



WASHINGTON STUDENT LOBBY
STATE BOARD OF DIRECTORS
120 Union Avenue, Suite 207
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ADDRESSING STUDENT NEEDS
Input for the HECB Master Plan 2008

1. Thoroughly Self-Describe

- a. Assess abilities and opportunities of public higher education to share with K-12
- b. Coordinate the matching up of K-12 students to higher education for a seamless and efficient pipeline
- c. Enumerate gaps and remedial needs throughout the pipeline and share with K-12

2. Identify Target Audience

- a. Analyze the next decade of prospective university and college students, especially
 - i. Students with children and childcare needs
 - ii. Middle income students with financial need
 - iii. Non-traditional students, including veterans and former felons
- b. Target reasonable numbers and qualities for expectations and enrollment capacities
- c. Match target audience with current capabilities and qualities in higher education while also describing and addressing shortfalls
- d. Recommend remedies to address shortfalls, such as:
 - i. Increasing student advising and career development resources
 - ii. Improving time to degree, including the reduction of bottlenecked courses
 - iii. Structure support systems to accommodate identified prospects in students' efforts to succeed

3. Address Efficacy and Cost Effectiveness

- a. Study and recommend legislative role in funding higher education
- b. Analyze value of financial aid in reaching target audiences (especially middle income students)
- c. Encourage the commitment to student-centered performance contracts
- d. Detail highest and best use of existing capital resources and potential improvements
- e. Examine and report total cost model for students, especially comparing traditional campuses with branch campuses and distance learning
- f. Examine needs of nontraditional students to maintain and improve access, such as student parents, veterans, former felons, and other overlooked populations (as noted in #2)
- g. Address the needs of currently enrolled students to navigate higher education, including advising and career planning resources and ease of transferability

4. Outcome Assessment and Analysis

- a. Establish and utilize a tracking system for non-returning students and graduate students
- b. Survey graduates to discover if students are:
 - i. Well rounded citizens equipped for lifetime learning
 - ii. Washington graduates suited for and filling Washington jobs
 - iii. Financially restricted by burdensome debt
- c. Determine feedback loop and adjust to accommodate findings to better achieve 4(b)

Council of Presidents

Representing Washington's Public Baccalaureate Institutions
Terry Teale, Executive Director

TAKING THE GLOBAL CHALLENGE

1. Address the pipeline from preschool through post-graduate research.
 - Analyze and fill gaps in early outreach to maintain the size of the pipeline
 - Analyze and fill gaps in transition to baccalaureate institutions from both high school and community colleges.
 - Analyze demand for new teachers and expand professional development for current teachers
 - Expand opportunities for students to achieve second language skills and international education
 - Enhance experiences with up-to-date technology at all educational levels
2. Analyze the distribution of educational opportunities and fill in the gaps.
 - Decide where and what types of institutions are needed (branches, centers, 2&2, other models) and where other modes of delivery (K-20, partnerships, or other) can serve the demand, and
 - Develop a plan to put those institutions and services in place
3. Develop a new relationship between institutions and the State.
 - Develop performance agreements between the State and its higher education institutions
 - Continue efforts to assess accountability
 - Create incentives and deregulation opportunities
 - Commit to funding at GCS levels
4. Bring technology up to date.
 - Address lifecycle assumptions for scientific equipment and computers
 - Fund up-to-date technology for the K-20 Network and campus infrastructures to meet the global challenge.

ICAO June 29, 2007



ICW response to HECB request for input to 2008 Master Plan for Higher Education

Independent Colleges of Washington urges special attention to four key areas to establish the network of robust, diverse, high-quality higher education opportunities Washington needs.

Equity – Promote higher education opportunities for all students, regardless of their family resources. Much of the projected growth in the college-age population in Washington will come from groups that are underrepresented in higher education. To get them into and through college will require a bold student-centered response that both encourages people to consider college and breaks down the barriers they face. It's the ethical response that will give students the tools they need to improve their lives and contribute to a stronger economy in Washington.

- Emphasize outreach to underrepresented populations.
- Increase funding for strong student-centered financial aid programs.
- Adopt a "shared responsibility" model based on need.
- Include independent colleges in the plan for growth.

Student Focus – We must overcome our tendency to focus on institutions, and develop student-centered policies to provide the support, information, and resources they need to be successful.

- Use all the state's higher education resources. The diversity of educational opportunity in Washington is one of our great strengths. Students' ability to choose the college that best fits their needs and desires enhances their likelihood of success. With strong outreach programs and robust financial aid, thousands more students will be able to make the dream of college a reality, and every educational sector will thrive.
- Include independent colleges in all transfer information systems.
- Create aid or loan forgiveness for graduates employed in high demand areas.

Value Education – An educated citizenry fuels economic growth and enhances the quality of life for everyone in our society. We must do more than train people to do jobs; we must also educate people who will create jobs, and nurture those who will become tomorrow's leaders. The diversity of opportunities is vital to our state's success.

- Support broad-based, rigorous liberal arts education that sharpens each student's ability to think critically, solve problems, communicate effectively, and imagine the jobs none of us have yet dreamed of.
- Meet the economic needs of the state by supporting diverse opportunities, from job-training programs that help people fill the jobs of today, to advanced degrees that will help people create the careers of tomorrow.

Quality – More enrollment slots alone do not mean a better educational system. Quality is critical.

- Endorse the rich diversity of our higher education system, built on private accreditation.
- Allow higher education to do what it does best: create opportunities for students to learn.
- Implement regulatory relief for state colleges.
- Adopt policies that promote healthy competition between colleges, public and private, that will lead to greater effectiveness and attention to the needs of the students.
- Focus the state higher education subsidy on quality improvement.
- Address state college salary issues to recruit and retain top-quality faculty.
- Allow full tuition-setting authority at state colleges that desire it.
- Provide incentives for colleges to collaborate across sectors.

Invest in Washington... One student at a time.