

**Western Washington University  
Board of Trustees  
Agenda  
December 8 & 9, 2011**

**THURSDAY, DECEMBER 8, 2011**

**Location: Old Main 340  
Time: 3:00 p.m.**

- 1. CALL TO ORDER  
3:00 – 3:05**
- 2. SPECIAL REPORTS**

**A. WESTERN'S TOWN - COMMUNITY COLLABORATIONS**

**Western Window TV**

3:05 – 3:15 Presentation: Steve Swan, Vice President for University Relations  
3:15 – 3:25 Discussion

**Successful Partnerships with Regional School Districts in Science & Math Education**

3:25 – 3:35 Presentation: George "Pinky" Nelson, Director, SMATE  
Shannon Warren, Project Director  
Scott Ellis, Principal, Blaine High School

3:35 – 3:45 Discussion

**BREAK 3:45 - 3:50**

**Members of the Western Foundation Board will join the meeting.**

**B. STUDENT DEBT, SCHOLARSHIP CONSULTANT , INTERNSHIPS**

3:50 – 4:50

- Eileen Coughlin, Vice President for Enrollment and Student Services

- 3. EXECUTIVE SESSION MAY BE HELD FOR PURPOSES AUTHORIZED IN RCW 42.30.110  
4:50 – 5:30**

# **1. CALL TO ORDER**

**WESTERN WASHINGTON UNIVERSITY  
ITEM SUBMITTED TO THE BOARD OF TRUSTEES**

**TO:** Members of the Board of Trustees

**FROM:** President Bruce Shepard by Steve Swan, V. P. for University Relations

**DATE:** December 8, 2011

**SUBJECT:** **Western's Town – Community Collaborations**

**PURPOSE:** Discussion Item

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**Purpose of Submittal:**

Steve Swan, Vice President for University Relations, will lead a presentation and discussion on Western's collaborations in the community. The presentation will include Pinky Nelson, Director of SMATE.

# WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

**TO:** Members of the Board of Trustees

**FROM:** President Bruce Shepard by Provost Catherine Riordan

**DATE:** December 8, 2011

**SUBJECT: Successful Partnerships with Regional School Districts in Science and Math Education**  
George "Pinky" Nelson, Director, SMATE  
Shannon Warren, Project Director, SMATE  
Scott Ellis, Principal, Blaine High School

**PURPOSE: Discussion**

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## **Purpose of Submittal:**

The mission of the Science, Mathematics and Technology Education program at Western Washington University is to be a national model of the highest quality preparation of future elementary and secondary science teachers; to participate in research and dissemination of new knowledge in science education and education reform to the university and K-12 communities; and as a valuable science education resource to the university and broader communities.

## Introduction

The Science Education Group in SMATE is a national leader in a number of areas:

- Preparation of the highest quality new K-12 science teachers
- Development of innovative science and science education curriculum for future teachers
- Deep partnerships with community college science faculty and K-12 districts focused on improving K-16 student science teaching and learning and future teacher preparation
- Research on the impact of innovations in teacher preparation

This presentation will highlight results from two current partnerships with K-12 districts, especially the impact on improving the achievement of students from lower income families.

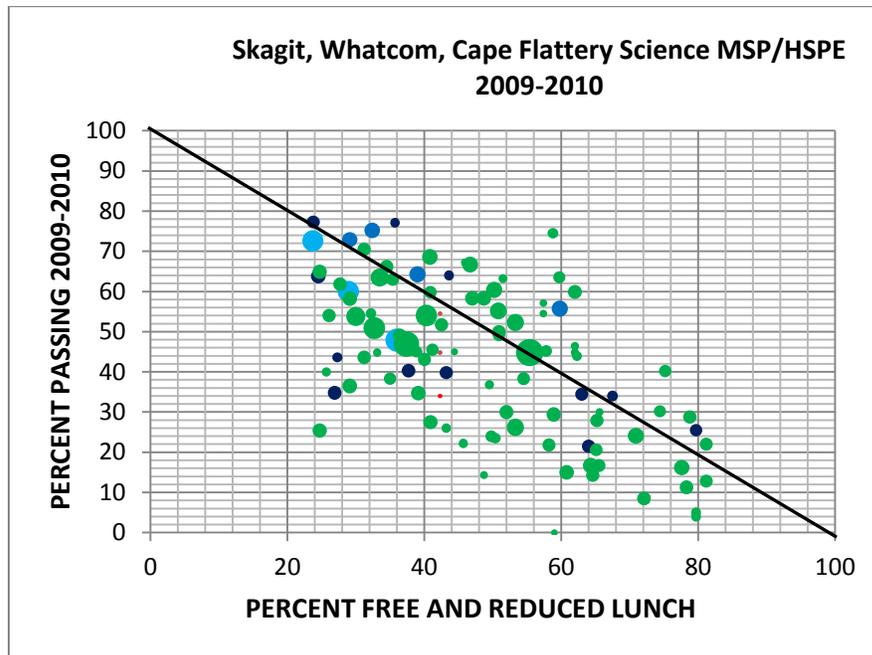
## The Partnerships

*Sustaining Partnerships, Enhancing Collaboration K-8 (SPECK-8)* includes the Concrete, Sedro-Woolley, and Nooksack Valley School Districts and is funded through a Mathematics and Science Partnership grant from OSPI. The *College Readiness in Science*

*Partnership* (CRISP) includes the Blaine, Cape Flattery, and Mount Vernon School districts, which is funded through a 21<sup>st</sup> Century Schools grant from the HEC Board and is focused on grades 8-12. Both projects started in the fall of 2009.

### The Challenges

The graph below shows the percentage of students passing the Washington State Science Assessment for all of the schools in Skagit and Whatcom County plus the Cape Flattery School District.



The correlation of passing rate with the fraction of students receiving free or reduced lunch (FRL) is obvious and consistent with national results. For the schools that appear on the diagonal line, one could argue that 100% of the poorer kids are not learning enough science to be called proficient. On the other hand, those schools above the line are succeeding in helping at least some of those students achieve. Our challenge is to work with teachers and principals to provide effective science instruction for all students every day, every year. The ideal outcome is high academic achievement independent of mitigating factors like poverty. In our previous work, we learned that given appropriate training and support, most teachers are capable and eager to improve their instruction. We also learned that the principal has a critical role in establishing the culture in the building and supporting the teachers. Buildings with good instructional leaders improve student outcomes; others don't, which contributes to the frustration of teachers who are giving their full effort.

### Activities

We engaged the teachers and principals in improving their science instruction through a small set of activities and expectations:

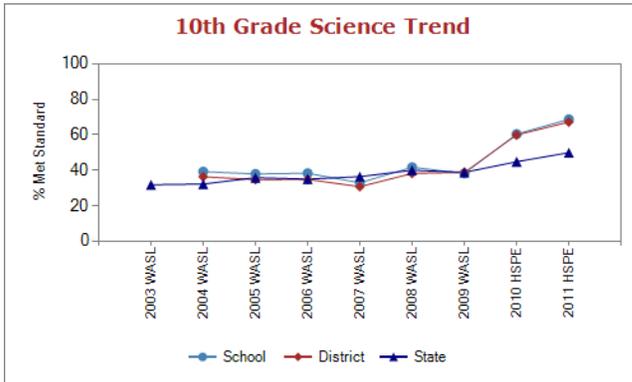
- Six-day summer workshops for teachers (principals attend 1-2 days) focused roughly equally on science content, effective science teaching, and professional collaboration
- Start-up and mid-year professional development days to provide support and reinforce main ideas
- Support for monthly Professional Learning Community meetings of teachers and principals to share experiences, peer observations, engage in new learning, and commit to trying something new during the next month

Stipends are provided for all of the activities both as a motivator and to recognize the teachers as professionals.

Preliminary Results Highlights

In 2011, science passing rates of 5<sup>th</sup> grade students receiving free or reduced lunch in SPECK-8 teacher classes were 13% above the state average and 4% above the average pass rate for non-participating teachers in the same schools. At the 8<sup>th</sup> grade level, passing rates of students of SPECK-8 teachers receiving free or reduced lunch were 8% above the state average and 20% above that of non-participating teachers.

Blaine High School improved its passing rate on the science WASL/HSPE from consistently about equal with the state from 2004-2009 to 19% above the state average in 2011 (69% passing, 35% FRL).



Blaine High School 2011 HSPE

**WESTERN WASHINGTON UNIVERSITY  
ITEM SUBMITTED TO THE BOARD OF TRUSTEES**

**TO:** Members of the Board of Trustees

**FROM:** President Bruce Shepard by Vice President Eileen V. Coughlin

**DATE:** December 9, 2011

**SUBJECT:** **Student Debt, Scholarship Consultant, Internships**

**PURPOSE:** Special Report

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**Purpose of Submittal:**

Provide the Board of Trustees with an opportunity to discuss issues related to the affordability of higher education and to discuss suggestions from the enrollment management consulting firm, Scannell & Kurz.

**Financing Higher Education**

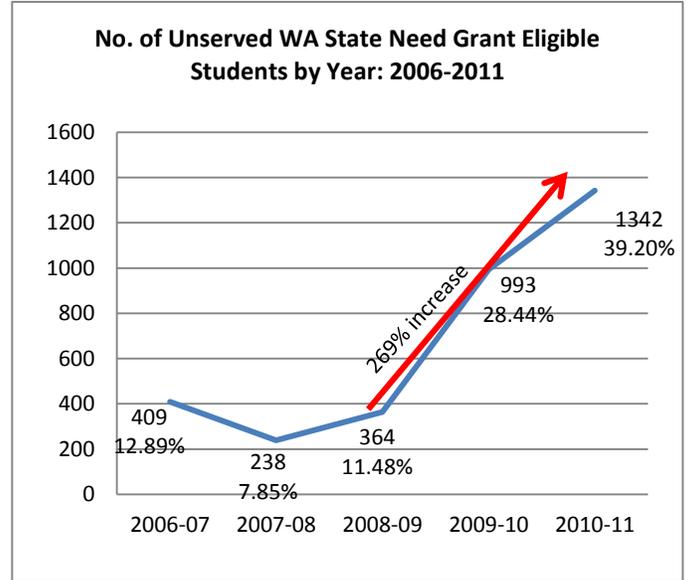
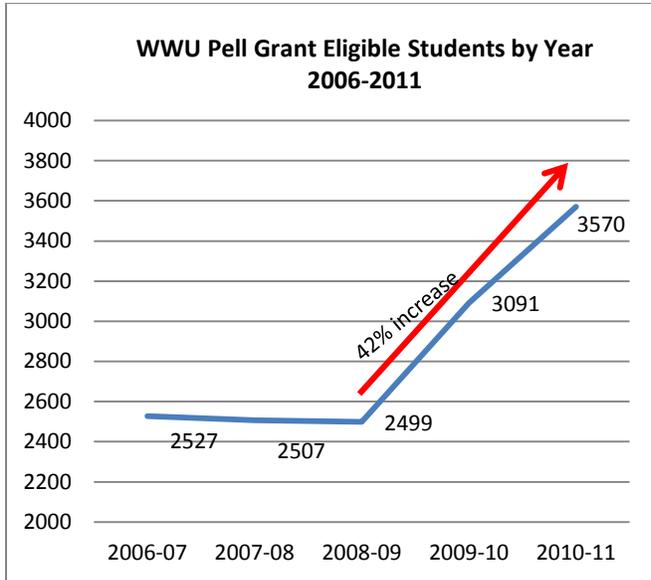
Throughout the country, there is a growing concern about the affordability of higher education. Some of the public have begun to question the value of a college degree and whether graduates will find employment to offset their loans. As a result, internships and career placement have become an increasing focus as parents and students make decisions on higher education enrollment. Western students currently graduate with less debt compared to the state and national averages. Additionally, according to the most recent national data (FY09), Western students have a very low default rate of 1.2% as compared to the national rate of 8.8%. Trend lines demonstrate increased borrowing. (See attachments 1 and 2.)

**Enrollment Planning**

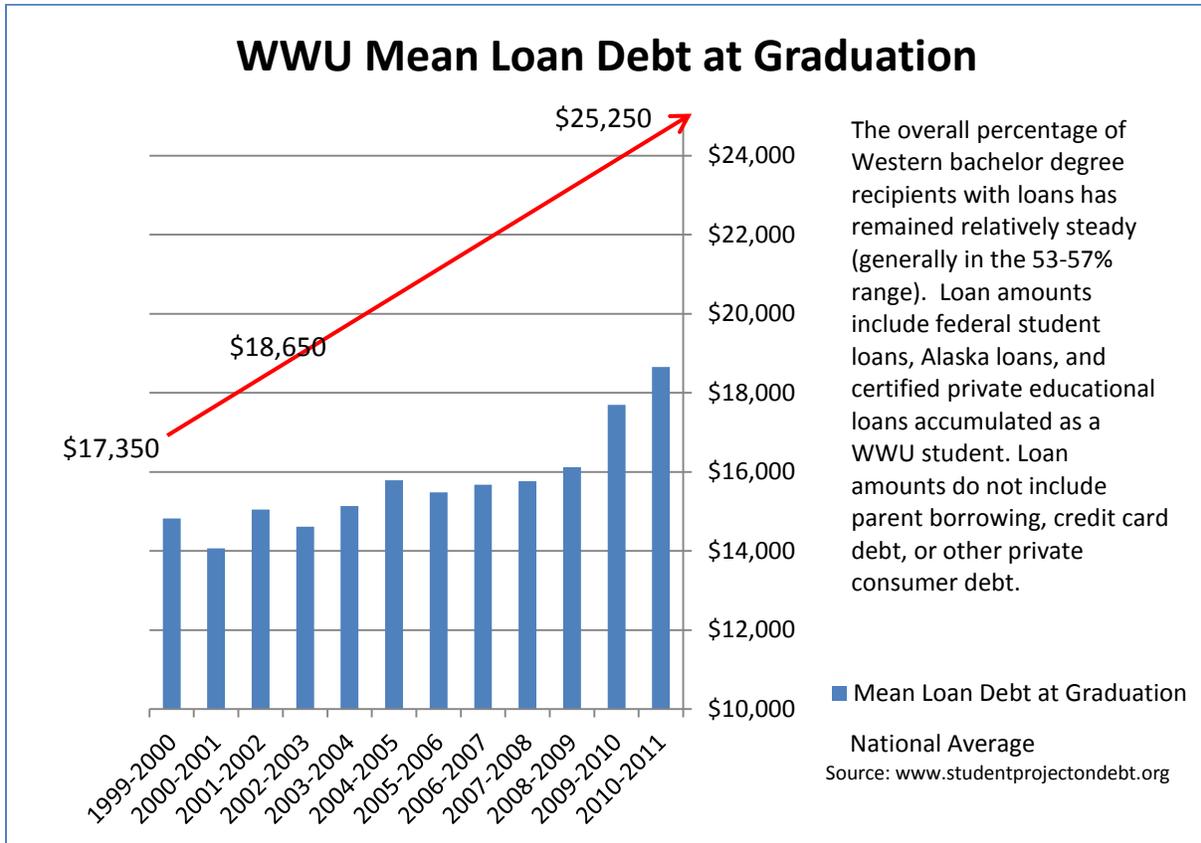
Scannell & Kurz, a higher education consulting service for strategic enrollment management and planning, was contracted to review our current data and awarding practices. S&K analyzed approaches to discounting and to help shape enrollment and enhance net tuition revenue while ensuring the goals of the University. (See attachment 3.)

## Attachment 1: Trends

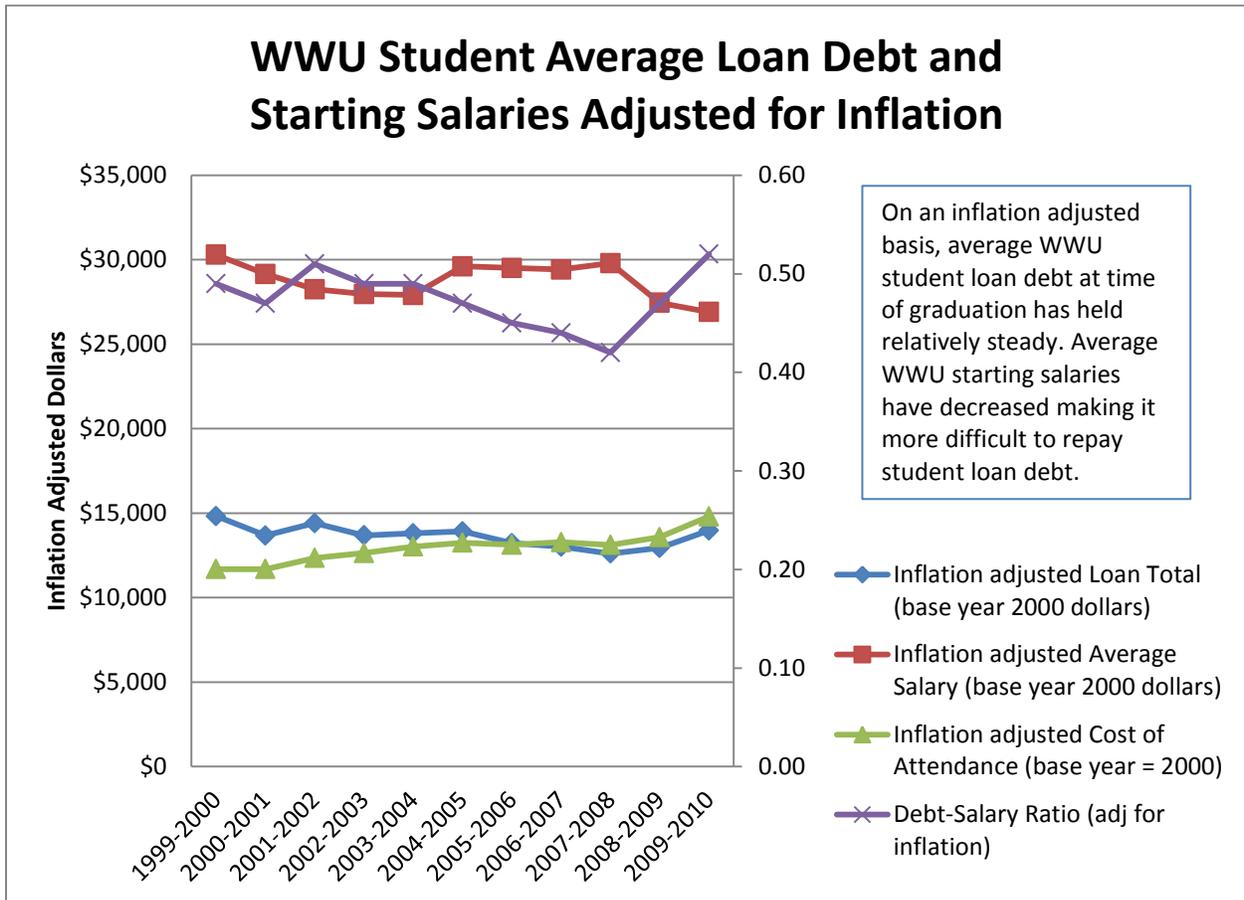
Since 2008, we have seen significant increases in the number of students eligible for Pell grants (a 42% increase) and the number of students unserved by state need grant funds (a 269% increase). In the past, state need grant allocations were sufficient to fund eligible students for three terms. Now, with fewer dollars and more students eligible for the awards, these funds are running out earlier in the academic year, leaving students unserved for one or more terms and therefore reliant on other sources of aid.



With fewer aid dollars available, Western students face greater challenges in paying for their education. In previous years, the overall percentage of Western bachelor degree recipients with loans has remained relatively steady (generally in the 53-57% range) in proportion to the number of degrees granted. However, we are beginning to see a rise in the level of loan debt of students when they graduate and we anticipate a rise in the percentage of graduates with loans given the increases in eligibility and borrowing since 2008.



According to the most recent national data (FY09), Western students have a very low default rate of 1.2% as compared to the state default rate of 7.1% and the national rate of 8.8%. Data indicates that the average annual salary of a WWU graduate is declining thereby leading to an increase in the debt to salary ratio. Simply put, all graduates are less able to afford increasing debt levels in the current economy. Furthermore, with a greater percentage of their salaries going to loan expenses, graduates have fewer disposable dollars available to spend, are limited in their ability to save, and are forced to postpone in large investments (e.g. home buying, auto purchases) that would help boost the state's economy.



Western has many strategies in place to support and educate our students in the area of financial literacy and to ensure that they maximize all sources of aid available before looking to private loan options. The newest initiatives are focused more strategically on the relationship between borrowing, academic advising and career choices, ensuring that our students understand both the importance of completing their degree in a timely manner and the earning potential of any chosen field in regards to decisions about borrowing.

## **Attachment 2: Internships and Job Placement**

Internships are a vital component in Western's ability to place students in jobs that are career focused and economically viable. We have a strong reputation that needs to be utilized to create new partnerships with businesses. This includes internship opportunities that provide students with hands-on experience and future job opportunities. Parent and alumni connections to businesses provide a critical component of these new efforts.

According to data from the Career Services Center's Employment Survey (2009-10), undergraduates with an internship experience reported having an employment rate 10% higher than non-interned students and an average starting salary 8% higher than students without an internship. In addition, 76% of respondents reporting employment stayed within Washington State indicating that they continue to be viable contributors in our local communities and serve the needs of our state.

Participation rates in internship opportunities seem to vary across the country due to differences in history, institutional culture, and program offerings. Western's self-reported data suggest that we are below national averages on internship experiences.

Data shows that there is a clear relationship between internship experiences and employment opportunities. Western must expand its efforts in this area as this has direct implications for student retention, job placement opportunities and alumni relations. The challenges for Western in increasing internship experiences are focused on two major strategic areas: building relationships with businesses throughout the state that lead to more paid internship and job placement opportunities and removing barriers that keep students from participating in such opportunities.

Strategic planning efforts are underway to expand employer outreach and to bring more internship and job placement opportunities to our students. For example, the Career Services Center implemented Viking CareerLink, a free, online internship and job database for employees and employers), last year with very positive results. In its inaugural year, almost 1,200 employers created accounts and posted more than 2,000 career or internship opportunities.

As Western prepares for its comprehensive campaign and looks to expand its presence throughout the state, this will be an area in need of critical attention and discussion as we consider how to meet our strategic goals as an institution and expand the opportunities available to our students.

### **Attachment 3: Enrollment Planning — Suggestions from Scannell & Kurz**

Scannell & Kurz, a higher education consulting service for strategic enrollment management and planning, was charged with reviewing our current data and awarding practices and to analyze approaches that use discounting and award strategies that help shape enrollment and enhance net tuition revenue while ensuring the goals of the University and maintaining Western's niche.

Below is an abbreviated set of their suggestions. These will require careful consideration and discussion to ensure they fit with our intended goals and direction as a University.

**Quality of Class:** Implement a more active use of discounting to achieve specific results around quality of the class and net tuition revenue. In other words, spend more to increase your net tuition revenue by increasing the balance of in-state to out-of-state from the current 8.5% to about 11% or above.

**Merit Awards:** Suggestions were included that provided guidelines on merit award amounts based on Admissions Index. This concept is that yield increases when early awarding and predictability occur.

**Need-based Grants:** Adjust need based grants for in-state transfers to the same level as in-state freshmen. Data indicates that the yield for in-state transfers is very strong and the imbalance in need based aid is not needed to attract this group of students. Western does not charge more for upper division courses so there is no cost differential and there is no admissions yield problem with this particular sub-group.

**File Review:** Reduce time spent in file review – S&K's analytics indicate that we are handling files many times with very few being turned away and that staff have spent more time on file review than is necessary for certain categories of AI. Earlier and automatic admits increases yield and creates efficiencies. S&K suggests that we reserve file review for those that are really on the margin and that instead more time should be spent recruiting.

**Data Driven Territory Management Plan:** Scannell & Kurz analysts indicate that a data-driven territory management plan would produce more effective results. This approach involves evaluating territories for schools that provide 50% of the applicants and establishing these as the primary market with high visibility (more time spent on visits, building counselor relationships). The secondary market would still have visibility but without the same time and effort.

**2+2 Articulation Agreements:** Consider 2+2 programs with clearly articulated agreements by academic major. This requires active academic participation as faculty need to approve course by course articulation into the major. Conversations around this topic are already underway with the Northwest Higher Education Coalition.

### **3. EXECUTIVE SESSION**

Executive Session may be held to discuss personnel, real estate, and legal issues as authorized in RCW 42.30.110.