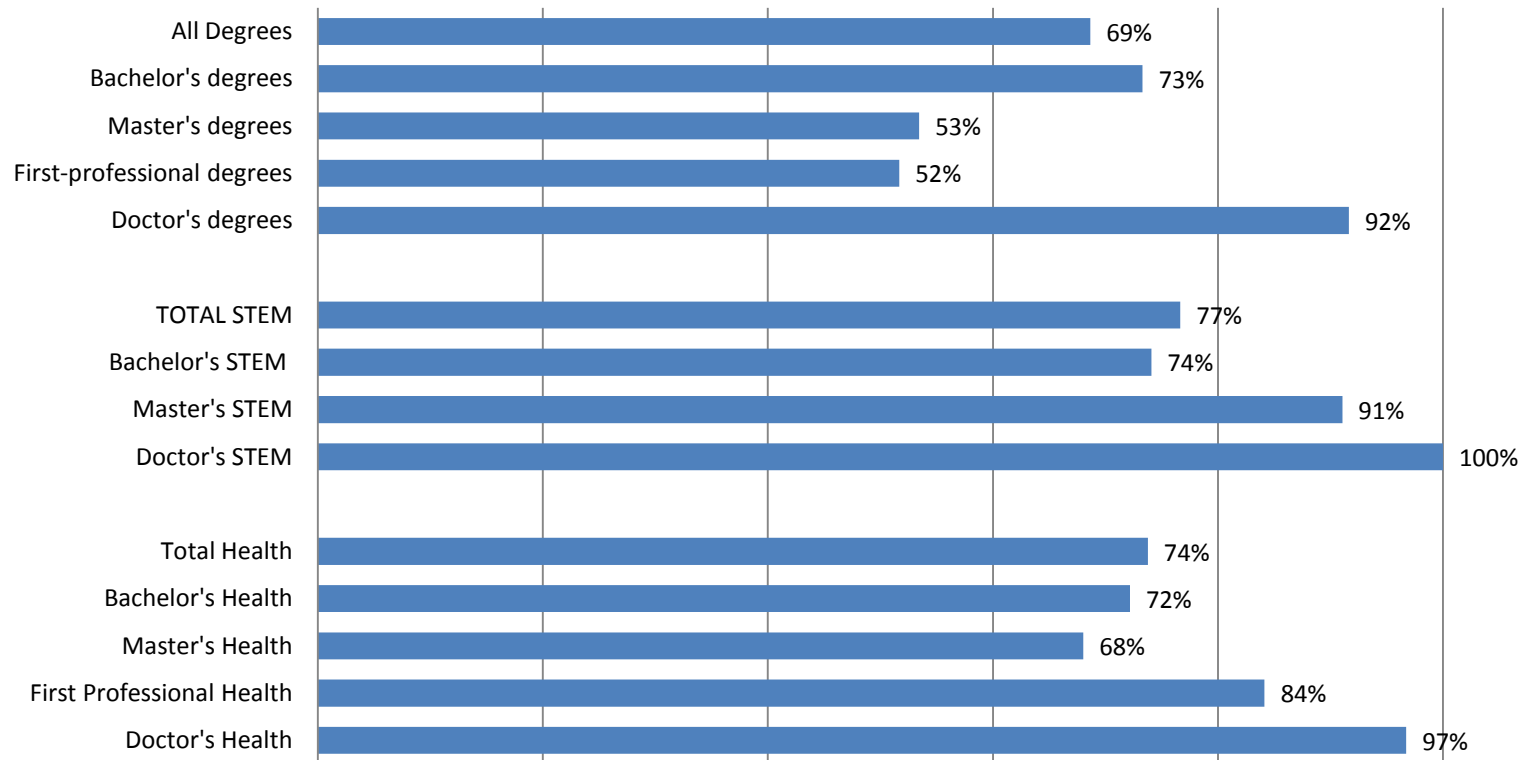
Graduate Degrees Awarded in Washington
Includes Public and Private Institutions Reporting Degrees Awarded in Washington.



Sources: IPEDS, 2008 Master Plan for Higher Education in Washington

At the graduate and professional degree level, STEM and health fields rely heavily on public sector graduates.

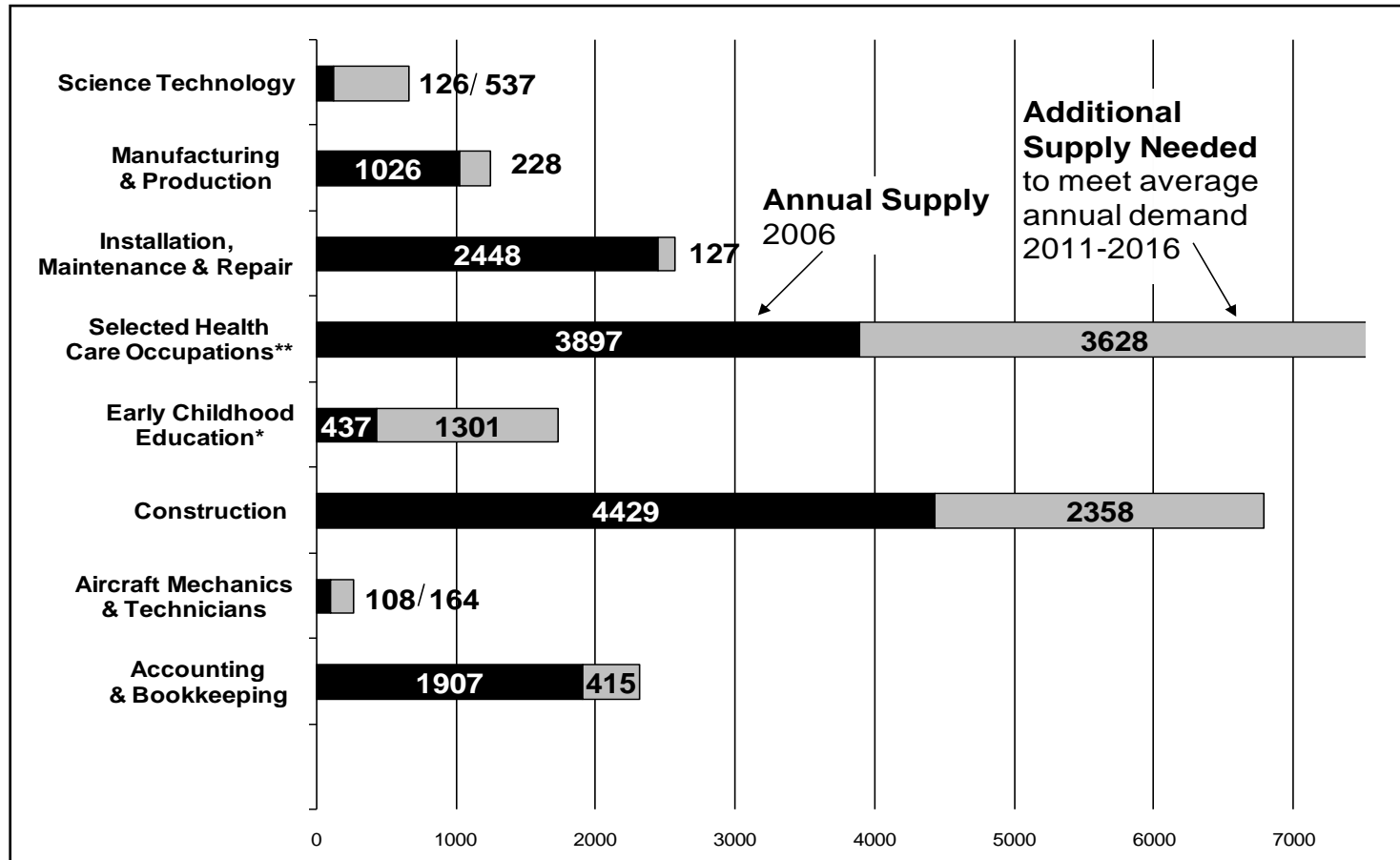
Public Share of Degree Production 2007-08



Source: IPEDS 2007-08 Degree Awards for Washington State

Job openings exceeded the number of prepared workers in number of fields.

High Demand Programs of Study and Supply Gaps at the Mid-Level



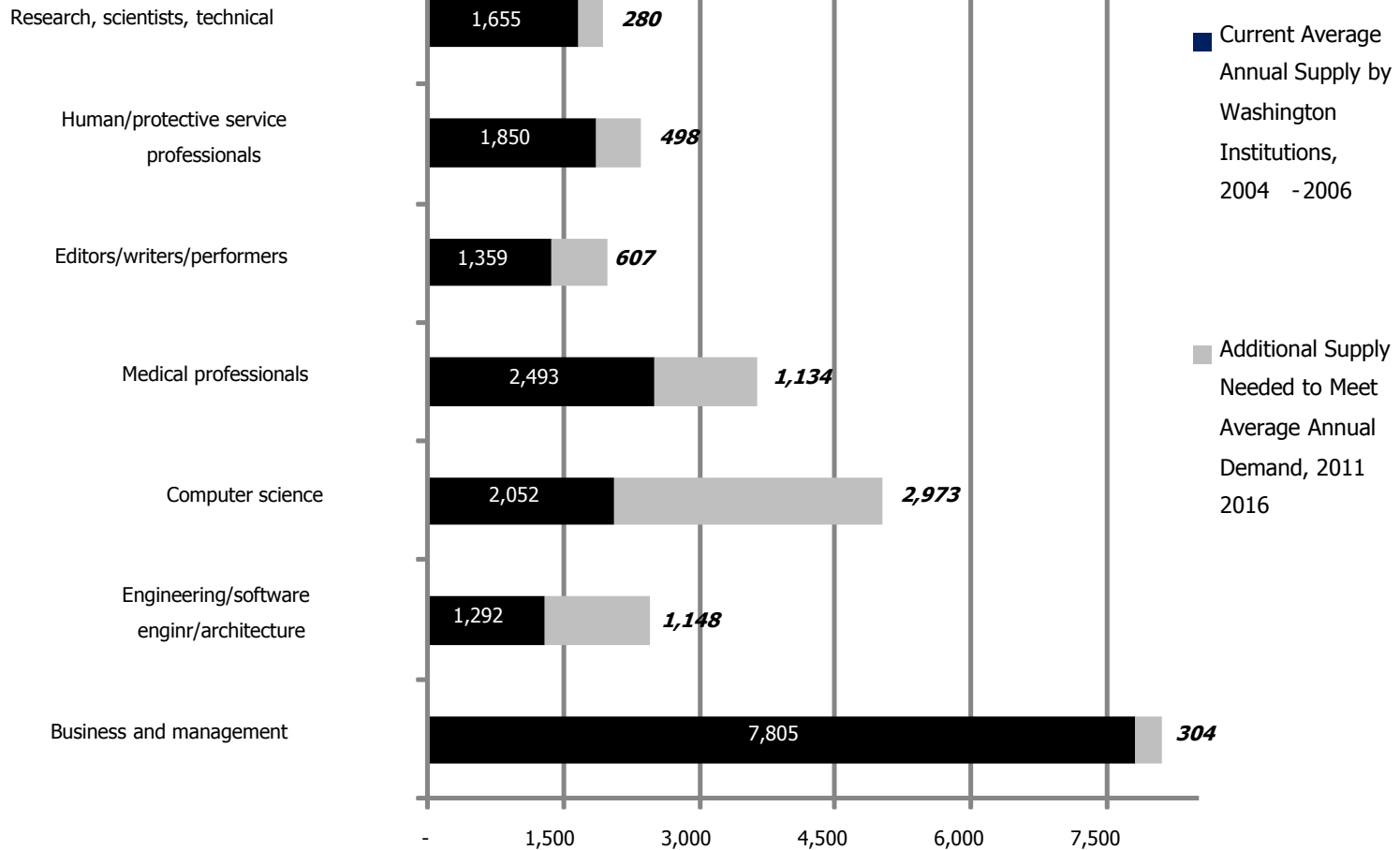
*Data from 2007 analysis of Health Care Occupations

**Calculation of additional supply needed derived from 2009-2014 workforce gap analysis forecast

Source: WTECB 2009 Major Occupation Group Supply and Demand Analysis

Job openings exceed the number of prepared graduates in a number of fields.

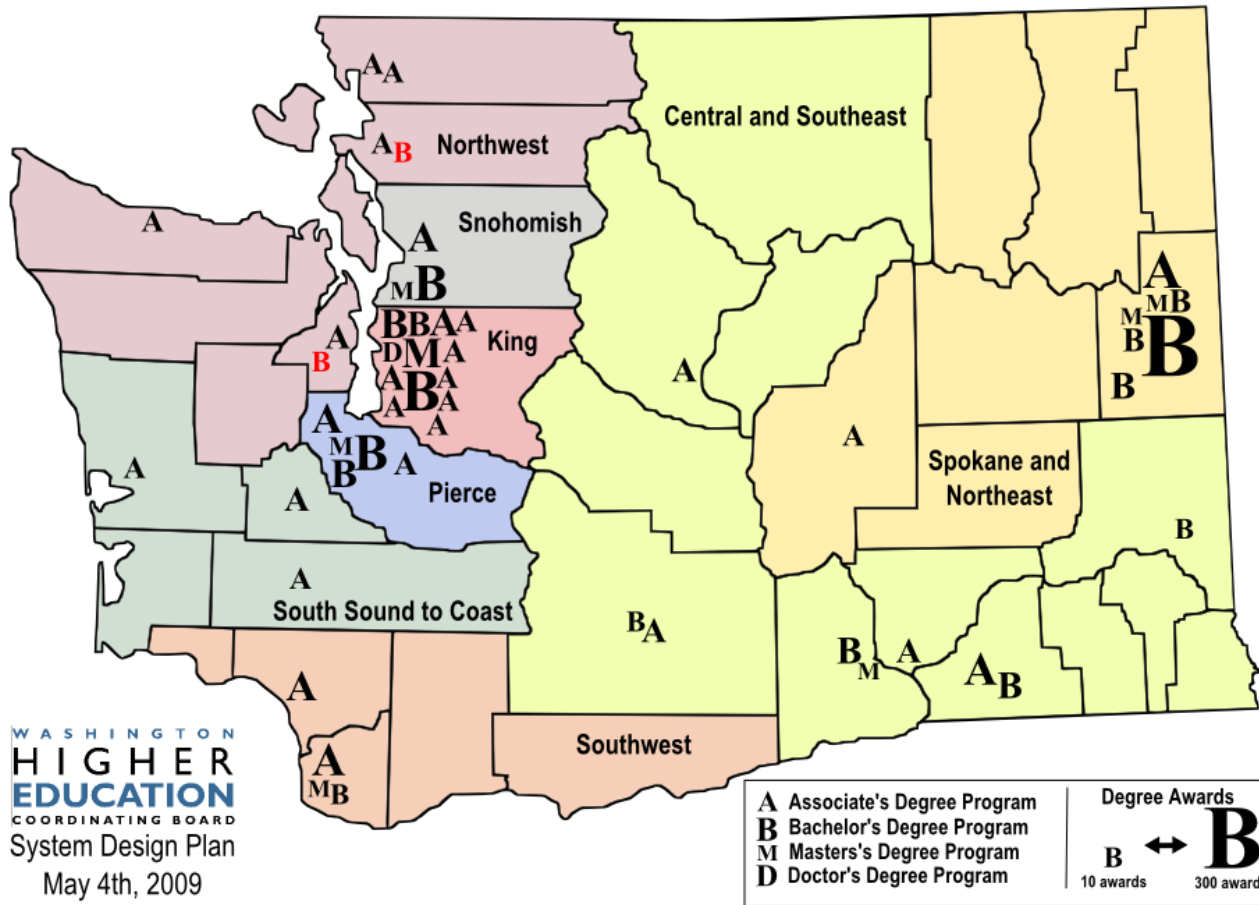
High Employer Demand Programs and Supply Gaps at the Baccalaureate and above



Source: Openings: Washington ESD June 2008 Long Term Employment Forecast

Supply : HECB Analysis of IPEDS data. Current supply is a three year annual average of degree awards, 2006 adjusted for entry into the labor market.

High Demand Nursing Programs



- There are no initial service BSN or graduate nursing programs in the Northwest or South Sound regions of the state, or in the central counties of the state.

Source: Higher Education Coordinating Board from primarily IPEDS data for 2006-07.

On-Line Programs Approved in Washington for In-State Marketing and Recruitment

April, 2009

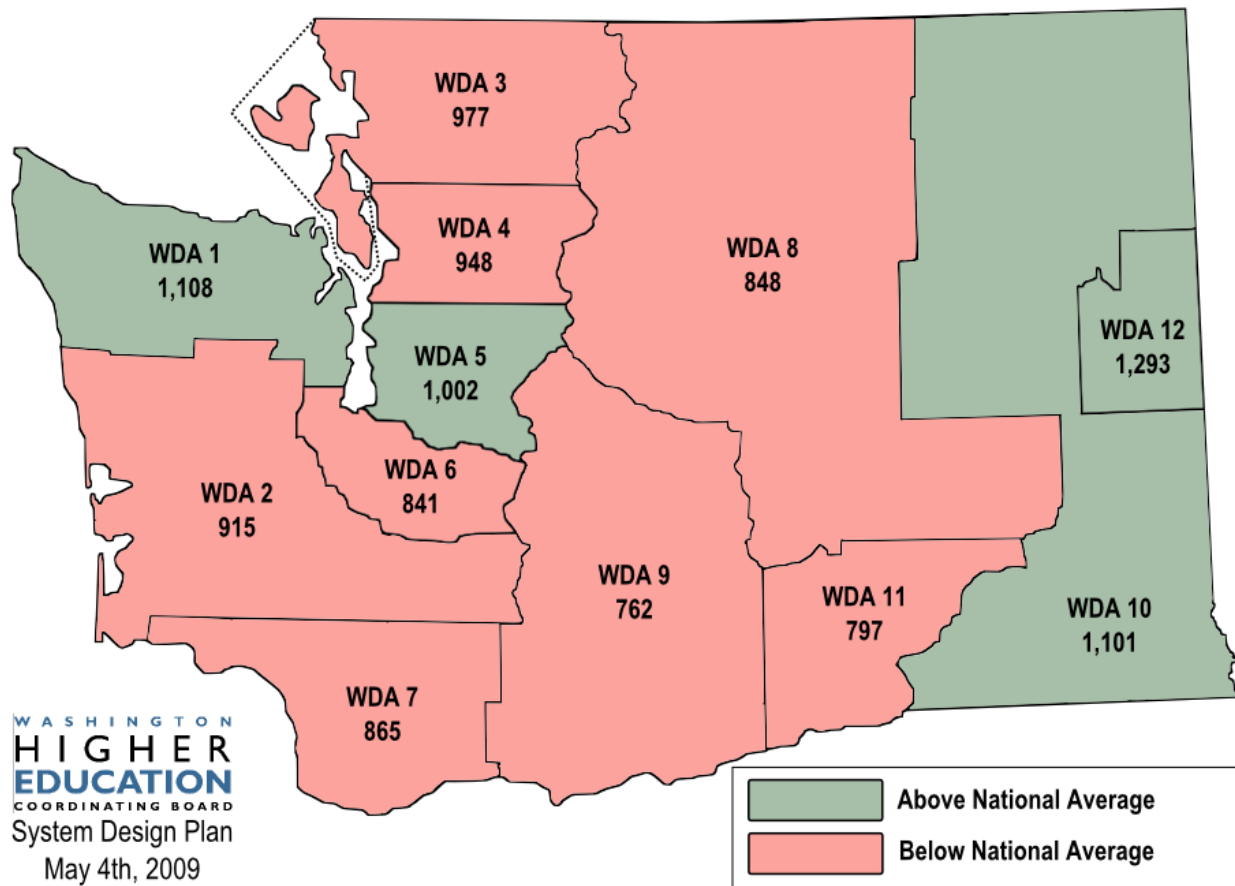
Field of Study	Bacclaureate	Masters	Doctorate/ Professional
Nursing	Old Dominion University (VA) University of Phoenix (AZ) Washington State University (WA)	Old Dominion University (VA) University of Phoenix (AZ) Walden University (MD) Washington State University (WA)	

Note: Washington students may receive on-line degrees from other institutions who have not applied for authorization to market or recruit in this state. Information on the number of degrees conferred to Washington residents by field of study is not available.

Source: Washington Higher Education Coordinating Board

Access to Nursing Care in Washington

Washington RNs with Active Licenses per 100,000 population
By Workforce Development Area (WDA), 2008



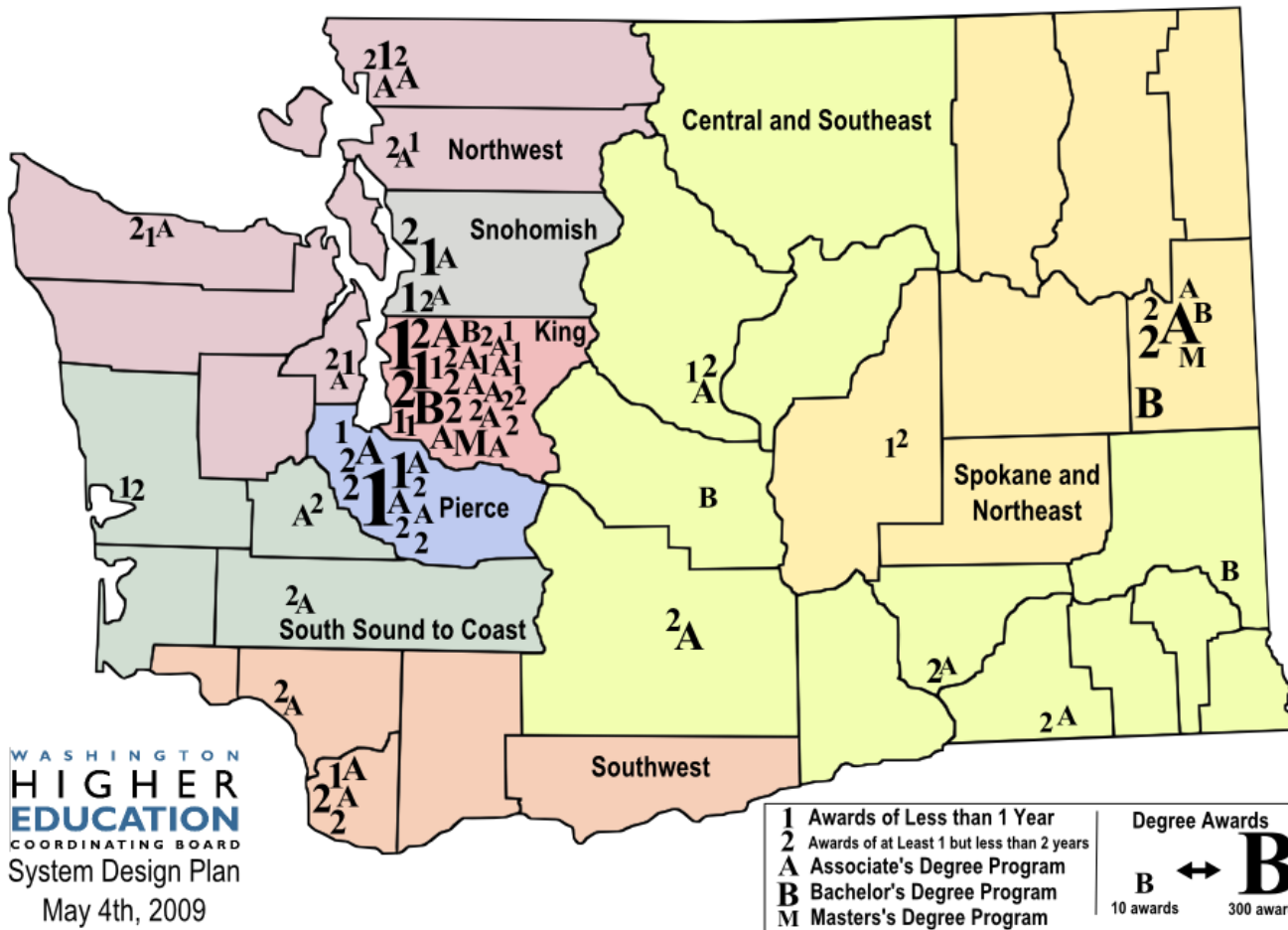
RN's with Active Licenses per 100,000 Population

Washington (2008) 962

U.S. (2004) 991

- In 8 of 12 regions, the concentration of RN's is below the national average.
- Access to nursing care is lowest in the south central areas of the state.

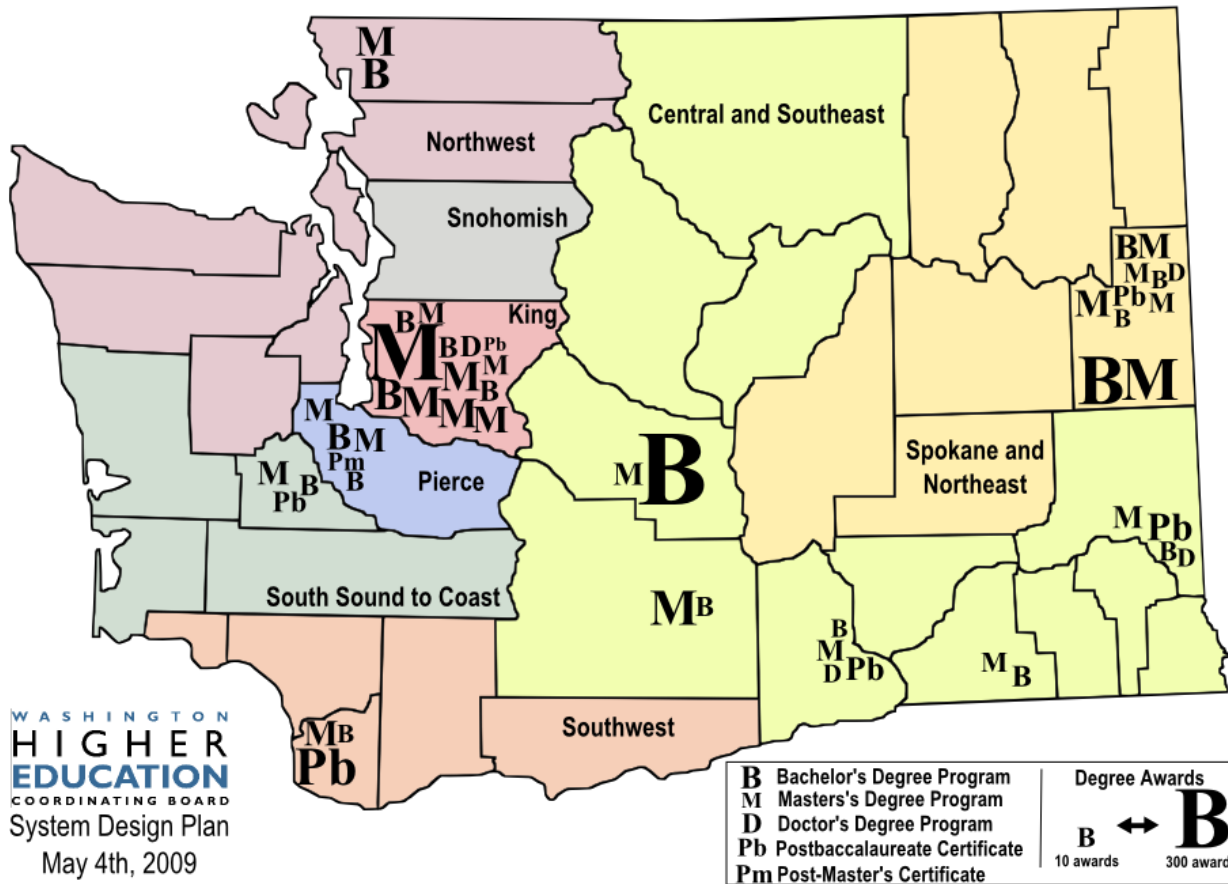
Allied Health Programs



- Allied Health programs at the BA level and above is almost entirely limited to the Spokane-Pullman and Seattle areas.
- Mid-level degree and certificate programs are widely distributed.

Source: Higher Education Coordinating Board from primarily IPEDS data for 2006-07.

Teacher Education Programs



- Teacher education programs are distributed throughout the state at the Bachelor's and Master's levels.
- Doctoral programs are found in the Seattle, Spokane, Pullman, and Tri-Cities areas.

Source: Higher Education Coordinating Board from primarily IPEDS data for 2006-07.

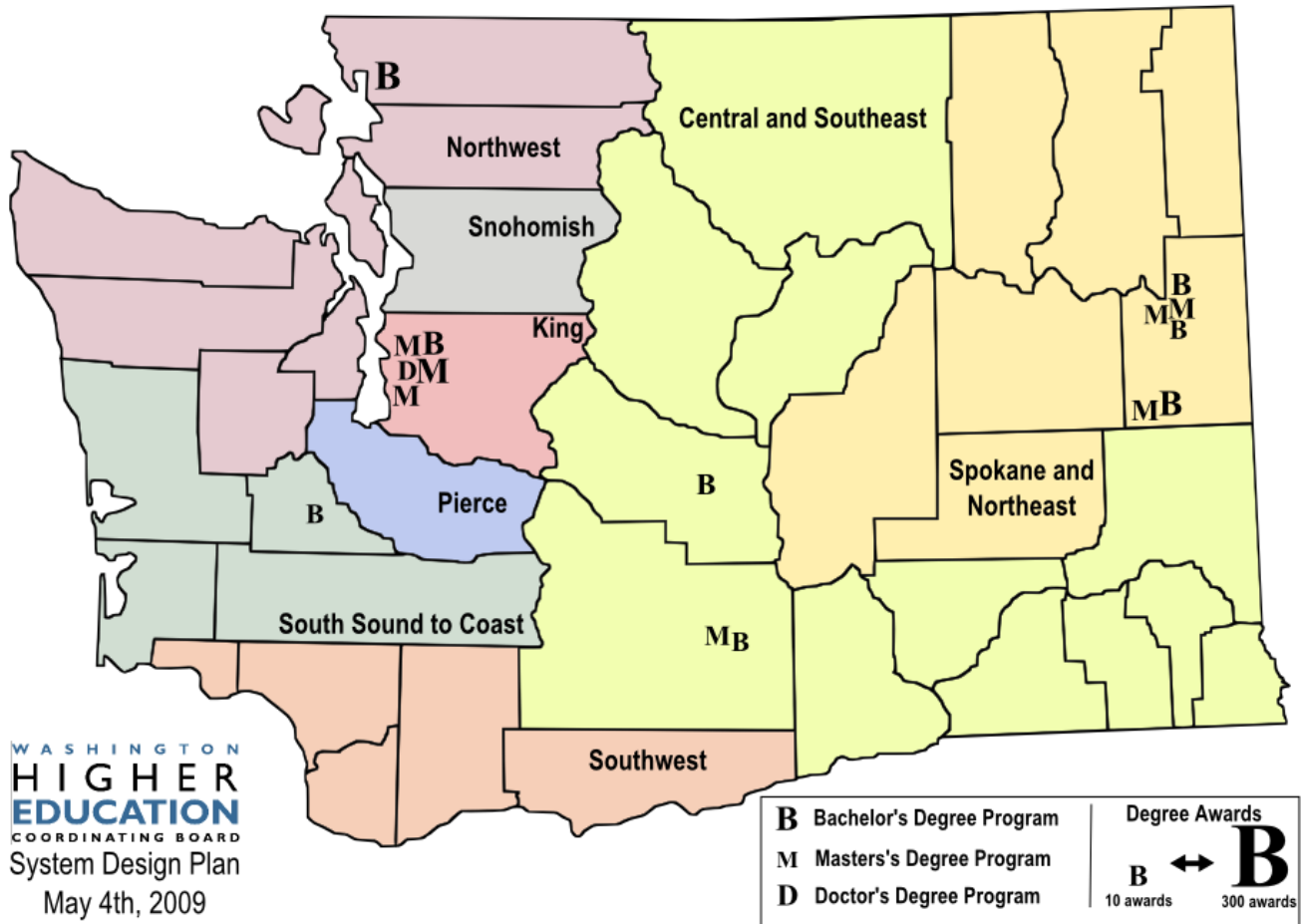
On-Line Programs Approved in Washington for In-State Marketing and Recruitment

Field of Study	Bacclaureate	Masters	Doctorate/Professional
Teacher Education		Argosy University (IL) Capella University (MN) Grand Canyon University (AZ) Lesley University (MA) University of Phoenix (AZ) Walden University (MD)	Argosy University (IL) Nova Southeastern Univ. (FL) Old Dominion University (VA) University of Phoenix (AZ) Walden University (MD)

Note: Washington students may receive on-line degrees from other institutions who have not applied for authorization to market or recruit in this state. Information on the number of degrees conferred to Washington residents by field of study is not available.

Source: Washington Higher Education Coordinating Board

Special Education and Teaching Programs



- There are no special education programs available in the Snohomish, Pierce, or Southwest regions or in the Pullman or Tri-Cities areas.
- The only doctoral program in Washington is in the Seattle area.

On-Line Programs Approved in Washington for In-State Marketing and Recruitment

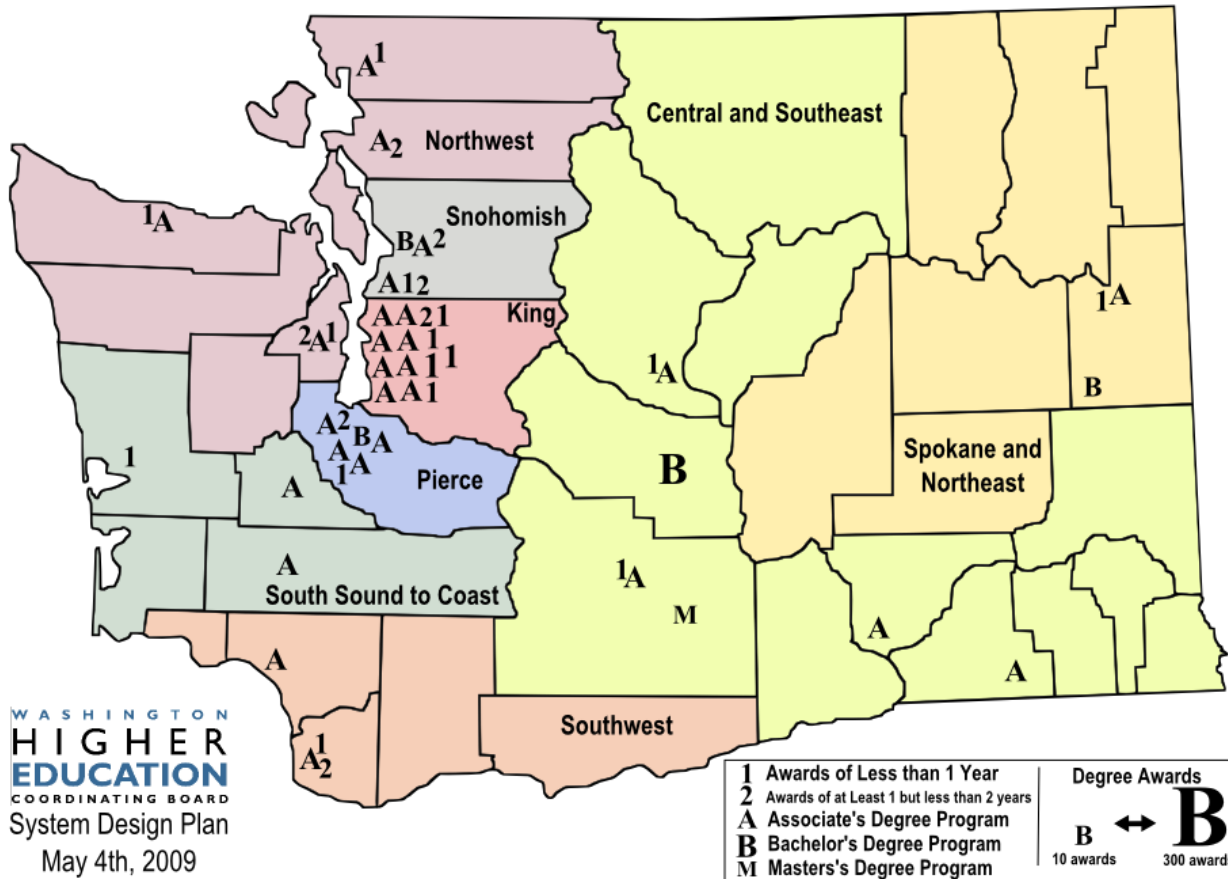
Field of Study	Bacclaureate	Masters	Doctorate/Professional
Special Education		Grand Canyon University (AZ) Lesley University (MA) University of Phoenix (AZ)	Nova Southeastern Univ. (FL)

Note: Washington students may receive on-line degrees from other institutions who have not applied for authorization to market or recruit in this state. Information on the number of degrees conferred to Washington residents by field of study is not available.

Source: Washington Higher Education Coordinating Board

Source: Higher Education Coordinating Board from primarily IPEDS data for 2006-07.

Early Childhood Education Programs



- ECE capacity beyond the Associate Degree level is limited to the Spokane, Pierce, and Snohomish regions, and the central part of the state.
- Heritage University has the only graduate level program in Washington.

Source: Higher Education Coordinating Board from primarily IPEDS data for 2006-07.

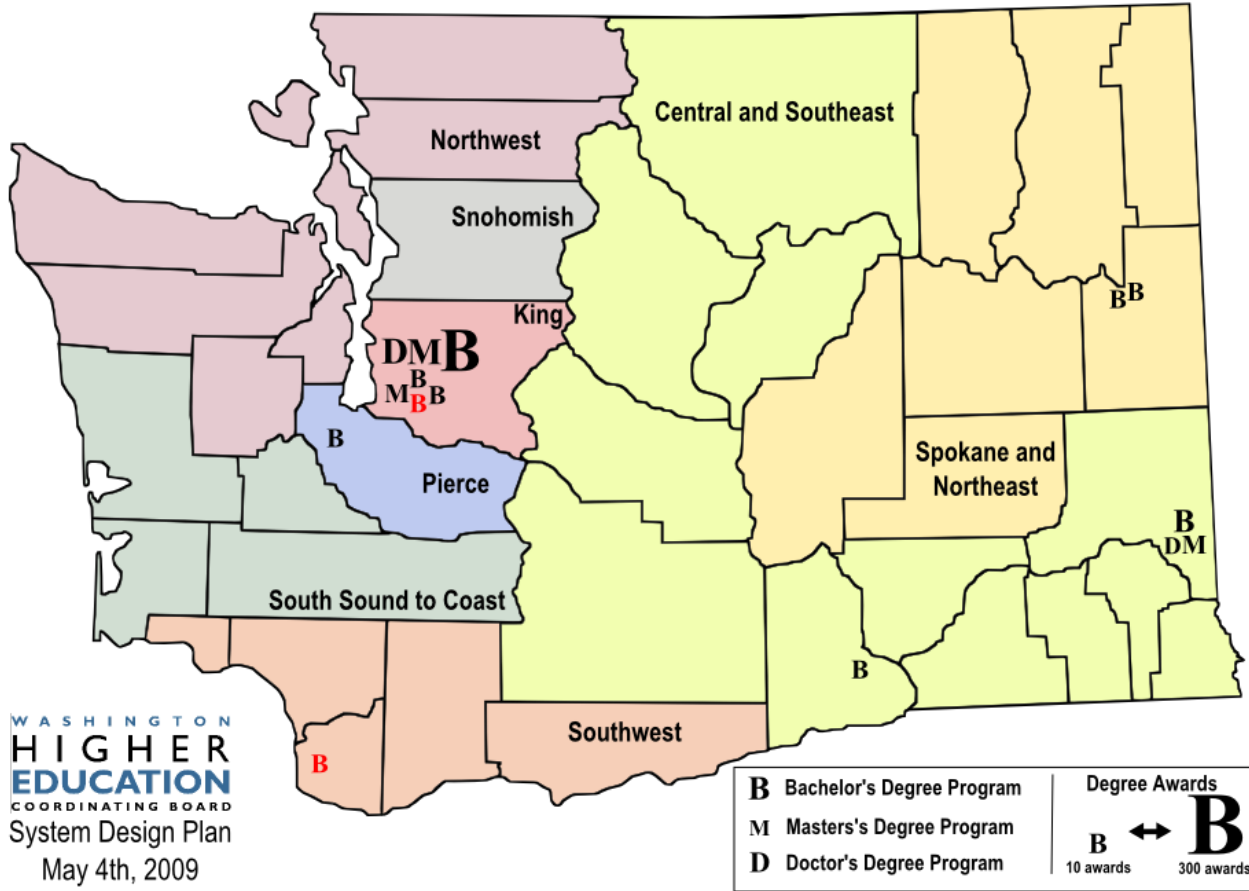
On-Line Programs Approved in Washington for In-State Marketing and Recruitment

Field of Study	Bacclaureate	Masters	Doctorate/Professional
Early Childhood Education	Chapman Univ. College (MO)	Lesley University (MA) University of Phoenix (AZ)	

Note: Washington students may receive on-line degrees from other institutions who have not applied for authorization to market or recruit in this state. Information on the number of degrees conferred to Washington residents by field of study is not available.

Source: Washington Higher Education Coordinating Board

Electrical and Computer Engineering Programs

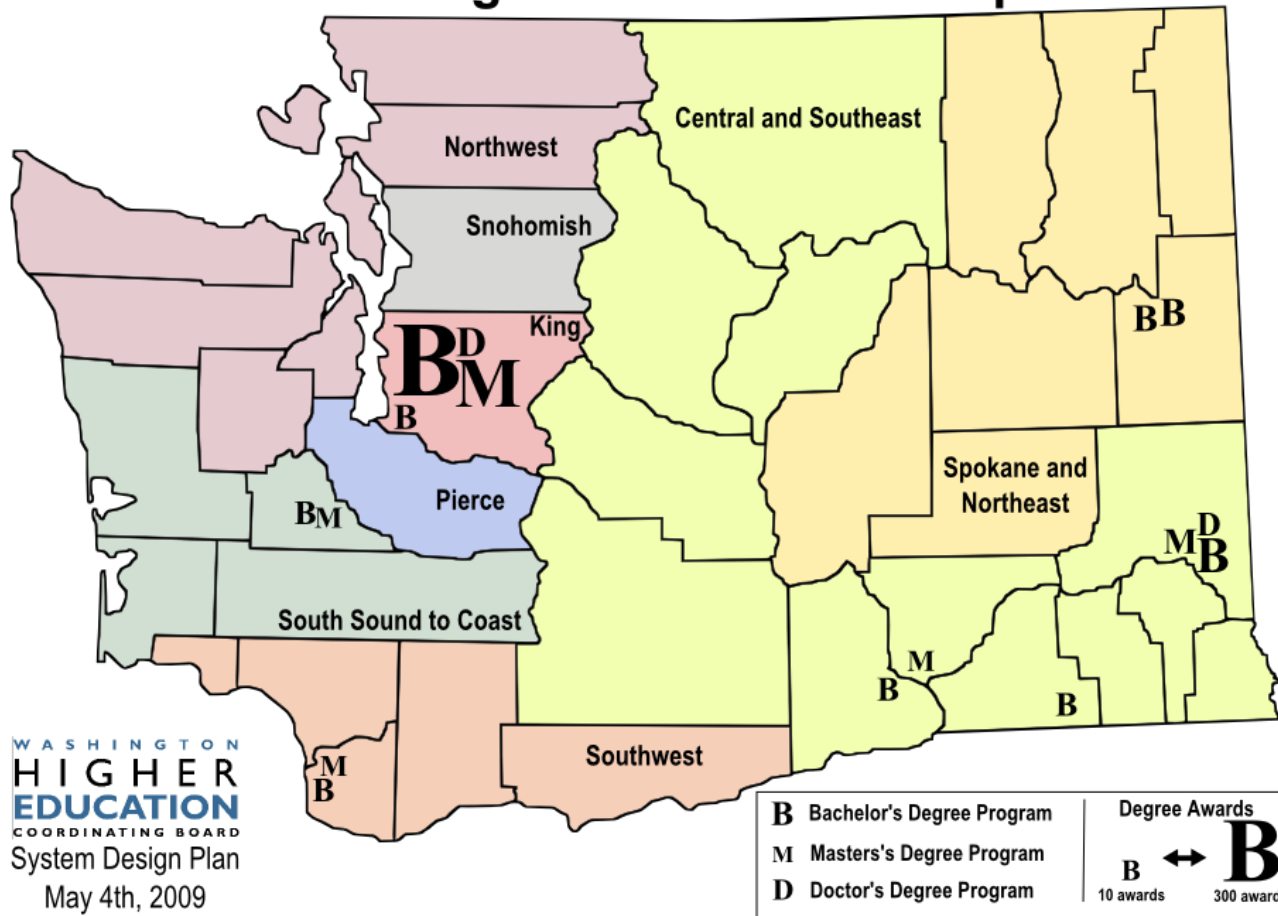


WASHINGTON
**HIGHER
 EDUCATION**
 COORDINATING BOARD
 System Design Plan
 May 4th, 2009

- Electrical and computer engineering is highly concentrated in the King region.
- There is some capacity in Pierce, Spokane, Pullman, Tri-Cities and, recently, Vancouver (not shown).
- There are no programs in the Northwest, Snohomish or South Sound regions.

Source: Higher Education Coordinating Board from primarily IPEDS data for 2006-07.

All Other Engineering Programs Not Including Electrical and Computer



WASHINGTON
**HIGHER
EDUCATION**
COORDINATING BOARD
System Design Plan
May 4th, 2009

- Engineering capacity for all other engineering disciplines is focused at WSU and UW-Seattle.
- There is no capacity in the Snohomish, Pierce or Northwest regions of the state, or the central area.

Source: Higher Education Coordinating Board from primarily IPEDS data for 2006-07.

An Option to Increase Degree Production in High Demand Areas:

Transfer Pathways for Technical Associate Degree Graduates

Challenge

- Only portions of the AAS-T apply to a baccalaureate degree.

Solution

- Universities and colleges created specific baccalaureate pathways for AAS-T graduates.
- These degrees are often referred to as Bachelor of Applied Science (BAS) degrees. However, in many cases other degree designation may apply (e.g. BA, BS, BSN).

BAS-type degrees in Washington

- BAS - Public Baccalaureates
 - *CWU, EWU, WSU, UWB, UWT*
- BAS - Private Baccalaureates
 - *PLU, City U, U of Phoenix, DeVry U*
- Upside Down Degrees
 - *Focus on liberal arts in junior and senior year*
 - *Evergreen, SPU, Whitworth*
- BAS – Community and Technical Colleges
 - *2007: Bellevue, Olympic, Peninsula, South Seattle*
 - *2009: Columbia Basin, Lake Washington, Seattle Central*

**Transfer Pathways for Technical Associate Degree Graduates
Options in Washington**

Category	College/University	Degree	Area	
BAS Public	CWU	BAS	Information Technology/Administrative Management	
	CWU	BAS	Food Service Management	
	CWU	BAS	Health and Safety Management	
	CWU	BAS	Industrial Technology	
	EWU	BS	Applied Technology	
	EWU	BS	Dental Hygiene	
	EWU	BA	Children's Studies, Early Childhood Education Option	
	WSU	BS	Nursing – RN degree completion	
	WSU	BA	Interior Design	
	WSU	BA	Human Development	
	UW Bothell	BS	Nursing – RN degree completion	
	UW Tacoma	BS	Nursing – RN degree completion	
	BAS Private	City U	BBA	Business
		DeVry U	BSTM	Technical Management
PLU		BS	Nursing – for LPN and RN	
U of Phoenix		BSM	Management	
Upside-Down	Evergreen	BA/BS	Various	
	SPU	BA/BS	Professional Studies	
	Whitworth	BLS	Program Management, Chemical Dependency, Social Services, Humanities	
BAS – CTC 2007	Bellevue	BAS	Radiation and Imaging Sciences	
	Olympic	BS	Nursing – ADN to BSN	
	Peninsula	BAS	Applied Management	
	South Seattle	BAS	Hospitality Management	
BAS – CTC 2009	Columbia Basin	BAS	Applied Management	
	Lake Washington	BTech	Applied Design	
	Seattle Central	BAS	Applied Behavioral Science	

Afternoon Discussion Session

Getting to “What Could Be?”

“Take-aways” from this morning’s “environmental scan”



Guiding Questions from the Work Plan

- Where are students currently being served, including educational centers, regional, and main campuses and alternative delivery systems for these existing structures?
- How and where should graduate and undergraduate degree and certificate programs throughout Washington be developed?
- What is the appropriate size and mix of programs, including those delivered via technology, to address Washington's need for an educated workforce?
- Where should these programs be developed to reach all areas of demand—urban/suburban/rural?
- What are the rational rules for growth in the concept of “expand on demand,” that is, the demonstrated points at which students' demand for higher education warrants expansion, contraction, or elimination?



May 2009

Legislative Session Summary

Background

The 2009 legislative session was gaveled to a close on April 26, completing 105 days of what many have called the toughest session in many years. The Legislature passed the three budget bills in the final weekend, along with numerous bills necessary to implement the budgets. After the session ended, there was continued discussion about whether a short special session might be called to complete three additional bills related to budgetary matters. As of this writing, a mid-May special session appears likely.

This summary will focus on enacted legislation and also spotlight several budget provisions related to the Higher Education Coordinating Board (HECB) and, in some instances, the higher education system. Funding for higher education institutions is addressed in separate documents prepared for the Board.

Budget Directives

Within authorized funding levels, the HECB is directed to complete the **system design** planning project, defining how the current higher education system can be shaped and expanded over the next 10 years to best meet the needs of the citizens and businesses of the state for high quality, accessible postsecondary education. This budget proviso contains additional detail that was taken largely from language developed by HECB staff for amendments to separate legislation earlier in the session.

The State Performance Agreement Committee and the six public baccalaureate institutions are directed to develop **performance agreements** covering the next six years. The agreements must include performance targets and benchmarks for at least 11 specified performance measures. The listed performance measures align fairly closely with the existing accountability framework measures common to all baccalaureate institutions. Required measures also include enrollment, advanced degree production in high employer-demand fields, and capital investment.

The State Board for Community and Technical Colleges (SBCTC), the HECB, and the Office of Financial Management (OFM) are required to review and, if necessary, **revise current performance measures** and targets based on the level of resources available in the operating and capital budgets. In addition, these agencies are required to develop new performance targets for the 2011-13 and 2013-15 biennia to guide the two-year college system's contribution toward achievement of the state master plan goals.

Each baccalaureate institution must maintain and endeavor to increase enrollment and degree production in **high-demand** fields listed in the budget. The listed disciplines are: biological and biomedical sciences; computer and information sciences; education with specializations in special education, math, or science; engineering and engineering technology; health professions and related clinical sciences; and mathematics and statistics.

The budget includes \$175,000 for the Office of the State Actuary to conduct an independent assessment of alternatives for ensuring the long-term financial **solvency of the GET program**. Suspension of the program is mentioned as an alternative to be included in the assessment. The actuary must consult with the HECB, institutions, OFM, and legislative fiscal committees in conducting the review. Findings, an assessment of alternatives, and suggested actions are to be reported by November 15, 2009.

Tuition

In 2003, the Legislature granted baccalaureate institutions and the SBCTC authority to set tuition for all students except resident undergraduates, which includes **non-resident, graduate, and professional students**. This authority was established for a six-year period, ending with the 2008-09 academic year. The HECB requested legislation (Senate Bill 5734) to extend this authority permanently. Legislative committees early in the session amended the bill to provide for a six-year extension of this tuition-setting authority. The Senate approved SB 5734 on March 7 by a vote of 44-0.

In the House, support was strong early in the session, with the House version clearing the policy committee 7-3 and the House Ways and Means Committee 21-1. However, as the end of session approached and the gravity of the budget situation became clearer, momentum slowed. The House Ways and Means Committee approved the bill a second time on an 18-4 vote, but only after adopting an amendment to extend the tuition-setting authority for just two years. Late in the session the bill remained on the House floor calendar for over a week while discussions continued, with the bill eventually attracting 44 floor amendments. Dozens of additional amendments were reportedly drafted but not formally proposed or made public. (By comparison, in the House and Senate combined just 29 amendments were proposed on the biennial operating budget.) Many of the amendments were unrelated to the provisions of the

underlying bill, dealing instead with tuition for resident undergraduates and a variety of other matters relating to higher education. About three-fourths of the amendments were withdrawn as debate began, and several of the amendments were defeated. Four amendments were adopted and final approval came on a vote of 53-44. The Senate then agreed to the House amendments by a vote of 36-8 on the second-to-last day of session. In the form in which it passed the Legislature, the bill:

- extends institutional tuition-setting authority for students other than resident undergraduates for four years;
- requires institutional governing boards to consult with student groups prior to adopting new tuition rates;
- limits the uses of tuition revenue in excess of a seven percent increase to instruction, library and student services, utilities and maintenance, other costs related to instruction, and institutional financial aid; and
- directs the Joint Legislative Audit and Review Committee to conduct a systemic performance audit of the public baccalaureate higher educational institutions, with the intention of developing a clear link from revenues to expenditures to performance outcomes.

Resident undergraduate tuition increases were addressed in House Bill 2344. Late in the session, as the magnitude of likely cuts in state appropriations for higher education became clear, a consensus began to emerge that resident undergraduate tuition would need to be increased more than the seven percent annual increase allowed. Under a 2007 law, resident undergraduate tuition was not allowed to increase more than seven percent annually through 2016-17. In its original form, HB 2344 would have eliminated the cap on tuition increases. The HECB testified in the House Ways and Means Committee that it did not support eliminating the cap entirely, but would support a two-year suspension of the cap to partially offset cuts in state appropriations. The bill was amended by the committee to provide for just such a two-year suspension.

After intense debate on the House floor, the bill was approved by the narrowest of margins, 50-47. Prior to final passage, the House further amended the bill, requiring institutions to notify students of tax credits available through the American Recovery and Reinvestment Act of 2009. The bill also requires the HECB, in coordination with higher education stakeholders, to review options and offer recommendations on tuition policy by November 1, 2009. The HECB is specifically directed to examine several topics, including a high tuition/high financial aid model; tuition rates differentiated by factors such as mission, campus, credit hours, program, family income, and delivery method; and policies to encourage more collaboration, coordination, and co-enrollment among institutions. The bill was then approved by the Senate 29-20 and sent to the governor.

A provision included in the operating budget requires institutions to dedicate some new tuition revenue to **financial aid to resident undergraduate** students. This provision does not apply to the portion of tuition revenue that would be collected had tuition increased only seven percent. However, one-seventh of tuition revenue beyond that amount must be used for financial aid for resident undergraduates. This financial aid requirement is in addition to the provision of current law requiring three-and-one-half percent of tuition revenue be used for financial aid.

Financial Aid Programs

HB 2021 directs the HECB and higher education institutions to label financial aid and state subsidies as “Opportunity Pathways.” Federal loans and private alternative loans would not be subject to the branding requirements. All communication, including printed material, presentations, web content, tuition billing statements, and financial aid award notifications must use the “opportunity pathway” label.

The Educational Opportunity Grant (EOG) program is phased out over two years. The program could become part of the State Need Grant (SNG) program, in the form of an “enhanced” grant, at some point in the future. However, the extent to which a part of the SNG may target the needs of place-bound upper-division transfer students will depend on future administrative and funding decisions. Funding beyond the level necessary to support current EOG program participants was not transferred to the SNG program. Institutional financial aid may be offered to high school students in dual-credit programs. Within the State Work Study (SWS) program and using existing resources, the HECB is directed to develop a competitive grant program to place work-study students in high-demand occupational fields. A new Higher Education Loan Program is authorized and the HECB is directed to devise the details of the program to provide low-interest loans to needy students. The bill passed 38-9 in the Senate and 64-34 in the House. Upon signing the bill, the governor vetoed one section that duplicated provisions included in separate legislation.

SB 5044 was approved by the governor and will require the HECB to attempt to direct most funds in the **State Work Study** program to resident students. To the extent feasible, the HECB is to ensure not more than 15 percent of funds go to non-resident students. In addition, the program is directed to encourage job placements in high employer demand occupations.

Through a floor amendment added to the budget in the final days of the session, the **Passport to College** financial aid program that serves former foster youth is to be administered by “a college scholarship organization with expertise in managing scholarships for low-income, high-potential students and foster care children and young adults.” The HECB, which has been administering the program since its creation, must contract with such an organization to provide program

administration. Of the \$3,872,000 total appropriation for the program, the HECB may retain \$39,000 for contract management.

The **American Indian Endowed Scholarship** program is revised under Senate Bill 5001. The bill, which has been signed by the governor, eliminates the requirement that state funds appropriated to the trust fund be matched by private contributions. This will allow quicker investment of any state funds, generating more interest earnings, permitting more or higher value scholarships to be awarded.

HB 1355 creates a new program offering **Opportunity Internships** to low-income students in 10th through 12th grade at public high schools. Up to 1,000 students statewide would be eligible to participate annually. Students who complete an internship and graduate from high school are eligible for one year of financial aid through the SNG program if they enroll in a postsecondary program of study within one year of graduation. The Workforce Training and Education Coordinating Board (WTECB) administers the program and the HECB serves as fiscal agent.

Within local workforce development council regions, consortia will be formed consisting of local employers, labor organizations, high schools, postsecondary education providers, economic development agencies and others. The consortia will organize opportunities for internships, work with students, and implement other aspects of the program. Subject to the availability of funding, consortia will be eligible for incentive payments of up to \$2,000 for each student who completes the program and obtains employment in a high-demand occupation at a wage of at least \$30,000 annually and maintains such employment for at least six months. The budget for the WTECB contains \$230,000 in federal funds to begin implementation of the program. Of that amount, \$110,000 will be contracted to the HECB to modify existing administrative and tracking tools in the SNG program to accommodate opportunity internship students. The House approved the bill by a vote of 65-32, the Senate voted 29-18 in favor of the measure, and it has been signed by the governor.

SB 5043, signed by the governor, directs the HECB to form a work group to develop a plan for creating a single **student access portal** along the lines suggested by the HECB. The purpose of the portal is to provide comprehensive information and applications for college financial, academic, and career planning. The work group would also identify resources necessary to build and maintain the portal, and develop recommendations concerning implementation. No additional funds are provided to conduct the project. The report is due to the Legislature by December 1, 2009.

Program Authorization

The budget for the SBCTC includes funding for 30 full-time equivalent enrollment (FTE) slots at Olympic College and another 10 FTE at Peninsula College in order to facilitate development of **university centers** serving the baccalaureate program needs of the **Kitsap and Olympic Peninsulas**. The allocations are to be used to establish partnerships with one or more universities to deliver upper-division degree programs. The two community college districts are required to coordinate needs assessment, planning and scheduling.

Bellevue College (formerly Bellevue Community College) is authorized in the budget to implement, on a tuition and fee basis, an **applied baccalaureate** degree program in interior design. Program review and approval decisions by the SBCTC and the HECB “shall be completed by July 31, 2009, so that the degree may be offered during the 2009-10 academic year.”

Technical colleges are authorized to offer two-year associate degrees that prepare students to transfer to bachelor’s degree programs in professional fields (HB 1328). A non-legally binding legislative analysis indicates that “professional fields” in this context relate to programs that prepare students for employment in a specific occupation or field, such as engineering, nursing, construction management, and teaching at the secondary level in math, science and technology. The bill has been signed into law by the governor.

Among HECB budget provisos is an appropriation of \$400,000 annually for the agency to contract with **Pacific Northwest University of Health Sciences** (PNWU) to conduct training and education of health care professionals to promote osteopathic physician services in rural and underserved areas of the state. PNWU is a Yakima-based university recently authorized by the HECB to operate and offer a Doctor of Osteopathic Medicine degree program. The institution admitted its first class of 75 students in 2008. Its mission is “to train, educate and encourage scientific research for health professionals who will provide quality care to all communities of the Pacific Northwest, particularly underserved populations.” PNWU plans to become a world-class medical school with academic instructors and practicing physicians, and a student body of 280 who will serve non-urban communities in Alaska, Idaho, Montana, Oregon, and Washington.

Under current law, only the University of Washington (UW) and Washington State University (WSU) are authorized to offer degree programs in several **engineering** disciplines. That limitation is repealed effective July 26, 2009 under SB 5276, recently signed by the governor. All institutions of higher education will be authorized to offer programs in civil, mechanical, chemical, aeronautic, and astronautic engineering.

Workforce Planning

The WTECB must develop comprehensive **workforce development plans** for a 10-year time period under HB 1394. The WTECB will submit an update of the 10-year plan to the Legislature and governor every four years. Previous law has required that the plan be done every two years. The plan submitted in 2008 is a 10-year plan. The first four-year update of the plan is due December 1, 2012.

In a separate measure, Senate Concurrent Resolution 8404, the Legislature approved the 2008 plan submitted by the WTECB, with additional recommendations that the next update of the workforce development plan focus on jobs for a green economy and the renewable energy industry.

Legislation was signed into law directing the WTECB, the state Department of Community, Trade and Economic Development, and the Economic Development Commission to enhance **coordination of workforce development and economic development** strategies (HB 1323). State and local workforce development agencies are directed to coordinate efforts to assist industry clusters. An industry cluster is defined in law as a geographic concentration of connected companies in a single industry and related businesses in other industries, including customers, suppliers, governments, and educational institutions. The SBCTC is required to designate, and fund on a competitive basis, Centers of Excellence. Centers of Excellence are two-year institutions recognized as statewide leaders in industry-specific workforce education and training. Local workforce development councils are required to describe the connection between local workforce and economic development efforts.

The Legislature approved HB 1395, which defines in statute “high employer demand program of study” as an apprenticeship or undergraduate or graduate certificate or degree program in which the annual number of students prepared by in-state institutions for employment in that field is substantially less than the projected annual number of job openings in that field – either statewide or in a region.

Educational Sector Connections

Western Washington University (WWU) establishes a **peer mentoring** pilot project in partnership with a community or technical college to be identified by the SBCTC under HB 1986, approved by the Legislature. The goals of the mentoring program, based on the Strategic Master Plan Implementation Plan, include (1) encouraging elementary students to complete high school and pursue college; (2) developing a model that can be expanded statewide; and (3) increasing the percentage of students who pursue postsecondary education. Pilot institutions will recruit college students to serve as mentors, develop curricula to train mentors, solicit funding,

develop outcome measures, and conduct community outreach and publicity. The HECB expects the State Work Study program will play a role in supporting this effort. A preliminary report is due by December 1, 2010 and the final report is due December 1, 2011.

The budget requires colleges of education at the six public baccalaureate institutions to develop a plan by October 30, 2009 to increase the number of endorsements and certificates granted to **math and science teachers**. The plan, which must be reported to the governor, Legislature, HECB, and Professional Educator Standards Board (PESB) will include goals for each of the next six years, beginning with the 2010-11 academic year. Plan components may include student advising, outreach and recruitment, linkages with university math and science departments, and redesign of endorsement and certificate programs. Reports on progress toward the goals must be submitted annually to the HECB and the PESB by October 30.

The professional development consortium convened by the early learning advisory council is charged under a measure approved by the Legislature (HB 1943) with developing recommendations for a statewide system of preparation and continuing **professional development for the early learning** and school-age program workforce. A broad group of stakeholders, including the HECB, is to be included in the consortium, which is to report final recommendations by December 31, 2010. The recommendations must address a series of topics, including articulation agreements between certificate and credential programs, degree-granting programs, and community-based training programs to enable students to effectively transition between two- and four-year institutions and to apply approved training programs toward credit-based learning.

Technology

All institutions of higher education are encouraged to begin using common online learning technologies under HB 1946, approved by the Legislature. The online learning management and web conferencing systems currently used by the SBCTC are suggested as an option. Sharing of courses, learning objectives, and other digital content is intended. The SBCTC is authorized to modify licences to accommodate new institutional users and to develop a shared fee structure.

The HECB must convene a **technology transformation task force** to improve the efficiency, effectiveness, and quality of education by strategic use of technology. The task force is required to examine a series of specific issues, including investigating similar efforts in other states to use online learning technologies, online student services, online administrative tools, shared library resources, open licensing options for sharing digital content, and methods for pooling enrollments. The group will develop statewide implementation timelines, recommend strategies, and address governance and funding models, among other matters. A comprehensive audit of existing technology-related resources used by public institutions of higher education or agencies

is required. The HECB is further directed to contract with an independent expert to conduct an independent technical analysis of the findings of the audit mentioned above. A preliminary report is due December 1, 2009, and a final report in December 2010. The budget provides \$238,000 to the HECB for implementation of the bill.

Residency

HB 1487 defines as a **resident, for tuition purposes**, anyone who has lived in the state for one year for non-educational purposes and who holds an H-1B, E-3 or L Visa. Spouses and children of those with such Visas are also defined as residents for tuition purposes if they hold lawful nonimmigrant status.

H1-B Visas are for temporary guest workers in jobs using specialized knowledge requiring completion of a course of study in higher education. Temporary workers in certain Department of Defense programs are included in this classification as well. The E-3 Visa is for Australian nationals working in specialized occupations requiring at least a bachelor's degree and includes spouses and children. Certain intra-company transferees are covered by the L Visa if the employee works as a manager or executive, or in a capacity requiring specialized knowledge. The governor has signed the measure into law.

Five specific community colleges and WSU's Vancouver and Tri-Cities campuses are authorized to grant **resident tuition** rates to students who moved to Washington within the past year from one of 13 **Oregon border counties** under HB 1474, signed by the governor. To qualify, the student must have lived at least 90 days in the Oregon border county immediately prior to moving to Washington. In the absence of this new law, Oregon border county residents could attend these Washington institutions at resident tuition rates but would have to pay non-resident rates for one year if they moved to Washington.

Additional legislation approved

- A Center for Human Rights is created at the UW, using non-state funds, to expand opportunities for study and research and to enhance policymaking (SB 5172; status – Delivered to Governor);
- Within existing funds, a Global Asia Institute is formed within the UW's Henry M. Jackson School of International Studies to host visiting scholars and policymakers, to conduct research, and to facilitate cooperation between Asia and the State of Washington (SB 5177; status – Delivered to Governor);

- WWU, Central Washington University (CWU), and Eastern Washington University (EWU) are authorized to award honorary doctorate degrees (SB 5173; status – Delivered to Governor);
- Mandatory tuition waivers previously available to certain military service members and their spouses and children is specifically extended to stepchildren of these military service members (SB 5720; status – Delivered to Governor);
- Voluntary student fees approved by student governments may be used for lobbying (SB 5776; status – Governor signed);
- Students participating in study-abroad programs sponsored, arranged, or approved by higher education institutions may be required to buy health insurance if the student does not already have adequate health insurance (SB 5925; status – Delivered to Governor);
- Bookstores affiliated with institutions are required to disclose information on required course material four weeks prior to the start of classes, though the requirement may be waived on a case-by-case basis and does not apply to faculty members hired less than four weeks prior to the start of classes (HB 1025; status – Governor signed);
- Financial information submitted to UW in connection with privately-managed investment funds is exempt from public disclosure if a loss to the UW endowment or the provider of the information can reasonably be expected as a consequence of disclosure (HB 1640; status – Delivered to Governor);
- The SBCTC must form a work group including faculty from programs in paramedic training, 2- and 4-year nursing degree programs, and others to review curriculum and establish course equivalencies and skill competencies for articulation between the programs, and report findings to the SBCTC by July 1, 2010 (HB 1808; status – Governor signed).



2009-11

Operating and Capital Budget Results

May 2009

2009-11 Operating and Capital Budget Results

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May 2008

2009-11 Higher Education Operating Budget Results

The 2009-11 budget cycle was characterized by the worst state revenue shortfall in recent memory. The final operating budget released April 25, 2009 would appropriate a total of \$3.3 billion for higher education. Compared to the initially adopted 2007-09 budget, where higher education amounted to 11.1 percent of the total state near general fund budget, this appropriation represents a lower share of 10.4 percent.

The adopted higher education budget is about \$427 million (or 11.6 percent) less than the initially adopted 2007-09 budget and \$319 million less than the revised 2007-09 budget for higher education. The passed budget is \$617 million less than the “maintenance level” of the revised higher education 2007-09 budget without tuition revenues.

Strategic Growth and Accountability

- System Design Planning Project was recognized in the final budget as a means to define and shape how higher education is delivered in our state over the next ten years. The project’s recommendations and findings are due December 1, 2009.
- Performance Agreement Committee was recognized in the final budget as a means to further develop the goals agreed to by previous legislation through 2015. The study is due December 1, 2010.

Affordability

Tuition

- Public baccalaureate institutions may increase tuition no more than 14 percent annually for resident undergraduates.
- Community and technical colleges may increase tuition no more than 7 percent annually for resident undergraduates and no more than 14 percent annually for upper-division students in Applied Baccalaureate programs.
- Institutions may use discretion in setting tuition for all other students.
- Guaranteed Education Tuition (GET) program review to be conducted by the Office of State Actuary (including potential suspension) with participation from the Higher Education Coordinating Board and Office of Financial Management. The report is due November 15, 2009.

Institutional and State Financial Aid

- Public baccalaureate institutions are required to use at least one-seventh of tuition revenues collected as a result of resident undergraduate tuition increases in excess of seven percent towards institutional financial aid (in addition to the current 3½ percent institutional financial aid program).
- State Need Grant (SNG) received \$443.7 million for the biennium, an increase of about \$53.7 million over the 2007-09 biennium. For SNG, the maximum income cutoff is 70 percent median family income (MFI) (which also represents current 2008-09 level).
- Budget proviso for SNG holds lowest income students (those with less than 50% MFI) harmless from the anticipated 14 percent per year tuition and fee increases.
- Prorates SNG awards for students with family incomes less than 50 percent of MFI. Proration is deeper than board policy:

51%-55% MFI = 70% of maximum

56%-60% MFI = 65% of maximum

61%-65% MFI = 60% of maximum

66%-70% MFI = 50%

- SNG awards for students at private four-year schools will be equal to awards at research universities.

Access

Enrollments

- Despite anticipated tuition and fee revenue, enrollment targets are 7,000 FTE's below FY09 (academic year 2008-09) budgeted FTE levels. Compared to this year (FY09), there are 4,342 FTE enrollments less in FY10, and 2,741 less in FY11.
- Research Institutions – 58,796 FTE (2009-10), 59,412 FTE (2010-11)
- Regional Institutions and TESC – 32,532 FTE (2009-10), 33,517 (2010-11)
- Community and Technical Colleges – 139,237 FTE per year and 11,598 FTE per year for Running Start Programs, which represents no change from budgeted 2008-09 FTE levels.

High-demand programs

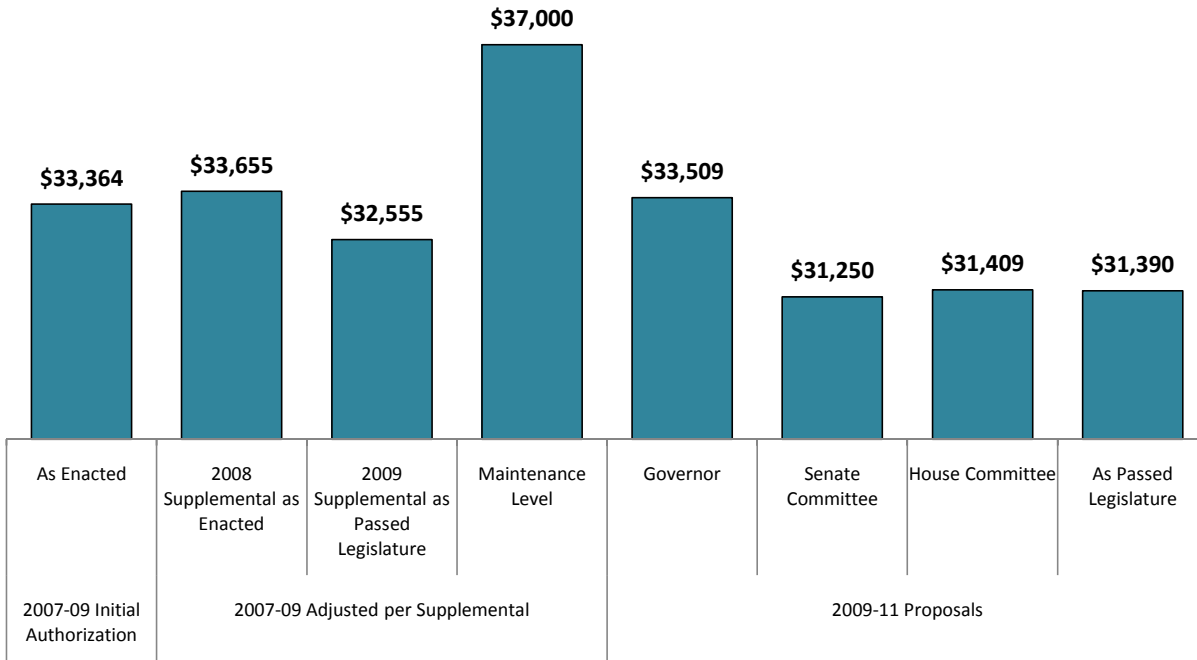
- Holds constant and endeavors to expand high-demand programs without specifying enrollment targets beyond maintain growth from 2008-09 levels.

SBCTC Technology Initiative

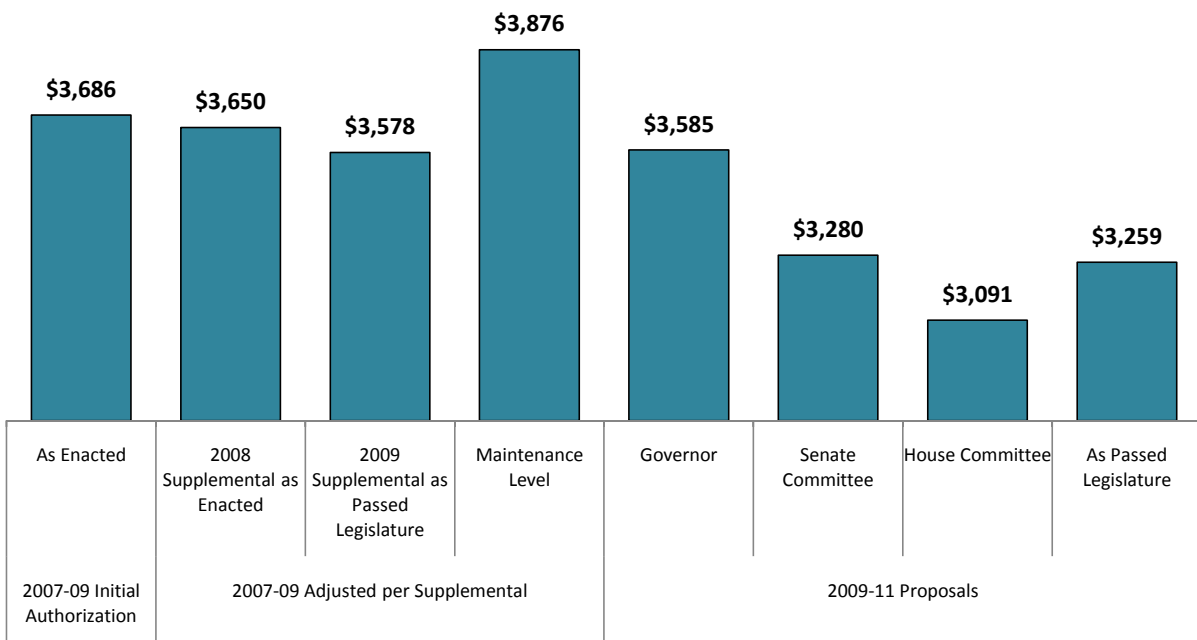
- \$238,000 is provided to administer 2SHB 1946 to convene a higher education work group to improve the use of technology in education, move all public institutions towards common online learning technologies, and requires that the work group submit preliminary findings and recommendations by December 1, 2009; with a final report to follow in December 2010.

State Near General Fund Appropriation Summaries 2009-11 Operating Budget (Dollars in Millions)

Near General Fund-State Appropriations (Entire State)



Higher Education



Any federal stimulus funding is not included in these charts.

2009-11 BUDGET IN BRIEF
Key Provisions of the Higher Education Operating Budget – HECB 4/29/09

<i>DRAFT</i>	ESHB 1244 As Passed Legislature																		
Status:	(Delivered to Governor)																		
Total State Budget (Near General Fund)	<p>Appropriates a total of \$31.4 billion.</p> <p>This amount is about \$2.0 billion (or 5.9%) less than the initially adopted 2007-09 budget, and \$1.2 billion less than the revised 2007-09 budget.</p> <p>The proposal would be \$5.6 billion less than the “maintenance level” of the revised 2007-09 budget.</p>																		
Higher Education Appropriations (Near General Fund)	<p>Appropriates a total of \$3.3 billion.</p> <p>This represents 10.4% of the total (NGF) state budget proposal. In the initially adopted 2007-09 budget, higher education was about 11.1% of the total budget.</p> <p>The proposed higher education budget is about \$427 million (or 11.6%) less than the initially adopted 2007-09 budget, and \$319 million less than the revised 2007-09 budget for higher education.</p> <p>The proposal would be \$617 million less than the “maintenance level” of the revised higher education 2007-09 budget without tuition revenues.</p>																		
Enrollment	<p>The 2009-11 proposed biennium budget supports 7,083 fewer FTE student enrollments compared to 2008-09 budgeted FTE levels. There is no growth assumed over this FY09 for any of our colleges. Provisions in the budget bill require colleges to maintain and endeavor to increase the percentage of high-demand enrollments. <i>The FTE student enrollment reductions are spread across the colleges as follows:</i></p> <table style="margin-left: 40px;"> <tbody> <tr> <td>Research Institutions: -3,344</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">University of Washington</td> <td style="text-align: right;">-3,344 FTEs</td> </tr> <tr> <td style="padding-left: 20px;">Washington State University</td> <td style="text-align: right;">0 FTEs</td> </tr> <tr> <td>Comprehensive Institutions: -3,739</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Central Washington University</td> <td style="text-align: right;">-1,433 FTEs</td> </tr> <tr> <td style="padding-left: 20px;">Eastern Washington University</td> <td style="text-align: right;">-1,091 FTEs</td> </tr> <tr> <td style="padding-left: 20px;">Western Washington University</td> <td style="text-align: right;">-1,215 FTEs</td> </tr> <tr> <td style="padding-left: 20px;">The Evergreen State College</td> <td style="text-align: right;">0 FTEs</td> </tr> <tr> <td>Community and Technical Colleges</td> <td style="text-align: right;">0 FTEs</td> </tr> </tbody> </table>	Research Institutions: -3,344		University of Washington	-3,344 FTEs	Washington State University	0 FTEs	Comprehensive Institutions: -3,739		Central Washington University	-1,433 FTEs	Eastern Washington University	-1,091 FTEs	Western Washington University	-1,215 FTEs	The Evergreen State College	0 FTEs	Community and Technical Colleges	0 FTEs
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2009-11 BUDGET IN BRIEF
Key Provisions of the Higher Education Operating Budget – HECB 4/29/09

<i>DRAFT</i>	ESHB 1244 As Passed Legislature
Status:	(Delivered to Governor)
Enrollment (continued)	<p>Total Enrollments for 2009-11:</p> <p style="padding-left: 40px;">Research Institutions: 58,796 FTE (2009-10) 59,412 FTE (2010-11)</p> <p style="padding-left: 40px;">Comprehensive Institutions: 32,532 FTE (2009-10) 33,517 FTE (2010-11)</p> <p style="padding-left: 40px;">Community and Technical Colleges: 139,237 FTE (2009-10) 139,237 FTE (2010-11)</p>
Tuition	<p>Public Baccalaureate Institutions – no more than 14% annual increases for resident undergraduates.</p> <p>CTC – no more than 7% annual increases for resident undergraduates. No more than 14% annual increases for upper-division students in Applied Baccalaureate.</p> <p>Institutional discretion for all other students.</p> <p>Public baccalaureates are required to use at least one-seventh of tuition revenues collected as a result of the tuition increases in excess of 7 percent towards financial aid (in addition to the current 3½ percent institutional financial aid program).</p> <p>After accounting for anticipated tuition increases, community and technical colleges will experience a 10.6% budget reduction while the public four-year universities will experience a 14.6% budget reduction.</p>
Financial Aid <i>State Need Grant</i> (SNG)	<p>State Need Grant is funded at \$443.7 million for the biennium, an increase of about \$53.7 million over the 2007-09 biennium, including a net increase in federal Pell grant funding that can be assumed available for tuition payments from SNG eligible students.</p> <p>The maximum service level is maintained at the 2008-09 level – 70% median family income (MFI).</p>

2009-11 BUDGET IN BRIEF
Key Provisions of the Higher Education Operating Budget – HECB 4/29/09

<i>DRAFT</i>	ESHB 1244 As Passed Legislature
Status:	(Delivered to Governor)
<i>State Need Grant (continued)</i>	<p>The budget assumes the Board’s calculation that about \$9.6 million of the Pell increase from the federal stimulus package is available to be applied toward the state’s SNG obligation.</p> <p>Holds lowest income students (those with incomes less than 50% MFI) harmless from the 14% per year tuition and fee increases.</p> <p>Prorates SNG awards for students with family incomes greater than 50% MFI. Proration is deeper than HECB policy, which provides awards equal to 75% of the maximum.</p> <p>The budget proposes:</p> <p style="padding-left: 40px;">51%-55% MFI = 70% of maximum 56%-60% MFI = 65% of maximum 61%-65% MFI = 60% of maximum 66%-70% MFI = 50%</p> <p>Makes SNG awards for students at the private four-year schools equal to research universities.</p> <p>\$500,000 per year continues to be appropriated for the pilot project targeting less-than-half-time students.</p>
<i>State Work Study (SWS)</i>	<p>The State Work Study program is funded at about \$25.1 million for the biennium, an increase of about \$2.5 million. This takes into account the anticipated offset of \$3.3 million increase in federal work study funding at Washington schools due to the stimulus package.</p> <p>Funding is provided for HECB staff to manage the high-demand incentive grant priority authorized in HB 2021 and SB 5044.</p>
<i>Washington Scholar</i>	<p>Washington Scholar awards are prorated at 90% of the otherwise full tuition and fee value.</p>
<i>College Bound Scholarship</i>	<p>College Bound Scholarship pre-payments are suspended. Budget notes indicate that the state’s commitment to the program is “guaranteed.” They go on to say that it “...will be fulfilled and is not dependent upon nor diminished by this action.”</p>

2009-11 BUDGET IN BRIEF
Key Provisions of the Higher Education Operating Budget – HECB 4/29/09

DRAFT	ESHB 1244 As Passed Legislature
Status:	(Delivered to Governor)
<p><i>Opportunity Internships</i></p> <p><i>Passport to College Promise Scholarship Program</i></p> <p><i>Rebranding Student Aid Programs as “Opportunity Pathways”</i></p> <p><i>Promote Rural Health Care</i></p>	<p>Specific funding for the HECB’s administration of the SNG sections of HB 1355 (Opportunity Internships) is moved to the Workforce Training and Education Coordinating Board with instructions to contract with the HECB.</p> <p>\$3,872,000 is provided for the promise scholarship program which, per budget proviso, is to be contracted out to “a college scholarship organization with expertise in managing scholarships for low-income, high-potential students and foster care children and young adults.”</p> <p>\$71,000 is provided to the Board to defray its cost and the cost to the four-year public universities to implement the rebranding requirements of HB 2021.</p> <p>\$800,000 is provided for the Board to contract with the Pacific Northwest University of Health Sciences to provide training and education of osteopathic physicians to provide services in rural and underserved areas of the state.</p>
<p>Other Key Provisions</p> <p><i>American Recovery and Reinvestment Act (Title XIV)</i></p> <p><i>Kitsap Higher Education Center</i></p> <p><i>HECB System Design Planning Project</i></p> <p><i>Bellevue College</i></p>	<p>The conference budget assumes \$81.4 million in Title XIV from the American Recovery and Reinvestment Act for higher education.</p> <p>Requires the SBCTC to allocate 30 two-year and four-year Partnership FTEs to Olympic College and 10 FTEs to Peninsula College.</p> <p>Mandates the plan and requires a submittal date of December 1, 2009.</p> <p>Bellevue College may implement an additional applied baccalaureate degree in interior design to be offered during the 2009-10 academic year.</p>

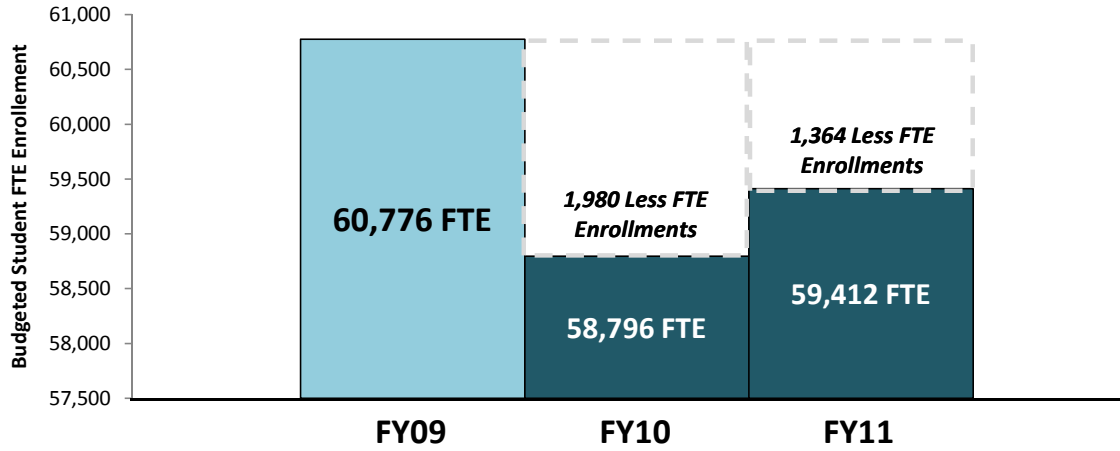
2009-11 BUDGET IN BRIEF
Key Provisions of the Higher Education Operating Budget – HECB 4/29/09

DRAFT	ESHB 1244 As Passed Legislature
Status:	(Delivered to Governor)
<i>STARS Program</i>	\$4.2 million is included in CTED base budget for STARS with expected transfer to HECB.
<i>HECB Higher Education Online Technology Transformation Taskforce</i>	\$238,000 is provided to administer 2SHB 1946 to convene a higher education work group to improve the use of technology in education.
<i>WICHE Dues</i>	Allows continuation of Washington’s participation in WICHE.
<i>Employee Health Insurance Policy Level Additions</i>	Conference Budget has approximately \$25 million in additional funding for employee health insurance in the policy level.
<i>Guaranteed Education Tuition Program Review</i>	The Office of the State Actuary receives \$175,000 to conduct an independent assessment of alternatives for assuring the long-term financial solvency of the Guaranteed Education Tuition (GET) program including suspension of the program.

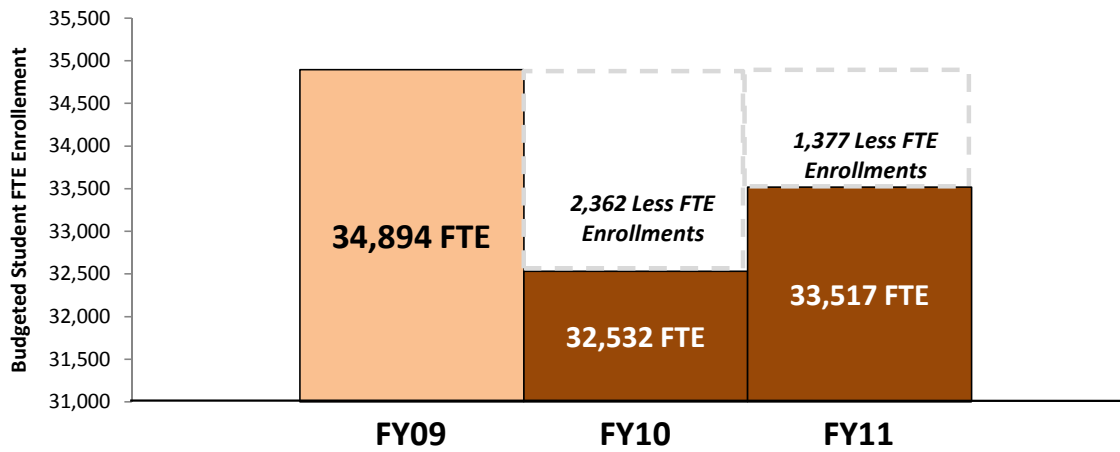
Budgeted Student FTEs by Fiscal Year and Sector, FY09, FY10, FY11

2009-11 Operating Budget as Passed Legislature

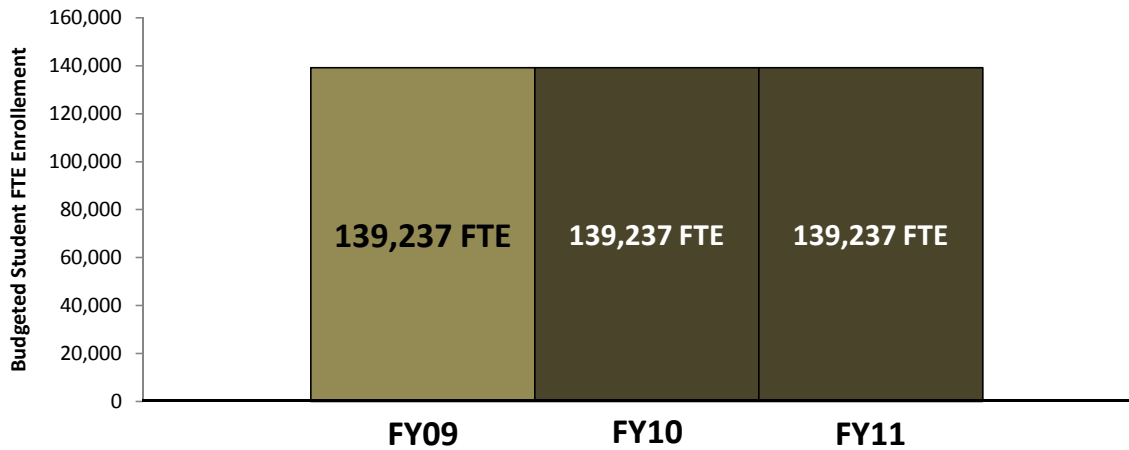
Research Institutions



Comprehensive Institutions



Community and Technical Colleges



2009-11 Higher Education Funding by Proposed Operating Budget Near General Fund-State

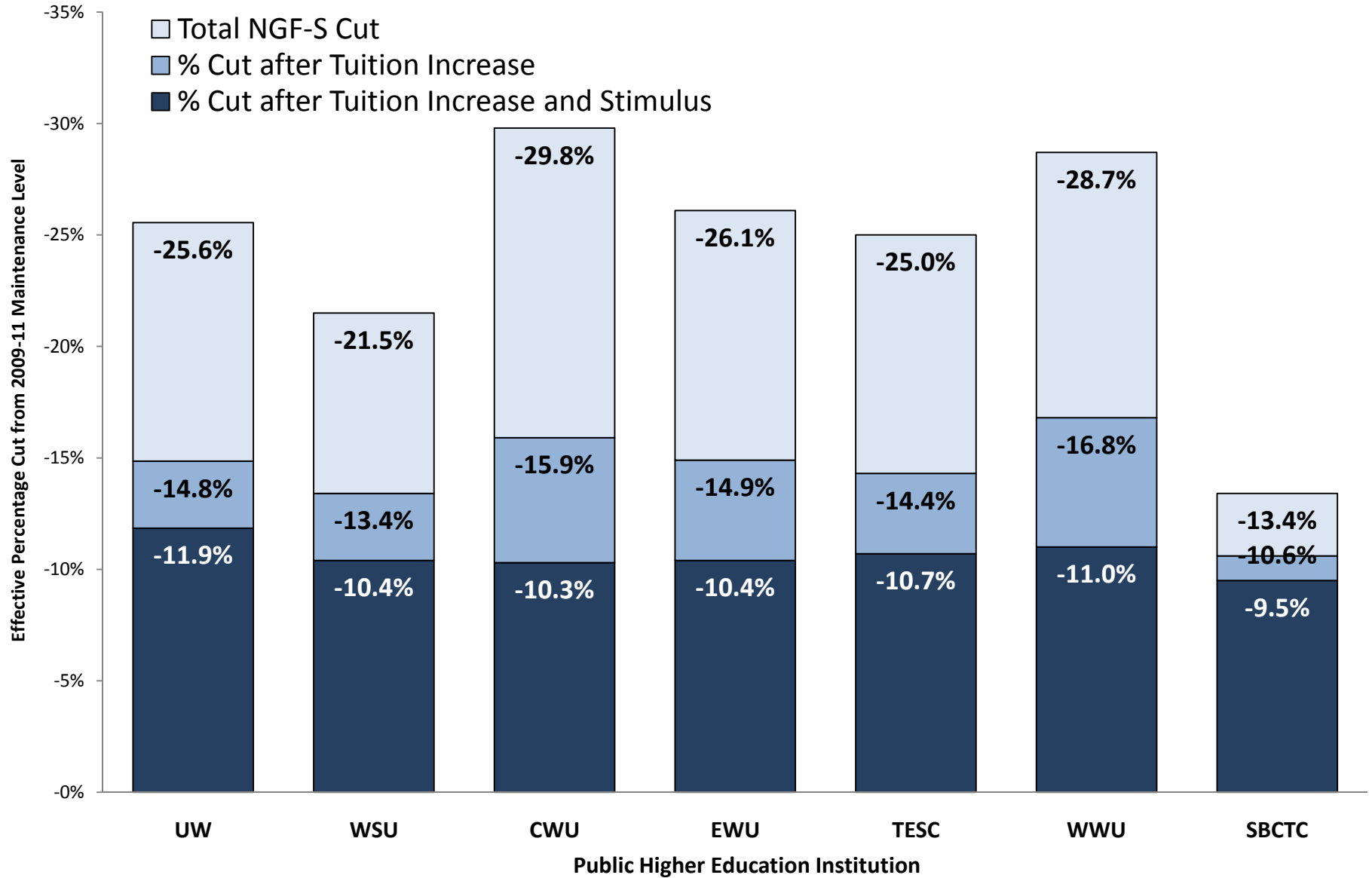
(Dollars in Millions)

	2007-09 Current Biennium (2008 Supplemental)	2009-11 OFM Calculated Maintenance Level	2009-11 Senate Ways and Means Committee Passed	2009-11 House Ways and Means Committee Passed	2009-11 Operating Budget As Passed Legislature
University of Washington	\$792.4	\$834.4	\$645.1	\$573.7	\$621.1
Washington State University	\$503.4	\$521.8	\$417.6	\$370.0	\$409.4
Central Washington University	\$116.1	\$123.8	\$94.5	\$92.6	\$86.9
Eastern Washington University	\$117.3	\$123.9	\$95.7	\$92.4	\$91.6
The Evergreen State College	\$63.8	\$65.1	\$50.0	\$47.2	\$48.8
Western Washington University	\$146.4	\$152.9	\$114.4	\$113.6	\$108.9
Public Baccalaureate Total	\$1,739.4	\$1,821.9	\$1,417.4	\$1,289.7	\$1,366.8
Community/Technical College System	\$1,436.7	\$1,567.9	\$1,355.8	\$1,278.9	\$1,357.7
Institution Total	\$3,176.1	\$3,389.8	\$2,773.1	\$2,568.6	\$2,724.5
Higher Education Coordinating Board	\$474.2	\$486.3	\$507.0	\$522.0	\$534.9
Higher Education Total	\$3,650.3	\$3,876.1	\$3,280.2	\$3,090.6	\$3,259.4

2009-11 Operating Budget As Passed Legislature By Fiscal Year
Near General Fund-State
(Dollars in Thousands)

<u>Institution</u>	<u>Biennial Totals</u>		<u>By Fiscal Year</u>			
	<u>2007-09 Total</u>	<u>2009-11 Total</u>	<u>Fiscal Year 2008</u>	<u>Fiscal Year 2009</u>	<u>Fiscal Year 2010</u>	<u>Fiscal Year 2011</u>
University of Washington	\$792,417	\$621,090	\$390,710	\$401,707	\$295,897	\$325,193
Washington State University	\$503,371	\$409,437	\$249,597	\$253,774	\$196,277	\$213,160
Central Washington University	\$116,138	\$86,940	\$56,537	\$59,601	\$39,822	\$47,118
Eastern Washington University	\$117,301	\$91,568	\$57,997	\$59,304	\$42,731	\$48,837
The Evergreen State College	\$63,773	\$48,827	\$31,780	\$31,993	\$23,237	\$25,590
Western Washington University	\$146,392	\$108,929	\$71,884	\$74,508	\$49,659	\$59,270
Public Baccalaureate Total	\$1,739,392	\$1,366,791	\$858,505	\$880,887	\$647,623	\$719,168
Community/Technical College System	\$1,436,724	\$1,357,705	\$697,690	\$739,034	\$667,657	\$690,048
Institution Total	\$3,176,116	\$2,724,496	\$1,556,195	\$1,619,921	\$1,315,280	\$1,409,216
Higher Education Coordinating Board	\$474,167	\$534,919	\$234,096	\$240,071	\$260,919	\$274,000
Higher Education Total	\$3,650,283	\$3,259,415	\$1,790,291	\$1,859,992	\$1,576,199	\$1,683,216

2009-11 Operating Budget as Passed Legislature Higher Education Effective State Funding Cuts by Institution
 Percentage Cuts from 2009-11 Maintenance Level to 2009-11 Operating Budget as Passed Legislature
 Near General Fund-State Cuts from Maintenance Level



2009-11 Operating Budget as Passed Legislature Institutions Cuts
All Cuts from 2009-11 NGF-S Maintenance Level
Funds added back in at policy level as noted
(Dollars in Millions)

<u>Institution</u>	<u>Maintenance Level (NGF-S)</u>	<u>Policy Level Reduction (NGF-S)</u>	<u>NGF-S Cut</u>	<u>Federal Stimulus Direct Add</u>	<u>NGF-S Cut + Stimulus Money</u>	<u>149-6 Tuition Increase Add</u>	<u>NGF-S Cut + Tuition Increase</u>	<u>NGF-S Cut + Stimulus Money + Tuition Increase</u>
UW	\$834.4	(\$213.3)	-25.6%	\$24.7	-22.6%	\$89.7	-14.8%	-11.9%
WSU	\$521.8	(\$112.4)	-21.5%	\$15.8	-18.5%	\$42.4	-13.4%	-10.4%
CWU	\$123.8	(\$36.9)	-29.8%	\$7.0	-24.2%	\$17.2	-15.9%	-10.3%
EWU	\$123.9	(\$32.3)	-26.1%	\$5.5	-21.6%	\$13.8	-14.9%	-10.4%
TESC	\$65.1	(\$16.3)	-25.0%	\$2.4	-21.4%	\$7.0	-14.4%	-10.7%
WWU	\$152.9	(\$44.0)	-28.8%	\$8.9	-22.9%	\$18.3	-16.8%	-11.0%
Four-Year Total	\$1,821.9	(\$455.1)	-25.0%	\$64.3	-21.5%	\$188.3	-14.6%	-11.1%
SBCTC	\$1,567.9	(\$210.2)	-13.4%	\$17.2	-12.3%	\$43.4	-10.6%	-9.5%
Institution Total	\$3,389.8	(\$665.3)	-19.6%	\$81.4	-17.2%	\$231.7	-12.8%	-10.4%

1 Includes policy level NGF-S additions as well as budget reductions. Without policy level additions public baccalaureates experience a 25.7% policy level budget reduction while community and technical colleges experience a 13.4% budget reduction.

For public baccalaureate institutions, the impact of excluding policy level additions is an additional .7% budget reduction from their Near General Fund-State 2009-11 maintenance level. For community and technical colleges the impact of excluding policy level additions is an additional 1.1% budget reduction from their Near General Fund-State 2009-11 maintenance level.

2 The 2009-11 operating budget as passed legislature assumes a 14% annual increase in resident undergraduate tuition at public baccalaureate institutions, and a 7% annual increase in resident undergraduate tuition at public community and technical colleges. Nonresident and graduate tuition assumed is below that of the House Committee Operating Budget and equal to the Senate.



May 2008

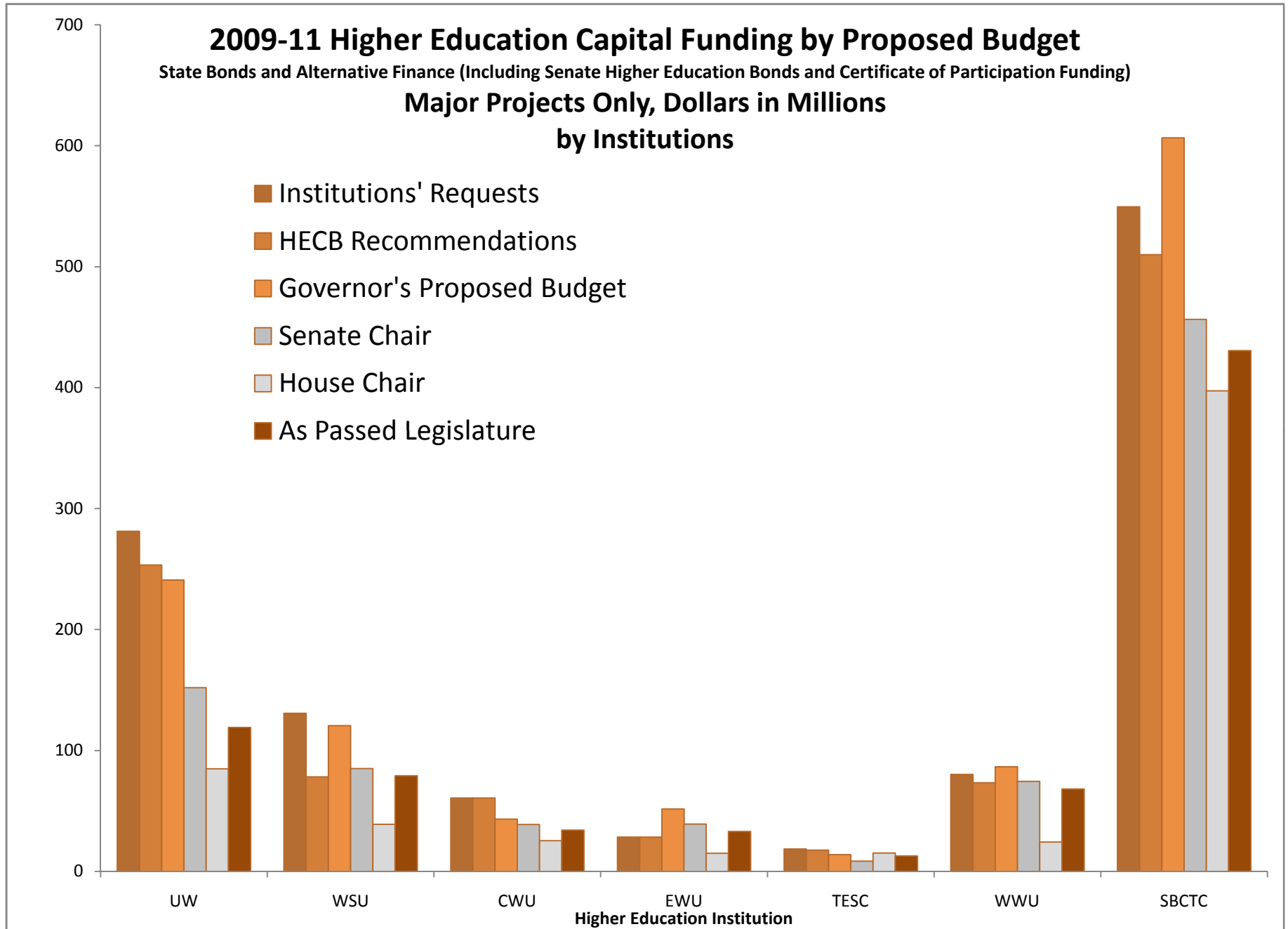
2009-11 Capital Budget Results

Overall, \$577 million in state bonds are appropriated for higher education capital projects, including minor works. Of this, \$308 million (53 percent) is for the community and technical colleges while the remaining \$269 is for the public baccalaureate institutions. Additionally, \$200 million is available for higher education through alternative financing, including Certificate of Participation funding.

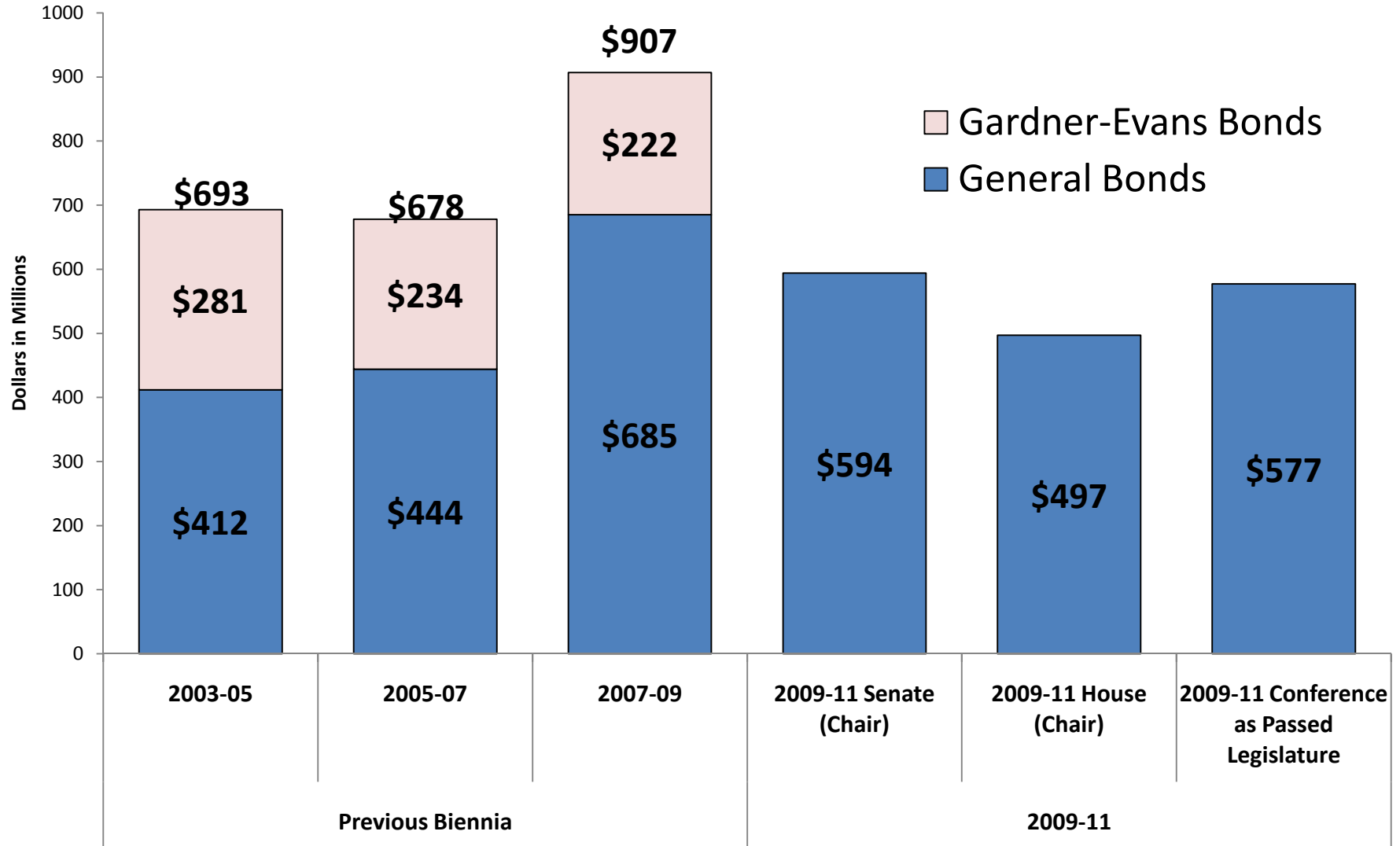
Alternative Financing Funding - Certificates of Participation

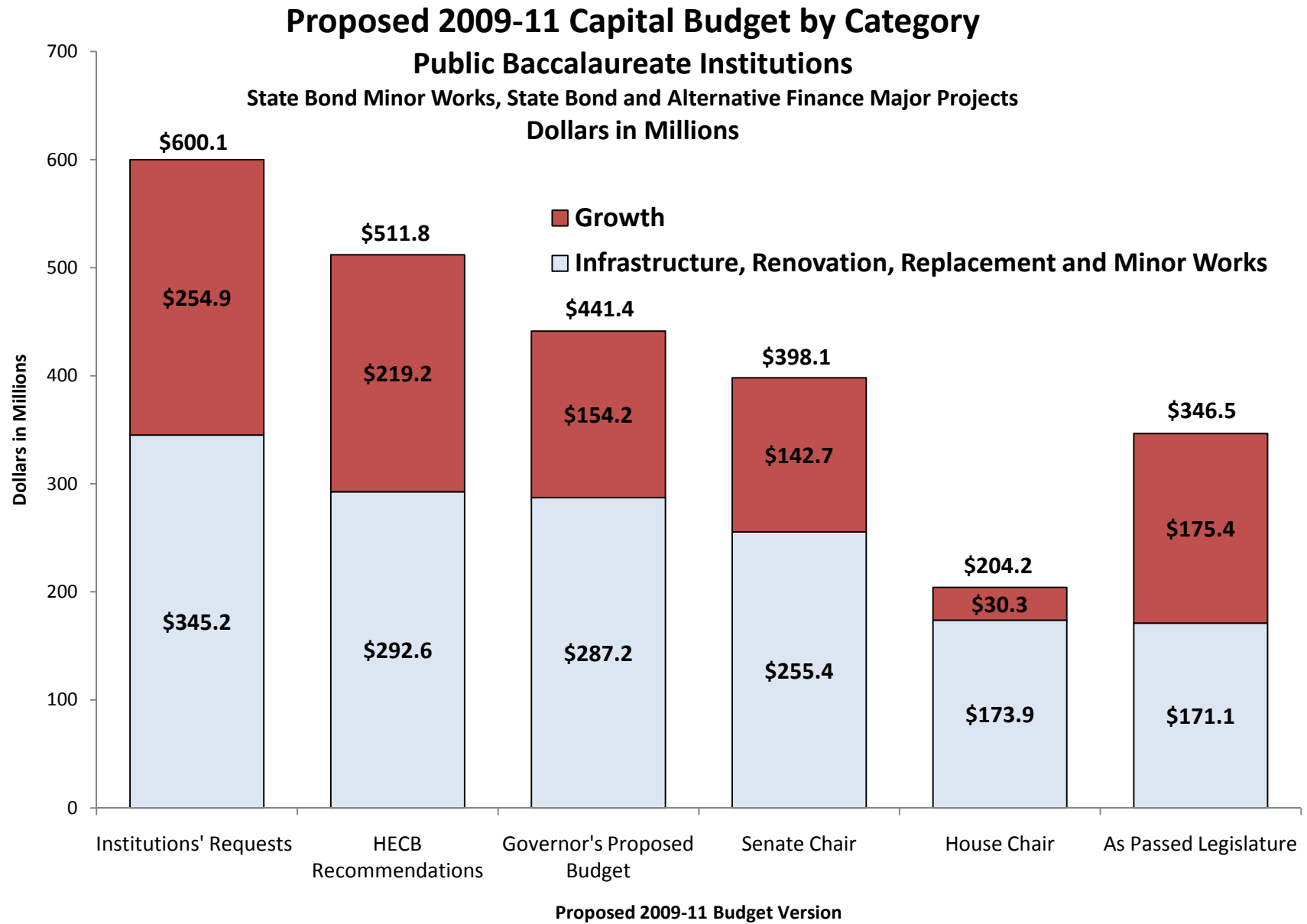
Authorizing certificates of participation directs a state agency that undertakes a construction, renovation, remodel, or acquisition project to enter into a financing lease with a nonprofit corporation. The agency either owns or acquires the property, which it leases to the nonprofit corporation under a site lease. The agency then leases the facility back from the nonprofit organization, and those lease payments provide funds to pay project costs.

Please refer to documents "E-2 Budget Level by Sector" and "E-3 State Bonds Over Time" for additional detail related to state bonds and alternative financing that went towards higher education.



Higher Education Capital Budget State Bond Funding Dollars in Millions





Note: Of the total 2009-11 Capital Budget for the four year institutions as passed by the legislature, 5% is for research.

2009-11 Comparisons of Proposed Capital Funding Levels, Public Baccalaureate Institutions						
State Bond Funding and Alternative Financing of Major Projects						
Project Category	IHE	Project Description	Institutions' Requests	HECB Recommendations	As Passed Legislature	
Renovation Category	UW	Denny Hall (2nd priority)	\$52,915,000	\$52,915,000		
Renovation Category	UW	Miller Hall	\$4,000,000	\$4,000,000		
Renovation Category	UW	Anderson Hall	\$2,500,000	\$2,500,000	\$200,000	
Renovation Category	UW	Lewis Hall	\$23,130,000	\$23,130,000		
Replacement Category	UW	Balmer Hall (3rd priority)	\$42,800,000	\$42,800,000		
NEW	UW	Balmer Hall (HiEd Bond)				
NEW	UW	Balmer Hall (COP)				
Infrastructure Category	UW	Safe Campus	\$8,000,000	\$8,000,000		
Infrastructure Category	UW	Computing and Communications Infrastructure	\$5,000,000	\$0		
Growth Category	UW	Global Public Health and Pharmacy Building	\$8,000,000	\$8,000,000		
Growth Category	UW	Tacoma Phase 4	\$500,000	\$500,000		
Growth Category	UW	Tacoma Phase 3	\$54,000,000	\$54,000,000	\$34,000,000	
Growth Category	UW	Biological and Environmental Sciences Building	\$8,000,000	\$0		
Growth Category	UW	Tacoma Land Acquisition/Soils Remediation	\$5,000,000	\$0		
Growth Category	UW	House of Knowledge	\$1,500,000	\$0	\$300,000	
Research Category	UW	Molecular Engineering Building (1st priority)	\$57,500,000	\$57,500,000		
Research Category	UW	Guthrie Hall	\$8,500,000	\$0		
NEW	UW	Interdisciplinary Academic Building			\$53,544,000	¹
NEW	UW	Bothell Phase 3 - Predesign			\$5,000,000	
		UW Subtotal	\$281,345,000	\$253,345,000	\$93,044,000	
State Bond Funded	UW	Preventive Maintenance & Bldg Repairs + Minor Works			\$26,000,000	
		UWTotal	\$281,345,000	\$253,345,000	\$119,044,000	

2009-11 Comparisons of Proposed Capital Funding Levels, Public Baccalaureate Institutions						
State Bond Funding and Alternative Financing of Major Projects						
Project Category	IHE	Project Description	Institutions' Requests	HECB Recommendations	As Passed Legislature	
Renovation Category	WSU	Troy Hall Renovation	\$1,800,000	\$1,800,000		
Renovation Category	WSU	Riverpoint South Campus	\$4,000,000	\$4,000,000		
Renovation Category	WSU	Design Disciplines Facility	\$16,100,000	\$0		
Renovation Category	WSU	Biotechnology/Life Sciences	\$15,100,000	\$0		
Renovation Category	WSU	Sloan Hall HVAC Restoration (3rd priority)	\$3,510,000	\$0		
Renovation Category	WSU	Washington Building	\$4,200,000	\$0		
Renovation Category	WSU	Beasley Performing Arts Coliseum	\$100,000	\$0		
Renovation Category	WSU	Abelson Hall HVAC Restoration	\$2,510,000	\$0		
Renovation Category	WSU	EE/ME Building HVAC Restoration	\$3,080,000	\$0		
Infrastructure Category	WSU	Wastewater Reclamation Project	\$15,750,000	\$15,750,000		
Infrastructure Category	WSU	University-wide Infrastructure - Electrical & Lighting	\$2,500,000	\$2,500,000		
Infrastructure Category	WSU	University-wide Infrastructure - Underground Utilities	\$2,500,000	\$2,500,000		
Infrastructure Category	WSU	University-wide Infrastructure - Roadway Improvements	\$2,100,000	\$0		
Growth Category	WSU	Vancouver Applied Technology Classroom Bldg (1st priority)	\$38,676,000	\$38,676,000	\$26,472,000	
NEW	WSU	Vancouver Applied Technology Classroom Building (COP)			\$10,000,000	¹
Research Category	WSU	Veterinary Medical Research Building (2nd priority)	\$7,400,000	\$7,400,000		
Research Category	WSU	Global Animal Health Building Phase II	\$5,300,000	\$5,300,000		
NEW	WSU	Global Animal Health Building Phase I			\$6,200,000	¹
Research Category	WSU	Riverpoint Biomedical and Health Sciences Facility	\$250,000	\$250,000	\$4,340,000	
Research Category	WSU	Clean Technology Laboratory	\$5,800,000	\$0		
NEW	WSU	Pullman - Biomedical Sciences Facility			\$7,400,000	¹
Research Category	WSU	Agricultural Animal Research Building	\$100,000	\$0		
		WSU Subtotal	\$130,776,000	\$78,176,000	\$54,412,000	
State Bond Funded	WSU	Preventive Maintenance & Bldg Repairs + Minor Works			\$24,670,000	

2009-11 Comparisons of Proposed Capital Funding Levels, Public Baccalaureate Institutions						
State Bond Funding and Alternative Financing of Major Projects						
Project Category	IHE	Project Description	Institutions' Requests	HECB Recommendations	As Passed Legislature	
		WSU Total	\$130,776,000	\$78,176,000	\$79,082,000	
Renovation Category	CWU	Samuelson Union Building Pre-design	\$166,000	\$166,000		
Renovation Category	CWU	Health and Counseling Center (3rd priority)	\$4,968,000	\$4,968,000		
Infrastructure Category	CWU	Combined Utilities	\$8,031,000	\$8,031,000		
Growth Category	CWU	Science Phase II - Predesign (2nd priority)	\$600,000	\$600,000	\$600,000	
Growth Category	CWU	Hogue Hall Renovation/Addition (1st priority)	\$47,000,000	\$47,000,000	\$27,265,000	
		CWU Subtotal	\$60,765,000	\$60,765,000	\$27,865,000	
State Bond Funded	CWU	Preventive Maintenance & Bldg Repairs + Minor Works			\$6,250,000	
		CWU Total	\$60,765,000	\$60,765,000	\$34,115,000	
Renovation Category	EWU	Patterson Hall Remodel (1st priority)	\$28,000,000	\$28,000,000	\$26,600,000	
Replacement Category	EWU	Biology-Chemistry Science Center (2nd priority)	\$400,000	\$400,000	\$400,000	
Infrastructure Category	EWU	Riverpoint Center	\$0	\$0	\$0	
		EWU Subtotal	\$28,400,000	\$28,400,000	\$27,000,000	
State Bond Funded	EWU	Preventive Maintenance & Bldg Repairs + Minor Works			\$6,000,000	
		EWU Total	\$28,400,000	\$28,400,000	\$33,000,000	

2009-11 Comparisons of Proposed Capital Funding Levels, Public Baccalaureate Institutions					
State Bond Funding and Alternative Financing of Major Projects					
Project Category	IHE	Project Description	Institutions' Requests	HECB Recommendations	As Passed Legislature
Renovation Category	TESC	Laboratory/Art Annex Building Renovation (2nd priority)	\$4,922,000	\$4,922,000	\$4,849,000
Renovation Category	TESC	Comm. Building Preservation and Renovation (1st priority)	\$12,500,000	\$12,500,000	\$1,821,000
Renovation Category	TESC	Lecture Hall Building Renovation - Predesign (3rd priority)	\$300,000	\$300,000	
Renovation Category	TESC	College Recreation Center Renovation - Predesign	\$325,000	\$0	
Infrastructure Category	TESC	Clean Energy Systems Predesign	\$500,000	\$0	
		TESC Subtotal	\$18,547,000	\$17,722,000	\$6,670,000
State Bond Funded	TESC	Preventive Maintenance & Bldg Repairs + Health, Safety, Code Compliance + Infrastructure + Minor Works			\$6,205,000
		Total	\$18,547,000	\$17,722,000	\$12,875,000
Renovation Category	WWU	Miller Hall Renovation (1st priority)	\$57,500,000	\$57,500,000	\$54,625,000
Renovation Category	WWU	Carver Academic Renovation (2nd priority)	\$7,676,000	\$7,676,000	
Renovation Category	WWU	CFPA Armory Renovation (3rd priority)	\$250,000	\$250,000	
Infrastructure Category	WWU	Emergency Communications Infrastructure	\$3,210,000	\$3,210,000	
Infrastructure Category	WWU	Network Infrastructure/Switches	\$4,815,000	\$4,815,000	
Growth Category	WWU	Waterfront Facility - Huxley College of the Environment	\$450,000	\$0	
Growth Category	WWU	Land Acquisition - Waterfront	\$6,300,000	\$0	
		WWU Subtotal	\$80,201,000	\$73,451,000	\$54,625,000
State Bond Funded	WWU	Preventive Maintenance & Bldg Repairs + Minor Works			\$13,512,000
		WWU Total	\$80,201,000	\$73,451,000	\$68,137,000
Notes: 1	Alternative Finance Projects				

2009-11 Comparisons of Proposed Capital Funding Levels, State Board for Community and Technical Colleges					
State Bond Funding and Alternative Financing of Major Projects					
SBCTC Priority	Campus	Project	SBCTC Requests	HECB Recommendations	As Passed Legislature
1	Statewide	Emergency Repairs and Improvements	\$16,000,000	\$16,000,000	
2	Statewide	Roof Repairs	\$9,480,896	\$9,480,896	\$8,493,000
3	Statewide	Facility Repairs	\$18,521,585	\$18,521,585	\$16,728,000
4	Statewide	Site Repairs	\$2,704,831	\$2,704,831	
5	Yakima Valley	Grandview-College/City Library	\$2,000,000	\$2,000,000	\$2,000,000 ¹
6	Peninsula	Fort Worden Education Center	\$2,000,000	\$2,000,000	
7	Olympic	Sophia Bremer Child Development Center	\$2,000,000	\$2,000,000	\$2,000,000 ¹
8	Spokane Falls	Stadium and Athletic Fields	\$2,000,000	\$2,000,000	
9	Bellingham	Fisheries Technology Program	\$2,000,000	\$2,000,000	\$2,000,000
NEW	Bellingham	Fisheries Technology Program (COP)			\$1,390,000
10	Lower Columbia	Myklebust Gymnasium	\$2,000,000	\$2,000,000	
NEW	Lower Columbia	Myklebust Gymnasium (COP)			
11	Wenatchee	Music and Arts Center	\$2,000,000	\$2,000,000	\$2,000,000
NEW	Wenatchee	Music and Arts Center (COP)			\$2,700,000
12	Statewide	Minor Improvements - Program Related	\$20,085,219	\$20,085,219	
13	Green River	Humanities and Classroom Building	\$27,927,131	\$27,927,131	\$26,532,000 ¹
14	Seattle Central	Wood Construction	\$25,941,547	\$25,941,547	\$24,645,000
15	Columbia Basin	Career and Tech Ed Facility	\$21,195,000	\$21,195,000	\$20,144,000
NEW	Seattle Central	Culinary Kitchen Modernization			\$378,000 ¹
16	Peninsula	Business and Humanities	\$35,396,496	\$35,396,496	\$33,627,000
17	Spokane Falls	Chem & Life Sciences	\$29,263,000	\$29,263,000	\$27,800,000
18	Spokane	Technical Education Bldg	\$32,335,000	\$32,335,000	\$30,718,000

2009-11 Comparisons of Proposed Capital Funding Levels, State Board for Community and Technical Colleges						
State Bond Funding and Alternative Financing of Major Projects						
SBCTC Priority	Campus	Project	SBCTC Requests	HECB Recommendations	As Passed Legislature	
19	Everett	Index Hall Replacement	\$2,301,000	\$2,301,000	\$2,301,000	
20	Green River	Trades and Industry Complex	\$2,625,000	\$2,625,000	\$2,625,000	
21	Bellingham	Instructional/LRC	\$29,102,714	\$29,102,714		¹
NEW	Bellingham	Instructional/LRC (COP)			\$28,968,000	¹
22	Skagit Valley	Academics/Student Support	\$2,115,750	\$2,115,750	\$2,116,000	
23	Lower Columbia	Science Replacement	\$2,969,000	\$2,969,000	\$2,969,000	
24	Grays Harbor	Science Replacement	\$3,583,000	\$3,583,000	\$3,583,000	
25	Seattle Central	Seattle Maritime Academy	\$2,899,000	\$2,899,000	\$2,839,000	
26	Yakima Valley	Palmer Martin Replacement	\$15,503,000	\$15,503,000	\$1,464,000	
27	Olympic	Theater, Art and Music Building Replacement	\$250,000	\$250,000		
28	Centralia	Kemp Hall and Student Services	\$250,000	\$250,000		
29	Spokane Falls	Fine Arts and Photography Replacement	\$250,000	\$250,000		
30	Clover Park	Hospitality Institute	\$250,000	\$250,000		
31	Peninsula	Allied Health and Early Childhood Development	\$250,000	\$250,000		
32	Grays Harbor	Student Services and Instructional Bldg	\$372,000	\$372,000		
33	Seattle South	Integrated Education Center	\$250,000	\$250,000		
34	South Puget Sound	Building 22 Renovation	\$10,001,169	\$10,001,169	\$10,002,000	
35	Spokane	Vacated Building 7	\$10,041,025	\$10,041,025	\$9,748,000	
36	Spokane Falls	Music Building 15	\$14,350,035	\$14,350,035	\$13,806,000	
37	Pierce Ft Steilacoom	Cascade Core	\$23,508,401	\$23,508,401	\$15,000,000	
38	Seattle North	Allied Health and Technology Bldg	\$3,184,000	\$3,184,000	\$2,976,000	
39	Green River	Science, Math, and Technology	\$1,868,000	\$1,868,000	\$1,700,000	
40	Bates	West Wing Main Building	\$1,407,000	\$1,407,000		¹
41	Olympic	Shop Building Renovation	\$250,000	\$250,000		

2009-11 Comparisons of Proposed Capital Funding Levels, State Board for Community and Technical Colleges					
State Bond Funding and Alternative Financing of Major Projects					
SBCTC Priority	Campus	Project	SBCTC Requests	HECB Recommendations	As Passed Legislature
42	South Seattle	Automotive Technology Building	\$250,000	\$250,000	
43	Renton	Auto Trades Renovation	\$365,000	\$365,000	
44	Tacoma	Health Careers Center	\$2,946,000	\$2,946,000	\$2,946,000
45	Bellevue	Health Sciences Building	\$4,350,000	\$4,350,000	\$4,350,000
46	Bates	Communication & Technology	\$1,755,000	\$1,755,000	\$1,755,000
47	Columbia Basin	Culture, Language, & Social Science	\$1,412,131	\$1,412,131	
48	Clark	Health & Advance Technology	\$2,506,000	\$2,506,000	\$2,506,000 ¹
49	Clark	North County Satellite	\$250,000	\$250,000	
50	Everett	LRC Technology Center	\$330,000	\$330,000	
51	Spokane Falls	General Classrooms/Early Learning	\$21,552,000	\$21,552,000	
52	Lake Washington	Allied Health	\$27,353,384	\$27,353,384	\$25,986,000
53	South Puget Sound	Learning Resource Center	\$35,382,007	\$35,382,007	
54	Clover Park	Allied Health	\$25,515,455	\$25,515,455	
55	Edmonds	Science, Engineering & Technology	\$3,250,000	\$3,250,000	
56	Whatcom	The Learning Commons	\$125,000	\$125,000	
57	Statewide	Major Infrastructure Projects	\$2,146,000	\$2,146,000	
58	Statewide	Essential Roof Repairs	\$8,720,889	\$0	
59	Statewide	Essential Facility Repairs	\$26,070,781	\$0	
60	Statewide	Essential Site Repairs	\$4,860,005	\$0	
NEW	Seattle North	Employment Resource Center			\$5,000,000
NEW	Seattle North	Employment Resource Center (COP)			\$8,900,000
NEW	Edmonds	Allied Health & Construction Industry			\$5,000,000
NEW	Spokane	Riverpoint One Acquisition			\$3,400,000
NEW	Everett	Student Fitness and Health Center			\$25,000,000

2009-11 Comparisons of Proposed Capital Funding Levels, State Board for Community and Technical Colleges					
State Bond Funding and Alternative Financing of Major Projects					
SBCTC Priority	Campus	Project	SBCTC Requests	HECB Recommendations	As Passed Legislature
NEW	Highline	Federal Way Towne Center Acquisition			
NEW	Walla Walla	Land Acquisition			
NEW	Green River	Kent Station Phase 2			\$20,000,000
NEW	Statewide	Certificate of Participation Authority (allows flexible allocation)			
NEW	Tri-Cities	STEM School			\$800,000 ¹
NEW	Walla Walla	Branch Campus of Tri-Tech Skills Center			
NEW	Walla Walla	William A. Grant Environmental Center			\$1,750,000 ¹
NEW	Walla Walla	William A. Grant Environmental Center (COP)			\$1,000,000
NEW	Everett	Everett Community College: Infrastructure			\$2,061,000
		<i>SBCTC Subtotal</i>	<i>\$549,570,451</i>	<i>\$509,918,776</i>	<i>\$411,706,000</i>
		Preventive Maintenance & Bldg Repairs + Infrastructure + Minor Works			\$18,974,000
	SBCTC	SBCTC Total	\$549,570,451	\$509,918,776	\$430,680,000
	Notes: 1 Alternative Finance Projects				