



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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DRAFT PRELIMINARY BOARD MEETING AGENDA

Marriott Seatac Hotel, Salon D
3201 S. 176th Street, Seattle, Washington 98188
September 19, 2000

*Approximate
Times*

Tab

7:30 a.m. Board Breakfast and Meeting Overview (Bellevue Suite, 2nd floor)
(No official business will be conducted at this time.)

8:15 a.m. Welcome and Introductions
• Bob Craves, HECB Chair

CONSENT AGENDA ITEMS

Adoption of July 2000 HECB Meeting Minutes 1

New Programs for Approval

- **Master of Business Administration, UWT** 2
Resolution 00-35
- **BS in Computing and Software Systems, UWT** 3
Resolution 00-36
- **BS in Informatics, UW** 4
Resolution 00-37
- **BA in History and Philosophy of Science, UW** 5
Resolution 00-38
- **BS in Forest Resources: Sustainable Resource Sciences, UW** 6
Resolution 00-39
- **MS in Biomedical and Health Informatics, UW** 7
Resolution 00-40
- **MA and PhD in French Studies and MA in Italian Studies, UW** 8
Resolution 00-41
- **PhD in Information Science, UW** 9
Resolution 00-42
- **MPA in Collaborative Administration & Tribal Gov't., TESC** 10
Resolution 00-43
- **MFA in Interdisciplinary Media Arts, TESC** 11
Resolution 00-44

- 4:15 p.m. Roundtable Discussion on Participation of People of Color
in Higher Education**
- Panel of Institutional Presidents and SBCTC Executive Director
-
- 6:15 p.m. Future Teachers Project** **13**
- Public comment
 - Adoption of *Resolution 00-45* to approve emergency rules
-
- 6:30 p.m. MASTER PLAN ENROLLMENT INITIATIVES** **14**
- Policy
 - Economics
 - Demographics
-
- 7:00 p.m. DIRECTOR’S REPORT**
- Consideration of *Resolution 00-46* to extend the reporting date **15**
of the HECB Diversity Report
- PUBLIC COMMENT
-
- 7:15 p.m. ADJOURNMENT**

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow 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>DATE/DAY</i>	<i>TYPE</i>	<i>TENTATIVE LOCATION</i>
October 26 (Thurs.)	Regular Meeting	John A. Cherberg Building, Senate Hearing Room 4 Capital Campus, Olympia
* December 6 (Wed.)	Regular meeting	Univ. of Puget Sound, Tacoma Murray Board Room Wheelock Student Center Bldg.

- *December 2000 meeting has been rescheduled from Dec. 1 to Dec. 6.*

The full Board packet is available at www.hecb.wa.gov.

MINUTES OF MEETING July 25-26, 2000

September 2000

HECB Members Present

Mr. Bob Craves, Chair
Dr. Gay Selby, Vice Chair
Mr. Herb Simon
Dr. Chang Mook Sohn
Ms. Ann Ramsey-Jenkins
Mr. James Faulstich
Ms. Pat Stanford

Invited Guest

Mr. David Shaw, outgoing Board Member

HECB Staff

Mr. Marc Gaspard, Executive Director
Ms. Linda Schactler, Deputy Director
Ms. Ruta Fanning, Deputy Director
Ms. Becki Collins, Dir, Education Services
Mr. Bruce Botka, Dir, Governmental Relations
Mr. John Fricke, Associate Director
Ms. Parker Lindner, Sr. Policy Associate
Ms. Elaine Jones, Associate Director
Ms. Linda LaMar, Associate Director
Mr. Jim Reed, Associate Director

BOARD PLANNING: July 25, 2000

Board Organization

The members discussed the appointment of board officers. According to the HECB by-laws, the Chair serves at the pleasure of the Governor and appoints the Vice Chair and Secretary, with the concurrence of the Board, to one-year terms ending on Dec. 31 of each year.

Board Chair Bob Craves asked Gay Selby and Kristi Blake to serve as Vice Chair and Secretary, respectively, and the Board concurred.

The Board then reviewed the existing subcommittee structure and agreed that:

- Subcommittees will henceforth be named “committees,” and
- the new committee structure should be revised to ensure broader coverage of HECB functions and responsibilities. The Board established three new committees: (1) operations, (2) fiscal, and (3) planning and policy development.

The members were asked to pick their committees and chairs within the next couple of weeks to get the new committees operational for upcoming board meetings and the 2001 legislative session.

Review of 2000 Master Plan

Marc Gaspard reviewed the work that staff and their various workgroups are undertaking to move the Master Plan initiatives forward. He told the Board about the two percent budget reduction directive from the Governor’s office. As a sign of good faith, he recommended excluding the accommodation pool of 500 FTEs from the agency budget request. Finally, Mr. Gaspard briefly outlined the institutional budget process and timeline.

Executive Session

Senior Asst. Attorney General Howard Fischer gave a briefing and refresher on ethics rules that apply to Board members. He also provided an update on ongoing litigation involving various direct service programs.

BOARD MEETING: July 26, 2000**Welcome and Introductions**

Board Chair Bob Craves opened the meeting at 9:50 a.m. He introduced Dr. Jerilyn McIntyre, the recently appointed president of Central Washington University. Before coming to CWU, Pres. McIntyre served for 23 years at the University of Utah. She received her Ph.D. in Communication and History from the University of Washington. She is eager to apply her knowledge and experience in improving the quality of life for Ellensburg students and their families.

Marc Gaspard, HECB Executive Director, announced changes to the published agenda, including resolutions honoring outgoing Board member David Shaw and outgoing HECB deputy director Linda Schactler.

Minutes of May 25, 2000 and June 26, 2000 Board Meetings

Mr. Jim Faulstich moved for approval of the minutes as recorded. **Ms. Ann Ramsay-Jenkins** seconded. The minutes were approved.

Tribute to David Shaw

Mr. Craves read Resolution No. 00-33 honoring outgoing member and secretary to the Board, David Shaw, and presented him with a desk plaque as a token of the Board's appreciation.

Dr. Gay Selby moved for approval of Resolution No. 00-33. **Mr. Jim Faulstich** seconded the motion, which was unanimously approved. The resolution was signed by all Board members present.

Dr. Selby thanked Mr. Shaw for his contributions to the Board and to higher education. Mr. Shaw shared his appreciation and noted the vital role the HECB plays in shaping public policy for higher education in the state.

Board Appointments

Mr. Craves welcomed new Board member Herb Simon, announced the reappointment of Gay Selby and Chang Mook Sohn, and asked Dr. Selby to continue as Vice Chair and Kristi Blake to serve as Secretary to the Board.

Mr. Craves announced the following new committee structure and committees:

- Board Operations Committee (including legislative and communications issues);
- Fiscal Committee (operating and capital budgets); and
- Planning and Policy Development Committee (Master Plan and higher education policies and issues).

Incoming HECB Deputy Director

Mr. Gaspard introduced incoming HECB deputy director, Ruta Fanning, most recently vice president for finance and administration at The Evergreen State College, and a former director for the Office of Financial Management.

Educational Opportunity Grants (EOG) Study

Linda LaMar, HECB associate director, presented a brief overview of the EOG program. Established by the Legislature in 1990, the EOG provides \$2,500 grants to encourage placebound students who have completed the first two years of a four-year degree to enroll in existing colleges and universities with unused enrollment capacity. To be considered placebound, students need to live in one of 13 counties. The EOG cannot be used for enrollment at a branch campus.

As part of its periodic review of state-funded financial aid programs, the HECB is conducting a study to evaluate the EOG's effectiveness and to determine whether program criteria are still relevant in today's higher education environment. Policy review will focus on institutional eligibility, grant amounts, and student eligibility.

Work to date has focused on statistical analyses of the extent the EOG has positively influenced urban, placebound students to pursue upper-division coursework and to persist toward baccalaureate degree completion. The HECB will continue its EOG program review throughout the summer and submit a report in the fall for Board consideration and possible Board action.

Mr. Faulstich wanted to know if EOG affects other financial aid grants. Ms. LaMar assured him that the review would examine this factor.

Distance Learning Study

HECB director for governmental relations Bruce Botka reminded the Board that Engrossed House Bill 2952 directed the HECB to conduct a study of distance education in order to "facilitate more informed legislative decision-making." Parker Lindner, HECB senior policy associate, described the review she is undertaking in cooperation with a broad group of higher education stakeholders. She noted that the HECB has tried to be as inclusive as possible, requesting information from all parties throughout the higher education system, including K-12.

Mr. Craves asked if there is any indication that interest in e-commerce or the use of technology is decreasing. Ms. Lindner said that data has not been collected to support this, and we are not hearing it anecdotally. Mr. Craves also asked whether the policy that requires HECB approval when existing programs move to online delivery is a barrier to the implementation of new online programs. Mr. Botka stated that this is an area of discussion the HECB has been pursuing with

the institutions. Mr. Craves said we should not let this cause us to fall behind other states in the development of new electronic learning courses and programs.

Dr. Selby asked if the review would include the K-20 network and its effects on K-12. Ms. Lindner replied that OSPI has been involved in the discussions. Mr. Botka noted that the Legislature narrowed the distance learning study to just higher education.

Mr. Faulstich asked for a clarification of terminology. "Is it distance learning or e-learning?" He asked for a clarification of what we are doing. Ms. Lindner explained that although we used the term e-learning in the Master Plan, EHB 2952 asked the HECB to specifically address distance learning. Mr. Faulstich suggested that other issues need to be addressed, including the efficacy of distance education, programmatic concerns, and legal issues regarding tuition and distance education pedagogies. Mr. Botka remarked that since our report to the Legislature is due in January, we might have to limit our area of study.

HECB Diversity Study, Progress Report

Linda Schactler, outgoing HECB deputy director, reminded the Board that state law directs the HECB to report on the participation of minorities in higher education and to make recommendations on how to increase minority participation. In March 1996, the HECB adopted 20 statewide diversity goals that included quantitative measures on minority student enrollment, retention, completion, and faculty and staff employment.

Subsequently, reports periodically submitted by staff to the Board have shown that participation tends to fluctuate from year to year, but is flat in the long run. Two groups have been convened to help review the various issues involved and to formulate suggestions for the future direction of the HECB's diversity initiative.

Resolution 00-22 proposes to suspend implementation of current goals while the workgroups undertake a review to determine if the goals set in 1996 are still meaningful. Data will continue to be collected, but the next formal report to the Board will be postponed to July 2001, with recommendations on new goals and strategies presented to the Board for approval.

Board members engaged in a spirited discussion. Some expressed frustration about not seeing any measurable results of the institutions' diversity efforts; and frustration at HECB's role of merely monitoring and analyzing data instead of proactively taking steps to increase participation.

Dr. Selby asked David Shaw, as superintendent of the Pasco School District, what he thought impacts minority participation most. Mr. Shaw said that poverty is a big factor and that while the GEAR UP program is helping, the least qualified teachers are still ending up in the poorest districts. Consequently, a majority of students in these areas are ill-equipped for college, let alone able to compete successfully for admissions.

Mr. Craves reiterated Ms. Stanford's question on how to get qualified minority students to our schools. David Shaw suggested enhancing social capital and engaging in community dialogue to better understand the barriers that these students and their families face.

Dr. Selby suggested talking with some minority students and high school principals in districts with large diverse populations like Sunnyside and Bridgeport.

After more discussion, the Board agreed that a stronger course of action needs to be taken in the near future to increase minority participation in higher education. They decided to: (1) take no action on the resolution before them at this time; and (2) to invite the presidents of the higher education institutions to the HECB's September meeting to discuss the following:

- The status of minority participation in their institutions;
- Their goals and progress; and .
- How the HECB can help.

NO ACTION WAS TAKEN ON RESOLUTION NO. 00-22.

2001-2003 Draft HECB Budget Request

Linda Schactler provided the background for the agency budget request, reminding the Board that 93 percent of the agency's appropriation is earmarked for student aid and direct services. More than one-half of the HECB's workforce is dedicated to these efforts. The HECB budget request is founded on the goals of the 2000 Master Plan, specifically: student financial aid, policy research, enrollment planning, development of competency-based admissions and degree programs, capital planning, and other direct student services.

Ruta Fanning prefaced her presentation by referencing the overall statewide perspective advocated by the Office of Financial Management and its call for a 2 percent budget reduction. Consequently, staff revised the HECB's published draft budget request to exclude the enrollment accommodation pool of 500 FTEs that the board has traditionally used to even enrollment numbers among the six public baccalaureate institutions. She described the agency process as an incremental approach to budgeting, where we steadily work towards our ultimate ten-year goal as outlined in the 2000 Master Plan.

Becki Collins, HECB director for educational services, described the Board's 2001-03 priorities.

- **\$39.8 million for State Need Grant** to expand eligibility to students whose family incomes are equal to, or less than, 75 percent of the state's median family income, and reduce by 50 percent the gap between current grants and the cost of tuition and fees.
- **\$7.5 million for state work study** to help 2,000 more financially needy students earn money for college while gaining work experience.
- **\$10.0 million for Washington Promise Scholarship** to fully fund awards equal to community college tuition and fees for all students graduating in the top 15 percent of their high school class, as well as 10th grade students who successfully pass the state Washington Assessment of Student Learning on their first attempt.
- **\$3.2 million for digital government initiative** to provide immediate information and resources to citizens through the Higher Education Lifelong Learning Network (HELLO), and integrate and update public higher education data and technology systems.

- **\$7.9 million for high-demand enrollment and grant programs** to enhance the high-demand enrollment pool, information technology matching grants, teacher training pilot projects, and the fund for innovation.
- **\$660,000 to implement competency-based higher education** to allow the HECB to expand the pilot project from four to 12 high schools and to study the feasibility of expanding this model statewide and to identify competencies associated with statewide associate transfer degrees and with baccalaureate degrees.
- **\$400,000 for the Washington State Displaced Homemaker Program** to expand service to citizens in nine of the 14 currently unserved counties and to better track clients' success.
- **\$1.4 million for higher education facility condition assessment** to allow the HECB to provide the Legislature with better data to evaluate preservation projects at the four-year institutions.

Mr. Faulstich asked if private-sector employers could be increased to enable more students to be served through the work study program. Becki Collins assured him that one full-time HECB FTE is allocated to outreach efforts with employers throughout the state.

ACTION: Dr. Gay Selby moved for consideration of revised Resolution 00-23, approving the agency's biennial budget request, with the exclusion of the enrollment accommodation pool. Mr. Jim Faulstich seconded the motion, which was carried unanimously.
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High-Demand Enrollments: Final FTE Allocation

Bruce Botka reminded the Board that the 1999 Legislature allocated 500 student FTEs to the HECB to allocate to institutions that demonstrate high-demand program needs. Those 500 FTES have been allocated to various institutions based on the recommendation of a committee that reviewed the merit of the project proposals. Because funds were still available, the 2000 Legislature allocated an additional 50 FTEs to the HECB. The review committee reconvened and chose two proposals from the highest-rated projects that were not funded in the initial allocation.

- Bates Technical College – 25 FTEs for Computer Systems/Networking Technician
- Pierce College at Puyallup – 25 FTEs for Computer Network Engineering.

Mr. Craves asked if the state could track the students to determine if they actually were employed in high-demand jobs following completion of these programs. Bruce Botka said OFM is working with the institutions to gather information on the students, and the HECB staff will be reviewing the outcomes.

Dr. Selby wanted to know what happens if the institutions are not able to enroll all of the projected students. Mr. Botka assured Dr. Selby that remaining unresolved issues would be addressed, and the programs would be tracked and reported to the Board, the Legislature, and the Governor.

Dr. Chang Mook Sohn remarked that 500 FTEs was a very small number when compared with strong demand for high technology workers. Mr. Botka agreed but added that this is a step

toward filling the gap. Mr. Gaspard observed that many of the institutions do not wait for additional appropriations and instead use existing resources to educate and train highly skilled workers.

ACTION: **Mr. Jim Faulstich** moved for approval of Resolution 00-24, directing staff to proceed with the allocation of the new enrollment numbers and to continue working with the review committee on unresolved issues. **Ms. Ann Ramsay-Jenkins** seconded the motion, which was carried unanimously.

Master Plan Enrollment and Capital Assumptions Assessment – Preliminary Findings

Marc Gaspard reported that in approving ESSCR 8425 adopting the 2000 Master Plan as state higher education policy, the Legislature also directed the HECB to reexamine its enrollment and capital assumptions. In addition, it directed the Board to prepare an enrollment accommodation plan, contemplate various enrollment growth scenarios, identify related operational and capital budget needs, and examine alternatives to address the identified budget needs.

John Fricke, HECB Associate Director, reminded the Board that the 2000 Master Plan set forth a state enrollment goal for 2010 of 70,000 FTEs, including 52,500 state-funded FTEs. The state will need to provide 36,300 additional FTEs just to maintain the current level of service to state citizens. The other 16,200 FTEs will be needed to ensure that more students have the opportunities to pursue upper division/graduate/professional education.

Mr. Fricke explained that the Office of Financial Management used new data to recalculate the enrollment numbers to maintain current service. The revised number is very close to the Master Plan enrollment projection of 36,300. Therefore, the enrollment work group will focus primarily on reexamining the enrollment numbers above the current service level.

Mr. Fricke reported that the enrollment work group, composed of representatives from the public and independent colleges and universities, private vocational schools and appropriate legislative committees, had met several times over the last few months and would continue to meet with a final report presented to the Board for its approval in the fall.

Mr. Faulstich asked if there was a correlation between the increase in enrollment at the universities in western Washington and the drop in enrollment at the institutions in eastern Washington. Institutional representatives present didn't seem to think so. They cited other factors, like the UW's acceptance rate or the number of two-year colleges in the state, and consequently, the transfer rate, as having a greater impact on enrollment numbers.

Chang Mook Sohn expressed approval for the methodology adopted by the workgroup, including the use of long-term instead of short-term numbers.

Jim Reed, HECB Associate Director, reported on the capital assumptions review and noted that a work group, established in April 2000, was re-examining the space planning assumptions. The group completed its review in June and generally agreed that those planning factors used in the

Master Plan represented a reasonable basis for arriving at an estimate of space and capital needs associated with enrollment growth through 2010.

In addition, Mr. Reed reported that the work group is continuing to discuss and advise HECB staff on the development of a single, prioritized ranking method for HECB capital budget recommendations. Sen. Valoria Loveland has affirmed that the method the HECB has proposed is in keeping with the interests that she and Reps. Murray and Alexander expressed in their joint letter to the HECB in April 2000.

The resolution before the Board seeks recognition of the progress and preliminary findings of the study team on the enrollment analysis framework; recognition that the study teams have reviewed and accepted the capital and space planning methodology used in the 2000 Master Plan; and a directive to staff to communicate this resolution and related information to the appropriate members of the Legislature and to the institutions and organizations who have been involved in the development process.

ACTION: **Dr. Gay Selby** moved for approval of Resolution 00-25 regarding Master Plan enrollment and capital needs assessment. **Mr. Jim Faulstich** seconded the motion, which was carried unanimously.

Master Plan “Rules Review” – Status Report

Jim Reed provided an update on the status of the rules review project. One of the goals of the 2000 Master Plan is to identify and remove unnecessary impediments to student learning. HECB staff has received written input from institutions and students identifying and describing obstacles to student progress and suggestions for possible solutions. Staff will be working with the institutions, faculty, and student representatives in July and August to prioritize the obstacles and to arrive at a consensus on proposed solutions and potential demonstration projects. Staff will make a final report of findings and recommendations to the Board at the September meeting.

Elaine Jones, HECB Associate Director, reported that, in coordination with the 2000 Master Plan, staff has initiated a review of the Board’s existing *Guidelines for Program Planning, Approval, and Review*. Staff have requested written recommendations from the provosts, attended workshops, including the ICAAP (Institutional Committee on Academic Program Planning) summer retreat to discuss improvements, and have had discussions with legislative staff. Staff will present a draft revision of the guidelines to the Board in October and final guidelines for adoption in December.

Mr. Faulstich asked what would happen if the HECB were to step aside and let the institutions offer the programs they wanted. Ms. Jones suggested that effective use of state resources and duplication of programs would be issues. Ms. Ramsay-Jenkins echoed Mr. Faulstich, saying she would like the schools to be more entrepreneurial. Mr. Reed remarked that we don’t really know the answer to the question, “What would be the consequences if there are no rules?” He said a demonstration project will help determine that.

Dr. Selby complimented Ms. Jones for succinctly identifying the issues and problems related to program review. For the next round of meetings, she suggested answers to questions about how the students are doing and whether the programs are successful. Ms. Jones stated that this information is actually available from ICAAP and that she would eventually like to see this effort become outcomes-based.

A panel of rules participants discussed some obstacles to student learning.

Sharon Fought, Associate Dean at UW Tacoma, talked about the additional prerequisites for students attending branch campuses. She noted that foreign language, math, and statistics are usually deficiencies and that students sometimes have to go elsewhere to complete these requirements. Regarding starting new programs, especially technology and science programs, she said there was a problem of funding to hire qualified teachers.

Lee Thornton, President of Columbia Basin College, recommended that the entire state be on the same term schedule, citing problems associated with the number of credits assigned to courses and the issue of transferability.

Cody Benson, former president of the Washington Student Lobby and a student at WSU, discussed the many issues surrounding childcare. She also mentioned the 12-credit requirement for financial aid as a problem for those students who are only attending part time but still need financial help.

E-learning Training Initiatives

One of the goals of the 2000 Master Plan is to enhance higher education opportunity through greater use of e-learning strategies. Parker Lindner stated that the e-learning training initiative would leverage the best thinking and most useful strategies of each institution on behalf of faculty and staff systemwide.

Parker reported that an E-Training Advisory Team had been established, with representation from the four- and two-year colleges and universities. The team will use a survey to develop an overview of current e-learning training opportunities and perceived needs. From that assessment, the advisory team will be able to map out its strategic plan.

New Degree Programs Approved

ACTION: **Dr. Gay Selby** moved for approval of seven new degree programs. **Ms. Ann Ramsay-Jenkins** seconded, and the motion was approved without discussion:

- Res. No 00-26, MA Professional Accountancy, CWU in Ellensburg
- Res. No. 00-27, BS in Environmental Science, UW Tacoma and Bothell
- Res. No 00-28, Master of Arts, UW Tacoma
- Res. No 00-29, BA in Environmental Studies, UW Seattle
- Res. No 00-30, BA in Education, WSU at NW Indian College
- Res. No 00-31, BA in Education, WSU Centralia, Lower Columbia and Clark Colleges, and WSU Vancouver
- Res. No 00-32, BS in Manufacturing Engineering at Boeing, WSU

Director's Reports

Mr. Gaspard provided updates on the following programs and initiatives:

- **Guaranteed Education Tuition (GET) Program**
The Committee has approved a new unit price of \$41. Costco will be the first company to make this program available to its employees.
- **Washington Promise Scholarship**
Mr. Craves asked the Board to help get this program signed into law during the next legislative session.
- **GEAR UP summer institute**
The UW Seattle is sponsoring a week-long summer institute to give GEAR UP students and their families an opportunity to experience college life. Mr. Gaspard encouraged Board members to attend some of the functions and activities planned.
- **K-20 network**
The Dept. of Information Services has asked the HECB to help determine which independent colleges will be qualified for hookup to the network.

Finally, Mr. Gaspard read a resolution honoring outgoing HECB deputy director Linda Schactler, who has served the agency since 1996.

ACTION: Mr. Jim Faulstich moved to approve Resolution No. 00-34, honoring Linda Schactler. Ms. Ann Ramsay-Jenkins seconded, and the motion was approved unanimously.

There being no public comments, the **meeting was adjourned at 3:30 p.m.**

RESOLUTION NO. 00-22

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

WHEREAS, The Higher Education Coordinating Board adopted Resolution No. 99-46, approving the Diversity and Participation of People of Color in Higher Education: 1999 Report; and in addition, directed further review of the statewide goals for participation of people of color with a report by September 2000, and directed continued monitoring of participation of people of color in higher education (specifically in student enrollment, retention, completions, and institutional climate); and

WHEREAS, The staff of the Higher Education Coordinating Board convened two advisory groups and began review during spring 2000 of goals and strategies related to participation of people of color in higher education; and

WHEREAS, The advisory groups have discussed issues and made initial recommendations regarding goals, monitoring, and continued study;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board suspend implementation of the existing goals regarding participation of people of color in higher education which was directed by Resolution No. 96-06 of the Higher Education Coordinating Board; and

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board postpone until 2001 the next formal report on participation of people of color in higher education; and

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board maintain annual data collection related to participation of people of color in higher education in the areas of student enrollment, retention, transfer, completions, and institutional climate; and

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board continue to convene advisory groups to further review goals and strategies related to participation of people of color in higher education. By July 2001, recommendations on goals and strategies should be presented to the Board.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION 00-23

Whereas, The Higher Education Coordinating Board is a nine-member citizen board, directed in statute “...to represent the broad public interest above the individual interests of the institutions” [RCW 28B.80.320].

Whereas, The Higher Education Coordinating Board administers all state-funded financial aid so that loans, grants, and work — state and federal — may be coordinated to provide the best possible service to students and make best use of state resources;

Whereas, The Board also provides policy, regulatory, and fiscal recommendations at the request of the Legislature and governor; and

Whereas, The development the HECB agency budget request is founded on the goals of the Master Plan, specifically, those within the immediate jurisdiction of HECB operations: student financial aid, policy research, enrollment planning, development of competency-based admissions and degree programs, capital planning, and other direct student services; and

Whereas, The budget request reflects the comments and decisions of the Board’s Fiscal Subcommittee; and

Whereas, The Office of Financial Management has directed public agencies to submit budget requests for the 2001-03 biennium by September 5, 2000;

THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board approved the biennial budget request presented to the Board on July 26, 2000, and directs staff to refine and redraft the request to accommodate OFM submittal requirements by September 5, 2000.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 00-24

WHEREAS, the Higher Education Coordinating Board has been directed by the Legislature and Governor, under the terms of the state's 2001-03 operating budget, to allocate funds to support 550 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 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 1999-2001 operating budget; and

WHEREAS, the Board allocated the first 500 of the authorized enrollments in December 1999, based on the recommendations of a review committee composed of educators, labor market and economic development specialists from Washington and other states; and

WHEREAS, following the completion of the initial process, the 2000 Legislature authorized the Board to allocate an additional 50 FTE to up to two additional projects proposed by the community and technical colleges, thus bringing the total biennial high-demand enrollment pool to 550 FTE; and

WHEREAS, the Board's review committee has recommended that two additional community and technical college projects – at Bates Technical College and Pierce College – receive the funding necessary to support the remaining 50 enrollment slots authorized in the high-demand enrollment process;

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 consistent methods for tracking and reporting the expanded enrollments to the Legislature and Governor.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 00-25

WHEREAS, The Washington State Legislature approved Engrossed Substitute Senate Concurrent Resolution 8425, commending the Higher Education Coordinating Board for its work in producing the 2000 update of the Master Plan for Higher Education, *The 21st Century Learner, Strategies to Meet the Challenge*; and

WHEREAS, The Legislature directed the Board and its staff to refine and re-examine its assumptions and forecasts of enrollment growth and related capital needs of the state's public colleges and universities, including the role of the community and technical colleges in accommodating additional higher education students; and

WHEREAS, The Legislature has asked the HECB to communicate regularly regarding these assigned tasks; and

WHEREAS, The Legislature has directed the Board to proceed with the implementation of the Master Plan as provided in ESSCR 8425, and to report to the 2001 Legislature on the progress of such implementation; and

WHEREAS, The Board reviewed, and, in May 2000, adopted an approach to analyzing long-term higher education enrollment needs in Washington State on the basis of clearly identified policy options; and

WHEREAS, A study team including a broad array of participants has reach preliminary findings in each of the policy areas about key questions and required data; and

WHEREAS, The study team has reviewed and discussed capital and space planning assumptions in the 2000 Master Plan and found them to be reasonable factors to use to scope long-term postsecondary capital needs;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board endorses the work of the study team and its preliminary findings on enrollment analysis, and final conclusions on capital and space planning assumptions as presented at the Board's July 26, 2000, meeting; and

BE IT FURTHER RESOLVED, That the staff of the HECB is directed to communicate this resolution and related information to the appropriate members and committees of the Legislature and the Office of the Governor, and to the institutions and organizations that have been involved in the development process; and

BE IT FURTHER RESOLVED, That the Board express its sincere appreciation to the many people who have participated in the discussions and analysis regarding enrollment and space planning, and looks forward to further discussion and refinement of this study effort.

Adopted:

July 26, 2000

Attest:

RESOLUTION NO. 00-26

WHEREAS, Central Washington University has requested approval to establish a Master of Professional Accountancy at its main campus in Ellensburg and centers at SeaTac and Lynwood; and

WHEREAS, The program will contribute to the professionalism of the field; and

WHEREAS, The program appears popular among employers and students; and

WHEREAS, The program will be offered at a reasonable cost and make efficient use of institutional resources; and

WHEREAS, The program of study offers students an advanced suite of educational offerings and assignments;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University proposal to establish a Master of Professional Accountancy at its main campus in Ellensburg and centers at SeaTac and Lynwood, effective July 26, 2000.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 00-27

WHEREAS, The University of Washington has requested to establish a Bachelor of Science in Environmental Science at its branch campuses in Tacoma and Bothell; and

WHEREAS, The program appears popular among students and employers; and

WHEREAS, The curriculum and resources are sufficient to serve student needs; and

WHEREAS, The external reviews attest to the need and quality of the program; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Bachelor of Science in Environmental Science at its branch campuses in Tacoma and Bothell, effective July 26, 2000.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 00-28

WHEREAS, The University of Washington Tacoma has requested approval to establish a Master of Arts; and

WHEREAS, The program will prepare individuals with knowledge and skills sought by public and private employers in the South Puget Sound region; and

WHEREAS, The program reflects the wise allocation of resources to respond to a changing marketplace; and

WHEREAS, The assessment and diversity plans are suitable for a program of this nature;

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

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington Tacoma request to establish a Master of Arts, effective July 26, 2000.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 00-29

WHEREAS, The University of Washington has requested approval to establish a Bachelor of Arts in Environmental Studies on its main campus in Seattle; and

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

WHEREAS, The program of study will prepare individuals for graduate studies and careers in the field; and

WHEREAS, The external reviews were positive and attested to the quality of and need for the program; and

WHEREAS, The diversity and assessment plans are commendable; and

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

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Bachelor of Arts in Environmental Studies on its main campus in Seattle, effective July 26, 2000.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 00-30

WHEREAS, Washington State University is seeking approval for its existing Bachelor of Arts in Education at Northwest Indian College; and

WHEREAS, There is continuing need for this program to meet the demand for American Indian and Alaska Native elementary teachers in the region; and

WHEREAS, The program has an outstanding curriculum, assessment plan, and student learning outcomes; and

WHEREAS, The program is delivered in partnership with Northwest Indian College; and

WHEREAS, The program is supported through reallocation and external grants;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Arts in Education at Northwest Indian College, effective July 26, 2000.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 00-31

WHEREAS, Washington State University is seeking approval to extend the Bachelor of Arts in Education to Centralia College, Lower Columbia College, Clark College, and WSU Vancouver; and

WHEREAS, There is demonstrated need for this program to meet the demand for elementary teachers in the region; and

WHEREAS, The program will bring more underrepresented populations to the teaching profession; and

WHEREAS, The program has a well developed assessment plan; and

WHEREAS, The program will be delivered in partnership with the three community colleges and a four-year branch campus in the region; and

WHEREAS, The program will be delivered at a reasonable cost;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves extending the Bachelor of Arts in Education to Centralia College, Lower Columbia College, Clark College, and WSU Vancouver, effective July 26, 2000.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 00-32

WHEREAS, Washington State University has requested approval to establish a Bachelor of Science in Manufacturing Engineering at Boeing in Kent, Auburn, Renton, and Everett; and

WHEREAS, The program will provide on-site, upper-division educational opportunities in manufacturing engineering; and

WHEREAS, The program of study and assessment plan are exemplary; and

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

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University request to establish a Bachelor of Science in Manufacturing Engineering at Boeing in Kent, Auburn, Renton, and Everett, effective July 26, 2000.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

RESOLUTION NO. 00-33

WHEREAS, W. David Shaw has been a member of the Higher Education Coordinating Board since September 1993; and

WHEREAS, As superintendent of the Pasco School District, member of the Academic Achievement and Accountability Commission, and former president of the Board of Trustees of Columbia Basin College, David has demonstrated his strong commitment to both K-12 and higher education; and

WHEREAS, His unique perspective in both systems has made him a strong and credible advocate for closer and more seamless collaborations and partnerships among various education systems, agencies, and organizations; and

WHEREAS, David has ably represented the concerns, issues and interests of students, families and higher education stakeholders from eastern Washington; and

WHEREAS, He has brought dignity, thoughtfulness, fairness, and clarity to Board deliberations; and

WHEREAS, David has consistently championed quality in higher education and increased access, particularly to students from low-income families and underserved areas of the state;

THEREFORE, BE IT RESOLVED, That the members and staff of the Higher Education Coordinating Board extend to W. David Shaw their thanks, convey to him their highest personal and professional regard, and wish him continued success in the future.

Adopted:

July 26, 2000

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

Kristianne Blake

James Faulstich

Herb Simon

Ann Ramsay-Jenkins

Chang Mook

Patricia Standford

MASTER OF BUSINESS ADMINISTRATION

University of Washington Tacoma

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington Tacoma (UWT) proposes to establish a Master of Business Administration (MBA). In designing the program, UWT focused on three issues; 1) addressing the needs of both employers and employees, 2) creating a program distinctly different from current graduate business programs in the region, and 3) building on the strengths of existing UWT business administration faculty and programs.

PROGRAM NEED

The Higher Education Coordinating Board granted “pre-approval” status to the MBA proposal in March 2000. It supports the UWT mission to meet the needs of professionals in the region who possess technical expertise and have managerial experience, or seek managerial advancement.

The proposal gives persuasive evidence that the south Puget Sound region is under-served in graduate business programs compared with other metropolitan areas of similar size. The proposed program would complement rather than displace existing MBA programs in the area. Admission to these programs is highly competitive and they are filled to capacity.

University of Washington Tacoma data demonstrate employer and student interest in the program. For example, the economic profile for the south Puget Sound region indicates that the region is growing and more managers will be needed. During the past two years, UWT has received more than 320 inquiries from interested individuals. A survey of UWT graduates and of current students shows that more than 120 individuals are interested in the proposed MBA.

PROGRAM DESCRIPTION

The MBA is designed to meet the accreditation standards of the American Assembly of Collegiate Schools of Business (AACSB). It is a 72-quarter credit non-thesis program emphasizing a systems perspective of organizations. It would provide students with a strong mix of leadership, technological, financial, analytical, interpersonal, and communication skills.

Learning opportunities in the program will be enriched through electronic collaboration among students and faculty. The program’s instructional methods will require students to utilize technology at an advanced level, far exceeding AACSB’s requirements that students achieve basic skills in computer usage.

In its first year of operation, it is expected that the MBA would serve 15 FTE students. At full enrollment it is expected that the MBA would serve 100 FTE students. Full-time students would be able to complete the program in six quarters.

The program would be supported primarily by existing resources. Over time, new faculty would be hired to accommodate increases in enrollment. Additional library software would also be required to support the MBA.

ASSESSMENT AND DIVERSITY

A comprehensive assessment plan has been developed to determine how well student learning outcomes have been achieved and how well program objectives have been met. The plan includes measures such as faculty and course evaluations completed each quarter by students, a survey of graduating students and alumni, and interviews with employers of graduates.

The comprehensive anti-discrimination and diversity policies and procedures in effect at the University of Washington will guide UWT in recruiting a diverse faculty, staff, and student body for the MBA. UWT will make concerted efforts to seek diverse classes with respect to individual characteristics, experience, culture, ethnic heritage, and physical abilities.

REVIEW PARTICIPANTS

In accordance with the HECB Guidelines, the MBA was reviewed by the other public baccalaureate institutions and two external reviewers. The other public baccalaureate institutions supported UWT's efforts and wished them success as they pursue establishing the program. The two external reviewers also endorsed the program: Dr. Cassie F. Bradley, Director, MBA Program at Mercer University, and Dr. Patrick E. Connor, Professor of Organizational Theory and Behavior, Atkinson Graduate School of Management at Willamette University.

PROGRAM COSTS

The MBA would be supported by new state funds. Program costs at full enrollment would be about \$ 1.4 million or \$14,150 per FTE student.

STAFF ANALYSIS

UWT's proposed Master of Business Administration would introduce an attractive new program in the south Puget Sound region. Keen student interest and regional occupational demand have been demonstrated. The program would include sufficient resources to ensure quality services for students and faculty participating in the program. It would be offered at a reasonable cost to the state.

RECOMMENDATION

The University of Washington Tacoma proposal to establish a Master of Business Administration is recommended for approval, effective September 2000.

RESOLUTION NO. 00-35

WHEREAS, The University of Washington Tacoma has requested approval to establish a Master of Business Administration; and

WHEREAS, Surveys and inquiries indicate that a graduate program in business is highly desired by a large number of potential students; and

WHEREAS, The program of study and resources are sufficient to provide students with quality services; and

WHEREAS, The external reviews were highly supportive of the establishment of the program; and

WHEREAS, The cost-per-FTE student enrolled in the proposed program would be comparable to the estimated graduate-level business administration program costs on the Seattle campus;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington Tacoma proposal to establish a Master of Business Administration, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

BACHELOR OF SCIENCE IN COMPUTING AND SOFTWARE SYSTEMS
University of Washington Tacoma

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington Tacoma (UWT) proposes to offer a Bachelor of Science in Computing and Software Systems. The proposal duplicates the highly successful program at the UW Bothell branch campus.

PROGRAM NEED

The Higher Education Coordinating Board granted “pre-approval” status to the BS in Computing and Software Systems proposal in March 2000. The program would support the mission of UW Tacoma to provide access to upper division and graduate education. In addition, it would enable students from nearby community colleges to complete their undergraduate education, would enable individuals in the workforce to update their knowledge and skills in a popular and rapidly changing field.

The program would train people to become professional designers and developers of software systems. The US Labor Department and Washington State Software Alliance indicate that the job market for such personnel is strong and is expected to continue to grow in the future. All of the technology industries in Washington are finding it increasingly difficult to recruit and retain qualified workers. The BS in Computing and Software Systems would address part of this need, and contribute to the economic vitality of the state.

PROGRAM DESCRIPTION

The BS in Computing and Software Systems would include completion of 100 quarter credits: 35 credits in core courses, 25 credits in concentration courses, 10 credits in internship projects with local industry, and 30 credits in approved electives. Opportunities would be explored for sharing some courses, via distance learning technologies, among the 3 UW campuses. Faculty would routinely use Web-based and email-based conversations with students and other faculty as alternatives to face-to-face meetings.

Initially, the program would accommodate 20 FTE students and grow to a steady state of 190 FTE in 12 years, subject to funding. It is anticipated that full-time students would be able to complete the program in two years.

The program would be supported primarily by new faculty and new administrative/support staff. Hardware and software would be upgraded approximately every three years to keep up with changing industry standards.

ASSESSMENT AND DIVERSITY

The proposal presents the expected student learning outcomes, program goals and objectives, and related evaluation methodologies. Upon graduation from the program, graduates should:

- Possess the theoretical and conceptual base and commitment to life-long learning critical to this rapidly evolving profession;
- Demonstrate the confidence and entrepreneurial spirit which encourages leadership in evolution of the field;
- Demonstrate an understanding of fundamentals of computing and of the value of further academic study; and
- Enter the workforce able to contribute to the field.

The proposal also outlines numerous initiatives that UWT employs to promote diversity among students and staff. These include: 1) advertising positions in minority publications; 2) targeting students of color and other underrepresented groups in the recruitment process; and 3) providing information on financial aid and scholarships.

REVIEW PARTICIPANTS

The proposal was reviewed externally by Dr. John Gannon, Professor and Chair of the Department of Computer Science at the University of Maryland at College Park and Dr. Patrick W. Dymond, Professor of Computer Science at York University. The reviewers were positive and supportive, both about the structure and the content of the program.

The proposal was shared with the other public baccalaureate institutions as well. No comments were received from them.

PROGRAM COSTS

The BS in Computing and Software Systems would be supported through internal reallocations. Program costs at full enrollment would be approximately \$2.8 million per year, or \$14,830 per FTE student.

STAFF ANALYSIS

Students and employers should find UWT's proposed Bachelor of Science in Computing and Software highly attractive. The program would address, in part, the employment needs of the high technology industry. In addition, it would add sufficient resources to ensure quality teaching and learning for faculty and students participating in the program. It would be supported through internal reallocations.

RECOMMENDATION

The University of Washington Tacoma proposal to establish a Bachelor of Science in Computing and Software Systems is recommended for approval, effective September 2000.

RESOLUTION NO. 00-36

WHEREAS, The University of Washington Tacoma has requested approval to establish a Bachelor of Science in Computing and Software Systems; and

WHEREAS, The program is highly attractive to students and the high technology industry; and

WHEREAS, The program of study and assessment and diversity plans are exemplary; and

WHEREAS, The external reviewers wholeheartedly supported the program; and

WHEREAS, The costs are reasonable for offering the program;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington Tacoma proposal to establish a Bachelor of Science in Computing and Software Systems, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

BACHELOR OF SCIENCE IN INFORMATICS

University of Washington

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington proposes to offer a Bachelor of Science in Informatics. According to the UW, “informatics refers to the study of information systems – the people, the information, and the information technology. Students will do the following: 1) study a wide range of information systems, from simple systems that involve a person tying knots on a string to represent sacks of grain to complex systems that involve vast databases of distributed medical information manipulated in real-time by high-speed computer technologies; 2) analyze national and global information policy, the management of formal information systems in organizations, and the subtleties of everyday information behavior; 3) invent methods for representing, classifying, and retrieving information; and 4) design new information systems that are responsive to people’s needs and values.”

PROGRAM NEED

The Higher Education Coordinating Board granted “pre-approval” status to the BS in Informatics in March 2000. As the only program of its kind in the region, the program would respond to Washington’s need for professionals in the information field and the HECB’s desire to prepare its own citizens to take advantage of the wide range of jobs in information technology, telecommunications, aerospace, and other industries.

The program is designed to prepare individuals for careers in the information field, including information management and technology, research and information services, interactive system design, human-computer interaction, and information science. Graduates would be qualified for positions in business and industry, public service, and numerous professions.

Students would be required to complete a minimum of 86 quarter credits, including a human-centered strand of courses, a technical strand of courses, a series of electives, and a capstone course. These courses would be taught at the Information School in the recently completed Mary Gates Hall, a state-of-the art facility with an information technology exploration laboratory, allowing students to experiment, explore different operating environments, and create unique technology scenarios.

The program initially would accommodate 25 FTE students and grow to a steady position of 50 FTE students. Full-time students would be able to complete the program in two years. The program would be supported primarily by existing resources, including a number of world-class faculty. Three new faculty and two new support staff would be added to accommodate the

expansion of the program. Additional faculty workstations and an information technology lab also would be acquired to support the BS in Informatics.

ASSESSMENT AND DIVERSITY

The proposal presents an exemplary assessment plan for evaluating student and faculty performance and program effectiveness. It defines student learning outcomes and the methodologies for assessing those outcomes.

The proposal also presents an exemplary diversity plan. The UW Information School recognizes the importance of diversity in higher education, including exposing students to differences in intellectual approaches and ideas and differences in backgrounds among peers. The UW Information School has participated in a number of activities to promote diversity in its student body, including participation in the UW Minority Career Fair and the UW Diversity Fair, and dissemination of information on the Gates Millennium Scholarship Program to prospective candidates.

REVIEW PARTICIPANTS

Two external reviewers critiqued the proposal: Dr. Raymond F. von Dran, Professor and Dean, School of Informatics at Syracuse University and Dr. Linda Schamber, Associate Professor, School of Library and Information Sciences, University of North Texas. Dr. von Dran applauded the quality of the proposed BS in Informatics and the vision that advanced the proposal. He also mentioned “. . . *to the new undergraduate, the field is hot, cool, and just plain fun!*” Dr. Schamber emphasized that the program addresses a nationwide demand. Although the HECB sent copies of the proposal to the other public baccalaureate institutions, no institution has sent comments.

PROGRAM COSTS

The BS in Informatics would be supported by internal reallocations and new state funds. Program costs at full enrollment would be about \$800,000 per year or \$16,000 per FTE student.

STAFF ANALYSIS

The UW's proposed BS in Informatics will introduce a new degree program in the region that should be highly popular with students and employers. The demand for BS graduates in information technology is keen at the regional, state, and national levels. The program of study, facilities, and faculty are outstanding and the assessment and diversity plans are exemplary. Finally, costs are reasonable for a program of this nature.

RECOMMENDATION

The University of Washington proposal to establish a Bachelor of Science in Informatics is recommended for approval, effective September 2000.

RESOLUTION NO. 00-37

WHEREAS, The University of Washington has requested approval to establish a Bachelor of Science in Informatics; and

WHEREAS, The program will address the critical need for highly trained information technology professionals; and

WHEREAS, The program is very attractive among students and employers alike; and

WHEREAS, The program's curriculum, faculty, and facilities are outstanding; and

WHEREAS, The assessment and diversity plans are exemplary; and

WHEREAS, The costs are reasonable for offering the program;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Bachelor of Science in Informatics, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

BACHELOR OF ARTS IN HISTORY AND PHILOSOPHY OF SCIENCE
University of Washington

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington proposes to offer a Bachelor of Arts in History and Philosophy of Science (HPS). This program would be the first of its kind in the Pacific Northwest. Several universities in the United States, such as Indiana University, the University of Pittsburgh, and the University of Chicago, offer undergraduate HPS programs.

PROGRAM NEED

The Higher Education Coordinating Board granted “pre-approval” status to the program in March 2000. The program would support the UW mission to develop mature and independent judgment on such challenges to our sense of ourselves, our future, and our place in the cosmos.

The HPS program will bridge the gap that threatens to divide education in the sciences from education in the humanities. Students in the program will learn how to think intelligently and critically about science and will be well-prepared for careers in the sciences, medicine, law, and public service.

This program would fill a critical academic need in the state’s overall higher education “*. . . we live in an age when rapid scientific developments (from cloning to computers, genetic engineering to environmental challenges) make new demands on our intelligence (to understand these developments) and our wisdom (to respond to them wisely and ethically). In a democracy, the responsibility for our society’s responses to these challenges lies ultimately with an educated citizenry.*”

PROGRAM DESCRIPTION

HPS studies the theories, methods, practices, and institutions of science from historical and philosophical perspectives. The program creates an intimate learning environment and supports collaboration for faculty otherwise separated by traditional disciplinary boundaries. The curriculum includes core courses in history and philosophy, science courses, electives, and a capstone colloquium. Courses would be delivered in the traditional classroom format, and faculty would be available for email interaction with students.

The program would serve 20 FTE students. To date, about 40 students currently majoring in philosophy or history of science at the UW have indicated an interest in enrolling in the proposed program. Existing resources, including a cadre of distinguished faculty, would support the program. Full-time students would complete the program in four years.

ASSESSMENT AND DIVERSITY

Student assessment would occur through students' evaluation of individual courses and a detailed exit survey of senior students during the capstone course. Program assessment would occur both internally and externally. Program faculty would meet annually to assess the success of the program in terms of enrollments and student achievement

The philosophy department will work closely with the minority affairs staff to recruit and retain faculty and students from diverse backgrounds. The department also will participate in undergraduate recruiting conferences and open houses geared toward people of color.

REVIEW PARTICIPANTS

In accordance with the HECB Guidelines, the proposal was reviewed by external reviewers: Dr. Robert J. Richards, Professor, Fishbein Center for History and Science, University of Chicago; Dr. Richard Sorrenson, Assistant Professor, Department of History and Philosophy of Science, Indiana University; Dr. James Lennox, Professor, Department of History and Philosophy of Science, University of Pittsburgh. The reviewers endorsed the proposal and gave it high marks.

The HECB shared the proposal with other public baccalaureate institutions. Eastern Washington University had a couple of questions that the UW addressed satisfactorily.

PROGRAM COSTS

The HPS program would be supported by internal reallocations. Program costs at full enrollment would be about \$85,000 per year, or \$4,250 per FTE student.

STAFF ANALYSIS

The proposed program in history and philosophy of science has the following advantages:

1. It will build on the general strength of science education on the UW campus;
2. It will provide interdisciplinary study critical to the future of modern societies and essential today for a well-educated citizenry;
3. It will create an intimate learning environment of faculty and students; and
4. It will support collaboration and cross-fertilization for faculty otherwise separated by traditional disciplinary boundaries.

RECOMMENDATION

The University of Washington proposal to establish a Bachelor of Arts in History and Philosophy of Science is recommended for approval, effective September 2000.

RESOLUTION NO. 00-38

WHEREAS, The University of Washington has requested approval to establish a Bachelor of Arts in History and Philosophy of Science; and

WHEREAS, The program will fill a critical academic and societal need in the State of Washington; and

WHEREAS, The program has been reviewed and received support from numerous reviewers; and

WHEREAS, The program will be supported by a cadre of distinguished faculty from several departments; and

WHEREAS, The costs are reasonable for offering the program;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Bachelor of Arts in History and Philosophy of Science, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

**BACHELOR OF SCIENCE IN FOREST RESOURCES:
SUSTAINABLE RESOURCE SCIENCES
University of Washington**

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington is proposing to offer a Bachelor of Science in Forest Resources: Sustainable Resource Sciences. The program was developed under the guidance of an ad hoc advisory team of professionals from government, industry, and consulting firms, who strongly endorsed the program and said, "It is about time!"

PROGRAM NEED

The Higher Education Coordinating Board granted "pre-approval" status for this program in March 2000. The program's mission would reinforce the primary mission of the UW: the preservation, advancement, and dissemination of knowledge. The interdisciplinary nature of the major would promote an environment in which students could develop mature and independent judgment and an appreciation of the range and diversity of human achievement.

The program would address four important needs:

1. Ensure that we "can" protect natural resources for future generations;
2. Make an investment in the resources necessary to establish sustainability as a way of life;
3. Prepare individuals to perform as professionals in several emerging environmental and resource science fields in the public and private sectors; and
4. Provide technical education in sustainable resource sciences -- an increasingly important tool for engineers, humanists, politicians, and regulators.

PROGRAM DESCRIPTION

The program would train students in the ways in which our society can actively participate in the sustainability of our environment. The curriculum emphasizes; 1) restoration of terrestrial biological systems; 2) remediation of degraded and contaminated environments, and 3) opportunities for alternative management of human by-products and energy. Students would need to complete 71 quarter credits in prerequisite courses and 61 to 81 quarter credits in core courses in order to graduate.

The program is designed to accommodate 55 FTE students. Most would enroll on a full-time basis and complete the program in four years. The program would be delivered via the traditional classroom format, but would also use technology. For example, faculty would post lecture notes on the class Web site and return graded assignments to students via email.

A reallocation of existing faculty and support resources would support the program. The institution would need to purchase new computers, peripherals, and printing resources and hire students to help advertise the program in high schools and community colleges, prepare and update Web sites and computer servers, and assist in mailing and other administrative duties.

ASSESSMENT AND DIVERSITY

The proposal identifies the expected student learning outcomes, program goals, and evaluation techniques. The capstone course is an excellent integrative tool in which to assess students' ability to approach and solve environmental problems.

Program personnel emphasize that many of the environmental problems occur in financially challenged regions and often these coincide with diverse populations. They also recognize that the decisions we will be making in the future have global environmental implications, and the people who work best in these areas, where the consequences may be the greatest, will be quite diverse. Given this, the program would make every effort to recruit and retain a diverse student population.

REVIEW PARTICIPANTS

The proposal was reviewed by two external reviewers: Dr. George O'Connor, Professor, Soil and Water Science Department at the University of Florida, and Dr. Herschel A. Elliot, Professor and Chair, Environmental Pollution Control Program at Penn State University. Both reviewers endorsed the initiation of the program. Central Washington University and Eastern Washington University also shared their enthusiasm for the proposal and its implementation.

PROGRAM COSTS

The Bachelor of Science in Forest Resources: Sustainable Resource Sciences will be supported through internal reallocations. Annual program costs are about \$200,000 or \$3,650 per student FTE.

STAFF ANALYSIS

The proposed program will be the first of its kind in Washington and has the potential to make significant contributions to the welfare of our natural resources. The interdisciplinary program will provide students with excellent preparation for a variety of careers or graduate school. Finally, the resources are adequate and the program costs are reasonable.

RECOMMENDATION

The University of Washington proposal to establish a Bachelor of Science in Forest Resources: Sustainable Resource Sciences is recommended for approval, effective September 2000.

RESOLUTION NO. 00-39

WHEREAS, The University of Washington has requested approval to establish a Bachelor of Science in Forest Resources: Sustainable Resource Sciences; and

WHEREAS, The program has the potential to contribute significantly to protecting the natural environment; and

WHEREAS, The program of study will offer students a high quality interdisciplinary program of study; and

WHEREAS, The program will be offered at a reasonable cost and make efficient use of institutional resources;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Bachelor of Science in Forest Resources: Sustainable Resource Sciences, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

MASTER OF SCIENCE IN BIOMEDICAL AND HEALTH INFORMATICS
The University of Washington

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington is seeking Higher Education Coordinating Board approval to establish a Master of Science in Biomedical and Health Informatics. It is an interdisciplinary science program that provides core studies in three areas: 1) biology, medicine, and health; 2) traditional computing and information science; and 3) specialized computing in medicine and health. This new discipline is recognized by the American Association of Medical Colleges as an important new area to include in the medical school curriculum.

PROGRAM NEED

The HECB granted the proposal “pre-approval” status in March 2000. It would be the only program of its kind in the state and region.

The proposal documents an immediate and critical need for the MS in Biomedical and Health Informatics. The program would address the severe shortage of information technology professionals and the workforce challenges for health care computing and communications. With the introduction of medical informatics programs, the healthcare community has recognized the high value in employing professionals who have advanced expertise in computing and communications, coupled with a strong understanding of the relevant biological, clinical, organizational, and educational concepts and issues. The demand for such programs has escalated for jobs with industry and for academic positions. The existing programs are filled to capacity and new programs in biomedical and health informatics are much needed. The University of Washington is well-positioned to respond to this need.

PROGRAM DESCRIPTION

The two-year graduate program requires completion of 60 credits, including courses in each of the three core areas, independent study, approved electives, research, and a thesis or project report. All students will also attend the medical informatics research seminar, in which faculty, national experts, and advanced students will present their current research findings. The program will utilize existing and new computing resources. Courses will be delivered in a variety of ways, including traditional lecture format, seminars, journal club and capstone style courses, and Web-based instruction.

The program would serve 30 FTE students at full capacity. The distinguished faculty consists of a core group of about seven FTE faculty with primary responsibilities for the program, and other faculty who would contribute special expertise to the major. A full-time program manager and computer systems administrator would be hired to support the proposed offering.

ASSESSMENT AND DIVERSITY

The proposal stipulates that five major components of evaluation would be addressed through a variety of appropriate methodologies: 1) student performance within the curriculum; 2) student performance overall; 3) student evaluation of and satisfaction with the curriculum; 4) longitudinal assessment of graduate outcomes; and 5) achievement of overall program goals. The MS in Biomedical and Health Informatics Steering Committee would evaluate curricular content, educational process, and program outcomes on an annual basis, and make recommendations for program improvement.

The program has considerable diversity in faculty backgrounds and academic topics covered. It is committed to recruiting and retaining students from diverse backgrounds as well. Program staff would work closely with the Office of Multicultural Affairs of the School of Medicine and other such offices to initiate an outreach program and increase the program's visibility for underrepresented groups in higher education.

REVIEW PARTICIPANTS

A five-member review committee, with three members from the UW, one from Columbia University, and another from the University of Missouri-Columbia, reviewed the proposal. The committee recommended approval of the program, noting that it meets national standards, is needed locally and nationally, and has the faculty and most of the necessary resources. The proposal was shared with the other public baccalaureate institutions as well. To date, no comments have been received from them regarding the program.

PROGRAM COSTS

The MS in Biomedical and Health Informatics would be supported by internal reallocations, external grants, and equipment donations from private industry. The program costs would be about \$984,000 per year, or \$33,000 per FTE student.

STAFF ANALYSIS

The graduate program in biomedical and health informatics is well-conceived. The distinguished faculty would provide excellent research and teaching. Graduates from are in high demand and will continue to be for the foreseeable future.

RECOMMENDATION

The University of Washington proposal to establish a Master of Science in Biomedical and Health Informatics is recommended for approval, effective September 2000.

RESOLUTION NO. 00-40

WHEREAS, The University of Washington has requested approval to establish a Master of Science in Biomedical and Health Informatics; and

WHEREAS, The program will address the critical need for information technology professionals in the healthcare industry and the academy; and

WHEREAS, The program of study, faculty, and learning resources are premier; and

WHEREAS, The assessment and diversity plans are suitable for this type of offering; and

WHEREAS, The program costs are reasonable for offering the program;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Master of Science in Biomedical and Health Informatics, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

**MASTER OF ARTS AND DOCTOR OF PHILOSOPHY IN FRENCH STUDIES
MASTER OF ARTS IN ITALIAN STUDIES
University Of Washington**

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The Division of French and Italian Studies (FIS) at the University of Washington (UW) proposes to offer a new Master of Arts and Doctor of Philosophy in French Studies and a new Master of Arts in Italian Studies. During the last few years, FIS has made profound revisions to these programs of study and developed an innovative curriculum. The programs would make optimal use of faculty resources, prove intellectually attractive to prospective graduate students, and shorten substantially the length of time required for degree completion.

PROGRAM NEED

The Higher Education Coordinating granted “pre-approval” status to the three proposed programs in March 2000. They would support the new mission statement of the UW College of Arts and Sciences: “. . .our social science, foreign language and international studies experts provide the tools to meet the challenges presented by the global forces reshaping our lives.”

These foreign language programs would help ensure that Washington is prepared to carry out trade missions with Europe, address the growing corporate demand for professionals with advanced foreign language skills, and give the state a competitive edge in exports to Europe.

As with other humanities programs, these proposed programs would prepare graduates for a variety of professions in international business, politics, education, and the arts, and for responsible citizenship in an increasingly interdependent world. In addition, the masters programs would prepare students for doctoral studies in a variety of disciplines.

PROGRAM DESCRIPTION

The MA in French Studies and the MA in Italian Studies would require completion of 45 quarter credits in course work and exam preparation. Both programs would prepare students for doctoral studies or the marketplace and provide students with a solid grounding in French/Italian literature and culture. Full-time students should complete either program in two years.

The Ph.D. in French Studies would require completion of 80 quarter credits, including course work and dissertation credits. It would provide students with extensive knowledge of French and Francophone literatures and cultures, and would train them to integrate into their research the methods of such disciplines as history, philosophy, religion, film studies, the history of ideas, architecture, art history, and psychoanalysis.

The doctoral program should be completed in five to six years. The three programs would serve a total of 21 FTE students and would be supported primarily by existing resources, including an outstanding group of full-time and adjunct faculty. Finally, the program would be able to take advantage of the Division of French and Italian Studies new Web site.

ASSESSMENT AND DIVERSITY

The proposal presents the expected student learning outcomes, the programs' goals and objectives, and the related assessment methodologies that would be used to evaluate student performance and program effectiveness. Additionally, the proposal outlines initiatives that would be employed to attract greater numbers of diverse faculty and students into the programs.

REVIEW PARTICIPANTS

The proposal was reviewed extensively by the UW Graduate Proposal Review Committee: Stephen Majeski, Professor of Political Science; Richard Gray, Professor and Chair, Department of Germanics; and Terje Leiren, Associate Professor and Chair, Department of Scandinavian Studies. In addition, two external reviewers, R. Howard Bloch, Professor, Department of French, Yale University and Andrea Ciccarelli, Professor and Chair, Department of French and Italian, Indiana University, reviewed the proposal. In general, the reviews were quite favorable, and some suggestions were offered in the spirit of constructive criticism.

Washington State University, Central Washington University, and Eastern Washington University shared their support for the programs. They said that the proposal demonstrates the need for the program in the region, is well thought out, and will take advantage of qualified existing faculty while planning for the future.

PROGRAM COSTS

The programs would be supported through internal reallocations. Annual costs would be about \$250,000, or \$12,000 per FTE student.

STAFF ANALYSIS

The programs will serve local, national, and international needs and respond to the state's interest in increasing understanding of other regions of the world and improving foreign language proficiency. They focus on an area that will continue to be of vital importance to our nation. Finally, the interdisciplinary nature of the programs and the expertise of the programs' faculty will provide students with excellent graduate studies.

RECOMMENDATION

The proposal for a new Master of Arts and Doctor of Philosophy in French Studies and a new Master of Arts in Italian Studies through the University of Washington's Division of French and Italian Studies is recommended for approval, effective September 2000.

RESOLUTION NO. 00-41

WHEREAS, The Division of French and Italian Studies at the University of Washington is seeking approval to offer a new Master of Arts and Doctor of Philosophy in French Studies and a new Master of Arts in Italian Studies; and

WHEREAS, The University of Washington has the expertise in the various areas of study required to offer these programs; and

WHEREAS, The programs will promote foreign language proficiency and a greater understanding of a region important to the United States and the Pacific Northwest in particular; and

WHEREAS, The programs will prepare students for doctoral studies or careers with local and international public and private employers; and

WHEREAS, The programs will be supported through wise internal reallocation of state resources;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Division of French and Italian Studies request to offer a new Master of Arts and Doctor of Philosophy in French Studies and a new Master of Arts in Italian Studies, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

DOCTOR OF PHILOSOPHY IN INFORMATION SCIENCE

University of Washington

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington proposes a Doctor of Philosophy (Ph.D.) in Information Science, a doctoral program offered by no other university in Washington State or neighboring states. The Ph.D. in Information Science focuses on doing research related to people and information and making a more effective connection between them. Information scientists research and develop information services and resources to meet the needs of people.

PROGRAM NEED

The Higher Education Coordinating Board granted “pre-approval: status to the Ph.D. in Information Science proposal in March 2000. It is consistent with the primary mission of the UW--the preservation, advancement, and dissemination of knowledge. It also supports the vision of the UW School of Library and Information Science “to build a new and outstanding library and information science program that will rapidly achieve national and international prominence and will have enormous impact across the campus and throughout the region.”

The proposal presents a strong case for the establishment of the program. It recognizes the opportunities of the “information age” and describes how the UW is uniquely positioned to build an outstanding program in information science that will make significant worldwide contributions to our economic, social, and cultural prosperity. The program would not only fill a regional gap, but also would provide an important specialty for students at the national level. This is a specialty that is particularly pertinent as we become more and more dependent on information systems in all aspects of our lives. The program would address the needs of information science professions and growing computing and information industries, particularly in the Pacific Northwest.

PROGRAM DESCRIPTION

The Ph.D. in Information Science would be a theoretical, research-based doctorate focused on creating and advancing new knowledge that “makes a difference.” Students would earn a doctorate on the basis of their demonstrated ability to select and articulate a theoretical framework, conduct an empirical investigation, which may include the design of an information system, and contribute to the knowledge base of information science. They would be prepared for a career as a scholar, researcher, teacher, change agent, and leader in the discipline of information science.

The doctoral program would require completion of about 100 quarter credits; core and elective courses, a teaching and research practica, and a dissertation. Courses would be delivered in the traditional classroom format and be supported by technology (e.g., small group video-

conferencing and online data collection and analysis). Existing full-time faculty, administrators, and support staff in the UW School of Library and Information Science would support the program. As the program grew, two new faculty would be hired. The program initially would accommodate 10 FTE students and grow to a steady state of 24 FTE students. It is anticipated that full-time students would complete the program in four years.

ASSESSMENT AND DIVERSITY

The diversity and assessment plans illustrate the program's commitment to serve under-represented populations and to evaluate student performance and program effectiveness. For example, program faculty would include people of color and foreign nationals. The program would use local recruitment strategies to attract a diverse student body. The quality of the program, to some extent, would be measured by the value of the Ph.D. student's research and its potential to make a difference. The information community (professional associations, journals, conferences, etc.) would provide the context for judging the appeal and level of acceptance of student-generated ideas and solutions to problems. The Ph.D. committee would track the Ph.D. alumni publication records and career paths.

REVIEW PARTICIPANTS

Two external experts reviewed the proposal: Dr. Evelyn Daniel, School of Library, University of North Carolina at Chapel Hill and Dr. Charles McClure, School of Information Studies at Florida State University. The reviewer's comments are most laudatory and recommend approval of the proposed Ph.D. in Information Science. A committee of internal reviewers at the UW also reviewed and endorsed the proposal. In addition, Eastern Washington University and Washington State University shared their enthusiastic support for the doctoral program.

PROGRAM COSTS

The Ph.D. in Information Science would be supported through a combination of internal reallocations, new state funds, and external grants and contracts. Program costs at full enrollment would be about \$900,000 per year, or \$38,000 per FTE student.

STAFF ANALYSIS

The University of Washington School of Library and Information Science has presented a compelling case for the establishment of the Ph.D. in Information Science. The program has been well-designed, well-focused to address the needs of library and information science professions, and particularly relevant to the growing computing and information industry. Its graduates will contribute to the welfare of the state, nation, and academy. Program faculty includes many impressive and nationally known scholars.

RECOMMENDATION

The University of Washington proposal to establish a Doctor of Philosophy in Information Science is recommended for approval, effective September 2000.

RESOLUTION NO. 00-42

WHEREAS, The University of Washington has requested approval to establish a Doctor of Philosophy in Information Science; and

WHEREAS, The program will address the escalating demand for information scientists at the regional and national levels; and

WHEREAS, The program has the potential to make significant world-wide contributions to our economic, social, and cultural prosperity; and

WHEREAS, The program is well conceived and will be supported by a cadre of nationally-recognized faculty; and

WHEREAS, The program has received strong support from numerous external reviewers; and

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

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Doctor of Philosophy in Information Science, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

**MASTER IN PUBLIC ADMINISTRATION:
COLLABORATIVE ADMINISTRATION AND TRIBAL GOVERNMENT
The Evergreen State College**

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The Evergreen State College proposes to establish a Master in Public Administration (MPA): Collaborative Administration and Tribal Government. The program would be the first in the country and is much needed among the tribal administration in Washington and other states. It would serve a student cohort of 23 FTE students.

PROGRAM NEED

In March 2000, the Higher Education Coordinating Board granted “pre-approval” status to the proposal. It would support the mission of Evergreen “...to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems which face governments, organizations, and communities in the Pacific Northwest.”

The program is intended to primarily benefit the 28 tribes in Washington State and the network of liaisons, special commissions, and non-profit and legislative aides who work on tribal issues. Tribal governments are assuming increased government responsibility. Native communities are refining their tribal constitutions, ordinances, court systems, and government organizations. Tribal enterprises in Washington State employ about 15,000 residents and contribute about \$1 billion to the state’s economy. And, tribes in the state assume primary land management responsibility for about 6.5 million acres. The volume and complexity of all of these endeavors requires advanced public administration education.

PROGRAM DESCRIPTION

The overarching goal of the program is to deliver an MPA program directed at understanding collaborative administration and tribal governance. Classes focus on collaborative, facilitative ways of governing and, specifically, on policies and administration that foster traditions, widely shared creativity, and social and economic accountability in administration.

The program would require student to complete 60 graduate credits, including core courses, elective coursework, an internship, and a capstone research project. Courses would be delivered through a variety of means, including intensive format seminars and distance learning technologies.

Faculty resources for the program would include existing faculty and two new full-time faculty members. Tribal leaders would serve as resources and speakers for the core classes. Other resources for the program would be provided essentially through existing means.

ASSESSMENT AND DIVERSITY

The proposal includes an exemplary assessment plan that aligns the curriculum, expected student learning outcomes, and relevant academic activities and performance assessment tools. The program encourages diversity by increasing the participation of underserved Native Americans in graduate education. The delivery of the program makes it easily accessible for rural and tribal community members who live at a distance and for working adults.

REVIEW PARTICIPANTS

The proposal was reviewed by two external reviewers: Dr. Chester A. Newland, Duggan, Distinguished Professor of Public Administration at the University of Southern California Sacramento Center and Dr. Duane Champagne, Director of American Indian Studies Center at the University of California, Los Angeles. Both reviewers gave the proposal high ratings and encouraged its implementation. Additionally, the University of Washington, Washington State University, and Central Washington University wished Evergreen success in their thoughtful proposal to address needs concerning intergovernmental relations and policy analysis as they relate to tribal governance.

PROGRAM COSTS

The program would be funded by new state funds. The program at full enrollment would cost about \$300,000 per year, or \$9,950 per FTE student.

STAFF ANALYSIS

The proposed Master in Public Administration: Collaborative Administration and Tribal Government will enable practicing and potential tribal administrators to gain advanced knowledge and skills in public administration that will benefit the tribes, states, and federal government. It is an effective use of state resources and addresses an important higher education need in Washington State and across the nation.

RECOMMENDATION

The Evergreen State College proposal to establish a Master in Public Administration: Collaborative Administration and Tribal Government is recommended for approval, effective September 2000.

RESOLUTION NO. 00-43

WHEREAS, The Evergreen State College has requested approval to establish a Master in Public Administration: Collaborative Administration and Tribal Government; and

WHEREAS, The program will benefit the tribes, the state, and governments; and

WHEREAS, The program will increase the participation rates of an underrepresented population in graduate education; and

WHEREAS, The program of study and resources are adequate to serve the needs of program participants; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves The Evergreen State College proposal to establish a Master in Public Administration: Collaborative Administration and Tribal Government, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

**MASTER OF FINE ARTS IN INTERDISCIPLINARY MEDIA ARTS
The Evergreen State College**

September 2000

EXECUTIVE SUMMARY

INTRODUCTION

The Evergreen State College (TESC) proposes to offer a Master of Fine Arts (MFA) in Interdisciplinary Media Arts. The MFA would complement TESC's undergraduate media program, Mediaworks, and would be the first graduate program of its kind in Washington State.

PROGRAM NEED

The Higher Education Coordinating Board granted "pre-approval" status to the proposed program in March 2000. The goal of the program is to produce imagemakers who are comfortable with a wide range of ideas and issues, and who can produce significant new visions of the world using a wide range of technological tools.

A compelling need exists for an MFA as proposed by TESC. The program will ultimately support the development and growth of the high-tech and entertainment industries in Washington State. The motion picture industry is thriving in the Pacific Northwest and multimedia industries have been among the fastest growing economic sectors in the state. Artists working in all genres are using media technologies and digital technology has become a major tool for education and research from kindergarten to graduate school.

Yet, access to graduate programs in media arts is extremely limited. For example, the University of California, Los Angeles receives 2,000 applications and admits 150 students a year. New York University selects 36 students chosen from 1,000 each year. Evergreen's MFA would enhance access to graduate education in this popular field.

PROGRAM DESCRIPTION

The three-year, 108-credit program includes substantive interdisciplinary work across all divisions in the sciences, social sciences, and humanities; a community service component allowing students to develop skills in teaching media literacy; advanced studies in media theory and history; and completion of a thesis project in film or digital video. To a large extent, technology will be used throughout the program.

Graduates of the program will be well-prepared for careers in a variety of settings. They will become multimedia professionals at companies like Microsoft or Adobe, directors and producers in the media industries, and teachers and researchers in K-12 schools and colleges and universities.

The program would serve 45 FTE students at full enrollment. Faculty resources for the program would include existing faculty and three new faculty members to accommodate projected FTE student growth. TESC would acquire the additional support staff, library resources, and equipment to support the MFA in Interdisciplinary Media Arts.

ASSESSMENT AND DIVERSITY

The program has identified student learning objectives. Students will be assessed through Evergreen's extensive narrative evaluation system, which includes periodic faculty conferences, written evaluations of student progress, and student self-evaluations. The information received from these various assessments would be applied to the ongoing design of the program.

The program will conduct numerous outreach activities to attract faculty and students from diverse backgrounds, including making contacts with the Society for Cinema Studies and with publications that reach filmmakers, media producers, and students of color.

REVIEW PARTICIPANTS

Two external reviewers: Dr. Michelle Citron, Director of The Center for Interdisciplinary Research in the Arts at Northwestern University, and Dr. Christine Panushka, Professor in The Division of Animation and Digital Arts at the University of Southern California, reviewed and raved about the proposal.

Dr. Citron asserted “. . . *this MFA proposal is unique in its emphasis on alternative media, its integration with other fields, and its commitment to media literacy.*” Dr. Panushka reported, “. . . *this graduate program would place The Evergreen State College in the forefront of institutions offering an education in media arts.*” Washington State University, Central Washington University, and Eastern Washington University also gave the proposal high ratings.

PROGRAM COSTS

The MFA in Interdisciplinary Media Arts would be supported by new state funds. Program costs would be about \$645,000 a year, or about \$14,000 per FTE student.

STAFF ANALYSIS

The proposal presents an exciting interdisciplinary program in media arts and will support the growing needs of the high-tech and entertainment industries in the state. Additionally, the MFA addresses the need to provide greater access to graduate education in this popular field.

RECOMMENDATION

The Evergreen State College's request to establish a Master of Fine Arts in Interdisciplinary Media Arts is recommended for approval, effective September 2000.

RESOLUTION NO. 00-44

WHEREAS, The Evergreen State College has requested approval to establish a Master of Fine Arts in Media Arts; and

WHEREAS, The program would be the first of its kind in Washington State; and

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

WHEREAS, The external reviews were most laudatory and attested to the quality of and need for the program; and

WHEREAS, The assessment and diversity plans are suitable; and

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

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves The Evergreen State College proposal to establish a Master of Fine Arts in Interdisciplinary Media Arts, effective September 2000.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

Institutional Operating Budget Requests

September 2000

State law [RCW 28B.80.330(4)] directs the Higher Education Coordinating Board (HECB) to make recommendations on the operating budget requests of the public colleges and universities to the Governor and Legislature. The following tables summarize those budget requests for the two-year biennial period from July 1, 2001 to June 30, 2003.

At the September 19, 2000 HECB meeting the public institutions will describe these budget requests, and provide a perspective on the fiscal and policy priorities that are embodied in the requests. Following the institution presentations, the HECB Fiscal Committee will analyze these requests and bring recommendations to the October 26 Board meeting for consideration.

The three tables that follow will provide a broad context for the institutional presentations:

Table 1 provides an institutional breakdown of the total amount of state General Fund support requested by the colleges and universities and the Higher Education Coordinating Board. It does not include other institution-managed funds, research or enterprise funds, or tuition accounts. The requests for additional state support above the “Maintenance Level” are grouped into common categories.

Table 2 summarizes the total request for state General Fund support that is presented in Table 1. The same categories are used for the grouping of request items.

Table 3 identifies the institutional requests for additional enrollment for each of the next two fiscal years. It also shows that the total of these requests is 529 less than the number required to maintain the current rate of participation for an increasing population—based on OFM projections. This variance of 529 is approximately two-tenths of one percent.

The narratives of most institutional budget requests propose a consistent approach to basic salary increases among the four-year institutions—a 6 percent increase in the first fiscal year and a 4 percent increase in the second fiscal year. It is common practice to identify the basic salary request separate from the remainder of institutional budget requests since the salary decision is usually made for all institutions as a group. Funding for recruitment/retention is handled in a similar way. To provide a very preliminary estimate of the cost of basic salary increases, estimated amounts are shown at the bottom of Tables 1 and 2. Some of the institution budget requests identify the cost of basic salary increases and recruitment/retention funds for their institution, while others do not.

In addition, the institutions are continuing to refine their individual requests and discuss common proposals such as the College Awareness Program. For these reasons, the amounts shown on Tables 1 and 2 may differ from the amounts discussed by the institutions in their presentations.

**FUTURE TEACHERS CONDITIONAL SCHOLARSHIP
FOR PUBLIC SCHOOL CLASSIFIED EMPLOYEES
Fact Sheet for 2000-2001 Academic Year**

September 2000

What Is the “Conditional Scholarship” and How Does It Work?

This program was created by the Washington State Legislature to encourage Washington classified public school K-12 employees to obtain their initial teaching certifications in order to become teachers in Washington’s public K-12 schools.

The conditional scholarship is a loan that can be forgiven in exchange for service as a teacher in one of the state’s public K-12 schools. Recipients who do not fulfill the teaching obligation are required to repay the loan with interest.

Conditional Scholarships will be awarded on a competitive basis. The selection committee will consider each applicant’s academic ability, length and quality of contributions to the public school system, potential to serve as a positive role model for students and commitment to serve as a teacher in the State of Washington. Priority in the selection process goes to classified K-12 public school employees who are closest to obtaining their initial Washington State teacher certifications.

What Is the Teaching Service Requirement?

Recipients are expected to teach two years for every one year of loan received. Recipients who teach in designated geographic or subject-shortage areas will have their loan forgiven at the rate of one year of loan for one year of teaching. The teaching service must be in a Washington public K-12 school.

Who Is Eligible To Apply?

An eligible applicant is one who:

1. Is currently employed as a Washington public school K-12 classified employee, or was employed during the 1999-2000 school year.
2. Plans to enroll in an accredited Washington institution of higher education within three months of notification of the Conditional Scholarship award. Applicants who are unsure if they can meet this expectation are encouraged to apply and to explain the circumstances that may delay their enrollment.
3. Plans to be employed as a teacher in a Washington public K-12 school after the completion of the initial teacher certification.
4. Will not be pursuing a degree in theology.
5. Submits an application to the Board by the requested deadline.

How Do I Apply?

1. Complete the application form.
2. Obtain required grade transcript(s). (Refer to question 16)
3. Have the recommendation form completed by a current school teacher/official.
4. Submit all application materials (1, 2, and 3) by November 1, 2000.

Which Colleges or Universities May I Attend With This Conditional Scholarship?

This award may be used to attend any college, community college, or university which physically delivers classroom instruction within the state of Washington. The college or university must be accredited by the Northwest Association of Schools and Colleges or by a similar regional accrediting agency approved by the Board.

Can I use This For Graduate School?

The award may be used to obtain a Masters in Teaching if this degree will result in completion of your initial teaching certificate. Otherwise, this award may not be used for a graduate program.

How Much is the Award?

Recipients attending two year schools may receive a conditional scholarship for \$2,000 per year as full time students. Recipients attending four year schools may receive a conditional scholarship for \$4,000 per year as full time students.

Recipients attending less than full time will receive pro-rated awards. For example a recipient who enrolls for six credits (half-time) will receive one-half of the amount that would otherwise be disbursed.

The award may be renewed for up to four additional years.

Do I Have To Sign A Promissory Note?

Yes. The scholarship recipient is required to sign a promissory note agreeing to comply with the rules, regulations, and guidelines of the conditional scholarship program. The promissory note shall serve as the legal document verifying the recipient's understanding of the opportunity to have the loan forgiven in exchange for teaching service and the obligation to repay the loan if teaching service is not provided.

What If I Do Not Teach?

A recipient who decides not to continue a course of study leading to initial teacher certification or who does not fulfill the teaching service is required to repay the scholarship. In effect, the Conditional Scholarship remains a loan and the recipient repays the amount of the scholarship received, a loan equalization fee, and interest.

How Much Are the Payments, Interest Rate, and Equalization Fee If I Do Not Teach?

A minimum monthly repayment rate shall be set by the Board, but shall not be less than fifty dollars (\$50.00) per month. The maximum loan repayment period shall be ten years, with payments of principal and interest accruing quarterly. The interest rate is the same as that currently in effect for the federal Stafford Student Loan program. The equalization fee is equal to three percent of the unforgiven loan balance.

If I Do Not Teach, When Is My First Payment Due?

A six-month grace period begins on the date the recipient completes the course of study leading to the initial teacher certification or on the date the applicant ceases continuous enrollment, whichever comes first. The first payment is due on the first day of the first quarter (Jan. 1, April 1, July 1, Oct. 1) following the completion of the six-month grace period.

How Do I Qualify For Deferment of the Scholarship Repayment?

No interest is charged to recipients during approved deferment periods. Deferments can be approved for:

- Continuous enrollment in an educational program leading to the initial teacher certification.
- Temporarily disability or an the inability to secure employment by reason of the care required by a dependent who is disabled. The deferment continues for a period not to exceed three years.
- A return to an approved educational program on at least a half-time basis to complete the initial teacher certification requirements after the loan has already gone into repayment.
- Other circumstances as determined by the Board.

When Will Notifications Be Sent to Eligible Recipients?

All applicants are expected to be notified by mail in December 2000.

STATEMENT OF FUTURE TEACHER CONDITIONAL SCHOLARSHIP RECIPIENT'S RIGHTS AND RESPONSIBILITIES

RECIPIENT'S RIGHTS

1. The Board must provide me with a copy of the signed promissory note.
 2. I have the right to a six-month grace period before repaying my scholarship if I fail to meet the terms of the promissory note.
 3. I may receive the scholarship for up to five academic years if funds are available and I meet all renewal requirements.
 4. The Board must provide me with a repayment schedule which conforms to the provisions in the promissory note if I do not fulfill my teaching obligation.
 5. I may repay my scholarship in exchange for teaching service in a Washington K – 12 public school according to the terms of the promissory note.
 6. I have the right to prepay all or any portion of my obligation at any time without penalty.
 7. I have the right to deferment of repayment under the following conditions
 - My continuous enrollment in the educational program which culminates with the completion of the initial teacher certification requirements.
 - If I should become temporarily totally disabled or am unable to secure employment by reason of the care required by a dependent who is disabled. This deferment continues for a period not to exceed three years.
 - If I should return to an approved educational program on at least a half-time basis to complete my initial teacher certification requirements after my loan has already gone into repayment.
 - Other circumstances as determined by the Board.
- During periods of deferment, no interest is charged.
8. Any remaining unpaid indebtedness that I may have shall be canceled in the event that I die or submit acceptable documentation to the Board that I have a permanent and total disability.

RECIPIENT'S RESPONSIBILITIES

1. I must sign a promissory note which serves as the legal document verifying my understanding of the obligation to repay the scholarship if teaching service is not fulfilled.
2. I must repay the amount of scholarships received, the loan equalization fee, and interest if the qualifying teaching service outlined in the promissory note is not met or if I cease to pursue a course of study leading to initial teacher certification.
3. I must notify the Board promptly, in writing, if any of the following events occur before the scholarship is repaid: (a) changes in my name, address, or student status; (b) changes in my program of study leading to initial teacher certification; (c) transfer to another school; (d) graduation or program completion; or (e) failure to enroll for the expected number of credits or courses.
4. I must provide proper documentation for teaching service or when requesting a deferment, and I will notify the Board as soon as I am no longer eligible to have payments deferred.
5. I must make payments when due and file teaching service or deferment forms when due. I will be in default if I fail to do this or if I fail to meet other terms of the promissory note under circumstances where the Board finds it reasonable to conclude that I no longer intend to honor the obligation to repay. If I default I will owe the entire balance due on the scholarship repayment and I will lose the right to future deferments or teacher forgiveness. The Board may institute legal action to enforce repayment, assign my account to a collection agency, and report my failure to repay to a credit bureau, which may result in the addition of collection fees, and which may injure my credit rating.

**FUTURE TEACHERS CONDITIONAL SCHOLARSHIP
FOR PUBLIC SCHOOL CLASSIFIED EMPLOYEES
Emergency Rules**

September 2000

DRAFT OF PROPOSED RULES

Purpose.

The purpose of this act is to provide a demonstration project to enable Washington classified public K – 12 employees to obtain their initial teaching certifications in order to become teachers in Washington’s public K – 12 schools.

Program definitions.

- (1) “Academic year” means the regular nine month, three quarter or two semester period annually occurring between August 1st and June 30th.
- (2) “Accredited” means an institution certified by the Northwest Association of Schools and Colleges or by a similar regional accrediting body.
- (3) “Board” means the higher education coordinating board.
- (4) “Classified public K-12 employees” means employees working for K-12 schools covered by RCW 41.56.
- (5) “Conditional Scholarship” means funds received from The Future Teachers Conditional Scholarship for Public School Classified Employees program. This is a loan that will be forgiven in exchange for teaching service in Washington K – 12 public schools.
- (6) “Continuous enrollment” means the period of time a recipient is enrolled without stopping, except for the equivalent of one term per year, such as a summer term.
- (7) “Forgiven” or “to forgive” or “forgiveness” means that portion of the recipient’s loan that does not need to be repaid in exchange for the recipient having provided the specified teaching service in a Washington public K – 12 school.
- (8) “Full-time student” means a recipient enrolled for twelve (12) or more credit hours, or the equivalent, per term.
- (9) “Future teachers” means classified public K – 12 employees who are working toward their initial teaching certifications.
- (10) “Institution of higher education” means an accredited public or private college, community college or university which physically delivers classroom instruction within the state of

Washington and whose program of study will advance students toward teacher certification requirements at the freshman or sophomore level; or whose coursework will lead to initial teaching certifications for students enrolled at the junior level or higher.

- (11) “Loan equalization fee” means an additional amount charged to a recipient who fails to complete the required teaching service. This fee is added in order to make the cost of the program similar to the cost incurred by recipients borrowing from the primary federal student loan program for undergraduate students. This fee shall be determined annually by the board.
- (12) “Loan Repayment” means that portion of the Conditional Scholarship that is not forgiven due to teaching service and is instead repaid according to the terms of the promissory note by the recipient.
- (13) “Recipients” means eligible student applicants selected to receive Conditional Scholarships.
- (14) “Shortage areas” means either geographic or subject-matters areas as defined by the office of the superintendent of public instruction.
- (15) “Teacher certification” means the initial license issued by the office of the superintendent of public instruction permitting an individual to be employed as a teacher in the state of Washington.
- (16) “Teaching service” means employment as a certified teacher in a Washington public K – 12 school on at least a half-time basis. This also includes comparable employment as a substitute teacher or part-time teaching positions.
- (17) “Washington public K – 12 school” means an elementary school, a middle school, junior high school or high school within the public school system referred to in Article IX of the state constitution.

Administration.

The higher education coordinating board shall administer the Conditional Scholarship program. 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. The staff of the 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:

- (1) Enter into agreements with participating institutions, and billing and collection agencies as may be necessary.
- (2) Select applicants to receive Conditional Scholarships, with the assistance of a selection committee.
- (3) Adopt necessary rules and guidelines.
- (4) Empower the board staff to make professional judgement decisions on unique circumstances.
- (5) Work with the office of superintendent of public instruction and appropriate public school employee organizations to publicize the program directly to Washington public school classified K – 12 employees.
- (6) Post additional information, including a fact sheet and an application, on the board’s website at <http://www.hecb.wa.gov>.
- (7) Verify completion of teaching service from recipients in exchange for forgiveness of loan repayment.
- (8) Collect and manage repayments from recipients who do not fulfill their teaching obligations.

Eligible applicants.

An eligible applicant is one who:

- (1) Is currently employed as a Washington classified public school K - 12 employee covered by RCW 41.56 or was an employee during the 1999-2000 school year.
- (2) Plans to enroll in an accredited Washington institution of higher education within three months of the time of notification of the Conditional Scholarship award. Applicants who are unsure they can meet this three month expectation will be encouraged to apply and to indicate their circumstances on the application.
- (3) Plans to be employed as a teacher in a Washington public K – 12 school after completion of the initial teacher certification.
- (4) Will not be pursuing a degree in theology.
- (5) Submits an application to the board by the requested deadline.

Selection of recipients.

- (1) Appointment of selection committee.

The board will appoint a committee composed of educators and leaders in business and government.

(2) Role of selection committee.

The committee will act on behalf of the board to select recipients and alternates from the pool(s) of eligible applicants who have submitted applications to the board. This committee will also advise board staff and the board on recommended changes in the program administration, including the application and selection procedures for future competitions.

(3) Selection of recipients and alternates.

Once all initial eligibility criteria are met, preference will be given in the selection process to those classified K – 12 public school employees closest to obtaining their initial Washington State teacher certifications. In addition, the committee will consider each of the following items in the selection process.

(a) Applicant's academic ability.

(b) Applicant's statement evidencing commitment to the teaching profession and the applicant's ability to serve as a positive role model as a Washington public school K – 12 teacher.

(c) Applicant's length and quality of contributions to the Washington K – 12 public school in his/her current position and any other previous positions.

(d) Recommendation from a current school teacher/official describing the applicant's potential as a future teacher.

(e) The committee will give preference in awarding as follows:

1. Eligible renewal applicants who are within two years of completing their initial teacher certification requirements.
2. All other eligible renewal applicants.
3. Eligible new applicants who are within two years of completing their initial teacher certification requirements.
4. All other new eligible applicants.

(4) Duration of Conditional Scholarship awards.

(a) During the first year, the board will initially make one year awards to applicants selected for Conditional Scholarships.

- (b) Based on the remaining availability of funds, the board may also make commitments to some recipients for additional years of study, with priority given to those recipients who are within two years of completing their initial teacher certification requirements.

Eligible recipients.

In order to receive funding through the Conditional Scholarship the recipient must:

1. Begin enrollment within three months of the date of the Conditional Scholarship award Notification. Applicants who are unsure they can meet this three month expectation will be encouraged to apply and to indicate their circumstances on the application. The board staff will have discretion to extend this period.
2. Provide proof of enrollment to the board each term.
3. If already enrolled, be in good standing and maintaining satisfactory academic progress according to the institution's normal requirements.
4. Not be enrolled in or planning to pursue a degree in theology.

Eligibility for renewal of awards.

- (1) This is a demonstration project for which there is no guarantee of additional funding beyond the 1999-2001 biennium.
- (2) Renewal applications.

If sufficient funds are available for renewal awards, previous recipients will be required to submit renewal applications to the board by the stated deadline. The renewal application will gather information from recipients such as:

- (a) Confirmation that the applicant still plans to become a teacher in a Washington K-12 public school after completion of the initial teacher certification.
- (b) Projected academic schedule of the applicant for the upcoming enrollment period.
- (c) Verification that the applicant is in good standing and maintaining satisfactory academic progress according to the institution's normal requirements

Control of funds.

The higher education coordinating board may award Conditional Scholarships to eligible students from the funds appropriated for this purpose and from any required repayments to the fund.

(1) Agreement with the board.

- (a) Each Conditional Scholarship recipient shall enter into a loan agreement, hereafter known as the “promissory note,” with the board agreeing to comply with the rules, regulations, and guidelines of the Conditional Scholarship program.
- (b) The promissory note shall serve as the legal document verifying the recipient’s understanding of the opportunity to have the loan forgiven in exchange for teaching service and the obligation to repay the loan if teaching service is not provided.

(2) Award amounts.

- (a) Recipients may be eligible to receive Conditional Scholarships for a maximum of the equivalent of five academic years of full-time study.
- (b) The amount of Conditional Scholarships awarded individual full-time recipients shall not exceed \$4,000 per academic year for recipients attending eligible four-year or graduate public or private colleges and universities, and \$2,000 per academic year for recipients attending eligible two-year institutions.
- (c) Recipients enrolling for summer course work after the completion of an academic year of full-time eligibility may be eligible for additional summer award amounts equivalent to a third semester or fourth quarter. In this case, the recipients would be assumed to be beginning their second academic year of award eligibility. For example, for a student attending a semester college who received full-time enrollment awards of \$2,000 each for fall, spring and summer, the student would be assumed to have received loans for the equivalent of 1.5 academic years.
- (d) Recipients enrolling on less than a full-time basis shall receive the following prorated award amounts for all terms of part-time enrollment:
 - 1. Enrollment of 9.0 - 11.9 credit hours per term equals three-quarter enrollment. This shall be equal to an award amount of 75% of the full-time award amount.
 - 2. Enrollment of 6.0 - 8.9 credit hours per term equals half-time enrollment. This shall be equal to an award amount of 50% of the full-time award amount.

3. Enrollment of 3.0 - 5.9 credit hours per term equals one-quarter enrollment. This shall be equal to an award amount of 25% of the full-time award amount.

(e) Recipients receiving awards for part-time enrollment shall have the assessment of their award records calculated on a prorated basis. For example, a recipient receiving awards on the basis of half-time enrollment for two academic years will have used one academic year of loan eligibility.

(3) Grace Period.

No interest accrues and no payments are required of the recipient during a six month grace period. The grace period begins the first day of the month following whichever of the following dates comes first:

- (a) The last day of the term of the recipient's program of education which culminates with the completion of the initial teacher certification requirements, or;
- (b) The last day of the term the recipient ceases continuous enrollment.

(4) Deferment of loans.

No interest is charged to recipients during approved periods of deferment as approved by the board. Approved deferments include:

- (a) The recipient's continuous enrollment in the educational program which culminates with the completion of the initial teacher certification requirements.
- (b) The recipient has a temporary total disability or is unable to secure employment by reason of the care required by a dependent who is disabled. The deferment continues for a period not to exceed three years.
- (c) The recipient returns to an approved educational program on at least a half-time basis to complete the initial teacher certification requirements after the loan has already gone into repayment.
- (d) Other circumstances as determined by the board.

(5) Forbearance.

The board staff may approve an additional limited deferment of payment of principal based on special circumstances, such as a financial hardship of the recipient. The recipient's loan account will be assessed interest during the period of forbearance.

(6) Cancellation of loans.

In the event of a recipient's death or total and permanent disability, the recipients unpaid indebtedness shall be fully cancelled.

(7) Forgiveness of the loans.

(a) Loan forgiveness is granted at the higher rate of:

1. One academic year of loan forgiveness for each two years of teaching service, or;
2. One academic year of loan forgiveness for each year of teaching service in geographic or subject-matter shortage areas, as specified by the office of the superintendent of public instruction.

(b) Loan forgiveness for teaching service for periods less than an academic year shall be prorated based upon verification of teaching service of a minimum of three months, and then shall be prorated thereafter. No forgiveness shall be granted for teaching service of less than three months.

(c) For recipients receiving loans for the equivalent of a portion of an academic year, the teaching service required for loan forgiveness shall be prorated. The following two examples show how this works in practice.

1. If a recipient received a loan amount for the equivalent of one-third academic year, the required teaching service for forgiveness of the loan is two thirds of an academic year; or one-third of an academic year, if the recipient taught in a shortage area.
2. If a recipient received a loan amount for the equivalent of two and one-half academic years, the required teaching service for forgiveness of the loan is five academic years; or two and one-half academic years, if the recipient taught in a shortage area.

(8) Interest rates.

The interest rate on new loans shall be determined annually by the board. The annual interest rate shall generally parallel the current rate for new loans in the primary federal student loan program for undergraduate students. Interest charges are assessed beginning at the

conclusion of the grace period for recipients not in deferment who are not providing teaching service.

(9) Loan equalization fee.

Recipients who do not enter teaching service by the conclusion of the grace period and other approved loan deferments shall incur a loan equalization fee of not more than three percent of the remaining unforgiven loan balance. This fee shall be determined annually by the board. The loan equalization fee shall be added to the remaining principal balance and be repaid by the recipient.

(10) Repayment of the loan.

Should the recipient not be eligible for loan forgiveness due to teaching service, the loan principal and the loan equalization fee, which will be added to the loan principal, must be fully repaid with interest beginning at the end of the grace period or loan deferment period, whichever is later, according to the following terms:

- (a) The minimum monthly repayment rate shall be set by the board, but shall not be less than fifty dollars per month.
- (b) The maximum period for repayment shall be ten years, with payments of principal and interest accruing quarterly, commencing the first quarter following the completion of recipient's grace period or loan deferral period, whichever date is later.

(11) Collection of repayments.

- (a) The board is responsible for collection of repayments made and shall exercise due diligence in such collection, maintaining all necessary records to ensure that maximum repayments are made.
- (b) The board is responsible to forgive all or parts of such repayments under the criteria established by the board and shall maintain all necessary records of forgiven payments.

(12) Establishment of Loan Account.

All appropriations, receipts from the payment of the principal or interest, and any other subsidies to which the board as administrator is entitled which are paid by or on behalf of recipients under this section, shall be deposited with the board in the account authorized by RCW 28B.102.060. It shall be used to cover the costs of granting the Conditional Scholarships, maintaining necessary records and making collections. The board shall maintain accurate records of these costs, and all receipts beyond those necessary to pay such costs shall be used to grant Conditional Scholarships to eligible students.

**DRAFT -- 2000 Master Plan for Higher Education:
Enrollment Re-examination – DRAFT**

September 2000

The 2000 Master Plan for Higher Education

Every four years, the Higher Education Coordinating Board is directed under state law to prepare a master plan that assesses the state's higher education needs and recommends enrollment and other policies to meet those needs. The most recent master plan was presented to the 2000 Legislature. The plan recommended the state increase current public college and university enrollments in two ways:

- To maintain the current rate of service to a growing population, the plan recommended the state add 36,300 average annual full-time enrollment slots (FTEs) in the public colleges and universities between 2001 and 2010. These enrollment openings would be in addition to the 209,000 FTEs supported by the state during the 2000-2001 academic year. About 75 percent of these enrollments would be for lower-division instruction at the public colleges and universities. These additional enrollments are not necessarily a projected increase in demand. Rather, they represent the additional FTEs needed to maintain current rates of participation, as the size of the student-age population grows.
- The master plan also identified 18,400 additional non-state supported enrollments that are projected to be added through 2010 at the independent colleges and universities and private career schools (13,500 FTEs), and through increased self-supported enrollments (4,900 FTEs) at the public institutions.
- To extend the opportunity for a greater share of students to receive upper division, graduate and professional instruction, the plan recommended adding an additional 16,200 FTEs during the decade. This increase, the Board estimates, would enable Washington to reach the national average for participation in upper-division education by the end of the decade. As of 1997, Washington ranked 46th nationally in the percentage of adults who were receiving upper-division instruction, according to calculations by the HECB and OFM.

The master plan recommendations were supported by business organizations, students and others who cited Washington's rapidly growing need for highly trained teachers, health care professionals and information technology specialists, many of whom require bachelor's degrees or advanced instruction. The HECB had extensive conversations with business representatives, colleges and university leaders and citizens in an effort to align the enrollment recommendations with the needs and opportunities presented by Washington's fast-growing economy and increasing population.

The Legislative Response to the Master Plan

The prospect of providing appropriations to support 52,500 new publicly funded college enrollments by 2010 represents a serious financial challenge to Washington State. Thus, the Legislature sought to receive more information about these enrollment goals.

In its resolution accepting the master plan (Senate Concurrent Resolution 8425), the Legislature included directives for the HECB to re-examine its enrollment and capital assumptions, to contemplate various growth scenarios, and to examine alternatives to address the identified budget needs. The HECB also was to further examine the role of the community and technical colleges in meeting the state's long-term needs.

Lawmakers directed the HECB to address these tasks in collaboration with the Office of Financial Management and the public and independent two-year and four-year colleges and universities, private vocational schools, and appropriate legislative committees. To date, a large number of meetings, conversations and e-mail information exchanges have been organized and coordinated by the HECB to address the assignments in SCR 8425. More than 60 people have participated in the meetings alone, including staff from the Legislature, OFM, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, the Council of Presidents, the Washington Association of Independent Colleges and Universities, and the state's individual higher education institutions.

HECB Required to Communicate Regularly with Legislature

In SCR 8425, The Legislature directed the HECB to communicate regularly with the appropriate committees and the Governor regarding the assigned tasks and report back with its results and findings before proceeding with the development of its biennial budget recommendations for 2001-03. This document provides a summary of results and findings related to the re-examination of long-term higher education enrollments. It will be followed, later in the fall, by a complete report that includes additional background information and data upon which the findings are based.

A listing of key findings of this project appears on the following page.

Enrollment Needs by 2010: Key Findings

- In May 2000, OFM projected that 35,200 new full-time enrollment slots at the public colleges and universities will be needed by 2010 to maintain current levels of educational opportunity for a growing population. The new estimate is 1,100 FTEs **fewer** than those used in the Master Plan. All of this difference is in the projected enrollment at the baccalaureate institutions; the estimate for community and technical college enrollments is virtually unchanged.
- Many forces may increase the demand for higher education enrollment during the decade leading to 2010, beyond the level needed to maintain the current service level. These include (1) factors related to the state's economy; (2) the growth and demographic characteristics of the population; and (3) specific, targeted policies pursued by the Legislature and Governor. Work groups convened for this project examined these factors, and their findings are summarized below.
- This project has prompted renewed scrutiny of the role of the community and technical colleges in meeting Washington's education and job training needs. The state should consider increasing enrollments beyond the "carry-forward" level by 2010 for job-related instruction in the two-year system, as well as for baccalaureate and advanced degree programs whose graduates are in demand among employers. In addition, many immigrants will need expanded access to the English as a Second Language programs provided through the two-year colleges.
- Several forces might decrease demand for public higher education in Washington. These would include student decisions to pursue job opportunities in the "hot" economy, or significant, unexpected increases in enrollment in non-traditional programs such as technology-based distance education offered by non-public providers. But these factors are very difficult to forecast and are not expected to have as significant an impact on statewide enrollment patterns as do major demographic forces such as the size and age of the population.
- While higher education enrollment is expected to increase significantly by 2010, this increase will not manifest itself in a "straight-line" progression. Currently, enrollments are increasing more slowly than they will later in the decade. It is reasonable to expect relatively slow enrollment growth in the next two years, particularly in the public baccalaureate college and universities, coupled with somewhat faster increases in the community and technical colleges. This pattern is not inconsistent with the overall growth in enrollment that is expected through 2010. It is important to note that long-term enrollment forecasts are regularly revised, and cannot predict short-term changes in student behavior.

Maintaining the Current Level of Participation

About 7 percent of the state's adults (age 17 and over) now enroll in post-secondary education in Washington. As population grows, additional enrollments will be needed in both public and private institutions to maintain that service level. Using new population projections and the most recent enrollment levels, the Office of Financial Management in May estimated that an additional 35,200 student FTEs would be needed at the public community and technical colleges and baccalaureate institutions to maintain current service level. This revised estimate is 1,100 FTEs (3 percent) fewer than the OFM projection that was included in the 2000 Master Plan. About 75 percent of these "current level" enrollments will be needed for lower-division instruction. As mentioned above, these additional enrollments would not necessarily represent a projected increase in student demand, but would simply represent the number of enrollments needed to maintain current rates of participation.

While it is true that some state policy decisions – such as substantial budget cuts or increases in tuition – could potentially restrict college enrollment opportunities, no organization or individual who participated in the re-examination of the master plan enrollment levels suggested that the state should consciously attempt to reduce the level of higher education opportunity for students.

Long-term Forecasts v. Biennial Enrollment Levels

The HECB re-evaluation included an examination of factors that limited the increase in public baccalaureate enrollments during the 1999-2000 academic year and caused actual enrollments at some four-year campuses to fall short of the budgeted enrollment levels. Three factors were identified that have an impact on **short-term** enrollment changes, as distinct from the long-term demographic and other factors that will lead to a broad-based increase in college and university enrollment by 2010. These factors were: (1) an unanticipated change in student behavior, in which students at two universities enrolled for fewer credits than expected, thus depressing the number of full-time equivalent (FTE) students; (2) the fact that fewer high school students than expected entered the baccalaureate institutions; and (3) that fewer students transferred into the baccalaureate institutions from community and technical colleges and other institutions.

The four-year institutions and, where appropriate, the community and technical colleges, are taking steps to address these issues. But as the 2000-01 academic year begins, initial reports of freshman enrollment and a preliminary analysis of the higher education budget requests for 2001-03 indicate that baccalaureate enrollment increases over the next three academic years may not keep pace with the rate needed to meet the OFM current level projection by 2010. The HECB plans to continue its analysis of the relationship of short-term enrollment patterns to forecasts of long-term trends.

Factors that may Limit the Need for Additional Enrollments

This is a time of fundamental change in post-secondary education. National, and even international, education and training opportunities are becoming increasingly available to Washington students through distance education technologies. New avenues of training, such as a growing information technology certification industry, provide learning opportunities previously unavailable to our state's students. Students may choose to rely more heavily upon these alternatives to public institutions in the decade ahead. If they do, projected population increases and the growing demand for skilled workers may not produce the same patterns of enrollment increases in 2005 or 2010 that they did in 1980 or 1990.

However, precisely because these are new ways of providing education and training, they elude the best efforts to measure and forecast. Neither Washington nor any other state can tally the number of today's students who take courses from New York or London by the Internet, nor the number of workers who are training themselves by gaining industry-based information technology certificates. Nor can we forecast how extensive these alternatives will become in the decade ahead.

A further complication is the fact that Washington higher education institutions are responding to the encouragement of public policy-makers – including the Governor and Legislature – and expanding their own technology-based initiatives, as well as dual credit options like Running Start, which enable students to earn college credits more efficiently than in the past. Many of these initiatives, such as the Washington On-Line project operated by the community and technical colleges, provide different avenues for delivering state-funded enrollments.

So while it is possible to speculate that the availability of new learning options may hold down the need for increases in publicly funded enrollments in Washington, it is very difficult to estimate that impact in the coming decade – just as it would have been difficult, if not impossible, in 1990 to forecast the impact of technology on education in 2000.

Enrollment Factors Related to Economy, Demographics and State Policies

The 2000 Master Plan noted that Washingtonians participate in upper-division and graduate education at levels well below the national average, and it proposed to expand opportunities in those areas.

As they re-examined and re-assessed enrollment factors, the HECB and its partners chose a different way to examine whether current levels of service are sufficient to meet the state's needs by 2010. The participants analyzed the broad changes that our state will face between 2001 and 2010 and attempted to estimate the range of enrollment changes that might be required to respond to economic and demographic factors and enrollment policy changes in the coming years.

In this analysis, individual factors were analyzed separately, as individual elements of the enrollment equation. However, the HECB and other participants in the review recognize that in practice, these forces may all be operating simultaneously. It is not possible simply to tally the

enrollment estimates related to all of the identified factors to produce a final “answer” for 2010 enrollment needs. Instead, estimates must be revised over time to allow for the interplay of various enrollment factors, such as changes in the economy, the population and-or state policies.

-- Economic factors

Washington’s economy is generating more high-skill, high-wage jobs than can be filled by Washington citizens graduating from the state’s colleges and universities. As studies by Washington Software Alliance and the American Electronics Association have shown, the state’s information technology economy has grown at a pace that far outstrips the capacity of our colleges and universities to graduate computer programmers, engineers, and software designers. The Workforce Training and Education Coordinating Board, too, has pointed to a “skills gap” in areas such as the construction trades and information technology.

All forecasters expect the demand for highly skilled workers to grow in the decade ahead, and these predictions are strongly supported by the testimony of employers during the development of the Master Plan. The state Employment Security Department estimates that the economy will grow from about 3 million to about 3.6 million jobs between 1998 and 2008. These new jobs, and the replacement of workers in existing jobs, will require that Washington add an additional 1.25 million workers to the work force. Fifty percent of all job openings—and 60 percent of the new jobs added to our economy—will require workers to have more than one year of post-secondary training and education.

If the state chooses to create additional enrollment opportunities in response to the current and anticipated needs of our economy, it could create as many as 10,000 additional enrollments at the community and technical colleges and about 13,000 at the baccalaureate institutions by 2010. However, the state could also direct the colleges and universities to change the mix of programs, to increase the number of high-demand programs and enrollment opportunities, and reduce the emphasis on other, generally more traditional programs.

-- Demographic Factors

Washington’s population is growing, and its composition is changing. The method used by OFM to forecast the enrollments needed to maintain current service analyzes the gender and age of the population, but there are other demographic factors that might affect future enrollments. Several of these factors are discussed below.

Race/ethnicity. The proportion of racial and ethnic minorities in Washington’s population has increased in recent years and is expected to continue to do so during the decade. Fall 1999 data show that African-American, Native American, Asian/Pacific Islander and Hispanic citizens participate at a higher rate in the community and technical colleges than would be indicated by their representation in the overall population. At the public baccalaureate institutions, two of those groups – Asian/Pacific Islanders and Native Americans – have higher-than-average undergraduate participation rates.

In order to maintain current levels of educational opportunity for a population that is becoming more racially diverse, the state may need to provide additional enrollments beyond those included in the state’s current-service estimate. However, specific, current data to enable precise

calculations of this enrollment factor are not available, so only generalized estimates can be attempted.

The HECB used OFM's most recent racial-ethnic population forecasts from 1992 to estimate enrollment in 2010. Assuming that future students have the same level of preparation and financial support as today's students and choose to enroll at the same rate, this calculation indicates that baseline enrollment projections could increase by up to 10,000 FTEs in response to racial and ethnic changes in the population. However, significant work would be needed to refine and update such projections if the state chose to incorporate this perspective into its enrollment forecasts.

Immigration. Although immigration patterns are part of the OFM population forecast, there is evidence that larger numbers of immigrants to Washington have sought higher education in the past than could have been predicted by population growth alone. This phenomenon shows itself at all points along the educational and economic spectrum and may well continue in the future.

Further, the enrollment patterns of some immigrant groups show a high participation in post-secondary education as noted in the discussion of race and ethnicity above. There has been significant demand for access to English as a Second Language instruction at the community and technical colleges. The State Board for Community and Technical Colleges estimates that up to 750 additional FTEs per year are needed to meet the anticipated demand for ESL enrollments, beyond the baseline enrollment forecast. This would equate to about 7,000 additional FTEs by 2010.

Family income levels. One of the most significant influences on higher education behavior is the income level of students and their families. In general, students from families with higher incomes are significantly more likely to attend college than are students from lower-income families. Washington has attempted to address this tendency by providing significant need-based financial aid to low-income students, and participants in this project have assumed that any potential reduction in future enrollment due to affordability problems would be averted by increases in need-based financial aid.

Other factors: The project work group examined other factors – including regional differences in higher education participation, proximity to a college campus and urban/rural influences – that might affect future enrollment. Due to data limitations, it is not possible to quantify enrollment fluctuations that might result from these additional variables.

-- Enrollment policies

Several of our state's educational policies – including commitments to K-12 standards-based reform, outreach efforts to disadvantaged youth, and efforts to attract more students to high-demand fields – could affect student demand for enrollment in two and four-year institutions and, in most cases, necessitate enrollments beyond the maintenance level.

In general, it is extremely difficult to forecast the long-term impact on higher education enrollment of programs that are either incomplete (as is K-12 reform) or which have not yet produced an extensive performance record (such as the state's new GEAR UP outreach program).

Given the uncertain nature of forecasting public policy development over a five- to 10-year period, the board and its partners have not attempted to place a specific numerical value on the possible impact of these policy changes. However, there is some evidence that should be considered as the state projects possible enrollment changes by 2010.

Tuition and financial aid policy. Another policy that could affect future enrollment levels is the state's approach to tuition and financial aid. The HECB and its partners examined extensive research into the behavior of prospective students when faced with significant increases in the “net price” of their college education – that is, the difference between tuition and other expenses and financial aid.

Based on a review of 25 studies of the influence of net price on college participation, researchers concluded that each \$100 increase in net college prices, of which tuition is a significant component, produces a 1.8-percent to 2.4-percent reduction in enrollment. Washington State's significant recent investments in need-based financial aid may have reduced the impact of net price increases on college participation by low-income students, but many low- and middle-income families are forced to borrow heavily as prices rise to finance their students' college education.

Net price is not only related to **whether** students attend school. It is also a factor in students' decision of **where** they will enroll. Nationally, over the past two decades, the distribution of students from low-income families has shifted from universities to four-year colleges and from four-year colleges to two-year colleges.

The lack of family income-data for Washington students, as discussed elsewhere in this report, does not permit a state-specific study of income-related student enrollment behavior. However, there is no reason to believe the experience in Washington is different from that of the nation as a whole. To ensure that low-income students continue to have equitable access to higher education, the HECB continues to support moderate tuition increases coupled with appropriate expansion of need-based financial aid as the surest means of helping students attend college.

Outreach initiatives. One state's outreach effort, the Oklahoma Higher Learning Access Program, has boosted the college-going rate of participants from the statewide average of 55 percent to 80 percent. Other studies show that the likelihood of “at-risk” students attending a four-year college or university is nearly doubled by participation in outreach programs.

Washington is currently operating the GEAR UP outreach program, a successor to the National Early Intervention and Scholarship Partnership (NEISP) Program, and efforts are under way to analyze the impact of this initiative on college participation.

High-demand enrollments. The Legislature and Governor are currently pursuing programs to increase enrollment opportunities in teacher training and high-demand fields such as information technology. These programs, if pursued through the decade, may increase the rate at which citizens participate in post-secondary education. However, it is also possible that they will not increase the **rate** of participation, but simply **shift** enrollment opportunities from some courses and programs to others.

Participation in Running Start and other dual credit programs. The State Board for Community and Technical Colleges reports that 9 percent of high school juniors and seniors in Washington (10,300 headcount students in fall 1999) participate in Running Start to simultaneously earn high school and college credit. Full-time equivalent enrollment in Running Start increased by two-thirds from 1995 to 1999, but the SBCTC expects that rate to slow during the next few years to roughly parallel the growth in statewide high school enrollment. Other dual credit programs, such as College in the High School and Advanced Placement, also enable students to accumulate college credit **before** they arrive on campus as “college students.”

It is much easier to calculate the level of student participation in these programs than to estimate their current or future impact on state higher education enrollments. The University of Washington has studied the course-taking behavior of Running Start students versus that of native freshmen. Students who enroll at the UW after participating in Running Start tend to take slightly fewer credits during their first year than do first-time freshmen (In 1998-99, the difference ranged from 0.5 to 0.8 fewer credits per quarter). Over time, if this pattern applied statewide, it would limit the number of additional enrollments needed to accommodate a growing population. But there are many other factors that also would affect student course-taking behavior.

There is little or no data available to compare the course-taking behavior of students who participate in College in the High School or Advanced Placement with that of students who accumulate all their post-secondary credits at higher education institutions.

Next Steps

Following review and discussion by the HECB on September 19, this report will be presented to the Legislature and Governor in conjunction with the fall Legislative Interim Assembly. The HECB will provide a complete report, including additional background information and the HECB review of capital budget assumptions in the Master Plan, to the Governor and Legislature by early December. These findings and analysis will be used by the HECB in developing its higher education budget recommendations to the Legislature and Governor for the 2001-03 biennium.

RESOLUTION NO. 00-46

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

WHEREAS, The Higher Education Coordinating Board adopted Resolution No. 99-46, approving the Diversity and Participation of People of Color in Higher Education: 1999 Report; and in addition, directed further review of the statewide goals for participation of people of color with a report by September 2000; and

WHEREAS, The staff of the Higher Education Coordinating Board convened two advisory groups and began review during spring 2000 of goals and strategies related to participation of people of color in higher education; and

WHEREAS, At the HECB's July 26, 2000 meeting, staff was directed to conduct further study and dialogue with the institutions; and

WHEREAS, The six presidents of the public baccalaureate institutions and the executive director of the State Board for Community and Technical Colleges will participate in a roundtable discussion on diversity at the HECB's September 19, 2000 Board meeting;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board continue to convene advisory groups to further review goals and strategies related to participation of people of color in higher education; and

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board establish March 2001 as the next reporting date on the comprehensive review of the statewide goals for the participation of people of color in higher education.

Adopted:

September 19, 2000

Attest:

Bob Craves, Chair

Kristi Blake, Secretary