



Western Interstate Commission
For Higher Education

SOUTHEAST KING COUNTY HIGHER EDUCATION NEEDS ASSESSMENT

Advisory Committee Kick-Off Meeting

COVINGTON, WASHINGTON

JULY 22, 2016

AGENDA

- Welcome & Introductions (10:00 – 10:30 AM)
- Meeting Goals (10:30 – 10:45 AM)
- Background & Data Overview (10:45 – 11:15 AM)
- Study Plan of Action & Timeline (11:15 AM – 12:00 PM)
- Lunch Discussion (12:00 – 12:45 PM)
- Role of Advisory Committee (12:45 – 1:15 PM)
- Identification of Key Regional Stakeholders (1:15 PM – 1:45 PM)
- Next Steps (1:45 – 2:00 PM)

WELCOME

City of Covington

WELCOME

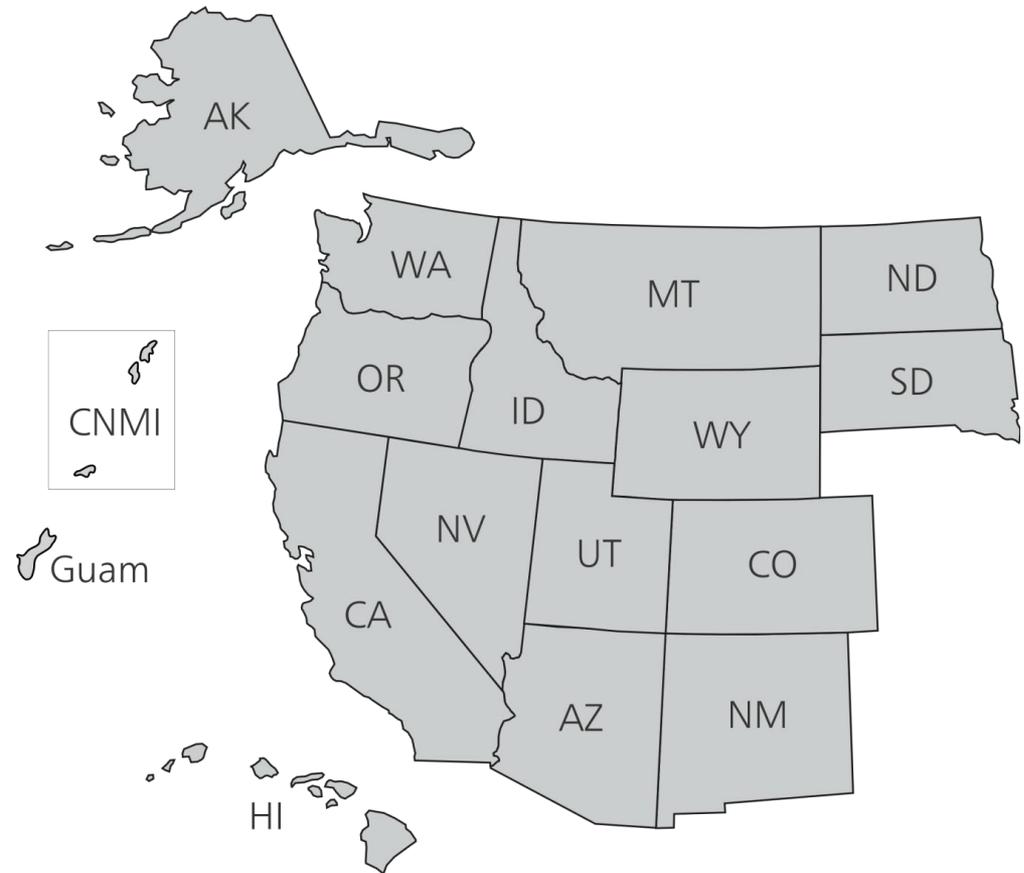
Washington Student Achievement Council

INTRODUCTIONS

Western Interstate Commission for Higher Education

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION (WICHE)

Promotes access and excellence in higher education for all citizens of the West



INTRODUCTIONS

Advisory Committee

- Name
- Organization
- Connection to southeast King County
- Goal for the needs assessment

MEETING GOALS

- Introduce needs assessment staff
- Present and solicit feedback on Study Plan of Action
- Discuss role of Advisory Committee
- Identify key regional stakeholders
- Confirm upcoming dates

BACKGROUND

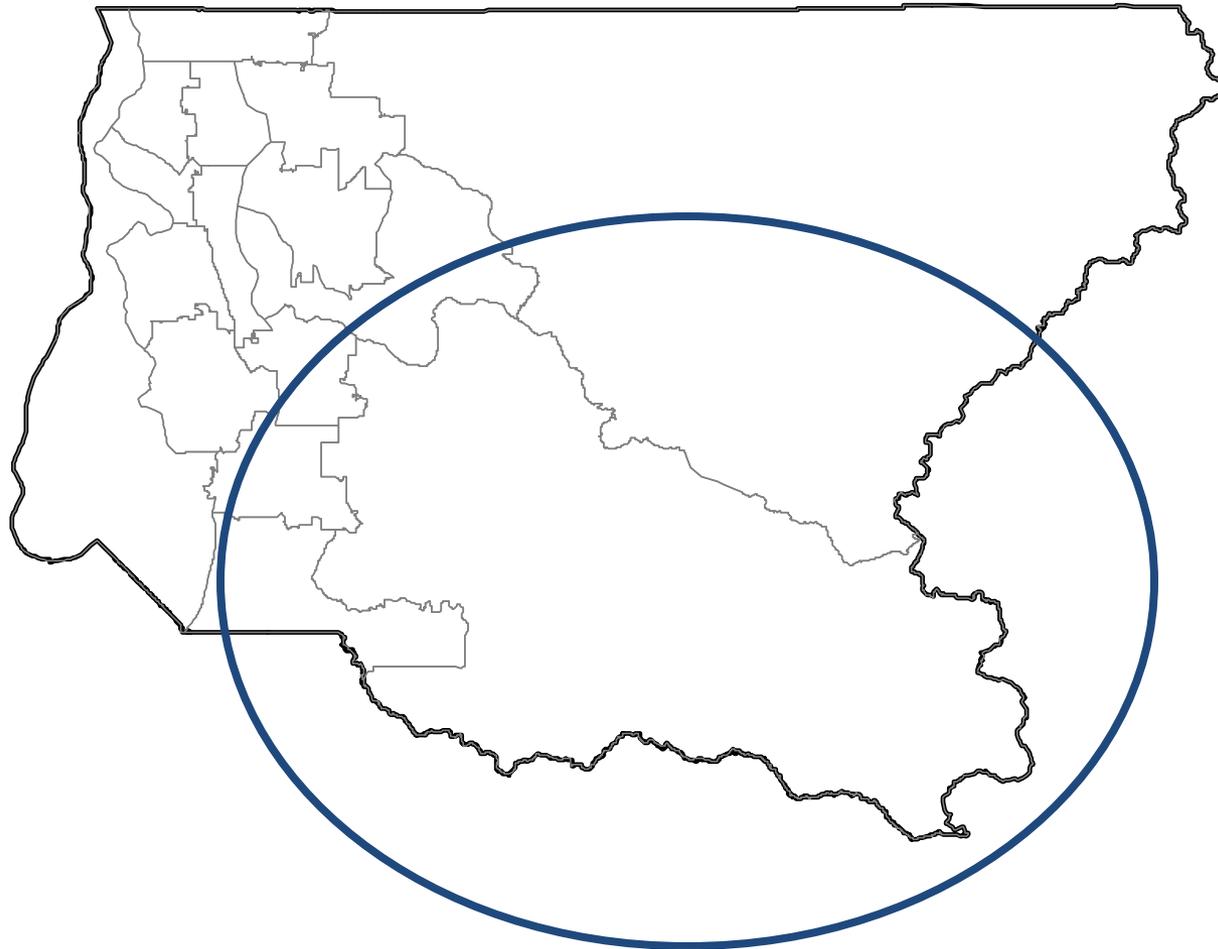
- 2013 – The Roadmap: A Plan to Increase Educational Attainment in Washington
- 2014 – A Brief Overview of Covington, WA (WSAC)
- 2015 – Roadmap Report: Measuring Our Progress (WSAC)

DATA OVERVIEW

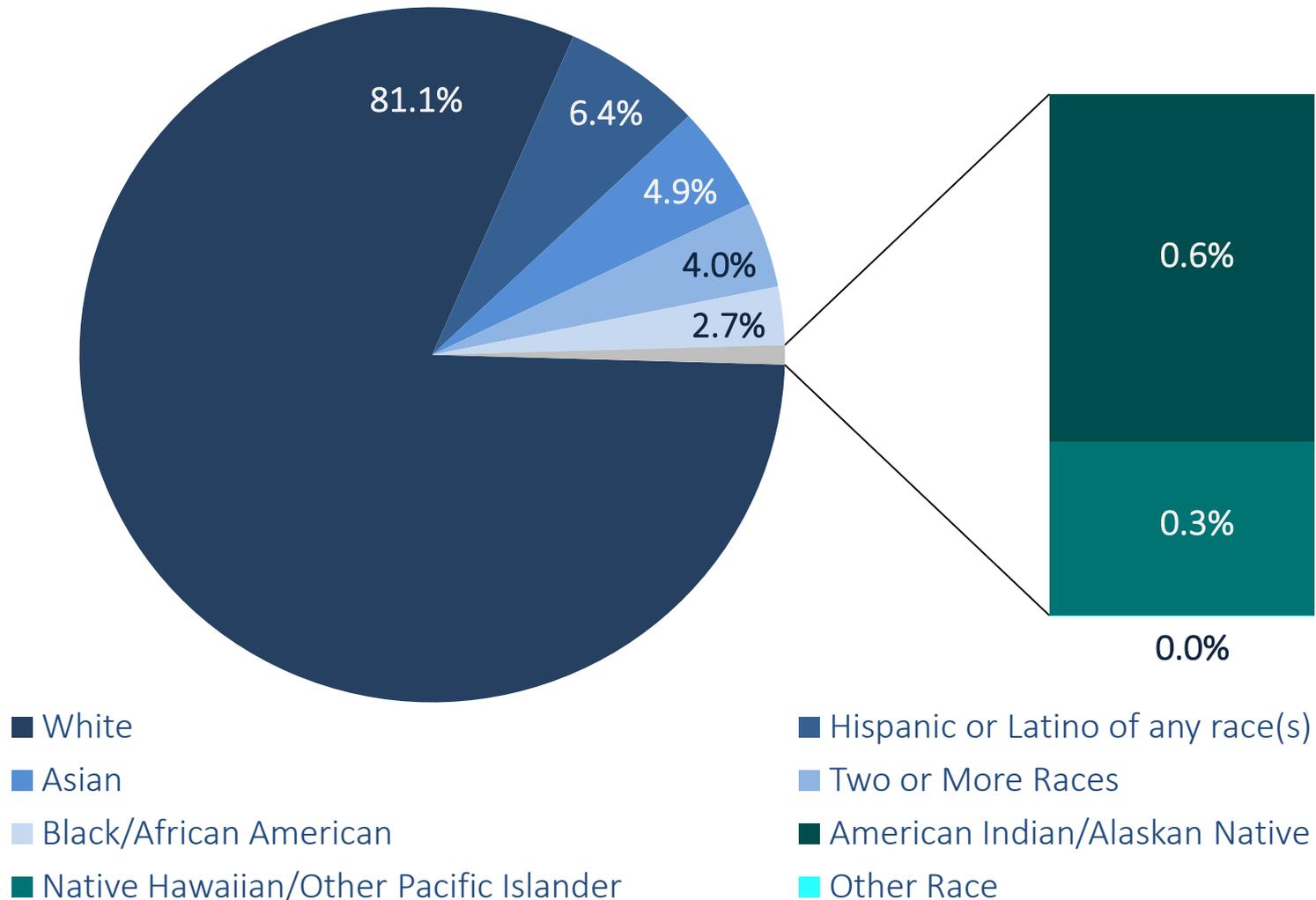
DATA SOURCES

- U.S. Census
 - American Community Survey, 2010-2014
- WICHE Knocking at the College Door
Projections of High School Graduates

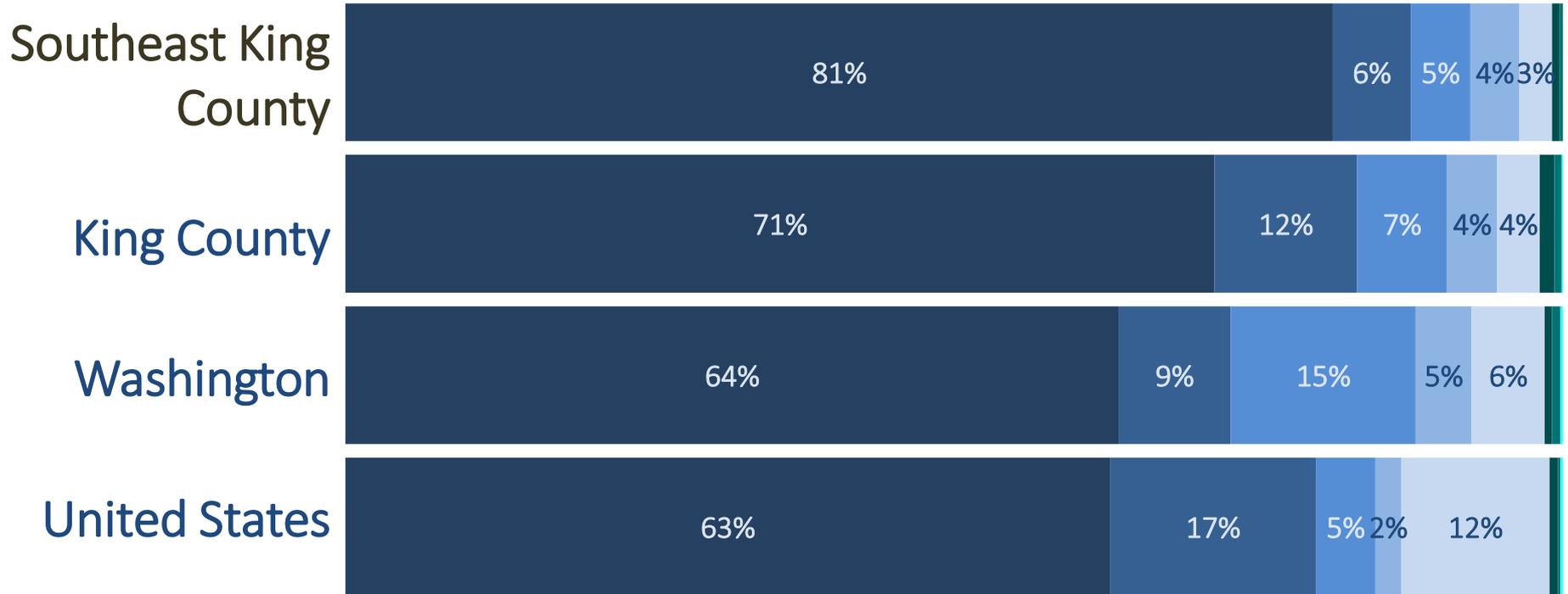
Public Use Microdata Area “PUMA”



DEMOGRAPHICS – SOUTHEAST KING COUNTY



DEMOGRAPHICS



■ White

■ Asian

■ Black/African American

■ Native Hawaiian/Other Pacific Islander

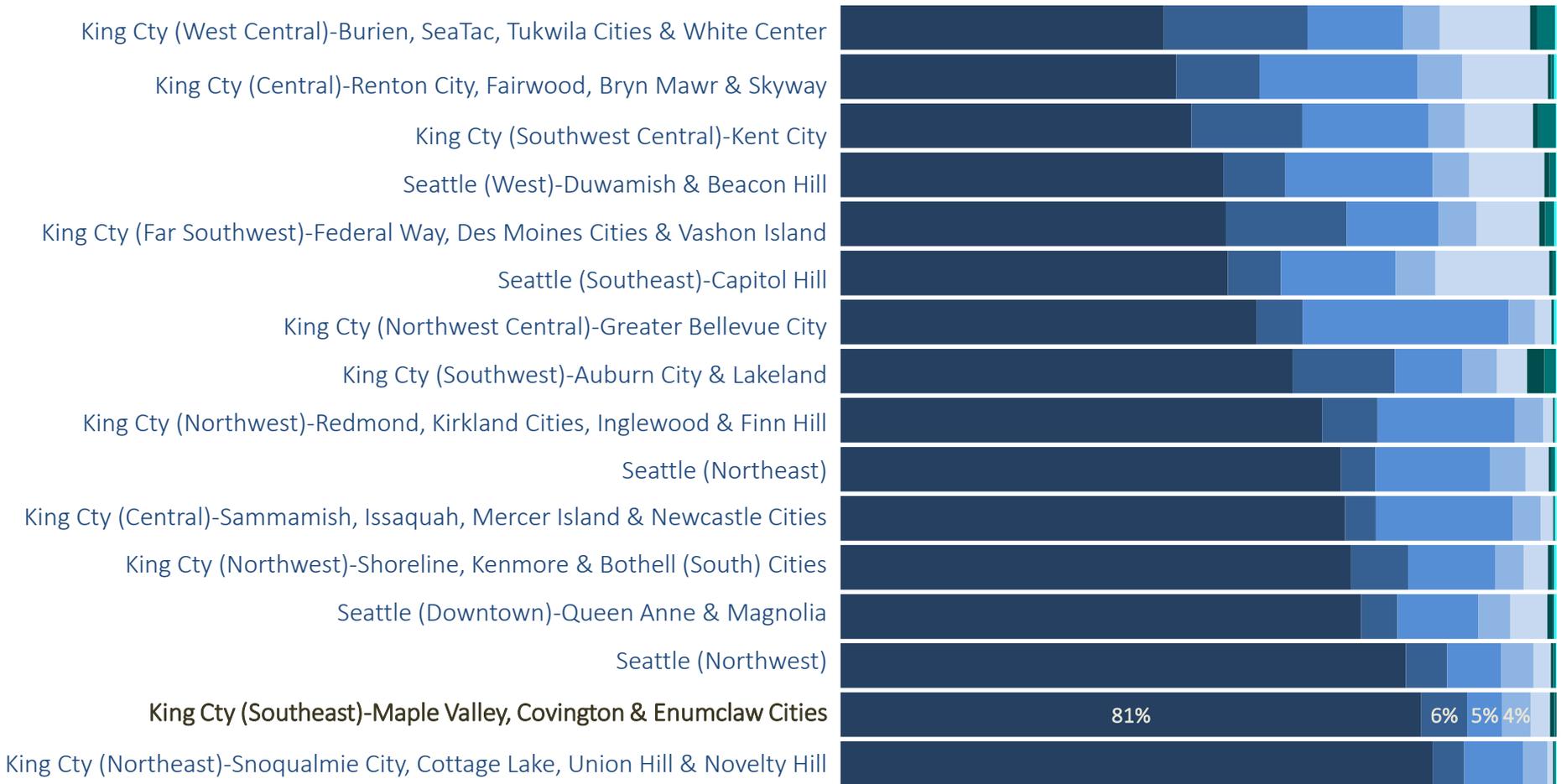
■ Hispanic or Latino of any race(s)

■ Two or More Races

■ American Indian/Alaskan Native

■ Other Race

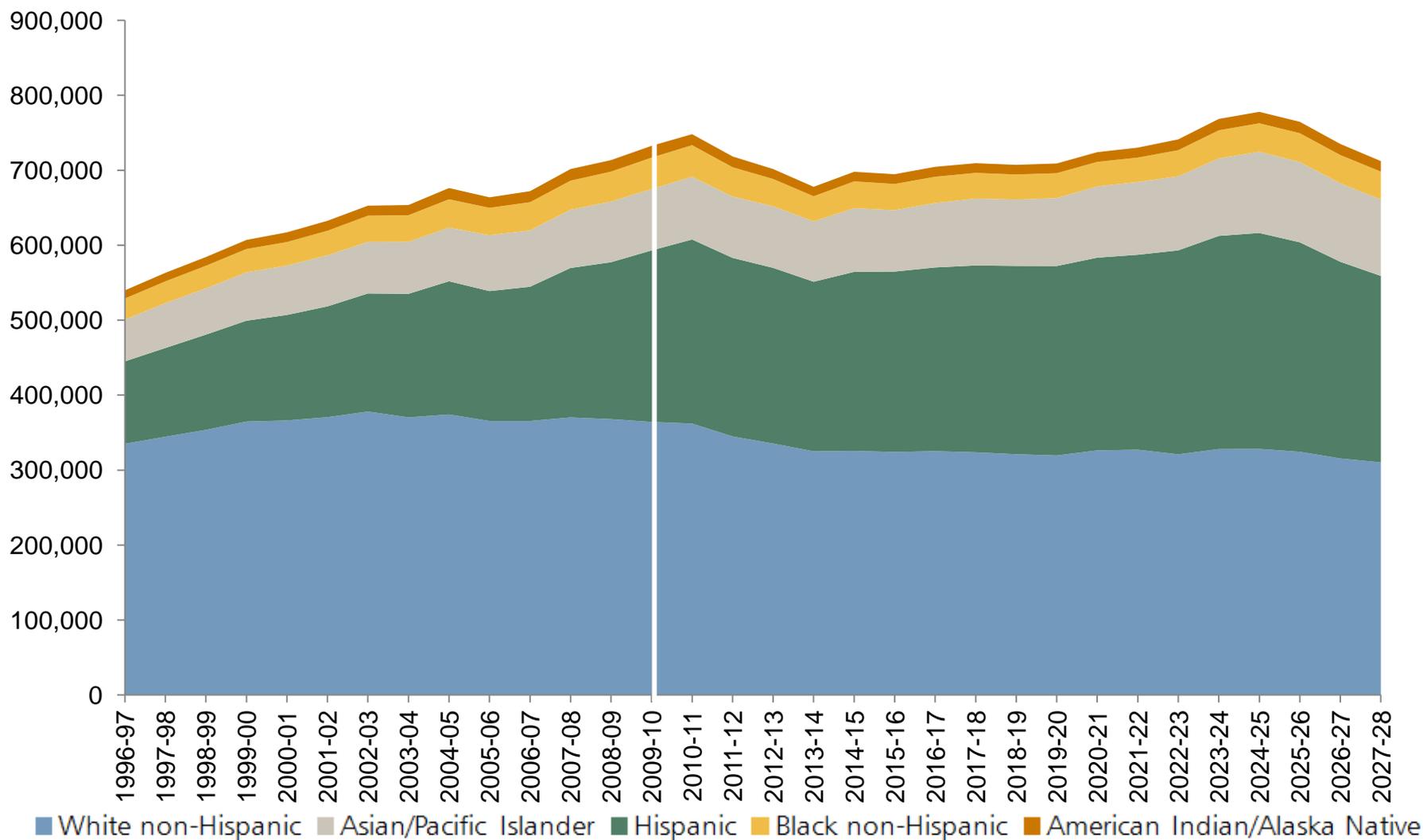
DEMOGRAPHICS



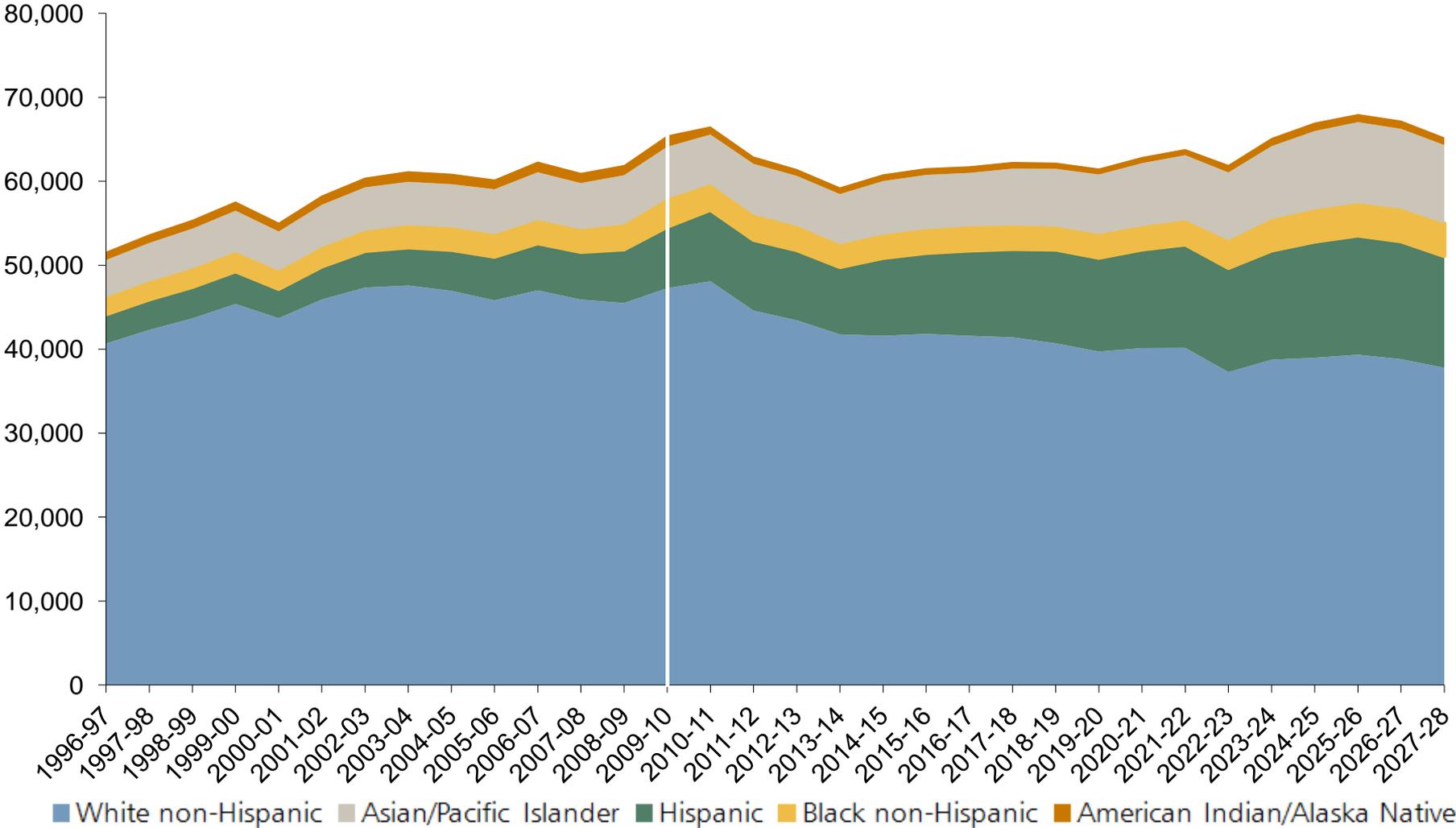
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- Other Race

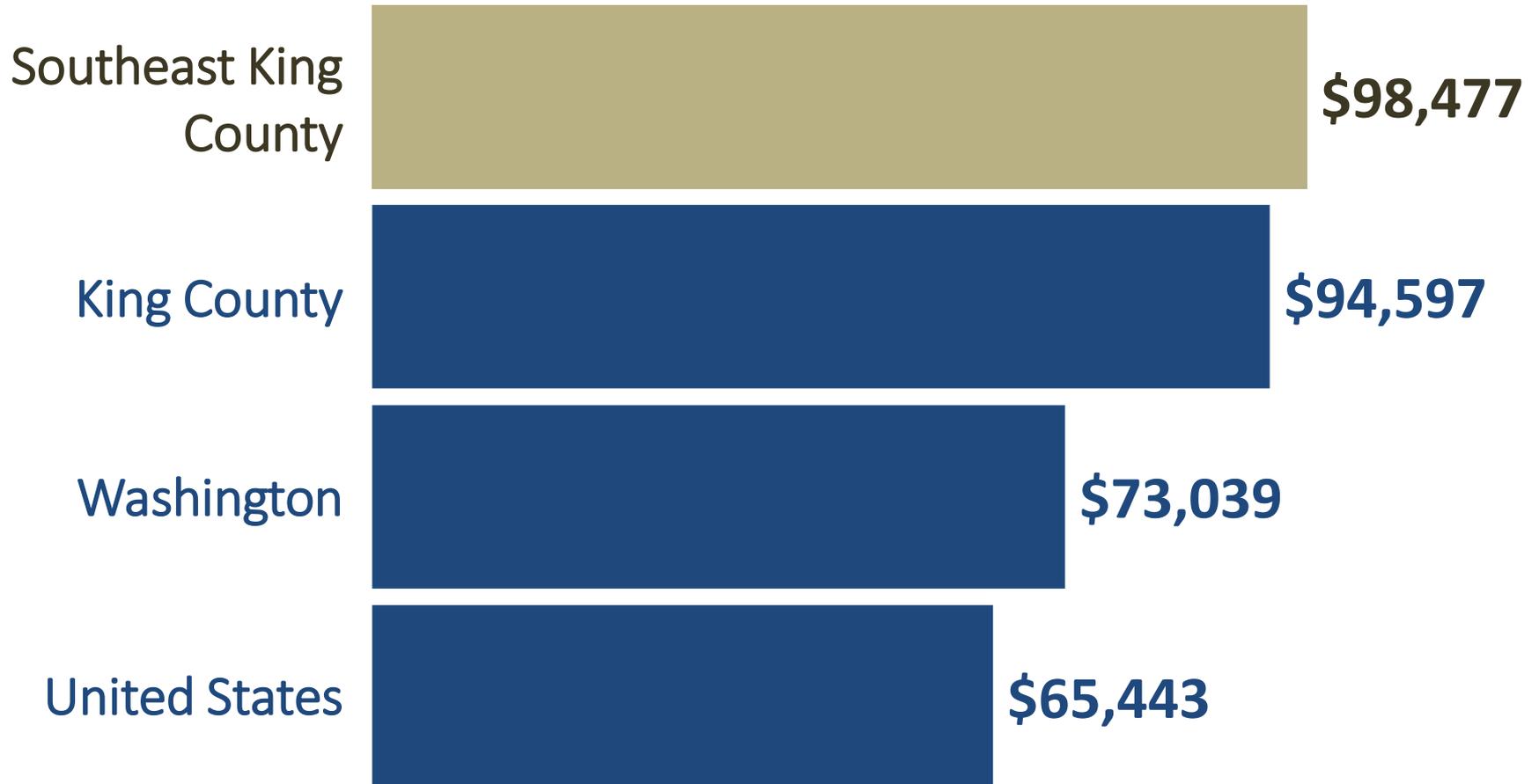
High School Graduates in the West by Race/Ethnicity, 1996-97 to 2008-09 (Actual); 2009-10 to 2027-28 (Projected)



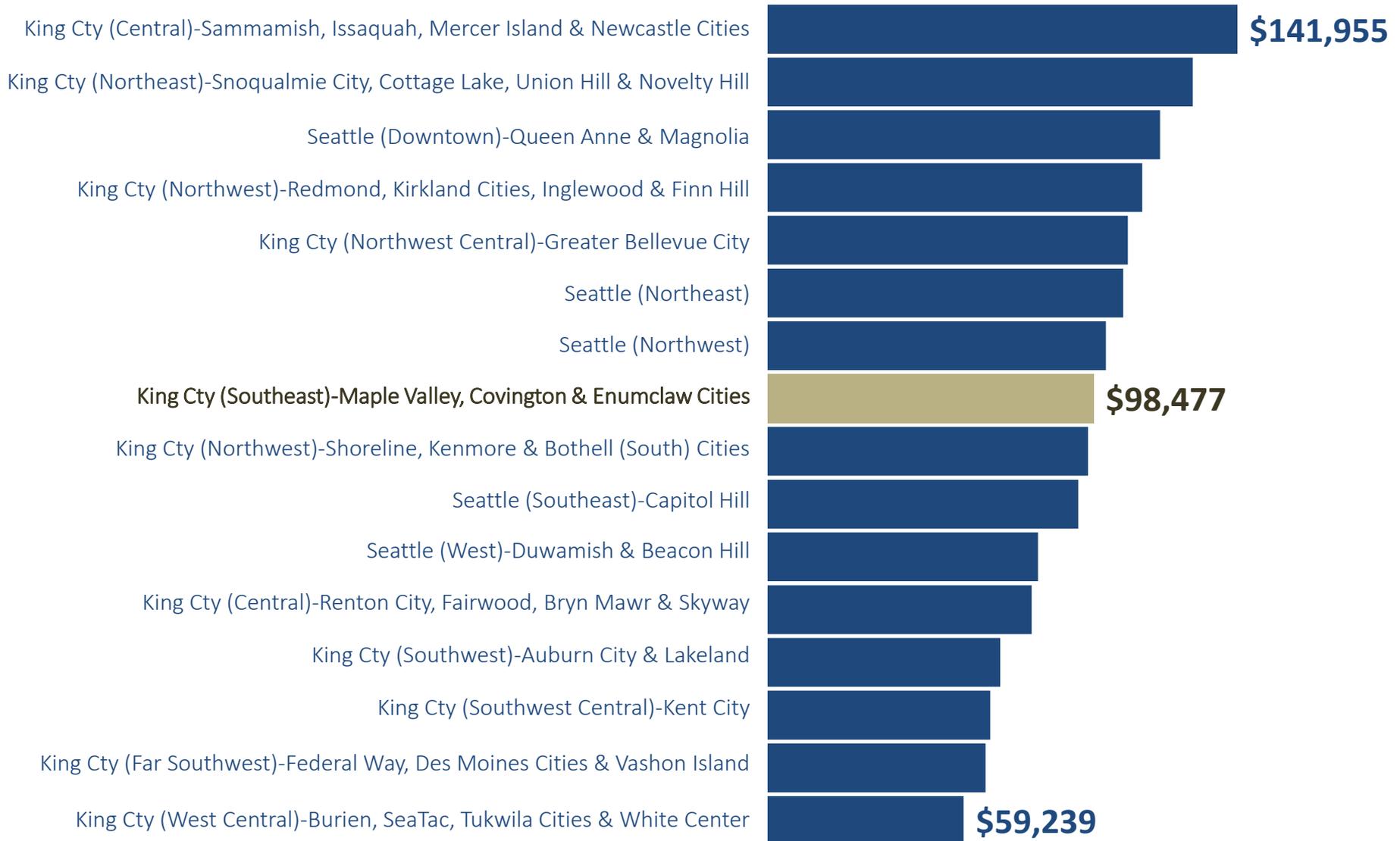
High School Graduates in Washington by Race/Ethnicity, 1996-97 to 2008-09 (Actual); 2009-10 to 2027-28 (Projected)



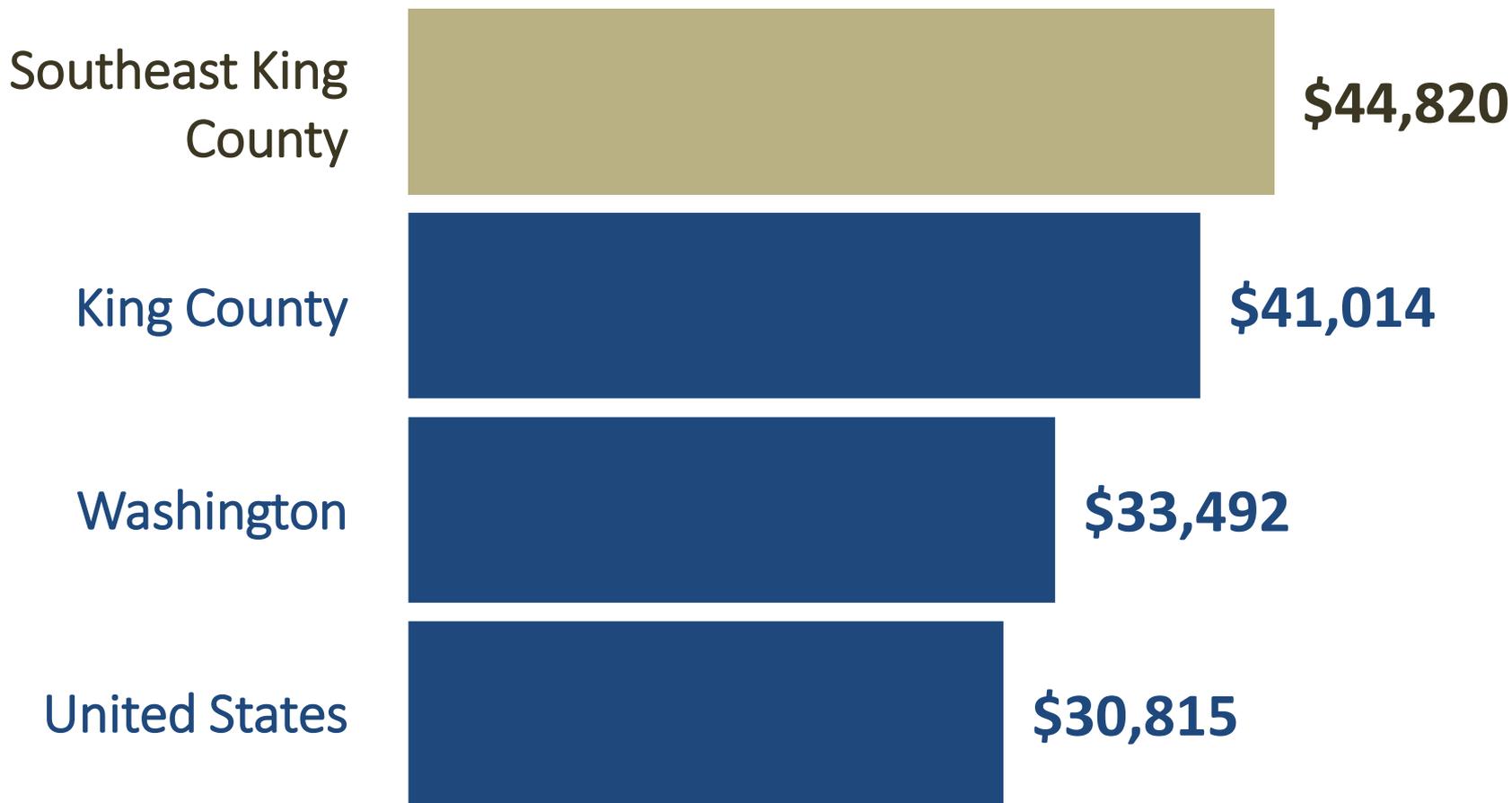
MEDIAN FAMILY INCOME, 2010-2014



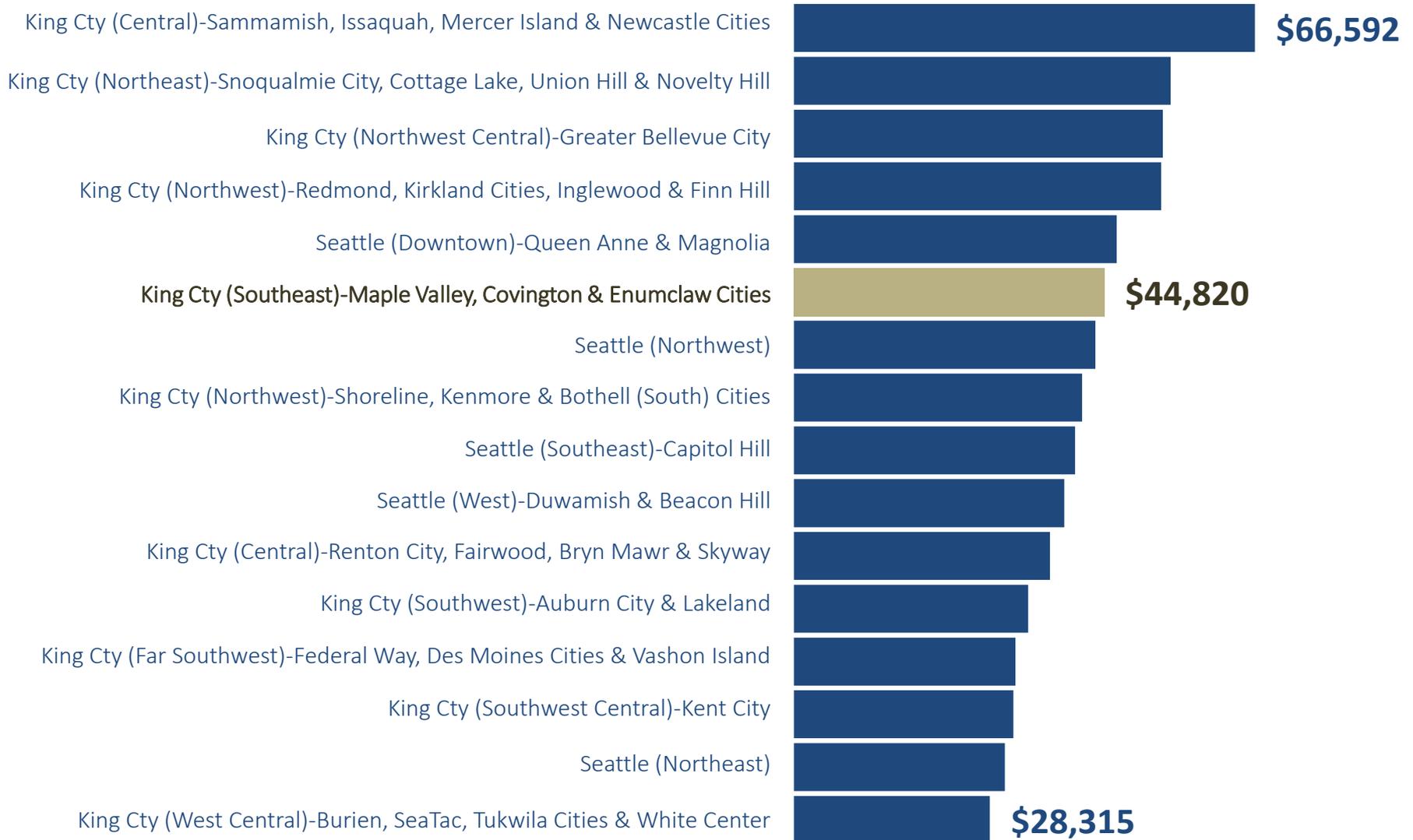
MEDIAN FAMILY INCOME, 2010-2014



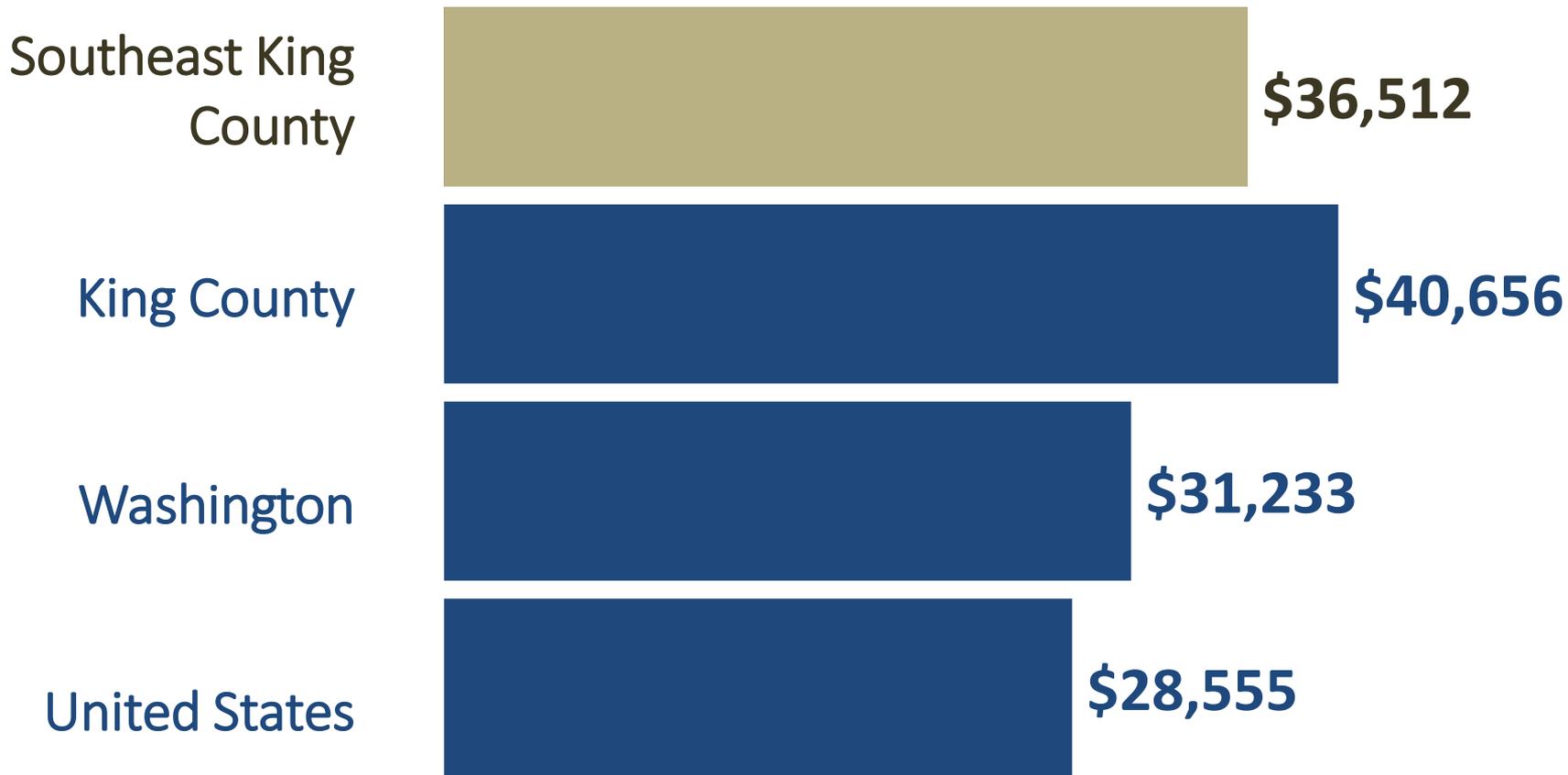
MEDIAN EARNINGS IN PAST 12 MONTHS, 2010-2014



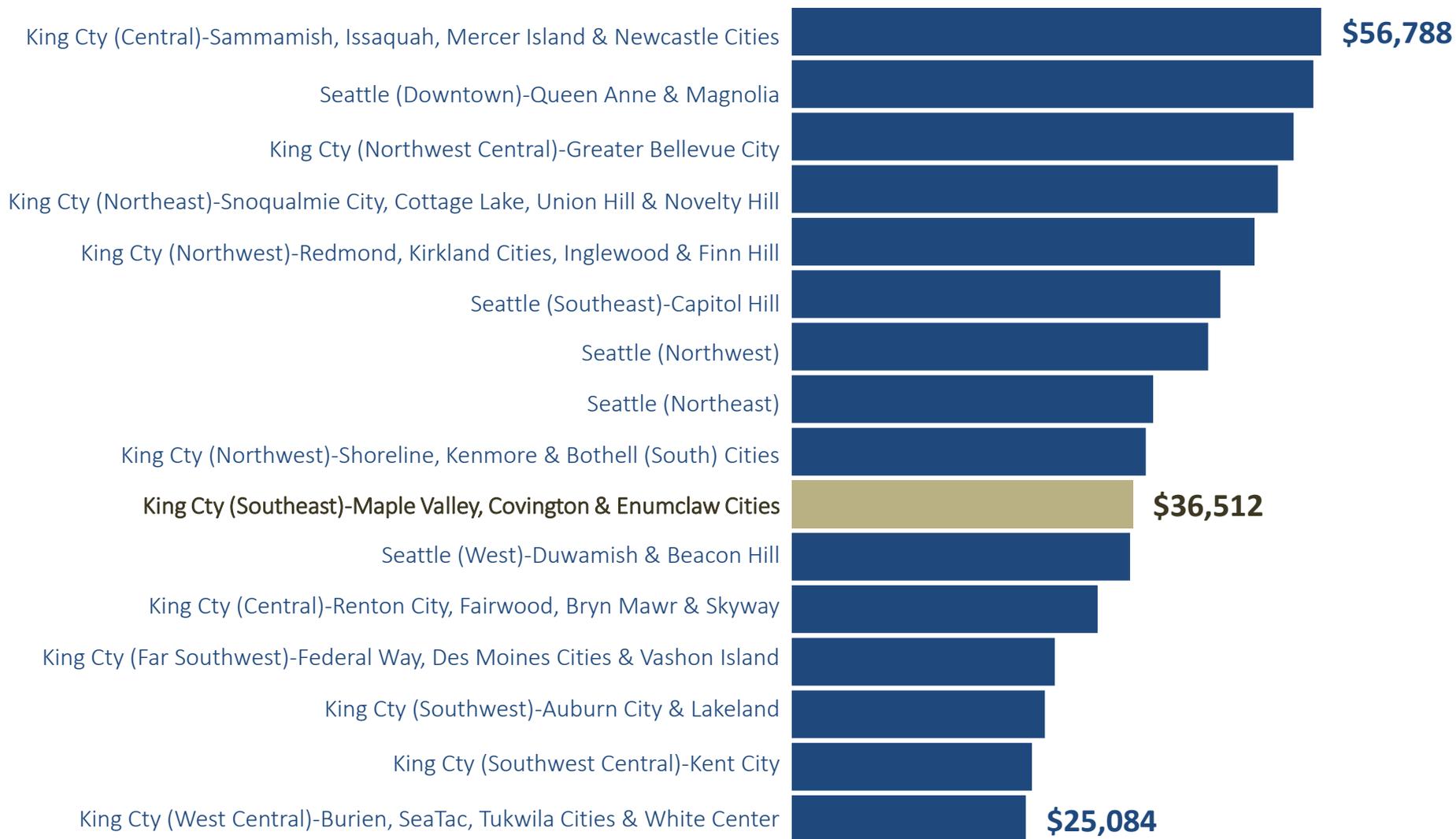
MEDIAN EARNINGS IN PAST 12 MONTHS, 2010-2014



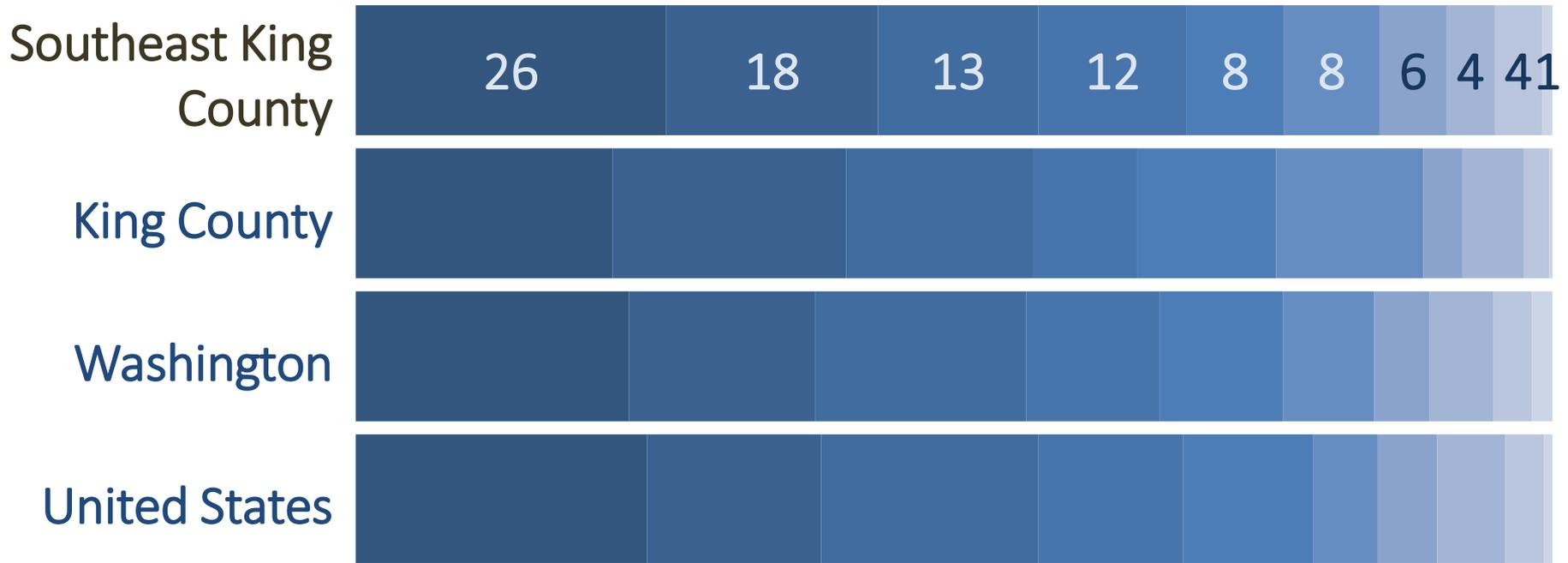
PER CAPITA INCOME IN PAST 12 MONTHS, 2010-2014



PER CAPITA INCOME IN PAST 12 MONTHS, 2010-2014



OCCUPATIONAL EMPLOYMENT (16 & ABOVE) BY PERCENT

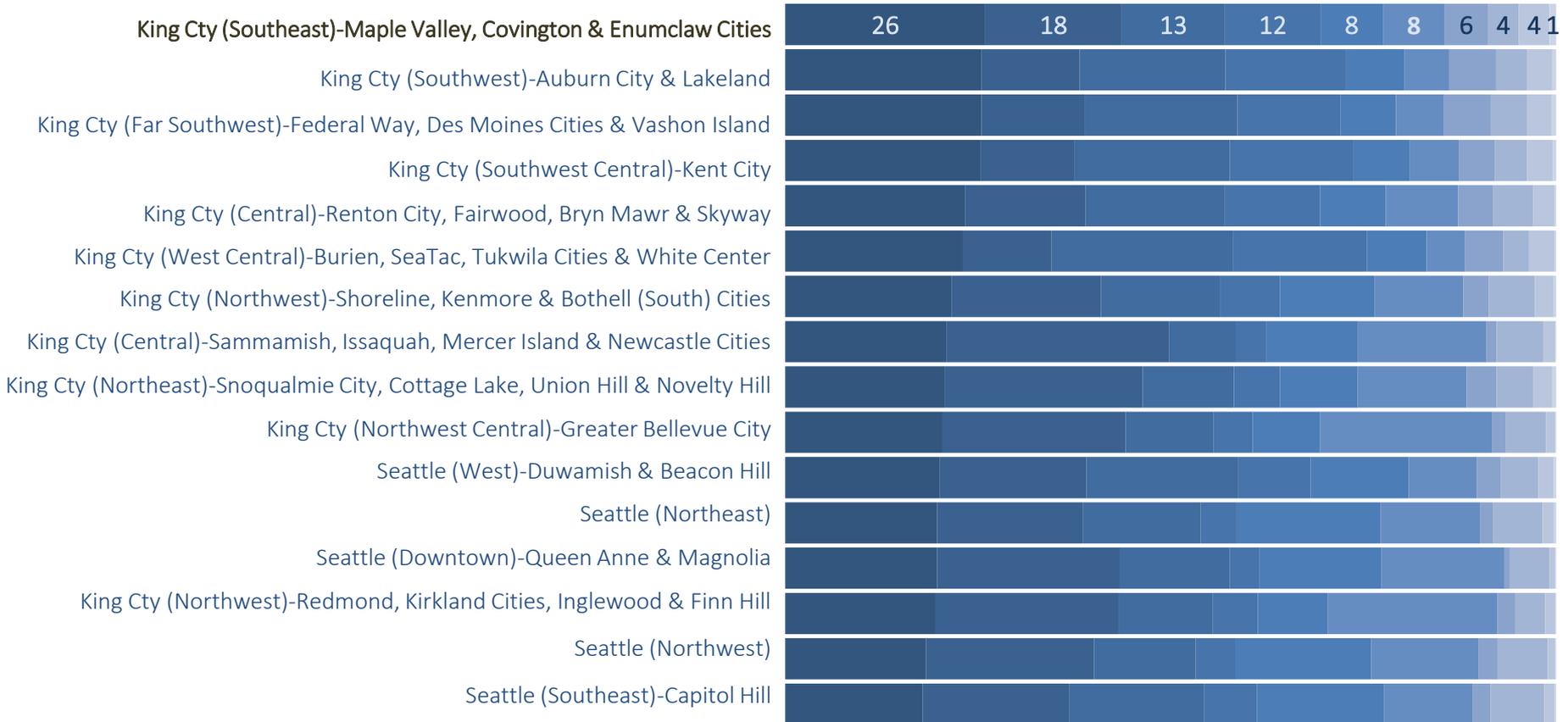


- Sales & office
- Service
- Education, legal, community service, arts, & media
- Construction & extraction
- Installation, maintenance, & repair

- Management, business, & financial
- Production, transportation, & material moving:
- Computer, engineering, & science
- Healthcare practitioners & technical occupations
- Farming, fishing, & forestry

OCCUPATIONAL EMPLOYMENT (16 & ABOVE)

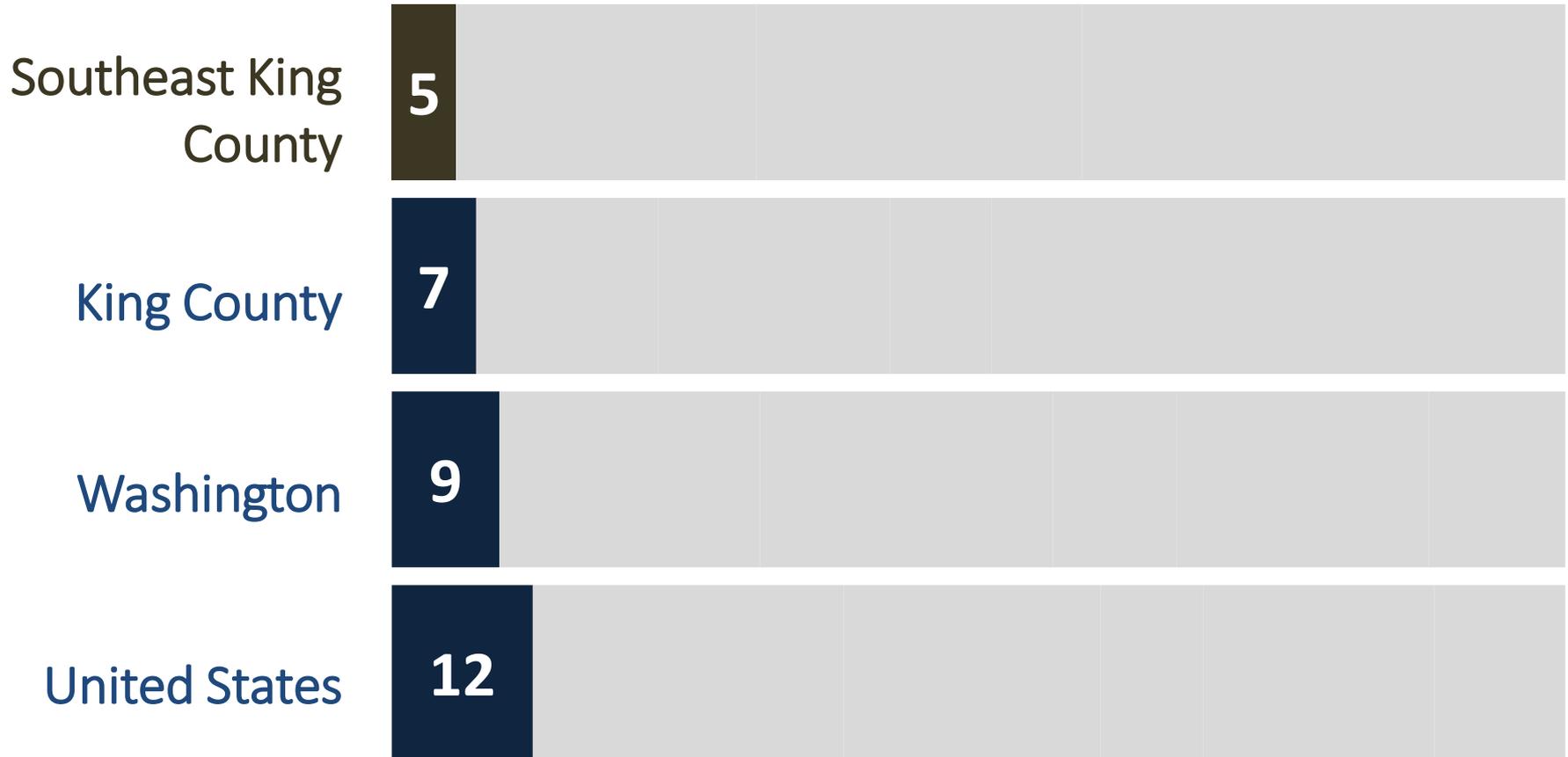
BY PERCENT



- Sales & office
- Production, transportation, & material moving:
- Construction & extraction
- Farming, fishing, & forestry
- Management, business, & financial
- Education, legal, community service, arts, & media
- Healthcare practitioners & technical occupations
- Service
- Computer, engineering, & science
- Installation, maintenance, & repair

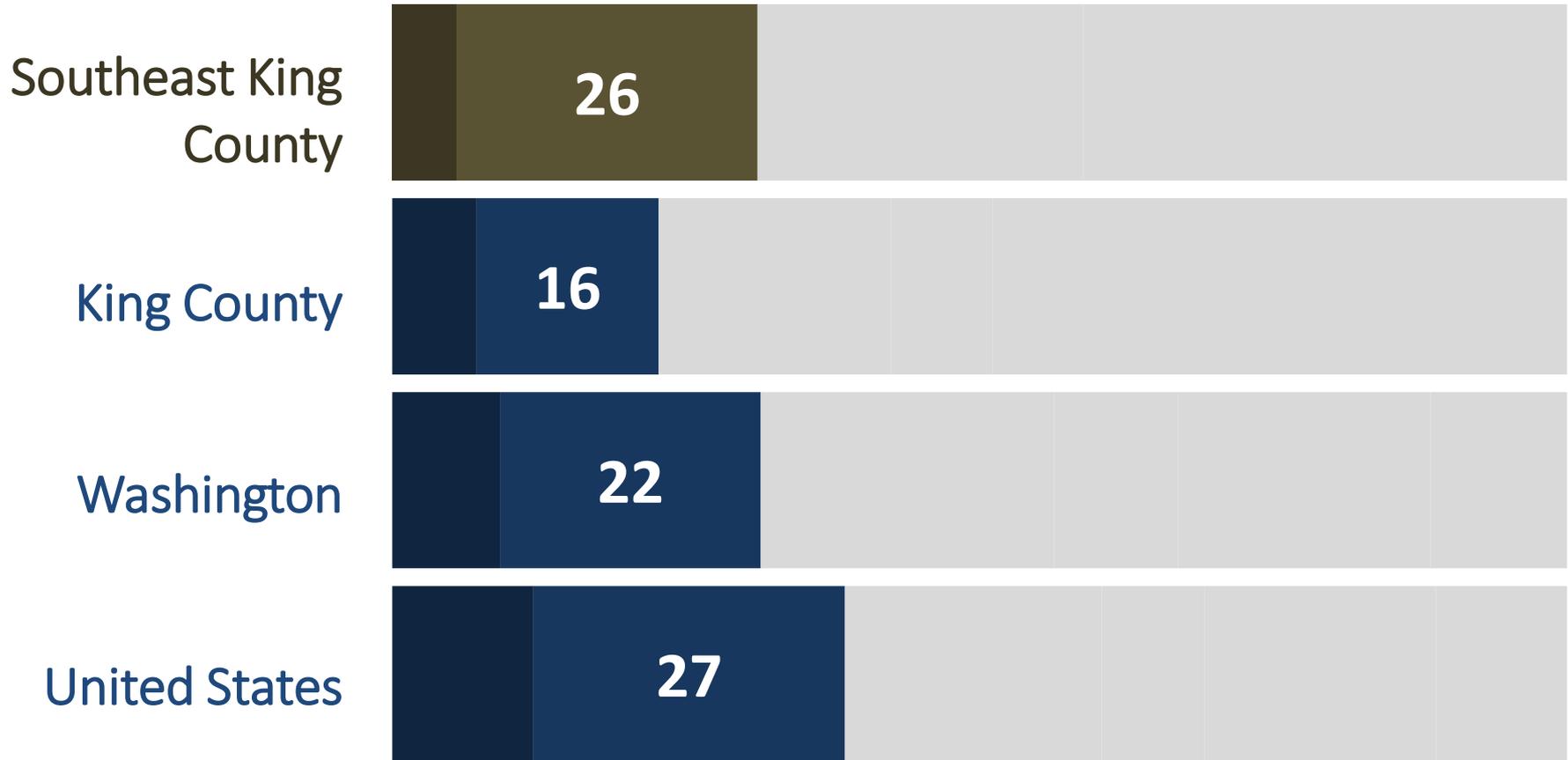
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH LESS THAN HIGH SCHOOL



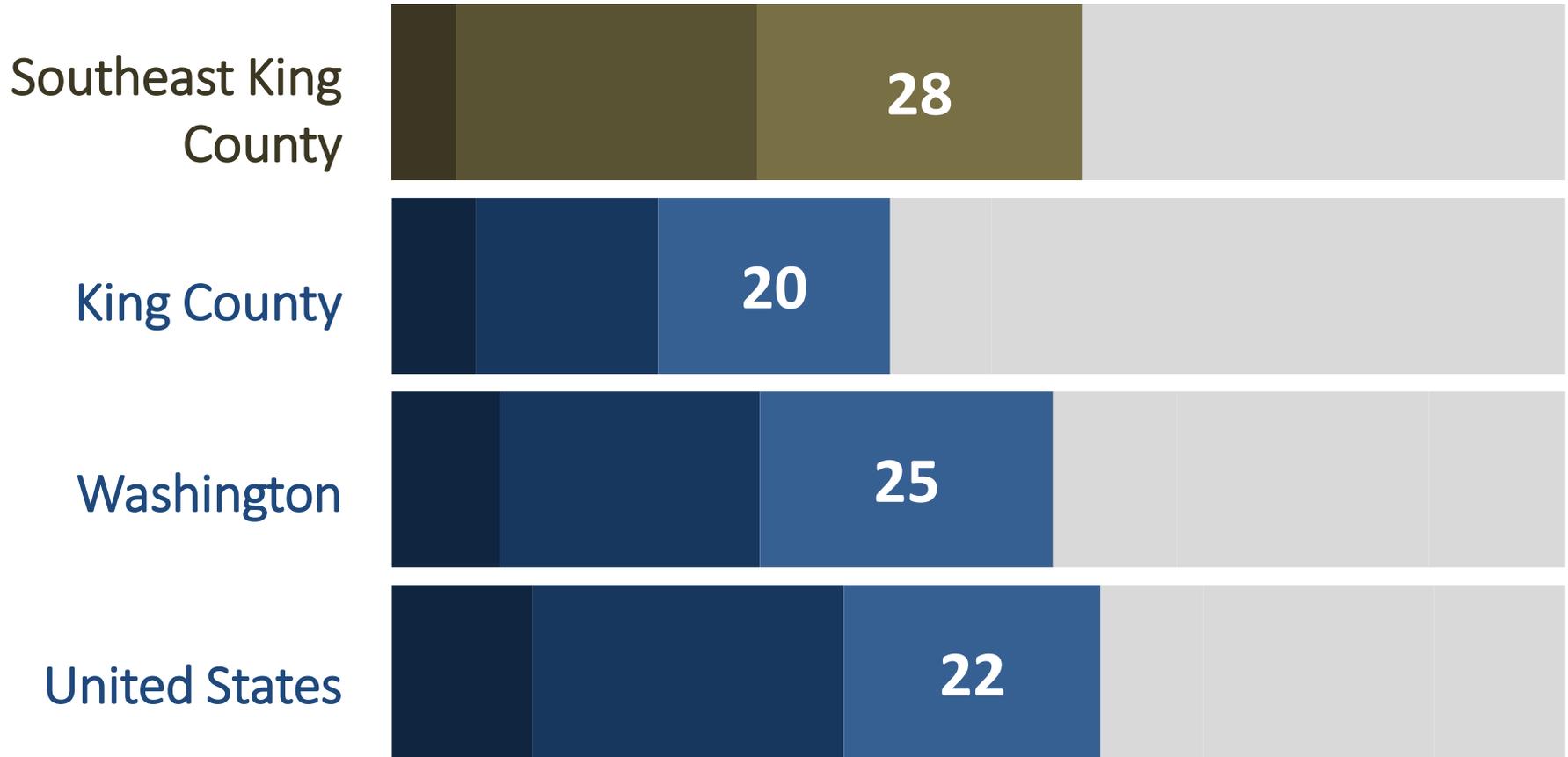
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT HIGH SCHOOL GRAD. OR EQUIVALENT



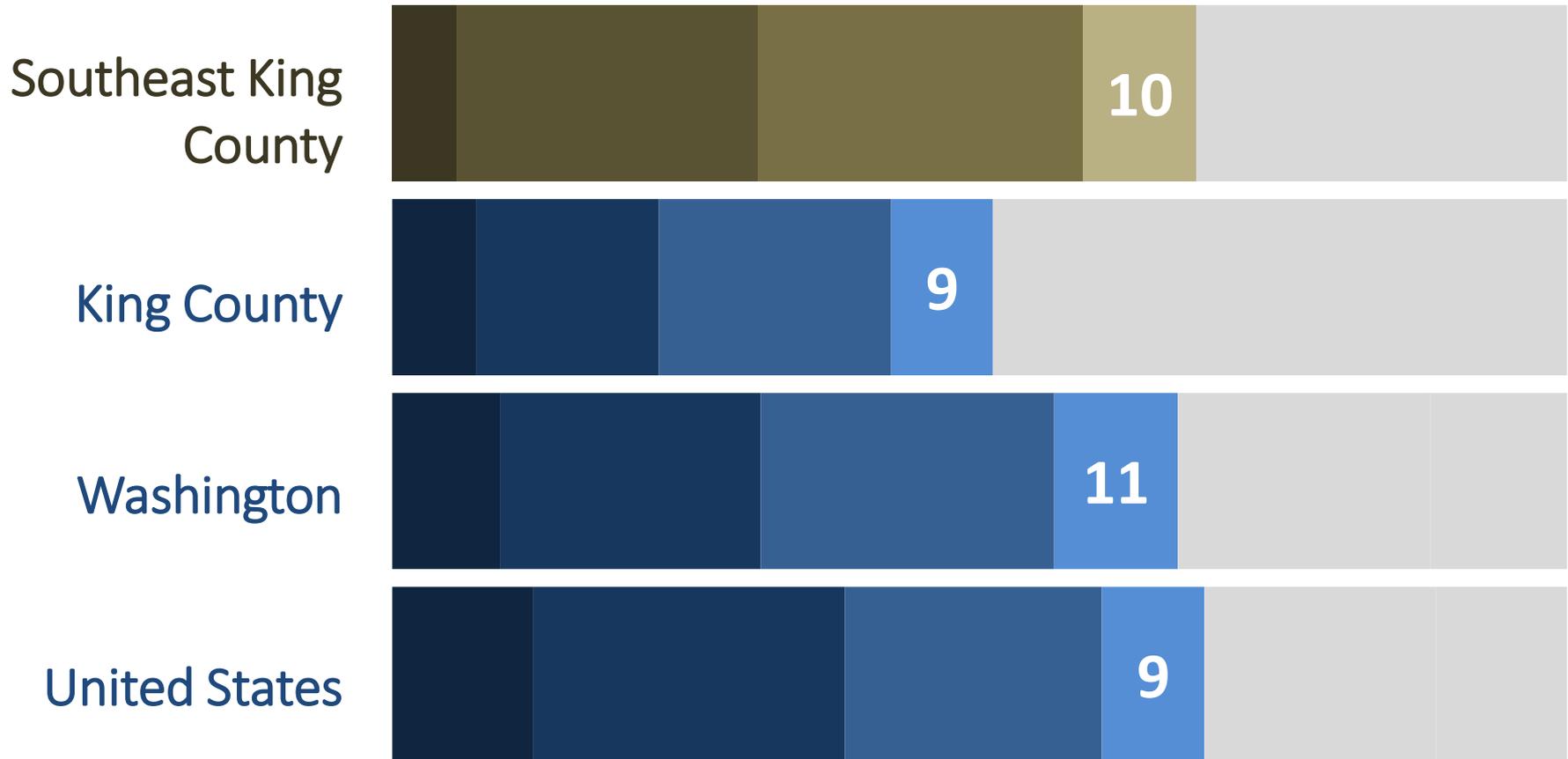
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH SOME COLLEGE, NO DEGREE



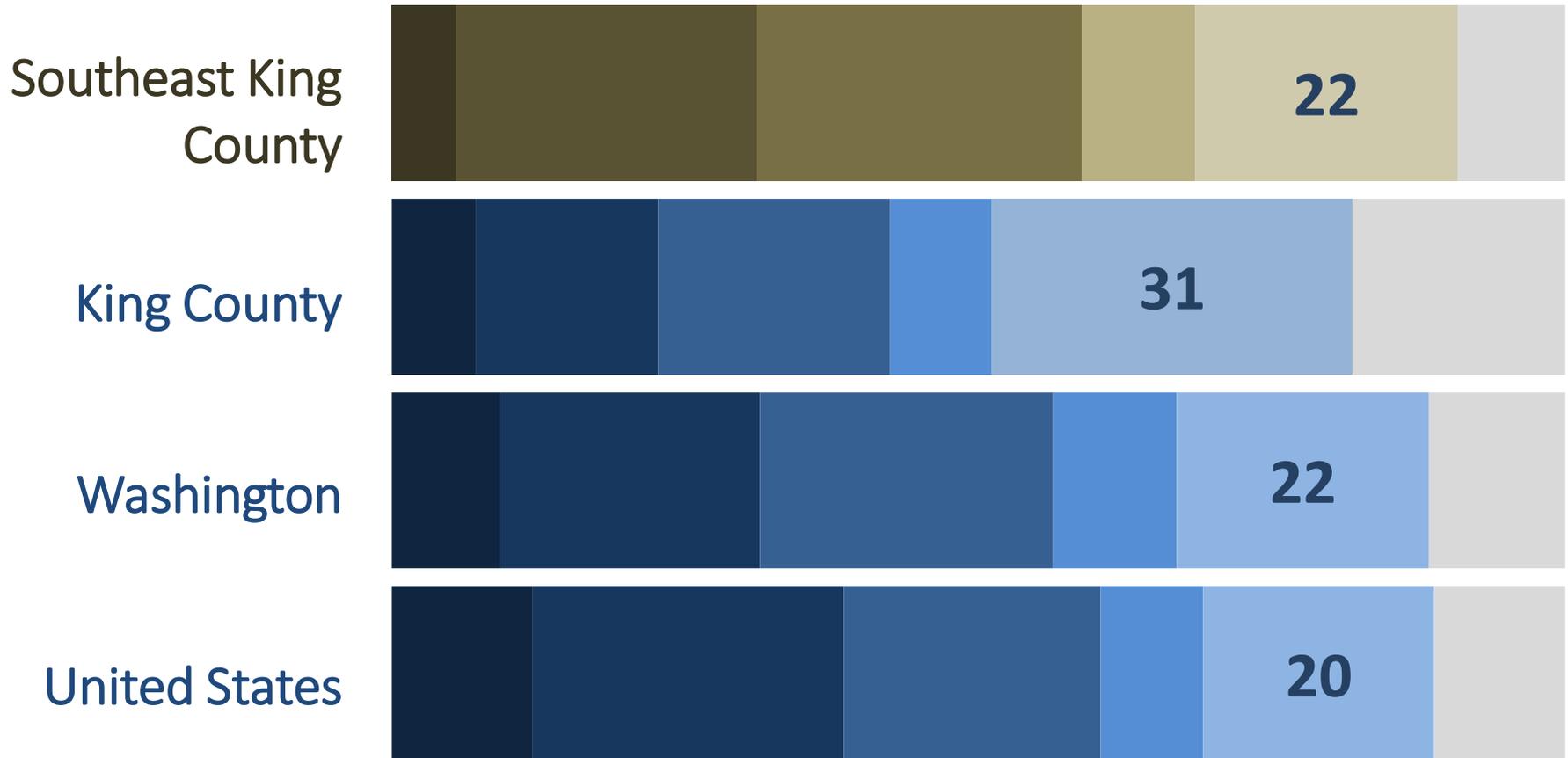
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH ASSOCIATE'S



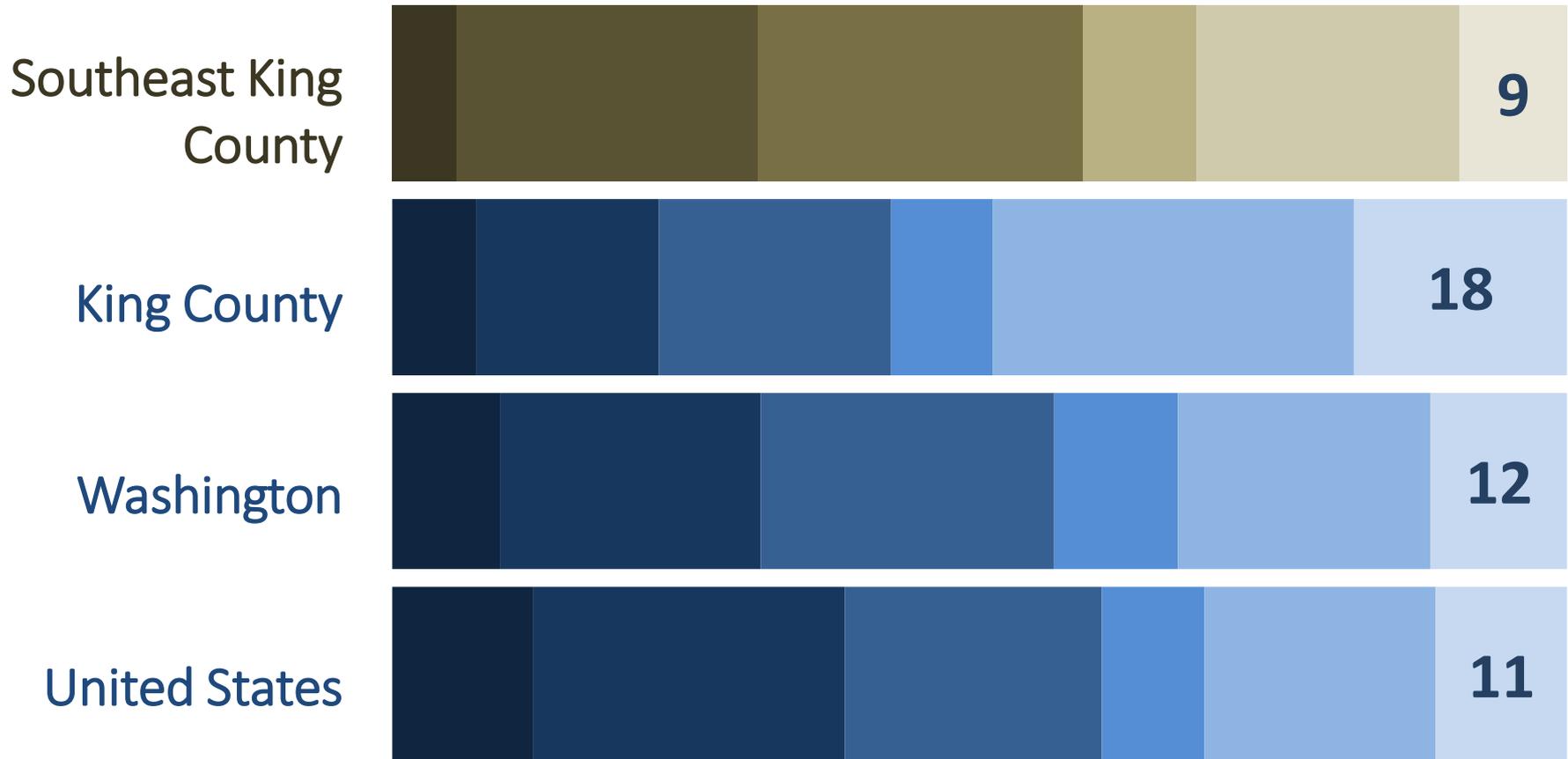
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH BACHELOR'S



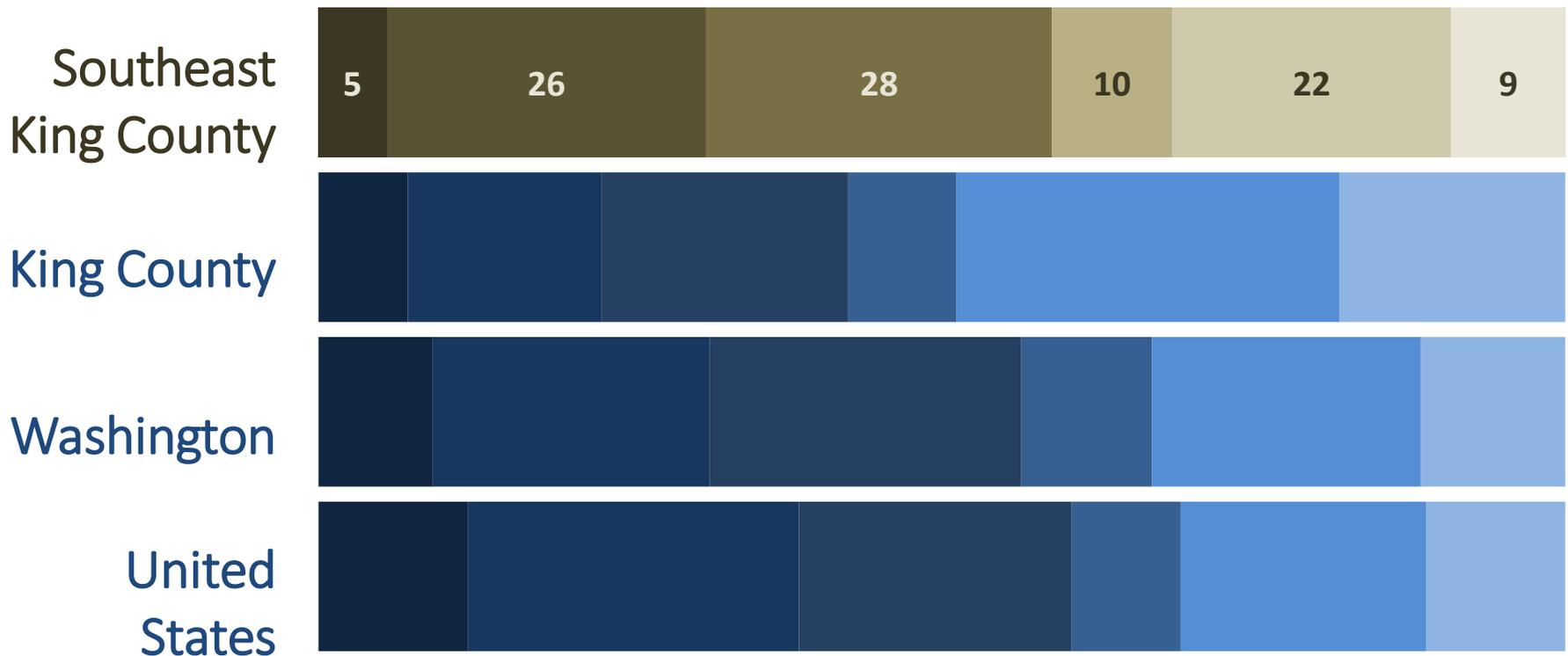
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH GRADUATE OR PROF. DEGREE



EDUCATIONAL ATTAINMENT BY PERCENT

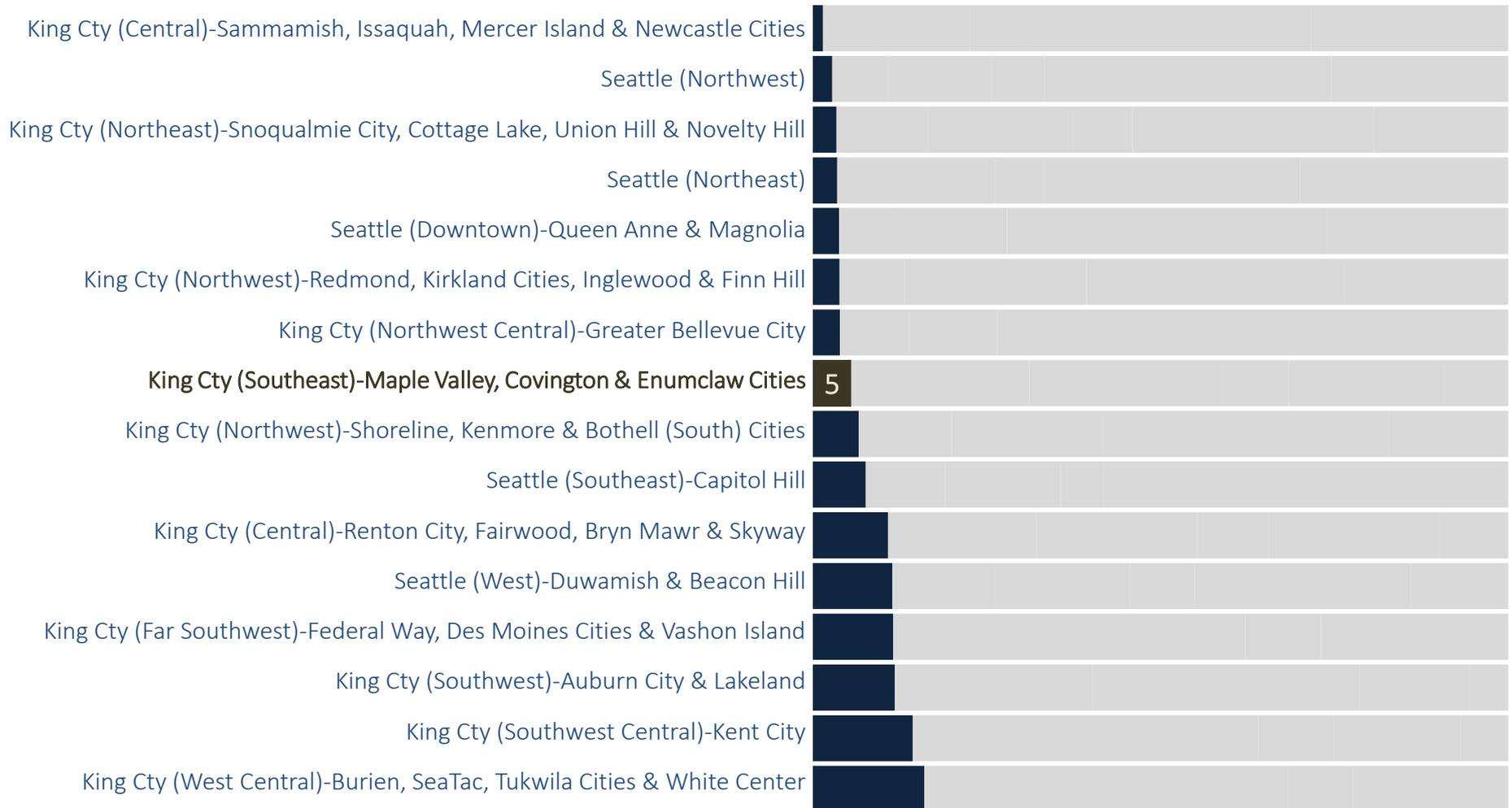
(AGES 25-64)



- Less than High School
- High School Graduate or Equivalent
- Some College but No Degree
- Associate's Degree
- Bachelor's Degree
- Graduate or Professional Degree

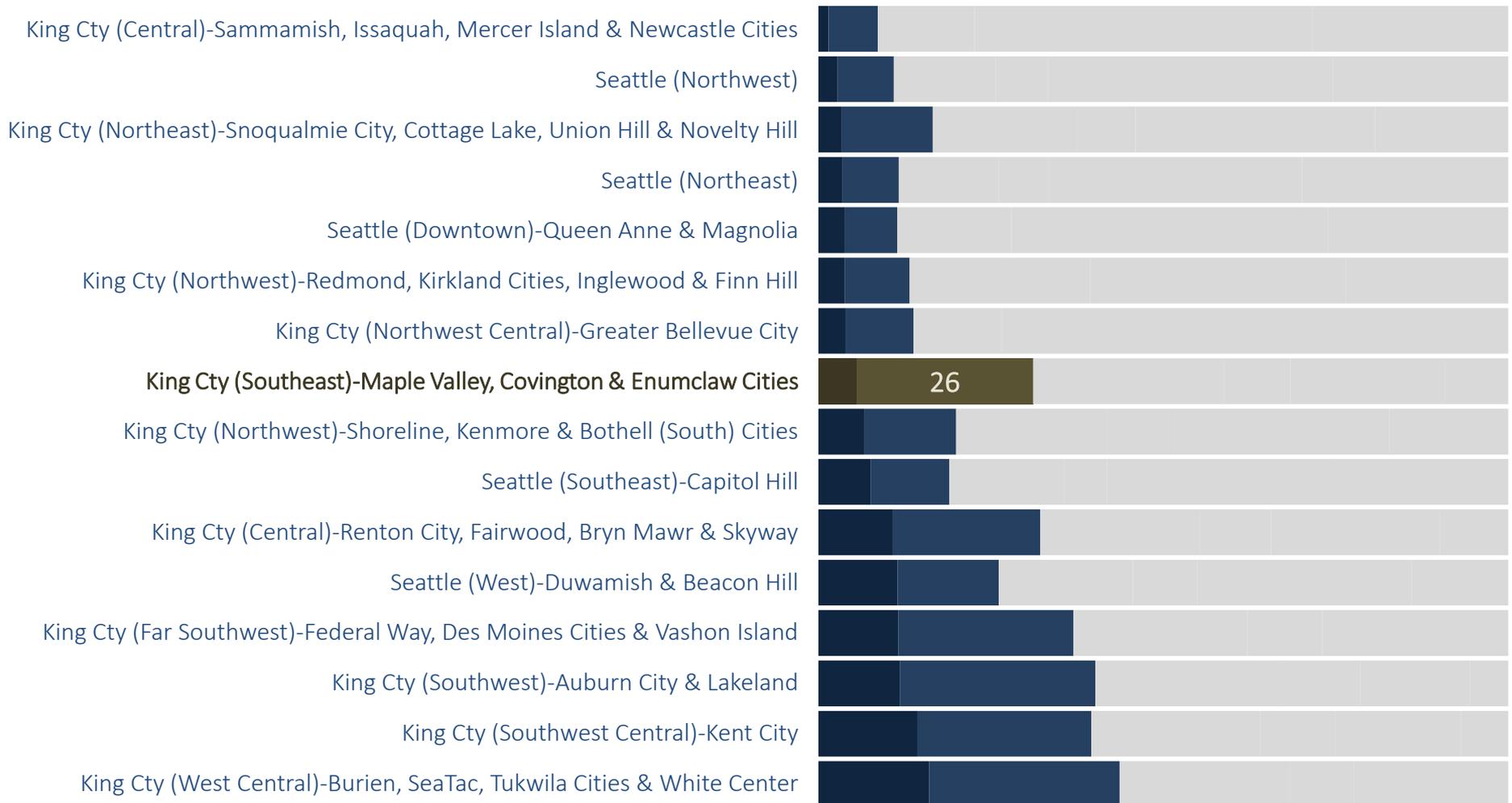
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH LESS THAN HIGH SCHOOL



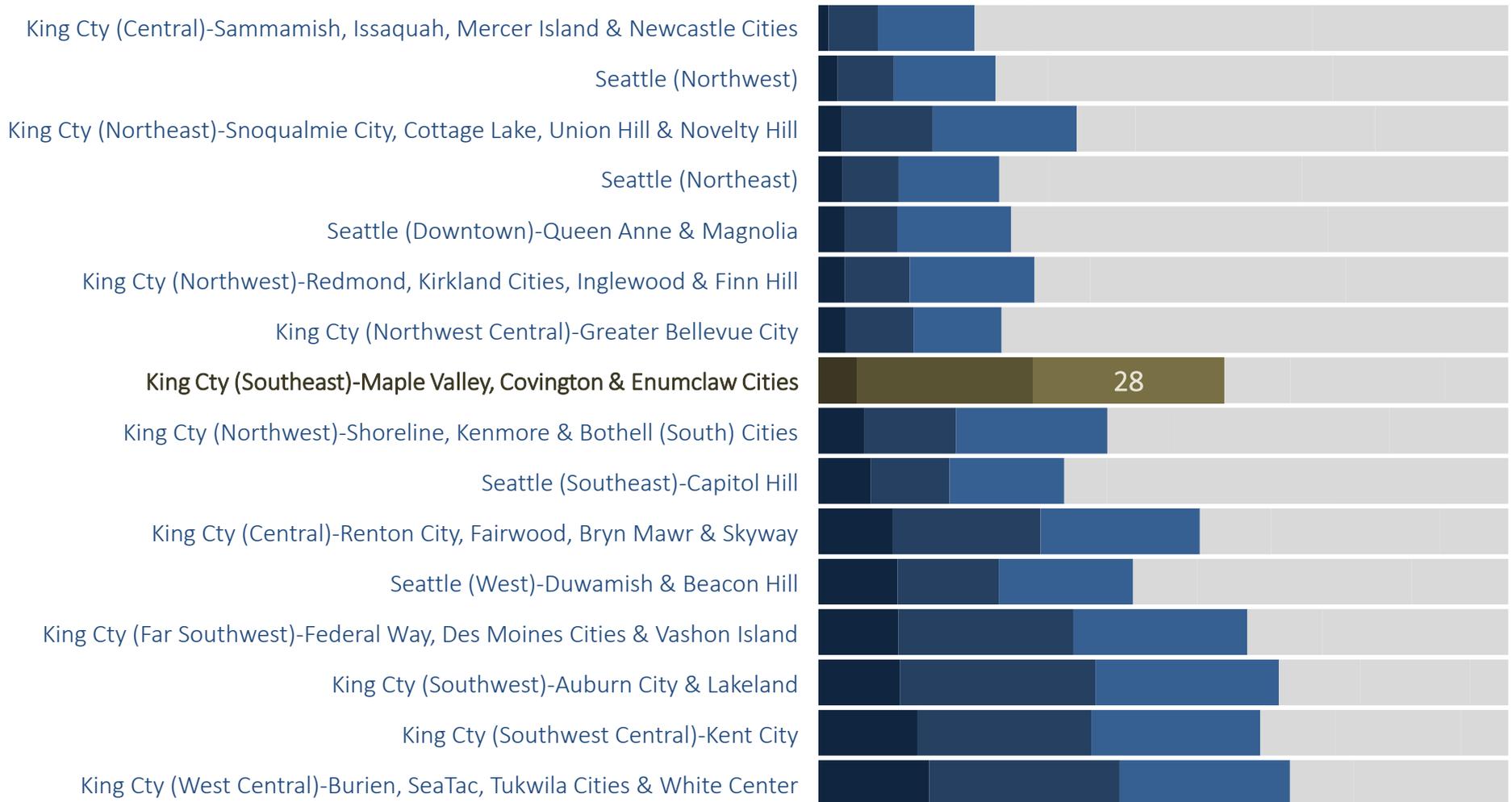
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH HIGH SCHOOL GRAD. OR EQUIVALENT



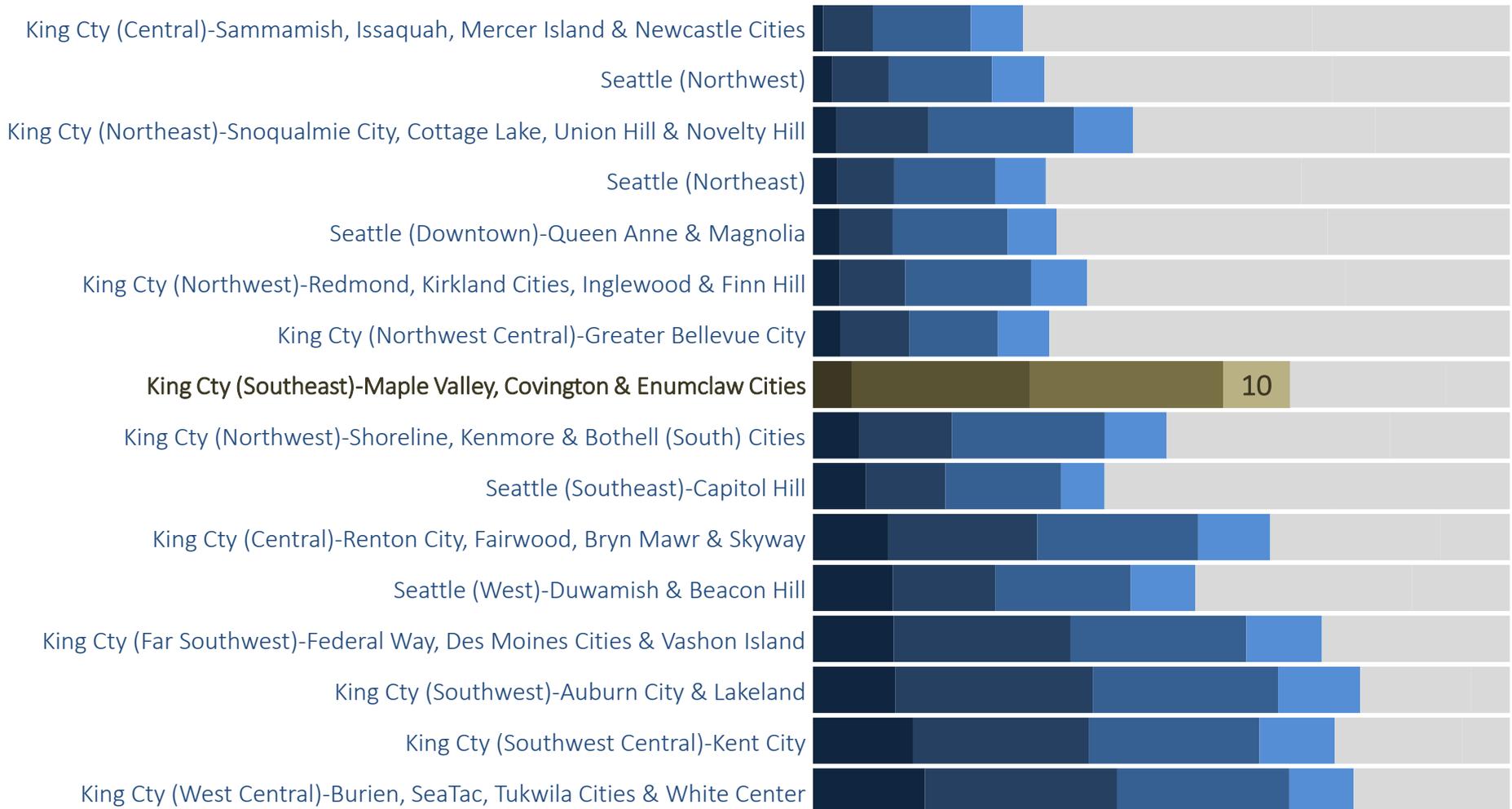
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH SOME COLLEGE, NO DEGREE



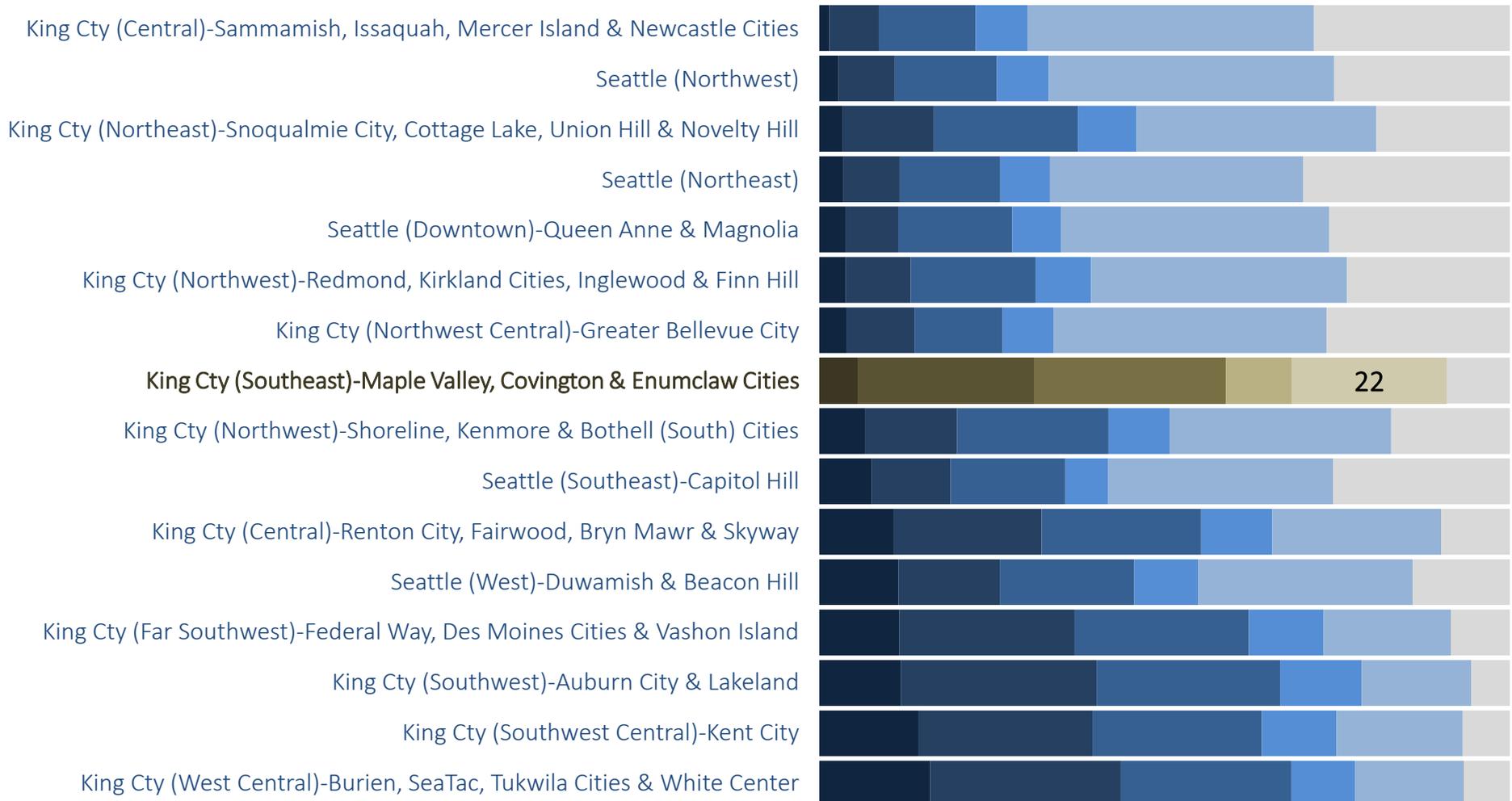
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH ASSOCIATE'S



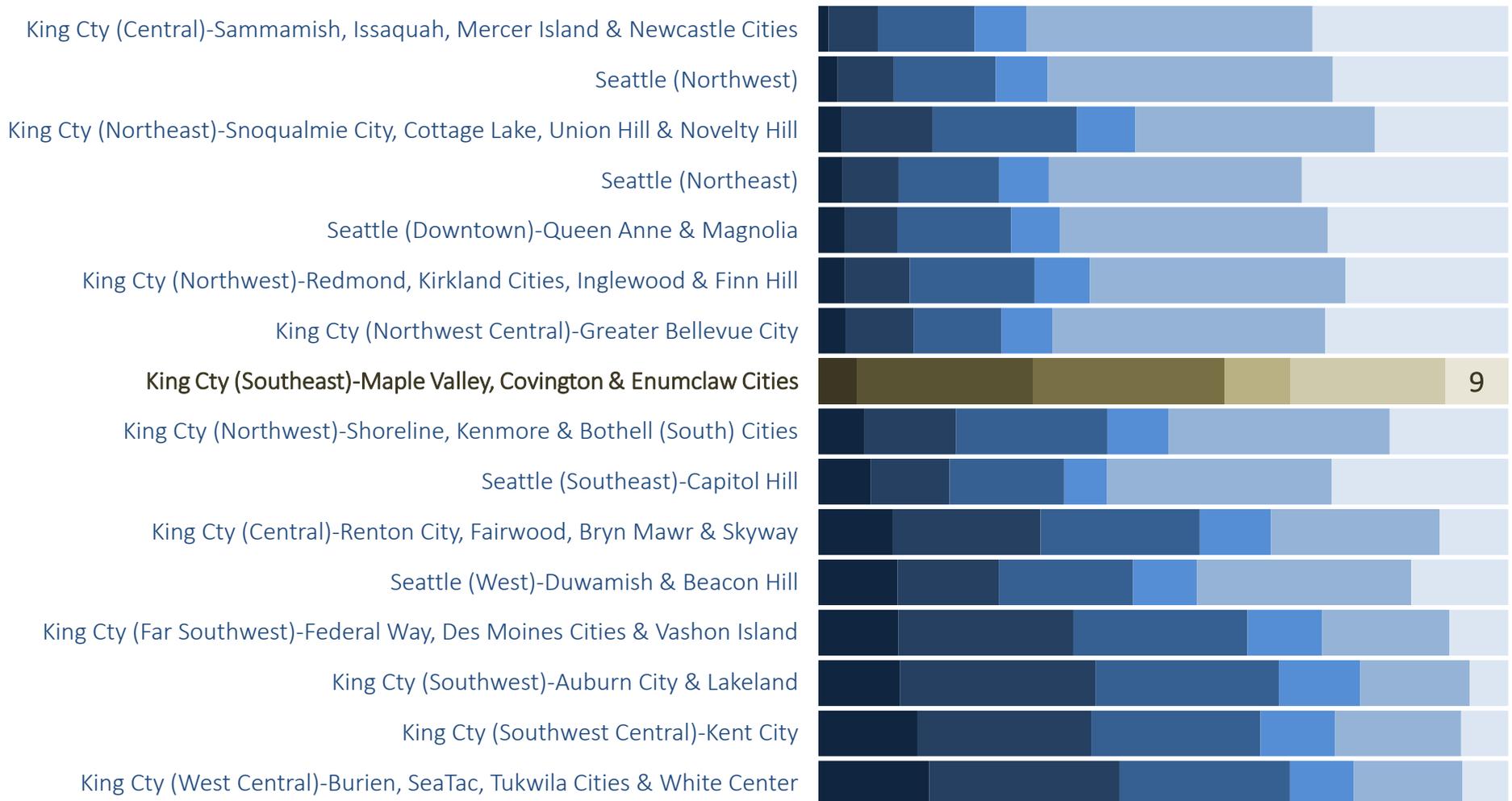
EDUCATIONAL ATTAINMENT (AGES 25-64)

PERCENT WITH BACHELOR'S

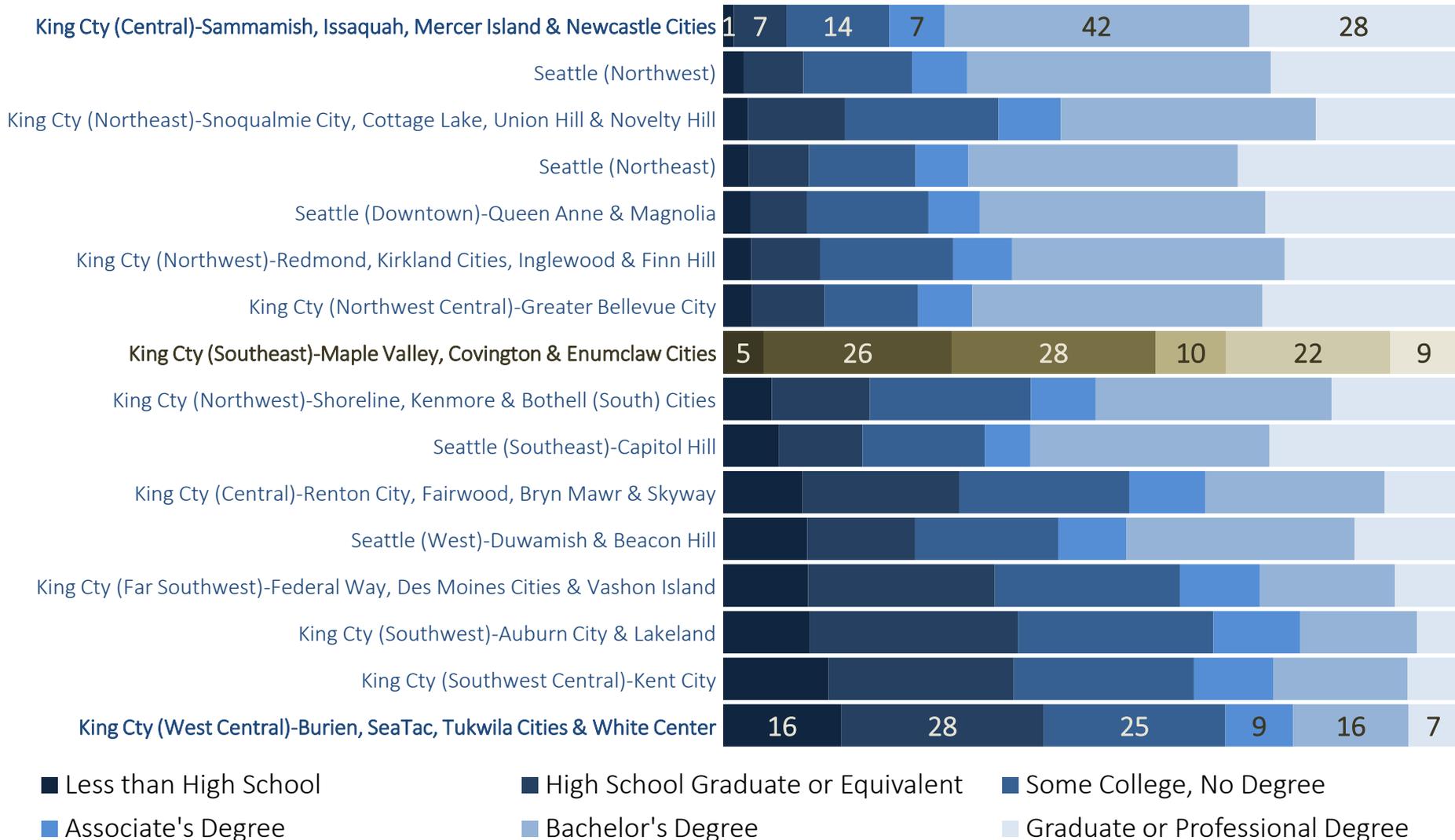


EDUCATIONAL ATTAINMENT (AGES 25-64)

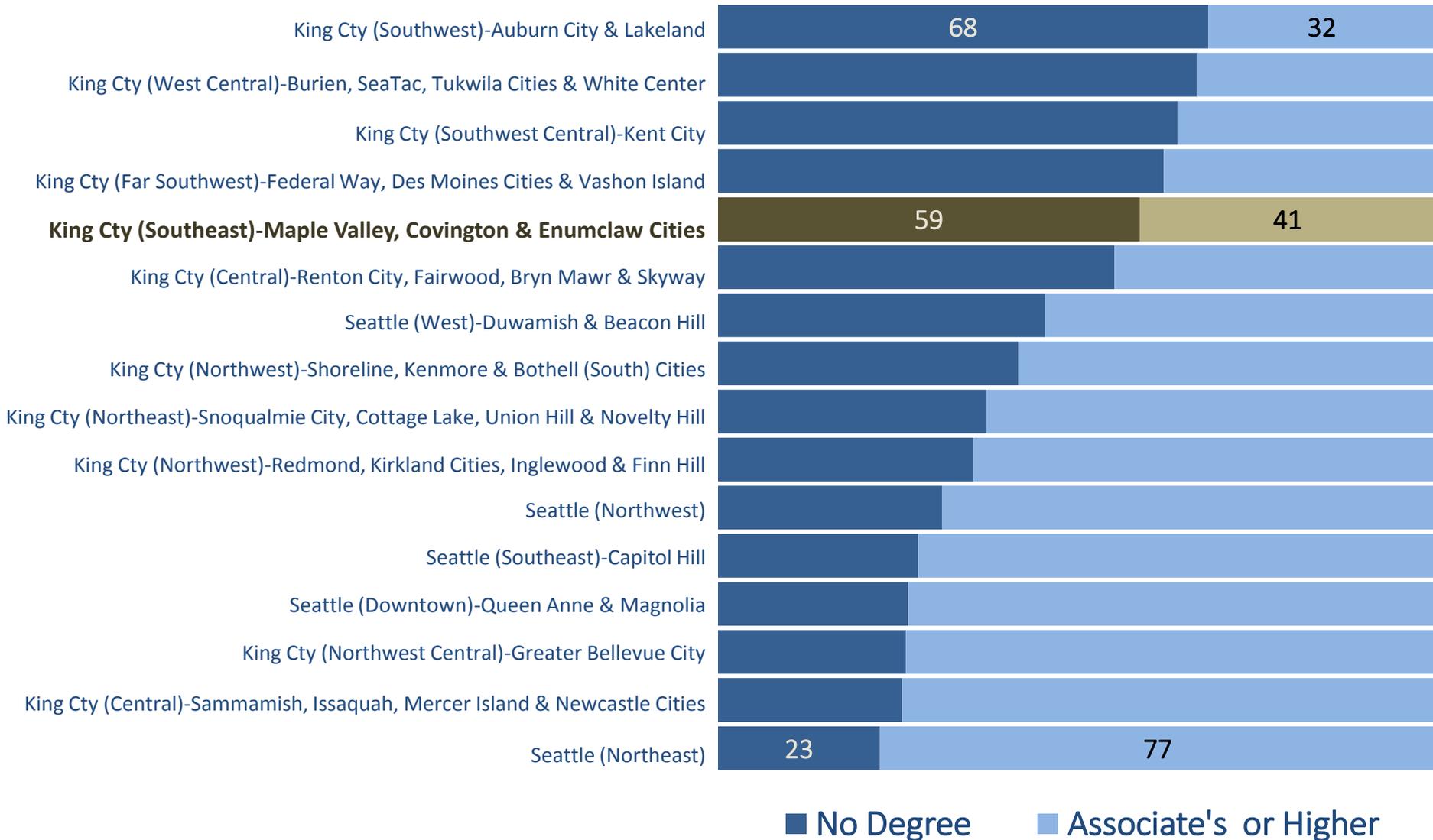
PERCENT WITH GRADUATE OR PROF. DEGREE



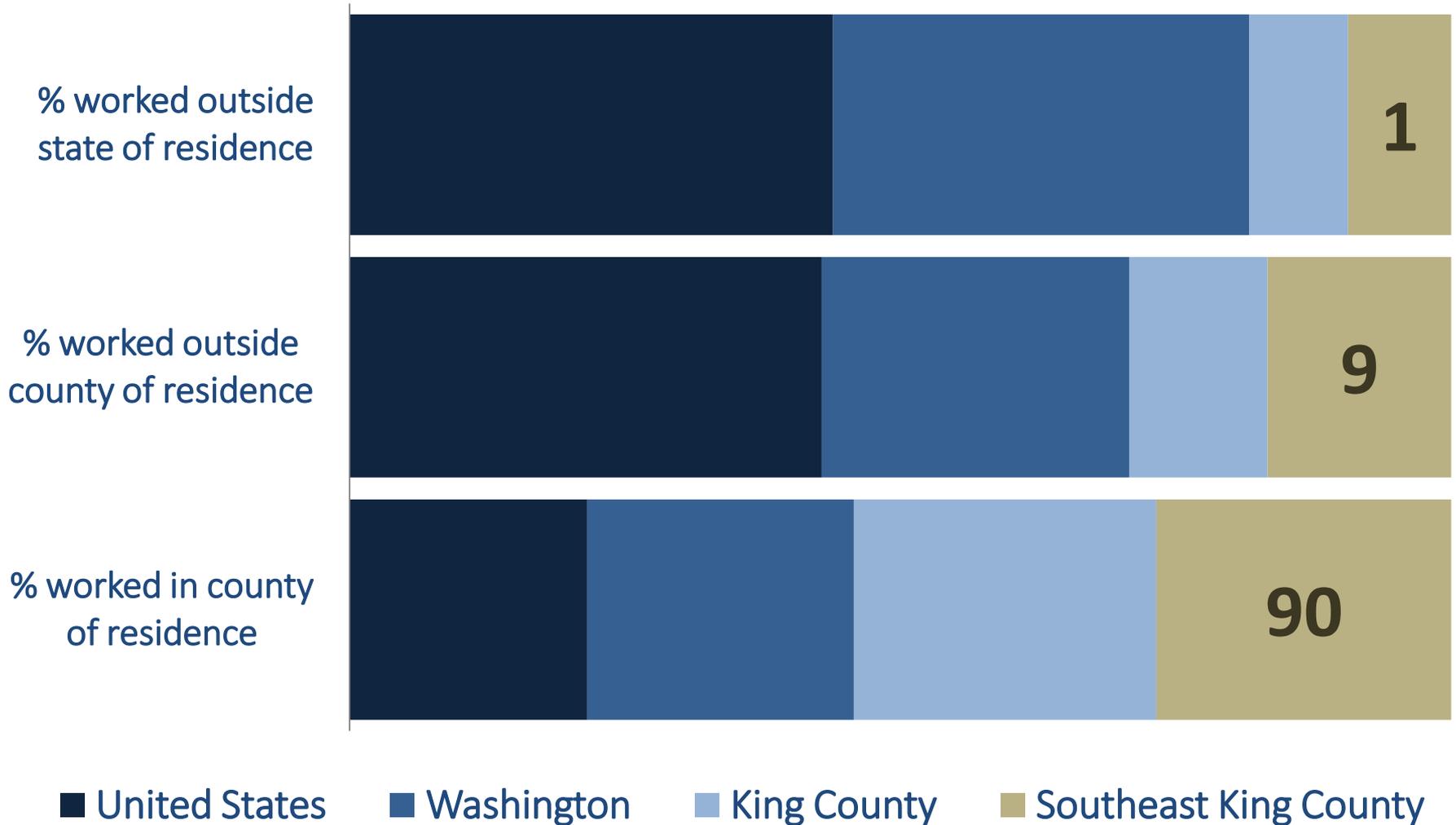
EDUCATIONAL ATTAINMENT BY PERCENT (AGES 25-64)



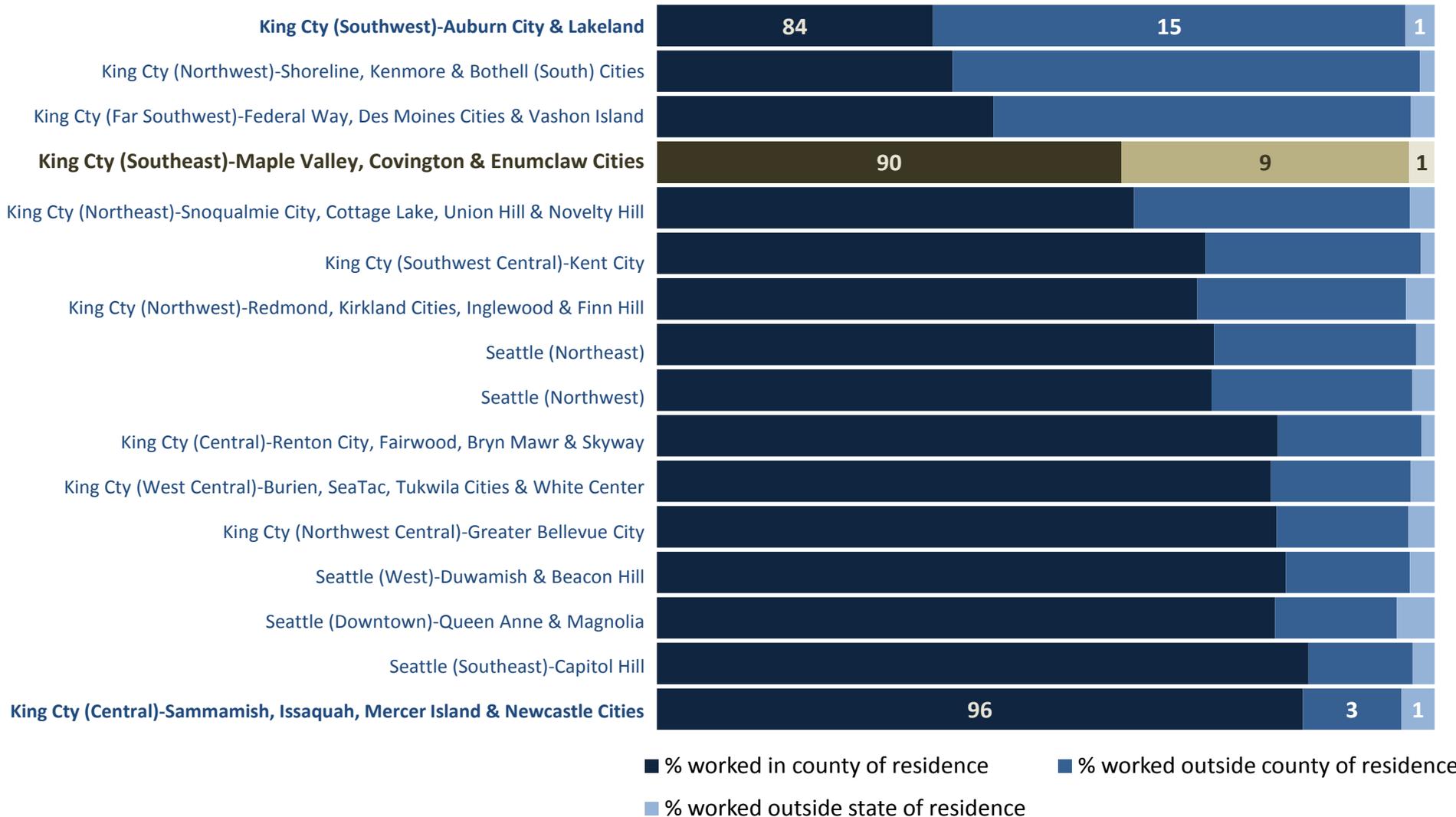
EDUCATIONAL ATTAINMENT BY PERCENT (AGES 25-64)



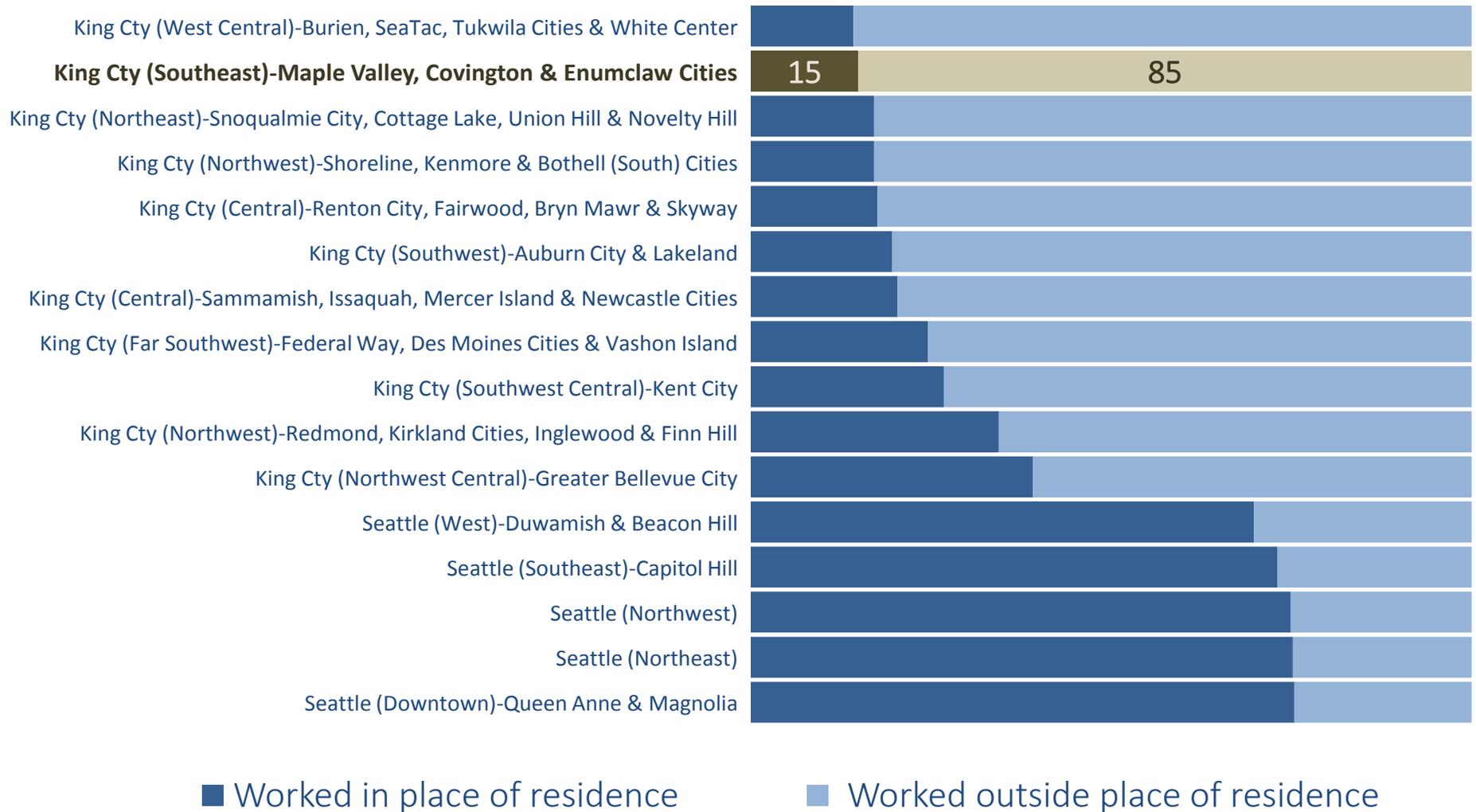
PLACE OF WORK (STATE OR COUNTY)



PLACE OF WORK (STATE OR COUNTY)



PERCENT OF POPULATION WORKING OUTSIDE PLACE OF RESIDENCE



KEY TAKEAWAYS

- **Demographics**
 - Predominantly White
 - Regional and state trends suggest increasing diversification
- **Educational Attainment**
 - Of those aged 25-64, 59% do not have a degree
- **Income/Earnings**
 - Compared to the surrounding areas, SE King County is in the middle of the pack
- **Place of Work**
 - Most work within King County, but a significant proportion work outside place of residence

PROJECT PARTNER



NCHEMS

National Center for Higher Education Management Systems

- National Center for Higher Education Management Systems “NCHEMS”
 - A private nonprofit organization whose mission is to improve strategic decision making in higher education for states and institutions in the United States and abroad.
- Key Contact: Dennis Jones
President Emeritus

PROJECT PARTNER



- WICHE Cooperative for Educational Technologies
 - WCET is the leader in the practice, policy, & advocacy of technology-enhanced learning in higher education.
- Key Contact: Russ Poulin
Director, Policy and Analysis

DELIVERABLES

- **Draft Preliminary Report of Higher Education Needs Assessment**
Due: September 30, 2016
- **Preliminary Report of Higher Education Needs Assessment**
Due: November 1, 2016
- **Draft Final Report of Higher Education Needs Assessment Program and Operating Plan**
Due: December 1, 2016
- **Final Report of Higher Education Needs Assessment Program and Operating Plan**
Due: December 30, 2016

DELIVERABLES

REPORT OF HIGHER EDUCATION NEEDS ASSESSMENT

- **To include:**
 - Postsecondary data
 - Enrollment trends
 - Participation rates
 - Transfer patterns
 - Existing programs
 - Economic demand & workforce needs
 - Demographic data
 - Population changes
 - Commute times
 - To existing postsecondary options
 - To employment

DELIVERABLES

PROGRAM AND OPERATING PLAN

- **To include:**
 - Needed postsecondary programs
 - Strategies for promoting program participation
 - Estimated cost to meet needs assessment
 - Consideration of new higher education options

DATA SOURCES

REPORT OF HIGHER EDUCATION NEEDS ASSESSMENT

- U.S. Census, American Community Survey
- Education Research and Data Center (ERDC)
- Burning Glass
- Workforce Training and Education Coordinating Board
- State Board for Community and Technical Colleges
- Integrated Postsecondary Education Data System (IPEDS)
- Regional Stakeholder Interviews

PROJECT TIMELINE

	August	September	October	November	December
Stakeholder Interviews	Active				
Data Collection	Active				
Summarize & Interpret Findings		Active			
Draft Preliminary Report		Active			
Incorporate Feedback into Preliminary Report			Active		
Create Final Report				Active	
Incorporate Feedback into Final Report					Active

GUIDING QUESTIONS

- What major trends have you observed in the area in the last 5-10 years?
- What do you see as key factors affecting the area in the next 5-10 years?
- What would you like to see the area look like in 10-20 years?

ROLE OF ADVISORY COMMITTEE

- In-person meetings (five)
- Frequency of updates
- Communications preferences
- Other considerations

REGIONAL STAKEHOLDERS

- Identifying key area stakeholders for interviews
- List:
 - Name
 - Title
 - Organization
 - Contact Information
 - Brief Rationale for inclusion

NEXT STEPS

- Upcoming activities
 - Identify stakeholders (July)
 - Data Collection (July)
 - Stakeholder interviews (August)
 - Preliminary data analysis (August)

NEXT STEPS

- Upcoming meeting dates
 - August 31, 2016
 - September 27, 2016
 - October 11, 2016
 - November 18, 2016
- Determine meeting location(s)

CONTACT INFORMATION

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Advisory Committee Kick-Off Meeting

City of Covington Offices
16720 SE 271st Street, Suite 100
Covington, Washington 98042

July 22, 2016
10.00 AM – 2.00 PM

Participant List

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Stakeholder Interview Suggestions

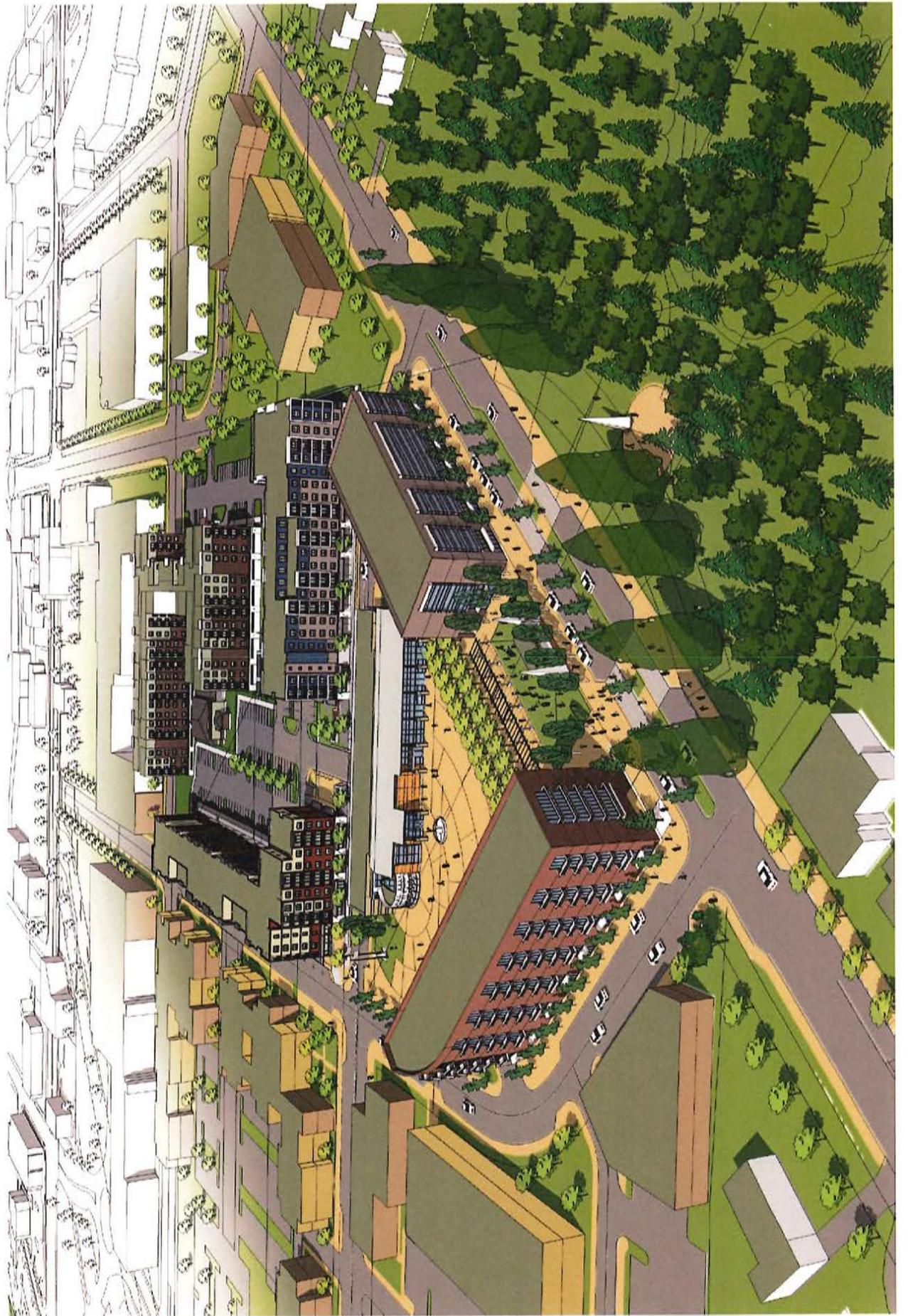
Advisory Committee Member Name: _____

Name (first and last):
Title:
Organization:
Email (if available):
Reason to include:

Name (first and last):
Title:
Organization:
Email (if available):
Reason to include:

Name (first and last):
Title:
Organization:
Email (if available):
Reason to include:

Name (first and last):
Title:
Organization:
Email (if available):
Reason to include:



Study Plan of Action

Submitted to the Washington Student Achievement Council (WSAC)

by the

Western Interstate Commission for Higher Education (WICHE)

June 30, 2016

Introduction

In Fiscal Year 2017, the Washington Student Achievement Council (WSAC) received funding from the Washington Legislature to complete a higher education needs assessment for southeast King County and to prepare a program and operating plan to meet the higher education needs identified in the assessment. WSAC identified the Western Interstate Commission for Higher Education (WICHE) as the agency contractor with the skills and resources necessary to conduct the assessment in the timeframe provided in the budget proviso.

Objectives

The objectives of this work are to complete a higher education needs assessment for southeast King County, Washington (defined as rural suburban cities such as Covington, Enumclaw, Maple Valley, Black Diamond, and urban and rural portions of unincorporated King County), and to prepare a program and operating plan to meet the higher education needs identified in the assessment.

Project Management

WICHE will manage all aspects of the higher education needs assessment and the development of the operating plan in collaboration with staff from WSAC. This work will be conducted in consultation with an Advisory Committee organized and convened by WSAC.

Project Partners

WICHE will subcontract with the National Center for Higher Education Management Systems (NCHEMS) — a private nonprofit (501)(c)(3) organization whose mission is to improve strategic decision making in higher education for states and institutions in the United States and abroad — to conduct portions of the assessment and assist with the development of the operating plan. NCHEMS has considerable experience in conducting these types of assessments having done such studies in more than 20 states and regions across the country.

WICHE will also obtain assistance from Russell Poulin, Director, Policy and Analysis, of the WICHE Cooperative for Educational Technologies (WCET). Poulin will help analyze and assess the existing distance education landscape in southeast King County, as well as review emerging trends in distance education that may affect the region. WCET is the leader in the practice, policy, and advocacy of technology-enhanced learning in higher education.

Biographies of all key personnel are included in Appendix A.

Key Activities

In order to conduct the higher education needs assessment and develop the operating plan to meet the higher education needs identified in the assessment, WICHE will engage in seven key activities as described below.

1. Coordinate and Convene Advisory Committee (ON-GOING)

WSAC will identify civic, business, and education leaders from southeast King County to form an Advisory Committee to guide the work of the assessment, ensure the integrity of the process, and provide stakeholder input to WSAC and WICHE staff. WICHE will work with WSAC to coordinate and convene the Advisory Committee at key points during the project period as well as consult with members on an as-needed basis.

2. Hold Biweekly Meetings (ON-GOING)

To keep WSAC staff informed of progress toward goals, WICHE will meet with WSAC staff every other week throughout the duration of the project via conference call or video conference. WICHE staff will provide WSAC staff with an agenda prior to the meeting. Meetings will occur every other Thursday at 10:00 am PDT/11:00 am MDT and include the following staff members:

WICHE	WSAC
Joe Garcia, J.D. President	Randy Spaulding, Ph.D. Director of Academic Affairs and Policy
Demarée K. Michelau, Ph.D Director of Policy Analysis	Ellen Matheny, M.S., M.A. Assistant Director of Operations
Christina Sedney, M.P.P. Project Coordinator, Policy Analysis and Research	Daryl Monear, Ph.D. Associate Director, Academic Affairs and Policy

Staff may reschedule the biweekly meetings if scheduling conflicts arise.

3. Convene In-Person Meetings (DATES OUTLINED BELOW)

Meeting in person over the course of the study period will be critical to the success of this effort, so WICHE staff intend to come to Washington at least four times between July and December. The tentative schedule is as follows:

Type of Meeting and Purpose	Meeting Date
<p>Kick-Off Meeting WICHE will participate in a kick-off meeting that will have three key goals:</p> <ol style="list-style-type: none"> 1. Introduce primary WICHE personnel to the key stakeholders. 2. Review and approve the work plan and timelines for conducting the higher education needs assessment and the development of the operating plan. 3. Examine initial data about the study region, including general demographic, economic, education, and other relevant data. 	<p>Week of July 11, 2016</p>
<p>Presentation of Preliminary Quantitative Data, Research Visit, and On-site Interviews WICHE and NCHEMS will convene the Advisory Committee and WSAC staff to accomplish the following:</p> <ol style="list-style-type: none"> 1. Present preliminary regional descriptive data about the study area. 2. Present preliminary data about postsecondary enrollment trends, student transfer patterns, and college participation rates in the study area. 3. Present preliminary data about economic need and workforce demand. <p>WICHE staff will also conduct additional research, convene focus groups, and engage in on-site interviews with key stakeholders.</p>	<p>August 26, 2016</p>
<p>Presentation of Preliminary Data on Qualitative Interviews and Proposed Approach for Program and Operating Plan WICHE and NCHEMS will convene the Advisory Committee and WSAC staff to accomplish the following:</p> <ol style="list-style-type: none"> 1. Present preliminary data on the stakeholder qualitative interviews. 2. Present proposed approach for the program and operating plan for feedback from the Advisory Committee and WSAC staff. 	<p>September 27, 2016</p>
<p>Presentation of Preliminary Report of Higher Education Needs Assessment and Preliminary Operating Plan WICHE and NCHEMS will convene the Advisory Committee and WSAC staff to accomplish the following:</p> <ol style="list-style-type: none"> 1. Present the preliminary report to the Advisory Committee and WSAC staff. 2. Solicit feedback and input before finalizing the report that will be submitted to the Governor and Legislature. 	<p>October 11, 2016</p>

Type of Meeting and Purpose	Meeting Date
<p>Presentation of Final Report of Higher Education Needs Assessment and Preliminary Operating Plan</p> <p>WICHE and NCHEMS will convene the Advisory Committee and WSAC staff to accomplish the following:</p> <ol style="list-style-type: none"> 1. Present the final report to the Advisory Committee and WSAC staff to ensure that everyone is clear about the findings and recommendations of the final report. 	<p>November 18, 2016</p>
<p>Presentation of Final Report of Higher Education Needs Assessment to Legislature (if necessary)</p>	<p>January and February, 2017</p>
<p>Additional Presentations of Final Report including Initial Program and Operating Plan of Higher Education Needs Assessment</p>	<p>Through April 30, 2017</p>

4. Collect Relevant Data (September 15, 2016)

WICHE will work closely with NCHEMS to collect relevant data to inform the report. At minimum, these data will include:

- Factors outlined in RCW 28B.77.080
- Postsecondary enrollment trends
- College participation rates
- Postsecondary transfer patterns
- Existing postsecondary programs
- Needed postsecondary programs
- Strategies for promoting program participation
- Economic demand and workforce needs
- Demographic data
- Population changes
- Commute times for area residents to existing higher education options
- Commute times for area residents to employment

Specifically, WICHE and NCHEMS will request state-level data from the Washington Education Research and Data Center (ERDC), which was created by the Washington Legislature to, among other things, coordinate with other state agencies to compile and analyze education data. WICHE and NCHEMS will also rely on other publicly available data, including the American Community Survey of the US Census Bureau.

To assess economic demand and workforce needs, WICHE and NCHEMS will consider data from the Workforce Training and Education Coordinating Board and the State Board for Community and Technical Colleges on the supply and demand for workforce education, certificates, and associate degrees. WICHE and NCHEMS will also work with Burning Glass to acquire real-time job market information for the region to further inform the analysis.

In addition, WICHE and NCHEMS will conduct interviews and focus groups with local employers, workforce development professionals, and other relevant stakeholders to assess regional employers' needs. Topics to be covered will include projected needs by program type, degree level, and current barriers to fulfilling area staffing needs.

Finally, WICHE will collect data from WSAC postsecondary institutions (e.g., Green River Community College, Renton Technical College, Western Governors University-Washington) serving the study region about existing programs to compare against data indicating perceived and projected need.

5. Summarize and Interpret Findings; Draft a Preliminary Report (September 30, 2016)

WICHE will summarize and interpret findings from all partners and develop a draft program and operating plan based on these results. WICHE will submit this draft preliminary report to WSAC staff to solicit feedback and collect additional relevant information for the study.

6. Submit Preliminary Report to WSAC Staff (November 1, 2016)

WICHE will submit a preliminary report summarizing the findings and recommendations that includes a program and operating plan with a projected cost assessment based on all quantitative and qualitative analysis. WICHE will solicit feedback and collect any additional relevant information from the Advisory Committee and WSAC staff that will further inform the study.

7. Submit Final Report To WSAC Staff (December 1, 2016)

WICHE will submit a final report of the higher education needs assessment and operating plan to WSAC staff and the Advisory Committee. WSAC will submit the final plan and recommendation to the Governor and the Legislature.

Deliverables

WICHE will supply the following deliverables to WSAC by the dates shown:

Deliverable	Date
<p>Proposed Study Plan of Action To include:</p> <ul style="list-style-type: none"> • Identification of any subcontractors and additional partners • Key Activities to Meet Objectives • Timeline 	<p>June 30, 2016</p>
<p>Draft Preliminary Report of Higher Education Needs Assessment To include:</p> <ul style="list-style-type: none"> • Factors outlined in RCW 28B.77.080 • Postsecondary enrollment trends • College participation rates • Postsecondary transfer patterns • Existing postsecondary programs • Needed postsecondary programs • Strategies for promoting program participation • Economic demand and workforce needs • Demographic data • Population changes • Commute times for area residents to existing higher education options • Commute times for area residents to employment • Estimated cost to meet assessed need • Consideration of higher education options including: <ul style="list-style-type: none"> ○ Branch campus ○ University center ○ Private university ○ Online learning center 	<p>September 30, 2016</p>

Deliverable	Date
<p>Preliminary Report of Higher Education Needs Assessment</p> <p>To include:</p> <ul style="list-style-type: none"> • Factors outlined in RCW 28B.77.080 • Postsecondary enrollment trends • College participation rates • Postsecondary transfer patterns • Existing postsecondary programs • Needed postsecondary programs • Strategies for promoting program participation • Economic demand and workforce needs • Demographic data • Population changes • Commute times for area residents to existing higher education options • Commute times for area residents to employment • Estimated cost to meet assessed need • Consideration of higher education options including: <ul style="list-style-type: none"> ○ Branch campus ○ University center ○ Private university ○ Online learning center 	<p>November 1, 2016</p>
<p>Draft Final Report of Higher Education Needs Assessment Program and Operating Plan</p> <p>To include:</p> <ul style="list-style-type: none"> • Factors outlined in RCW 28B.77.080 • Postsecondary enrollment trends • College participation rates • Postsecondary transfer patterns • Existing postsecondary programs • Needed postsecondary programs • Strategies for promoting program participation • Economic demand and workforce needs • Demographic data • Population changes • Commute times for area residents to existing higher education options • Commute times for area residents to employment • Estimated cost to meet assessed need • Consideration of higher education options including: <ul style="list-style-type: none"> ○ Branch campus ○ University center ○ Private university ○ Online learning center 	<p>December 1, 2016</p>

Deliverable	Date
<p>Final Report of Higher Education Needs Assessment Program and Operating Plan</p> <p>To include:</p> <ul style="list-style-type: none"> • Factors outlined in RCW 28B.77.080 • Postsecondary enrollment trends • College participation rates • Postsecondary transfer patterns • Existing postsecondary programs • Needed postsecondary programs • Strategies for promoting program participation • Economic demand and workforce needs • Demographic data • Population changes • Commute times for area residents to existing higher education options • Commute times for area residents to employment • Estimated cost to meet assessed need • Consideration of higher education options including: <ul style="list-style-type: none"> ○ Branch campus ○ University center ○ Private university ○ Online learning center 	<p style="text-align: center;">December 30, 2016</p>

Appendix A. Biographies of Key Personnel

WICHE/WCET

Joe Garcia was appointed President of WICHE in June 2016. He served as the Lieutenant Governor of Colorado and as the Executive Director of the Colorado Department of Higher Education, beginning in 2011. He had previously served on the WICHE Commission for nine years, including serving as its chair in 2011. During his time as Lt. Governor and as the SHEEO for Colorado, Garcia focused on increasing equity in outcomes for all students, particularly those from low income backgrounds and communities of color. Prior to being elected Lt. Governor, Garcia served as President of Colorado State University-Pueblo, which was named the Outstanding Member Institution by the Hispanic Association of Colleges and Universities during his tenure. He also served as President of Colorado's second largest community college, Pikes Peak Community College, where he was twice named President of the Year by the State Student Advisory Council. His previous public service positions included serving as a member of the Cabinet of Gov. Roy Romer and as a White House appointee under President Bill Clinton at the Department of Housing and Urban Development. He also was employed in the private practice of law for 10 years at the law firm of Holme Roberts & Owen, where he became the first Hispanic partner in the 100 year history of the firm. Garcia earned his B.S. in Business at the University of Colorado-Boulder and his J.D. from Harvard Law School.

Demarée K. Michelau is the director of policy analysis at the Western Interstate Commission for Higher Education (WICHE). In this role, she manages the WICHE's Policy Analysis and Research unit and oversees externally-funded projects related to adult learners, projections of high school graduates, college access and success, and the development of a multistate longitudinal data exchange. The author of numerous reports and policy briefs, she also has experience in a variety of higher education policy issues, including articulation and transfer, equity and attainment, accelerated learning options, college affordability, common academic standards, and K-16 reform. Previously, she worked for the National Conference of State Legislatures as a policy specialist. Michelau received her bachelor's degree in public law from Northern Illinois University and her master's degree and Ph.D. in political science from the University of Colorado at Boulder.

Russell Poulin organizes WCET's national policy and research activities, edits WCET's *Frontiers* blog, coordinates WCET's research efforts, and works on e-learning consortia issues. He represented the distance education community in the U.S. Department of Education's 2014 Program Integrity Negotiated Rulemaking process. Previously, he coordinated distance education activities for the North Dakota University System.

Christina Sedney is a project coordinator in the Policy Analysis and Research unit at the Western Interstate Commission for Higher Education (WICHE). She coordinates WICHE's Adult College Completion Network, working to identify and share policy and practice solutions which help adults with prior college credit complete high-value credentials. Prior to WICHE, Christina served in multiple roles with Teach For All and City Year and completed a fellowship with the Kenneth Rainin Foundation. She holds a B.A. from the University of Virginia and a Masters in Public Policy from UC Berkeley.

NCHEMS

Dennis Jones is the President Emeritus of the National Center for Higher Education Management Systems (NCHEMS). Jones has more than 40 years of experience in research, development, technical assistance, and administration in the field of higher education management and policy-making. A member of the NCHEMS staff since 1969, he assumed increasing levels of responsibility within that organization, becoming president in 1986. Under his leadership, and in collaboration with an extraordinarily talented staff, NCHEMS has achieved a position of preeminence as a leader in the development and promulgation of information-based approaches to policy-making in higher education.

Mr. Jones is widely recognized for his work in such areas as:

- Developing "public agendas" to guide state higher education policy-making.
- Financing, budgeting, and resource allocation methodologies for use at both state and institutional levels.
- Linking higher education with states' workforce and economic development needs.
- Developing and using information to inform policy-making.

Mr. Jones has written many monographs and articles on these topics, has presented his work at many regional, national, and international conferences, and has consulted with hundreds of institutions and state higher education agencies on management issues of all kinds. Mr. Jones is a graduate of Rensselaer Polytechnic Institute and served as an administrator (in business and institutional planning) there for eight years prior to his joining the NCHEMS staff. He has served as an advisor to the U.S. Secretary of Education, the Lumina Foundation for Education, the National Center for Public Policy and Higher Education and to numerous other associations, policy organizations, and state agencies.