



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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DRAFT PRELIMINARY BOARD MEETING AGENDA

*Bellevue Community College, Room N201, NW Center for Emerging Technologies
3000 Landerholm Circle SE, Bellevue 98007
January 27, 2000*

*Approximate
Times*

Tab

7:45 a.m.	Board Breakfast and Meeting Overview (NW Center for Emerging Technologies, N107) <i>No official business will be conducted at this time.</i>	
8:30 a.m.	Welcome and Introductions <ul style="list-style-type: none">• Bob Craves, HECB Chair• B. Jean Floten, President, Bellevue Community College	
	Adoption of December HECB Meeting Minutes	1
	<u>INFORMATION ITEMS</u>	
	Teacher Preparation and Development <ul style="list-style-type: none">▪ Briefing, Institute for Public Policy staff	2
	Competency-based Admissions: Proposed Science Standards <ul style="list-style-type: none">• HECB staff briefing on ASAC recommendations	3
	GEAR UP <ul style="list-style-type: none">• HECB staff briefing	4
	Legislative Update <ul style="list-style-type: none">• HECB staff briefing	5
10:30 a.m.	<u>BREAK</u>	
10:45 a.m.	First Presentation on Rule Changes – Washington Scholars <ul style="list-style-type: none">• HECB staff briefing	6

- Master in Teaching Reimbursement: Emergency Rules Update** **7**
 - HECB staff briefing

ACTION ITEMS

- 2001-03 Capital and Operating Budget Guidelines** **8**
 - HECB staff briefing
(Resolution 00-01)

12:00 noon **Board Lunch** (N107)
No official business will be conducted at this time.

12:45 p.m. CAMPUS TOUR

- 1:30 p.m.** **Promise Scholarship Emergency Rules Extension** **9**
 - HECB staff briefing
(Resolution 00-02)

- Gender Equity Report** **10**
 - HECB staff briefing
(Resolution 00-03)

DIRECTOR'S REPORT

2:30 p.m. BOARD PLANNING SESSION (B201, Board Room)

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

2000 HECB Meeting Schedule

<i>DAY/DATE</i>	<i>TYPE</i>	<i>TENTATIVE LOCATION</i>
February	No meeting	
March 30 (Thurs.)	Regular meeting	Lake Washington School District, Seattle
April	No meeting	
May 25 (Thurs.)	Regular meeting	WWU, Bellingham
June	No meeting	
July 25-26 (Tue./Wed.)	Board planning/ Regular meeting	CWU, Ellensburg
August	No meeting	
September 21 (Thurs.)	Regular meeting	WSU, Pullman
October 26 (Thurs.)	Regular meeting	Olympia
November	No meeting	
December 1 (Fri.)	Regular meeting	UPS, Tacoma

**HIGHER EDUCATION COORDINATING BOARD
MINUTES OF MEETING
December 3, 1999**

HECB Members Present

Mr. Bob Craves, Chair
Dr. Gay Selby
Mr. Jim Faulstich
Mr. Larry Hanson
Mr. David Shaw
Ms. Ann Ramsay-Jenkins

HECB Staff

Mr. Marc Gaspard, Executive Director
Ms. Linda Schactler, Deputy Director
Mr. Bruce Botka, Dir. Governmental Relations
Ms. Becki Collins, Dir. Educational Services
Mr. Dan Keller, Associate Director
Mr. Jim Reed, Associate Director
Ms. Elaine Jones, Associate Director
Dr. Evelyn Hawkins, Associate Director
Ms. Linda LaMar, Associate Director
Mr. John Fricke, Associate Director

Introductions

Mr. Bob Craves, HECB Chairman, welcomed meeting participants and initiated Board introductions. Mr. Marc Gaspard, Executive Director, reviewed the agenda for the day.

Minutes of December 3, 1999 Board Meeting

Mr. Larry Hanson moved for approval of the minutes as recorded. **Ms. Ann Ramsey-Jenkins seconded.** The minutes were approved.

Legislative Updates

Mr. Gaspard gave an overview of the legislative items for discussion and introduced Mr. Bruce Botka, HECB Director for Governmental Relations. Mr. Botka gave an update of HECB's 2000 legislative agenda.

2000 Master Plan

The Board's highest priority is to secure legislative endorsement of the 2000 Master Plan through a concurrent resolution that will establish the plan as the state's higher education policy. The plan, which identifies five primary initiatives, will be presented to the Governor and the Legislature in January 2000.

Promise Scholarship

- A bill will be introduced to ensure that the program becomes a permanent part of the state's array of student financial aid programs.
- The Governor will propose supplemental funds to increase the amount of scholarship awarded to students (more students applied than had been estimated).

Guaranteed Education Tuition Program (GET)

After two years of operation, and as directed by the Legislature, a review of the program is due to clarify administrative functions and responsibilities.

Degree Authorization Act (DAA)

Staff is examining ways of improving the statute under which the Board authorizes out-of-state institutions that offer college degrees in Washington State. The goal is to clarify and strengthen the provisions in order to provide better quality control on behalf of students.

Accountability

Informal discussions have been going on among stakeholders to look at the next generation of higher education accountability initiatives.

Future Teachers

Staff members have worked with their counterparts at the Office of the Superintendent of Public Instruction (OSPI) to refine current statute and to create additional incentives for students to enter the teaching profession. Ms. Elaine Jones, HECB Associate Director, commented that there is no data in the state that tells us where there is a shortage in teachers for special education.

K-20 Network

The K-20 governing board, on which the Mr. Gaspard serves, endorsed a program plan to bring K-20 data services to public libraries across the state.

ACTION: **Mr. Larry Hanson** moved for consideration of Resolution 99-49, adopting HECB's 2000 Legislative Agenda. **Mr. David Shaw** seconded the motion, which was carried unanimously.

Supplemental Institutional Operating and Capital Budgets

Mr. Gaspard described the role of the Board's Fiscal Capital Subcommittees. Dr. Gay Selby reported on the Fiscal Subcommittee's supplemental operating budget recommendations. She prefaced the discussion with a clarification that the subcommittee considered adjustments to continue current on-going services and not to fund new projects or revisit old ones. She noted that the supplemental budget is used to make adjustments to the biennial budget for unexpected problems that have occurred or for technical adjustments to what has been adopted. Mr. Larry Hanson described the same approach for the supplemental capital budget.

HECB Associate Directors Mr. Dan Keller and Mr. Jim Reed provided detailed briefings on the supplemental operating and capital budget requests. The Fiscal Subcommittee recommended \$2.3 million for continuing current on-going services and \$16.7 million for the viability of the system over the long-term, but not constituting immediate needs. Dr. Selby expressed the need for another level of detail on enrollment information (i.e., e-learning enrollments, and enrollment per branch campus or learning centers).

The Capital subcommittee recommended a total of \$37.7 million of which \$6.9 was bonds and \$30.8 local funds. A total of \$10.9 million was deferred to 2001-03 (\$7.4 million in bonds and \$3.5 million in building funds). Mr. Abdul Nasser, Central Washington University Vice President for Business and Financial Affairs, requested that CWU's capital budget recommendations, which had not been received by the HECB, be reviewed and considered for inclusion in the HECB supplemental capital recommendations. Mr. Hanson said the Capital Budget Subcommittee would consider CWU's request.

ACTION: **Mr. David Shaw** moved for consideration of Resolution 99-50, adopting HECB's supplemental operating and capital budget recommendations, with the proviso that CWU's request be taken into consideration, with input from the Capital Subcommittee. **Dr. Gay Selby** seconded the motion, which was carried unanimously.

2001-2003 Budget Guidelines

Mr. John Fricke, HECB Associate Director, and Mr. Jim Reed discussed the preliminary draft guidelines. Staff will continue working with the institutions to review possible refinements. The guidelines will be considered for final adoption in the January Board meeting. Institutional budget/fiscal representatives shared their comments and suggestions.

Dr. Barbara Smith, TESC, encouraged alignment of the budgets to the Master Plan. She said that inter-institutional work needs to be more specific and concrete. One good example is the cooperative library project. She is concerned that state funding for growth would not be adequate. She said serious attention must be given to structure barriers to developing high demand areas.

Ms. Judy McNickle, WWU, would like to see the same guidelines and procedures with the Office of Financial Management.

Dr. Dave Dauwalder, CWU, said that the provosts would like to meet with the HECB. He hoped to begin the collaboration process with the budget guidelines.

ACTION: **Mr. Larry Hanson** moved for consideration of Resolution 99-40, adopting the preliminary draft of the 2001-03 budget guidelines. **Mr. Jim Faulstich** seconded the motion, which was carried unanimously.

Higher Education Grants

Mr. Botka and Ms. Linda Lamar, HECB Associate Director, provided updates and discussed the process of the following grants:

- High Demand Enrollments – The HECB received 41 project proposals from the public baccalaureate institutions and the community and technical colleges. Most of the projects are related to information technology; some are directed at health care, teacher training, and environmental education. A 14-member review committee has been formed to evaluate the proposals. The resolution before the Board seeks approval of the committee's recommendations and directs staff to execute interagency agreements with the successful institutions.
- Information Technology Grants – Western Washington University (WWU) has received the required matching funds for its Center for Internet Studies grant. The next step would be to execute the interagency agreement to make the funds available to WWU. For the second round of proposals, staff received 3 proposals that have been evaluated by a review committee. The resolution before the Board seeks approval of the committee's recommendations.

- Child Care Grant – Grants went to CWU, EWU, WSU Pullman. Next steps would be to develop interagency agreements with the institutions. Mr. Craves wanted to know if the Legislature would be providing more funding. Ms. Lamar said that this is just the first step to see how much of this service is needed. Each of the proposals approved also contains Provisions on keeping the programs going even after the grants expire.

Mr. Shaw asked if the grants are for students only. Ms. Lamar clarified that the Legislature actually included faculty and staff, but the HECB received no proposals to serve faculty and staff.

Ms. Cody Benson, President of the Washington Student Lobby, thanked the board for their inclusion in the Master Plan process, and also for the child care grant that the association has worked for years to get. Mr. Botka acknowledged that the hard work of the student lobby played a significant role in the passage of the grant.

ACTION: **Mr. Larry Hanson** moved for consideration of Resolutions 99-41, 42, and 43 approving the three grants: high-demand enrollments, information technology, and child care. **Ms. Ann Ramsay-Jenkins** seconded the motion, which was carried unanimously.

Master in Education Reimbursement Program

Ms. Elaine Jones discussed the proposed emergency rules, which are necessary to implement this program. Key points mentioned regarding the program and the emergency rules included the following:

- The program results from a brief budget proviso in the 1999-2001 Biennial budget.
- In accordance with the proviso, the emergency rules give first priority to eligible applicants who possess mathematics or science teaching credentials.
- The proposed emergency rules, as submitted, included a second priority for those eligible teachers who are teaching in schools where the student body has scored below the mean on the WASL.

Board members expressed the following concerns:

- The tight time frame could make it difficult for applicants to meet the deadline.
- Use of a second priority could establish an unintended two-tier system of reimbursement.
- Applicants should not be reimbursed by this program and also from other sources of public funds, such as their school district.
- Program parameters would allow a recipient to return to teaching for a minimal time period and then take their skills out of state.

Karen Davis, WEA Legislative Liaison, offered some comments. The WEA is not supportive of the priority for math and science teachers contained in the proviso. They would like to see the program open to a larger group. They would like to see a portion of the funds set aside for distribution to elementary school teachers, with the priority for math and science credentials recognized only within the funds set aside for secondary teachers. The association does not support the use of WASL scores as a second tier priority. She suggested that awards beyond the

first priority be determined through a lottery. The association also objects to offsetting the amount of reimbursement allowable by the amount of reimbursement received from other sources of public funds, since “no teacher” is receiving full reimbursement of their cost of education and “...no school district awards more than \$250-\$500 in reimbursement.”

Dr. Selby suggested that after running the program for a year and gathering data, recommended program changes be provided to the legislature. She added that she would not support a second tier priority based on WASL outcomes. Mr. Craves suggested that to get the program going we implement only a first tier priority and that we continue to work to reach consensus on a second tier priority. Mr. Shaw agreed on the need for continued discussion about the program.

Ms. Becki Collins, HECB Director of Education Services, advised that adopting the emergency rules would not lock the Board in. Staff will continue to refine the program at the Board’s direction. Mr. Gaspard further suggested that the board could make a motion to delete mention of the WASL in the proposed emergency rules, and approve the resolution as written.

ACTION: Mr. Jim Faulstich made the motion to delete the priority two classification from the proposed emergency rules. Mr. David Shaw seconded the motion, which was carried unanimously.
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ACTION: Dr. Gay Selby made the motion to consider approval of Resolution 99-44 with the language of the emergency rules amended. Mr. Larry Hanson seconded the motion, which was carried unanimously.
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Distance Learning Enrollments Feasibility Study

Mr. Botka briefly described the background of the feasibility study. In 1999, the Legislature approved budget language that directed the HECB to study the feasibility of collecting Washington enrollment data on distance learning programs sponsored by private institutions in Washington and institutions outside the state.

Mr. Hanson commented that the study would be a waste of time. Mr. Craves questioned the need to do the study. “Shouldn’t we just get out of the way and let the industry run? I think it is difficult to say anything substantive, and three years from now there will be so many changes.” Mr. Gaspard clarified that the study was undertaken in response to a budget proviso. The resolution before the Board merely accepts the study, which mentions, among others, the issues affecting the feasibility of collecting this data, including the “rapid growth and change.”

ACTION: Mr. David Shaw made the motion to approve Resolution 99-45, accepting the feasibility study on distance learning. Mr. Larry Hanson seconded the motion, which was carried unanimously.

Diversity Report

Dr. Evelyn Hawkins, HECB Associate Director, described the background of the report on minority participation in higher education. She discussed the statewide goals and how minority groups are actually doing against those benchmarks. The report presented data on minority

enrollment, transfer, retention, completion, and employment. There appears to be a strong continuing commitment among public baccalaureate institutions and the community and technical college system to increase the participation of people of color.

The HECB proposes to “review the statewide goals for the participation of people of color in higher education” to determine whether the bases for the goals remain meaningful and effective. The review will be carried out in collaboration with other higher education constituencies and will be presented to the Board in September 2000 for action.

Dr. Selby expressed interest in understanding the rate of minority participation among the Washington Promise Scholarship recipients. Mr. Shaw commented that GEAR UP is one program that helps youths at risk, many of them minorities. The program follows a cohort of students as they progress through the system and “allows the students to develop a value of higher education.”

Mr. Craves said he was “concerned that the minority participation looks like it’s going smaller.” He wanted to know if there are initiatives or programs being undertaken to encourage minority participation in higher education. Mr. Gaspard advised that a regional western state conference is being planned in late February in coordination with WICHE, the Governor’s office, and the Ford Foundation to talk about diversity in higher education.

<p>ACTION: Mr. David Shaw made the motion to approve Resolution 99-46, accepting the 1999 report on the diversity and participation of people of color in higher education. Mr. Larry Hanson seconded the motion, which was carried unanimously.</p>

2000 HECB Meeting Schedule

<p>ACTION: Dr. Gay Selby made the motion to approve Resolution 99-47. Mr. David Shaw seconded the motion, which was carried unanimously.</p>

EWU, Master of Social Work at Lewis and Clark State College in Lewiston, Idaho

<p>ACTION: Dr. Gay Selby made the motion to approve Resolution 99-48. Mr. David Shaw seconded the motion, which was carried unanimously.</p>

Director’s Report

Mr. Gaspard provided updates on the:

- Guaranteed Education Tuition program (GET)
- GEAR-UP kick off event, and the
- Governor’s directive to state agencies relative to the impact of I-695.

HECB Officers Reappointed

HECB bylaws provide that Board officer terms expire at the end of the calendar year. With the concurrence of the Board, Mr. Craves asked Dr. Gay Selby and Mr. David Shaw to continue as officers of the Board until the end of their term.

Adjournment: 4:15

RESOLUTION NO. 99-40

WHEREAS, The Higher Education Board is required by statute (RCW 28B.80.330(4)) to review, evaluate and make recommendations on the operating and capital budget requests from four-year institutions and the community and technical college system. These recommendations are to be based upon role and mission statements of the institutions; the state's higher education goals, objectives, and priorities; and a comprehensive master plan; and

WHEREAS, The Higher Education Coordinating Board is also required by statute to distribute budget guidelines which outline the Board's fiscal priorities to the institutions by December of each odd-numbered year; and

WHEREAS, The Higher Education Coordinating Board has completed the 2000 Master Plan which lays out the goals, objectives and fiscal priorities of the Board; and

WHEREAS, Preliminary operating and capital budget guidelines have been prepared and distributed for review and comment by the institutions, similar to the process employed in the development of budget guidelines for the 1999-2001 biennium;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Preliminary Draft of the 2001-2003 Operating and Capital Budget Guidelines. Review and comment on these preliminary guidelines is solicited from the institutions prior to the January 27, 2000, Board meeting when final budget guidelines will be approved.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-41

WHEREAS, The Higher Education Coordinating Board has been directed by the Legislature and Governor to administer a grant to encourage programs providing high quality, accessible, and affordable child care for students attending public baccalaureate institutions; and

WHEREAS, The Higher Education Coordinating Board staff and external experts representing child care organizations have evaluated the grant proposals and recommend funding the following Child Care Grant proposals:

1. "Affordable Infant & Toddler Care for Students at Central Washington University," \$70,906
2. "Enhancing Programs and Access at the Eastern Washington University Children's Center," \$29,025
3. "Affordable Child Care for Students at Public Baccalaureate Institutions," Washington State University, Pullman, \$50,069

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves grants to these recipients in the amounts specified above, and directs HECB staff to release the funding upon the execution of interagency agreements spelling out the terms of the grant process

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-42

WHEREAS, The Legislature and Governor have directed the Higher Education Coordinating Board — under the terms of Senate Bill 5180 as enacted on May 14, 1999 — to administer an information technology instruction grant program during the 1999-2001 biennium; and

WHEREAS, In July 1999, the Board adopted a process for review and approval of the 1999-2001 information technology instruction grant proposals; and

WHEREAS, In September 1999, the Board approved several information technology grants and directed the staff to conduct a second-round application and review process for the remaining unallocated funds; and

WHEREAS, the HECB staff and external experts in the field have evaluated the second-round grant proposals in accordance with the adopted process and have recommend funding the following information technology instruction projects:

1. Eastern Washington University, Development of the Center for Distributed Computing Studies, in the amount of \$100,000 for the 1999-2001 biennium; and
2. Washington State University, Development of a Technology Teaching Laboratory for the Management Information Systems program, in the amount of \$125,000 for the 1999-2001 biennium; and

WHEREAS, Both institutions have secured the required matching contributions of non-state cash or donations equivalent to the first-year grant amount; and

WHEREAS, Western Washington University has received the required first-year matching funds for its proposal for the Center for Internet Studies, which received conditional approval on September 15, 1999, for biennial funding in the amount of \$274, 518;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the grants to Eastern Washington University, Washington State University, and Western Washington University as outlined above, effective December 3, 1999;

BE IT FURTHER RESOLVED, that the HECB staff is directed to execute interagency agreements for the release of the grant funds to the successful institutions, spelling out the specific requirements of the grants as required under Senate Bill 5180.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-43

WHEREAS, the Higher Education Coordinating Board has been directed by the Legislature and Governor, under the terms of Senate Bill 5180, to allocate funds to support 500 new full-time equivalent (FTE) student enrollments to high-demand fields and programs in the public baccalaureate and public community and technical colleges during the 2000-2001 academic year; and

WHEREAS, the Board has developed and implemented a competitive bidding process for those new enrollments in consultation with the Office of Financial Management and the legislative budget committees, as called for in Section 610(3) of Senate Bill 5180, the state's 1999-20001 operating budget; and

WHEREAS, upon the completion of that process the Board has received recommendations for the distribution of these enrollments from its review committee, composed of educators, labor market and economic development specialists from Washington and other states; and

WHEREAS, the Board agrees with its review committee that these proposals represent an outstanding response among the public baccalaureate and community and technical college sectors of higher education to expand enrollment opportunities in programs that are experiencing strong enrollment demand, and whose graduates are in demand among employers;

THEREFORE, BE IT RESOLVED that the HECB approves the recommendations of its high-demand enrollment review committee and directs the staff to execute interagency agreements for the allocation of the new enrollments and the release of related funding;

BE IT FURTHER RESOLVED that the HECB staff is directed to work with the institutions to address any remaining unresolved issues related to the interagency agreements, including the development of consistent budget strategies for indirect costs related to instructional and student support services, and consistent methods for tracking and reporting the expanded enrollments to the Legislature and Governor.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-44

WHEREAS, In 1999 the Washington Legislature authorized the Master's of Education Reimbursement Program as a proviso to the 1990-2001 operating budget; and

Whereas, The program offers a partial reimbursement of tuition expenses incurred by teachers who obtain a Master's in Education or a Master's in Teaching degree, and who assume or resume teaching duties in one of the state's public elementary, middle, or high schools; and

Whereas, The Legislature appropriated \$1 million to the HECB for expenditure in the 1999-2000 academic year; and

Whereas, The HECB is responsible for collecting applications, devising procedures, selecting eligible recipients, and disbursing funds; and

Whereas, The HECB must determine the reimbursement amount and approve specific selection criteria;

Therefore, be it resolved, That the HECB set the maximum reimbursement rate at \$3,000 for eligible recipients in the 1999-2000 academic year, to be prorated if necessary; and

Be it further resolved, That the priority deadline for the 1999-2000 application shall be June 15, 2000, and that the final deadline shall be June 30, 2000; and

Be it further resolved, That the proposed rules, as attached, be adopted as emergency rules; and

Be it further resolved, That staff begins the process for adopting permanent rules for the Master's of Education Reimbursement Program.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-45

WHEREAS, The Legislature directed the Higher Education Coordinating Board (HECB) in ESSB 5180 to study the feasibility of collecting Washington enrollment data on distance learning "... sponsored by private institutions in Washington as well as by institutions outside of the state of Washington"; and

WHEREAS, The Board, in compliance with the budget proviso in ESSB 5180, has as directed, worked with the Office of Financial Management and the State Board for Community and Technical Colleges to prepare the study; and

WHEREAS, The HECB has conducted two surveys that help establish a general picture of the role played by distance education providers in meeting our state's higher education needs; and

WHEREAS, The Board has developed a written report on the feasibility of collecting distance learning enrollment data.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the "Feasibility Study: Distance Learning Enrollments in Independent Institutions" and submits these findings to the Washington State Legislature; and

BE IT FURTHER RESOLVED, That although there are significant impediments to the collection of accurate enrollment data from these providers, the HECB is prepared to monitor and track developments in the field.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION 99-46

WHEREAS, RCW 28B.80.350 (11) requires the Higher Education Coordinating Board to monitor and report on the minority participation in higher education, and to make recommendations to increase minority participation rates; and

WHEREAS, the Higher Education Coordinating Board adopted Resolution No. 96-06, establishing a revised Policy on Participation of People of Color, including statewide goals for the public higher education system, and an annual schedule of reporting; and

WHEREAS, the Higher Education Coordinating Board in Resolution No. 97-44 reaffirmed its commitment to the value of ethnic and racial diversity in achieving educational excellence; and

WHEREAS, a supplementary report on efforts and strategies to increase the participation of people of color on campuses of community and technical colleges will be forthcoming;

THEREFORE, BE IT RESOLVED that the Higher Education Coordinating Board approves the Diversity and Participation of People of Color in Higher Education: 1999 Report; and

BE IT FURTHER RESOLVED that the Higher Education Coordinating Board reaffirms its commitment to the value of ethnic and racial diversity in achieving educational excellence and commends Washington colleges and universities in their efforts toward that end; and

BE IT FURTHER RESOLVED that the Higher Education Coordinating Board in collaboration with the public baccalaureate institutions and the State Board of Community and Technical Colleges shall conduct a comprehensive review of the statewide goals for the participation of people of color, and report on the review by September 2000; and

BE IT FURTHER RESOLVED that the Higher Education Coordinating Board shall continue to monitor the participation of people of color in higher education, specifically in the areas of student enrollment, retention, and completions, and institutional climate.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary]

RESOLUTION NO. 99-47

WHEREAS, The Higher Education Coordinating Board is required to adopt an annual schedule of regular dates for publication in the State Register; and

WHEREAS, The Board reviewed a proposed schedule for 2000 at the December 3, 1999, meeting; and

WHEREAS, The proposed schedule has been modified in response to Board requests;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the attached calendar as its 2000 meeting schedule.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-48

WHEREAS, Eastern Washington University has requested approval to offer a Master of Social Work at Lewis and Clark State College in Lewiston, Idaho; and

WHEREAS, The program will provide the only Master of Social Work for individuals in the Clarkston/Lewiston region; and

WHEREAS, The program addresses the growing need for social workers in the public and private sectors; and

WHEREAS, The assessment plan and student learning outcomes are exemplary; and

WHEREAS, The resources and costs are reasonable for offering this graduate program.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University request to offer a Master of Social Work for two cohorts of students, over a five-year cycle, at Lewis and Clark State College in Lewiston, Idaho, effective January 2001.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-49

WHEREAS, State law directs the Higher Education Coordinating Board (HECB) to review, evaluate and make recommendations to the Legislature and the Governor regarding budget, policy, and legislative issues in consultation with the state's other educational institutions; and

WHEREAS, The Board has reviewed the supplemental budget proposals of the state's public four-year college and universities, and the community and technical colleges; and

WHEREAS, The Board has reviewed a wide range of legislative issues in order to fulfill its statutory responsibilities and to respond to a number of directives from the Legislature and Governor during the 1999 legislative session.

THEREFORE, BE IT RESOLVED, That the Board hereby adopts its 2000 legislative agenda, whose highest priorities are as follows:

1. Approval of the 2000 Master Plan for Higher Education through a concurrent legislative resolution;
2. Enactment of a statute to make the Washington Promise Scholarship a permanent component of the state's complement of programs to encourage students to attend Washington colleges and universities;
3. Legislation to clarify the administrative and program responsibilities related to the state's Guaranteed Education Tuition program (also known as the Advanced College Tuition Payment Program);
4. Approval of the Board's recommendations for immediately needed enhancements of the supplemental operating and capital budget enhancements of several of the state's public colleges and universities; and
5. Development of legislation to refine the state's Degree Authorization Act to improve the HECB's ability to fulfill its statutory responsibilities to protect the interests of education consumers.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-50

WHEREAS, It is the responsibility of the Higher Education Coordinating Board (HECB) to recommend higher education funding priorities to the Governor and to the Legislature for both regular biennial budgets as well as supplemental budget requests; and

WHEREAS, Five of the four-year institutions and the State Board for Community and Technical Colleges have submitted supplemental operating and capital budget requests for consideration by the Governor and the Legislature during the 2000 session of the Legislature; and

WHEREAS, The capital and operating budget subcommittees of the HECB have met to consider the supplemental budget requests on November 22 and 23, respectively; and

WHEREAS, The subcommittees made recommendations to the full HECB for consideration on December 3, 1999;

THEREFORE, BE IT RESOLVED, That the Board adopts the recommendations of the capital and operating budget subcommittees with respect to supplemental budget proposals for the 2000 session of the Legislature; and

BE IT FURTHER RESOLVED, That the Board directs those recommendations to be forwarded to the Governor and the Legislature.

Adopted:

December 3, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

TEACHER PREPARATION AND DEVELOPMENT: FINAL REPORT
Washington State Institute for Public Policy

January 2000

EXECUTIVE SUMMARY

BACKGROUND

The Washington State Institute for Public Policy (WSIPP) was created in 1983 by the Legislature to conduct non-partisan, practical research on a wide variety of issues. The work of the WSIPP includes a wide variety of public policy issues. A board of directors representing the Legislature, the public baccalaureate institutions, the Office of Financial Management, and the Department of Social and Health Services governs WSIPP.

TEACHER PREPARATION AND DEVELOPMENT

At the January 2000 Higher Education Coordinating Board (HECB) meeting, WSIPP staff Edie Harding and Barbara McLain will brief the HECB on the WSIPP's study of teacher preparation and development. It was conducted in light of the 1993 Washington Education Reform Act that sets high expectations and high stakes for improving student learning.

The study addresses two key questions relating to teacher quality:

1. Is the state assuring that teachers have the knowledge and skills to help students meet the new academic standards?
2. What is happening for teachers as they progress through the three stages of a teacher's career: pre-service teacher preparation, beginning teacher assistance, and professional certification?

The study recommends three strategies to promote teacher quality:

1. Establish consistent statewide standards of performance for teachers, with benchmarks for the stages of a teacher's career.
2. Establish consistent statewide performance assessments of teachers' knowledge and skills.
3. Adopt clear accountability criteria for teacher quality via state approval of pre-service and professional certificate programs.

OTHER STUDIES AND INITIATIVES

According to the Center for the Study of Teaching and Policy based at the University of Washington,

“The nation is currently in what might be called a “third wave” of the contemporary education reform movement set in motion in the early 1980s. In earlier periods, reform efforts centered on intensifying student academic requirements, bolstering the structure of the teaching occupation, and restructuring schools. In this third wave, the policy focus is on improving the quality of teaching through, for example, better teacher preparation and higher quality, more relevant professional development.”

On the national level, the U.S. Department of Education just released its first-ever report to the nation on teacher quality. Recently, the State Higher Education Executive Officers’ Eisenhower Coordinators Network published its report on state higher education support for beginning teachers.

In Washington State, three exciting initiatives are currently underway.

1. Partnership for Excellence in Teaching or PET (The National Commission on Teaching and America’s Future)
2. Title II Teacher Quality Enhancement Grant (The Office of the Superintendent in Public Instruction)
3. The Partnership for Learning Business Coalition

These statewide initiatives complement ongoing efforts to ensure that there is a high quality teacher in every classroom, a result of efforts of the State Board of Education, local schools, and Colleges of Education, etc. In the months ahead, the HECB will be briefed on, and monitor the progress of these and other endeavors.

MINIMUM COLLEGE ADMISSIONS STANDARDS IN SCIENCE

Proposed Competency-based Standards

January 2000

EXECUTIVE SUMMARY

BACKGROUND

State law [RCW 28B.80.350] requires the Higher Education Coordinating Board to set minimum admissions standards for public baccalaureate institutions. In 1994, in response to K-12 education reform implemented in House Bill 1209, the Legislature directed the HECB to develop a competency-based admissions system for public higher education institutions. In 1995, the Higher Education Coordinating Board (HECB) began to revise minimum college admissions standards from traditional measures to competency-based admissions standards.

The HECB convened an Admissions Standards Action Committee (ASAC) to begin a process of translating current admissions standards into competency-based admissions standards. In 1997 the Board approved competency-based admissions standards for English, world languages, and mathematics. These standards have been created by using and, as necessary, adding to the Essential Academic Learning Requirements (i.e., post-Certificate of Mastery). To date, the adopted competency-based admissions standards *have not raised minimum admissions standards*.

REPORT DRAFT RECOMMENDATIONS

This report makes two draft recommendations:

- 1.) that the HECB approve the proposed competency-based minimum admissions standards in science, and
- 2.) that the HECB raise the current minimum admissions standards in science from two years of science to two years of *laboratory* science, including one year of algebra-based biology, chemistry, or physics (or its equivalent). The new standards would be aligned with the Certificate of Mastery calendar (tentatively 2008); the Carnegie unit-based standards would be required for the graduation class of 2005.

Why higher standards in science? In 1998, the Commission on Student Learning approved science standards for Certificate of Mastery. The so-called “Benchmark 3 standards” exceeded current minimum science standards — both those required for high school graduation and for admission to college.

Subsequently two actions occurred: (1) The HECB convened high school and postsecondary faculty to begin crafting post-Certificate of Mastery standards that would align with current minimum admissions standards. During those discussions, faculty agreed that the current minimum standards do not prepare students for college-level science, and recommended raising college admissions standards to include algebra-based science coursework in introductory-level science courses. (2) The State Board of Education adopted a new policy requiring Certificate of Mastery for graduation from high school. Admission requirements at five of six public baccalaureate institutions includes a high school diploma.

MINIMUM COLLEGE ADMISSIONS STANDARDS IN SCIENCE

Proposed Competency-based Standards

January 2000

PURPOSE

The purpose of the Competency-based Admissions Standards Project is to create a college admissions process that is consistent with public K-12 education reform efforts, and to ensure that the admissions process for public colleges and universities is accessible to all students, regardless of how they prepare for postsecondary education.

BACKGROUND

The Higher Education Coordinating Board (HECB) is required by law to establish *minimum* requirements for admission to Washington's public baccalaureate institutions [RCW 28B.80.350]. The HECB adopted current admissions standards in 1987; this policy was fully implemented for students entering fall term 1992. The policy describes minimum high school "core requirements" in terms of years of study. Minimum admission criteria currently include grade-point average, pre-college test scores (SAT/ACT), and a distribution of core-course requirements.

Current standards, however, do not align with education reform as described in the Education Reform Act of 1993 [RCW 28A.630.883]. It outlined an education structure that no longer would rely on traditional Carnegie units (seat time) as the measure to determine completion of basic education. The new law established the Commission on Student Learning to perform the following duties:

- identify knowledge and skills all public school students need to know and be able to do;
- develop a student assessment and accountability system;
- develop a Certificate of Mastery as part of the new assessment system;
- develop a performance-based education system;
- develop recommendations for consideration by the HECB for adopting college entrance requirements that are consistent with the essential learning requirements and Certificate of Mastery.

This final directive intersects with HECB statutory authority to establish minimum admissions standards.

Legislative Direction to the HECB for Competency-based Admissions Standards

In 1994, in response to K-12 education reform implemented in House Bill 1209, the Legislature directed the HECB to develop a competency-based admissions system for public baccalaureate institutions. In 1995, the Higher Education Coordinating Board (HECB) began to translate its minimum college admissions standards from traditional measures to competency-based admissions standards. The HECB convened an Admissions Standards Action Committee

(ASAC) that included representatives of K-12 education, vocational education, all six public baccalaureate institutions, independent institutions, community colleges, parents, and students to guide the process of developing new standards. ASAC was charged to complete the following tasks:

- **Examine** the standards under which students gain entrance into a public baccalaureate institution;
- **Translate** the current standards from “seat-time” into terms of mastery;
- **Identify** how those translated standards will be measured and reported; and
- **Facilitate** a smooth transition to higher education for students.

ASAC drafted competency-based admissions standards in English, mathematics, world languages, science, social science, and art as a translation of the current standards; they do not increase minimum admissions standards. Each of the subject area standards derive from the Essential Academic Learning Requirements (EALRs), which the Commission on Student Learning (CSL) created. The HECB approved the draft competency-based admissions standards in English, mathematics, and world languages in June 1997. These standards align with the reading, writing, communication, and mathematics EALRs that were approved by CSL. The Board also approved requiring the Certificate of Mastery from all students graduating from public high schools beginning in 2008. In January 2000, the State Board of Education approved requiring Certificate of Mastery as a high school graduation requirement beginning with the 2007-08 academic year.

Pilot Testing New Admissions Standards

The HECB has created a student follow-up system to compare the college performance of college students admitted under current and new standards. The phase for testing a competency-based system has been initiated at Selah, Mountlake Terrace, and Lake Washington High Schools (Kamiakin High School was added in year two; Olympia High School in year three). State funds and two grants from the Fund for the Improvement of Post-Secondary Education (FIPSE) have supported the project.

SCIENCE STANDARDS

This report makes two recommendations:

1. That the HECB approve the proposed competency-based minimum admissions standards in science (Appendix 1); and
2. That the HECB raise the current science admissions standards (Table 1). Specifically, the recommendation raises the standard to two years of laboratory science, including one year of algebra-based biology, chemistry, or physics (or its equivalent). Although the current minimum admissions standard in science is also two years, one year may be satisfied with any general science and one full year must be satisfied with a laboratory science such as basic principles of biology, chemistry, physics, or applied physics. The new standards would be effective beginning with the high school graduating class of 2005.

TABLE 1:
Proposed Changes Minimum Admissions Standards in Science

<u><i>Current</i></u> Minimum Standards	<u><i>Current</i></u> CSL Standards	<u><i>Proposed Changes to</i></u> Current Minimum Standards	<u><i>Proposed</i></u> Competency-based Standards
<p><u>2 years</u> (to include:)</p> <p>1 year laboratory science (e.g., biology, chemistry, or physics)</p>	<p><u>Essential Academic Learning Requirements through Benchmark 3</u></p>	<p><u>2 years of laboratory science</u> (to include:)</p> <p>1 year of algebra-based laboratory biology, physics, or chemistry (or its equivalent)</p>	<p><u>Essential Academic Requirements through Benchmark 3</u> (plus)</p> <p><u>Ability to:</u></p> <p>use mathematical principles described in <u>Competency-based Admissions Standards: Additional Minimum Admissions Requirements in Mathematics</u> to represent and interpret scientific concepts;</p> <p>use mathematical principles described in <u>Competency-based Admissions Standards: Additional Minimum Admissions Requirements in Mathematics</u> to while engaged in scientific activities;</p> <p>use representational-tools other than algebra (e.g., vectors, light rays, etc.)</p>

In 1998, The Commission on Student Learning approved science standards for Certificate of Mastery; the so-called “Benchmark 3 standards” exceeded current minimum standards. In response to the Commission’s work, HECB staff convened high school and postsecondary faculty to begin crafting post-Certificate of Mastery standards that align with current minimum admissions standards. In addition, discussions with science and mathematics faculty revealed that the current minimum standards do not prepare students for college-level science, and exposed the need to include algebra-based science coursework as preparation for postsecondary work in introductory-level science courses.

HECB staff reviewed the faculty recommendations and consulted with several high schools and baccalaureate institutions about the implications of raising minimum science standards. High schools agreed that the changes could be accommodated with sufficient lead-time (4 years). Western Washington University has had a similar minimum admissions standard in science since 1992 with no evidence of declining applications.

Timeline for Adoption of New Standards. The competency-based standards would be aligned with the Certificate of Mastery calendar beginning in 2008; the Carnegie unit-based standards would be required for the graduation class of 2005. The year 2005 was selected in order to study the impact of the newly raised standards and to provide enough lead-time between current Carnegie unit standards and the implementation of competency-based admissions standards.

WASHINGTON STATE GEAR UP PROJECT

January 2000

EXECUTIVE SUMMARY

BACKGROUND

In 1998, Congress established the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) early intervention project and authorized two distinct types of multi-year competitive grants, state grants and local partnership grants. The purpose of GEAR UP is to encourage more young people to have high education expectations, stay in school, study hard, and go to college. The program focuses on low-income, disadvantaged youths, in grades 7 - 12. GEAR UP replaces and maintains its predecessor program, the National Early Intervention Scholarship and Partnership program (NEISP), which the HECB administered at seven sites.

GEAR UP employs several strategies to encourage and mentor students. After-school programs encourage students to succeed through a variety of intervention activities including tutoring, mentoring, academic advising, career and college planning, community service, parent training and involvement, and field trips to college campuses. GEAR UP also improves student preparation for postsecondary study through teacher professional development and enhancements to K-12 curricula.

With staff support from the HECB, the Office of Governor Gary Locke competed for and was awarded a \$15 million, five-year state GEAR UP grant — one of 21 state grants awarded nationally. Under Governor Locke's leadership, the HECB will administer the Washington State GEAR UP Project in partnership with the

	1999-2000	1999-2004
Federal GEAR UP Award	\$2,728,645	\$15,640,837
Anticipated Match State and Local	\$2,803,581	\$15,762,749
Students Served	1,200	6,000

University of Washington (UW) and with committed support from several school districts, institutions of higher education, and state and local education organizations.

STATE PROJECT GOALS

Washington's state GEAR UP project has six goals.

- Provide comprehensive early intervention services and financial assistance to low-income and academically at-risk students.
- Increase students' academic performance and preparation for higher education.
- Increase students' education expectations.
- Increase student and family knowledge of higher education options and financing.
- Increase the enrollment rate of students in higher education.
- Establish effective education partnerships among families, schools, colleges and universities, local organizations and businesses, state education service agencies, and state and local governments.

STATE PROJECT FEATURES

GEAR UP will provide two early intervention projects to encourage more disadvantaged Washington students to enroll and succeed in higher education.

1. **GEAR UP State and Partnership Coordination Project.** The HECB and UW will share administration of the GEAR UP State and Partnership Coordination Project. The purpose of the Coordination Project is to support the state GEAR UP scholars project and local partnership projects by achieving three goals.
 - Expand statewide capacity to prepare more disadvantaged students for postsecondary study.
 - Establish critical linkages among GEAR UP and other early intervention programs, local K-12 schools, higher education, state and local governments, businesses, community organizations, and statewide education outreach organizations
 - Develop and implement effective curricula and early-intervention strategies for students, families, and schools that can be replicated across the state and nationally.

The Coordination Project includes seven major activities.

- **Create a series of college planning publications**, appropriate to GEAR UP students and parents, and translated into a variety of languages
 - **Communicate** activities and best practices related to intervention programs.
 - **Provide professional development activities** for all GEAR UP staff and personnel from the schools served by GEAR UP.
 - **Conduct annual summer institutes at the UW**, to provide an intensive on campus college experience for up to 1,000 GEAR UP students, parents, schoolteachers and administrators.
 - **Develop K-12 Curriculum Modifications** designed by UW faculty from the College of Arts and Sciences relating to student skills, knowledge, and attitudes. These modifications will result in implemented college/career preparatory plans and increased academic achievement. The curriculum will be made available to all GEAR UP participating schools, with eventual replication statewide. The UW will evaluate and continue to improve the proposed curriculum.
 - **Designate UW Outreach Partners**, a cadre of UW graduate and undergraduate assistants who will provide roving, comprehensive, year-round support to GEAR UP projects across the state. Assistants will come from backgrounds similar to those of the GEAR UP target populations. Proposed activities include mentoring, counseling, training, orientation services, and technology-based support.
 - **Develop GEAR UP technological media**, including web sites, teleconferences, chat rooms, list serves. GEAR UP media will include news from the state and national GEAR UP community, and materials for professional development, college planning and preparedness, parent training, etc.
2. **GEAR UP Scholars Project.** The HECB will administer the GEAR UP Scholars Project. GEAR UP is intended in part to enable states to continue early intervention services to students participating in the National Early Intervention Scholarship and Partnership (NEISP) Program, a federal/state effort that reached sunset in August 1999. The HECB has administered NEISP since 1994 and will continue to build on the successes of that project under the auspices of GEAR UP.

The Scholars Project will serve 1200 low-income, disadvantaged students, grades 7 – 12, in the five existing NEISP service areas (Grays Harbor, Spokane, Inchelium, Tacoma, and Wapato). The Scholars project also will serve four or five communities yet to be identified.

The Scholars Project will provide long-term, year-round, comprehensive support to motivate, and prepare students for postsecondary study. Students who stay in the program, graduate, and enroll in an approved college program, will receive scholarships for up to four years. The value of the scholarship equals the amount of the Federal Pell grant, currently \$3,125 per year. Parents are also expected to participate in the program for a minimum of 40 hours annually through a combination of helping with the program itself and by participating in training. Parent training focuses on increased awareness of the benefits of going to college, involvement in the student's academics, increased awareness of financial planning and financial aid programs, and advocating for the student.

Out of the 1200 total participants, 320 from grades 10 – 12 will be selected as Scholars Project *Ambassadors*. Ambassadors assume leadership and service responsibilities, including mentoring and tutoring younger students, developing and leading service learning projects, and conducting academic advising and college outreach activities for their peers.

PROJECT EVALUATION

The HECB and project partners will conduct ongoing evaluations of the GEAR UP Project's various intervention strategies. By creating and sustaining a variety of early-intervention strategies in diverse settings, the state has a unique opportunity to identify the best ways to prepare low-income disadvantaged students for college, and to replicate those efforts-across the state.

2000 LEGISLATIVE UPDATE

January 2000

The 2000 session of the Washington Legislature convened on Monday, January 10. The regular session of the Legislature will last 60 days.

In December 1999, the HECB approved legislative priorities for the 2000 session, including the following:

1. Approval of the 2000 Master Plan for Higher Education through a concurrent legislative resolution;
2. Enactment of a statute to make the Washington Promise Scholarship a permanent component of the state's complement of programs to encourage students to attend Washington colleges and universities;
3. Legislation to clarify the administrative and program responsibilities related to the state's Guaranteed Education Tuition program (also known as the Advanced College Tuition Payment Program);
4. Approval of the Board's recommendations for immediately needed enhancements of the supplemental operating and capital budget enhancements of several of the state's public colleges and universities.

A briefing on these and other issues will be presented to the Board for information only, during this portion of the meeting.

WASHINGTON SCHOLARS First Presentation on Rule Changes

January 2000

EXECUTIVE SUMMARY

BACKGROUND

The Legislature established the Washington Scholars program in 1981, to

- 1) recognize the accomplishments of three high school seniors from each legislative district;
- 2) encourage privately-funded scholarship awards; and
- 3) stimulate recruitment of outstanding students to Washington public and independent colleges and universities.

1999 Program Changes. In 1999, the Legislature modified the Washington Scholars program (HB 1661) to include the identification of one alternate from each legislative district, in addition to the three Washington Scholars. If a scholar fails to indicate in timely manner that he or she will enroll in a Washington institution beginning in the fall term, or fails to maintain a continuous enrollment during the first academic year, then the award is forfeited to the alternate.

2000 Proposed Rule Changes. The HECB is obligated to revise existing rules to accommodate and clarify changes legislated in the program. Proposed rule changes are presented here for information only. After public comment has been taken on the draft rules, the rules changes will come before the Board for action at its March 30, 2000 meeting.

Highlights of the rules revisions include the following:

- Language to allow for the selection of three Washington Scholars and one Washington Scholars-alternate per legislative district, starting with the class of 2000, and clarification of the process for identifying the award winners.
- Permission for the HECB to waive enrollment requirements for scholars and scholarship alternates named in and after the year 2000, based on exceptional mitigating circumstances.
- Clarification that Washington Scholars-alternates may receive only the balance of the award available at the time the alternate is named to the award.
- A technical correction that moves the description of grant amounts and their usage from the program definitions section to a new section.

A public hearing on the proposed rules changes is scheduled at the HECB offices, from 8:30 am until 12:00 noon, February 16, 2000. Written testimony will be accepted until March 3, 2000.

WASHINGTON STATE SCHOLARS PROGRAM--RULES AND REGULATIONS

Current Draft (corrected): 01/18/00

Last Update: 11/1/95

WAC

250-66-010	Purpose.
250-66-020	Program definitions.
250-66-030	Nomination and selection of Washington state scholars.
250-66-040	Recipient eligibility.
250-66-045	Grant amounts and usage.
250-66-050	Administration.
250-66-060	Control of funds.

<p>WAC 250-66-010 Purpose.</p> <p>The purpose of this act is to establish a consistent and uniform program which will recognize and honor the accomplishments of selected Washington high school graduates who have distinguished themselves through outstanding academic achievement; encourage and facilitate privately funded scholarship awards among them; stimulate the recruitment of these outstanding students to Washington public and private colleges and universities; and allow educational and legislative leaders, as well as the governor, to reaffirm the importance of educational excellence to the future of the state of Washington.</p> <p>[Statutory Authority: 1988 c 210. 88-14-088 (Order 5-88, Resolution No. 88-13), § 250-66-010, filed 7/5/88.]</p>	<p>No change.</p>
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<p>WAC 250-66-020 Program definitions.</p> <p>(1) "Public institution of higher education" or "state-supported institution of higher education" shall mean all Washington state-operated, public, four-year universities, The Evergreen State College, community colleges, and technical colleges.</p> <p>(2) "Independent college or university" shall mean any private, nonprofit educational institution, the main campus of which is permanently situated in the state, open to residents of the state, providing programs of education beyond the high school level leading at least to the baccalaureate degree, and accredited by the northwest association of schools and colleges and other institutions as may be developed that are approved by the higher education coordinating board as meeting equivalent standards as those institutions accredited by the northwest association of schools and colleges.</p> <p>(3) "State-funded research universities" shall mean the university of Washington and Washington state university.</p> <p>(4) <u>"Washington institution(s) of higher education" shall mean any of the state-supported, public four-year colleges and universities, public two-year community and technical colleges, and qualifying independent colleges</u></p>	<p>Technical correction. Clarifies definition used</p>
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and universities as defined in subsection (2) of this section.

(5) "Board" means the higher education coordinating board. When a duty or responsibility of the board is referenced in these regulations, the authority needed to discharge that responsibility lies with the executive director or his or her designee.

~~((5))~~(6) "Washington resident" shall mean any individual who satisfied the requirements of WAC 250-18-020 through 250-18-060 and any board-adopted rules and regulations pertaining to the determination of residency.

~~((6))~~(7) "Waiver of tuition and service and activities fees." Students who received their Washington state scholars awards prior to June 30, 1994, and who choose to attend a public institution of higher education~~((;))~~ as defined in subsection (1) of this section, and who meet all other eligibility requirements, shall be eligible for a full waiver of tuition and services and activities fees at any Washington public institution of higher education.

~~((7))~~ "Grant(s)" shall mean payments made to eligible Washington scholars and Washington scholars alternates from monies appropriated to the board for this purpose. Students named as Washington state scholars who choose to attend an independent college or university, as defined in subsection (2) of this section and recipients of the award named after June 30, 1994, who choose to attend a public college or university within the state, and who meet all other eligibility requirements, shall be eligible to receive grants from the state of Washington, if funds are available for this purpose. Grants to recipients attending a Washington independent institution shall also be contingent upon the institution matching, on at least a dollar for dollar basis, either with actual institutional monies or a waiver of tuition and fees, the amount the student receives from the state.

If the independent institution chooses to match the grant with actual cash rather than by waiver of tuition/fees, the institutional match shall consist of dollars derived from institutional grant aid funds:

(a) Grant amounts.

(i) Maximum grant award value. Grants to individual recipients shall not exceed, on an annual basis, the yearly, full time, resident, undergraduate tuition and service and activities fees in effect at the state-funded research universities.

(ii) Calculation of individual award amounts. The value of individual grants shall be calculated annually, as a prorated amount of the annual appropriation and based upon the number of eligible scholars attending participating institutions, the tuition costs at those institutions, and limited to the funds appropriated to the board for the program. Individual recipients may receive state grants which do not exceed the cost of tuition and service and activities fees for which they are enrolled at the institution attended. Should funds be insufficient to cover all recipients at the full cost of tuition, subject to the maximum grant award value, the value of all award payments in the given payment term shall be reduced proportionally by the same percent to avoid overexpenditure of the appropriated funds.

(b) Priorities in funding grants. Grants shall be funded contingent upon appropriated funds available and subject to the following priorities:

later in text.

Technical correction. For clarity, the language on grant amounts has been moved to {+NEW SECTION+} WAC 250-66-045.

~~(i) First priority in funding of grants shall be to Washington scholars attending eligible institutions during the regular academic year and who are identified to the board by the enrolling institution no later than the twentieth day of the fall term as having enrolled or who are planning to enroll in a subsequent term during the regular academic year.~~

~~(ii) Second priority in funding of grants shall be to Washington scholars identified to the board by the enrolling institution after the twentieth day of the fall term as having enrolled or who are planning to enroll in a subsequent term during the regular academic year.~~

~~(iii) Third priority in funding of grants shall be to Washington scholars enrolling in eligible institutions for the summer term.~~

~~(c) Washington scholars eligible for grants shall be responsible for payment of tuition and service and activity fees or make arrangement with the institution for payment of tuition and service and activity fees. The state grants may be used to pay for any valid educational expense, including, but not limited to, tuition and service and activity fees, books and supplies, transportation, room and board, and miscellaneous/personal costs.)~~

(8) "Grant(s)" shall mean payments made to eligible Washington scholars and Washington scholars alternates from monies appropriated to the board for this purpose.

(9) "Regular academic year" shall mean fall and spring semester at institutions operating on the semester system, or fall, winter, and spring quarter at institutions operating on the quarter system.

[Statutory Authority: Chapter 28B.80 RCW and 1995 1st sp.s. c 5. 95-22-105, § 250-66-020, filed 11/1/95, effective 12/2/95. Statutory Authority: Chapter 28B.80 RCW. 93-19-014, § 250-66-020, filed 9/2/93, effective 10/3/93. Statutory Authority: 1992 c 231 and chapter 28B.80 RCW. 92-16-038, § 250-66-020, filed 7/30/92, effective 8/30/92. Statutory Authority: 1988 c 210. 88-14-088 (Order 5-88, Resolution No. 88-13), § 250-66-020, filed 7/5/88.]

Technical correction.
More specifically defines the term "grant."

WAC 250-66-030 Nomination and selection of Washington state scholars.

(1) Number of students to be nominated. Each principal of a public or private approved Washington high school is encouraged to nominate one percent of the senior class (twelfth grade) based on the October 1 enrollment count of the previous year.

(2) Selection committee. Following the receipt of all nomination forms, the higher education coordinating board shall convene a selection committee which shall have members representing public and private

secondary and postsecondary education institutions, state agencies, and private sector associations. This selection committee shall review all nominations based upon selection criteria (~~which~~) that shall include, but not be limited to, academic excellence, leadership ability, and community contributions.

(3) Selection. The Washington (~~state~~) scholars selection committee (~~will then select the top three seniors residing in each legislative district who are graduating from high schools in the state to be designated as Washington state scholars~~) shall designate three Washington scholars and one Washington scholars-alternate in each legislative district from among the population of graduating high school seniors nominated for the award.

Recipients shall be identified by a ranking of nominees within each legislative district in descending order according to the final, aggregate numeric scores assigned to each individual in the review process. The three individuals achieving the highest scores in each legislative district shall be named to the Washington scholars award, and the individual receiving the fourth highest score in each legislative district shall be named to the Washington scholars-alternate award.

(4) Notification. After the final selections have been made, the higher education coordinating board shall notify the students so designated, their high school principals, the legislators of their respective districts, and the governor.

(5) Certificates and awards ceremony.

(a) The board, in conjunction with the governor's office, shall prepare appropriate certificates of recognition to be presented to the Washington state scholars recipients and Washington scholars-alternate recipients.

(b) An awards ceremony (~~at an appropriate time and place~~) on behalf of the three students named to the Washington state scholars award in each legislative district shall be planned annually, at an appropriate time and place, by the board in cooperation with the Washington association of secondary school principals.

(6) Receipt of award. Washington state scholars and Washington scholars-alternates shall be deemed to have received their awards effective the date of notification. This is in contrast to the receipt of award benefits which may accrue to Washington state scholars and Washington scholars-alternates recipients in the form of tuition and fee waivers and grants, and which shall be deemed to be received by the individual recipients on a term-by-term basis at the time the award benefit is used for undergraduate coursework.

[Statutory Authority: Chapter 28B.80 RCW and 1994 c 234. 94-14-007, § 250-66-030, filed 6/23/94, effective 7/24/94. Statutory Authority: 1992 c 231 and chapter 28B.80 RCW. 92-16-038, § 250-66-030, filed 7/30/92, effective 8/30/92. Statutory Authority: 1988 c 210. 88-14-088 (Order 5-88, Resolution No. 88-13), § 250-66-030, filed 7/5/88.]

Technical correction – grammar.

Change in response to 2nd SHB 1661, Laws of 1999. Provides for the selection of three Washington Scholars and one Washington Scholars-alternate per legislative district, and clarifies the process of identifying the award winners.

Adds reference to Washington Scholars-alternates.

WAC 250-66-040 Recipient eligibility.

(1) Eligibility criteria. In order to be eligible to receive a waiver of tuition and service and activities fees at public institutions of higher education or the grant at public and independent colleges or universities, the ~~((student))~~ scholar must meet the following requirements~~((The student must))~~:

- (a) Be a resident of the state of Washington.
- (b) Have attended high school in the state of Washington.
- (c) Be a designated and fully recognized recipient of the Washington state scholars award, or the Washington scholars-alternate award.

(d) Have entered a public institution of higher education or independent college or university in the state of Washington within ~~((three years of high school graduation.))~~ the applicable timeframe, as described herein:

(i) Washington state scholars named to the award prior to the year 2000 must enter a public institution of higher education or an independent college or university in the state of Washington within three years of high school graduation.

(ii) Washington scholars named to the award in or after the year 2000 must:

(A) Within the timeframe and in the manner established by the board, acknowledge acceptance of the grant benefit and demonstrate the intent to enroll at a Washington public or independent college or university in the fall academic term immediately following high school graduation.

(B) Be enrolled at a Washington institution of higher education by the fall term immediately following high school graduation, and maintain continuous enrollment during the remainder of the regular academic year.

(iii) Washington scholar-alternates. Washington scholars-alternates initially receive a recognition certificate only. Alternates may receive the grant only if an originally-named Washington state scholar in the same legislative district relinquishes, or is considered by the board to have forfeited, the grant award within one calendar year of initial award notification, and if funds are available for this purpose. The alternate also must meet all other eligibility criteria, as follows:

(A) Acknowledge acceptance of the grant benefit and demonstrate the intent to enroll at a Washington institution of higher education in the next available academic term, within the timeframe and in the manner established by the board.

(B) Be enrolled, and maintain continuous enrollment, for the balance of the remaining regular academic year at a Washington institution of higher education.

- (e) Be a student enrolled in undergraduate studies.
- (f) Maintain a minimum cumulative grade point average of 3.30 on a 4.0 scale, or the equivalent, at a public institution of higher education or independent college or university.

~~((g))~~ If the student's cumulative grade point average falls below 3.30

Technical correction.
Removes redundant language.

Adds reference to WA Scholars-alternates.

Change in response to 2nd SHB 1661, Laws of 1999, removing reference to three year “window of eligibility” for scholars named in or after the year 2000.

Students named as scholars beginning with the 2000 class must be continuously enrolled in college for the first academic year or forfeit the scholarship.

during the first three quarters or two semesters, that student may petition the higher education coordinating board which shall have the authority to establish a probationary period until such time as the student's grade point average meets required standards. A student who has received probationary status from the higher education coordinating board shall remain eligible to receive a waiver or grant during such probationary period.

~~((h))~~ (g) Not be pursuing courses that include any religious worship or exercise, or any degree in religious, seminarian, or theological academic studies.

(2) Waiver of enrollment requirements. Washington state scholars named to the award in or after the year 2000, and Washington scholars-alternates who have accepted the remaining value of an award benefit relinquished by the original Washington scholar recipient, may petition the board, which shall have the authority to waive the enrollment requirements based on the exceptional mitigating circumstances of the individual grant recipients.

Those Washington scholars and Washington scholars-alternates who do not meet eligibility criteria as defined in subsection (1)(a) through (g) of this section, and for whom the enrollment requirements are not waived by the board, shall be deemed to have withdrawn from college, and the grant award for that scholar shall be considered relinquished and forfeit.

(3) Duration of eligibility. Subject to criteria set forth in subsection (1)~~((a) through (h))~~ of this section, recipients of the Washington state scholars award shall be eligible for award benefits ~~((until))~~ not to exceed a cumulative ~~((total))~~ maximum of eight semesters or twelve quarters total of waiver and/or grant benefits ~~((have been received by the scholar under this program))~~ for undergraduate coursework.

~~((3))~~ Subject to criteria set forth in subsections (1) and (2) of this section, Washington scholar-alternates may be eligible to receive the values remaining in a grant benefit relinquished by a Washington scholar originally named to the award, not to exceed a cumulative maximum of eight semesters or twelve quarters total of undergraduate coursework.

(4) Transferability. Recipients of the Washington state scholars award and the Washington scholars-alternate award may transfer between public institutions of higher education and independent colleges and universities in the state of Washington provided that the cumulative terms of waivers of tuition and service and activities fees and/or grants received by any one recipient does not exceed eight semesters or twelve quarters.

[Statutory Authority: Chapter 28B.80 RCW and 1995 1st sp.s. c 5. 95-22-105, § 250-66-040, filed 11/1/95, effective 12/2/95. Statutory Authority: 1992 c 231 and chapter 28B.80 RCW. 92-16-038, § 250-66-040, filed 7/30/92, effective 8/30/92. Statutory Authority: 1988 c 210. 88-14-088 (Order 5-88, Resolution No. 88-13), § 250-66-040, filed 7/5/88.]

Change in response to 2nd SHB 1661, Laws of 1999. Permits HECB to waive enrollment requirements for scholars and scholars-alternates named in and after the year 2000, based on exceptional mitigating circumstances.

Change in response to 2nd SHB 1661, Laws of 1999. WA Scholars-alternates may receive only the balance of the award available at the time the alternate is named to the award.

{+NEW SECTION+} WAC 250-66-045 Grant amounts and usage.

(1) Grant amounts.

(a) Maximum grant award value. State grants to individual recipients shall not exceed, on an annual basis, the yearly, full-time, resident, undergraduate tuition and service and activities fees in effect at the state-funded research universities.

(b) Calculation of individual award amounts.

(i) The value of individual grants shall be calculated annually, as a prorated amount of the annual appropriation and based upon the number of eligible scholars attending participating institutions, the tuition costs at those institutions, and limited to the funds appropriated to the board for the program.

(ii) Individual recipients may receive state grants that do not exceed the cost of tuition and service and activities fees for which they are enrolled at the institution attended. Should funds be insufficient to cover all recipients at the full cost of tuition, subject to the maximum grant award value, the value of all award payments in the given payment term shall be reduced proportionally by the same percent to avoid overexpenditure of the appropriated funds.

(iii) Grants to recipients attending a Washington independent institution shall also be contingent upon the institution matching, on at least a dollar-for-dollar basis, either with actual institutional monies or a waiver of tuition and fees, the grant amount the student receives from the state.

If the independent institution chooses to match the grant with actual cash rather than by waiver of tuition/fees, the institutional match shall consist of dollars derived from institutional grant aid funds.

(2) Priorities in funding grants. Grants shall be funded contingent upon appropriated funds available and subject to the following priorities:

(a) First priority in funding of grants shall be to Washington scholars attending eligible institutions during the regular academic year and who are identified to the board by the enrolling institution no later than the twentieth day of the fall term as having enrolled or who are planning to enroll in a subsequent term during the regular academic year.

(b) Second priority in funding of grants shall be to Washington scholars identified to the board by the enrolling institution after the twentieth day of the fall term as having enrolled or who are planning to enroll in a subsequent term during the regular academic year.

(c) Third priority in funding of grants shall be to Washington scholars enrolling in eligible institutions for the summer term.

(3) Washington scholars eligible for grants shall be responsible for payment of tuition and service and activity fees or make arrangement with the institution for payment of tuition and service and activity fees. The state grants may be used to pay for any valid educational expense, including, but not limited to, tuition and service and activity fees, books and supplies, transportation, room and board, and miscellaneous/personal costs.

Technical change. This language was moved from WAC 250-66-020(8) to new section for clarity.

WAC 250-66-050 Administration.

(1) Administering agency. The higher education coordinating board, with cooperation from the Washington association of secondary school principals, shall administer the Washington state scholars program. The staff of the higher education coordinating board, under the direction of the executive director, will manage the administrative functions relative to the program. The board shall have the following administrative responsibilities, encompassed within the board's enumerated powers and duties:

(a) Select students to receive the Washington state scholars award and the Washington scholars-alternate award, with the assistance of the selection committee created by WAC 250-66-030(~~(3) of this act~~) (2).

(b) Enter into agreements with participating independent institutions.

(c) Adopt all necessary rules and guidelines.

(d) Send program information and nomination materials to the principal of each Washington public and private school that has a twelfth grade.

(e) Publish a directory of all Washington state scholars and the Washington scholars-alternates selected and distribute it to all public institutions of higher education and independent colleges and universities, legislators, and participating high schools.

(f) Maintain records on all Washington state scholar award and the Washington scholars-alternate award recipients.

(g) Publicize the program.

(h) Solicit and accept grants and donations from public and private sources for the program.

(i) Authorize probationary periods for Washington state scholar and the Washington scholars-alternate recipients whose cumulative grade point average falls below the minimum grade point average under WAC 250-66-040 (1)(f).

(j) Make grant payments to eligible recipients for undergraduate study.

(k) Authorize waivers of enrollment requirements for Washington scholars and Washington scholars-alternates as set forth under WAC 250-66-030.

[Statutory Authority: Chapter 28B.80 RCW and 1995 1st sp.s. c 5. 95-22-105, § 250-66-050, filed 11/1/95, effective 12/2/95. Statutory Authority: 1988 c 210. 88-14-088 (Order 5-88, Resolution No. 88-13), § 250-66-050, filed 7/5/88.]

Adds reference to WA Scholars-alternates, and corrects WAC reference.

References HECB's authority to waive enrollment requirements for WA Scholars named in or after the year 2000 and WA Scholars-alternates.

WAC 250-66-060 Control of funds.

The higher education coordinating board may award grants to eligible students from the funds appropriated to the board for this purpose, or from any private donations, or any other funds given to the board for this program.

No change.

[Statutory Authority: 1992 c 231 and chapter 28B.80 RCW. 92-16-038, § 250-66-060, filed 7/30/92, effective 8/30/92. Statutory Authority: 1988 c 210. 88-14-088 (Order 5-88, Resolution No. 88-13), § 250-66-060, filed 7/5/88.]

MASTER IN TEACHING REIMBURSEMENT PROGRAM Emergency Rules Update

January 2000

The 90-01 biennial budget appropriated \$1 million each year of the biennium to reimburse some teachers for the education costs associated with completing a master's degree. The budget, SB 5180, defines the purpose of the pilot program this way:

“to implement an aid program for the benefit of elementary and secondary public school teachers, who do not now hold a Master of Education degree. Within available funds and until these funds are exhausted, the board may repay all or a portion of the educational expenses incurred by a teacher, or teacher candidate, for one year of masters' level studies at an accredited Washington college or university. Payment is conditioned upon the applicant's successful matriculation and resumption, or assumption, of classroom teaching duties in a public elementary or secondary school in this state. Among the potential applicants for this program, the board shall give priority to those individuals who return to the classroom with a math or science teaching credential.”

In addition, the budget stipulates that priority for reimbursement goes to teachers with mathematics or science teaching credentials.

The HECB adopted emergency rules for the program at its December 1999 meeting. At that time the board member expressed need for further discussion prior to adopting final program rules. The HECB will consider adoption of final program rules on March 30, 2000.

The emergency address the HECB's concerns as follows:

- First priority is given to all teachers meeting the mathematics and science requirements. If there is not adequate funding to give full awards to all the recipients in this group, the \$3,000 award will be prorated among eligible applicants.
- The HECB may establish a second priority group. If a second priority group is not established by the HECB, then after the first priority group is awarded, any remaining funds will be prorated among all remaining eligible applicants.
- The amount of the reimbursement will be reduced by the amount of all other tuition reimbursements received by the applicant from other sources. Other sources include the applicant's schools and school district, but do not include student loans or student aid awarded through a college or university.

OPERATING AND CAPITAL BUDGET GUIDELINES

2001-2003 Biennium

January 2000

EXECUTIVE SUMMARY

State law requires the Higher Education Coordinating Board [RCW 28B.80.330(4), (5)] to adopt and disseminate budget guidelines to the public colleges and universities in preparation for the budget process for the next biennium. These guidelines, and the recently adopted Master Plan, will form the basis for the recommendations of the Higher Education Coordinating Board (HECB) to the Governor and Legislature on the operating and capital budget requests from four-year institutions and community and technical college system.

At the December meeting of the HECB, the Fiscal and Capital Budget subcommittees presented preliminary drafts of budget guidelines for review and comment by Board members and institutions, with the final approval of these guidelines planned for the January 27, 2000, HECB meeting. The HECB approved the preliminary draft guidelines and directed staff to work with the institutions to solicit comments and prepare final versions.

HECB staff have met with all four-year institutions, the State Board for Community and Technical Colleges, and the Office of Financial Management to review the preliminary draft guidelines. In addition, the Board's Fiscal Subcommittee met with institutional representatives in a work session on January 20, 2000, to discuss the operating budget guidelines.

The main difference between the proposed guidelines and those used for the current biennium is an emphasis on early and more detailed communication among the institutions, the State Board for Community and Technical Colleges and HECB staff. These discussions are designed to provide information and perspective for the development of each institution's budget request, and assist HECB staff in presenting budget recommendations that achieve the goals of the Master Plan.

Comments and suggestions from institutions have been incorporated into the final guidelines that are presented today for Board action.

BOARD ACTION

The Operating Budget Guidelines for the 2001-2003 Biennium and the Capital Budget Guidelines for the 2001-2003 Biennium are recommended for Board approval.

FINAL VERSION
2001-2003 HECB OPERATING BUDGET GUIDELINES

January 2000

PURPOSE OF THE GUIDELINES

The Higher Education Coordinating Board is required by statute (RCW 28B.80. 330(4)) to adopt and disseminate budget guidelines to the public colleges and universities in preparation for the budget process for the next biennium. In the upcoming budget process the Board will be working with the institutions to find ways to incorporate the policy goals and concepts from the 2000 Master Plan into recommendations for funding specific investments and operational activities. As in the past, these budget guidelines are designed to translate Master Plan priorities into the 2001-03 HECB budget recommendations for higher education. In a departure from the past, however, these budget guidelines call for a different approach to the process of developing these budget recommendations.

The 2001-2003 biennium budget guidelines lay out a plan for transforming the higher education budget process in recognition of a changing environment. Several forces are converging to shape the future of public higher education in Washington State over the next 10 years:

- **Increasing higher education needs.** The demand for higher education services is increasing due to population growth and the demand for more training by students of all ages. In addition, new types of jobs and employers' changing requirements and expectations will require more postsecondary education than ever before.
- **Increasingly restricted state funding.** The passage of citizen initiatives over the last several years will continue to limit the availability of state funds. Reconciling growing demand with limited resources will be an increasingly difficult challenge. For example, state investments in new higher education enrollment over the last five years met about 60 percent of the rate of increase needed to reach the HECB enrollment goals through 2010. Meeting the HECB enrollment goals will require substantial new resources over the next 10 years. This outlook calls for new approaches in the budget process to make sure that policy-makers fully understand needs and options.
- **An increasingly competitive higher education marketplace.** The private sector has identified higher education services as a rich new market waiting to be tapped. Private-sector providers are moving into this new marketplace at an unprecedented rate, offering learners exciting and convenient new ways to learn — both through on-line services and in more traditional delivery styles. These providers create new opportunities for collaboration, and challenge our public institutions to operate at the highest possible levels of effectiveness, demonstrated by response to student and market demand.

A NEW APPROACH TO THE BUDGET PROCESS

This changing environment requires a new approach by the HECB to address the fiscal issues that face the public colleges and universities. Specifically, this new approach will entail:

- The HECB facilitating additional cooperative discussions among the public baccalaureate institutions, the State Board for Community and Technical Colleges, and the HECB throughout the budget development phase, beginning immediately;
- HECB budget recommendations that focus on major policy items that cut across and affect all institutions including tuition, enrollments, salaries, technology, new programs and opportunities, outreach, financial aid, etc.;
- Preparing clear and compelling explanations of the statewide needs of all higher education in a comprehensive set of budget recommendations that identify institutional proposals that complement each other in a flexible non-restrictive way;
- Emphasizing in budget recommendations collaborative and multi-institutional proposals that meet high-priority student needs and demonstrate enhancement to both education quality and administrative efficiency; and,
- More evidence of efficiency and re-prioritization of functions, programs, and spending in all institutional budget requests.

This new approach to the budget process will help integrate the 2000 Master Plan goals and fiscal priorities with institution budget proposals. A more detailed description of the budget development process is provided below.

THE HECB 2000 MASTER PLAN: GOALS AND FISCAL PRIORITIES

The 2000 Master Plan for Higher Education sets out policy goals and operational and financing strategies for higher education in Washington State through 2010. The overall theme of that plan is to provide a quality education that meets the changing needs of students. This student-centered focus must recognize and accommodate the growing population of college-age students and lifelong learners expected to seek educational opportunity in the future.

The development and review of institutional budget requests for the 2001-2003 biennium (and future biennia) will begin from the reference point of the goals established in the Master Plan. The HECB will work with institutions to develop ways to ensure that each biennial budget request helps to realize the Master Plan goals. The HECB will pursue every opportunity to advance the goals of the master Plan in the future, and following are five specific actions that will be implemented in the upcoming budget process:

- **Development of an enrollment accommodation plan** for the next 10 years that will begin to define the steps and costs to provide students with affordable opportunity in both high-demand and traditional programs.¹

¹ As discussed in the Capital Budget Guidelines, the Enrollment Accommodation Plan will also be used in determining the capital and facility needs of the public universities and colleges.

- **Allocation of high-demand FTE funding**, and any other funding provided to the HECB for specific purposes, in ways that respond to the demonstrated needs of students and employers and that support innovative and creative institutional efforts to serve students.
- HECB support and assistance in the development of creative multi-institutional efforts and **programs to extend higher education services to currently under-served populations.**
- HECB support for **institutional efforts to break down barriers to efficiency.**
- **Collaboration with institutions to develop and implement outreach programs**, like the Higher Education Lifelong Learning (HELLO) network, to make more potential students aware that post-secondary education is a possibility for them—and that it is affordable when they plan prudently.

Consistent with the 2000 Master Plan and budget guidelines for previous biennia, following are the fiscal priorities of the HECB:

- Maintaining a level of base funding sufficient to maintain the current quality of programs and services.
- Program enhancements to increase access to higher education opportunity. (See discussion on Enrollment Accommodation Plan below.)
- Program enhancements to increase the quality of education services and address other compelling institutional needs, responsibilities and opportunities. (See discussion on Re-prioritization of Activities and Funding below.)

SPECIFIC AREAS OF EMPHASIS

The HECB has identified three areas of emphasis to be specifically addressed in cooperative discussions among all the institutions: the enrollment accommodation plan, re-prioritization of activities and funding, and distance education and e-learning.

1. THE ENROLLMENT ACCOMMODATION PLAN

The Master Plan calls for the HECB to undertake discussions with two-year and four-year colleges and universities to create an enrollment accommodation plan by September 2000. Discussions with institutional and business representatives during the development of the Master Plan consistently indicated the need for increased enrollment levels in the future — *particularly in high-demand fields*. In fact, the current state budget provides funds specifically for additional enrollments to be distributed by the HECB in high-demand fields. However, investigation into meeting demand in some high-demand fields has identified constraints and limitations (available faculty, equipment, etc.) that will present challenges and may drive the per-FTE cost of these enrollments well above normal levels.

As previously noted, it is expected that competition for state funds will become more intense in the future. In that environment, higher education must seek to put forward a more focused and understandable budget proposal, one that demonstrates creative thinking and efficient management of state resources to meet the needs of students. Budget proposals that

emphasize collaboration over competition among institutions, especially in areas that meet high-priority student needs will likely find greater support.

The HECB can help to create an environment for this collaboration to take place in many ways, the first of which will be to undertake cooperative discussions among all the institutions to develop an enrollment accommodation plan for the next 10 years. The HECB will work with institutions to design a process and guidelines for development of an enrollment accommodation plan that promotes a complete and complementary approach across all higher education in enrollment planning and budgeting.

Making the case for additional enrollments at the pace driven by demographics, while enhancing quality at the same time, will require careful strategic planning with all elements of the higher education community, including Washington's independent colleges and universities. The state needs a long-range enrollment plan with as much detail as possible about how enrollment growth will be accommodated. This plan should identify institutions' enrollment plans, the level of investment required, and reallocation or cultural or management changes that must occur for the plan to be successful.

It also will be important to define and identify high-demand enrollment fields so that institutions can expand or create new programs that respond to the needs of students and employers without unnecessary duplication.

This long-range planning will be a new challenge, but it can demonstrate the cooperation and efficiency among institutions and sectors that citizens expect. Opportunities for cooperation in offering multi-institutional programs and controlling duplication will allow the institutions to concentrate on their strengths while still recognizing their unique missions and capabilities.

Development of a long-range enrollment roadmap will help to clarify the needs of all of higher education and provide benchmarks for measuring progress. Currently, new enrollments in each budget are difficult to view as a progressive step toward a longer-term, comprehensive target. This has not been a problem to date, since funding for new enrollments has generally been adequate. However, this situation may not continue. In addition, the HECB and state officials expect follow-up activities and implementation reports on the recommendations in the 2000 Master Plan.

The enrollment accommodation plan should fundamentally describe how public and independent higher education will undertake complementary efforts to satisfy the enrollment pressures in Washington State expected by 2010. The specific contents of this plan should be defined cooperatively by the HECB, and Washington's colleges and universities. The issues to be addressed include financial, economic, regulatory, management, cultural, academic, and technological. The plan should represent the best thinking of the institutions based on what is known today. The plan should be fluid and flexible, and periodically adjusted to respond to state funding decisions, changes in student interests and behavior, changes in technology and changes in the needs of business, and changes in the environment that cannot now be anticipated. The level of detail and the process to develop and update the plan will be determined cooperatively in discussions among the HECB and Washington's colleges and universities.

It is important to recognize that this plan is not exclusively about enrollment. It is also about the current strengths and capabilities of the institutions and how they can be further improved. It is about preserving and enhancing quality while the system undergoes significant growth. It is about preserving and enhancing the research missions of the research universities that have contributed so much to our state's economy and quality of life. It is about reaching out to non-traditional students in non-traditional and affordable ways. It is about making the whole system as learner-centered as possible. Still, almost all these concerns loop back (in one way or another) to the over-riding pressure of dramatic growth. We need to recognize that all these factors are inextricably interwoven.

2. RE-PRIORITIZATION OF ACTIVITIES AND FUNDING

An important tenet of the Master Plan is the contribution to meeting higher education demand that comes from the institutions in the form of re-prioritized spending. It is clear that institutions currently pursue efficiencies and re-prioritize resources on an ongoing basis. Still, given the sheer size of enrollment and quality enhancement demands, it will be necessary for institutions to redouble their efforts to aggressively pursue every opportunity for efficiency and make difficult choices. The goal is to make efficiency in the allocation and use of resources an ongoing and integral part of every decision — not simply to force a few major cuts to fund a limited number of new activities.

Institutions can demonstrate their efficiency by showing compelling evidence of ongoing savings and reallocations. Although many of these savings will be small, they will add up over time to significant contributions to meeting the state's higher education needs. Perhaps most importantly, institutions can demonstrate the uses to which savings have been dedicated. Enhancing quality and meeting unique institutional needs is a key to building the culture of efficiency that is expected. A critical element of this process is giving institutions the flexibility to re-direct resources to meet their unique needs in flexible and timely ways.

The HECB will ask institutions to identify, both as part of the budget process and on an ongoing basis, evidence of savings and re-directed resources that have occurred or are planned for the future. Both the sources of the savings and the use to which the savings have been put are important. The specific amount of resources involved is less important than the integration of an efficiency attitude across institutions and programs. A significant number of small reallocations may be most appropriate for some institutions.

The Master Plan identified a minimum of one percent for each institution on an annual basis. This target amount should be viewed as an indication of magnitude — rather than a specific target for each year. Reallocations may be larger in some years than in others, and the level of reallocations will vary across institutions. Again, the goal is to create a long-term culture of efficiency and re-prioritization *that is recognized both inside and outside institutions* — not necessarily to meet a specific target in any one year.

Another approach to demonstrate the combined positive effects of reallocations and savings is to review measures of performance on a campus or institution-wide basis. HECB staff and institutions will search for documentation to demonstrate increased efficiency through changes in measures such as cost per FTE, faculty efficiency and workload, or reduced time-

to-degree. While a direct causal link between specific efficiencies and changes in the gross measures often cannot be easily established, increased efficiency in a number of areas should combine to have a positive effect on institutional outcomes and measures of outputs and workload. The current accountability measures are a first step in ongoing efforts to define and measure performance.

3. DISTANCE EDUCATION AND E-LEARNING

The development of e-learning and its application both on campus and in distance education will make significant changes in the operation and financing of higher education in the future. Unfortunately, this development is so new and changing so rapidly that the nature and implications of these changes are not yet known. Many people believe that electronic learning will result in cost savings once significant amounts of fixed costs are invested and programs scaled up to reduce the cost per student. Others believe the greatest effect of electronic learning will be to increase the quality of the curriculum and the cost of delivering instruction as new technology and pedagogy evolve.

Until some of these fundamental questions are answered we must continue developing a better understanding of the costs, choices, and implications of different aspects of e-learning. HECB staff will meet with institutions in coming months to discuss technology initiatives, the use and funding of the K-20 network, and new opportunities to provide e-learning to students in under-served areas. Particular emphasis will be placed on multi-institutional programs that target high-priority student needs since this approach often offers the best opportunity to provide a wide range of programs to areas with under-served students.

Institution proposals for technology-related or distance education initiatives should be included in budget proposals in the OFM-prescribed format, but informal discussions with HECB staff regarding these initiatives *should occur as soon as possible*. Every opportunity to integrate proposals with those of other institutions should be pursued. Both short and long-term costs should be clearly identified, and the cost-benefit basis for each proposal should be specifically explained.

The HECB and some institutions, as well as other organizations across the country, are involved in studies that may help to provide more information about e-learning opportunities and costs. These studies will be shared with institutions, and insights or information developed by institutions can be shared by all. The HECB will assist in the dissemination of any information that may be useful to the institutions.

FORMS AND FORMATS TO BE EMPLOYED

The HECB will continue to use the basic forms and formats for budget requests prescribed by OFM. These forms historically require that operating budget requests be grouped into two separate sections for analytical purposes: the maintenance budget request to carry on the current activities provided, and proposals for enhancements. In some cases, proposals for enhancements are shown as funded from reprioritizing activities or identifying savings from the previous budget period. HECB review and input will be designed and targeted to provide helpful

information and recommendations to the institutions and to complement institutions' requests to the Governor and Legislature.

Accordingly, HECB review of operating budget requests will focus on two areas:

1. Enhancements that support the goals of the Master Plan and the compelling needs of institutions, particularly those enhancements that reflect creative or multi-institutional initiatives offering new approaches to solving challenges; and,
2. Re-prioritization of activities and funding to target institutional efforts to meeting the highest priority needs.

As in the past, the HECB will recognize the carry-forward or maintenance budgets in accordance with OFM procedures and guidelines. Institutions should develop maintenance-level budgets in cooperation with OFM. This approach is intended to focus HECB input on those items that are most relevant for the achievement of 2000 Master Plan goals. It is clear that development and implementation of adequate and appropriate maintenance budgets is absolutely essential to the ongoing vitality, strength, and quality that exists in institutions today. The budget review processes that are in place can accomplish this important task.

TIMING OF BUDGET DEVELOPMENT ACTIVITIES

Traditionally, HECB review of institutional budget requests is based on submissions formally presented by the institutions in September of each even-numbered year. In addition, ongoing discussions throughout the summer occur between HECB staff and the institutions to develop understanding of the strategies and plans that will be put forward in the formal budget requests.

In order to focus more on the long-term policy implications of budget requests it is necessary to increase reliance on earlier and ongoing dialogue between the HECB and institutions. This dialogue has already started as the final version of the 2000 Master Plan incorporated the thoughts and suggestions of the institutions. The next major step will be the distribution of funding for the high-demand FTEs, followed by the beginning work on the enrollment accommodation plan. These activities and discussions are the first specific steps in forging a new approach to budgeting between the HECB and institutions—an approach that emphasizes collaboration and the sharing of ideas and strategies.

**PRELIMINARY DRAFT
2001-2003 HECB Capital Budget Guidelines**

January 2000

LEGISLATIVE CONTEXT

As part of its authorizing legislation (28B.80 RCW), the Higher Education Coordinating Board is required to review, evaluate, and make recommendations on the operating and capital budget requests of the state's public institutions of higher education. As specified in the enabling statute, the Board's budget recommendations are to be based on the following criteria:

1. The role and mission statements of each of the four-year institutions and the community and technical colleges;
2. The state's higher education goals, objectives, and priorities;
3. The state's Comprehensive Master Plan for Higher Education, (which is to include: an assessment of the educational needs of residents of all geographic regions and those of business for a skilled workforce, recommendations on enrollment and other policies and actions to meet those needs, and guidelines for continuing education, adult education, public service, and other higher education programs); and,
4. Guidelines that outline the Board's fiscal priorities.

The Board has recently adopted the 2000 Comprehensive Master Plan For Higher Education, which will be submitted to the Governor and Legislature for consideration in the 2000 Legislative Session. This plan contains a variety of recommendations concerning equitable access to a learner-centered higher education system that utilizes public resources in an efficient and accountable manner.

Among these new initiatives, the Board is calling for increased utilization of scheduled instructional space at all public colleges and universities, and greater utilization and capacity of instructional space through electronic learning technologies. These initiatives will, in part, be the basis of the Board's evaluation of capital projects proposed for the 2001-2003 biennium.

CAPITAL BUDGET PRIORITIES FOR THE 2001-2003 BIENNIUM

Investment Goals

The HECB believes that the concept of *investment* should underlie capital expenditure recommendations. Accordingly, the Board established in 1997 two goals for higher education capital expenditures. These goals will be used again to establish the policy framework for the Board's 2001-2003 capital budget recommendations.

The investment goal of *Providing for Equitable Access responds* to increased enrollment and changing program demand resulting from the "baby-boom echo," changing labor-market conditions and opportunities, and the training and retraining needs of our state's residents. This investment goal supports the 2000 Master Plan policy of providing additional learning opportunities in an equitable and accessible manner, in diverse areas throughout our state.

The investment goal of *Ensuring Quality in the Learning Environment* responds to the Master Plan policy that quality programs be maintained and provided to increasing numbers of students in populated, as well as remote areas of our state.

Investment Strategies

Following from these overall goals, the Board has established various "investment strategies," which reflect the Board's fiscal priorities for capital expenditures. The Board will use these strategies, summarized below, as budget recommendation categories to provide a logical placement and ranking of proposed capital projects.

Providing for Equitable Access

The following are investment strategies for this goal:

- *Continued implementation of the branch campus development plan;*
- *Main-campus growth to serve additional enrollments in high population-growth areas and/or additional enrollments from underserved areas;*
- *Development of off-campus centers and alternative program delivery models (e.g., multi-institutional consortia) to serve additional enrollments in high population-growth areas and/or additional enrollments from underserved areas; and*
- *Alternative (non-facility intensive) uses of capital funds to support non-site-based instructional program delivery (e.g., equipment acquisition to support e-learning).*

The Board will evaluate and rank capital project requests supporting these investment strategies on the following criteria:

- **Existing space shortages for current or projected enrollment levels²** as estimated in the facility capacity and utilization analysis of the 2000 Master Plan. For projects proposing additional classroom or class lab capacity, the Board will give priority to projects whose scope is planned on the basis of the classroom and class lab utilization standards adopted in the 2000 Master Plan. Additionally, for these types of projects the Board's recommendations will reflect its interest and goal of increasing classroom and class lab capacity through the use of e-learning.
- **Additional capacity** in instructional, instructional support, and research space needed as part of strategies to implement the **Master Plan initiatives for enrollment growth in high demand fields.**
- **Project cost per additional student FTE** capacity to be created.

The Capital Project Request (form C2) should specify the additional student FTE capacity to be created through those project proposals falling within this category.

Ensuring Quality in the Learning Environment

Two strategies address this investment goal: *Preservation* and *Modernization*.

The Preservation strategy includes projects needed to sustain or return a building or system to a satisfactory level of functional performance. Capital projects in this category do not involve a change in building program and use. Repair, renovation, and retrofit projects are included in this category.

The Modernization strategy includes capital projects needed to improve or change the use or performance level of a building or system in order to support an acceptable level of program quality. Renovation as well as new building construction or system installations fall in this category. The Board's recommendations will emphasize projects that (1) support existing instructional programs and (2) needed as part of strategies to implement the **Master Plan initiatives for enrollment growth in high demand fields.**

BUDGET REVIEW PROCESS

The Board recognizes that the capital budget requests submitted by the public four-year institutions and the State Board for Community and Technical Colleges (SBCTC) represent and reflect complex management and planning processes and choices, requiring considerable effort to develop and prioritize at the institutional level. To ensure that sufficient time is planned and spent to fully understand institutional capital needs and project requests, a formal process and schedule for the preparation of the Board's capital recommendations will be established for the 2001-2003 budget preparation process.

² Projected enrollment levels for the public universities and colleges will be developed as part of the Enrollment Accommodation Plan recommended in the 2000 Master Plan.

This process and schedule, summarized below, will require a collaborative and responsive approach in the sharing of preliminary institutional budget request information and HECB budget recommendations.

Capital Needs: Field/Site Review – April and May 2000

HECB staff will undertake field/site reviews of capital needs in **April and May 2000**. These reviews will be conducted at the institutions respective campuses or other locations as appropriate. The focus of the review will be on both immediate capital/facility needs and the institutions longer-term capital program plan.

Pre-Submittal: Governor’s Capital Plan Update – mid-June 2000

Institutions and the SBCTC should submit to the HECB, by **mid-June 2000**, a draft update of the prioritized capital projects contained in the Governor’s Ten-year Capital Plan for the 2001-2003 biennium. This information will be requested as a pre-submittal to the official submission of the budget request. The Board will ask baccalaureate institutions and the SBCTC to identify possible requests for deletion of projects currently in the plan, changes in estimated project costs, changes in the priority array, and new projects.

Pre-Submittal Conferences – early July 2000

Based on the information provided in the update to the Governor’s Capital plan, HECB staff will schedule pre-submittal conferences with the institutions and the SBCTC. The purpose of these conferences, to be held in **early July 2000**, will be to review the underlying policy and planning basis of the institutions and SBCTC’s approach to establishing the priority array of 2001-2003 plan period projects.

Preliminary Project Priorities – mid-July 2000

The HECB will request baccalaureate institutions and the SBCTC to submit a *preliminary* listing of prioritized capital project requests to the HECB by **mid-July 2000**. HECB staff will recognize that the submitted information is in draft form and does not constitute a public document nor represent an official budget submittal. HECB staff will use the information to understand the magnitude of the 2001-2003 capital request for all of higher education, and to begin the classification of projects within the HECB Investment Categories.

Review of Preliminary HECB Capital Revenue Assumptions and Project Categorizations – late July 2000

HECB staff will invite institutional and SBCTC representatives to attend briefings on the preliminary capital budget revenue assumptions being developed as part of the Board’s budget recommendations. Additionally, HECB staff will review the preliminary classification of projects within the HECB Investment Strategy categories with the institutions and the SBCTC. These briefings will be scheduled in **late July 2000**.

Capital Budget Submittal – September 2000

Pursuant to the budget instructions issued by the Office of financial Management, the institutions and the SBCTC will submit copies of their capital budget requests to the HECB by **September 2000** (tentative date).

Review of Preliminary HECB Staff Recommendations

Meetings to review the preliminary HECB capital project recommendations will be held with the institutions and SBCTC staff **throughout September** *provided that the institutions and the SBCTC have submitted their official budget requests to OFM and the HECB by the established due date.*

Review of (proposed) HECB Capital Budget Recommendations

Each institution and the SBCTC will be provided with the HECB (proposed) 2001-2003 Capital Budget Recommendations at the time that the recommendations are transmitted to the Board and available to the public.

SPECIAL INSTRUCTIONS: MULTI-INSTITUTIONAL PROJECTS, E-LEARNING PROPOSALS, AND SCOPE CHANGES

- Capital funding requests to support multi-institutional instructional program delivery and/or multi-institution facility development do not need to be prioritized within the respective institutions overall capital projects priority array. These projects may be displayed separately.
- Institutions and the SBCTC are requested to identify (by use of an asterisk on Form C-1) those funding requests that contain an e-learning component as part of the overall proposed capital project. The supporting budget detail for these projects should include a specific description of e-learning project costs and the basis of determining these costs.
- The Capital Project Request (form C2) should include an explanation for proposed scope changes in projects that were previously funded for pre-design or design. Changes in project scope include added or modified design features as well as changes in functional capacity.

RESOLUTION NO. 00-01

WHEREAS, The Higher Education Board is required by statute (RCW 28B.80.330(4)) to review, evaluate, and make recommendations on the operating and capital budget requests from four-year institutions and the community and technical college system; and

WHEREAS, These recommendations are to be based upon role and mission statements of the institutions; the state's higher education goals, objectives, and priorities; and a comprehensive master plan; and

WHEREAS, The Higher Education Coordinating Board is also required by statute to distribute budget guidelines which outline the Board's fiscal priorities to the institutions by December of each odd-numbered year; and

WHEREAS, The Higher Education Coordinating Board has completed the 2000 Master Plan which lays out the goals, objectives, and fiscal priorities of the Board; and

WHEREAS, The Higher Education Coordinating Board approved the *Preliminary Draft HECB Operating and Capital Budget Guidelines* for the 2001-2003 Biennium at its meeting on December 3, 1999, and these draft guidelines have been distributed for review and comment by the institutions, similar to the process employed in the development of budget guidelines for the 1999-2001 biennium; and

WHEREAS, HECB staff has met with the four-year institutions and the State Board for Community and Technical Colleges to discuss changes to the preliminary guidelines, and a work session of the Board's Fiscal Subcommittee was held on January 20, 2000, to discuss the draft guidelines; and

WHEREAS, Revisions suggested by the institutions and the State Board have been incorporated into the final versions of the *2001-2003 Operating and Capital Budget Guidelines*;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the *2001-2003 Operating and Capital Budget Guidelines*, attached hereto.

Adopted:

January 27, 2000

Attest:

Bob Craves, Chair

David Shaw, Secretary

**WASHINGTON'S PROMISE SCHOLARSHIP
Emergency Rules Extended**

January 2000

EXECUTIVE SUMMARY

BACKGROUND

The Washington's Promise Scholarship Program emergency rules adopted by the Board at its September 15, 1999, meeting are scheduled to expire January 31, 2000. Public testimony on the proposed rules is scheduled for February 16, 2000. Therefore, the Board is being asked to renew and extend the emergency rules until final rules are adopted and go into effect.

BOARD ACTION

The Board is requested to renew and extend emergency rules for Washington's Promise Scholarship as presented in Resolution 00-02.

RESOLUTION NO. 00-02

WHEREAS, The 1999 Washington Legislature authorized the Washington Promise Scholarship Program; and

WHEREAS, The Legislature authorized the Board to adopt rules for the program; and

WHEREAS, The Board adopted emergency rules on September 15, 1999, which expire at the end of January. and

WHEREAS, The proposed permanent rules are scheduled for a public hearing on February 16, 2000, with a comment period that extends to March 3, 2000; and

WHEREAS, the proposed permanent rules are scheduled for adoption at the Board's March 30, 2000 meeting;

NOW THEREFORE BE IT RESOLVED, That the Board renew and extend its Washington Promise Scholarship emergency rules, Washington Administrative Code 250-80-010 through 250-80-100, until the proposed permanent rules have been adopted and go into effect.

Adopted:

January 27, 2000

Attest:

Bob Craves, Chair

David Shaw, Secretary

GENDER EQUITY REPORT

January 2000

BACKGROUND

In 1989, the Legislature adopted two bills designed to achieve gender equity in higher education: the gender equity statute and gender equity athletic tuition waivers. Each directed the Higher Education Coordinating Board to report to the governor and Legislature on their implementation.¹ This document reports on their implementation.

The Gender Equity Statute [RCW 28.110]. This law prohibits “discrimination on the basis of gender against any student in institutions of higher education in Washington.” In particular, the law forbids discrimination in student assistance and services (including student employment, counseling, and financial aid), in academic programs, and in athletics, both intercollegiate and intramural.

The state’s public colleges and universities are required to “submit to the [Higher Education Coordinating] Board a plan to comply with the requirements of the law.” The Board, in turn, is required to report to the governor and the higher education committees “on institutional efforts to comply with this chapter.” In consultation with public colleges and universities, the Board also develops rules and guidelines to eliminate gender discrimination.

After consulting with the higher education community, in 1990 the HECB promulgated its first set of rules under the law, WAC 250-71 (010-075). These rules directed the state’s public institutions of higher education to study their gender equity policies and gender equity performance in student services, academic programs, and athletics. The Board’s rules also directed institutions to submit biennial updates, focusing on the results of continued monitoring and activities conducted to enhance gender equity. In 1990 the HECB delegated to the State Board for Community and Technical College Board responsibility for collecting data and gender equity updates from the state’s community and technical colleges, and, in turn, reporting these to the HECB.

The HECB first reported to the Legislature and governor under this statute in 1991, and it subsequently reported in 1993 and 1995. In 1997 RCW 28.110 was revised, shifting the reporting schedule to a quadrennial cycle. This is the first update submitted pursuant to RCW 28.110 since the Board’s 1995 report.

Tuition Waivers [RCW 28B.15.460]. The second gender equity law enacted in 1989 focused more narrowly on gender equity in intercollegiate athletics. More specifically, the law authorized the use of tuition and fee waivers to “achieve gender equity in intercollegiate athletics” beginning in the 1991-1992 academic year. The use of tuition waivers in 1992-1993 was made contingent upon HECB approval of institutional plans for achieving gender equity. The law required institutions to meet still higher targets for female participation in intercollegiate

athletics in the years that followed. Institutions that do not meet these standards must have a new institutional plan approved by the HECB before granting further waivers [28B.15.460 (2) (b)].

The HECB's presented its last report to the governor and Legislature in 1996. At that time the Board found that tuition waivers had substantially increased gender equity in intercollegiate athletic programs, and recommended reauthorization of the legislation. In 1997 the Legislature reauthorized and revised the statute; its reporting cycle, too, was lengthened from a biennial to a quadrennial basis.

Both laws provide that their reports may be combined with the other; hence, this report shall address both statutes. The report will be organized into three sections: 1.) student services, 2.) academic programs, and 3.) athletics.

1. STUDENT SERVICES AND SUPPORT

The Gender Equity statute contains three provisions that aim to prevent gender discrimination in student employmentⁱⁱ, in counseling and guidance servicesⁱⁱⁱ, in the award of financial aid.^{iv} It also directed institutions to “develop and distribute policies for handling complaints of sexual harassment.”

The initial HECB report, completed in 1991, found full compliance with the provisions of the statute, save for “some discrepancies” in student employment and “minor discrepancies in financial aid.”^v Drawing upon institutional updates submitted in 1994, the HECB concluded in its 1995 report that the state's institutions had substantially remedied these “discrepancies.”^{vi} In 1999 the HECB asked institutions to present equity updates and data that focused on student employment and sexual harassment policies.

Student Employment. Pay scales in student employment are not sex-specific, and jobs are not assigned on the basis of gender. Rather, job classifications are gender neutral, and the pay scales attached to these jobs are equitable. At the University of Washington, for example, there are three job classifications, each scrupulously gender neutral, arranged according to the complexity and responsibility of the work.^{vii} There are small differences in the distribution of male and female students across pay levels at two institutions: Central Washington University and The Evergreen State College (see Appendix Two). These merit review by campus equity and work study officials.

Sexual Harassment. Each institution has policies and procedures for handling complaints of sexual harassment. Each institution distributes these policies widely among faculty, staff, and students. This typically occurs through orientation for new and transfer students, and for new faculty and staff. All students, faculty, and staff receive copies of the policies in new employee materials or their student catalogue, and sexual harassment policies are prominently posted in public places.

CONCLUSIONS: STUDENT SERVICES AND SUPPORT

The 1999 equity-plan updates and data submitted by each four-year institution indicate that student services and support remain free from gender discrimination. Moreover, institutional report updates clearly demonstrate that student support programs at our state's colleges and universities go far beyond refraining from gender discrimination. Taken together, they show strong evidence that faculty, staff, and administrators are working to create campuses that are congenial to the needs of all learners, whether male or female.

2. ACADEMIC PROGRAMS

Two provisions of the gender equity statute obligate higher education institutions to follow a policy of strict nondiscrimination in academic programs.^{viii} No academic program is permitted to exclude students of either gender, or to give special consideration for admissions to either men or women. Nursing programs, for example, may not give special consideration to male applicants merely because they are historically underrepresented in the field of nursing.

No programs restricted entry by gender or employed dissimilar standards for admission in 1994, and none did in 1999.

There is a third provision in the statute that does not demand a strict gender neutrality or nondiscrimination standard. Rather, it aims to achieve an equality of results in academic programs. It states:

“If participation in activities such as intercollegiate athletics and...academic programs is not proportionate to the percentage of male and female enrollment, the plan should outline efforts to identify barriers to equal participation and to encourage gender equity in all aspects of college and university life” [RCW 28B.110.040 (2)].

Proportionality in Academic Programs. Since the submission of its first report in 1991 the HECB has reported on matriculation in academic programs. The 1991 report defined proportionality this way:

“...each gender appearing more than 10 percentage points above or below its representation in the student population was considered a discrepancy. More than 20 points above or below was considered a substantial discrepancy.”^{ix}

This report examines instead the number of male and female students who *graduate* in each field.

By relying upon the federal government's Integrated Postsecondary Data System (IPEDS), it is possible to compare male and female graduates for the years 1989 and 1998, the most recent year for which these data are available. Each degree program is assigned to one of more than 800 Classification of Instructional Program (CIP) codes, e.g. “Education of the Autistic.” These codes, in turn, are aggregate into 50 categories, e.g. “Education.” Comparing male and female graduates in these 50 categories in 1989 and 1997 permits us to examine what changes — and

continuities — have marked the enrollment decisions of male and female students since the adoption of the gender equity statute.^x

In 1989, there were roughly 21 CIP categories at each of the state’s five universities (107 in total). Of these 107 categories, two-thirds (73/107, or 68.2 percent) were distinguished by “disproportionate” numbers of male and female graduates, and 34/107, and roughly one-third (31.8 percent) were not. About four in ten fields of study (41 percent, or 44/107) were marked by “substantial disproportionality” between the numbers of male and female graduates and university-wide enrollments.

In 1998 the same universities reported a total of 113 categories. Of 113 categories, 71 (62.8 percent) displayed “disproportionate” patterns of male and female graduates — down slightly from 68.2 percent at the end of the preceding decade. The number of categories with “substantial disproportionality” declined slightly to 39 out of 113, or 34.5 percent — down from 41 percent of programs a decade earlier. *In the decade since the adoption of the statute, the proportion of fields marked either by modest or “substantial” gender disparities declined 10 - 20 percent.*

Continuing Disparity in Some Fields of Study. Of the 107 categories that were recorded in both the 1989 and 1998 IPEDS reports, most of those marked by disparities in 1989 continued to be in 1998. Areas that were proportionate in 1989 remained this way in 1998. In total, roughly three-quarters of the areas of study (81/107, 75.7%) remained at their original range of disparity (modest or substantial) in both periods (see the shaded cells in the Table Two, below). Sixteen areas of study (14.95%) were moved from “substantial” to “modest” disparities, while another ten areas of study (9.35%) moved in the opposite direction. *There is pattern of substantial continuity in the choices that male and female students make about fields of study.*

Table Two: Continuity in Degrees to Women	Programs showing disparity in 1998 <10%	Programs showing disparity in 1998 >10%	Row Totals
Programs showing disparity in 1989 <10%	24	10	34 (31.78%)
Programs showing disparity in 1989 >10%	16	57	73 (68.22%)
Column Totals	40 (37.38%)	67 (62.62%)	107

In the table below we take a closer and slightly different look at these data by focusing on the four areas of study from which each institution graduates its largest number of students. For each area — say, Education or Business — we have calculated a measure of proportionality, a ratio of females who graduate in this field to the proportion of female undergraduates in the entire institution. If females comprise 50 percent of graduates from the institution but only 10 percent of graduates from the program, the ratio is .2. Obviously, a ratio of 1.0 indicates proportionality, and a value of greater than 1.0 indicates that female graduates outnumber male graduates.

Proportionality in Largest Program Areas, 1989-1990 and 1997-1998

Institution	Category	1989/90 Equity Ratio	1997/98 Equity Ratio	Net Movement Towards/Away from Proportionality
CWU				
	Education	1.58	1.39	0.19
	Protective Services	0.84	0.85	0.01
	Social Sciences	0.73	0.72	-0.01
	Business	0.92	1.05	0.03
EWU				
	Education	1.28	1.18	0.1
	Biosciences	1	1.05	-0.05
	Social Sciences	0.61	0.7	0.09
	Business	0.84	0.87	0.03
UW				
	Engineering	0.47	0.41	-0.06
	Biosciences	1.18	1.1	0.08
	Social Sciences	1.01	1.02	-0.01
	Business	0.97	0.97	0
WSU				
	Communications	1.45	1.16	0.29
	Engineering	0.27	0.22	-0.05
	Social Sciences	0.91	1.25	-0.14
	Business	0.9	0.96	0.06
WWU				
	Education	1.32	1.28	0.04
	Public Administration	1.69	1.51	0.18
	Social Sciences	0.85	0.89	0.04
	Business	0.77	0.84	0.07

As Table Three reveals, the areas with the greatest number of graduates are typically education, business, social sciences, and engineering. The first of these areas is usually greater than 1.0 (disproportionately female), while that latter is heavily male (at .41 and .22 at the state's two

programs. On average the movement between 1989 and 1997 is quite small, but typically in the direction of greater equity. Of the 20 categories with the largest numbers of graduates, six show a very slight movement *away from* proportionality (from 1.0), while the remaining 14 show movement *toward* proportionality —albeit very modest movement.

Factors Influencing Women’s Academic Choices. Why is there such continuity in the choices made by male and female students? One equity officer suggests that most of the influences shaping the field a student chooses precede — and may outweigh — the university’s influence. “Student choice of major is influenced by many factors, such as individual interests, parents, high school counselors, peers, societal stereotypes, perceptions of job opportunities, and media portrayals of various careers.”

Many of these larger social influences powerfully militate against women selecting nontraditional majors, e.g. the selection of physical sciences and technology. At Central Washington University, for example, surveys of entering students’ self-perceptions reveal that female students rate themselves lower than male students on all 19 measures, including intellectual self-confidence: 63 percent of males and 43 percent of females say that they are above average. Survey results regarding mathematical ability show that 38 percent of men and 25 percent of women report that they are above average. Not surprisingly, one half as many entering first-year women at CWU planned to major in a scientific or technical field as entering men (17 percent versus 36 percent).^{xi}

Faculty and administrators have sometime undertaken extensive efforts to encourage women to major in nontraditional fields. Many faculty and administrators at both of the state’s research universities have worked hard to boost female enrollments and persistence in engineering programs. Since 1993 the Washington State University has supported a Math, Science, and Engineering Residence Hall project, which now offers tutor-assisted study tables, faculty mentoring, and programs related to women in the sciences.

The Center for Women in Science and Engineering (WISE) at the University of Washington, established in 1989, also supports female participation in sciences and engineering. The beneficiary of significant corporate, foundation, and federal government support, WISE supports initiatives in mentoring, tutoring, and advising. The UW’s an engineering faculty that is comprised of far larger share of female faculty members than the national average (11 percent v. 3.7 percent). That factor, combined with the activities of WISE, has improved gender equality in engineering.

Twenty-two percent of UW undergraduate engineering students in the fall of 1998 were women; an equal share of undergraduate engineering degrees in 1997-1998 were awarded to women — up significantly from 15 percent in the late 1980s. Moreover, the retention of undergraduate female engineering students has grown sharply, from 50 percent in 1990 to 74 percent in 1996 (compared to a national rate of 55 percent).

The effects of these programs, though tangible, are modest. For example, while the University of Washington conferred 22 percent of its engineering degrees on women in 1997-1998, the national average was only modestly lower, at 19 percent. The College of Engineering graduated 138 women with baccalaureate degrees in 1997-1998, slightly above the national average. When female engineering students at the University were surveyed, they reported that the most

important factor influencing their persistence in the field was their interest and success in math and science courses; programs of targeted support played a more modest, secondary role.^{xii}

The state's community and technical colleges also meet the requirements of nondiscrimination: no institutions exclude students of either sex from their programs, and no programs give special consideration for admission to either men or women.

The state's two-year colleges show a very modest representation of female graduates in some areas (e.g. precision and production trades), and an almost exclusive concentration of female graduates elsewhere: for example, 98% of vocational home economic graduates are women (see Appendix One, Table 1). Community and technical colleges, like the state's universities, have undertaken efforts to make instructional programs congenial to learners of either sex. However, these programs, like similar programs in four-year institutions, appear to have borne modest fruit.

CONCLUSIONS ABOUT GENDER EQUITY IN ACADEMIC PROGRAMS:

State law insists on nondiscrimination in academic programs, and this standard has clearly been met at our state's institutions. Gender-blind policies, however, offer no assurance that male and female students will reach similar decisions about the fields that they wish to study. While many programs have made diligent efforts to ensure that they are equally congenial to male and female students, there have been modest changes in the matriculation decisions of male and female students since 1989. Further changes in enrollment decisions will likely result only with continued changes in labor markets and the larger culture.

3. ATHLETICS

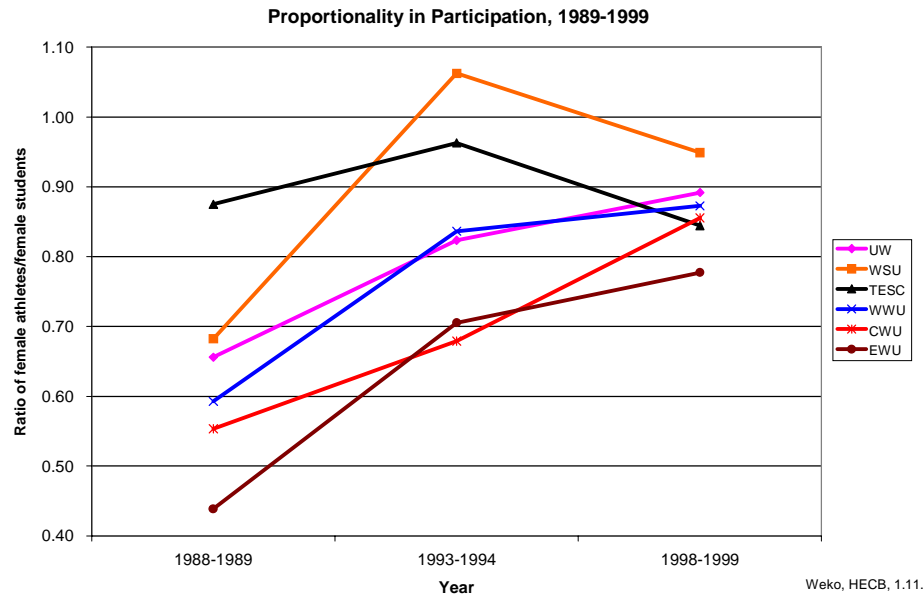
The statutes' instructions on gender equity in athletics are both clear and comprehensive. RCW28B.110.030, obligates institutions to provide "equitable opportunities to participate in intercollegiate athletics"; to provide recreational activities that "meet the interests of students"; to provide benefits, services, and facilities that are "comparable" for male and female athletes; and to "attempt to provide some coaches and administrators of each gender to act as role models for male and female athletes."

This language is duplicated in companion tuition and fee waiver statute. However, the tuition and fee waiver statute establishes criteria that institutions must meet if they are to make continued use of tuition waivers:

"Beginning in the 1999-2000 academic year an institution that did not provide, by June 30, 1998, athletic opportunities for an historically underrepresented gender class [i.e. women] at a rate that meets or exceeds the current rate at which that class participates in high school athletics in Washington state shall have a new institutional plan approved by the higher education coordinating board before granting further waivers."

The female participation rate for high school athletics in Washington was 42 percent for 1998, thus each institution was responsible for meeting — or exceeding — this rate of participation by June 30, 1998.

Colleges and Universities Meet Gender Equity Goals for Athletics. Each institution met this statutory goal by 1998. Participation rates for female athletes have risen significantly at all four-year institutions in the state since the adoption of the statute. Hence, a primary goal of the statutes — equitable opportunities for participation in intercollegiate athletics — has been substantially met.



Gender Equity in Athletics, 1988 - 1999												
Institution	1988 - 1989				1993 - 1994				1998-1999			
	# female athletes	% female athletes	% undergrad female	proportionality	# female athletes	% female athletes	% undergrad female	proportionality	# female athletes	% female athletes	% undergrad female	proportionality
UW	231	32.80%	50.00%	0.66	311	42.00%	51.00%	0.82	311	46.20%	51.80%	0.89
WSU	127	30.50%	44.70%	0.68	250	51.00%	48.00%	1.06	261	46.30%	48.80%	0.95
TESC	43	49.00%	56.00%	0.88	33	52.00%	54.00%	0.96	48	50.00%	59.20%	0.84
WWU	99	32.00%	54.00%	0.59	207	46.00%	55.00%	0.84	211	48.00%	55.00%	0.87
CWU	120	29.00%	52.40%	0.55	153	34.30%	50.50%	0.68	162	46.20%	54.00%	0.86
EWU	66	24.00%	54.70%	0.44	114	38.80%	55.00%	0.71	196	44.70%	57.50%	0.78
Average		32.88%	51.97%	0.63		44.02%	52.25%	0.84		46.90%	54.38%	0.86

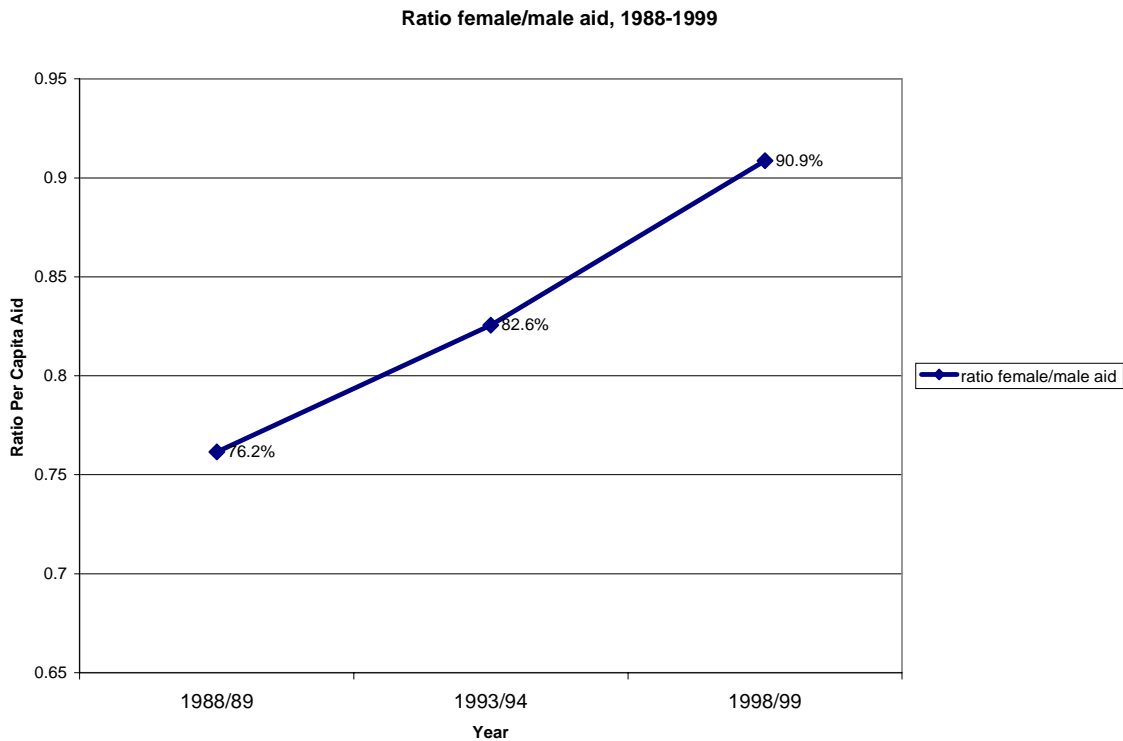
proportionality = % of athletes who are female/% of undergraduate students who are female

Sources of data:

1988/89 and 1993/94: Gender Equity in Higher Education, 1995 HECB Report
 1998-99: EADA Reports

Although rates of participation are substantially more proportional than they were in 1989, the law’s scope is extends far beyond participation rates. RCW 28B.110 requires that benefits and services—including equipment, supplies, coaching, financial aid, and facilities—must be provided “with no disparities based on gender.”^{xiii}

Aid, Expenditures, and Coaching. Five four-year institutions provide athletically-related financial aid, and at four of these schools the proportion of aid to male athletes is significantly greater than that provided to female athletes.^{xiv} The average proportion of aid received by female athletes at these four schools in 1998-1999 was 41.8%, while women comprised 46.9% of athletes. If one compares financial aid per capita for male and female athletes, however, it is apparent that disparities are diminishing. The ratio of female/male aid has climbed steadily through the period 1988-1999.



The operating expenses made available to female teams, too, are lower than the operating expenses of men's teams: in 1998-1999 women's teams received on average about 40 percent (39.46 percent) of operating expenses, though they comprised 46.9 percent of all athletes. The ratio of expenditures per share of participants has remained constant across the decade: it was .86 in 1988-1989, .84 in 1994-1995, and .84 in 1998-1999.

Finally, the law's aim that "institutions...provide some coaches and administrators of each gender to act as role models for male and female athletes" has been met, but incompletely. Of the 58 head coaches of male teams, only two, at The Evergreen State College, are females. Female athletes, on the other hand, have plenty of opportunities to work with male role models: taken together female teams have 28 female coaches, but 45 male coaches.

Aid, Expenses, and Coaching, 1998-1999

Institution	Athletically Related Student Aid, 1998-1999		Operating Expenses, 1998-1999		Coaching, 1998-1999	
	% to male athletes	% to female athletes	% to men's teams	% to women's teams	head coaches of male teams (m/f)	head coaches of female teams (m/f)
UW	53.7	43.6	62.3	37.7	16m/0f	7m/12f
WSU	58.1	41.9	61.6	38.4	10m/0f	10m/6f
CWU	32.7	67.3	61.0	39	14m/0f	14m/0f
EWU	62	38	62.2	37.8	not avail.	not avail.
TESC	none	none	61.0	38.9	6m/2f	4m/6f
WWU	56.1	43.9	55.0	45	10m/0f	10m/4f
Average		46.94		39.47		
Average without CWU		41.8				

Operating Expenses to Men's and Women's Sports, 1988-1999

	1988-1989		1994-1995		1998-1999	
	% to men's teams	% to women's teams	% to men's teams	% to women's teams	% to men's teams	% to women's teams
UW	not avail.	not avail.	66	34	62.3	37.7
WSU	not avail.	not avail.	64	36	61.6	38.4
CWU	71	29	72	28	61.0	39
EWU	77.3	22.7	66	34	62.2	37.8
TESC	not avail.	not avail.	47	53	61.0	38.9
WWU	67.7	32.8	64	36	55.0	45
Average		28.17		36.83		39.47
Ratio		0.86		0.84		0.84

Ratio= %Expenses/%Female Athletes

Source of data: 1988-1989 and 1994-1995, HECB Gender Equity Reports.
1998-1999: Equity in Athletics Disclosure Act, October 15, 1999 reports.

Facilities. "Comparable facilities for both males and females" have been achieved at the state's two research universities. The state's research institutions have had both the will and the wallet to recreate their athletic facilities in the past decade, and they have purposefully worked to create athletic facilities that are fully equitable.

At the Washington State University, for example, 1998-1999 renovations and additions to the Bohler Gym have yielded a fully equitable facility for all athletes, in which each team (save women's and men's golf) will have its own locker room. The University of Washington has recently completed a softball field comparable to any baseball field made available for men's team, and the renovations to the Hec Edmundson Pavilion now underway will yield facilities for male and female athletes that are equal in all respects. For example, like sports — such as men's and women's basketball — will be grouped in adjacent sites, rather than segregated by gender into separate facilities.

“Comparable facilities for both males and females” have not been achieved at the state's baccalaureate institutions—with the exception of The Evergreen State College. The Evergreen State College, the newest of our state's baccalaureate institutions, possesses the most modern physical plant for athletics; a modest set of intercollegiate teams (four for each gender, for a total of 48 female athletes and 48 male athletes); and no sport that has a large roster of male athletes (soccer, with 21 male athletes, has the largest roster). Given its facilities — and its commitment to equity in athletics — Evergreen is able to establish scrupulously fair policies governing the use of its facilities.

The state's remaining baccalaureate institutions are in a less enviable position. Their primary athletic facility (e.g. fieldhouse or gymnasium) was typically constructed in the 1950s or early 1960s, and these facilities often made provision only for female physical education classes, offered to student bodies that contained far fewer female students. Their buildings and their locker rooms are neither adequate for contemporary needs, nor are they “comparable facilities.”

This said, efforts are underway to mitigate these problems. At Central Washington University, efforts are underway to redress inequities in playing fields. In October 1999, construction began on a new field for women's softball, and a new women's soccer field is slated for the construction during the current budget cycle as well.

At Eastern Washington University funds have been committed in the 1999-2000 fiscal year budget to upgrade locker and training room facilities for female athletes. EWU is committed to “the addition of a training room in the existing women's locker room,” and the “conversion of the existing football locker room into new multiple women's intercollegiate athletics locker rooms.”^{xv}

Western Washington University has completed the first phase of a women's fastpitch softball facility, the remainder of which is slated for completion in 2000. Moreover, “Western remains committed to seeking capital funds to expand and equalize locker rooms and training facilities.”^{xvi}

Clearly, completing this unfinished work of gender equity in intercollegiate athletics will require additional capital spending at these three institutions.

Recreational Activities. RCW 28B.110 also focuses on recreational activities, including intramural athletics and club sports, mandating that they be “offered to meet the interests of students,” and facilities and services must be provided for recreational sports without disparities based on gender.

At each of the state's four-year institutions, administrators responsible for recreational athletics have been diligent in responding to the expressed interests of female students. Indeed, they have worked to nurture higher levels of interest in recreational sports through advertising and creative programming. Services in support of recreational athletics also are free from disparities based on gender. Facilities, too, are equitably provided — where equitable facilities exist. Nonetheless, each institution is marked by a far greater level of interest in recreational sports among its male students than among its female athletes—a pattern that is true not only for Washington's public baccalaureate institutions, but for colleges and universities throughout the United States.

At the University of Washington, for example, just over 51 percent of 17-24 year old, full-time students at the Seattle campus are women. But women accounted for only 39 percent of visits to the campus intramural athletic facility in 1998-1999. At the state's other institutions the rates of female participation in intramural and club sports range from 21-44 percent, with an average participation rate of roughly 30 percent. This rate is far higher than the national average of 15-20 percent.^{xvii} National experts suggests that female students are less interested in recreational sports than they are fitness and conditioning facilities (e.g. training rooms, aerobics facilities).^{xviii} If recreational athletics programs are alert to the "interests of students," they should pay particular attention to the adequacy of these facilities.

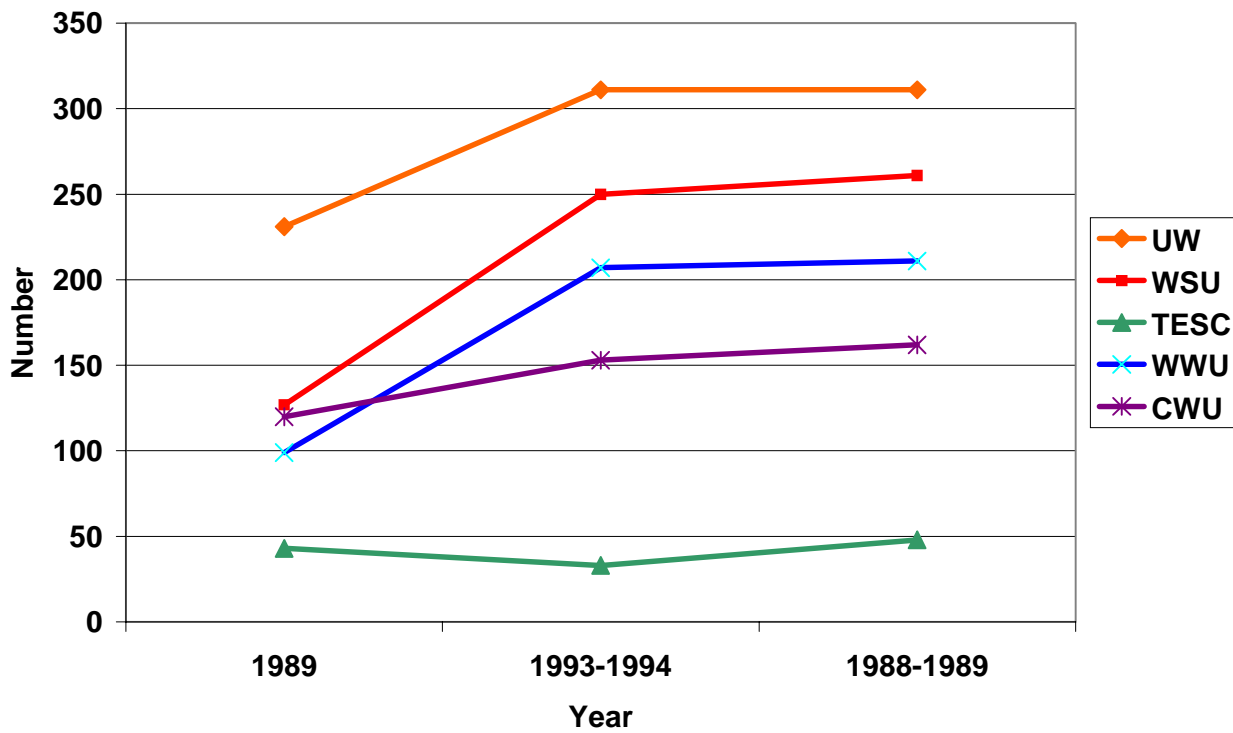
Intercollegiate athletic programs at the state's two-year colleges, like those at four-year institutions, must comply with the requirement of the gender equity statute. However, the tuition waiver statute (RCW 28B.15.460) applies solely to four-year institutions. Nonetheless, the overall rate of proportionality for the state's two-year institutions, .855, is nearly identical to that of the state's four-year institutions, .86 (see Appendix One, Table 2).

CONCLUSIONS ABOUT GENDER EQUITY IN ATHLETICS

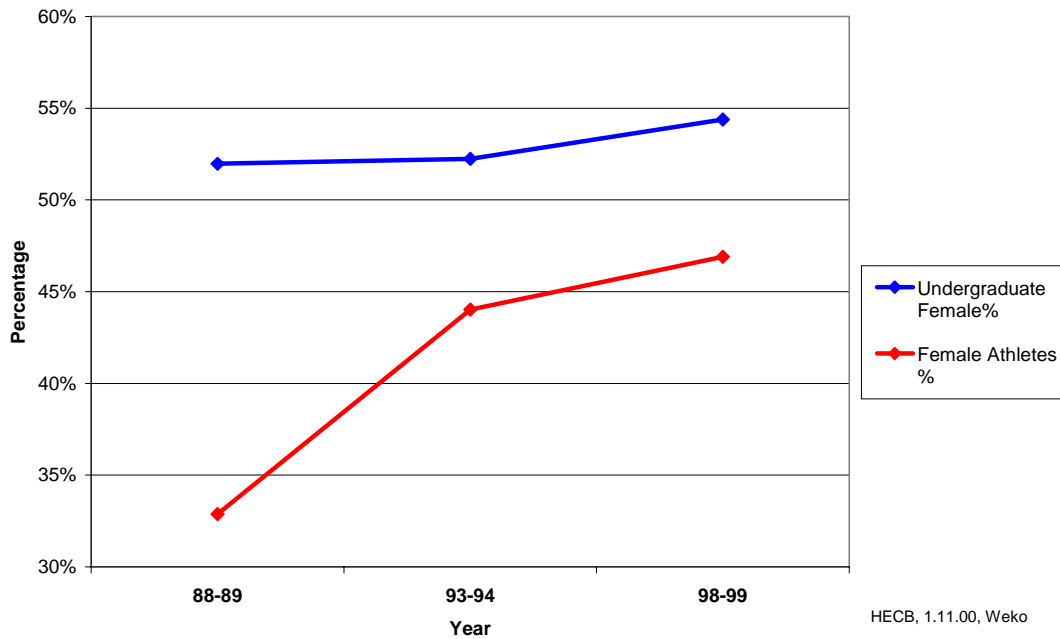
Higher Participation Required by 2004. If these statutes remain unchanged, the next report on gender equity in higher education will be submitted to the Legislature in 2004. However, current law will require a still higher standard of gender equity in participation rates than it does today: it obligates intercollegiate athletic programs to be within five percent of the proportion of undergraduate female students at their institution by 2003-2004.^{xix} If the slow and steady trend towards greater female enrollments continues, we should expect that roughly 56 percent of our students in 2003-2004 would be females. Hence, the law is likely to require that the state's universities aim, on average, for a 51% participation rate for female athletes.

The current participation rate, 46.9% on average, is significantly below this 51% level. Moreover, it shows few signs of declining further if the current mix of intercollegiate programs is maintained. After a sharp decline in the rate of disproportionality between 1988 and 1993, the decline of disproportionality virtually halted in the period between 1993 and 1998. The number of female athletes has increased far more slowly in this period, and so, too, have other indicators of equity, such as the proportion of operating expenses received by women's teams.

Number of Female Athletes, 1989-1999



Female Enrollment and Participation in Intercollegiate Athletics, 1988-1999



Conclusion and Recommendations:

The requirements of our state’s gender equity laws have been met in nearly every respect—in students services and support, in academic programs, and, by in large, in athletics. The primary challenge facing our state’s institutions in the near future lies in achieving the rates of athletic participation by women that are required by the tuition waiver statute. It is likely that the goals contained in the statute will require a few of our four-year institutions to make sweeping changes in their athletic programs—or jeopardize their continued use of tuition waivers.

	1993-1994 UG female students	1998-1999 UG female students	est. female % 2003-2004	required female % in 2003-2004	current part rate	gap b/n current and 2003-2004 part rate	# additional athletes req. under current law	# of female athletes in 1999-2000
UW	51%	51.8%	53%	47.6%	46.2%	1.4%	10	311
WSU	48%	48.8%	50%	44.6%	46.3%	-1.7%	0	261
TESC	54%	59.2%	64%	59.4%	50.0%	9.4%	9	48
WWU	55%	55.0%	55%	50.0%	48.0%	2.0%	11	211
CWU	51%	54.0%	58%	52.5%	46.2%	6.3%	30	162
EWU	55%	57.5%	60%	55.0%	44.7%	10.3%	45	196

est. female in 2003-2004: estimated undergraduate female enrollment in 2003-2004, by extrapolation
 required female%: required % of female athletes in 2003-2004 (female enrollment x .95)
 additional athletes required: number of all athletes in 1999 x required percent

Appendix One

Table One: Athletic Participation, Two-Year Colleges, 1998-1999

Athletic Participation, Community Colleges

School	Female Students, 17-24, FT	All Students 17-24, FT	% Female Students	% Female Athletes	Difference	Proportionality
Bellevue	1,949	3852	50.6%	44.0%	-6.6%	0.870
Big Bend	315	707	44.6%	53.0%	8.4%	1.190
Centralia	438	809	54.1%	44.0%	-10.1%	0.813
Clark	1,381	2523	54.7%	49.0%	-5.7%	0.895
Columbia Basin	966	1952	49.5%	40.0%	-9.5%	0.808
Edmonds	1,010	1952	51.7%	39.0%	-12.7%	0.754
Everett	987	1689	58.4%	54.0%	-4.4%	0.924
Grays Harbor	357	649	55.0%	41.0%	-14.0%	0.745
Green River	1,183	2507	47.2%	48.0%	0.8%	1.017
Lower Columbia	453	913	49.6%	50.0%	0.4%	1.008
Olympic	986	1812	54.4%	51.0%	-3.4%	0.937
Peninsula	295	568	51.9%	46.0%	-5.9%	0.886
Pierce	1,399	2442	57.3%	37.0%	-20.3%	0.646
Shoreline	1,489	2952	50.4%	44.0%	-6.4%	0.872
Skagit Valley	733	1379	53.2%	47.0%	-6.2%	0.884
South Puget Sound	812	1472	55.2%	46.0%	-9.2%	0.834
Spokane	1,218	2396	50.8%	44.0%	-6.8%	0.866
Tacoma	964	1657	58.2%	33.0%	-25.2%	0.567
Walla Walla	554	1126	49.2%	48.0%	-1.2%	0.976
Wenatchee Valley	542	1024	52.9%	43.0%	-9.9%	0.812
Whatcom	771	1558	49.5%	46.0%	-3.5%	0.930
Yakima Valley	1,007	1712	58.8%	47.0%	-11.8%	0.799
Total	19,809	37651	52.6%	45.0%	-7.6%	0.855

1998-1999 data on intercollegiate athletics provided by NWAACC

1998-1999 data on enrollment provided by SBCTC, includes all female students, 17-24;

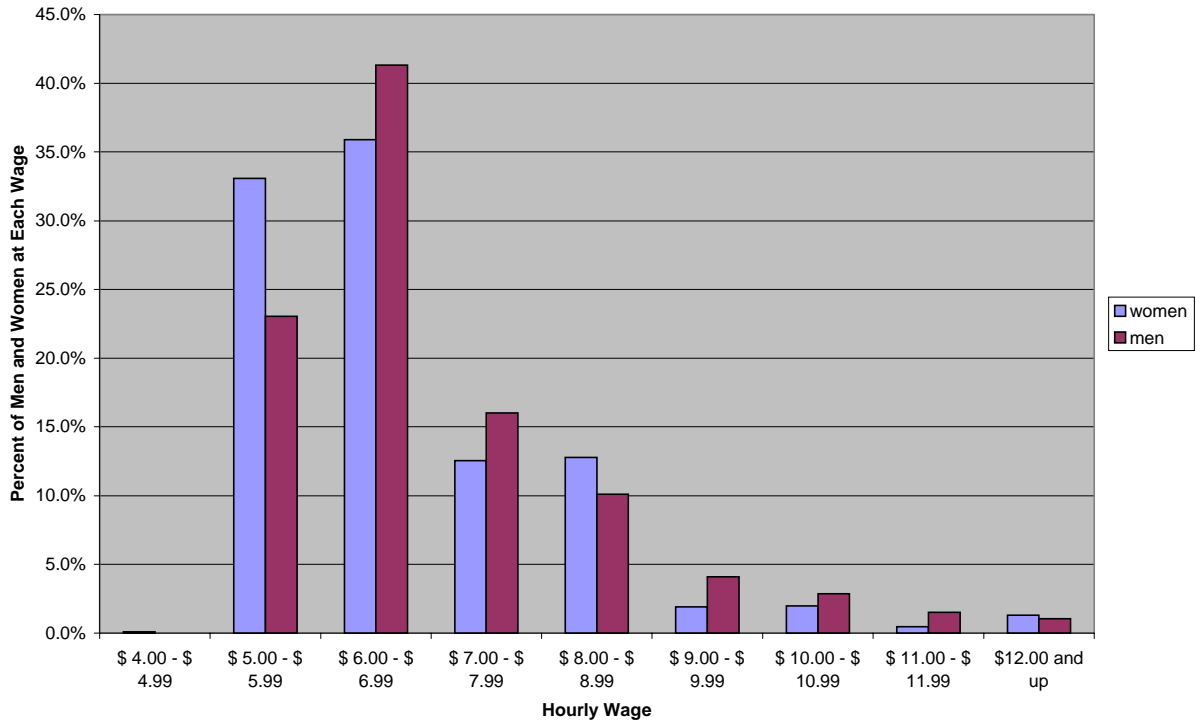
excludes RS/GED/ESL

Table Two: Female Graduates by Field, Community and Technical Colleges, 1997-1998

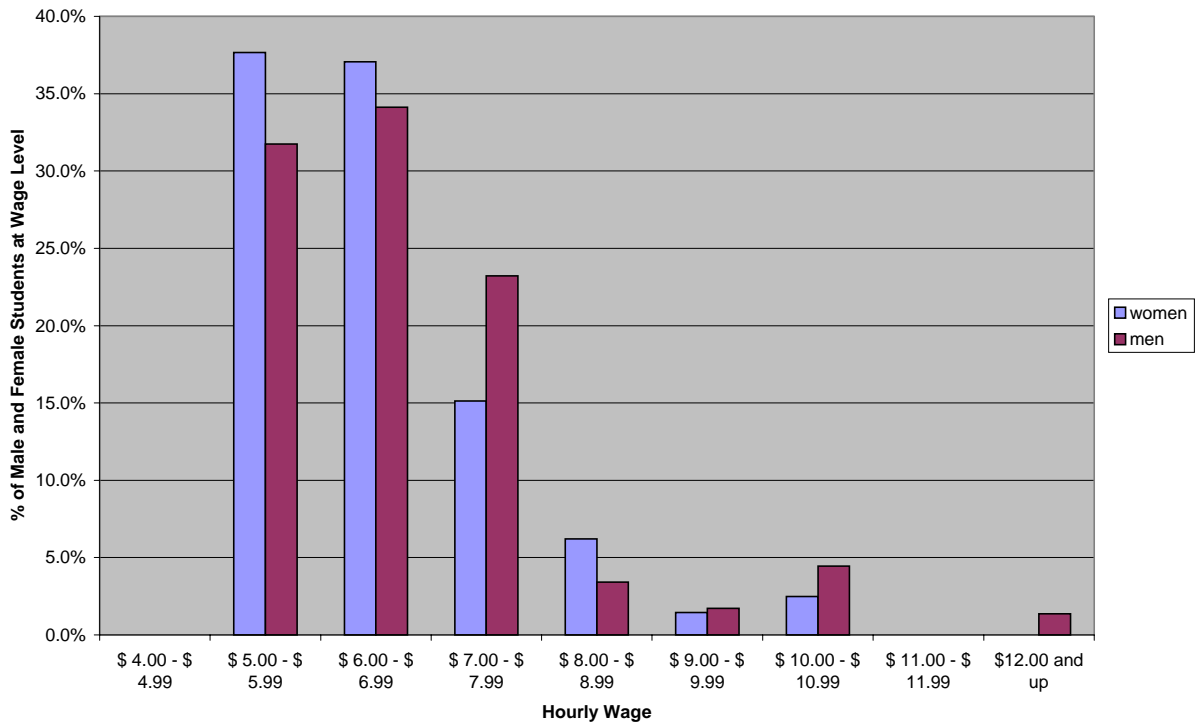
ASSOCIATE DEGREES - COMMUNITY AND TECHNICAL COLLEGES, 1997-98						
<u>CIPmajor</u>	<u>CIP Major description</u>	Total Males	Total Females	% Female Grads	% Females Enrolled in System	Proportionality
01	Agricultural Business and Production	88	56	39%	58.59%	0.66
02	Agricultural Sciences	-	3	100%	58.59%	1.71
03	Conservation and Renewable Natural Resources	29	15	34%	58.59%	0.58
08	Marketing Operations/Marketing and Distribution	16	57	78%	58.59%	1.33
09	Communications	41	33	45%	58.59%	0.76
10	Communications Technologies	25	11	31%	58.59%	0.52
11	Computer and Information Services	177	178	50%	58.59%	0.86
12	Personal and Miscellaneous Services	48	96	67%	58.59%	1.14
13	Education	5	30	86%	58.59%	1.46
15	Engineering-Related Technologies	472	138	23%	58.59%	0.39
19	Home Economics, General	2	20	91%	58.59%	1.55
20	Vocational Home Economics	3	195	98%	58.59%	1.68
22	Law and Legal Studies	25	175	88%	58.59%	1.49
24	Liberal Arts, General Studies and Humanities	4,957	6,767	58%	58.59%	0.99
25	Library Science	5	15	75%	58.59%	1.28
31	Parks, Recreation, Leisure, and Fitness Studies	26	20	43%	58.59%	0.74
41	Science Technologies	4	3	43%	58.59%	0.73
43	Protective Services	219	92	30%	58.59%	0.50
44	Public Administration and Services	5	16	76%	58.59%	1.30
46	Construction Trades	51	7	12%	58.59%	0.21
47	Mechanics and Repairers	447	34	7%	58.59%	0.12
48	Precision Production Trades	159	61	28%	58.59%	0.47
49	Transportation and Materials Moving Workers	48	27	36%	58.59%	0.61
50	Visual and Performing Arts	44	108	71%	58.59%	1.21
51	Health Professions and Related Sciences	284	1,406	83%	58.59%	1.42
52	Business Management and Administrative Services	219	1,193	84%	58.59%	1.44
	TOTAL	7,399	10,756			
Source: Columns C,D, E: IPEDS, 1997-1998						
Column F, Table 2-1 Higher Education Enrollment Statistics and Projections, OFM.						

Appendix Two: Student Wages

Student Wages, CWU



TESC Student Wages



Endnotes

ⁱ A third statute required the HECB and the OSPI to sponsor a gender equity conference for the benefit of persons involved in intercollegiate and interscholastic athletic programs. This conference was held in 1990, and it succeeded in bringing together athletic directors, coaches, and athletes from both K-12 and higher education.

ⁱⁱ “With respect to higher education student employment, all institutions shall be required to: make no differentiation in pay scales on the basis of gender; assign duties without regard to gender except where there is a bona fide occupational qualification approved by the Washington Human Rights Commission; provide the same opportunities for advancement to males and females; and make no difference in the conditions of employment on the basis of gender in areas including, but not limited to, hiring practices, leaves of absence, and hours of employment.”

ⁱⁱⁱ “Counseling and guidance services shall be made available to all students without regard to gender. All academic and counseling personnel shall be required to stress access to all career and vocational opportunities to students without regard to gender.”

^{iv} “With respect to financial aid, financial aid shall be equitably awarded by type of aid, with no disparities based upon gender.”

^v Gender Equity in Higher Education, 1991, 4.

^{vi} About disparities in student wages the report concluded, “this disparity has been corrected.” Gender Equity in Higher Education, 1994, 6.

^{vii} The University of Washington defines three positions: Student Assistant/Helper I (\$5.70 - \$6.30); Student Assistant/Helper II (\$5.90 - \$7.15); and Student Assistant/Helper III (\$6.15 - \$8.30). These jobs are classified as followed:

“Grade I

Perform a range of routine duties which may involve a moderate degree of responsibility and judgment. Some specific knowledge or skill and/or equivalent training or experience may be required.

Grade II

Perform varied and moderately complex duties involving a moderate to substantial degree of responsibility and judgment. May direct or coordinate activities of other student employees. Usually requires previous training or equivalent experience.

Grade III

Perform varied and complex duties involving a high degree of responsibility and judgment. May supervise or regularly lead activities of other student employees. Usually requires considerable training or equivalent experience in a specialized or technical field.”

^{viii} “With respect to admissions standards, admissions to academic programs shall be made without regard to gender”; and, “all academic programs shall be available to students without regard to gender.”

^{ix} Gender Equity in Higher Education, 1991, 7.

^x Because The Evergreen State College does not have majors, it does not submit IPEDS data by field of study, and it cannot be included in this analysis.

^{xi} *In Focus*, Volume 2, Issue 2, CWU Office of Assessment, October 1999, p. 2.

^{xii} Suzanne G. Brainard and Linda Carlin, “A Six-Year Longitudinal Study of Undergraduate Women in Engineering and Science,” *Journal of Engineering Education*, October 1998, 369-375.

^{xiii} "...including, but not limited to, equipment and supplies; medical services; services and insurance; transportation and per diem allowances; opportunities to receive coaching and instruction; scholarships and other forms of financial aid; conditioning programs; laundry services; assignment of game officials; opportunities for competition, publicity, and awards; and scheduling of games and practice times, including use of courts, gyms, and pools. Each institution which provides showers, toilets, lockers, or training room facilities for athletic purposes shall provide comparable facilities for both males and females."

^{xiv} The exception is Central Washington University, where women receive roughly 2/3 of athletically-related financial aid. Central Washington's EADA report indicates that the school is significantly increasing aid to male athletes in the 1999-2000 academic year, thus this ratio is likely to be substantially changed.

^{xv} Memo, Scott Barnes (Athletic Director, EWU) to Mike Irish, Associate Vice President for Facilities, September 30, 1999.

^{xvi} Correspondence from Judy McNickle, Western Washington University, 1.17.00.

^{xvii} *Athletic Business*, April 1999, p. 45.

^{xviii} *Ibid*, p. 44.

^{xix} The law provides that institutions may count only full-time undergraduate students, ages 17-24, enrolled at their institution's main campus. However, counting only these students produces a percentage that is nearly identical to all undergraduate female students as a percentage of all undergraduate students. Comparing the first to the second definition produces these changes: UW (51.56 v. 51.8), WSU (48.6 v. 48.8), CWU (54.79 v. 54), EWU (57.7 v. 57.5), TESC (58 v. 59.2), and WWU (56.9 v. 55).

RESOLUTION NO. 99-03

WHEREAS, RCW 28B 110 and RCW 28B 15.460 require the Higher Education Coordinating Board to report every four years to the Legislature and Governor on gender equity in higher education, and to develop rules and guidelines to eliminate gender discrimination; and

WHEREAS, The Higher Education Coordinating Board, with the assistance of the state's public higher education institutions has completed its 1999 review of gender equity in public higher education; and

WHEREAS, The Board finds that public higher education institutions do not discriminate on the basis of sex in student support and services, or in admission to academic programs; and

WHEREAS, The Board finds that public higher education institutions have met their obligation to provide female athletes with equitable opportunities for participation, and increasingly have met their obligation to provide female athletes with aid, services, and support with no disparities based upon gender; and

WHEREAS, The Board finds that some of the state's public four-year institutions have not yet succeeded, and will find a substantial fiscal challenge in providing "comparable facilities" for male and female athletes by the next reporting period, 2003-2004;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the 1999 Gender Equity in Higher Education report, and forwards this report to the Governor and Legislature for their review.

Adopted:

January 27, 2000

Attest:

Bob Craves, Chair

David Shaw, Secretary