

2SHB 1946 - S COMM AMD
By Committee on Ways & Means

ADOPTED 04/16/2009

1 Strike everything after the enacting clause and insert the
2 following:

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

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

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

26 Each higher education institution and workforce program serves a
27 unique group of students and as such, has customized its own technology
28 solutions to meet its emerging needs. While local solutions may have
29 served institutions of higher education in the past, paying for and

1 operating multiple technology solutions, platforms, systems, models,
2 agreements, and operational functionality for common applications and
3 support services no longer serves students or the state.

4 Today's students access education differently. Rather than
5 enrolling in one institution of higher education, staying two to four
6 years and graduating, today's learners prefer a cafeteria approach;
7 they often enroll in and move among multiple institutions - sometimes
8 simultaneously. Rather than sitting in lecture halls taking notes,
9 they may listen to podcasts of a lecture while grocery shopping or hold
10 a virtual study group with classmates on a video chat room. They may
11 prefer hybrid courses where part of their time is spent in the
12 classroom and part is spent online. They prefer online access for
13 commodity administrative services such as financial aid, admissions,
14 transcript services, and more.

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

22 Therefore, the legislature intends to both study and implement its
23 findings regarding how the state's public institutions of higher
24 education can share core resources in instructional, including library,
25 resources, student services, and administrative information technology
26 resources, user help desk services, faculty professional development,
27 and more. The study will examine how public institutions of higher
28 education can pursue a strategy of implementing single, shared,
29 statewide commonly needed standards-based software, web hosting and
30 support service solutions that are cost-effective, easily integrated,
31 user-friendly, flexible, and constantly improving. The full range of
32 applications that serve students, faculty, and administration shall be
33 included. Expensive, proprietary, nonstandards-based customized
34 applications, databases and services, and other resources that do not
35 allow for the transparent sharing of information across institutions,
36 agencies, and educational levels, including K-12, are inconsistent with
37 the state's objective of educating more people to higher levels.

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

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

18 NEW SECTION. **Sec. 3.** (1) The higher education coordinating board
19 shall convene a higher education technology transformation task force
20 to improve the efficiency, effectiveness, and quality of education
21 relative to the strategic and operational use of technology in public
22 education.

23 (2) The task force shall be composed of one member from each public
24 four-year institution of higher education; six members from the
25 community and technical colleges; two faculty members from four-year
26 institutions of higher education, at least one of whom is selected by
27 statewide bargaining representatives; two faculty members from
28 community or technical colleges, at least one of whom is selected by
29 statewide bargaining representatives; and one member each from the
30 state board for community and technical colleges; the higher education
31 coordinating board; the workforce training and education coordinating
32 board; the department of information services; and the council of
33 presidents. The task force shall select a chair from its membership.

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

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

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

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

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

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

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

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

22 (vi) Methods for pooling, coordinating, and otherwise more
23 efficiently managing enrollments so colleges with extra enrollment
24 space in online courses can easily and efficiently make those spaces
25 available to students at other colleges, or to high school students
26 through existing dual-credit programs, without economic, governance, or
27 institutional penalty or disincentive from the provider or recipient
28 institution;

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

32 (b) Develop a process and timeline for the implementation of a
33 statewide approach based on the investigation in (a) of this
34 subsection;

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

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

2 (e) Conduct a comprehensive audit of existing resources used by
3 public institutions of higher education or agencies including but not
4 limited to technology-related: Employees; infrastructure; application
5 licenses and costs; web hosting facilities and services; digital
6 content licenses; student, faculty, and administrative applications and
7 services; and the amounts and uses of technology fees charged to
8 students. The failure of the individual public institution of higher
9 education or agency to fully, accurately, and thoroughly account for
10 these resources and fees in detail shall expressly be stated in the
11 task force report;

12 (f) Recommend strategies and specific tactics to: (i) Reduce
13 duplication of applications, web hosting, and support services; (ii)
14 effectively and efficiently use technology to share costs, data, and
15 faculty professional development; (iii) improve the quality of
16 instruction; and (iv) increase student access, transfer capability, and
17 the quality of student, faculty, and administration services; and

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

20 (5) Subject to funds for this specific purpose, the higher
21 education coordinating board shall engage an independent expert to
22 conduct an independent technical analysis of the findings of the
23 comprehensive technology audits outlined in subsection (4)(e) of this
24 section.

25 (6) The public institutions of higher education and their partners
26 shall jointly report their findings and recommendations to the
27 appropriate committees of the legislature by December 1, 2010. A
28 preliminary report shall be delivered to appropriate committees of the
29 legislature by December 1, 2009.

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

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1 On page 1, line 1 of the title, after "technology;" strike the
2 remainder of the title and insert "adding a new section to chapter
3 28B.10 RCW; and creating new sections."

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