

CERTIFICATION OF ENROLLMENT
SECOND SUBSTITUTE HOUSE BILL 1946

61st Legislature
2009 Regular Session

Passed by the House April 20, 2009
Yeas 98 Nays 0

Speaker of the House of Representatives

Passed by the Senate April 16, 2009
Yeas 46 Nays 0

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SECOND SUBSTITUTE HOUSE BILL 1946** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

SECOND SUBSTITUTE HOUSE BILL 1946

AS AMENDED BY THE SENATE

Passed Legislature - 2009 Regular Session

State of Washington 61st Legislature 2009 Regular Session

By House Education Appropriations (originally sponsored by Representatives Carlyle, Anderson, Wallace, Angel, White, Schmick, Hasegawa, Goodman, Sullivan, Haigh, Hudgins, Kenney, and Maxwell)

READ FIRST TIME 03/02/09.

1 AN ACT Relating to higher education online technology; adding a new
2 section to chapter 28B.10 RCW; and creating new sections.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 NEW SECTION. **Sec. 1.** The legislature recognizes that the state
5 must educate more people to higher levels to adapt to the economic and
6 social needs of the future. While our public colleges and universities
7 have realized great success in helping students achieve their dreams,
8 the legislature also recognizes that much more must be done to prepare
9 current and future students for a twenty-first century economy. To
10 raise the levels of skills and knowledge needed to sustain the state's
11 economic prosperity and competitive position in a global environment,
12 the public higher education system must reach out to every prospective
13 student and citizen in unprecedented ways, with unprecedented focus.

14 To reach out to these citizens, the state must dismantle the
15 barriers of geographic isolation, cost, and competing demands of work
16 and family life. The state must create a more nimble system of
17 learning that is student-centric, more welcoming of nontraditional and
18 underserved students, easier to access and use, and more tailored to
19 today's student needs and expectations.

1 Technology can play a key role in helping achieve this systemic
2 goal. While only a decade ago access to personal computers was widely
3 viewed a luxury, today computers, digital media, electronic
4 information, and content have changed the nature of how students learn
5 and instructors teach. This presents a vast, borderless opportunity to
6 extend the reach and impact of the state's public educational
7 institutions and educate more people to higher levels.

8 Each higher education institution and workforce program serves a
9 unique group of students and as such, has customized its own technology
10 solutions to meet its emerging needs. While local solutions may have
11 served institutions of higher education in the past, paying for and
12 operating multiple technology solutions, platforms, systems, models,
13 agreements, and operational functionality for common applications and
14 support services no longer serves students or the state.

15 Today's students access education differently. Rather than
16 enrolling in one institution of higher education, staying two to four
17 years and graduating, today's learners prefer a cafeteria approach;
18 they often enroll in and move among multiple institutions - sometimes
19 simultaneously. Rather than sitting in lecture halls taking notes,
20 they may listen to podcasts of a lecture while grocery shopping or hold
21 a virtual study group with classmates on a video chat room. They may
22 prefer hybrid courses where part of their time is spent in the
23 classroom and part is spent online. They prefer online access for
24 commodity administrative services such as financial aid, admissions,
25 transcript services, and more.

26 Institutions of higher education not only must rethink teaching and
27 learning in a digital-networked world, but also must tailor their
28 administrative and student services technologies to serve the mobile
29 student who requires dynamic, customized information online and in real
30 time. Because these relationships are changing so fast and so
31 fundamentally, it is incumbent on the higher education system to
32 transform its practices just as profoundly.

33 Therefore, the legislature intends to both study and implement its
34 findings regarding how the state's public institutions of higher
35 education can share core resources in instructional, including library,
36 resources, student services, and administrative information technology
37 resources, user help desk services, faculty professional development,
38 and more. The study will examine how public institutions of higher

1 education can pursue a strategy of implementing single, shared,
2 statewide commonly needed standards-based software, web hosting and
3 support service solutions that are cost-effective, easily integrated,
4 user-friendly, flexible, and constantly improving. The full range of
5 applications that serve students, faculty, and administration shall be
6 included. Expensive, proprietary, nonstandards-based customized
7 applications, databases and services, and other resources that do not
8 allow for the transparent sharing of information across institutions,
9 agencies, and educational levels, including K-12, are inconsistent with
10 the state's objective of educating more people to higher levels.

11 NEW SECTION. **Sec. 2.** A new section is added to chapter 28B.10 RCW
12 to read as follows:

13 All institutions of higher education are encouraged to use common
14 online learning technologies including, but not limited to, existing
15 learning management and web conferencing systems currently managed and
16 governed by the state board for community and technical colleges; and
17 share professional development materials and activities related to
18 effective use of these tools. The state board for community and
19 technical colleges may adjust existing vendor licenses to accommodate
20 and provide enterprise services for any interested institutions of
21 higher education. The common learning management system shall be
22 designed in a way that allows for easy sharing of courses, learning
23 objects, and other digital content among the institutions of higher
24 education. Institutions of higher education may begin migration to
25 these common systems immediately. The state board for community and
26 technical colleges shall convene representatives from each four-year
27 institution of higher education to develop a shared fee structure.

28 NEW SECTION. **Sec. 3.** (1) The higher education coordinating board
29 shall convene a higher education technology transformation task force
30 to improve the efficiency, effectiveness, and quality of education
31 relative to the strategic and operational use of technology in public
32 education.

33 (2) The task force shall be composed of one member from each public
34 four-year institution of higher education; six members from the
35 community and technical colleges; two faculty members from four-year
36 institutions of higher education, at least one of whom is selected by

1 statewide bargaining representatives; two faculty members from
2 community or technical colleges, at least one of whom is selected by
3 statewide bargaining representatives; and one member each from the
4 state board for community and technical colleges; the higher education
5 coordinating board; the workforce training and education coordinating
6 board; the department of information services; and the council of
7 presidents. The task force shall select a chair from its membership.

8 (3) The task force shall prepare a report that includes a plan to
9 improve the efficiency, effectiveness, and quality of public higher
10 education relative to the strategic and operational use of technology
11 in higher education.

12 (4) In developing the plan, the institutions of higher education
13 and their partners, identified in this section, shall take the
14 following actions:

15 (a) Investigate similar efforts, strategies, programs, and options
16 in other states, of private providers of higher education in the state,
17 and global consortia related to:

18 (i) Online learning technologies including but not limited to:
19 Learning management, ePortfolio, web conferencing systems, and other
20 education applications;

21 (ii) Personalized online student services including but not limited
22 to: Recruitment, admissions, retention, advising, academic planning,
23 course catalogs, transfer, and financial aid management;

24 (iii) Integrated online administrative tools including but not
25 limited to: Student information management; financial management;
26 payroll; human resources; and data collection, reporting, and analysis;

27 (iv) Sharing library resources including but not limited to:
28 Copyrighted physical and e-books, and consolidated electronic journals
29 and research database licensing and other models;

30 (v) Methods and open licensing options for effectively sharing
31 digital content including but not limited to: Open courseware, open
32 textbooks, open journals, and open learning objects;

33 (vi) Methods for pooling, coordinating, and otherwise more
34 efficiently managing enrollments so colleges with extra enrollment
35 space in online courses can easily and efficiently make those spaces
36 available to students at other colleges, or to high school students
37 through existing dual-credit programs, without economic, governance, or

1 institutional penalty or disincentive from the provider or recipient
2 institution;

3 (vii) Methods for ensuring online courses meet agreed upon
4 instructional guidelines, policies, and quality, and methods for
5 sharing these best practices to improve traditional courses' quality;

6 (b) Develop a process and timeline for the implementation of a
7 statewide approach based on the investigation in (a) of this
8 subsection;

9 (c) Focus on statewide capability and standards that enable the
10 efficient use of common applications, web hosting services, user
11 support, staff training, and consolidated software licenses and open
12 educational resources;

13 (d) Identify the metrics that can be used to gauge success;

14 (e) Conduct a comprehensive audit of existing resources used by
15 public institutions of higher education or agencies including but not
16 limited to technology-related: Employees; infrastructure; application
17 licenses and costs; web hosting facilities and services; digital
18 content licenses; student, faculty, and administrative applications and
19 services; and the amounts and uses of technology fees charged to
20 students. The failure of the individual public institution of higher
21 education or agency to fully, accurately, and thoroughly account for
22 these resources and fees in detail shall expressly be stated in the
23 task force report;

24 (f) Recommend strategies and specific tactics to: (i) Reduce
25 duplication of applications, web hosting, and support services; (ii)
26 effectively and efficiently use technology to share costs, data, and
27 faculty professional development; (iii) improve the quality of
28 instruction; and (iv) increase student access, transfer capability, and
29 the quality of student, faculty, and administration services; and

30 (g) Recommend governance models, funding models, and accountability
31 measures to achieve these and related objectives.

32 (5) Subject to funds for this specific purpose, the higher
33 education coordinating board shall engage an independent expert to
34 conduct an independent technical analysis of the findings of the
35 comprehensive technology audits outlined in subsection (4)(e) of this
36 section.

37 (6) The public institutions of higher education and their partners
38 shall jointly report their findings and recommendations to the

1 appropriate committees of the legislature by December 1, 2010. A
2 preliminary report shall be delivered to appropriate committees of the
3 legislature by December 1, 2009.

4 NEW SECTION. **Sec. 4.** If specific funding for the purposes of this
5 act, referencing this act by bill or chapter number, is not provided by
6 June 30, 2009, in the omnibus appropriations act, this act is null and
7 void.

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