



Key facts about higher education in Washington

January 2006

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Introduction

This publication, “Key facts about higher education in Washington,” brings together much of the information one might need to understand and discuss higher education issues.

While this publication does not attempt to answer every question that may come up in discussions about higher education, it highlights the most often-asked questions about institutions, faculty, students, costs, budgets, financial aid, and other topics.

First published in 2002, “Key facts about higher education in Washington” is updated annually by the Higher Education Coordinating Board (HECB). Additional information about higher education is available through the agency’s Web site: www.hecb.wa.gov.

Other Web sites contain useful information on different aspects of higher education and many of these sites are listed throughout the booklet as resources.

HECB responsibilities

The Higher Education Coordinating Board is a 10-member citizen board that administers the state’s student financial aid programs and provides planning, coordination, monitoring, and policy analysis for higher education in Washington.

The board is charged by law with representing the “broad public interest above the interests of the individual colleges and universities.”

Created by the Legislature in 1985, the HECB was formally established in January 1986 as the successor to the Council for Postsecondary Education. Board members are appointed by the governor and confirmed by the state Senate. They serve four-year terms, with the exception of the student member, who serves one year. Beginning in January 2006, the members of the board will select one of their colleagues as the chair. The agency’s executive director serves at the pleasure of the board.

Major functions of the board include:

- Administering state financial aid programs
- Helping families save for college
- Motivating young people to go to college
- Preparing a strategic plan for higher education
- Recommending budget priorities and policy changes
- Approving degree programs
- Ensuring program quality
- Establishing minimum freshmen admission requirements at public four-year colleges and universities

Part 1

Colleges and enrollments

Colleges and enrollments

Who is providing higher education in Washington?

Public four-year institutions:

- research
- comprehensive

Public community and technical colleges

Independent institutions

Washington has a variety of schools that provide education beyond the high school level. The highest number of enrollments occurs at the public colleges and universities, while the independent sector contributes significantly.

For specific information about a particular institution, the Washington Higher Education Coordinating Board (HECB) Web site (www.hecb.wa.gov) has links to many institutions listed here.

Public four-year colleges and universities

Washington hosts six public baccalaureate institutions, each of which is governed by a board of regents or trustees appointed by the governor and approved by the Senate. In addition to the main campus location, many have branch campuses or centers in other parts of the state.

Four-year institutions are divided into two types: research and comprehensive. The research universities offer baccalaureate through professional degree programs. Comprehensive institutions offer baccalaureate and master's level programs.

Research institutions

- University of WashingtonSeattle
Branch campuses:
University of Washington Bothell
University of Washington Tacoma
- Washington State UniversityPullman
Branch campuses:
Washington State University Spokane*
Washington State University Tri-Cities
Washington State University Vancouver

Comprehensive institutions

- Central Washington UniversityEllensburg
- Eastern Washington UniversityCheney
- The Evergreen State CollegeOlympia
- Western Washington UniversityBellingham

*In 2004, the Legislature removed the "branch" designation for Washington State University Spokane.

Colleges and enrollments

Community and technical colleges (public two-year)

Washington is home to 34 public community and technical colleges that grant certificates and associate degrees. The two-year schools are governed by boards of trustees appointed by the governor and approved by the Senate. Associate degrees usually require two years of full-time coursework to complete. Students enroll in community and technical colleges for various purposes, including academic programs, workforce training, basic skills, and home/family life enrichment.

In addition, Washington is the location of a federally-funded public institution – Northwest Indian College, near Bellingham.

Independent four-year schools

The term “independent” is used in this document to denote institutions primarily supported by non-public funding sources. Some independent schools have a religious affiliation, while others do not. Both private nonprofit institutions and private for-profit institutions are included.

Data for 33 independent four-year institutions are reported using information gathered through the annual federal survey conducted by the U.S. Department of Education’s National Center for Education Statistics – the Integrated Postsecondary Education Data System.

In addition to these 33 institutions, there are several other four-year colleges and universities based in other states authorized to offer coursework in Washington under the Degree-Granting Institutions Act. However, the 33 institutions reflected in this document include the vast majority of independent four-year enrollments in Washington.

Other independent schools

A number of private career institutions offer coursework and programs – in many cases focused on workforce development and job training. Cosmetology and computer graphics are two examples, but there are many others. Some of these institutions, though not all, grant associate degrees and/or certificates. Data on these independent schools are not included in this document. (One source of information on these institutions is the Workforce Training and Education Coordinating Board: www.wtb.wa.gov.)

Colleges and enrollments

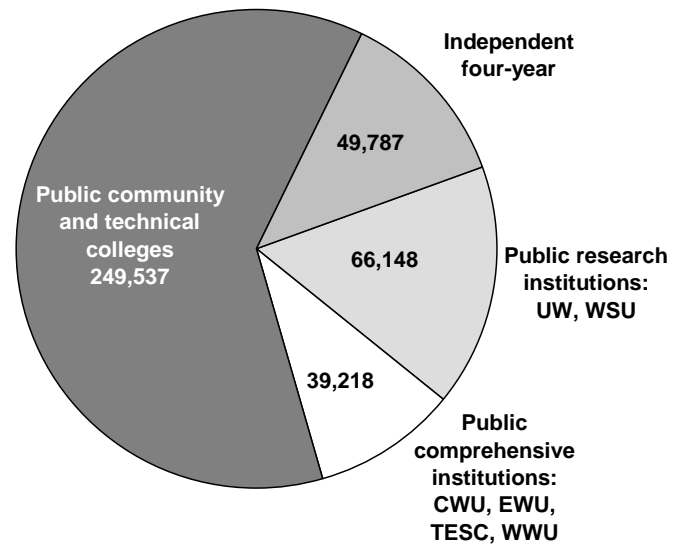
Public four-year

Public two-year community and technical colleges

Independent four-year

Enrollments in the public institutions, both four-year and community and technical colleges, include enrollments for all funding sources. Most enrollments at public institutions are supported, at least in part, by state funds appropriated by the Legislature. However, some enrollments are funded through outside sources (such as contracts) or students themselves pay the entire cost of instruction.

Fall 2004 headcount shows the largest enrollments at community and technical colleges



Sources: State Board for Community and Technical Colleges (SBCTC) and Integrated Postsecondary Education Data System (U.S. Department of Education) for public and independent four-year institutions.

Notes: Public data include both state and non-state funded enrollments. Not shown are enrollments in independent less-than-four-year institutions.

Colleges and enrollments

Public four-year

Enrollments reflect all funding sources:	<u>Primary location</u>	<u>Fall 2004 enrollment (headcount)</u>
University of Washington (main campus)	Seattle	39,199
University of Washington Bothell	Bothell	1,608
University of Washington Tacoma	Tacoma	2,100
Washington State University (main campus)	Pullman	18,707
Washington State University Vancouver	Vancouver	1,951
Washington State University Tri-Cities	Tri-Cities	1,149
Washington State University Spokane	Spokane	1,434
Central Washington University	Ellensburg	9,912
Eastern Washington University	Cheney	10,706
The Evergreen State College	Olympia	4,410
Western Washington University	Bellingham	14,190
Total: Public four-year		105,366

Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2004.

Notes: Enrollments reflect both state-supported and non-state-supported students. Data are estimated for Washington State University by campus. In 2004, the Legislature removed the “branch” designation for Washington State University Spokane.

Colleges and enrollments

Public two-year community and technical colleges 29 community colleges, 5 technical colleges

Enrollments reflect all funding sources:	Primary Location	Fall 2004 enrollment (headcount)
Bates Technical College	Tacoma	6,391
Bellevue Community College	Bellevue	19,231
Bellingham Technical College	Bellingham	3,670
Big Bend Community College	Moses Lake	2,554
Cascadia Community College	Bothell	2,566
Centralia College	Centralia	4,888
Clark College	Vancouver	13,411
Clover Park Technical College	Tacoma	9,701
Columbia Basin College	Pasco	6,668
Edmonds Community College	Lynnwood	10,096
Everett Community College	Everett	9,988
Grays Harbor College	Aberdeen	3,416
Green River Community College	Auburn	8,739
Highline Community College	Des Moines	8,546
Lake Washington Technical College	Kirkland	4,528
Lower Columbia College	Longview	3,945
Olympic College	Bremerton	7,056
Peninsula College	Port Angeles	5,178
Pierce District:		
Pierce College Puyallup	Puyallup	3,097
Pierce College Fort Steilacoom	Fort Steilacoom	9,028
Renton Technical College	Renton	4,954
Seattle District:		
Seattle Central Community College	Seattle	10,367
North Seattle Community College	Seattle	8,791
South Seattle Community College	Seattle	8,060
Shoreline Community College	Shoreline	8,161
Skagit Valley Community College	Mount Vernon	7,035
South Puget Sound Community College	Olympia	6,695
Spokane District:		
Spokane Community College	Spokane	7,460
Spokane Falls Community College	Spokane	13,715
Tacoma Community College	Tacoma	8,712
Walla Walla Community College	Walla Walla	6,230
Wenatchee Valley College	Wenatchee	4,081
Whatcom Community College	Bellingham	6,381
Yakima Valley Community College	Yakima	6,198
Total: Community and technical colleges		249,537

Source: State Board for Community and Technical Colleges, *Enrollment and Staffing Report*, fall 2004.

Notes: Enrollments reflect both state-supported and non-state-supported students. Seattle Vocational Institute's enrollments are included in the Seattle Central Community College total.

Colleges and enrollments

Independent four-year

	Primary location	Fall 2004 enrollment (headcount)
Antioch University	Seattle	913
Argosy University	Seattle	364
Art Institute of Seattle	Seattle	2,493
Bastyr University	Kenmore	1,126
City University	Seattle	4,254
Cornish College of the Arts	Seattle	728
Crown College	Tacoma	290
Devry University	Federal Way	1,289
Digipen Institute of Technology	Redmond	414
Faith Evangelical Lutheran Seminary	Tacoma	256
Gonzaga University	Spokane	5,858
Henry Cogswell College	Everett	229
Heritage College	Toppenish	1,355
ITT Technical Institute	Seattle	591
ITT Technical Institute	Bothell	348
ITT Technical Institute	Spokane	501
Mars Hill Graduate School	Bothell	244
Northwest Baptist Seminary	Tacoma	78
Northwest College of Art	Poulsbo	103
Northwest College of the Assemblies of God	Kirkland	1,180
Pacific Lutheran University	Tacoma	3,643
Puget Sound Christian College	Edmonds	138
Saint Martin's College	Lacey	1,512
Seattle Institute of Oriental Medicine	Seattle	32
Seattle Pacific University	Seattle	3,779
Seattle University	Seattle	6,810
Trinity Lutheran College	Issaquah	135
University of Phoenix	Seattle	2,197
University of Phoenix	Spokane	232
University of Puget Sound	Tacoma	2,864
Walla Walla College	College Place	1,968
Whitman College	Walla Walla	1,481
Whitworth College	Spokane	2,382
Total: Independent four-year		49,787

Source: Integrated Postsecondary Education Data System (U.S. Department of Education).

Enrollments

What is the level of state-supported full-time equivalent (FTE) enrollments in public institutions?

Fall headcount data covers all students who attend higher education institutions in Washington – whether they are enrolled in a one-credit course or attend full time. For public colleges and universities, the headcount enrollment numbers include both enrollments supported by state funds, as well as enrollments supported by other sources, such as contracts with outside agencies. However, state funding supports a large proportion of enrollments at public institutions.

For budget purposes, the Legislature funds enrollments based on the number of full-time equivalent (FTE) students. FTE enrollments are calculated on total credit hours rather than numbers of individuals (heads). One full-time equivalent enrollment is equal to 15 credit hours for an undergraduate and 10 credit hours for a graduate student. Therefore, because many students enroll on a part-time basis, the number of calculated FTEs is usually less than the number based on headcount.

Furthermore, FTE enrollments are often calculated as an average for the entire year. The Legislature budgets FTE enrollments and, at the end of the year, actual FTE enrollments are calculated. Actual FTEs usually vary slightly from the “budgeted” FTE enrollments.

Enrollments

**Actual average annual FTEs: state-supported
public four-year institutions and community and technical colleges
(centers and off-campus enrollments included with each institution)**

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
<u>Research institutions</u>									
UW Main campus	31,503	31,765	31,785	32,036	32,661	33,863	34,065	33,487	33,383
UW Bothell	638	799	844	959	1,041	1,228	1,236	1,250	1,344
UW Tacoma	<u>717</u>	<u>834</u>	<u>963</u>	<u>1,063</u>	<u>1,264</u>	<u>1,556</u>	<u>1,662</u>	<u>1,579</u>	<u>1,630</u>
UW total	32,858	33,398	33,592	34,058	34,966	36,647	36,963	36,316	36,357
WSU Main campus	16,971	16,961	17,390	17,010	17,257	17,607	17,830	17,975	17,954
WSU Spokane	364	288	383	432	526	567	628	627	1,192
WSU Tri-Cities	656	647	591	596	639	631	627	677	672
WSU Vancouver	<u>722</u>	<u>828</u>	<u>948</u>	<u>970</u>	<u>1,076</u>	<u>1,150</u>	<u>1,226</u>	<u>1,263</u>	<u>1,339</u>
WSU total	18,713	18,724	19,312	19,008	19,498	19,955	20,311	20,542	21,157
<u>Comprehensive institutions</u>									
CWU	7,448	7,474	7,471	7,463	7,287	7,672	8,106	8,657	8,885
EWU	6,945	6,907	7,244	7,712	8,081	8,421	8,700	8,956	9,126
TESC	3,489	3,728	3,822	3,697	3,786	4,009	4,054	4,099	4,120
WWU	10,118	10,374	10,550	10,840	11,214	11,265	11,377	11,505	11,713
Four-year total	79,571	80,605	81,991	82,778	84,832	87,969	89,511	90,075	91,358
Community and technical colleges	118,515	117,925	121,302	125,131	128,093	133,962	139,753	138,241	131,489
Public total	198,086	198,530	203,293	207,909	212,925	221,931	229,264	228,316	222,847

Sources: Office of Financial Management, *Higher Education Enrollment Statistics* and budget driver reports (as of July 2005).

Enrollments

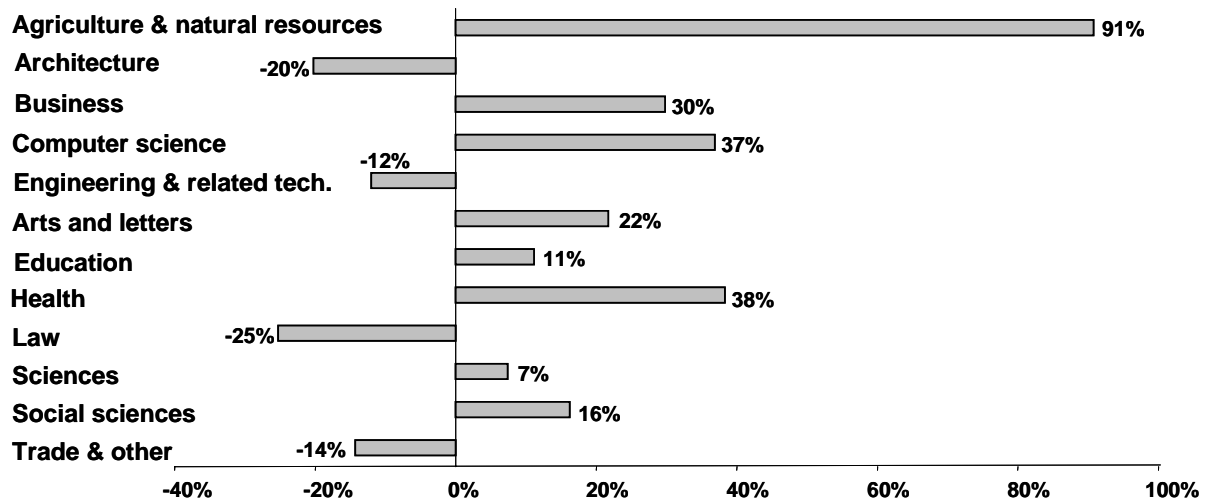
What fields of study are students pursuing?

For most students at four-year institutions, their interests lie in pursuing degrees – bachelor’s, master’s, doctorate, or professional. A few also enroll for additional coursework for certification/licensure purposes after earning a degree.

FTE enrollments by discipline: 2003-04 public four-year institutions

	<u>FTEs</u>	<u>Share of total</u>
Agriculture & natural resources	3,920	4%
Architecture	1,258	1%
Business	8,225	9%
Computer science	2,138	2%
Engineering and related technologies	3,175	4%
Arts and letters	25,031	28%
Education	5,689	6%
Health	6,194	7%
Law	784	1%
Sciences	15,549	17%
Social sciences	18,022	20%
Trade / other	90	1%
TOTAL	90,075	100%

Percentage change in FTEs by discipline between 1993-94 and 2003-04



Source: Office of Financial Management, July 2004.

Note: Categories are those developed by the National Center for Education Statistics (U.S. Department of Education).

Enrollments

Looking more closely at community and technical colleges

Four main areas

Academic transfer:

Earning credits that can be applied to a bachelor's degree program when students transfer to four-year institutions.

Workforce education:

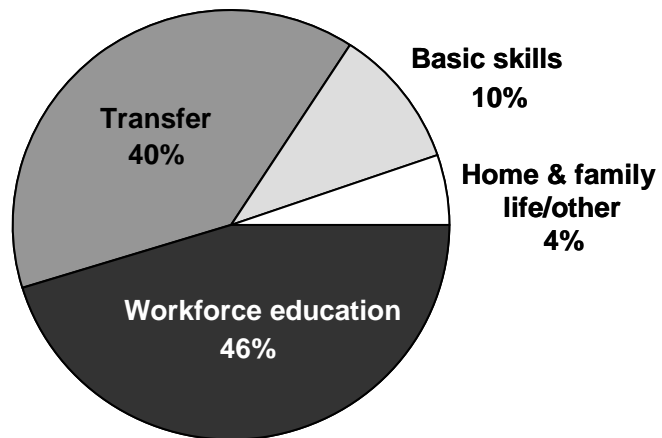
Preparing for jobs or upgrading job skills.

Basic skills: Taking courses that focus on English as a second language, adult basic education, and courses leading to a high school diploma or General Education Development (GED) certificate. Note: Some portion of students classified as "transfer" and "workforce" also enroll in one or more basic skills courses.

Home and family life, other, and not reported: These students enroll for parent education, retirement planning or other purposes. This category also includes students who did not specify a goal when they enrolled.

By statute, community and technical colleges are required to "offer comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education" (RCW 28B.50.020).

Most state-supported FTE enrollments at the two-year colleges are in workforce training and academic transfer programs: 2003-04



Percentage distributions have remained fairly stable over time

	<u>1998-99</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
Workforce education	46%	45%	46%	46%
Transfer	38%	39%	39%	40%
Basic skills	10%	11%	10%	10%
Home & family life/other	6%	5%	5%	4%

Source: State Board for Community and Technical Colleges, *Academic Year Reports*, 1999-2000 and 2002-2003.

Enrollments

Community and technical colleges: FTEs by purpose for attending 2003-04 academic year (state supported)

	<u>Workforce education</u>	<u>Transfer</u>	<u>Basic skills</u>	<u>Home & family life/other</u>	<u>Total</u>
Bates	3,555	0	154	990	4,698
Bellevue	2,439	4,612	326	624	8,000
Bellingham	1,593	0	26	35	1,654
Big Bend	653	812	167	41	1,673
Cascadia	300	1,106	19	7	1,431
Centralia	690	777	467	279	2,212
Clark	2,979	3,283	818	211	7,290
Clover Park	3,749	10	397	86	4,242
Columbia Basin	1,659	2,964	47	69	4,740
Edmonds	1,897	2,273	620	176	4,966
Everett	1,976	1,875	621	89	4,560
Grays Harbor	781	584	282	89	1,736
Green River	1,800	2,589	1,026	90	5,504
Highline	1,606	2,547	1,669	80	5,903
Lake Washington	2,534	225	173	118	3,050
Lower Columbia	1,350	771	180	117	2,417
Olympic	1,995	2,122	242	206	4,565
Peninsula	666	554	207	194	1,621
Pierce Puyallup	519	1,137	192	46	1,895
Pierce Steilacoom	1,315	1,981	85	47	3,429
Renton	2,963	135	414	76	3,589
Seattle Central	2,804	2,672	813	251	6,539
Seattle North	1,712	1,761	444	149	4,066
Seattle South	2,440	1,047	470	150	4,107
Shoreline	2,455	2,270	388	176	5,290
Skagit Valley	1,663	1,597	452	173	3,884
South Puget Sound	1,570	1,742	59	142	3,514
Spokane	4,302	1,587	6	275	6,171
Spokane Falls	2,166	3,452	1,329	387	7,335
Tacoma	1,959	2,561	445	83	5,047
Walla Walla	1,669	972	224	94	2,959
Wenatchee Valley	1,170	1,090	201	17	2,478
Whatcom	620	1,739	148	39	2,546
Yakima Valley	2,013	1,481	861	62	4,416
System Total	63,557	54,330	13,971	5,669	137,526

Source: State Board for Community and Technical Colleges, *Academic Year Report 2003-04*.

Notes: Totals may not add due to rounding. FTEs in this report are different than in other reports due to the way in which FTEs are calculated in variable credit courses. Seattle Vocational Institute's enrollments are included in the Seattle Central Community College total.

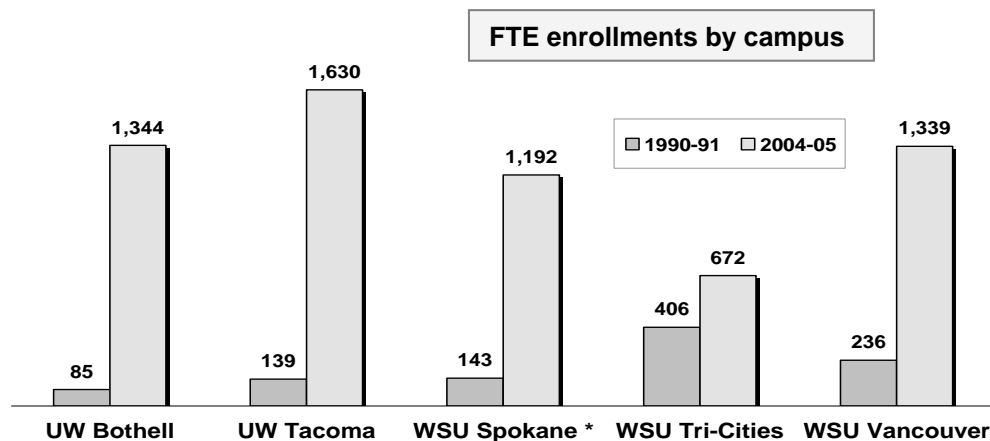
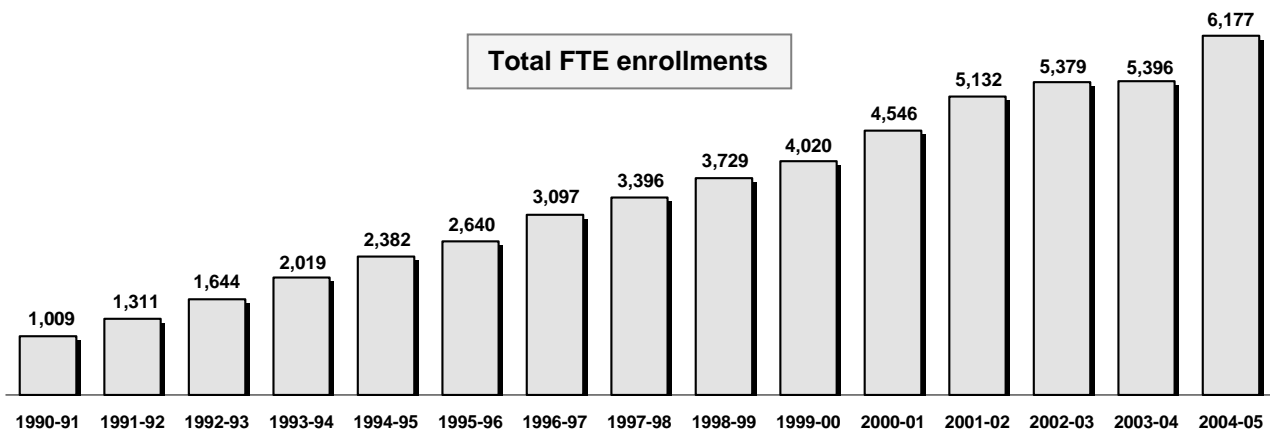
Enrollments

Branch campuses

Branch campuses of the University of Washington and Washington State University were developed in the early 1990s. This change marked the first significant expansion of the state's public higher education system in more than two decades.

Branch campuses address the issue of access to higher education in urban growth areas where there is no public four-year institution. Legislation enacted during the 2005 session authorized lower-division courses and freshman/sophomore admissions at the UW branch campuses in Bothell and Tacoma, and at WSU Vancouver. WSU Tri-Cities is authorized to offer some lower-division courses and admit freshmen/sophomores in a biotechnology program.

Branch campus enrollments have grown steadily



*The 2004 Legislature removed the "branch" designation for Washington State University Spokane.

Source: Office of Financial Management, budget driver reports.

Enrollments

Distance education

For some students, the idea of “going to college” has taken on new meaning. New technologies, such as satellite transmissions, cable networks and the Internet, have allowed expanded access to courses and programs outside the traditional classroom environment.

Distance learning can be defined generally as teachers and students physically separated for at least some portion of the instructional time. Access to coursework is facilitated through one or more distance-delivery modes – ranging from mailed correspondence, to videotaped instruction, to interactive Internet connections.

It is important to note that “distance” learning and “traditional” learning are not mutually exclusive. Students may enroll simultaneously in both types of programs.

The portion of total instruction that can be characterized as “distance learning” has averaged about 2 percent in the four-year institutions and 5 percent in the two-year system since data collection began in fall 2000.

Distance learning enrollment as a percentage of total enrollment public two-year and four-year institutions: fall 2000 through fall 2004

<u>Fall term</u>	<u>Four-year percentage of total</u>	<u>Two-year percentage of total</u>	<u>Total four-year distance FTEs</u>	<u>Total two-year distance FTEs</u>
2000	2.0%	3.4%	1,787	4,085
2001	2.4%	4.0%	2,205	4,914
2002	1.7%	4.7%	1,621	6,046
2003	1.9%	5.2%	1,762	6,663
2004	1.9%	6.1%	1,793	7,339

Definition of distance learning:

The distance education learning course is defined as an academic degree credit course that is delivered predominantly through pre-recorded media, surface-mailed correspondence, Internet, interactive television technologies, and/or broadcasting.

Source: Office of Financial Management, *Higher Education Trends and Highlights*, March 2005.

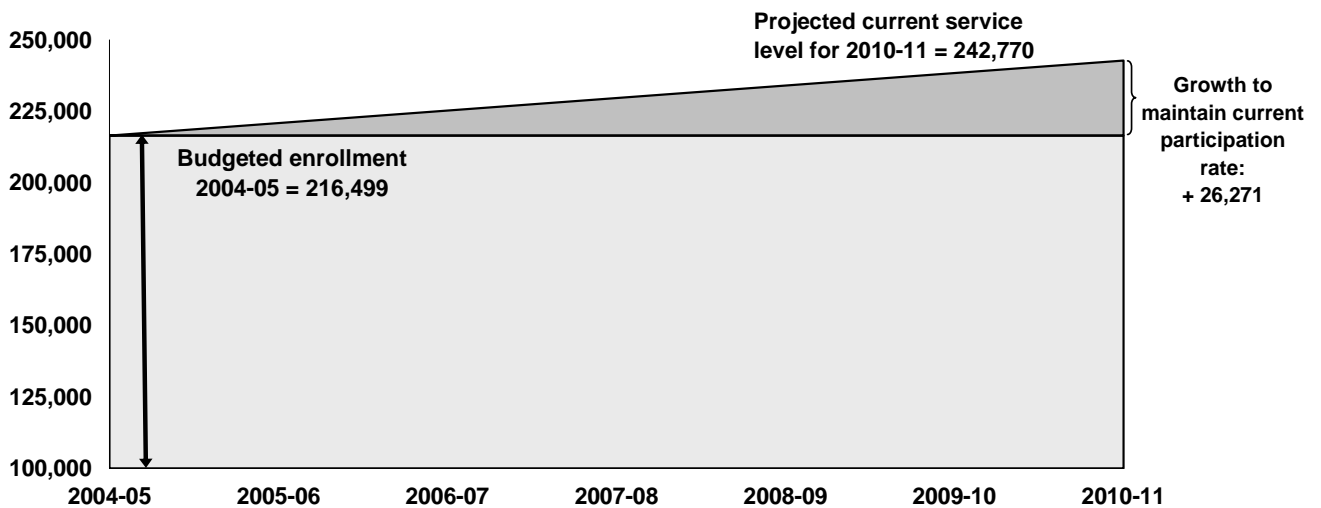
Enrollments

What should the state anticipate for future higher education enrollments?

Based on fall 2004 participation in public higher education, the current projected enrollments for public higher education by 2010-11 would be over 242,000 full-time equivalent (FTE) enrollments. This would allow the same proportion of the state's population to continue to enroll in public higher education institutions.

Similar to current enrollment distributions, future projections show the largest numbers of enrollments – about 143,000 FTEs – at community/technical colleges. About 100,000 FTEs would be enrolled at public four-year institutions.

Maintaining the 2004 public higher education participation rate will require 26,000 additional state-funded FTE enrollments by 2010-11



Sources: Projections: Office of Financial Management, *Public Two- and Four-Year Headcount and FTE Projections: Current Participation Rate Carried Forward*, November 2004 (latest available update).
Budgeted 2004-05 enrollment: Higher Education Coordinating Board and Office of Financial Management.

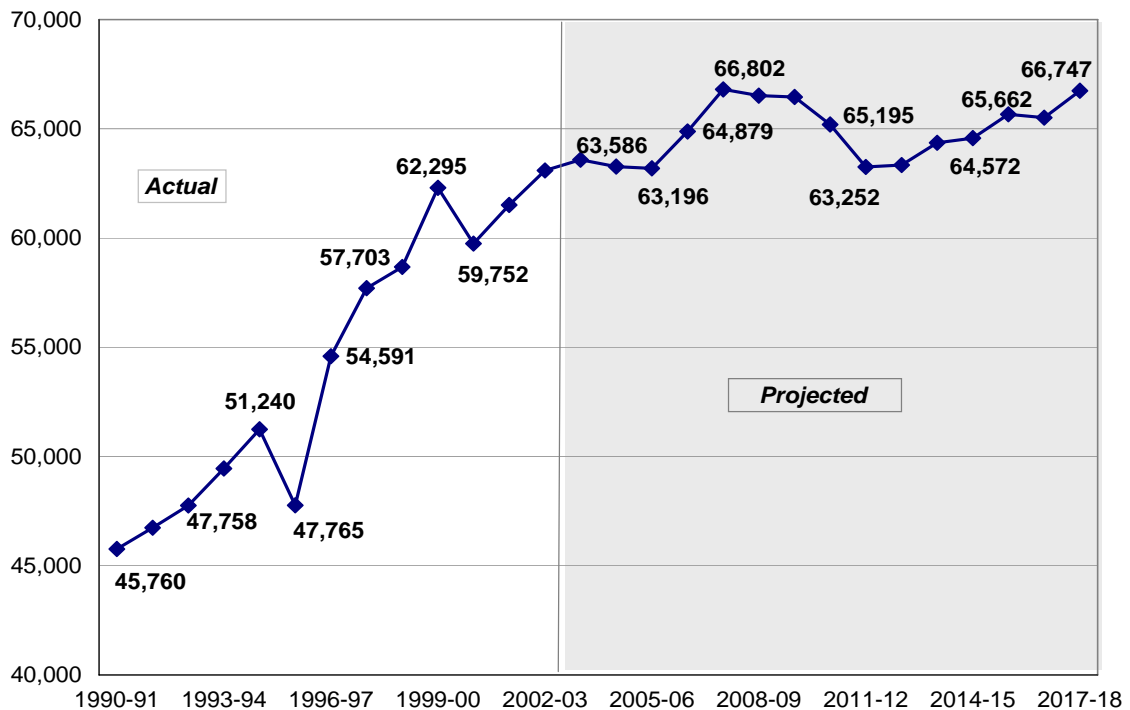
Enrollments

Projections of high school graduates

The number of high school graduates is another important predictor of higher education enrollments. Because a high proportion of new college students are recent graduates from high school, tracking their predicted numbers can be useful for anticipating college demand.

As the chart below shows, total numbers of high school graduates in the state will continue to increase (with a small decline in the next decade followed by another upswing). Currently, about 60 percent of Washington's high school graduates continue directly to an institution of higher education and most enroll in colleges and universities within this state. If this percentage remains constant, or increases, the number of high school graduates wanting to enter Washington's colleges and universities will grow.

Number of high school graduates in Washington: historical and projected



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door* – 2003.

Note: Data include public and private high school graduates.

Part 2

**Students
Faculty
Staff**

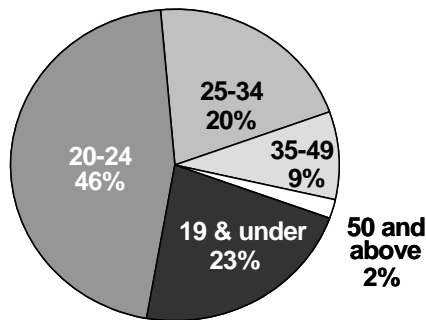
Students

Who are the students in higher education?

Age distribution

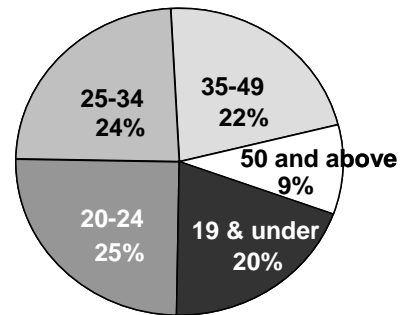
At public institutions, a larger proportion of younger students enroll at four-year institutions, while the two-year community and technical colleges have a higher number of older students. Percentages below are based on fall headcounts of those who reported age.

Public four-year institutions: age distribution in fall 2003



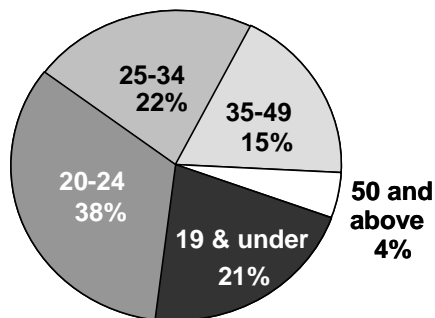
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2003.

Community and technical colleges: age distribution in fall 2003



Source: State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, 2003.

Independent four-year institutions: age distribution in fall 2003



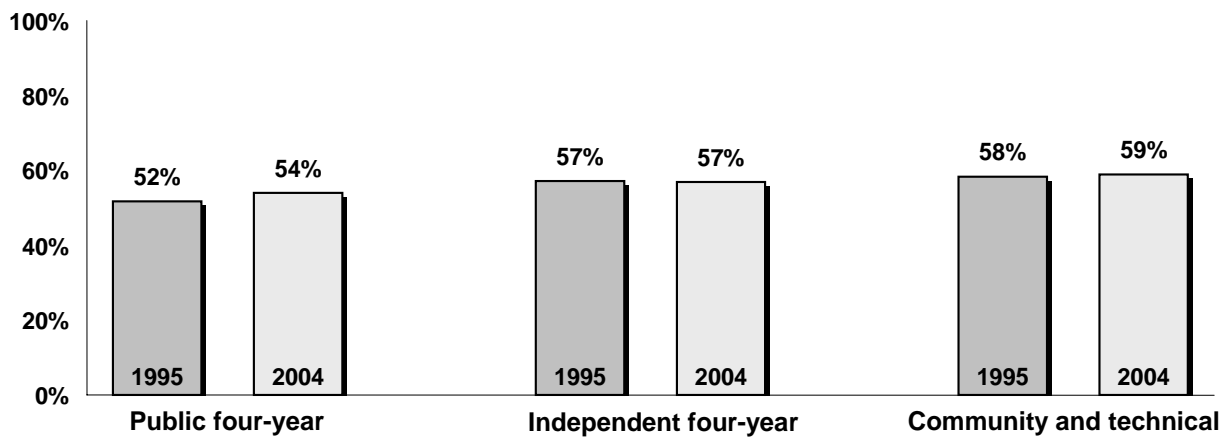
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2003.

Students

Gender distribution

Since 1995, enrollments at institutions have maintained a higher percentage of female students. The distribution by gender, for 1995 and 2004, is shown here.

Female students continue to constitute more than half of enrollments: fall 1995 and fall 2004



Sources: Public four-year and independent four-year institutions – Integrated Postsecondary Education Data System (U.S. Department of Education) and community and technical colleges – State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, fall 1999 and fall 2004.

Note: At community and technical colleges, data reflect only state-supported enrollments. Percentages are based on fall headcounts.

Students

Race/ethnicity

Enrollments by race and ethnicity show variations by type of institution.

Fall headcount enrollments by race/ethnicity: fall 1995 and fall 2004

	Headcount enrollment			Percentage within each sector		
	Public <u>four-year</u>	Independent <u>four-year</u>	Community and technical <u>colleges</u>	Public <u>four-year</u>	Independent <u>four-year</u>	Community and technical <u>colleges</u>
Fall 1995						
Black	2,127	978	6,704	2.5%	2.6%	4.0%
Native American	1,375	534	3,015	1.6%	1.4%	1.8%
Asian/Pacific Islander	8,366	2,364	14,311	9.7%	6.4%	8.5%
Hispanic	2,920	1,088	7,914	3.4%	2.9%	4.7%
White	65,041	27,490	122,217	75.6%	74.1%	72.2%
Nonresident Alien	3,604	2,008	432	4.2%	5.4%	0.3%
Other/unknown	2,647	2,631	14,697	3.1%	7.1%	8.7%
TOTAL	86,080	37,093	169,290			
Fall 2004						
Black	2,715	1,889	8,250	2.6%	3.8%	4.5%
Native American	1,668	712	2,805	1.6%	1.4%	1.5%
Asian/Pacific Islander	11,965	3,791	15,357	11.4%	7.6%	8.5%
Hispanic	4,153	2,322	17,403	3.9%	4.7%	9.6%
White	70,028	34,075	116,533	66.5%	68.4%	64.2%
Nonresident Alien	4,257	1,858	n/a	4.0%	3.7%	n/a
Other/unknown	10,580	5,140	21,278	10.0%	10.3%	11.7%
TOTAL	105,366	49,787	181,626			

Sources: Public four-year and independent four-year institutions – Integrated Postsecondary Education Data System (U.S. Department of Education) and community and technical colleges – State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, fall 1999 and fall 2004.

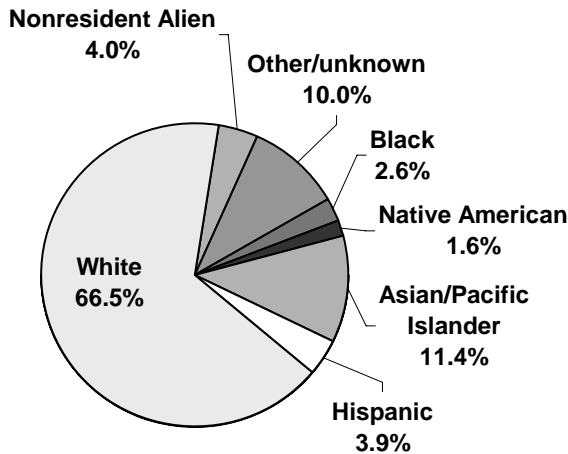
Notes: At community and technical colleges, data reflect only state-supported enrollments. The definition of a nonresident alien is a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Students

Race/ethnicity

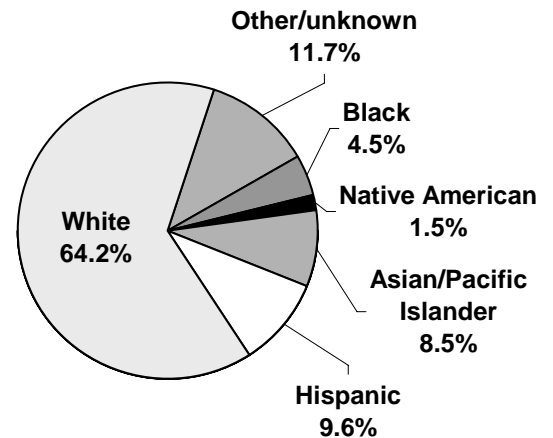
The graphs below illustrate enrollments by race/ethnicity among types of institutions for fall 2004. With the exception of Asian/Pacific Islanders, the community and technical colleges have slightly higher percentages of minority enrollments compared to four-year institutions.

Public four-year institutions: enrollment by race/ethnicity fall 2004



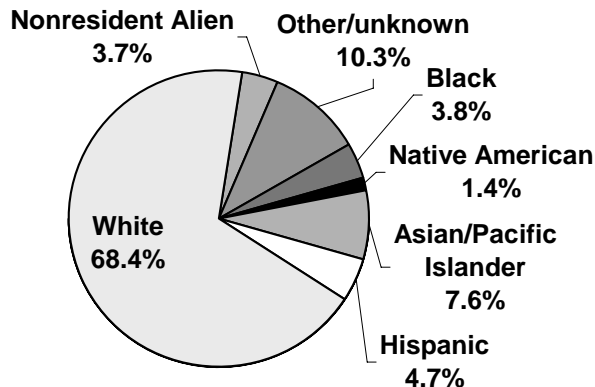
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2004.

Community and technical colleges: enrollment by race/ethnicity fall 2004



Source: State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report, 2004* (based on state-supported enrollment).

Independent four-year institutions: enrollment by race/ethnicity fall 2004



Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2004.

Faculty and staff

How many faculty and staff are employed by Washington higher education?

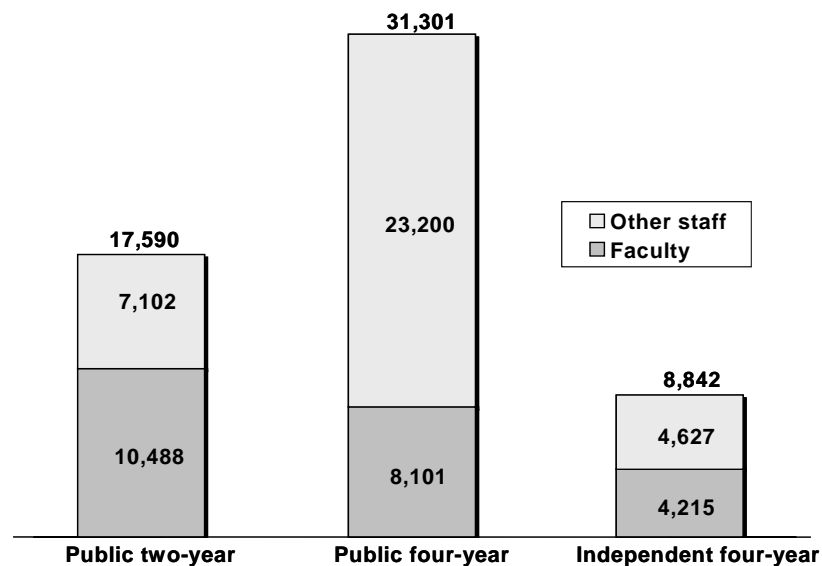
In fall 2003, more than 57,000 people were employed (either full-time or part-time) by Washington's public institutions and the independent four-year colleges and universities. These employees are categorized as either faculty or staff.

At four-year institutions, staff includes executive, administrative, managerial, technical, clerical, secretarial, skilled crafts, and service and maintenance personnel. Faculty refers to those whose main assignments are instruction, research, or public service; faculty may hold various academic rank titles.

At public two-year institutions, staff includes classified support and exempt professional, technical, or administrative personnel. Two-year faculty includes classroom instructors, counselors, and librarians.

In fall 2003, 60 percent of employees at public two-year, 26 percent at public four-year, and 48 percent at independent four-year institutions were faculty.

In fall 2003, public two-year community and technical colleges employed more faculty than other staff, while four-year institutions employed more staff than faculty



Sources: Public four-year and independents – Integrated Postsecondary Education Data System (U.S. Department of Education), Fall 2003 and public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report*, 2003.

Faculty salaries

“Peer group” comparisons put Washington faculty salaries in a national context

State law requires the HECB to make recommendations on college and university faculty salaries based on comparisons with peer institutions around the country.

Peer groups initially were established to compare Washington institutions to others in terms of funding per FTE student. The use of peer groups was subsequently extended to discuss faculty salaries, as well as tuition and fee rates.

The current lists of Washington public four-year institutions' peers were established in 1988, when the Washington legislature expressed concerns about the narrowness of the peer lists established in 1984 (seven or eight institutions for each peer group). At that time, the HECB formed the Special Joint Study Group (JSG) on Higher Education, composed of members of both houses of the legislature, the executive branch, and the board.

The group endorsed the new groups of peers and recommended using these new peer groups as external benchmarks to measure the adequacy of financial support for higher education. The JSG also established a funding goal for Washington institutions to achieve the 75th percentile level of the comparison groups over four biennia, beginning in 1989.

Concurrent with the actions of the Joint Study Group, the HECB adopted a new set of institutional comparison groups and adopted the 75th percentile for these groups as the funding goal for Washington institutions. The Special Joint Study Group report was presented to the 1989 Legislature.

Faculty

Peer groups

The criteria used to establish the peer groups reflect a national perspective. The peer groups include institutions that are similar in size, program offerings, student mix, and research orientation. More specifically, the Carnegie Commission's classification of institutions is used as the basis for selecting comparison groups for Washington institutions of higher education (peer group numbers include Washington institutions).

- The national comparison group for the University of Washington is all public institutions in the Carnegie classification "Research Universities category 1 with medical schools" (25 institutions).
- The national comparison group for Washington State University is all public land grant universities in the Carnegie classification "Research Universities categories 1 and 2 with veterinary schools" (23 institutions).
- The national comparison group for Central, Eastern, and Western Washington Universities is all public institutions in the Carnegie classification "Comprehensive Colleges and Universities category 1" (278 institutions).
- The national comparison group for The Evergreen State College is a group of public institutions in "Comprehensive category 1 and Liberal Arts category 2" selected based on size, similarities of degrees awarded, and other characteristics common to TESC (27 institutions). However, for salary comparison purposes, the peer group for the comprehensive universities is used.
- The national comparison group for the Washington community college system is all state community college systems in the country. National peer group comparisons for community colleges were discontinued in 1997-98.

Faculty

What are the average faculty salaries at Washington's public higher education institutions, and how do they rank with their peers?

In 2004-05, average faculty salaries at Washington four-year institutions ranged from \$54,879 at Central Washington University to \$83,530 at the University of Washington.

Compared to its established peer group, the University of Washington's average salary was at the 54th percentile. Washington State University compared least favorably, with its average salary at the 14th percentile of its peer group.

These averages reflect full-time faculty (for three academic ranks) whose major assignment is instruction or instruction combined with research or public service.

History of faculty salaries at Washington institutions relative to their peers for three academic ranks: full, associate and assistant professors (as reported each biennium by the HECB to the Legislature)

	<u>1997-98</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
University of Washington							
<i>Average salary</i>	\$63,130	\$68,463	\$73,237	\$76,777	\$77,613	\$79,894	\$83,530
<i>Peer group percentile rank</i>	44 th	44 th	52 nd	50 th	38 th	38 th	54 th
Washington State University							
<i>Average salary</i>	\$53,899	\$58,533	\$61,383	\$64,707	\$64,901	\$65,974	\$68,365
<i>Peer group percentile rank</i>	17 th	9 th	17 th	18 th	14 th	14 th	14 th
Central Washington University							
<i>Average salary</i>	\$43,619	\$48,556	\$50,685	\$52,828	\$52,832	\$54,607	\$56,583
<i>Peer group percentile rank</i>	14 th	24 th	27 th	28 th	23 rd	29 th	31 st
Eastern Washington University							
<i>Average salary</i>	\$49,755	\$51,101	\$52,735	\$55,340	\$55,333	\$54,745	\$56,029
<i>Peer group percentile rank</i>	57 th	43 rd	43 rd	46 th	35 th	31 st	29 th
The Evergreen State College							
<i>Average salary</i>	\$44,866	\$46,984	\$50,215	\$53,548	\$54,014	\$54,995	\$54,879
<i>Peer group percentile rank</i>	20 th	17 th	24 th	32 nd	29 th	32 nd	23 rd
Western Washington University							
<i>Average salary</i>	\$48,560	\$51,746	\$54,606	\$57,017	\$57,448	\$57,224	\$58,433
<i>Peer group percentile rank</i>	48 th	48 th	52 nd	54 th	50 th	42 nd	42 nd
Community and technical colleges							
<i>Average salary</i>	\$40,518	\$42,371	\$44,162	\$46,247	\$47,916	\$48,303	\$48,202
<i>Peer group percentile rank</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Sources: Integrated Postsecondary Education Data System (U.S. Department of Education); American Association of University Professors; and State Board for Community and Technical Colleges, *Academic Year Reports*.

Notes: Average salary refers to the arithmetic mean of faculty salaries. A percentile rank represents the salary at which that percentage of institutions' salaries falls at or below. For example, in the table above, in 2004-05, the UW's average faculty salary of \$83,530 was at the 54th percentile. This means that in 2004-05, 54 percent of UW's peer institutions' salaries fell at or below \$83,530, and 46 percent were above that amount. Peer group comparisons for community and technical colleges were discontinued in 1997-98.

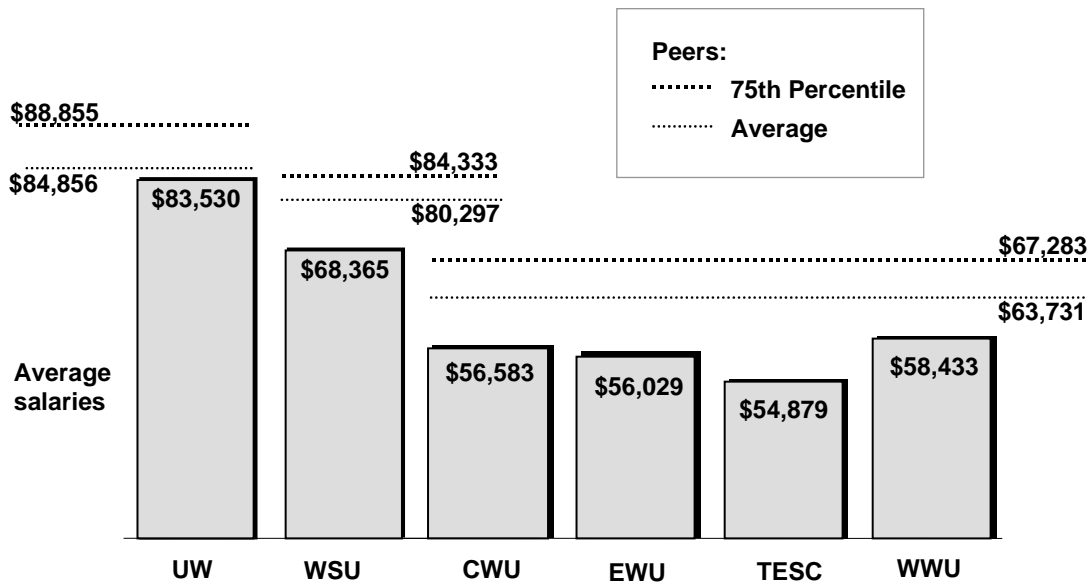
Faculty

How do faculty salaries in Washington higher education institutions compare to the average salaries at peer institutions and the 75th percentile?

In 2004-05 average faculty salaries at Washington's public four-year institutions were generally below the average salaries (and the salaries at the 75th percentile) of their established peer groups. Only the University of Washington had faculty salaries that ranked above those of their peer institutions.

These averages reflect full-time faculty (for three academic ranks – full professor, associate professor, and assistant professor) whose major assignment is instruction or instruction combined with research and/or public service.

In 2004-05, average full-time faculty salaries at Washington's public four-year institutions were generally below the average of their peer institutions (for three academic ranks: full, associate, and assistant professors)



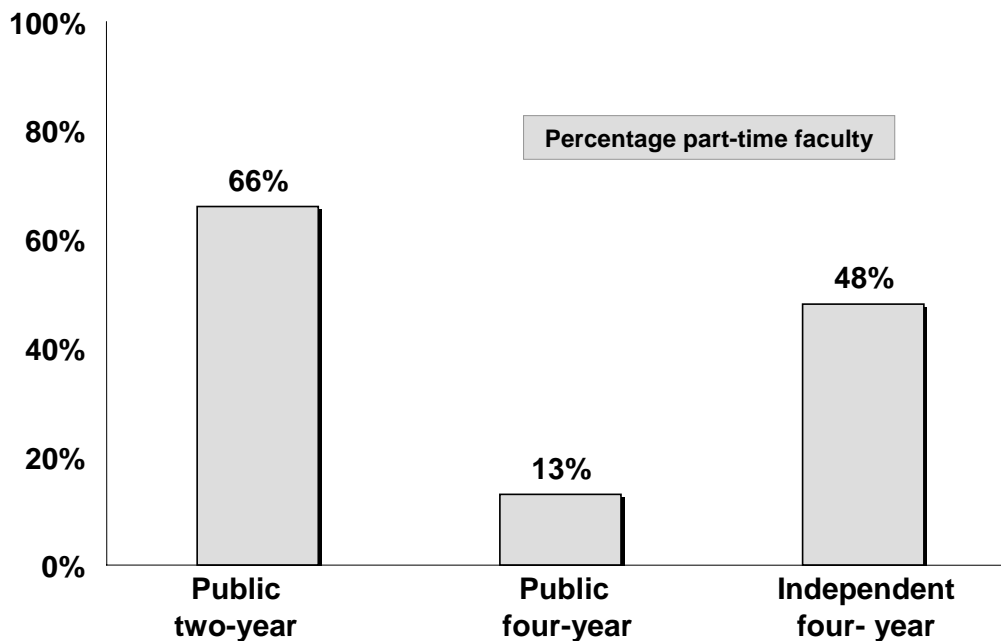
Sources: Higher Education Coordinating Board and American Association of University Professors.

Faculty

What percentage of faculty employed in Washington higher education are part-time?

Differences in the use of part-time faculty are seen in Washington's higher education institutions. In fall 2003, part-time employees comprised two-thirds of the faculty at community and technical colleges. At four-year institutions, the largest proportion of faculty were full-time employees.

In fall 2003, the majority of faculty in public two-year community and technical colleges were employed part-time, while in four-year institutions less than half were part-time



Sources: Public four-year and independents – Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2003 and public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report*, 2003.

Notes: At public four-year institutions, “faculty” refers to those whose main assignments are instruction, research, or public service; faculty may hold various academic rank titles. At public two-year institutions, “faculty” includes classroom instructors, counselors, and librarians. Full-time faculty can be either nine-month or 12-month employees.

Faculty

What is the racial/ethnic breakdown of faculty in Washington's higher education institutions?

In fall 2003, a small percentage of faculty (both full- and part-time) in each of the higher education sectors reported being a member of a racial/ethnic minority.

In fall 2003, members of racial/ethnic minorities constituted a small percentage of the faculty

<u>Racial/ethnic background</u>	<u>Public two-year</u>	<u>Public four-year</u>	<u>Independent four-year</u>
Black	2.4%	1.7%	2.7%
Asian/Pacific Islander	4.0%	7.0%	5.1%
Hispanic	3.1%	2.3%	1.9%
Native American	1.4%	.9%	.5%
White	88.7%	76.7%	83.9%
Other/Unknown*	.4%	11.4%	5.9%

* "Other/Unknown" includes "nonresident aliens" at the four-year institutions.

Sources: Public four-year and independents – Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2003 and public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report*, 2003 (reflects state-supported faculty).

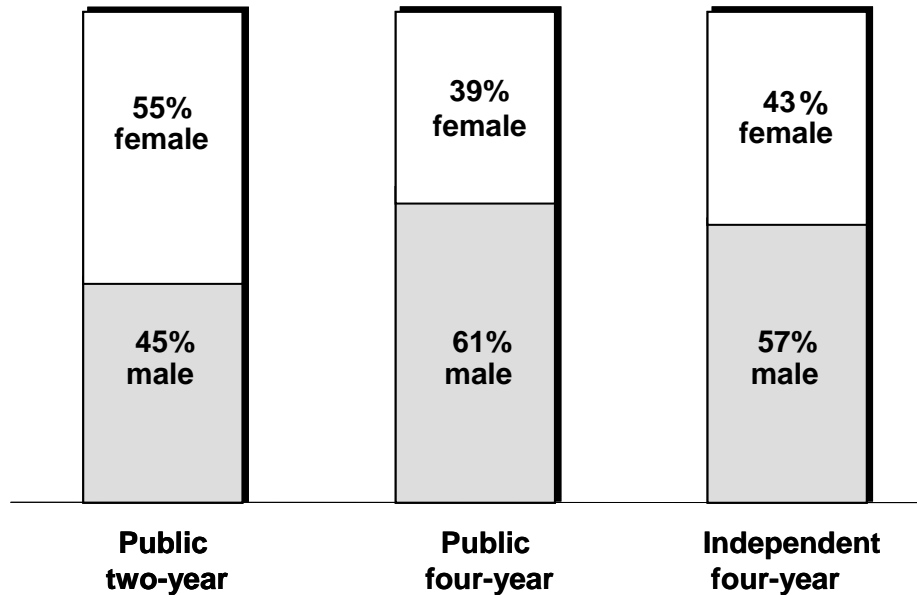
Notes: At public four-year institutions, "faculty" refers to those whose main assignments are instruction, research, or public service; faculty may hold various academic rank titles. At public two-year institutions, "faculty" includes classroom instructors, counselors, and librarians.

Faculty

What is the gender distribution of faculty in Washington's higher education institutions?

In fall 2003, males comprised 45 percent of the faculty at public two-year institutions, 61 percent at public four-year institutions, and 57 percent at independent four-year institutions.

In fall 2003, the majority of all faculty at community and technical colleges were women, while a majority at the four-year institutions were men



Sources: Public four-year and independents – Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2003 and public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report, 2003* (data reflect state-supported faculty).

Notes: At public four-year institutions “faculty” refers to those whose main assignments are instruction, research, or public service; faculty may hold various academic rank titles. At public two-year institutions, “faculty” includes classroom instructors, counselors, and librarians.

Part 3

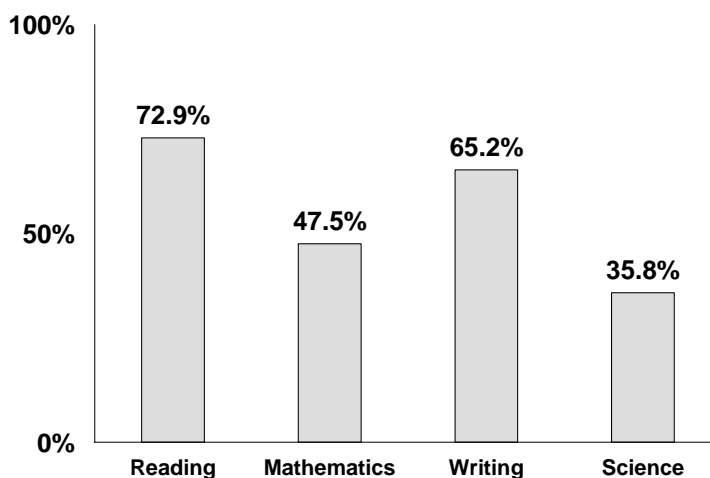
**Readiness
Participation in college
Transfers
Achievement**

Readiness

How well prepared for higher education are Washington students?

Beginning in 2008, high school students will have to meet Washington Assessment of Student Learning (WASL) standards in three areas – mathematics, reading, and writing – to earn the Certificate of Academic Achievement and a high school diploma. Beginning with the class of 2010, students also will have to meet WASL science standards in order to graduate. Because most Washington students will need to attain the Certificate of Academic Achievement before beginning college-level work, WASL performance is an important factor in college preparation. In 2004-05, over half of 10th grade Washington students met the statewide standards in reading and writing. Black, Hispanic, and Native American students lag behind their Asian/Pacific Islander and white peers in 10th grade WASL performance.

**2004-05 10th grade WASL scores:
percentage meeting statewide standards**



**2004-05 10th grade WASL scores:
percentage of students meeting statewide standards by race/ethnicity**

	<u>Reading</u>	<u>Mathematics</u>	<u>Writing</u>	<u>Science</u>
Black	53.7%	20.4%	47.9%	12.1%
Asian/Pacific Islander	78.8%	56.9%	72.9%	41.6%
Hispanic	53.1%	23.9%	43.7%	14.2%
Native American	55.8%	26.9%	45.0%	17.9%
White	77.0%	52.4%	69.2%	40.5%

Source: Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us/wasltrend>.

Readiness

Are college-level learning opportunities available to Washington high school students?

A number of college-level learning opportunities are available to Washington high school students, including Running Start, Advanced Placement, International Baccalaureate (IB), College in the High School, and Tech Prep.

Running Start

The Running Start program enables 11th and 12th grade students to take college courses at the state's community and technical colleges and Washington State, Eastern Washington, and Central Washington Universities. School districts pay tuition costs, while students are responsible for books and other expenses. After some initial pilot projects, the program was expanded statewide in the 1992-93 academic year.

Source: Higher Education Coordinating Board,
<http://www.hecb.wa.gov/intro/packets/FebMtg02.pdf>.

Advanced Placement

The Advanced Placement (AP) program offers high school students the opportunity to take college-level courses in their high schools. Students participating in AP may earn college credit, depending on how they score on their AP examinations. Advanced Placement courses are taught by high school teachers following guidelines published by the College Board.

Advanced Placement students, enrolled at both public and private high schools, took 35,704 exams in 2004-05 (which is an increase of 12.2 percent over 2003-04). Of these, 22,122 (62 percent) had passing scores of 3 or higher. Sixty-two percent of Washington high schools offer at least one AP course.

Source: Office of the Superintendent of Public Instruction.

Readiness

International Baccalaureate

The International Baccalaureate (IB) program is a college prep course of study leading to examinations in core fields. Colleges and universities may award credit for International Baccalaureate work, depending on IB examination scores. The program began as a way to establish a common curriculum and university entry credential for students moving from one country to another.

Source: International Baccalaureate Organization, <http://www.ibo.org>.

College in the High School

College in the High School programs provide college-level courses to 11th and 12th grade students. These courses are offered at the high schools and may be taught by high school faculty who are also adjunct faculty at a college. The courses use the same curriculum, assessments, and textbooks as identical courses offered on campus would use. The courses must be college-level, included in the college's catalog or an appropriate supplement, and taught as part of the college curriculum.

Source: State Board for Community and Technical Colleges, http://www.icrc.wvu.edu/text/format/ap/text_hs.html.

Tech Prep

Tech Prep offers students an opportunity to earn community college credit while still in high school by enrolling in a “tech prep” course. These courses are aimed at preparing students for technical and professional careers by requiring that they earn a B grade; students pay a \$15 application fee to the college awarding the credit. Tech Prep credit is awarded for many types of courses, ranging from accounting to auto body repair to drafting and Web site design.

Source: Various community and technical colleges.

Readiness

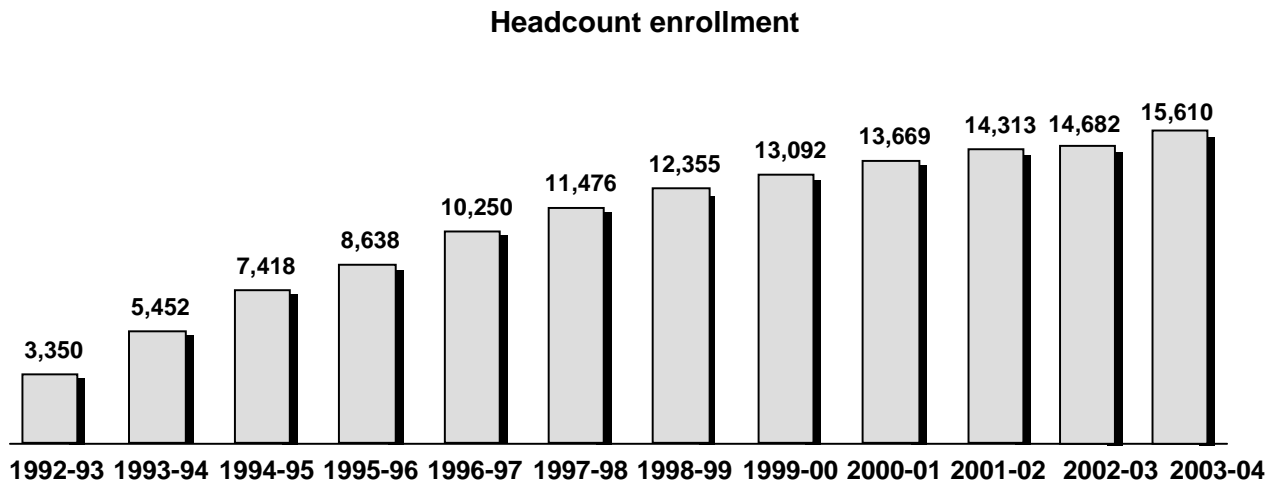
What is Running Start? How many students are enrolled in the program?

The Running Start program enables qualified high school juniors and seniors to simultaneously earn college and high school credit by taking courses free of charge at community and technical colleges, Central, Eastern, or Washington State Universities. The Evergreen State College is authorized to offer Running Start as well but, to date, has not chosen to do so. About 10 percent of all high school juniors and seniors in public schools are taking at least one college course through Running Start.

High school students are tested before being admitted to the two-year colleges to determine whether they are capable of doing college-level work. In fact, the grade point average for Running Start students is comparable to that of similar two-year college students. Research has shown that Running Start students who transfer to four-year universities perform as well or better than traditional college students.

The number of students involved in the Running Start program has grown steadily. In 2003-04, 15,610 students participated (which equals 9,533 FTE enrollments). This represents a 6 percent increase over 2002-03.

Growth in Running Start enrollments at community and technical colleges has slowed in recent years



Source: State Board for Community and Technical Colleges, *Running Start: 2003-04 Annual Progress Report*.

Note: Does not include Running Start students at Central or Eastern Washington Universities or Washington State University.

Readiness

How do Washington students compare to their national peers in their performance on the SAT and ACT?

Washington high school students outperform their national peers on college entrance examinations.

Most Washington students seeking admission to four-year colleges take one (or both) of two college entrance examinations – the Scholastic Aptitude Test (SAT) or the American College Test (ACT). The SAT is an aptitude test, while the ACT is a curriculum-based achievement test.

- The SAT I measures verbal and mathematical reasoning skills that are considered necessary for students to succeed academically. The SAT I includes two tests: one in English and one in math. Scores for each test are scaled from 200 to 800, with a total composite score of 400 to 1600.

Approximately 54 percent of Washington high school graduates in 2004-05 took the SAT I. Their average score was 1066 (out of 1600), 38 points above the national average of 1028.

- The ACT includes four tests: reading, English, science, and math. Scoring ranges from 1 to 36 for each of the four tests. A composite score is created by averaging the test results.

About 16 percent of the Washington high school class of 2005 took the ACT at some time during their high school careers. Their average composite score of 22.7 (out of 36) was 1.8 points above the national average.

Washington SAT I and ACT average scores compared to national average scores: 2004-05

	<u>Washington</u>	<u>Nation</u>
2004-05 SAT I	1066	1028
2004-05 ACT	22.7	20.9

Sources: The College Board, "Integrated State Summary 2005," and ACT, Inc., "ACT High School Profile of High School Graduating Class 2005, State Composite for Washington."

Readiness

How do Washington students' test scores compare by gender?

Females do not score as well as males on the SAT, both nationally and in Washington state. In Washington, males achieved an average score of 552 on the math portion of the SAT I, compared to 518 for females. The pattern is similar with the verbal exam scores. One explanation is that fewer males take the SAT, so the pool of male candidates is more narrowly defined. The larger the pool of test-takers, the broader the range of academic achievement.

SAT I mean scores by gender: 2004-05

	<u>Math</u>		<u>Verbal</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
Nation	538	504	513	505
Washington	552	518	535	529

The gap between males and females is less pronounced on the ACT than the SAT. In Washington, for example, females outscored males on English and reading, while trailing in math and science. This pattern was true at the national level as well.

ACT scores by gender and subject area: 2004-05

	<u>Washington</u>		<u>Nation</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
English	21.9	22.5	20.0	20.8
Math	23.4	21.7	21.3	20.2
Reading	23.2	23.7	21.0	21.5
Science	23.0	21.8	21.4	20.5
Composite	23.0	22.6	21.1	20.9

Sources: The College Board and ACT, Inc.

Readiness

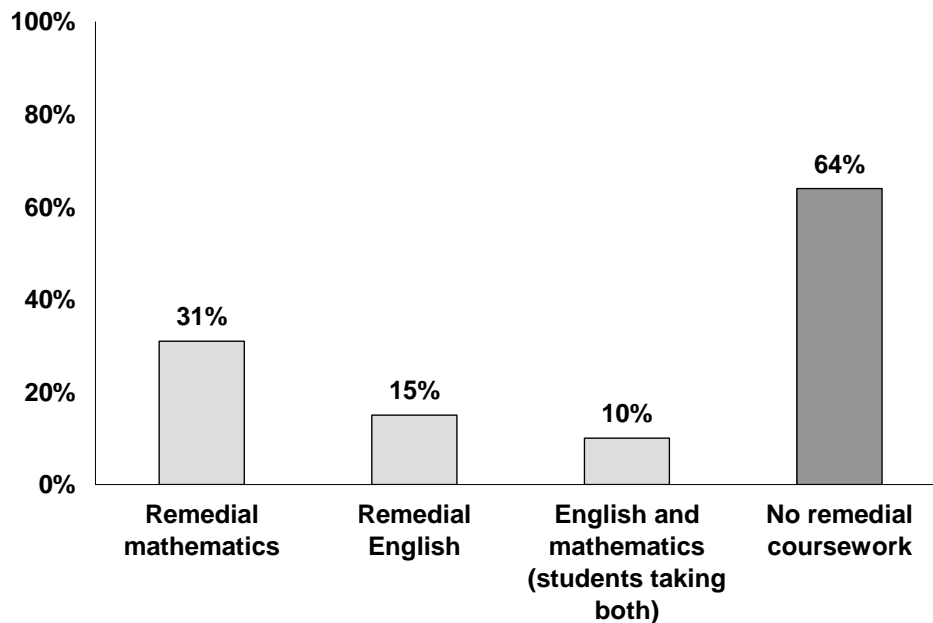
How much remediation do Washington high school graduates need when they get to college?

Remedial courses are basic education courses that do not carry college-level credit. Of the 2003 high school graduates who began postsecondary education at Washington's two-year and four-year colleges and universities within a year after graduating from high school, 36 percent (overall) enrolled in remedial mathematics and/or English courses. Remediation rates vary by type of college – with four-year institutions becoming more selective and requiring students to attend two-year colleges for needed remedial work.

Enrollments in remedial coursework at two-year colleges accounted for about 54 percent of those graduating from high school in 2003, while at four-year institutions the rate was about 11 percent.

More students enroll in remedial mathematics than in remedial English, as illustrated in the following table.

**2003 college remediation:
percentage of high school graduates enrolled in remedial coursework
(average for all higher education institutions)**



Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2003*.

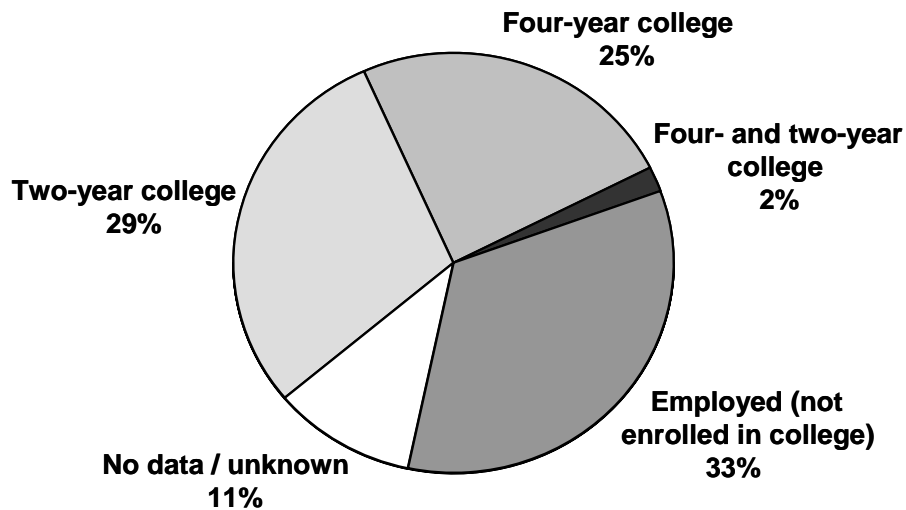
Participation in college

What do Washington students do after they graduate from high school?

The “Washington State Graduate Follow-Up Study” for the high school class of 2003 indicates that approximately 56 percent of high school graduates enroll in postsecondary education within the first year of graduation. Because data are not available for about 11 percent of graduates, this percentage is likely even greater.

In addition, data indicate that 33 percent of high school graduates are employed and not attending college. However, it is important to note that most college students are also employed – in addition to their postsecondary pursuits.

**Pursuits after graduating from high school:
class of 2003**



Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2003.*

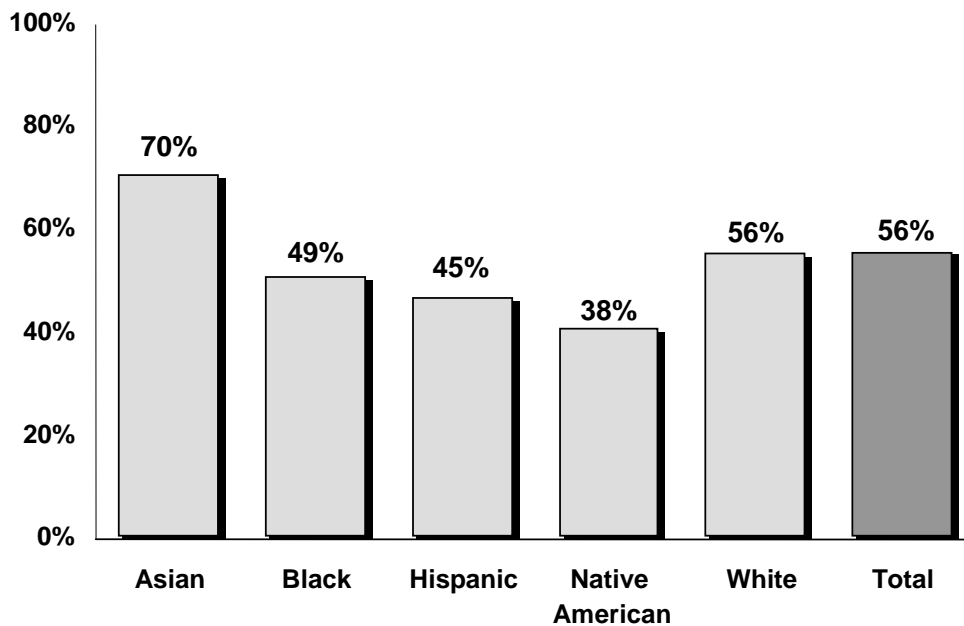
Participation in college

**Are there
differences
in college
participation
among high
school graduates
of different races
or ethnic groups?**

There are differences in the college-going rates for racial and ethnic groups.

Within one year of graduating from high school, Asian students enroll in college at the highest rates. Students of other race/ethnic backgrounds enroll at lower rates.

**Percentage of high school graduates going to college,
by race and ethnicity:
2003**



Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2003*.

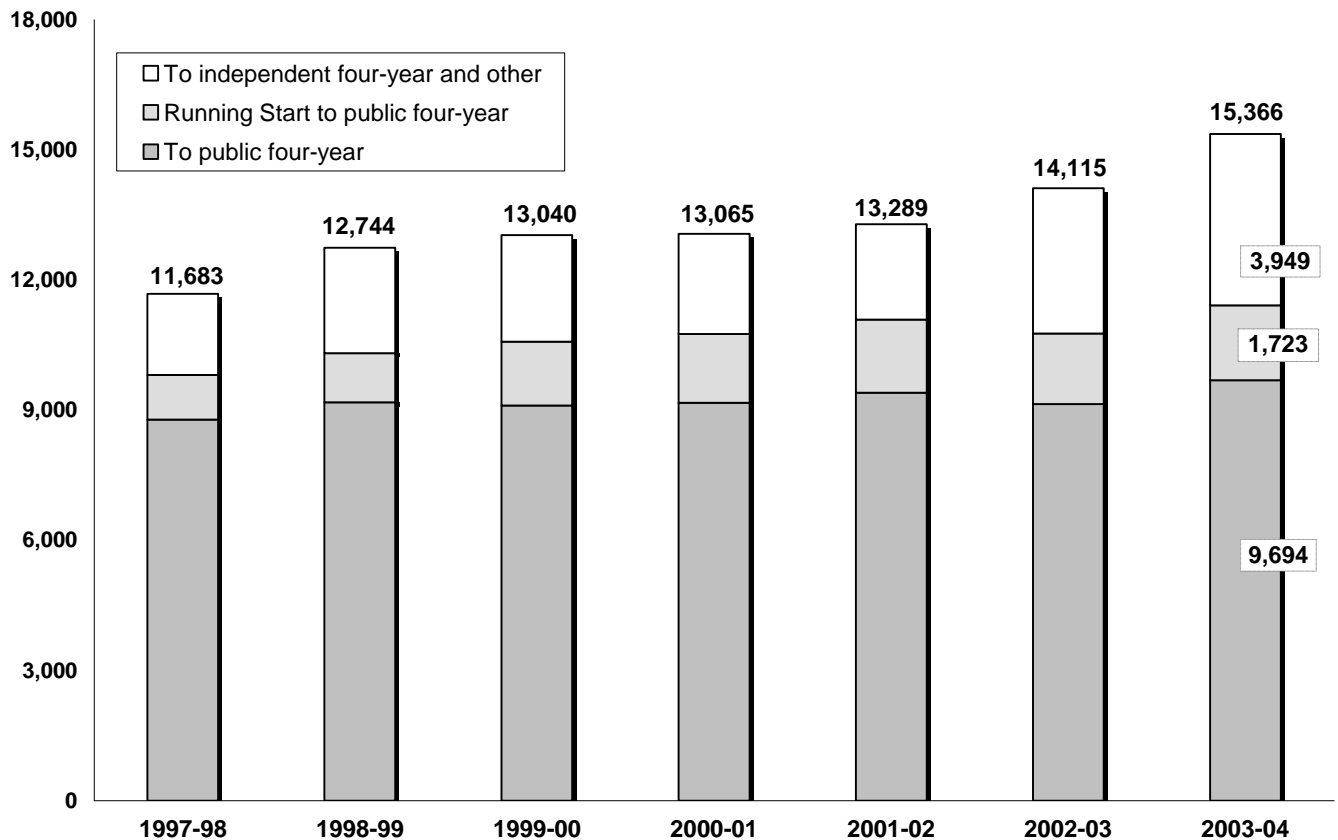
Transfers

How many students transfer from a Washington community or technical college to a four-year institution?

About 15,000 Washington community and technical college students transferred to four-year institutions in 2003-04. Not all transfer students have degrees and not all students with two-year degrees transfer.

Nearly three-quarters of the students transferred to public four-year institutions; this includes more than 1,700 Running Start students. In addition, nearly 4,000 students transferred to other baccalaureate institutions, either in-state or out-of-state (this includes 1,600 students who transferred to the University of Phoenix).

Most students transferring from the community and technical colleges enter the public four-year institutions



Source: State Board for Community and Technical Colleges, *Academic Year Reports*.

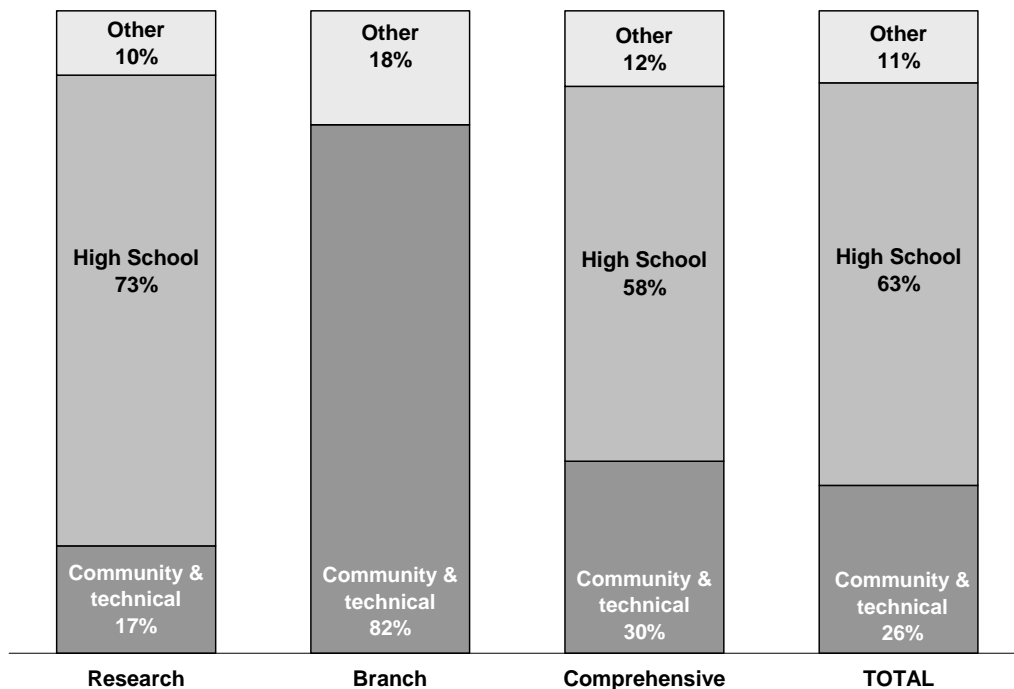
Transfers

What percentage of new students at public four-year institutions transfer from community and technical colleges?

Overall in Washington's public baccalaureate institutions, transfer students from Washington community and technical colleges make up 26 percent of the new entering undergraduates.

The share at the research universities is 17 percent; at branch campuses it is 82 percent; and at the comprehensive institutions it is 30 percent.

Community college transfers make up about a quarter of all new undergraduates at public four-year institutions



Source: Office of Financial Management, *Higher Education Enrollment Report*, Table 7, fall 2004.

Notes: Students with Running Start credits are included in "high school." "Other" includes transfers from Washington four-year institutions, transfers from out-of-state, and unknown.

Achievement

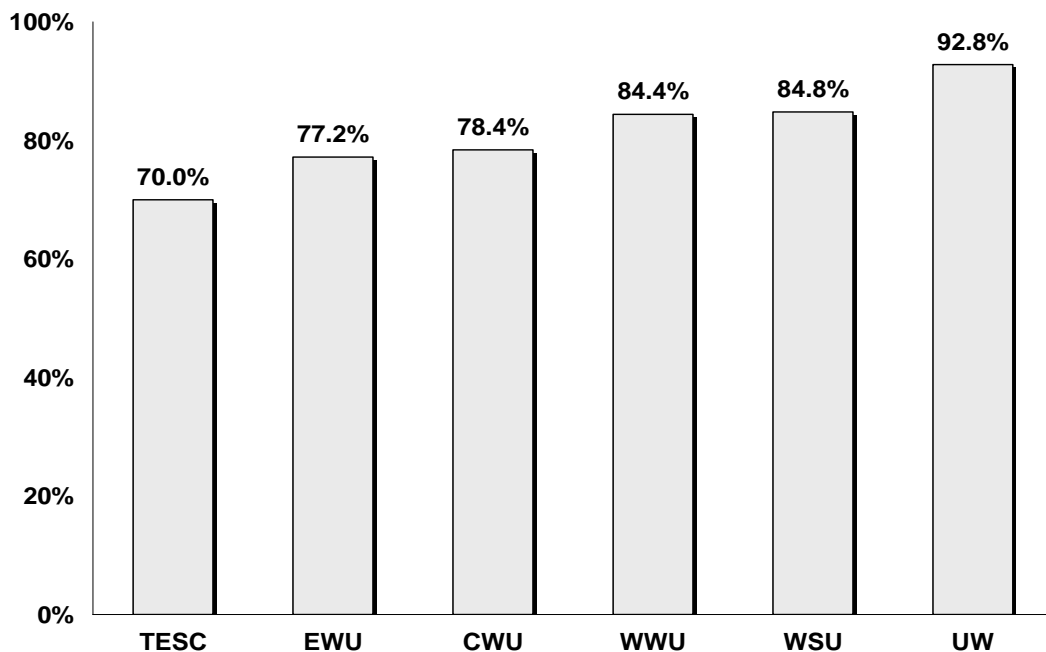
What proportion of freshmen return to school for their sophomore year?

Entering college is only the beginning of the postsecondary journey for the state’s students. How well do these students proceed to graduation?

“Retention” rates, also referred to as “persistence” rates, measure the proportion of students enrolled at an institution in any given year – excluding graduates – that return for the next academic year. Of particular concern are freshman retention rates, as attrition is highest between a student’s first and second years.

The four-year public institutions are under a legislative mandate to make efforts to improve their freshman retention rates.

Typically, freshman retention rates range from about 70 percent to 90 percent at the four-year institutions



Source: 2004-05 academic year reports submitted by baccalaureate institutions to the Higher Education Coordinating Board. Data for UW are from the 2003-04 academic year.

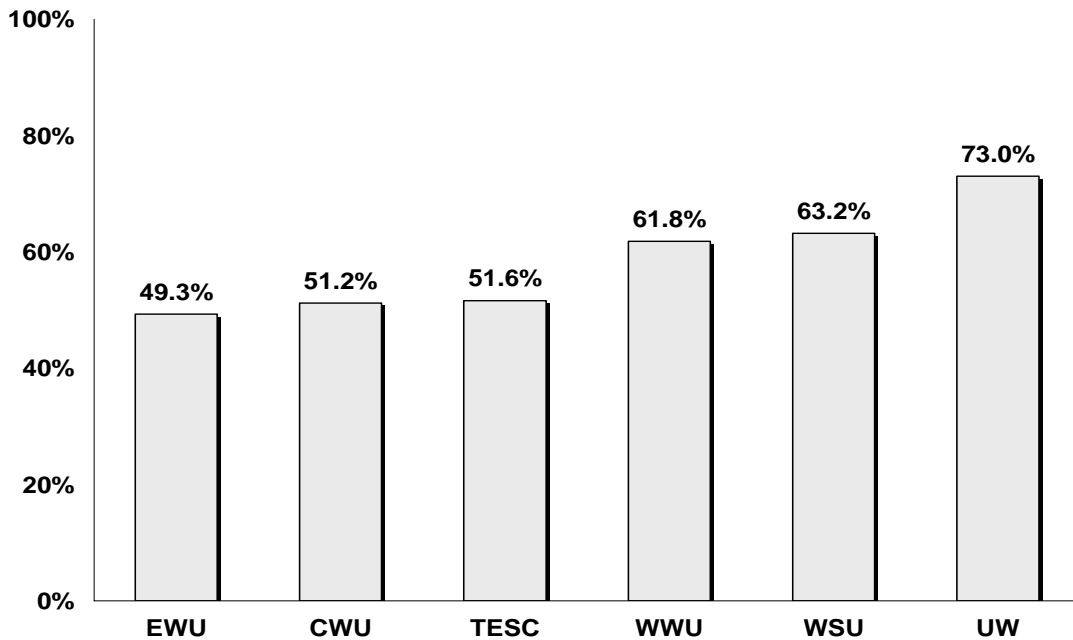
Achievement

What proportion of undergraduate students entering Washington's public four-year institutions graduate within six years?

Graduation rates – the proportion of entering freshmen who earn degrees within six years of beginning their studies – vary widely across the four-year public institutions in the state.

This variation in graduation rates may be due mainly to differences in the level of academic preparation that students bring to the schools.

**Six-year graduation rates
at the four-year public institutions:
2004-05**



Source: Data submitted to the Higher Education Coordinating Board by public baccalaureate institutions.

Note: Graph shows the percentage of students who entered public baccalaureate institutions as freshmen in 1998 and graduated in 2004 (TESC and UW) or entered in 1999 and graduated in 2005 (CWU, EWU, WWU and WSU).

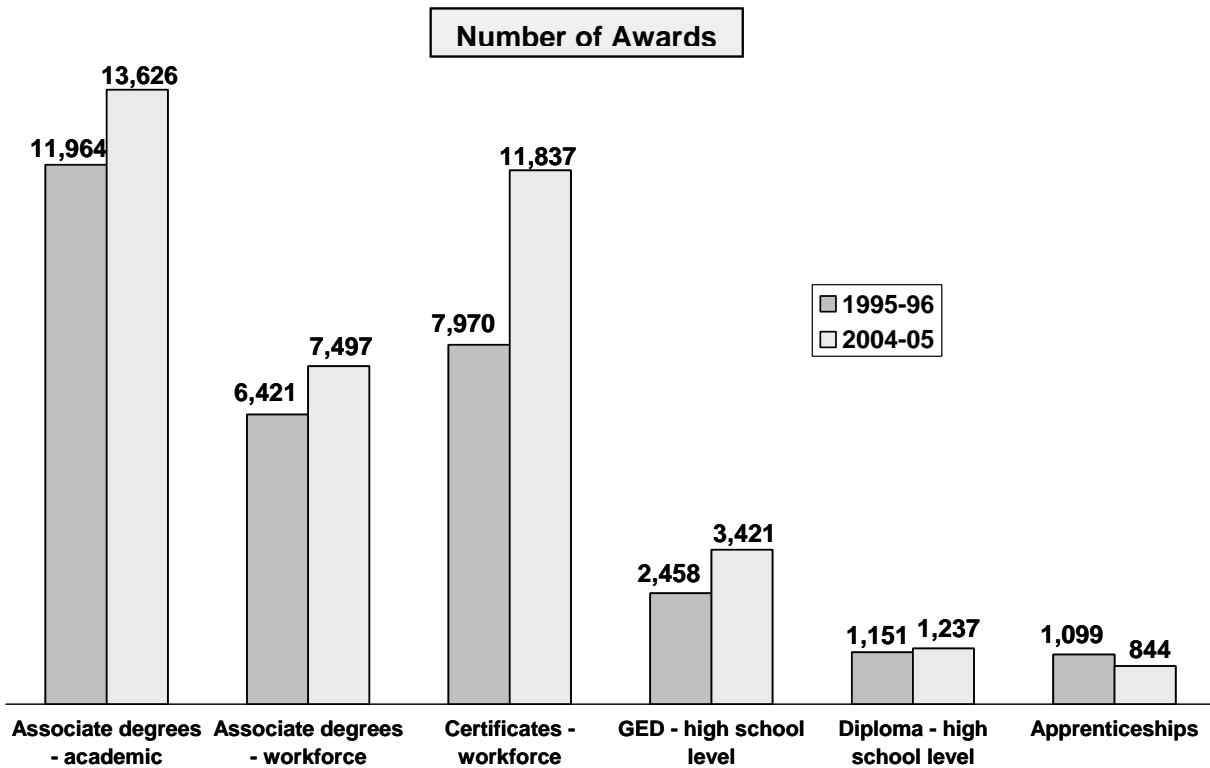
Achievement

How many degrees and certificates are awarded each year at the community and technical colleges?

Community colleges award associate of arts degrees that prepare students for transfer or recognize two years of general education. Community and technical colleges also award associate degrees in applied technologies in several hundred programs as preparation for technical and paraprofessional positions.

Community and technical colleges award certificates in a variety of specific job-related programs. Certificate programs range in length from several weeks to more than two years. Colleges also help thousands of adults complete high school or earn the General Education Development (GED) certificate. In addition, nearly a thousand students each year complete apprenticeship training.

Degrees, college-level certificates, and other awards from community and technical colleges: 1995-96 and 2004-05



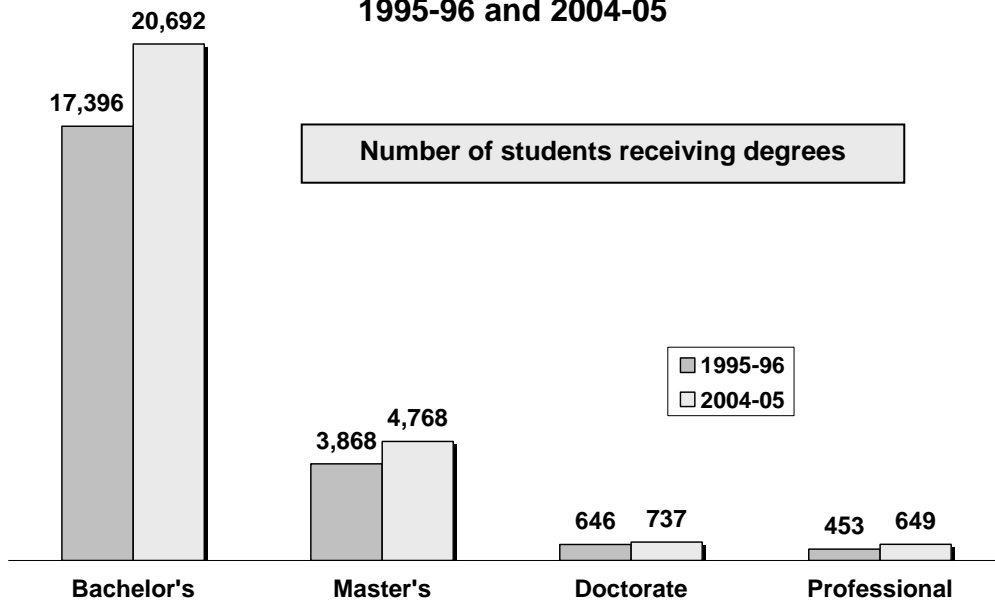
Sources: State Board for Community and Technical Colleges, *Academic Year Reports*, 1999-2000 and 2004-2005.

Achievement

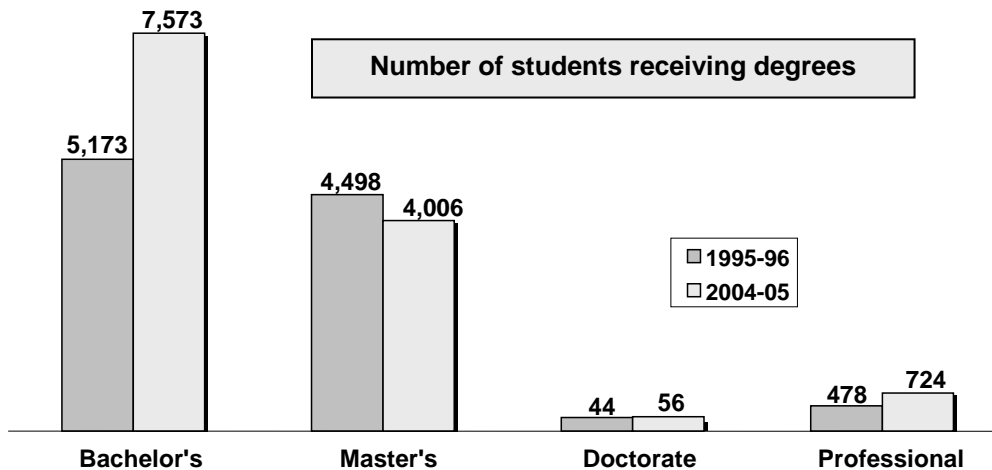
How many degrees are awarded each year at four-year institutions?

Public four-year institutions award the majority of degrees in the state. Private institutions (both non-profit and for-profit) also produce significant numbers of degree recipients.

Awards at public four-year institutions have increased for all types of degrees: 1995-96 and 2004-05



Awards at independent four-year institutions have increased for most types of degrees: 1995-96 and 2004-05



Source: Integrated Postsecondary Education Data System (U.S. Department of Education).

Achievement

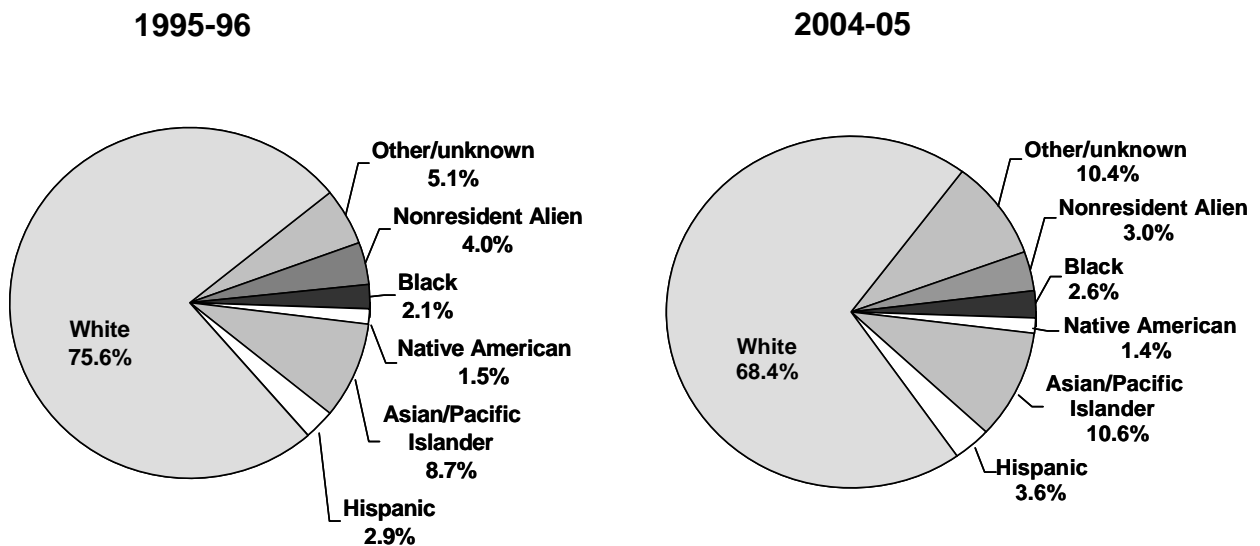
Have women and minorities made gains in bachelor's degree completion at the four-year colleges?

Women earn a larger share of bachelor's degrees than men. Over time, there have been small increases in the proportion of bachelor's degrees earned by minority students.

Percentage of students, by gender, earning bachelor's degrees: 1995-96 and 2004-05

	<u>1995-96</u>	<u>2004-05</u>
Women	54.8%	55.9%
Men	45.2%	44.1%

Percentage of students, by race and ethnicity, earning bachelor's degrees: 1995-96 and 2004-05



Source: Integrated Postsecondary Education Data System (U.S. Department of Education).

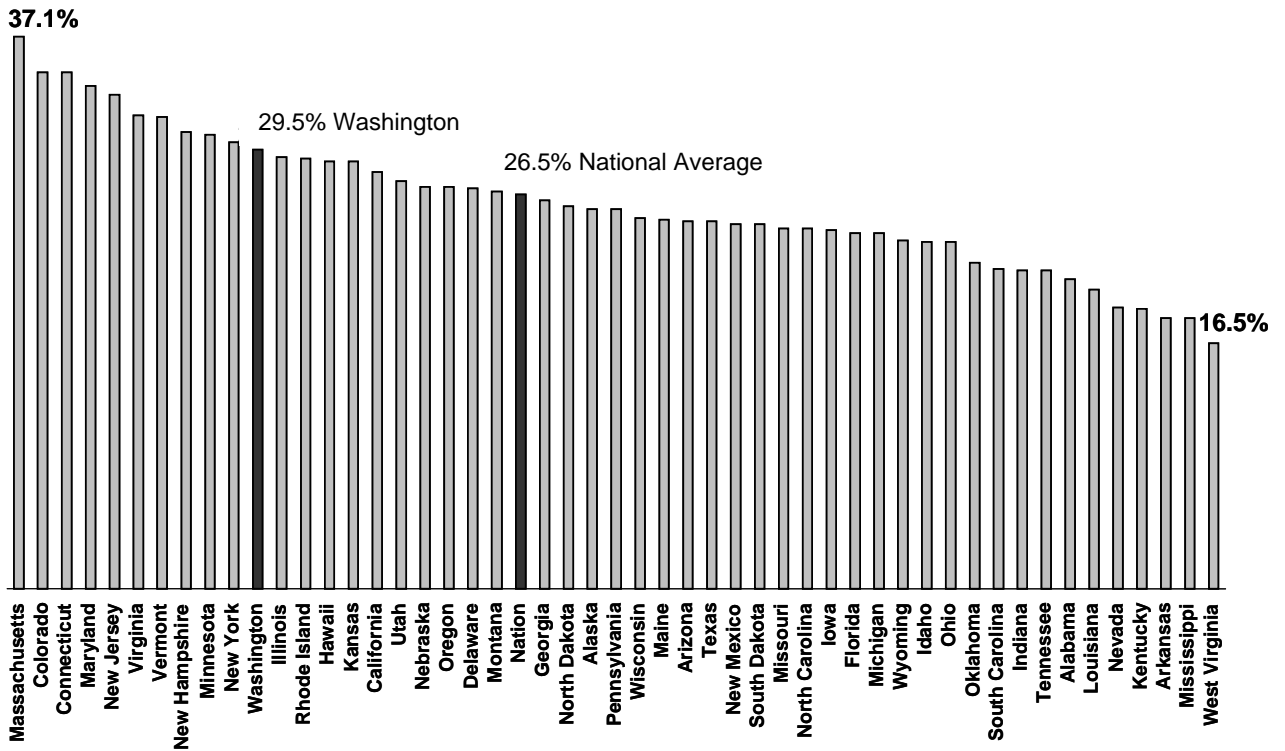
Note: Data reflect public and independent four-year institutions.

Achievement

What percentage of Washington residents hold at least a bachelor's degree?

Washington ranks 11th nationwide in the number of state residents with a bachelor's degree or higher.

Percentage of 25 – 64 year olds with a bachelor's degree or higher



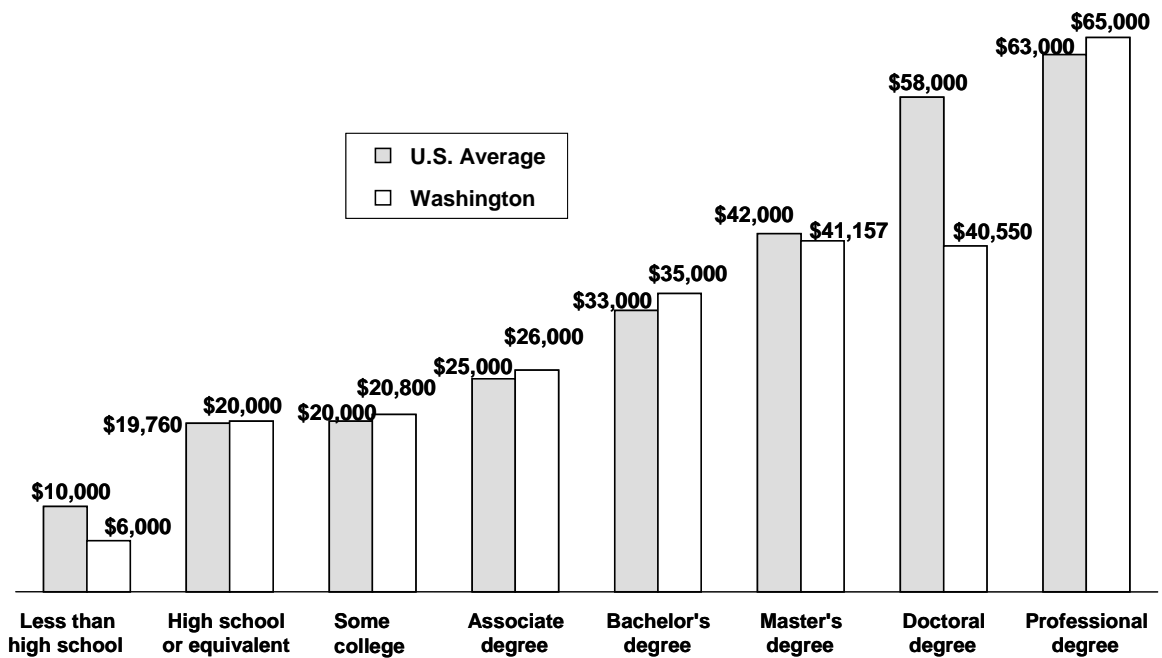
Source: 2000 U.S. Census.

Achievement

How does education level affect income?

Most Washington residents with a high school diploma and those with at least some college experience -- including bachelor's degree recipients -- earn more than the national average. However, the average income for Washington residents with a master's or doctoral degree is less than the national average.

Average income compared to education attainment



Source: 2000 U.S. Census.

Part 4

Higher education finances

Costs

What is the cost of instruction?

The “costs” are what institutions spend to provide education and related educational services to students. The “cost of instruction per student” is the sum of direct and indirect costs of an institution related to instruction on a per-student basis.

Public institutions have two primary sources of revenue to pay for the cost of instruction: tuition and state support. The public institutions locally retain operating fees, which represent the majority of student tuition. State support for instruction is provided through appropriations to all public institutions. Tuition and state support comprise the total cost to the institution of providing an education.

The table on the next page shows how much of the cost of undergraduate instruction per FTE is paid by student operating fees (tuition) and how much is paid from state appropriations to institutions.

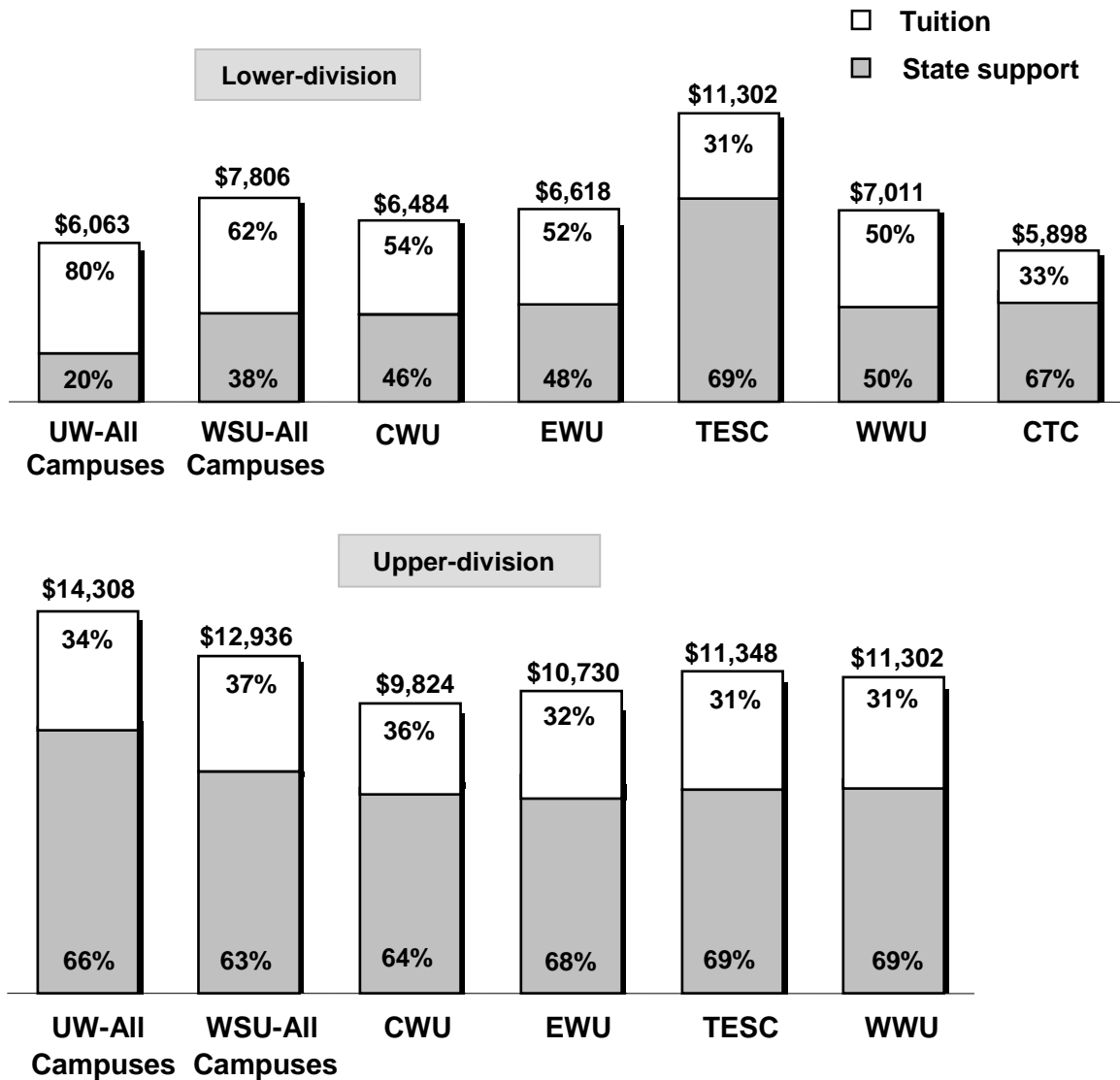
- Lower-division (freshman and sophomore) courses are generally less costly than upper-division (junior and senior) courses.
- Lower-division students generally pay a greater share of their instructional costs than do upper-division students – except at The Evergreen State College.
- The cost of instruction for lower-division students is slightly lower at the community and technical colleges.
- The cost of instruction for upper-division students is lowest at the comprehensive institutions.

Costs

The total cost of instruction for lower-division (freshman and sophomore) courses is less at the community and technical colleges compared to four-year institutions.

The cost of instruction for upper-division (junior and senior) courses is lower at the comprehensive institutions than at the research universities.

**Cost of instruction:
2005-06 academic year**



Source: Higher Education Coordinating Board.

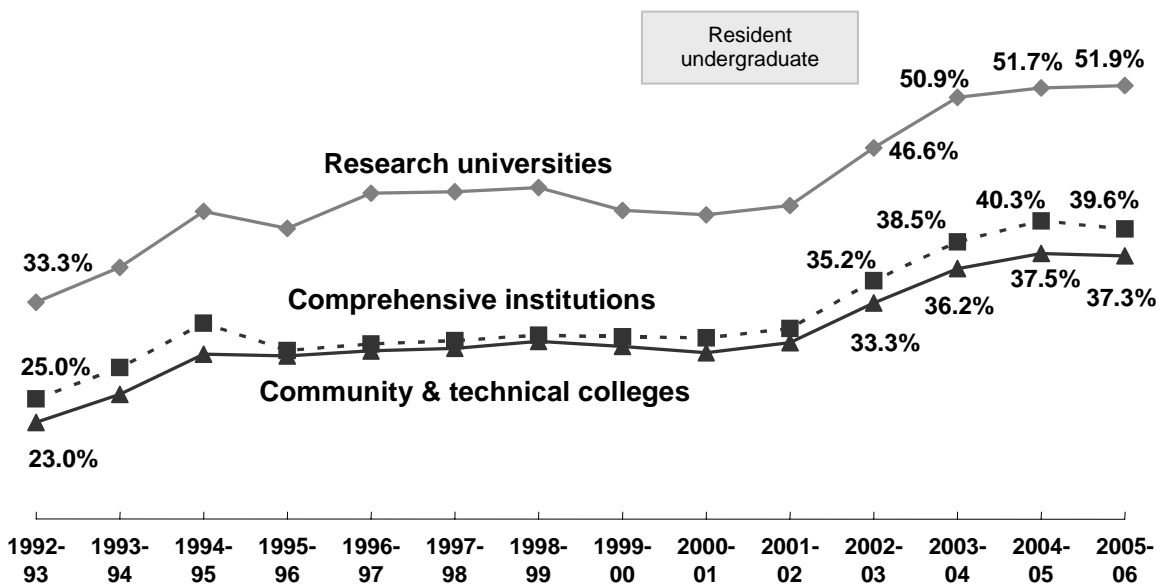
Note: Tuition reflects operating fee only; does not include building fee, services and activities fee, or other fees.

Costs

Trends in cost of instruction

Tuition paid by resident undergraduate students covers nearly 52 percent of undergraduate instructional costs at the research institutions, about 40 percent at the comprehensive institutions, and nearly 37 percent at the community and technical colleges. Prior to 1995, tuition at the public colleges and universities was based on a percentage of the cost of instruction. Since 1995, the Legislature and governor have set (or capped) tuition in the state operating budget. Since 1999, the Legislature and governor have allowed colleges' and universities' boards of trustees and the State Board for Community and Technical Colleges to set tuition within limits established in the budget.

Tuition represents a larger share of instruction costs over the last 25 years



	1977-78 to 1980-81	1981-82 to 1992-93	1994- 1995	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006
Research universities:								
Resident undergraduate	25.0%	33.3%	41.1%	41.6%	46.6%	50.9%	51.7%	51.9%
Nonresident undergraduate	100.0%	100.0%	122.9%	138.3%	150.2%	161.1%	166.2%	170.6%
Comprehensive institutions:								
Resident undergraduate	*	25.0%	31.5%	31.1%	35.2%	38.5%	40.3%	39.6%
Nonresident undergraduate	*	100.0%	123.0%	120.5%	132.2%	143.1%	148.5%	142.5%
Community/technical colleges:								
Resident undergraduate	*	23.0%	28.8%	29.8%	33.3%	36.2%	37.5%	37.3%
Nonresident undergraduate	*	100.0%	122.7%	127.2%	130.4%	134.2%	131.5%	125.6%

*Resident undergraduate rates at the comprehensive institutions were set at 80 percent of the research universities. Community college resident rates were set at 45 percent of research universities; nonresidents at 50 percent of research.

Source: Higher Education Coordinating Board.

Tuition and fees

What price do students and/or families pay to go to a university or college?

The “price” is what students and their families are charged and what they pay for their education. The total price includes the tuition and other fees paid to the college as well as related expenses, such as payments for books and for room and board.

Sticker price — Sometimes “tuition and fees” are referred to as the sticker price – that is, the charge to enroll at a college/university. And, at public colleges and universities in Washington, the “sticker price” includes charges specified in state statute. These **statutory tuition and fees** include several elements:

- **Operating fees** that are used primarily to fund the instructional activities of the institution.
- **Building fees** that are used for debt service on the institution’s buildings. (Together, the operating fees and building fees are referred to as “tuition.”)
- **Services and activities fees** that support student activities.
- **Technology fees** that are charged at some institutions to support technology enhancements.

In addition, there may also be other fees determined by the college or university, such as laboratory fees for various courses.

Total price of attendance — Total price includes tuition and fees as well as other expenses related to financing a higher education. These additional expenses could include housing (room and board if the student lives on campus), books, transportation, and other miscellaneous expenses.

Net price — For some students, the total price of attendance may be offset through various types of financial assistance. For example, some students, particularly those with low incomes, are eligible for grants. Some students receive scholarships. Net price is what students pay after financial assistance is subtracted from the total price of attendance.

Tuition and fees

Tuition and fees vary by institution and by type of enrollment.

Public institutions – resident tuition and fees for full-time students: academic year 2005-06

RESIDENT	TUITION			S & A	TOTAL	Tech. fee	TOTAL
	Operating fee	Building fee	Statutory tuition (operating & building)	Services and Activities (S & A) fee	Tuition plus S & A fees	Tech-nology fee (Optional)	OVERALL TUITION AND FEES
UW - Seattle							
Undergraduate (UG)	4,847	256	5,103	282	5,385	120	5,505
Postbaccalaureate (UG courses)	4,847	256	5,103	282	5,385	120	5,505
Postbaccalaureate (Grad courses)	7,837	413	8,250	282	8,532	120	8,652
Nonmatriculated (UG courses)	4,847	256	5,103	282	5,385	120	5,505
Nonmatriculated (Grad courses)	7,837	413	8,250	282	8,532	120	8,652
Graduate (Tier I)	7,517	233	7,750	282	8,032	120	8,152
Graduate (Tier II)	7,760	240	8,000	282	8,282	120	8,402
Graduate (Tier III)	8,002	248	8,250	282	8,532	120	8,652
Business Master's Program	14,336	444	14,780	282	15,062	120	15,182
Tacoma Business Master's Prog.	11,576	359	11,935	282	12,217	120	12,337
Nursing: Incoming Master's	9,409	291	9,700	282	9,982	120	10,102
Nursing: Continuing Master's	8,060	250	8,310	282	8,592	120	8,712
Bothell Nursing Master's	7,760	240	8,000	282	8,282	120	8,402
Tacoma Nursing Master's	7,760	240	8,000	282	8,282	120	8,402
Pharm D (incoming student)	10,349	321	10,670	282	10,952	120	11,072
Pharm D (2nd year)	10,349	321	10,670	282	10,952	120	11,072
Pharm D (3rd year)	10,349	321	10,670	282	10,952	120	11,072
Pharm D (4th year)	8,351	259	8,610	282	8,892	120	9,012
Law: Master's and Professional	13,871	429	14,300	282	14,582	120	14,702
Medical and Dental Professional	13,254	698	13,952	282	14,234	120	14,354
UW - Bothell							
All charges same as above except S & A fee:				273			
UW - Tacoma							
All charges same as above except S & A fee:				309			
WSU - all campuses							
Undergraduate	4,826	251	5,077	429	5,506		5,506
Graduate	6,106	189	6,295	429	6,724		6,724
Pharm D (class of 2007)	10,322	319	10,641	429	11,070		11,070
Pharm D (class of 2006)	8,341	258	8,599	429	9,028		9,028
Masters of Business Adm. (MBA)	9,112	189	9,301	429	9,730		9,730
Graduate Nursing (continuing)	7,491	232	7,723	429	8,152		8,152
Graduate Nursing (class of 2007)	9,407	292	9,699	429	10,128		10,128
Professional (Veterinary Med.)	12,680	667	13,347	429	13,776		13,776
CWU							
Undergraduate	3,526	149	3,675	469	4,144	75	4,219
Graduate	5,303	134	5,437	469	5,906	75	5,981
EWU							
Undergraduate	3,471	138	3,609	435	4,044	105	4,149
Graduate	5,555	139	5,694	414	6,108	105	6,213
TESC							
Undergraduate	3,529	147	3,676	454	4,130		4,130
Graduate	5,917	152	6,069	454	6,523		6,523
WWU							
Undergraduate	3,528	145	3,673	441	4,114	51	4,165
Graduate	5,063	124	5,187	441	5,628	51	5,679
Community/Technical Colleges							
Undergraduate	1,959	240	2,199	246	2,445	varies	

Source: Higher Education Coordinating Board (as reported by institutions).

Note: Community/technical college data reflect tuition and fees for a student taking 15 credit hours.

Tuition and fees

Nonresident students are charged higher tuition and fees than are residents of Washington.

Public institutions – nonresident tuition and fees for full-time students: academic year 2005-06

NONRESIDENT	TUITION			S & A	TOTAL	Tech. fee	TOTAL
	Operating fee	Building fee	Statutory tuition (operating & building)	Services and Activities (S & A) fee	Tuition plus S & A fees	Tech-nology fee (Optional)	OVERALL TUITION AND FEES
UW - Seattle							
Undergraduate (UG)	18,527	873	19,400	282	19,682	120	19,802
Postbaccalaureate (UG courses)	18,527	873	19,400	282	19,682	120	19,802
Postbaccalaureate (Grad courses)	18,431	869	19,300	282	19,582	120	19,702
Nonmatriculated (UG courses)	18,527	873	19,400	282	19,682	120	19,802
Nonmatriculated (Grad courses)	18,431	869	19,300	282	19,582	120	19,702
Graduate (Tier I)	18,142	658	18,800	282	19,082	120	19,202
Graduate (Tier II)	18,383	667	19,050	282	19,332	120	19,452
Graduate (Tier III)	18,624	676	19,300	282	19,582	120	19,702
Business Master's Program	23,851	866	24,717	282	24,999	120	25,119
Tacoma Business Master's Prog.	20,940	760	21,700	282	21,982	120	22,102
Nursing: Incoming Master's	18,528	672	19,200	282	19,482	120	19,602
Nursing: Continuing Master's	16,974	616	17,590	282	17,872	120	17,992
Bothell Nursing Master's	18,383	667	19,050	282	19,332	120	19,452
Tacoma Nursing Master's	18,383	667	19,050	282	19,332	120	19,452
Pharm D (incoming student)	20,380	740	21,120	282	21,402	120	21,522
Pharm D (2nd year)	20,380	740	21,120	282	21,402	120	21,522
Pharm D (3rd year)	20,380	740	21,120	282	21,402	120	21,522
Pharm D (4th year)	18,441	669	19,110	282	19,392	120	19,512
Law: Master's and Professional	20,486	744	21,230	282	21,512	120	21,632
Medical and Dental Professional	32,776	1,014	33,790	282	34,072	120	34,192
UW - Bothell							
All charges same as above except S & A fee:				273			
UW - Tacoma							
All charges same as above except S & A fee:				309			
WSU - all campuses							
Undergraduate	13,452	633	14,085	429	14,514		14,514
UG: Distance Degree Program	7,239	378	7,617	429	8,046		8,046
Graduate	15,391	558	15,949	429	16,378		16,378
Grad: Distance Degree Program	9,159	284	9,443	429	9,872		9,872
Pharm D (class of 2007)	20,300	737	21,037	429	21,466		21,466
Pharm D (class of 2006)	17,940	651	18,591	429	19,020		19,020
Masters of Business Adm. (MBA)	18,343	558	18,901	429	19,330		19,330
Graduate Nursing (continuing)	16,973	616	17,589	429	18,018		18,018
Graduate Nursing (class of 2007)	18,527	672	19,199	429	19,628		19,628
Professional (Veterinary Med.)	32,567	1,008	33,575	429	34,004		34,004
CWU							
Undergraduate	11,532	476	12,008	469	12,477	75	12,552
Graduate	11,998	494	12,492	469	12,961	75	13,036
EWU							
Undergraduate	12,378	510	12,888	429	13,317	105	13,422
Graduate	16,193	499	16,692	408	17,100	105	17,205
TESC							
Undergraduate	13,520	563	14,083	454	14,537		14,537
Graduate	18,921	585	19,506	454	19,960		19,960
WWU							
Undergraduate	13,081	542	13,623	441	14,064	51	14,115
Graduate	15,264	472	15,736	441	16,177	51	16,228
Community/Technical Colleges							
Undergraduate	6,778	629	7,407	246	7,653	varies	

Source: Higher Education Coordinating Board (as reported by institutions).

Note: Community/technical college data reflect tuition and fees for a student taking 15 credit hours.

Tuition and fees

What are the trends in tuition?

In the 2001-03 budget act, the Legislature granted the governing boards of each public institution and the State Board for Community and Technical Colleges authority to increase statutory tuition rates (operating and building fees) with caps. For undergraduate and most graduate students, the maximum increase authorized for academic year 2001-02 was 6.7 percent. Law and graduate business programs were allowed to increase statutory tuition 12 percent per year, except for the graduate business program at the University of Washington, which could increase tuition by 15 percent in 2001-02.

The tuition increase for 2002-03 authorized in the 2001-03 budget was revised in the 2002 supplemental budget to authorize governing boards and the State Board for Community and Technical Colleges to increase undergraduate tuition up to 16 percent for research institutions, 14 percent for comprehensive institutions and 12 percent for community and technical colleges.

The 2003-05 budget authorized all public institutions to increase tuition for resident undergraduate students by 7 percent in each of the two years. In each year of the 2005-07 budget, all public institutions were authorized to increase resident undergraduate tuition – by 7 percent at the research institutions, 6 percent at the comprehensive institutions, and 5 percent at the community and technical colleges. Since 2002-03, each four-year institution and the SBCTC have determined tuition for nonresident and graduate students.

Statutory tuition (operating and building fees only) for undergraduate residents and nonresidents

		<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
UW	Resident	\$ 3,593	\$ 4,167	\$ 4,458	\$ 4,770	\$ 5,103
	Nonresident	12,868	14,868	15,611	17,400	19,400
WSU	Resident	3,574	4,145	4,435	4,745	5,077
	Nonresident	10,955	11,940	12,537	13,163	14,085
CWU	Resident	2,658	3,027	3,240	3,466	3,675
	Nonresident	10,395	11,016	11,016	11,016	12,007
EWU	Resident	2,613	2,976	3,183	3,405	3,609
	Nonresident	9,879	11,259	12,045	12,888	12,888
TESC	Resident	2,657	3,029	3,240	3,468	3,676
	Nonresident	10,397	11,853	12,921	14,083	14,083
WWU	Resident	2,655	3,027	3,238	3,465	3,673
	Nonresident	10,398	11,226	12,012	12,852	13,623
CTCs	Resident	1,568	1,784	1,927	2,081	2,119
	Nonresident	6,686	6,992	7,135	7,289	7,407

Source: Higher Education Coordinating Board (as reported by institutions).

Tuition and fees

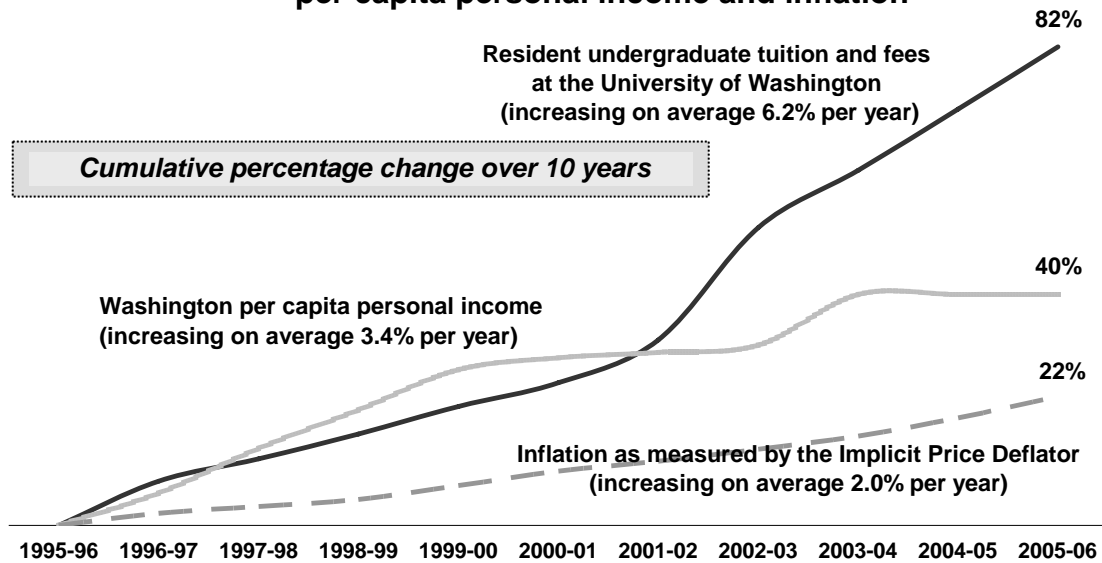
What have been the trends compared to other expenses?

Over the past 10 years, tuition and fees have increased 82 percent at the University of Washington.

During the same time, the cost of most consumer goods increased an average of 22 percent.

Per capita personal income in Washington increased 40 percent during this period.

Increases in Washington's public tuition and fees have outpaced per capita personal income and inflation



Change in tuition and fees, other expenses, inflation and income: 1995-96 to 2005-06

	1995-96	2005-06	Change
Tuition and fees (resident undergraduate)			
Public research – University of Washington	\$ 3,021	\$ 5,505	82%
Public comprehensive institutions (average)	2,342	4,108	75%
Community colleges	1,350	2,445	81%
Independent – lowest	5,040	7,680	52%
Independent – weighted average	13,733	22,456	64%
Independent – highest	17,805	28,640	61%
Other expenses			
Room and board/books/transportation/miscellaneous	7,734	10,524	36%
Inflation			
Inflation (Implicit Price Deflator) – Base year 1995-96 = 100	100%	122%	22%
Income			
Washington per capita personal income	\$25,073	\$35,017*	40%

*2004 data (latest available).

Sources: Higher Education Coordinating Board (tuition and fees); Office of the Forecast Council (2004 per capita personal income); and U.S. Department of Commerce, Bureau of Economic Analyses (IPD data).

Tuition and fees

**How do
Washington
tuition and fees
compare to other
states?**

Washington resident undergraduate students pay less than the national average for tuition and fees.

National comparison of resident undergraduate tuition and fees: 2005-06 academic year

	<u>University of Washington</u>	<u>Washington State University</u>	<u>Comprehensive institutions</u>	<u>Community and technical colleges</u>
Resident undergraduate tuition and fees	\$5,505	\$5,506	\$4,178	\$2,445
National comparison				
National average	\$6,172	\$6,172	\$4,862	\$2,481
Dollar difference	(\$667)	(\$666)	(\$684)	(\$36)
Percentage difference	(10.8%)	(10.8%)	(14.1%)	(1.4%)
Washington rank	26 th	N/A	32 nd	23 rd

Source: Higher Education Coordinating Board survey.

Tuition and fees

How do Washington tuition and fees compare to peer institutions?

Washington resident undergraduate students at public colleges and universities pay lower tuition and fees than students attending peer institutions.

Peer institution comparison of resident undergraduate tuition and fees: 2005-06 academic year

	<u>University of Washington</u>	<u>Washington State University</u>	<u>Comprehensive institutions</u>	<u>Community and technical colleges</u>
Resident undergraduate tuition and fees	\$5,505	\$5,506	\$4,178	\$2,445
Peer institution comparison				
Peer average	\$7,159	\$6,427	\$4,862	\$2,481
Dollar difference	(\$1,654)	(\$921)	(\$684)	(\$36)
Percentage difference	(23.1%)	(14.3%)	(14.1%)	(1.4%)
Peer rank	19 th of 25	13 th of 23	32 nd of 46	23 rd of 49

Source: Higher Education Coordinating Board survey.

Peers:

UW – The comparison group for the University of Washington is all public institutions classified as research universities (category 1) with medical schools.

WSU – The comparison group for Washington State University is all public land grant universities classified as research universities (categories 1 and 2) with veterinary schools.

Comprehensives – The comparison group for Central, Eastern, and Western Washington Universities is all public institutions classified as comprehensive colleges and universities (category 1).

Community and technical colleges – The comparison group for the Washington community and technical college system is all state community college systems.

Tuition and fees

How do Washington tuition and fees compare to institutions in other western states?

Washington resident undergraduate students at public universities and colleges:

- Pay the second-highest tuition and fees among students attending flagship universities in the western states.
- Pay the sixth-highest tuition and fees among students attending comprehensive universities in the western states.
- Pay 16 percent higher-than-average tuition and fees at community colleges in the western states.

Western states comparison of resident undergraduate tuition and fees: 2005-06 academic year

	<u>University of Washington</u>	<u>Washington State University</u>	<u>Comprehensive institutions</u>	<u>Community and technical colleges</u>
Resident undergraduate tuition and fees	\$5,505	\$5,506	\$4,178	\$2,445
WICHE states (15 western states) comparison				
WICHE average	\$4,664	\$4,664	\$3,892	\$2,102
Dollar difference	\$841	\$842	\$286	\$343
Percentage difference	18.0%	18.1%	7.3%	16.3%
Washington rank	2 nd	N/A	6 th	5 th

Source: Higher Education Coordinating Board survey.

The Western Interstate Commission for Higher Education (WICHE) member states are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Tuition and fees

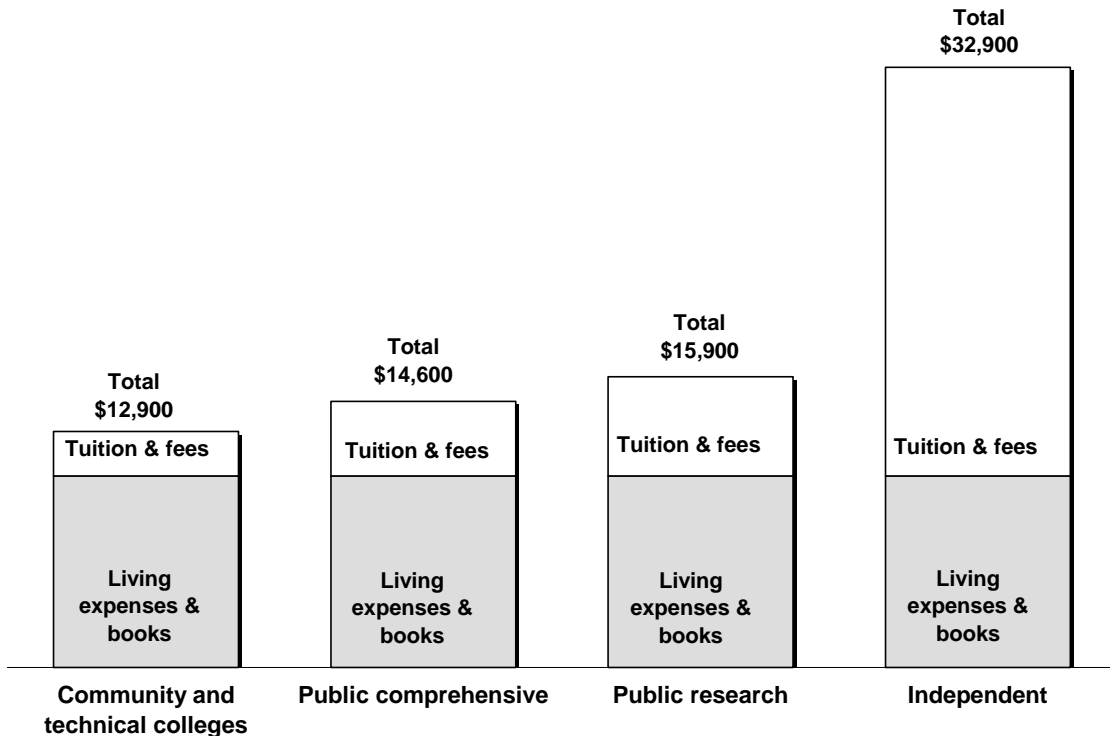
What total price do students pay to attend college?

The student price to attend college is a function of both tuition and living expenses as well as the type of institution selected.

As the chart shows, tuition drives most of the difference in price among institutions. Students selecting public institutions pay a tuition that represents only a portion of the whole cost of delivering instruction. Operating without direct state support, independent institutions charge a tuition that more closely approximates the full cost of instruction.

Living expenses include items like books and supplies, room and board, and transportation. Most students experience these living costs regardless of the type of institution they attend.

Typical living expenses and books are similar among the institutions, but tuition varies significantly



Sources: Washington Financial Aid Administrators, Student Budgets 2005-06, and Higher Education Coordinating Board.

Note: "Tuition and fees" reflect resident undergraduate charges at public institutions.

State operating budget

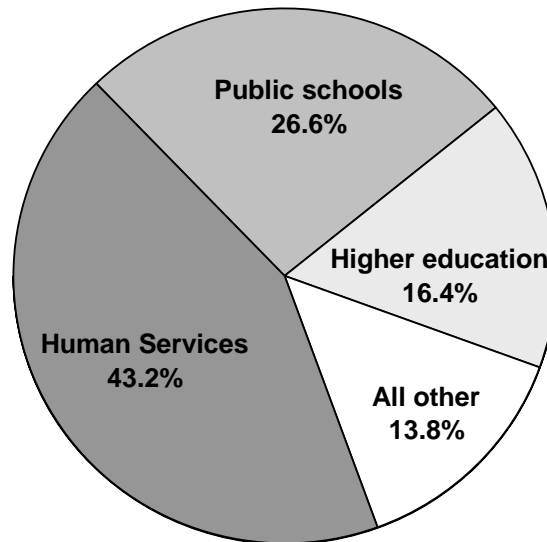
How much of the total operating budget is earmarked for higher education?

The state's \$49.4 billion operating budget includes more than just the general fund. Examples of other significant funds include federal funds, the Health Services Account, the Public Safety and Education Account, and transportation funds.

At \$8.1 billion, higher education makes up more than 16 percent of all funds in the state's operating budget.

The \$8.1 billion in higher education funding comes from a variety of sources, including the state's general fund, the Education Legacy Trust Account, tuition (operating fees), higher education grants and contracts, dedicated local revenues, and the University of Washington hospital.

**State operating budget 2005-07 biennium
Total: \$49.4 billion**



Source: Legislative Evaluation and Accountability Program Committee, Legislative Budget Notes: 2005-07 Biennium – 2005 Supplemental, June 2005.

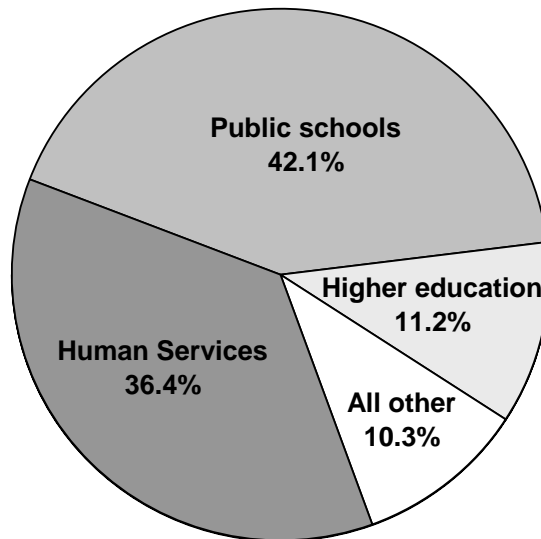
State operating budget

General fund

The state's general fund is comprised of revenues principally received from the state's sales tax, Business and Occupation (B & O) tax, property tax, and many other excise taxes.

The state general fund equals \$26.0 billion in the current biennium. Higher education makes up 11.2 percent of the total, equaling \$2.9 billion.

**State general fund 2005-07 biennium
Total: \$26.0 billion**



Source: Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes: 2005-07 Biennium – 2005 Supplemental*, June 2005.

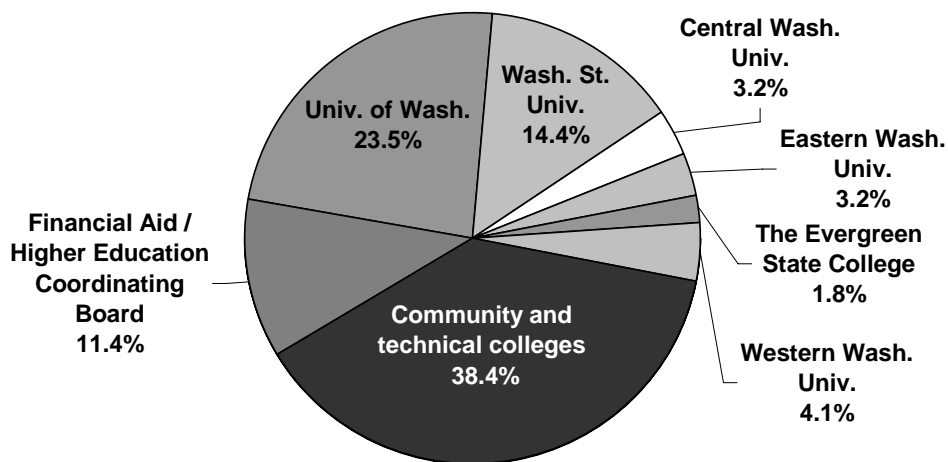
State operating budget

General fund

Of the \$2.9 billion appropriated to higher education in 2005-07, the community and technical colleges received 38.4 percent (\$1.1 billion); the University of Washington received 23.5 percent (\$681 million); and Washington State University received 14.4 percent (\$418 million).

Student financial aid comprises another significant share of the higher education budget. The Higher Education Coordinating Board received 11.4 percent (\$329 million); 93 percent (\$307 million) of that amount was targeted for financial aid.

**State general fund 2005-07 biennium:
Distribution of \$2.9 billion for higher education**



**Higher education 2005-07 operating budget
state general fund
(dollars in millions)**

Community and technical colleges	\$1,113
University of Washington	681
Washington State University	418
Financial Aid/Higher Education Coordinating Board	329
Western Washington University	119
Eastern Washington University	93
Central Washington University	92
The Evergreen State College	52
Total	\$2,897

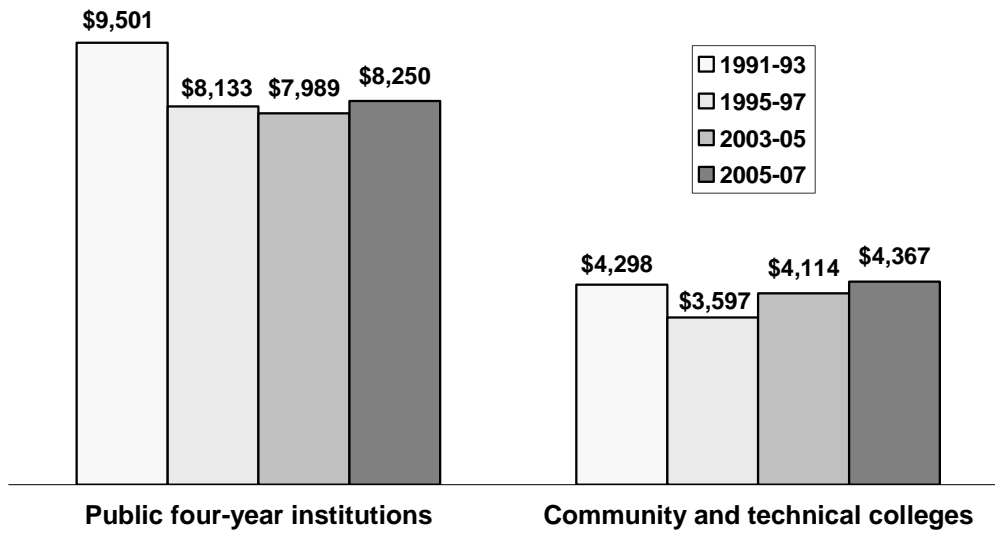
Source: Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes: 2005-07 Biennium – 2005 Supplemental*, June 2005.

State operating budget

What are the trends in state funding?

Between the 1991-93 and 2003-05 biennia, state support for higher education steadily declined. However, in the 2005-07 operating budget, state support per higher education student increased slightly.

Total state appropriations per budgeted FTE student adjusted for inflation (2003-05 dollars)

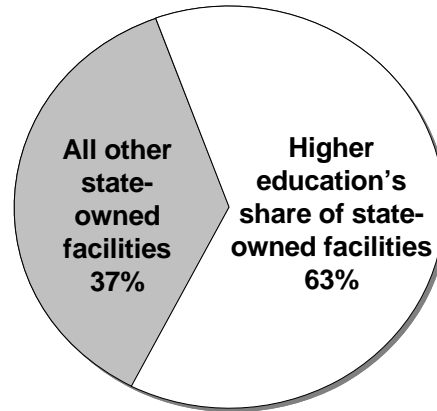


Source: Higher Education Coordinating Board.

Capital budget

What is the state's investment in capital facilities for higher education?

The collective facilities of Washington's public colleges and universities represent a significant share of state government's total physical plant – more than 45 million square feet or nearly two-thirds (63 percent) of all state-owned space.



Higher education facilities are used for two primary purposes:

- To provide instructional programs and academic support services for students; and
- To undertake research and research-related activities.

To support the delivery of quality academic programs in adequate facilities, the universities and colleges rely on state appropriations to:

- Provide a responsible level of building maintenance;
- Repair and renovate facilities as buildings age and program requirements change; and
- Expand capacity to meet increased enrollment.

Capital budget

How are capital funds appropriated?

Funds for major repairs, renovation, and new facilities are appropriated in the capital budget, while funds for building maintenance and operations are in the operating budget.

Since 1991, 73 percent of all higher education capital appropriations have come from borrowing through the sale of general obligation bonds. The remaining 27 percent of all capital appropriations are from local, dedicated sources.

State law limits the amount of state borrowing from the sale of general obligation bonds. The state constitution limits the amount of this type of debt by requiring debt service payments to be no greater than 9 percent of the average of general state revenues for the past three years.

State law further limits the debt service ceiling to 7 percent of the average of general state revenues for the past three years. Washington does not use an allocation formula or model to distribute capital funds among the sectors or individual institutions of public higher education. Rather, the biennial capital budgets reflect choices or decisions about the relative need and priority of specific projects.

By examining the “aggregate” of these discrete decisions over time, trends in state capital budgeting decisions emerge that reflect changing areas of state capital priorities.

Capital budget

What level of capital investments has the state made for higher education?

Total (all funds) biennial capital appropriations to higher education have fluctuated significantly over time.

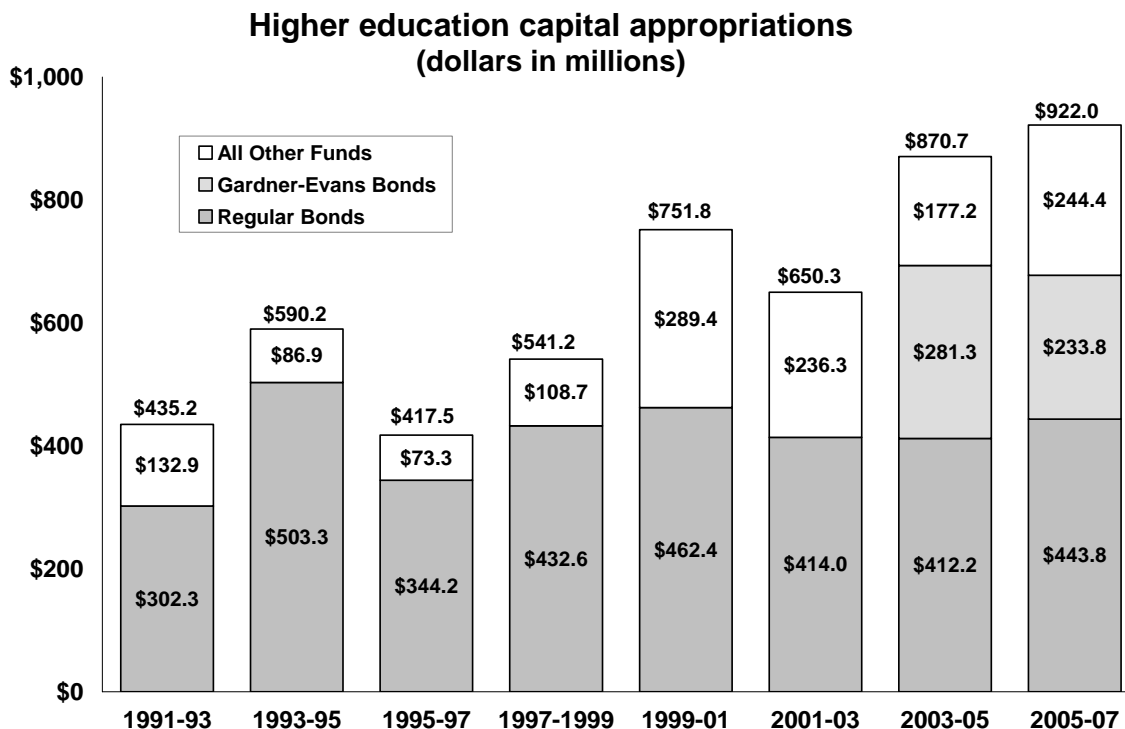
Appropriation amounts have ranged from a low of \$415 million in the 1995-97 biennium to a high of \$922 million in the 2005-07 biennium (unadjusted dollars).

State bond appropriations to higher education remained fairly stable until 2003-05 when, in response to a proposal by former Governors Dan Evans and Booth Gardner, the 2003 Legislature increased the state's debt limit to provide additional capital funds for higher education facilities over six years.

These funds, totaling \$750 million, are earmarked for projects that will modernize and restore existing facilities, as well as provide additional capacity for future enrollment demand.

Since 1991, the state has invested about \$17.6 billion in all state facilities. Nearly half of this total investment (\$8.3 billion) came from borrowing through the sale of general obligation bonds.

Over that same time period, 73 percent (\$3.7 billion) of higher education's capital appropriations (\$5.1 billion) came from these total bond authorizations.



Capital budget

What are the trends in higher education's capital budgets?

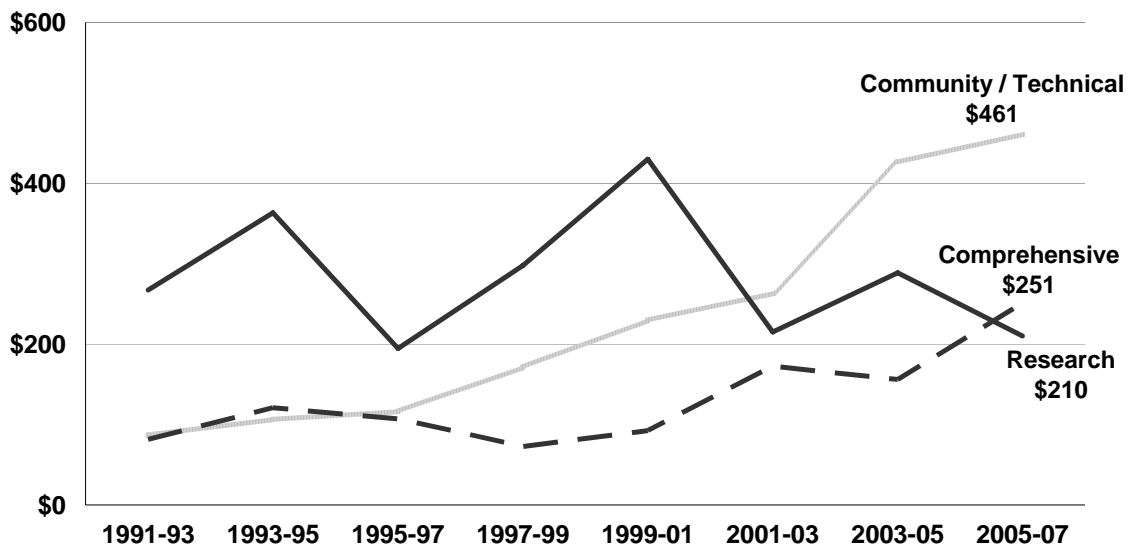
Historically, capital budgets for higher education have been basically stable, accounting for about 30 percent of the total state capital budget.

Three key trends in higher education's capital funding since 1991 have emerged:

- Growth in total appropriation levels
- Stable share of biennial bond authorizations
- Consistent reliance on bonds as a principal source of financing

While total higher education appropriation levels have remained fairly stable, capital funding levels among and within the sectors have varied over time – reflecting different capital priorities and initiatives.

Capital funding levels have varied by sector
(dollars in millions)



Sources: Legislative Evaluation and Accountability Program Committee and Legislative Budget Notes.

Capital budget

Historically, what types of capital projects have been funded?

Through the 1993-95 biennium, the state committed a significant portion of higher education's capital spending to modernize science facilities. This priority was most evident at the University of Washington, but was also demonstrated at Central Washington University.

The period between the 1995-97 and 1999-01 biennia reflected the commitment of significant capital to finance the construction phase of the branch campuses of the University of Washington and Washington State University.

During the 2003-05 and 2005-07 biennia, three of the state's comprehensive institutions received construction dollars for new facilities to house additional students or replace obsolete facilities.

In 2003-05, additional funding has been used for renovations as well as added capacity.

A significant priority and commitment for the community and technical colleges is reflected since 1991. A consistent increase in capital investments has been made to replace poorly constructed community and technical college facilities and to provide greater enrollment capacity.

Prioritization of capital projects:

Legislation passed in 2003 also directs the Higher Education Coordinating Board to coordinate development of a single, prioritized list of capital projects requested by four-year institutions. The list is aimed at helping policymakers prioritize funding for projects in all sectors of public higher education.

Part 5

Financial aid

Financial aid

What is need-based financial aid?

Financial aid is money provided to help students pay college costs that exceed the amount the federal government has determined they and their families can pay.

In 1969, the Legislature declared, “It is the policy of the state of Washington that financial need not be a barrier to participation in higher education” (RCW 28B.10.786).

In 1977, the state further affirmed this state policy, saying, “It is the intent of the Legislature that needy students not be deprived of access to higher education due to increases in educational costs or consequent increases in tuition and fees” (RCW 28B.15.065).

Families are expected to bear the primary responsibility of paying for college. When they cannot pay all of the costs, financial aid programs help with the difference between what it costs and what the family can be expected to pay. These programs are generally referred to as “need-based” financial aid programs.

HECB financial aid and grant programs: state general fund appropriations for fiscal year 2006 (dollars in thousands)

<u>Program name</u>	<u>Estimated number of students served</u>	<u>Appropriation</u>
State Need Grant	65,000	\$153,301
State Work Study	9,100	\$17,911
Washington Promise Scholarship	3,765	\$4,265
Educational Opportunity Grant	1,260	\$2,867
Future Teachers	70	\$250
Health Professional Loan Repayment and Scholarship Programs	51	\$3,100
Washington Scholars Program	466	\$2,384
Washington Award for Vocational Excellence (WAVE)	274	\$794
WICHE Professional Student Exchange	12	\$191
Washington Center Scholarship	15	\$60

Source: Higher Education Coordinating Board.

Financial aid

How much are families expected to pay toward the price of college?

Generally, families with higher incomes are expected to pay a greater share of college costs.

A standard formula determines the amount a family or student is expected to pay. It was developed by the U.S. Congress and is called “federal methodology.”

$$\begin{array}{r} \text{Student college costs (price of attendance)} \\ (-) \text{ Expected family contribution (EFC)} \\ \hline = \text{ Financial need/eligibility} \end{array}$$

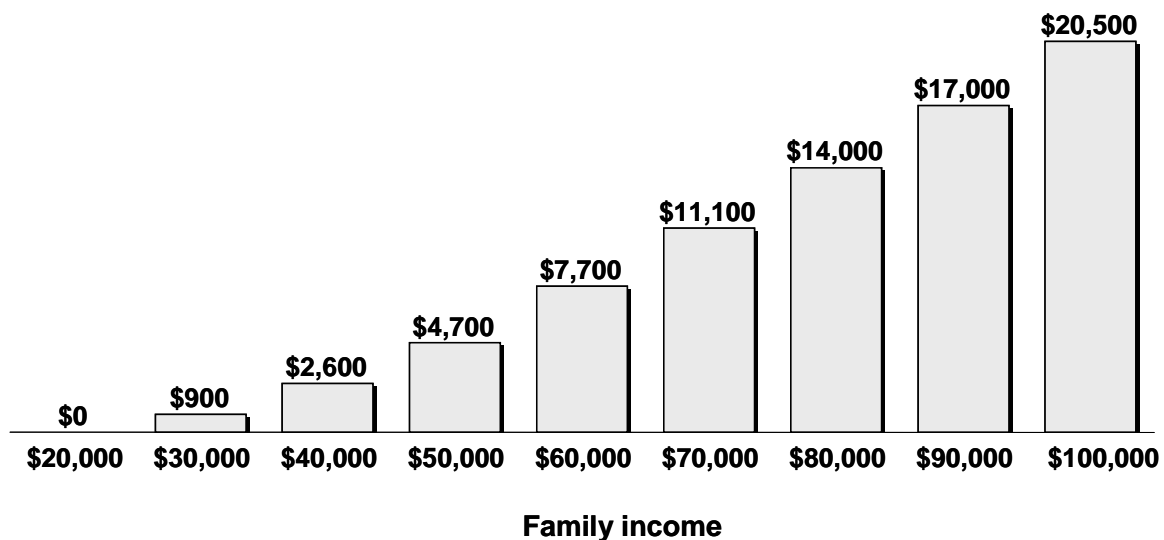
To determine the “expected family contribution,” the student must complete a “Free Application for Federal Student Aid” (FAFSA).

The amount families are expected to contribute is primarily a function of family income, family assets (except home equity/retirement programs), family size, and age of parents, offset by allowances for basic items like living costs.

For example, this chart shows that a family of four with an annual income of \$60,000, with net assets of \$40,000 (not counting home equity or retirement funds) would be expected to pay about \$7,700 toward college costs every year.

State and federal governments have created a variety of financial aid programs, usually administered through colleges and universities, to help meet financial need.

Expected annual family contribution by income level*



*For a family of four with net assets of \$40,000.

Source: Thomson and Peterson's EFC Calculator, 2005.

Financial aid

How much financial aid can a student expect to qualify for?

The amount of financial aid a student qualifies for is a function of two main measures:

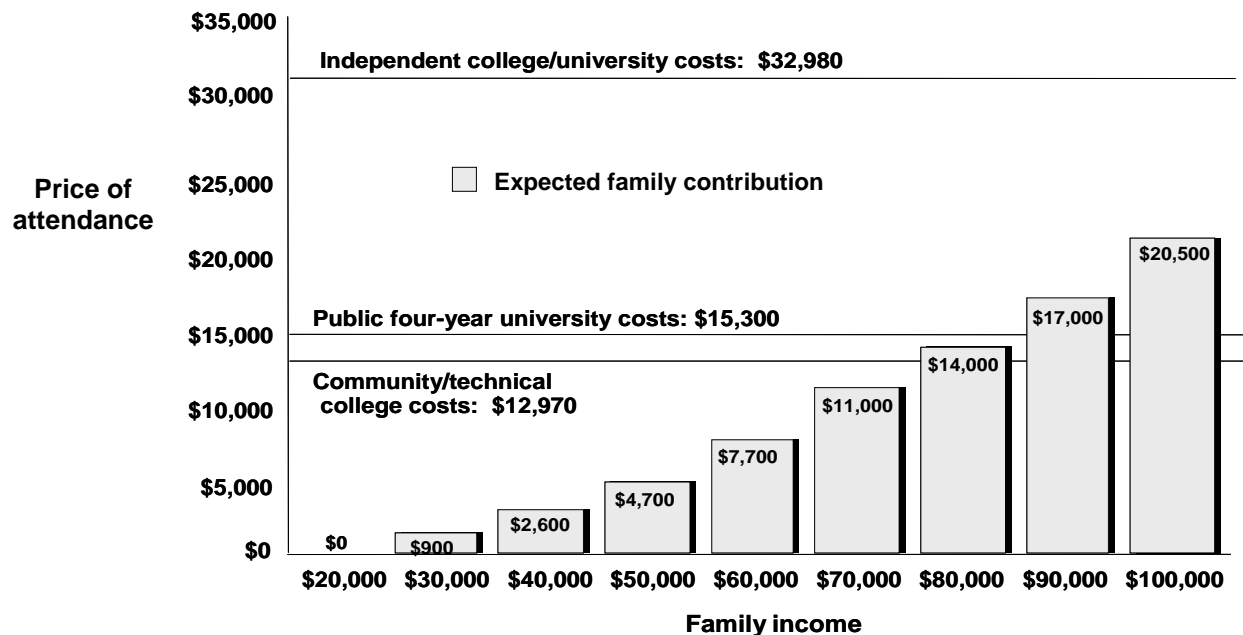
- The cost to attend the institution; and
- The amount the family is expected to contribute.

As the chart below shows, as family income goes up, the expected family contribution generally goes up as well. Consequently, eligibility for financial aid decreases. The gap between the “price of attendance” and the “expected family contribution” represents the amount of aid the student is eligible to receive.

However, very few students – even the poorest – get enough help through grants and scholarships to pay for all of their college costs. A system of combining or “packaging” different types of aid ensures that each student is offered a mix of “gift” assistance (like grants and waivers) and “self-help” (loans and work study).

Financial aid funds are not always available to serve all eligible students. This means that in addition to receiving aid, students may also need to reduce expenses, find employment on their own, or take out personal loans to meet remaining college costs. This chart also explains that at higher-cost colleges and universities, even students from middle- and upper-middle income families may be eligible for some help in meeting college costs.

Estimated price of attendance compared to expected family contribution by income level*



*For a family of four with net assets of \$40,000.

Sources: Thomson and Peterson’s EFC Calculator, 2005; Washington Financial Aid Association 2005-06 maintenance budgets; and 2005-06 tuition rates.

Financial aid

How many of the students who enroll receive need-based financial aid?

About four of every 10 students enrolled in Washington colleges and universities receive some form of need-based financial aid.

In Washington, about 135,000 students received need-based aid in 2004-05. These students represent about 40 percent of the reported enrolled students. These 135,000 students include those attending accredited private career schools that received state financial aid.

Each year, the Higher Education Coordinating Board collects data from institutions on each student who receives need-based aid. This collection of data or records is referred to as the “Unit Record Report.”

Type of institution	Number receiving aid 2004-05
Community and technical colleges	57,466 students
Four-year public	47,691 students
Four-year independent	23,797 students
Private career schools	7,989 students

Source: Higher Education Coordinating Board, *Unit Record Report, 2004-05.*

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Financial aid

What types and sources of need-based financial aid do Washington students receive?

Types of programs

Grant
Work study
Loan

Sources of funding

Federal
State
Institutional and private

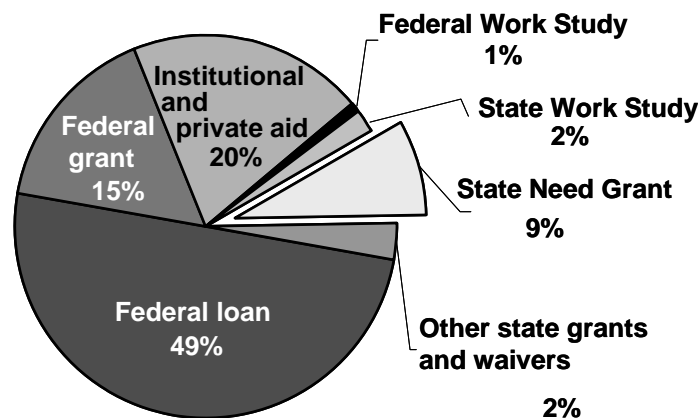
Grants are gifts with an obligation to make academic progress, but they do not need to be repaid.
Work Study is a part-time employment opportunity.

Loans are given with the requirement that they be repaid with interest in the future, usually after graduation. There are many individual programs within each of these general categories, each with its own policies, purpose, and targeted population.

Much of direct student financial aid comes from the federal government. Today, most of that federal assistance is in the form of loans. State programs were created to complement and coordinate with the federal effort. Washington state programs focus mainly on the provision of need-based grant and work study programs, such as the state's largest program, the **Washington State Need Grant**, created in 1969, and the **Washington State Work Study** program, created in 1974.

The State Need Grant program represents nine percent of the total need-based financial aid available. The remainder of the available assistance is from institutional and private sources. And, it is estimated that at least another \$200 million in aid (mostly in loans) was delivered to students who did not qualify for state funded need-based aid. Additionally, students and their families may have incurred credit card debt; may have privately borrowed against assets, like home mortgages and retirement funds; and utilized tax credits to finance college costs.

Need-based student financial aid available to students attending Washington institutions in 2004-05
Total - \$1.43 billion



Source: Higher Education Coordinating Board, *Unit Record Report, 2004-05*.

Financial aid programs

Which financial aid programs does Washington provide?

State Need Grant
(RCW 28B.92)

State Work Study
(RCW 28B.12)

Educational Opportunity Grant (RCW 28B.101)

Washington helps keep college affordable through state appropriations to public colleges and universities and through funds for financial aid to individual students.

State financial aid programs are designed to address several central policies, including equal opportunity and access, access and affordability, and affordability and merit.

Programs designed for equal opportunity and access

State Need Grant

These grants help the state's lowest-income undergraduate students pursue degrees. To be eligible, a student's family income cannot exceed 65 percent of the state's median family income – currently \$38,000 for a family of four.

Maximum grant amounts vary by type of institution (for 2005-06)

Community and technical colleges	\$2,328
Private career colleges	\$2,328
Public comprehensive universities.....	\$3,724
Public research universities.....	\$4,774
Independent universities	\$5,008

Programs designed for access and affordability

State Work Study

Through part-time employment, students from low- and middle-income families earn money for college while gaining experience whenever possible in jobs related to their academic and career goals. State Work Study provides a significant alternative to high levels of student borrowing. The average amount earned in 2004-05 was \$2,470.

Educational Opportunity Grant

This program provides \$2,500 grants to encourage financially needy "placebound" students to complete a bachelor's degree. To be considered placebound, students must be unable to continue their education without the assistance of this grant because of family or work commitments, health concerns, financial need, or other similar factors. Students must be Washington residents and have completed two years of college.

Financial aid programs

Promise Scholarship
(RCW 28B.119)

Washington Scholars
(RCW 28A.600.100-150
and RCW 28B.15.543)

Washington Award for
Vocational Excellence
(RCW 28B.15.545 and
RCW 28C.04.520-550)

Program based on affordability and merit

Washington Promise Scholarship

The Washington Promise Scholarship provides college scholarships to students in recognition of their academic achievements in high school. Students are from low- and middle-income families. Beginning with the high school graduating class of 2005, the program is no longer being funded. The class of 2004 is receiving their final year of funding with grants in the amount of \$1,254.

Programs based on merit

Washington Scholars

This program honors the accomplishments of two high school students from each of the state's 49 legislative districts. Scholars receive state grants that equal up to four years of public undergraduate resident tuition, and must attend college within Washington. High school principals nominate the top one percent of each school's graduating senior class on the basis of academic achievement, leadership, and community service. The maximum award is equal to the value of public-sector tuition and fees. The actual award may be prorated.

Washington Award for Vocational Excellence (WAVE)

Three vocational students from each of the state's 49 legislative districts are recognized for outstanding achievement in vocational-technical education. Recipients receive grants that equal up to two years of undergraduate resident tuition. High schools, skills centers, and community and technical colleges nominate students. The maximum award is equal to the value of public-sector tuition and fees. The actual award may be prorated.

Financial aid programs

Health Professional
Conditional Scholarship
And Loan Repayment
(RCW 28B.115)

WICHE Professional
Student Exchange
(RCW 28B.70)

American Indian
Endowed Scholarship
(RCW 28B.108)

Future Teachers
Conditional Scholarship
(RCW 28B.102)

Community Scholarship
Matching Grant
(WAC 250-69)

Targeted programs

Health Professional Conditional Scholarship and Loan Repayment Program

These programs address the critical shortage of qualified health care professionals statewide. Participating health care professionals agree to provide primary health care service for three to five years in medically-underserved areas or in areas with a shortage of health care professionals. In exchange, they receive either a conditional scholarship or help in repaying school loans. Recipients do not have to be state residents to apply. In 2004, about 178 health professionals worked in underserved areas in Washington as a result of this program.

WICHE Professional Student Exchange

The Western Interstate Commission for Higher Education program pays support fees that approximate the nonresident tuition differential for selected Washington residents going out of state to study in two professional degree programs not offered in Washington – optometry and osteopathy. In 2005-06, awards range from \$13,300 to \$16,600 and may be awarded for up to four years.

American Indian Endowed Scholarship

This program helps students with close ties to the Native American community attend college. State funds, together with private contributions, provide about 15 scholarships each year, ranging from \$500 to \$800.

Future Teachers Conditional Scholarship

This program encourages public K-12 classified employees to become teachers by offering conditional scholarships. The program stipulates that the state will forgive one year of loan for every two years of teaching, or for every one year of teaching in a subject shortage area.

Other programs

Community Scholarship Matching Grant

Community organizations that locally raise at least \$2,000 for college scholarships receive a state-matching grant of \$2,000 to be spent for the same purpose. In 2004-05, 123 grants were awarded.

Financial aid programs

Washington Center Scholarship
(Legislative Budget Notes – 2004 Supplemental Budget)

College Assistance Migrant Program
(2003-05 Operating Budget)

Foster Care Endowed Scholarship
(RCW 28B.116)

**Other programs
(continued)**

Washington Center Scholarship

The scholarship’s purpose is to offset housing and living expenses of students selected to intern in the nation’s capitol. Internships are arranged through the Washington Center for Internships and Academic Seminars. Appropriated funds are sufficient to assist 15 students attending four-year public institutions with \$4,000 semester-long scholarships.

College Assistance Migrant Program

The Supplemental College Assistance Migrant Program provides state grants to Washington colleges and universities participating in the federal College Assistance Migrant Program. The program helps migrant workers and their children attend college. The state program is currently funded at \$25,000 per year.

Foster Care Endowed Scholarship

Created in 2005, the purpose of the program is to help students who were in foster care attend an institution of higher education in the state of Washington. The state will annually match up to \$150,000 in privately-donated dollars to create an endowment to fund the scholarships.

Financial aid

Which students are served in the major state aid programs?

The profile of students served in each program is unique, based upon established program policies and definitions of student eligibility.

State Need Grant, 2004-05

- The program served approximately 55,200 undergraduates.
- On average, these students received \$2,265 in State Need Grant funds.
- The median recipient age was 24 years old.
- 63 percent of students were female.
- 35 percent were dependent on their families for support. The average parental income of these families was \$24,174.
- 65 percent of the students were independent, meaning they had their own households and were not financially dependent on their parents. For these students, the average household income was \$12,545.
- 65 percent of all recipients were white; 10 percent were Asian; 9 percent were Hispanic; 7 percent were black; 4 percent were Pacific Islander; and 16 percent were either of other ethnic backgrounds or did not disclose.

State Work Study, 2004-05

- The program served approximately 8,900 students.
- The average amount earned was \$2,470.
- The median recipient age was 23 years old.
- 65 percent of students were female.
- 88 percent were undergraduates.
- 47 percent were dependent on their families for support. The average parental income of these families was \$42,200.
- 53 percent of the students were independent, meaning they had their own households and were not financially dependent on their parents. For these students, the average household income was \$12,300.
- 69 percent of all recipients were white; 8 percent were Asian; 7 percent were Hispanic; 5 percent were black; 2 percent were Pacific Islander; and 15 percent were either of other ethnic backgrounds or did not disclose.

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Financial aid

Does Washington offer a prepaid college tuition program?

The Guaranteed Education Tuition (GET) program helps families save for college.

To encourage Washington families to save for college, the state Legislature, in 1997, authorized the establishment of an IRS Section 529 prepaid college tuition plan, known as the Guaranteed Education Tuition (GET) Program.

GET, which began operation in August 1998, allows families to purchase tuition units now for use at a later date. These funds are invested and the purchaser is guaranteed a return, which will cover tuition at some future date. Families can purchase between one and 500 units. The state of Washington guarantees that 100 units will cover one year of the state-mandated tuition and fees at the highest-priced public college or university in Washington. Students may use their GET units at any eligible in-state or out-of-state public or private accredited educational institution.

The Committee on Advanced Tuition Payment, commonly referred to as the GET Committee, governs the program. The committee is comprised of the executive director of the Higher Education Coordinating Board, the state treasurer, the director of the Office of Financial Management, and two citizen members. The Higher Education Coordinating Board administers the GET Program, while the State Investment Board oversees its investments. To date, Washington families have opened more than 55,000 accounts valued at over \$620 million. More than 2,500 students are currently using GET benefits to attend over 252 colleges and universities nationwide.

The GET Committee annually sets the price of a GET unit, currently \$66. Families can buy units by setting up a customized monthly payment plan or by making lump sum purchases. The enrollment period for 2005-06 is September 15, 2005 through March 31, 2006.

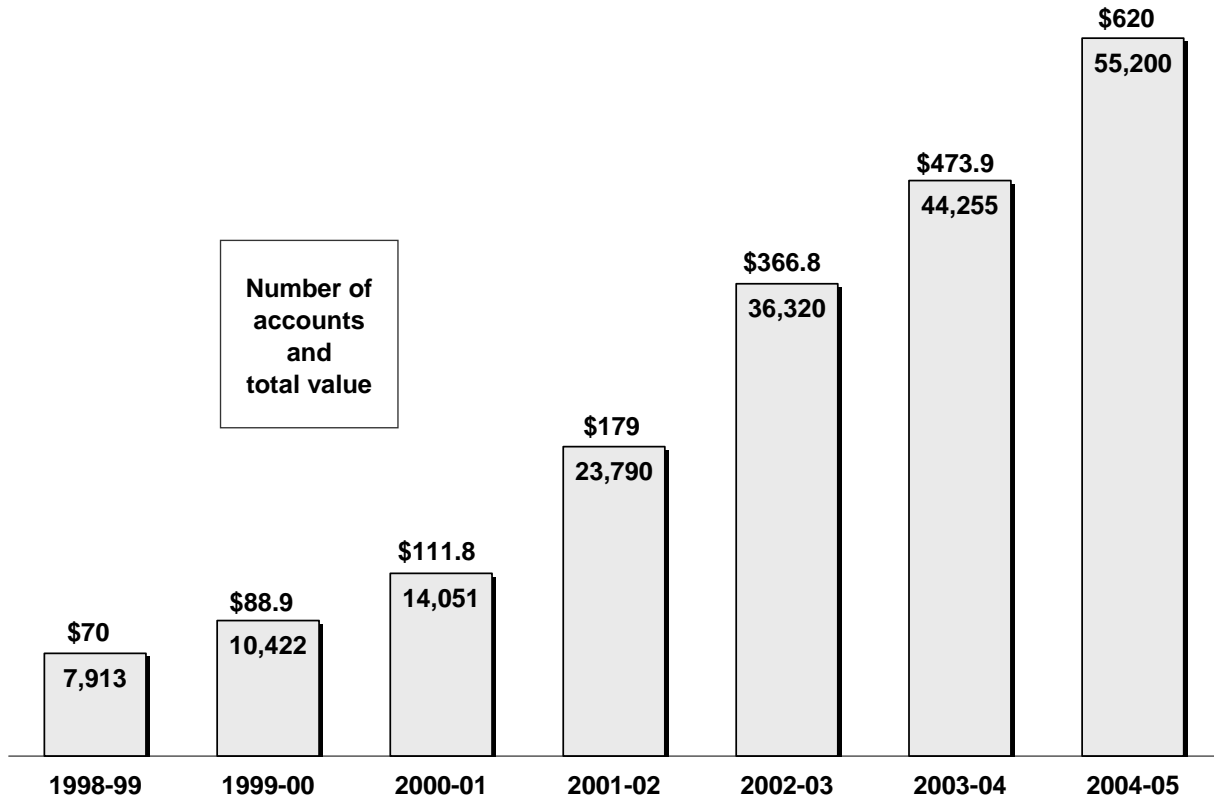
For more information, visit www.get.wa.gov or call 1-877-438-8848.

Financial aid

Guaranteed Education
Tuition (GET)

As of June 30, 2005, Washington families have opened more than 55,000 accounts, valued at more than \$620 million. About 11.5 million units have been purchased, with payments totaling \$477 million.

GET accounts continue to grow at a healthy pace
(dollars in millions)



Glossary

AAUP: American Association of University Professors, which conducts an annual salary survey. Its data is augmented with other organizations' data.

Degrees granted: Bachelor's, master's, doctorates and first professional degrees are reported for the public and independent four-year institutions. Associate degrees are reported only for the public community and technical colleges. (Note: in Washington, professional degrees are awarded in five general areas: medicine, dentistry, pharmacy, veterinary medicine, and law.)

Enrollment: The number of individual students – i.e., headcount – for the fall quarter (or semester) of an academic year.

Field of study: Information on fields of study in Part 1 is taken from the Integrated Postsecondary Education Data System (IPEDS). IPEDS codes degrees by Classification of Instructional Programs (CIP) categories. For field-of-study tables, the CIP codes have been aggregated into 13 major fields (delineated by the state Office of Financial Management), as follows:

1. Agriculture and natural resources (includes agribusiness, agricultural sciences, natural resources, home economics, vocational home economics, and parks and recreation)
2. Architecture (includes architecture and environmental design)
3. Business (includes business and management, business and office, marketing and distribution, and consumer, personal, and miscellaneous services)
4. Computer science (includes computer and information science)
5. Engineering and related technologies
6. Arts and letters (includes area and ethnic studies, communications, communications technologies, foreign languages, letters, liberal/general studies, library and archival sciences, multi/interdisciplinary studies, philosophy and religion, theology, and visual and performing arts)
7. Education
8. Health (includes allied health and health sciences)
9. Law
10. Sciences (includes life sciences, mathematics, physical sciences, and science technologies)
11. Social sciences (includes psychology, protective services, public affairs, and social sciences)
12. Trades (includes construction trades, mechanics and repair, precision and production, and transportation and material moving)
13. Other

Fiscal year: The fiscal year begins July 1 and ends June 30 of the following calendar year.

FTE: Full-Time Equivalent. This is calculated by taking the total credit hours at a university/college and dividing by the normal full-time credit-hour load. In Washington, the normal full-time load is 15 credit hours for undergraduates and 10 credit hours for graduate students.

Full-time/part-time enrollment: According to IPEDS, a full-time undergraduate is enrolled for 12 or more credits per semester/quarter. A full-time graduate student is enrolled for 9 or more credits. These definitions apply to headcount enrollment at four-year institutions. At community/technical colleges, full-time enrollment (state-supported) is 10 or more credits.

Geographic origin: This category classifies students by their home address at the time of their initial application. In-state refers to those from Washington state; out-of-state includes other U.S. states, territories, and possessions; foreign refers to other countries.

HECB: The Higher Education Coordinating Board, a 10-member citizen board appointed by the governor and confirmed by the state Senate. Board members serve staggered, four-year terms; the student member serves one year.

HEER: The Higher Education Enrollment Report is produced by the state Office of Financial Management (OFM). Data cover enrollment in the six public four-year institutions and are collected each term. This source is used for several tables. (Some minor differences exist between HEER and IPEDS headcount information due to different definitions.)

IPEDS: The Integrated Postsecondary Education Data System (which is part of the United States Department of Education) is a national survey conducted annually by the National Center for Education Statistics. It covers many areas including enrollment and degrees granted. All degree information in this report is taken from IPEDS. For enrollment, IPEDS is used whenever possible for the public four-year institutions; IPEDS is always used for enrollment in the independent institutions.

LEAP: The Legislative Evaluation and Accountability Program committee data are used for information on State General Fund expenditures. LEAP was created by the Washington Legislature in 1977 to be the Legislature's independent source of information and technology for developing budgets, communicating budget decisions, tracking budget and revenue activity, consulting with legislative committees, and providing analysis on special issues.

Level of enrollment: The source of data is IPEDS. "Lower division" is calculated as all freshmen, all other first-year and all second-year students, and half of the unclassified undergraduates. "Upper division" are third-year students, fourth-year and beyond, and half of the unclassified undergraduates. "Graduate" and "professional" students are listed separately. In some cases, lower division and upper division are combined as "undergraduates," and a combined "post-baccalaureate" category includes graduate and professional enrollment.

MIS: The Management Information System provides a series of reports on enrollment in the community and technical colleges. The data used in this document primarily came from the Student Management Information System (SMIS). These reports are prepared by the State Board for Community and Technical Colleges (SBCTC).

NCES: The National Center for Education Statistics (part of the United States Department of Education) collects the yearly IPEDS data. NCES also provides state-by-state compilations of data, which were used to calculate participation rates and state rankings.

NCHEMS: The National Center for Higher Education Management Systems provides state-by-state data on enrollment; NCHEMS uses IPEDS data as their source. NCHEMS information was used by OFM to calculate college participation rates from 1981 through 1988.

OFM: The Washington State Office of Financial Management provides HEER data and some budget information.

OSPI: The Office of the Superintendent of Public Instruction issues a report annually on the number of Washington public high school graduates. The report is titled: "Dropout Rates and Graduation Statistics by County and School District for School Year (by year)."

Race/ethnicity categories – as defined by the U.S. Department of Education for the IPEDS survey.

- ***Nonresident Alien:*** A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
- ***Black, Non-Hispanic:*** A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
- ***American Indian or Alaskan Native (Native American):*** A person having origins in any of the original peoples of North America or who maintains cultural identification through tribal affiliation or community recognition.
- ***Asian or Pacific Islander:*** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.
- ***Hispanic:*** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- ***White, Non-Hispanic:*** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).
- ***Race/Ethnicity Unknown:*** This category is used ONLY if the student did not select a racial/ethnic designation, and the postsecondary institution finds it impossible to place the student in one of the aforementioned racial/ethnic categories.

SBCTC: The State Board for Community and Technical Colleges is the source for enrollment data for these institutions.

WFAA: The Washington Financial Aid Association is a professional membership organization of individuals whose aim is to promote higher education through the availability, support and administration of student financial assistance programs.

WICHE: The Western Interstate Commission for Higher Education is a regional organization created by the Western Regional Education Compact, adopted in the 1950s by western states. WICHE is an interstate compact created by formal legislative action of the states and the U.S. Congress. Fifteen states are members of WICHE. Three gubernatorial-appointed commissioners from each state govern WICHE. WICHE was created to facilitate resource sharing among the higher education systems of the west.