
HOUSE BILL 1946

State of Washington

61st Legislature

2009 Regular Session

By Representatives Carlyle, Anderson, Wallace, Angel, White, Schmick, Hasegawa, Goodman, Sullivan, Haigh, Hudgins, Kenney, and Maxwell

Read first time 02/03/09. Referred to Committee on Higher Education.

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 shall use common online
14 learning technologies including, but not limited to, existing learning
15 management and web conferencing systems currently managed and governed
16 by the state board for community and technical colleges; and share
17 professional development materials and activities related to effective
18 use of these tools. The state board for community and technical
19 colleges shall adjust existing vendor licenses to accommodate and
20 provide enterprise services for institutions of higher education. The
21 common learning management system shall be designed in a way that
22 allows for easy sharing of courses, learning objects, and other digital
23 content among the institutions of higher education. Institutions of
24 higher education shall migrate to these common systems beginning July
25 1, 2010, and be fully migrated no later than July 1, 2012. The state
26 board for community and technical colleges shall convene
27 representatives from each four-year institution of higher education to
28 develop a shared fee structure.

29 NEW SECTION. **Sec. 3.** (1) The K-20 educational network board shall
30 convene a higher education technology transformation task force to
31 improve the efficiency, effectiveness, and quality of education
32 relative to the strategic and operational use of technology in public
33 education.

34 (2) The task force shall be composed of one member from each public
35 baccalaureate institution of higher education, six members from the
36 community and technical colleges, and one member each from the state

1 board for community and technical colleges, the higher education
2 coordinating board, the workforce training and education coordinating
3 board, the department of information services, and the council of
4 presidents. The task force shall select a chair from its membership.

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

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

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

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

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

21 (iii) Integrated online administrative tools including but not
22 limited to: Student information management, financial management,
23 payroll, human resources, and data collection and analysis;

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

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

30 (vi) Methods for pooling, coordinating, and otherwise more
31 efficiently managing enrollments so colleges with extra enrollment
32 space in online courses can easily and efficiently make those spaces
33 available to students at other colleges, or to high school students
34 through existing dual-credit programs, without economic, governance, or
35 institutional penalty or disincentive from the provider or recipient
36 institution;

37 (vii) Methods for ensuring online courses meet agreed upon

1 instructional guidelines, policies, and quality, and methods for
2 sharing these best practices to improve traditional courses' quality;

3 (b) Develop a process and timeline for the implementation of a
4 statewide approach based on the investigation in (a) of this
5 subsection;

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

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

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

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

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

29 (5) The public institutions of higher education and their partners
30 shall jointly report their findings and recommendations to the
31 appropriate committees of the legislature by December 1, 2010. A
32 preliminary report shall be delivered to appropriate committees of the
33 legislature by December 1, 2009.

--- END ---