Key facts about higher education in Washington

February 2007

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

WASHINGTON
HIGHER EDUCATION
COORDINATING BOARD

917 Lakeridge Way SW
PO Box 43430
Olympia, WA 98504-3430
360.753.7800
www.hecb.wa.gov

This publication is available on the HECB Web site at:
www.hecb.wa.gov/reports

Cover photo: Student Services Center, Peninsula College, by Dennis Sanford

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. In January 2006, the members of the board began selecting 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
- Preparing a strategic plan for higher education
- Recommending budget priorities and policy changes
- Approving degree programs
- Ensuring program quality
- Establishing minimum freshman admission requirements at public four-year colleges and universities
- Helping families save for college
- Motivating young people to go to college

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 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 Washington.....Seattle
  Branch campuses:
  University of Washington Bothell
  University of Washington Tacoma

- Washington State University .....Pullman
  Branch campuses:
  Washington State University Spokane*
  Washington State University Tri-Cities
  Washington State University Vancouver

Comprehensive institutions

- Central Washington University.....Ellensburg
- Eastern Washington University .....Cheney
- The Evergreen State College .....Olympia
- Western Washington University.....Bellingham

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

Colleges and enrollments

Community and technical colleges (public two-year)

Washington has 34 public community and technical colleges that grant certificates and associate degrees. In addition, in July 2006, the HECB approved pilot baccalaureate programs at four community colleges. 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. Students enroll in community and technical colleges for various purposes, including academic programs, workforce training, basic skills, and home/family life enrichment.

Washington also is home to 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 34 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 (IPEDS).

In addition to these 34 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 34 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

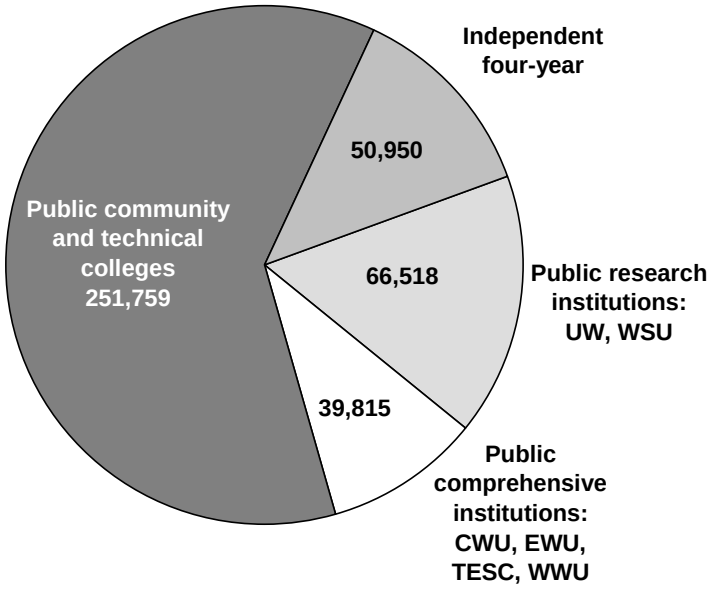
Public four-year

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 2005 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:	Primary location	Fall 2005 enrollment (headcount)
University of Washington	Seattle	39,251
University of Washington Bothell	Bothell	1,534
University of Washington Tacoma	Tacoma	2,189
Washington State University	Pullman/Spokane	20,405
Washington State University Vancouver	Vancouver	1,975
Washington State University Tri-Cities	Tri-Cities	1,164
Central Washington University	Ellensburg	10,190
Eastern Washington University	Cheney	10,908
The Evergreen State College	Olympia	4,470
Western Washington University	Bellingham	14,247
Total: Public four-year		**106,333**

Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2005.

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 2005 enrollment (headcount)
Bates Technical College	Tacoma	6,167
Bellevue Community College	Bellevue	18,428
Bellingham Technical College	Bellingham	3,482
Big Bend Community College	Moses Lake	2,464
Cascadia Community College	Bothell	2,495
Centralia College	Centralia	5,001
Clark College	Vancouver	12,607
Clover Park Technical College	Tacoma	9,608
Columbia Basin College	Pasco	6,550
Edmonds Community College	Lynnwood	10,149
Everett Community College	Everett	9,641
Grays Harbor College	Aberdeen	3,453
Green River Community College	Auburn	9,047
Highline Community College	Des Moines	8,339
Lake Washington Technical College	Kirkland	4,351
Lower Columbia College	Longview	3,935
Olympic College	Bremerton	7,470
Peninsula College	Port Angeles	5,230
Pierce District:		
Pierce College Puyallup	Puyallup	3,149
Pierce College Fort Steilacoom	Fort Steilacoom	9,867
Renton Technical College	Renton	9,915
Seattle District:		
Seattle Central Community College	Seattle	9,907
North Seattle Community College	Seattle	8,487
South Seattle Community College	Seattle	8,877
Shoreline Community College	Shoreline	8,110
Skagit Valley Community College	Mount Vernon	6,784
South Puget Sound Community College	Olympia	6,351
Spokane District:		
Spokane Community College	Spokane	7,342
Spokane Falls Community College	Spokane	14,225
Tacoma Community College	Tacoma	8,633
Walla Walla Community College	Walla Walla	5,872
Wenatchee Valley College	Wenatchee	3,862
Whatcom Community College	Bellingham	6,150
Yakima Valley Community College	Yakima	5,811
Total: Community and technical colleges		**251,759**

Source: State Board for Community and Technical Colleges, *Enrollment and Staffing Report*, fall 2005.

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 2005 enrollment (headcount)
Antioch University	Seattle	863
Argosy University	Seattle	446
Art Institute of Seattle	Seattle	2,465
Bastyr University	Kenmore	1,076
City University	Seattle	4,020
Cornish College of the Arts	Seattle	768
Crown College	Tacoma	250
Devry University	Federal Way	1,002
Digipen Institute of Technology	Redmond	677
Faith Evangelical Lutheran Seminary	Tacoma	346
Gonzaga University	Spokane	6,377
Henry Cogswell College	Everett	200
Heritage College	Toppenish	1,311
International Academy of Design and Technology	Seattle	377
ITT Technical Institute	Seattle	601
ITT Technical Institute	Everett	328
ITT Technical Institute	Spokane	425
Mars Hill Graduate School	Bothell	284
Northwest Baptist Seminary	Tacoma	76
Northwest College of Art	Poulsbo	130
Northwest University	Kirkland	1,260
Pacific Lutheran University	Tacoma	3,680
Puget Sound Christian College	Edmonds	85
Saint Martin's University	Lacey	1,505
Seattle Institute of Oriental Medicine	Seattle	35
Seattle Pacific University	Seattle	3,873
Seattle University	Seattle	7,109
Trinity Lutheran College	Issaquah	104
University of Phoenix	Seattle	2,172
University of Phoenix	Spokane	343
University of Puget Sound	Tacoma	2,868
Walla Walla College	College Place	1,942
Whitman College	Walla Walla	1,512
Whitworth College	Spokane	2,440
Total: Independent four-year		**50,950**

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 cover 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 student 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)

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Research institutions									
UW Main campus	31,765	31,785	32,036	32,661	33,863	34,065	33,487	33,383	33,155
UW Bothell	799	844	959	1,041	1,228	1,236	1,250	1,344	1,200
UW Tacoma	834	963	1,063	1,264	1,556	1,662	1,579	1,630	1,667
UW total	33,398	33,592	34,058	34,966	36,647	36,963	36,316	36,357	36,022
WSU Main campus	16,961	17,390	17,010	17,257	17,607	17,830	17,975	17,954	17,985
WSU Spokane	288	383	432	526	567	628	627	1,192	1,282
WSU Tri-Cities	647	591	596	639	631	627	677	672	691
WSU Vancouver	828	948	970	1,076	1,150	1,226	1,263	1,339	1,367
WSU total	18,724	19,312	19,008	19,498	19,955	20,311	20,542	21,157	21,325
Comprehensive institutions									
CWU	7,474	7,471	7,463	7,287	7,672	8,106	8,657	8,885	9,057
EWU	6,907	7,244	7,712	8,081	8,421	8,700	8,956	9,126	9,281
TESC	3,728	3,822	3,697	3,786	4,009	4,054	4,099	4,120	4,131
WWU	10,374	10,550	10,840	11,214	11,265	11,377	11,505	11,713	11,755
Four-year total	**80,605**	**81,991**	**82,778**	**84,832**	**87,969**	**89,511**	**90,075**	**91,358**	**91,571**
Community and technical colleges	**117,925**	**121,302**	**125,131**	**128,093**	**133,962**	**139,753**	**138,241**	**131,489**	**130,933**
Public total	**198,530**	**203,293**	**207,909**	**212,925**	**221,931**	**229,264**	**228,316**	**222,847**	**222,504**

Sources: Office of Financial Management, *Higher Education Enrollment Statistics*, and budget driver reports (as of August 2006).

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

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.

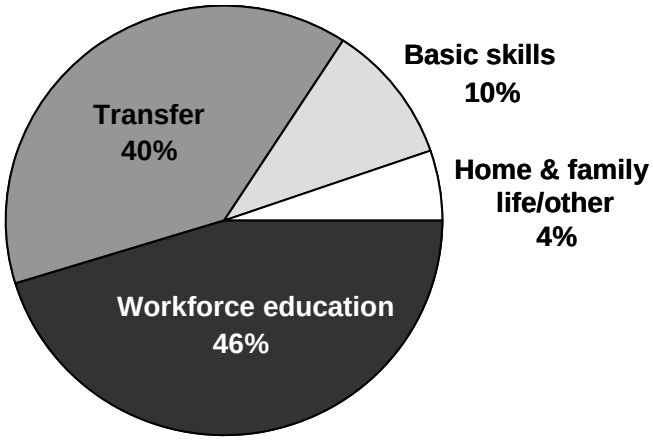
Basic skills: Taking courses that focus on English as a second language, adult basic education, and courses leading to a high school diploma or General Education Development (GED) certificate. Note: Some portion of students classified as "transfer" and "workforce" also enroll in one or more basic skills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

More than 70 percent of the students enrolled in Washington higher education attend one of the state's 34 community and technical colleges, which serve widely distributed population centers. Washington is ranked fifth nationally in terms of the percentage of its population enrolled in community and technical colleges.

In July 2006, the HECB approved four pilot baccalaureate programs, enabling Olympic and Peninsula Colleges and Bellevue and South Seattle Community Colleges to offer bachelors of applied science degrees.

Most state-supported FTE enrollments at the two-year colleges are in workforce training and academic transfer programs: 2004-05



Percentage distributions have remained stable over time

	2001-02	2002-03	2003-04	2004-05
Workforce education	45%	46%	46%	46%
Transfer	39%	39%	40%	40%
Basic skills	11%	10%	10%	10%
Home & family life/other	5%	5%	4%	4%

Source: State Board for Community and Technical Colleges, *Academic Year Report 2004-05*.

Enrollments

Community and technical colleges: FTEs by purpose for attending 2004-05 academic year (state supported)

	Workforce education	Transfer	Basic skills	Home & family life/other	Total
Bates	3,357	7	157	1,003	4,524
Bellevue	2,120	4,561	283	698	7,663
Bellingham	1,682	0	2	33	1,718
Big Bend	612	772	141	39	1,564
Cascadia	258	1,062	21	17	1,357
Centralia	658	730	400	281	2,068
Clark	2,760	3,211	796	206	6,972
Clover Park	3,586	22	324	67	3,998
Columbia Basin	1,529	2,971	35	53	4,589
Edmonds	1,762	2,290	470	169	4,690
Everett	1,908	1,970	573	67	4,519
Grays Harbor	761	544	315	100	1,719
Green River	1,655	2,478	1,030	112	5,275
Highline	1,422	2,364	1,653	80	5,519
Lake Washington	2,220	289	149	104	2,763
Lower Columbia	1,191	809	185	103	2,288
Olympic	1,971	2,088	199	188	4,446
Peninsula	644	574	223	196	1,637
Pierce Puyallup	550	1,120	147	46	1,862
Pierce Steilacoom	1,300	1,818	87	47	3,251
Renton	2,753	157	463	64	3,438
Seattle Central	2,565	2,518	784	204	6,071
Seattle North	1,592	1,613	391	174	3,770
Seattle South	2,223	936	687	126	3,971
Shoreline	2,226	2,068	357	245	4,896
Skagit Valley	1,547	1,574	321	181	3,623
South Puget Sound	1,434	1,692	75	104	3,306
Spokane	4,100	1,605	5	134	5,843
Spokane Falls	1,165	2,897	5	101	4,167
Spokane Institute for Extended Learning *	794	434	1,318	265	2,812
Tacoma	1,823	2,508	216	77	4,624
Walla Walla	1,829	922	177	87	3,015
Wenatchee Valley	1,174	1,162	203	19	2,558
Whatcom	590	1,659	131	55	2,434
Yakima Valley	1,863	1,449	717	57	4,086
System Total	**59,623**	**52,876**	**13,038**	**5,499**	**131,037**

Source: State Board for Community and Technical Colleges, *Academic Year Report 2004-05.*
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. * Spokane IEL is part of the Spokane District.

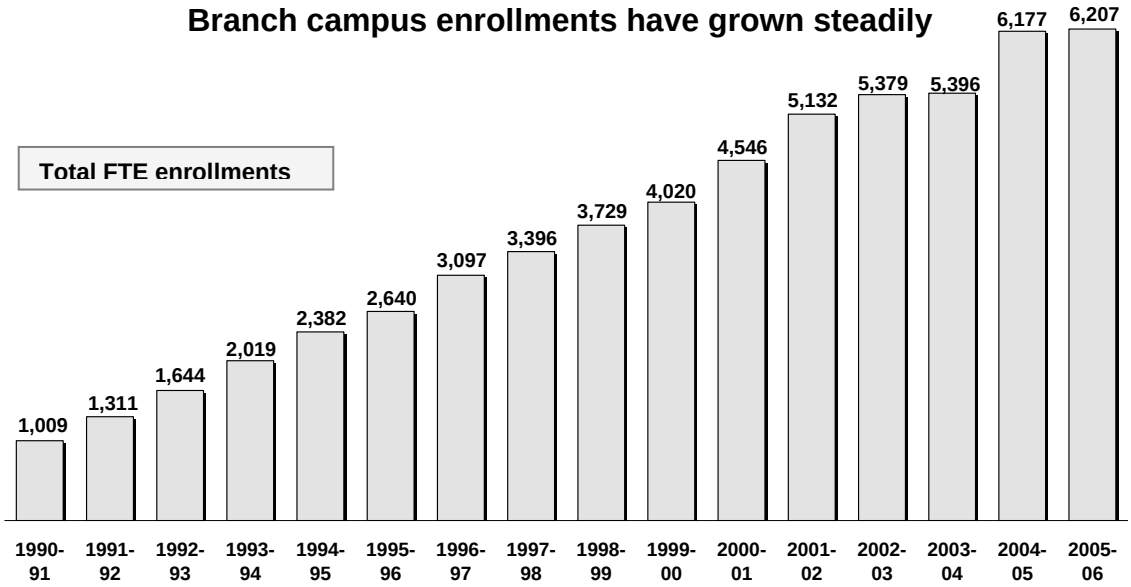
Enrollments

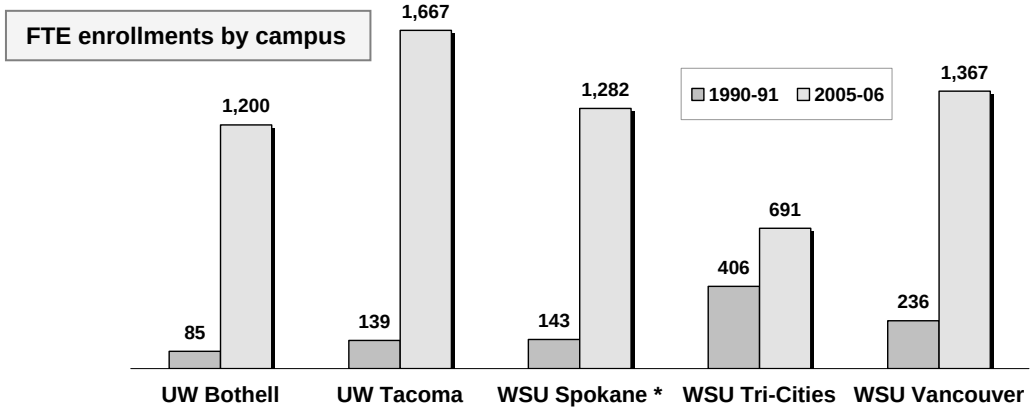
Branch campuses

Branch campuses of the University of Washington and Washington State University were developed in the early 1990s, marking 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 in 2005 authorized lower-division courses and freshman/sophomore admissions at the UW branch campuses in Bothell and Tacoma, and at WSU Vancouver. In 2006, the Legislature called on WSU Tri-Cities to develop a plan for expanding into a four-year institution. In January 2007, the HECB approved the proposal, allowing WSU Tri-Cities to begin admitting lower-division students in fall 2007.

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

Fall term	Four-year percentage of total	Two-year percentage of total	Total four-year distance FTEs	Total two-year distance FTEs
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.

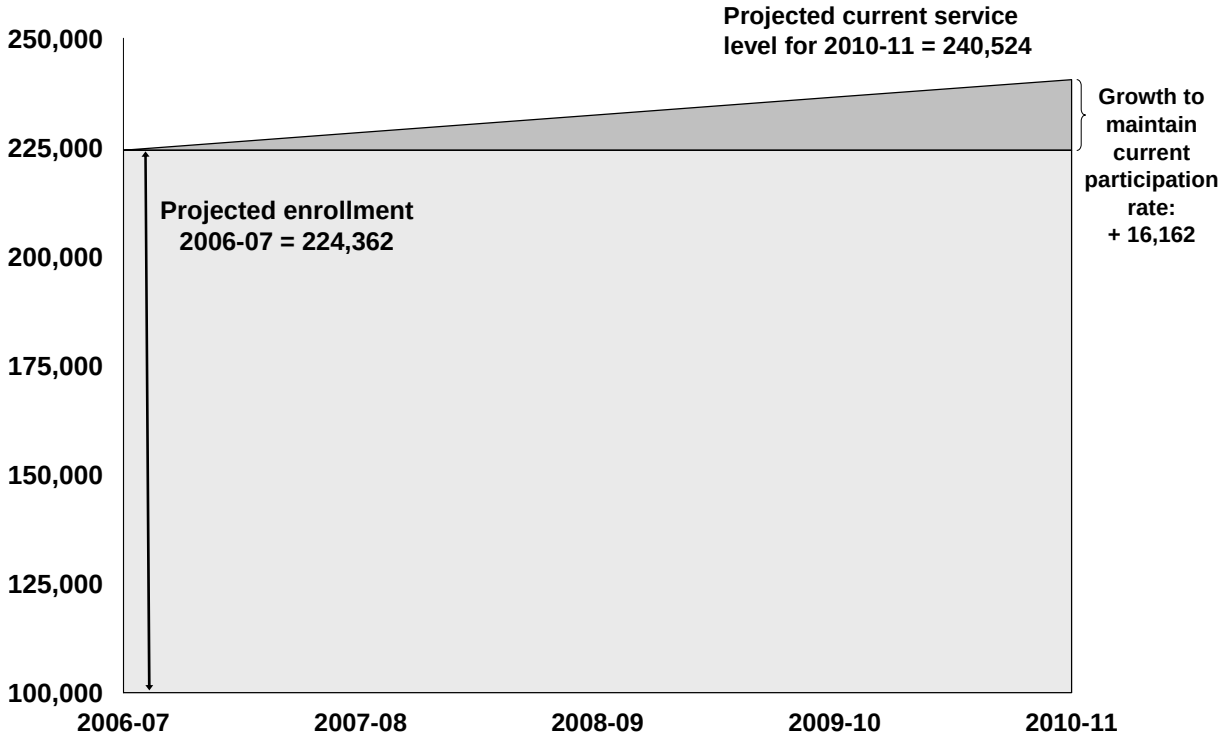
Enrollments

What should the state anticipate for future higher education enrollments?

Based on projected 2006-07 participation in public higher education, the projected enrollments for public higher education by 2010-11 would be over 240,000 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 142,000 FTEs – at community and technical colleges. About 99,000 FTEs would be enrolled at public four-year institutions.

Maintaining the 2006-07 public higher education participation rate will require 16,000 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 15, 2006.

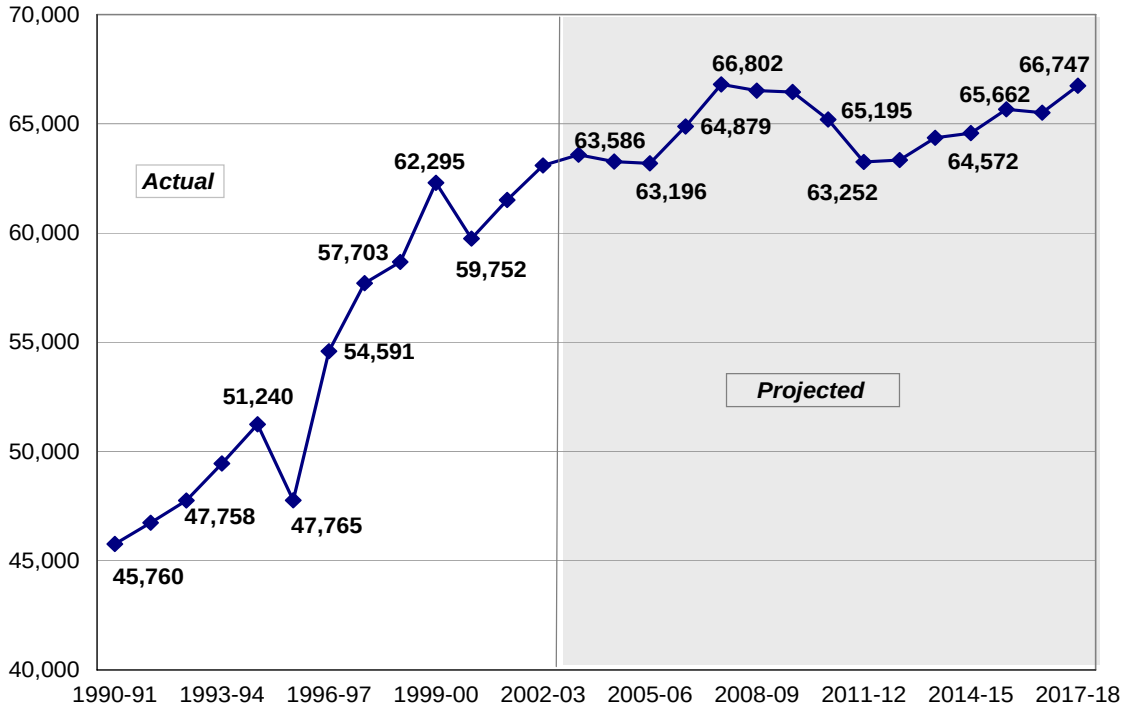
Enrollments

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.

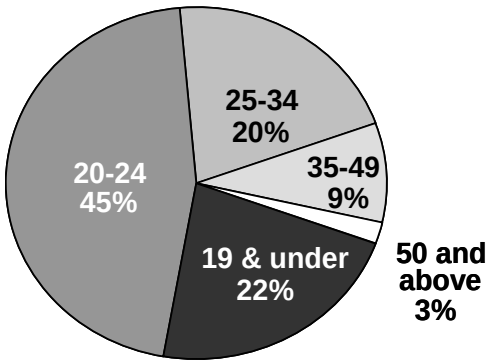
Students

Who are the students in higher education?

Age distribution

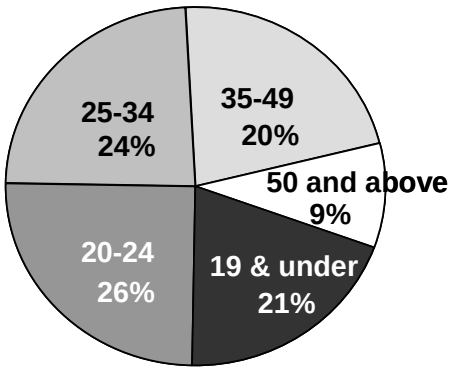
At public institutions, a larger proportion of younger students enroll at four-year institutions, while the two-year community and technical colleges have a higher number of older students. Percentages below are based on fall headcounts of those who reported age.

Public four-year institutions: age distribution in fall 2005



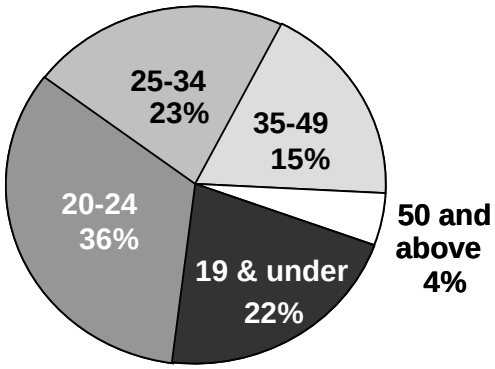
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2005.

Community and technical colleges: age distribution in fall 2005



Source: State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, 2005.

Independent four-year institutions: age distribution in fall 2005



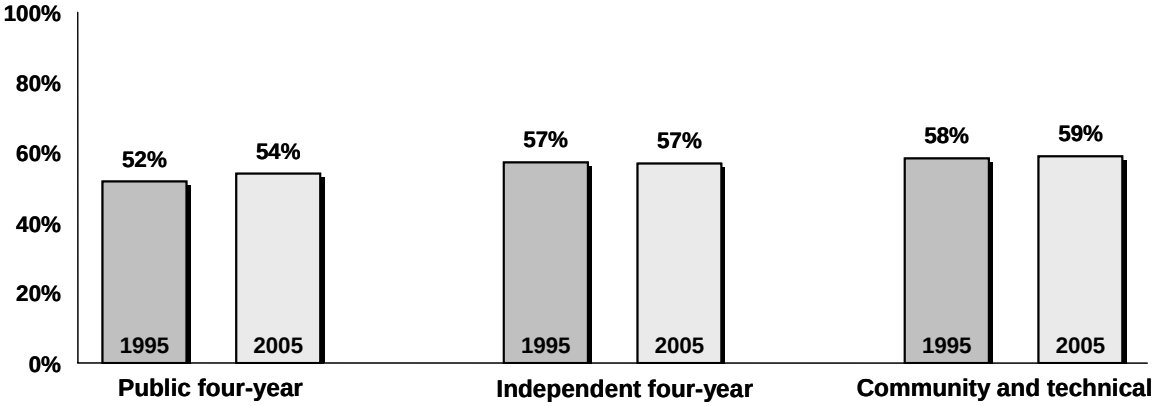
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2005.

Students

Gender distribution

Since 1995, enrollments at most institutions have maintained a higher percentage of female students. The distribution by gender, for 1995 and 2005, is shown here.

Female students continue to constitute more than half of enrollments: fall 1995 and fall 2005



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 2005.

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 2005

	Headcount enrollment			Percentage within each sector		
Fall 1995	**Public four-year**	**Independent four-year**	**Community and technical colleges**	**Public four-year**	**Independent four-year**	**Community and technical colleges**
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%
Unknown race/ethnicity	2,647	2,631	14,697	3.1%	7.1%	8.7%
TOTAL	**86,080**	**37,093**	**169,290**			
Fall 2005						
Black	2,898	1,991	8,623	2.7%	3.9%	4.7%
Native American	1,698	723	2,713	1.6%	1.4%	1.5%
Asian/Pacific Islander	12,327	3,887	15,650	11.6%	7.6%	8.5%
Hispanic	4,529	2,419	18,814	4.3%	4.7%	10.2%
White	69,895	34,473	114,803	65.7%	67.7%	62.2%
Nonresident Alien	4,282	1,658	n/a	4.0%	3.3%	n/a
Unknown race/ethnicity	10,704	5,799	17,894	10.1%	11.4%	9.7%
Multi-Racial *			3,288			1.8%
Other race *			2,860			1.5%
TOTAL	**106,333**	**50,950**	**184,645**			

* New categories in fall 2005 and only reported for community/technical colleges.

Sources: Public four-year and independent four-year institutions – Integrated Postsecondary Education Data System (U.S. Department of Education).

Community and technical colleges – State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, fall 1999 and fall 2005.

Notes: 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.

"Hispanic" is an ethnicity designation, and Hispanics can be of any race. Data for other race categories (Black, Native American, Asian/Pacific Islander, White, Multi-Racial and Other) include only those who are non-Hispanic.

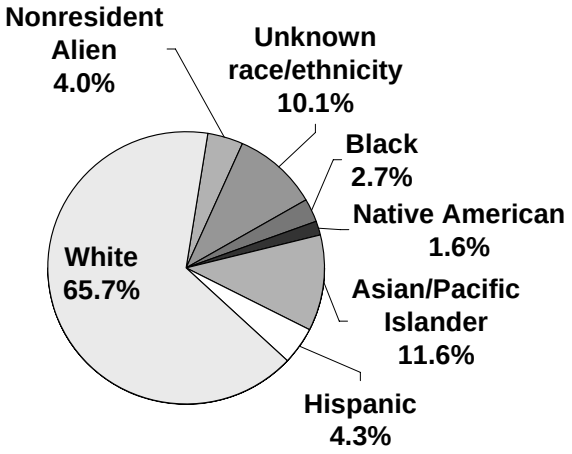
At community and technical colleges, data reflect only state-supported enrollments.

Students

Race/ethnicity

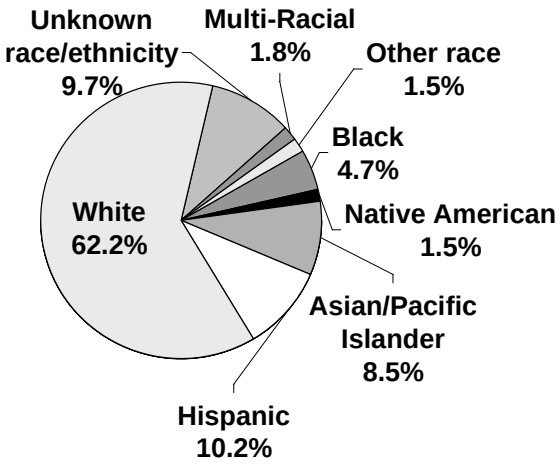
The graphs below illustrate enrollments in fall 2005 by race/ethnicity among types of institutions.

Public four-year institutions: enrollment by race/ethnicity fall 2005



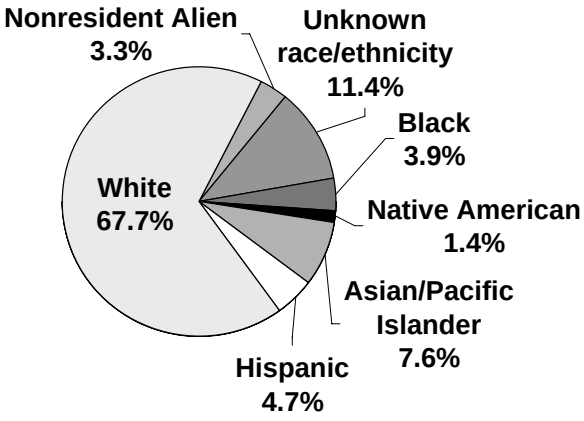
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2005.

Community and technical colleges: enrollment by race/ethnicity fall 2005



Source: State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, 2005 (based on state-supported enrollment).

Independent four-year institutions: enrollment by race/ethnicity fall 2005



Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2005.

Faculty and staff

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

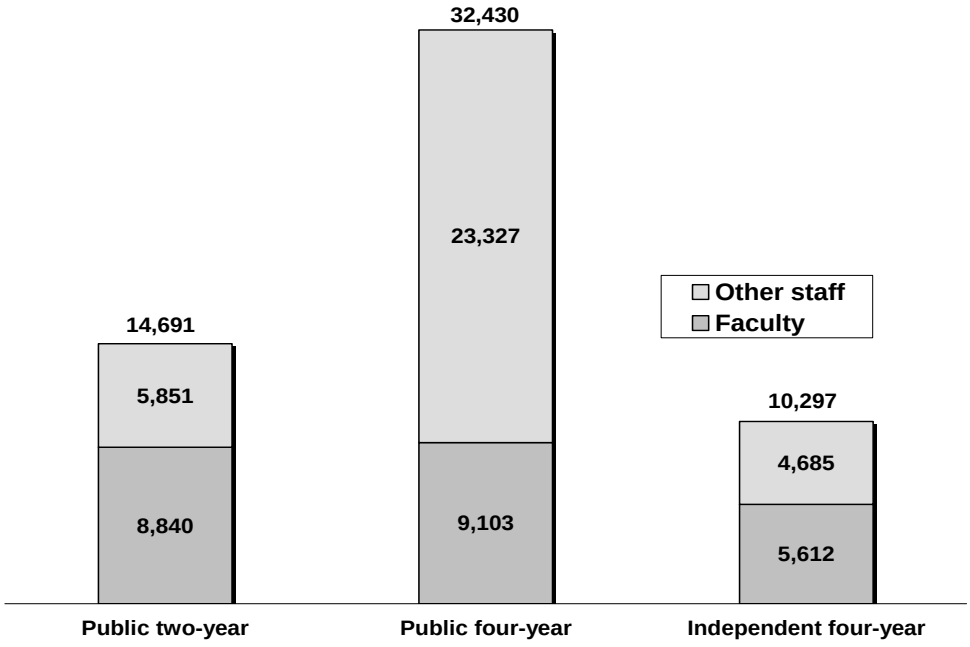
In fall 2005, more than 57,000 people were employed (either full-time or part-time) by Washington's public institutions and the independent four-year colleges and universities. These employees are categorized as either faculty or staff.

At four-year institutions, staff include 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, data reflect state-supported employees. Staff include classified support, professional/technical, and administrative personnel. Two-year faculty include classroom instructors, counselors, and librarians.

In fall 2005, 60 percent of employees at public two-year, 28 percent at public four-year, and 54 percent at independent four-year institutions were faculty.

Numbers of faculty and staff: fall 2005



Sources: Public four-year and independents – Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2005. Public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report*, 2005. Public two-year reflects state-supported employees.

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 2005-06, average faculty salaries at Washington four-year institutions ranged from $56,805 at The Evergreen State College to $86,800 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 18th 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)

	1997-98	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
University of Washington								
Average salary	$63,130	$68,463	$73,237	$76,777	$77,613	$79,894	$83,530	$86,800
Peer group percentile rank	44th	44th	52nd	50th	38th	38th	54th	54th
Washington State University								
Average salary	$53,899	$58,533	$61,383	$64,707	$64,901	$65,974	$68,365	$72,702
Peer group percentile rank	17th	9th	17th	18th	14th	14th	14th	18th
Central Washington University								
Average salary	$43,619	$48,556	$50,685	$52,828	$52,832	$54,607	$56,583	$58,435
Peer group percentile rank	14th	24th	27th	28th	23rd	29th	31st	35st
Eastern Washington University								
Average salary	$49,755	$51,101	$52,735	$55,340	$55,333	$54,745	$56,029	$57,550
Peer group percentile rank	57th	43rd	43rd	46th	35th	31st	29th	29th
The Evergreen State College								
Average salary	$44,866	$46,984	$50,215	$53,548	$54,014	$54,995	$54,879	$56,805
Peer group percentile rank	20th	17th	24th	32nd	29th	32nd	23rd	24rd
Western Washington University								
Average salary	$48,560	$51,746	$54,606	$57,017	$57,448	$57,224	$58,433	$60,673
Peer group percentile rank	48th	48th	52nd	54th	50th	42nd	42nd	45nd
Community and technical colleges								
Average salary	$40,518	$42,371	$44,162	$46,247	$47,916	$48,303	$48,240	$49,518
Peer group percentile rank	n/a	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 2005-06, the UW's average faculty salary of $86,800 was at the 54th percentile. This means that in 2005-06, 54 percent of UW's peer institutions' salaries fell at or below $86,800, and 46 percent were above that amount. Peer group comparisons for community and technical colleges were discontinued in 1997-98.

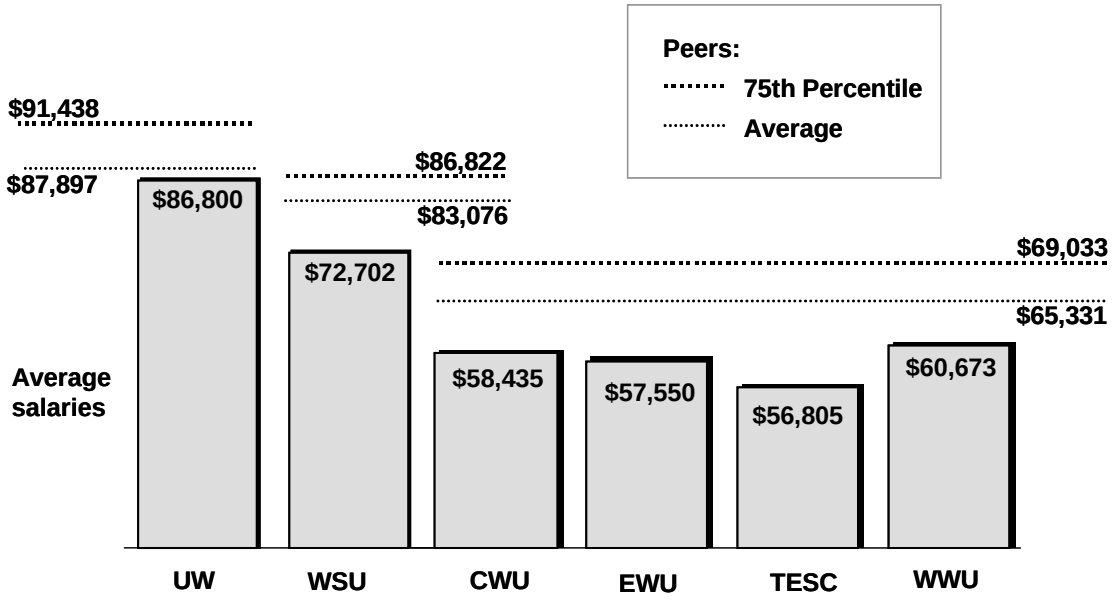
Faculty

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

In 2005-06, average faculty salaries at Washington's public four-year institutions were below the average salaries (and the salaries at the 75th percentile) of their established peer groups.

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 2005-06, 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)



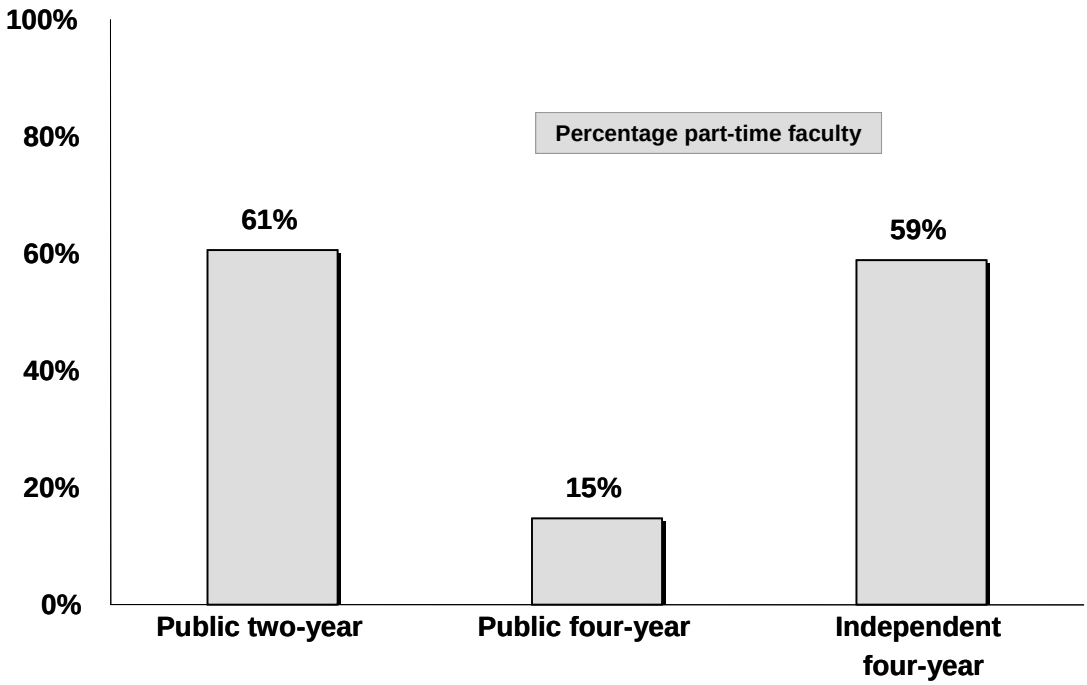
Sources: Higher Education Coordinating Board and American Association of University Professors.

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 2005, the majority of faculty in public two-year colleges and at independent institutions were employed part-time, while at public four-year institutions a much lower percentage were employed part-time



Sources: Public four-year and independents – Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2005. Public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report*, 2005.

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, data reflect only state-supported faculty. "Faculty" includes classroom instructors, counselors, and librarians. Full-time faculty can be either nine-month or twelve-month employees.

Faculty

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

In fall 2005, the largest percentage of faculty in each of the higher education sectors reported their race/ethnicity as white.

In fall 2005, members of racial/ethnic minorities constituted a small percentage of the faculty

Racial/ethnic background	Public two-year	Public four-year	Independent four-year
Black	2.5%	1.5%	3.2%
Asian/Pacific Islander	4.4%	7.1%	5.7%
Hispanic	2.9%	2.3%	2.4%
Native American	1.2%	.8%	.7%
White	88.1%	73.1%	81.4%
Other/Unknown*	.9%	15.2%	6.6%

* "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 2005. Public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report*, 2005 (reflects state-supported faculty).

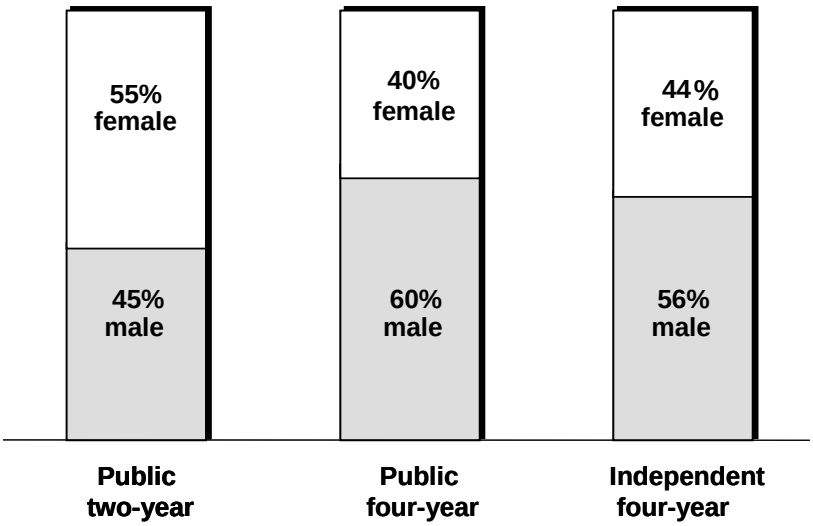
Notes: At four-year institutions, "faculty" refers to those whose main assignments are instruction, research, or public service; faculty may hold various academic rank titles. At public two-year institutions, "faculty" includes classroom instructors, counselors, and librarians.

Faculty

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

In fall 2005, males comprised 45 percent of the faculty at public two-year institutions, 60 percent at public four-year institutions, and 56 percent at independent four-year institutions.

In fall 2005, 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 2005. Public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report,* 2005 (data reflect state-supported faculty).

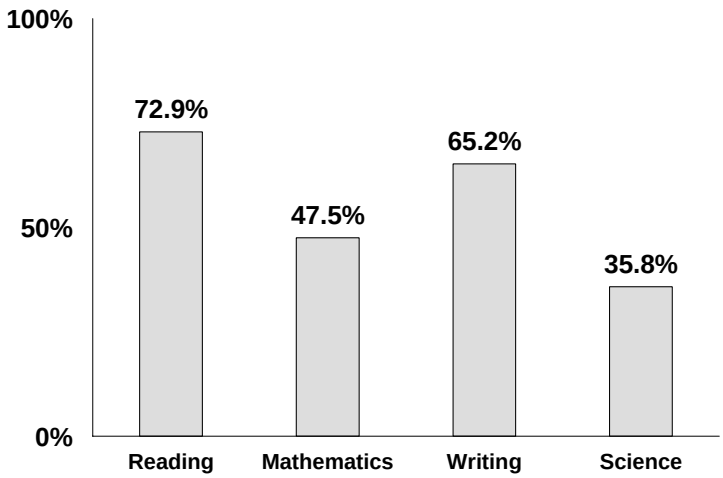
Notes: At public four-year institutions "faculty" refers to those whose main assignments are instruction, research, or public service; faculty may hold various academic rank titles. At public two-year institutions, "faculty" includes classroom instructors, counselors, and librarians.

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 2005-06, 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.

2005-06 10th grade WASL scores: percentage meeting statewide standards



2005-06 10th grade WASL scores: percentage of students meeting statewide standards by race/ethnicity

	Reading	Mathematics	Writing	Science
Black	66.2%	23.2%	65.4%	12.0%
Asian/Pacific Islander	84.6%	59.7%	84.5%	40.2%
Hispanic	62.6%	25.4%	59.9%	14.1%
Native American	67.8%	30.1%	65.6%	18.1%
White	86.5%	56.5%	83.9%	39.5%

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

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 (AP), 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 41,132 exams in 2005-06 (which is an increase of 15.2 percent over 2004-05). Of these, 24,663 (60 percent) had passing scores of 3 or higher.

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.sbctc.ctc.edu/college/_e-wkforcecollegeinhighschool.aspx

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

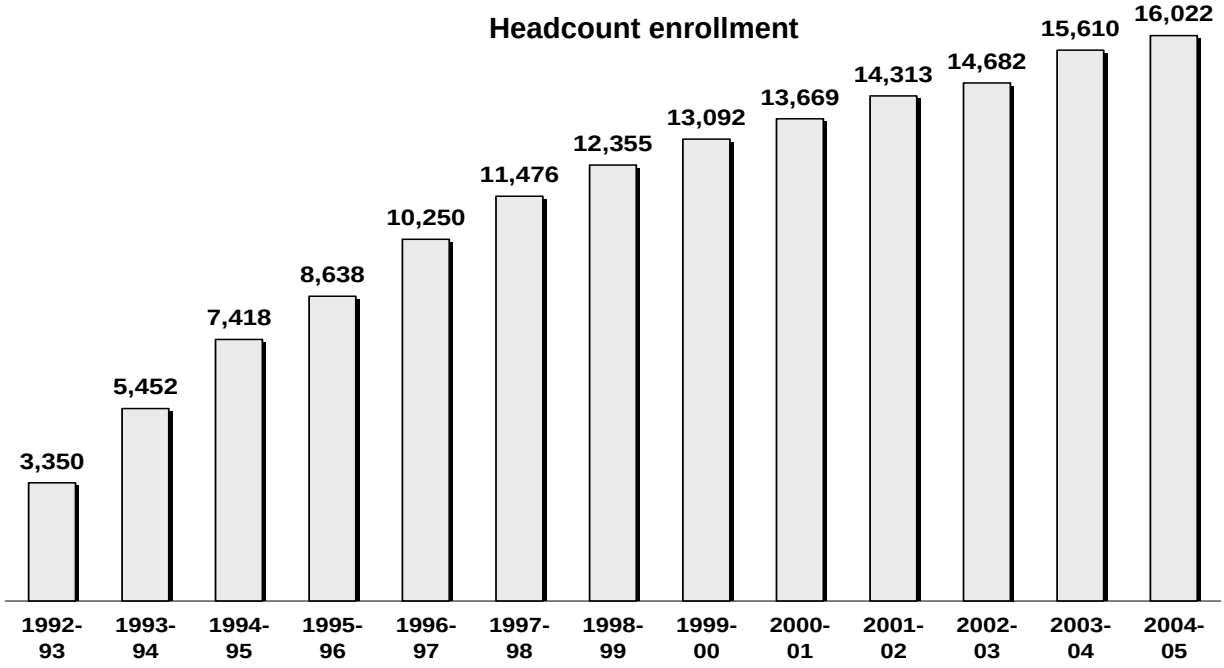
What is Running Start? How many students are enrolled in the program?

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, Washington State Universities, and The Evergreen State College – as well as Northwest Indian College. 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 2004-05, 16,022 students participated (which equals 9,794 FTE enrollments). This represents a 3 percent increase over 2003-04.

Growth in Running Start enrollments at community and technical colleges continues to increase



Source: State Board for Community and Technical Colleges, *Running Start: 2004-05 Annual Progress Report.*
Note: Does not include Running Start students at four-year higher education institutions.

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 assesses how well students analyze and solve problems, and many colleges in the nation consider the scores as a measure of the critical thinking skills students need for academic success in postsecondary education. The SAT includes three reasoning tests: critical reading, mathematics and writing. Scores for each test are scaled from 200-800, with a total composite scoring range of 600-2400.

  Approximately 54 percent of Washington high school graduates in 2005-06 took the SAT. Their average score was 1570 (out of 2400), 52 points above the national average of 1518.

- 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 15 percent of the Washington high school class of 2006 took the ACT at some time during their sophomore, junior or senior year of high school. Their average composite score of 22.9 (out of 36) was 1.8 points above the national average.

Washington SAT and ACT average scores compared to national average scores: 2005-06

	Washington	Nation
2005-06 SAT	1570	1518
2005-06 ACT	22.9	21.1

Sources: The College Board, "SAT Executive Summary 2006," and ACT, Inc., "ACT High School Profile of High School Graduating Class 2006, 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 in math and critical reading, but perform better than males in writing. In Washington, males achieved an average score of 553 on the math portion of the SAT, compared to 515 for females. In all categories, Washington's students' average scores were higher than the nation's students.

SAT mean scores by gender: 2005-06

	Math		Critical Reading		Writing	
	Males	Females	Males	Females	Males	Females
Nation	536	502	505	502	491	502
Washington	553	515	529	526	504	517

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: 2005-06

	Washington		Nation	
	Males	Females	Males	Females
English	22.0	22.8	20.1	21.0
Math	23.7	22.0	21.5	20.3
Reading	23.2	23.8	21.1	21.6
Science	23.2	21.8	21.4	20.5
Composite	23.2	22.7	21.2	21.0

Percentage of students meeting ACT's College Readiness Benchmark Scores, by gender

	Gender	English	Math	Reading	Science	Meet all Four
Washington	Males	78%	65%	65%	46%	39%
	Females	81%	52%	69%	33%	28%
Nation	Males	66%	47%	51%	32%	25%
	Females	71%	37%	55%	23%	18%

Sources: The College Board and ACT, Inc.

Readiness

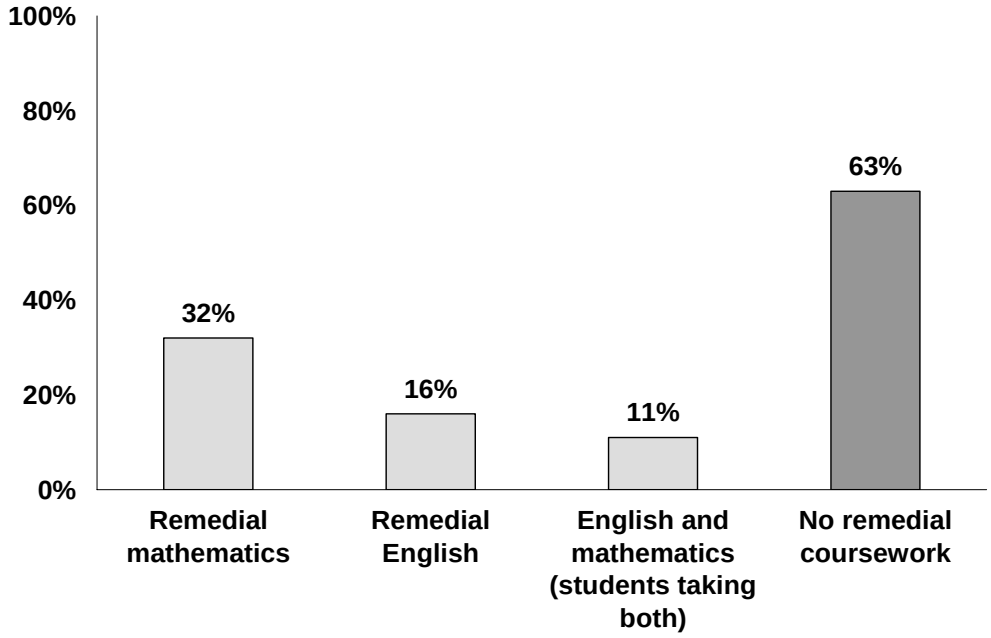
How much remediation do Washington high school graduates need when they get to college?

Remedial courses are basic education courses that do not carry college-level credit. Of the 2004 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, 37 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.

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

2004 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 2004*.

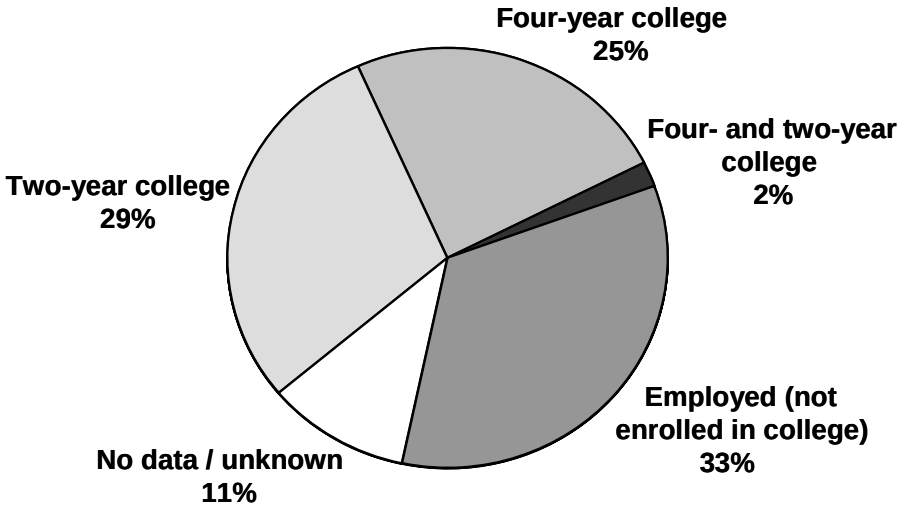
Participation in college

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

The "Washington State Graduate Follow-Up Study" for the high school class of 2004 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 2004



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 2004*.

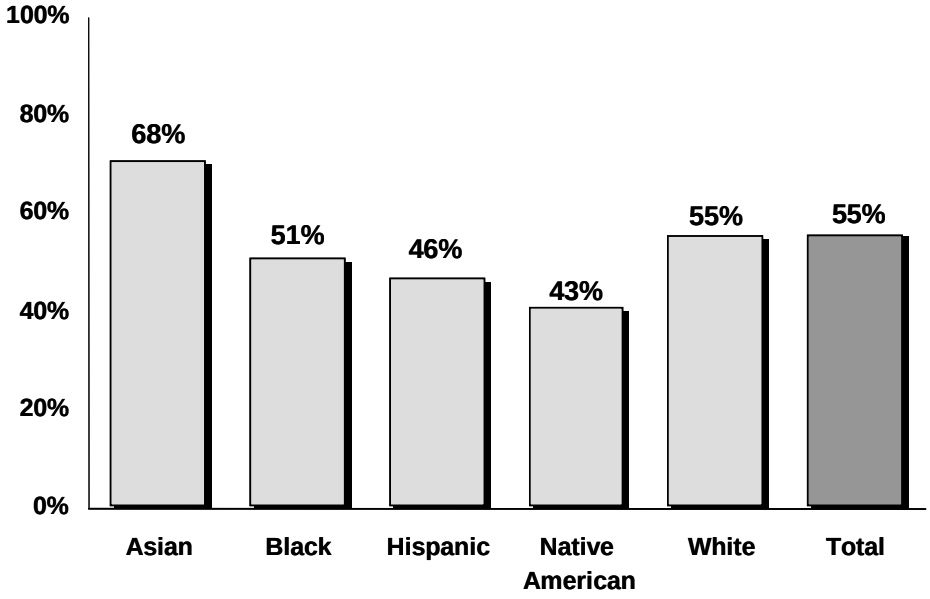
Participation in college

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 racial/ethnic backgrounds enroll at lower rates.

Percentage of high school graduates going to college, by race and ethnicity: 2004



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 2004*.

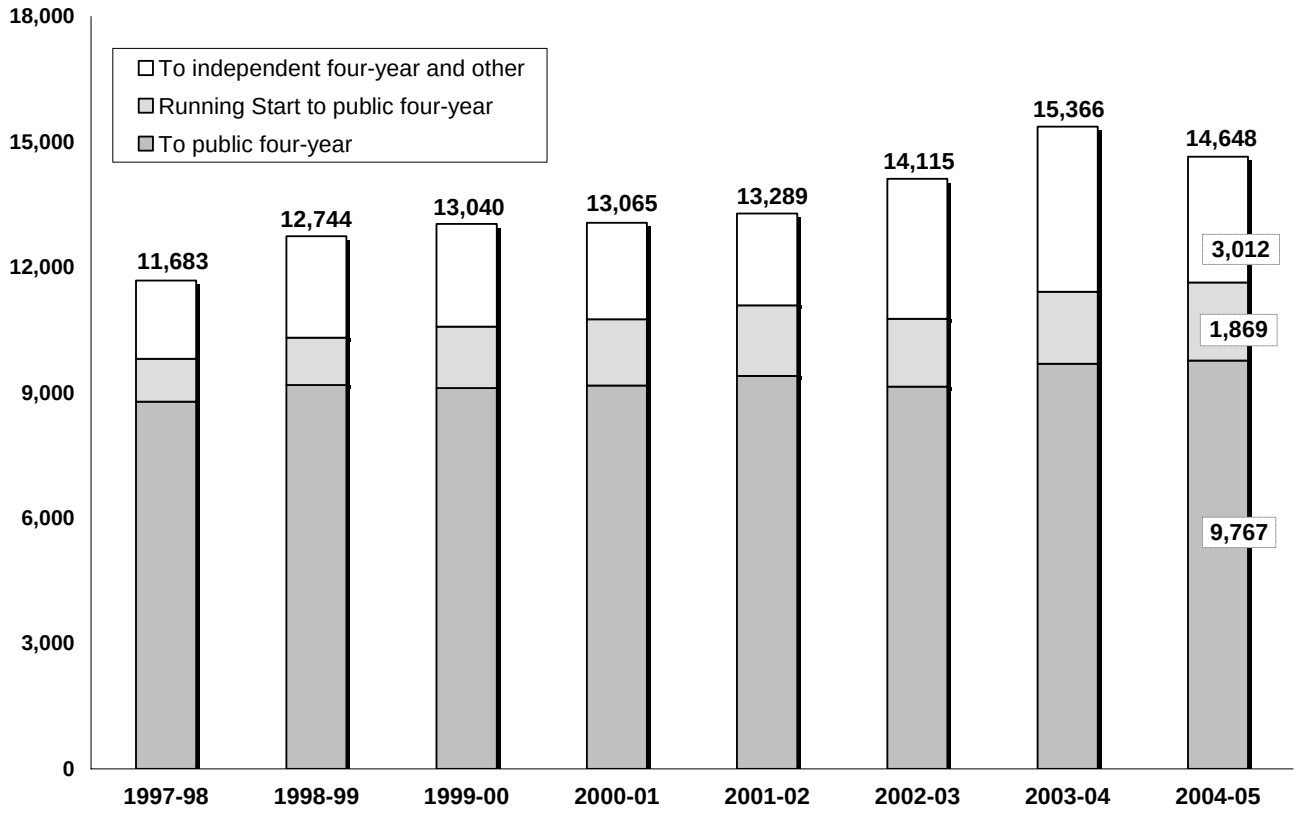
Transfers

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 2004-05. Not all transfer students have degrees and not all students with two-year degrees transfer.

Approximately three-fourths of the students transferred to public four-year institutions; this includes more than 1,800 Running Start students. In addition, over 3,000 students transferred to other baccalaureate institutions, either in-state or out-of-state (this includes 475 students who transferred to the University of Phoenix and 210 to Portland State University).

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, Student Progress and Success,* p. 3.

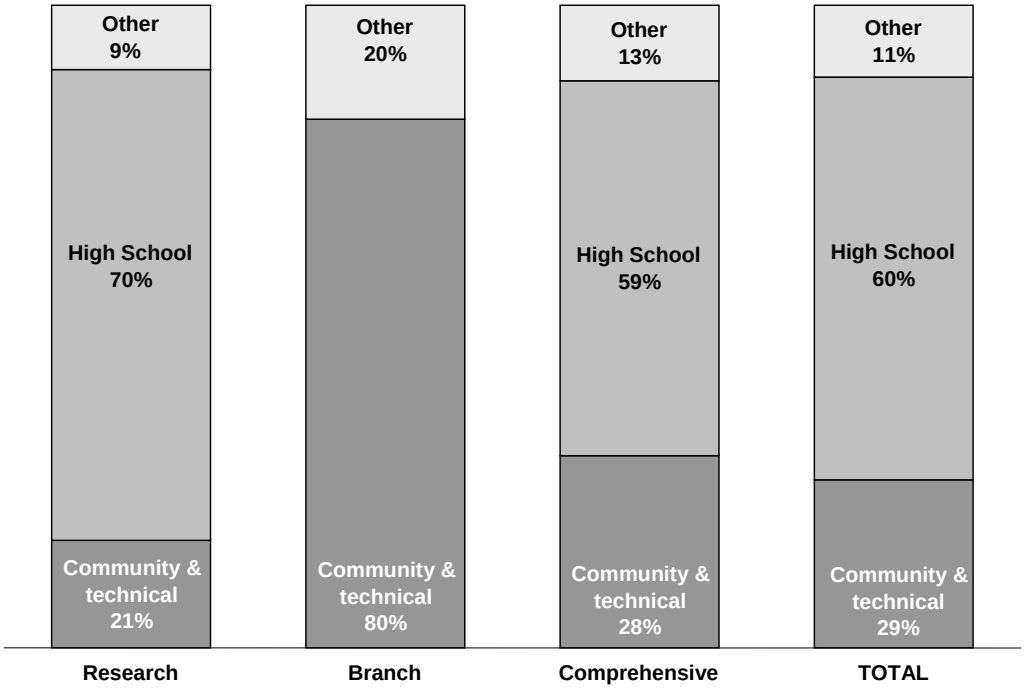
Transfers

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 2005.

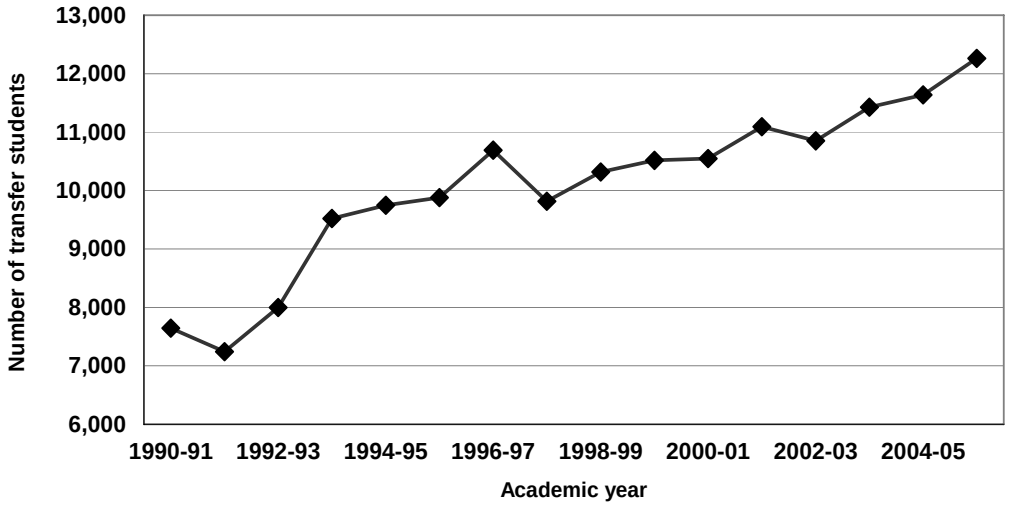
Notes: Students with Running Start credits are included in "high school." "Other" includes transfers from Washington four-year institutions, transfers from out-of-state, and unknown.

Transfers

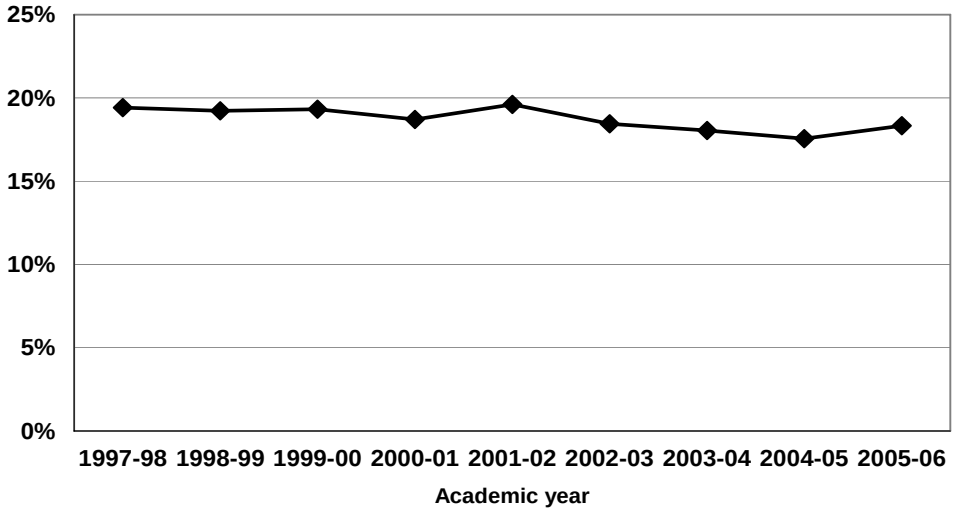
What are the trends in student transfer rates?

While the overall number of transfer students continues to increase, only about 20 percent of the community college students who say they intend to transfer to a public four-year institution actually do so within two years.

Number of student transfers from community and technical colleges to public baccalaureates (including Running Start)



Percentage of community and technical college students that transfer each year



Source: HECB analysis of data provided by the State Board for Community and Technical Colleges.

Achievement

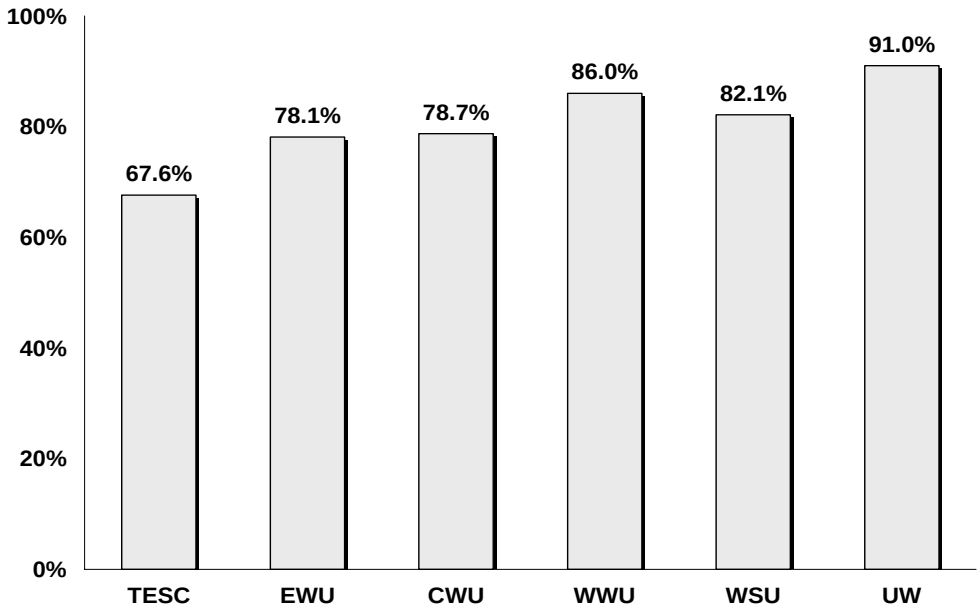
What proportion of freshmen return to school for their sophomore year?

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 about 90 percent at the four-year institutions



Source: Fall 2006 - reports submitted by baccalaureate institutions to the Higher Education Coordinating Board.

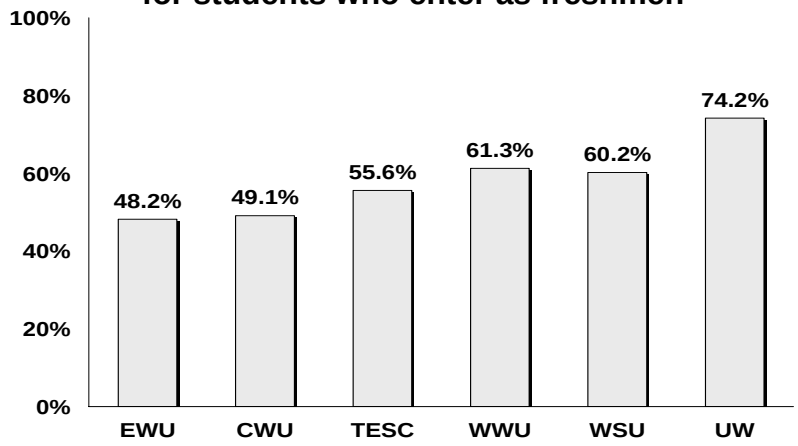
Achievement

How quickly do public undergraduate students earn degrees?

Graduation rates include the proportion of entering freshmen who earn degrees within six years of beginning their studies, as well as the percentage of transfer students with associate degrees who earn bachelor's degrees within three years.

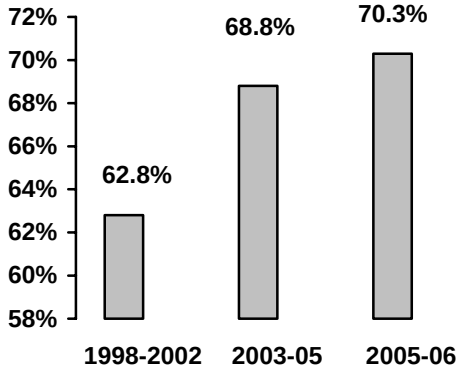
Six-year graduate rates vary widely across the four-year public institutions in the state. This variation may be due mainly to differences in the level of academic preparation that students bring to the schools.

Six-year graduation rates at the four-year public institutions for students who enter as freshmen



Sources: Data submitted to HECB by public baccalaureate institutions, and SBCTC data.
Note: graph shows the percentage of students who entered public baccalaureate institutions as freshmen in 1999 and graduated in 2005 (TESC and UW) or entered in 2000 and graduated in 2006 (CWU, EWU, WWU and WSU).

Three-year graduation rates at the public four-year institutions for transfer students with associate degrees from Washington two-year public institutions



Sources: Data submitted to HECB by public baccalaureate institutions, and SBCTC data.

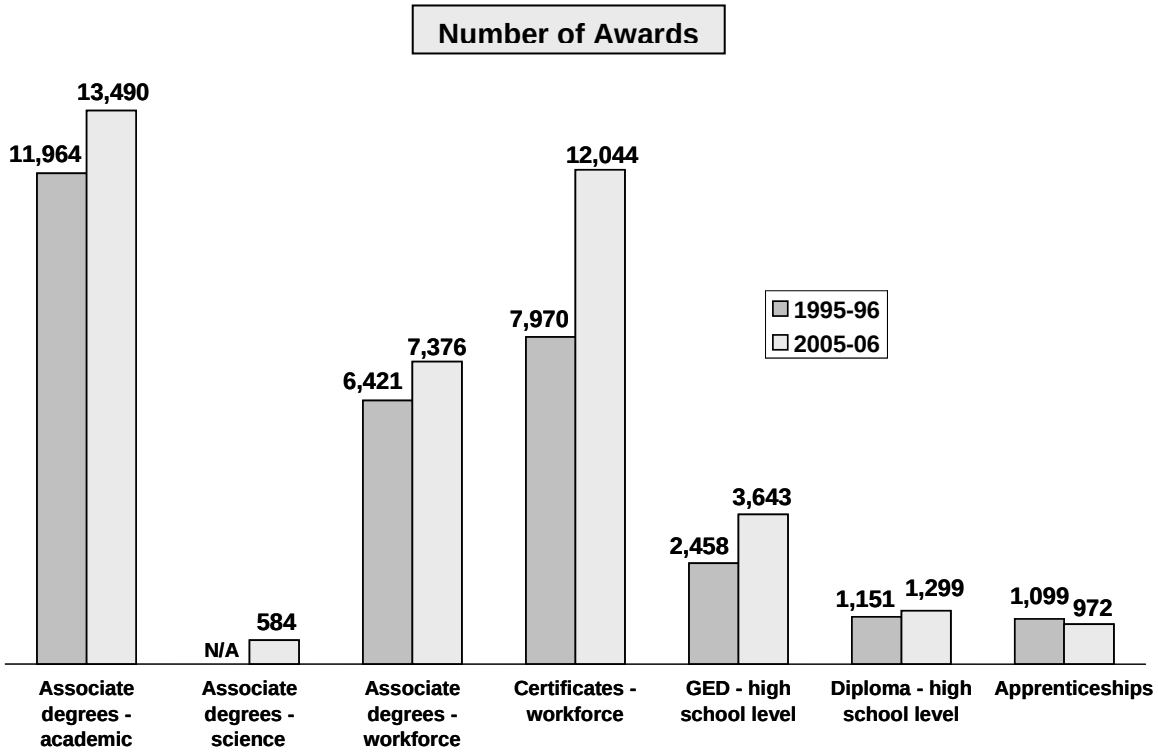
Achievement

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 2005-06



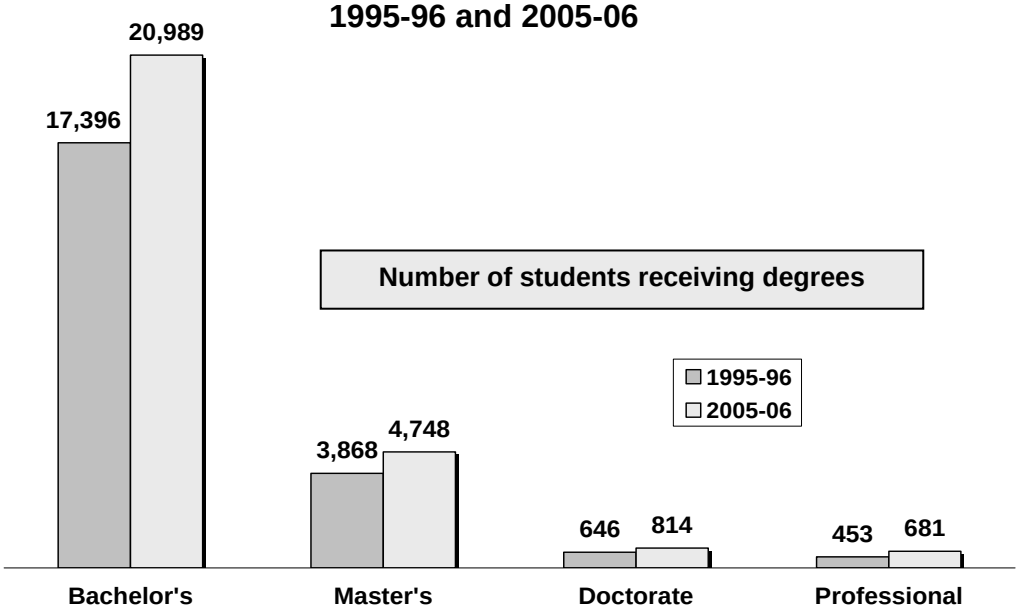
Sources: State Board for Community and Technical Colleges, *Academic Year Reports*, 1999-2000 and 2005-2006.

Achievement

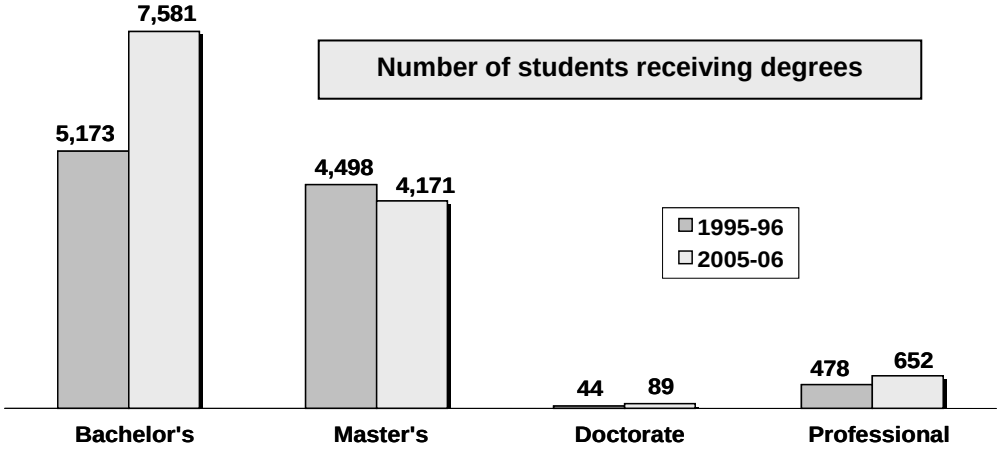
How many degrees are awarded each year at four-year institutions?

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 2005-06



Awards at independent four-year institutions have increased for most types of degrees: 1995-96 and 2005-06



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

Achievement

Gender

How does gender affect degree attainment and fields of study?

Women earn a larger share of bachelor's degrees than men. However, men and women receive disproportionate numbers of degrees in certain fields of study.

Percentage of students, by gender, earning bachelor's degrees: 1995-96 and 2005-06

	1995-96	2005-06
Women	54.8%	56.6%
Men	45.2%	43.4%

Program areas in which one or more Washington public four-year institutions disproportionately awarded degrees: 2004-05

Female Students

Family and consumer sciences/human sciences
Health professions and related clinical sciences
Education
Public administration and social service professions
Psychology
Visual and performing arts
Foreign languages, literatures, and linguistics
Area, ethnic, cultural and gender studies
Communication, journalism, and related programs

Male students

Computer and information sciences
Engineering technologies/technicians
Engineering
Mathematics and statistics
Business, management, and marketing
Architecture and related services
Physical sciences
Parks, recreation, leisure, and fitness studies
History
Security and protective services
Philosophy and religious studies
Social sciences

Sources: Integrated Postsecondary Education Data System (U.S. Department of Education) and HECB study, *Gender Equity in Higher Education*, December 2006.

Note: Programs listed in italics are highly disproportionate (a variance of 20 or more percentage points from the institutional mean). Others listed range from a 10- to 20-percent variance.

Achievement

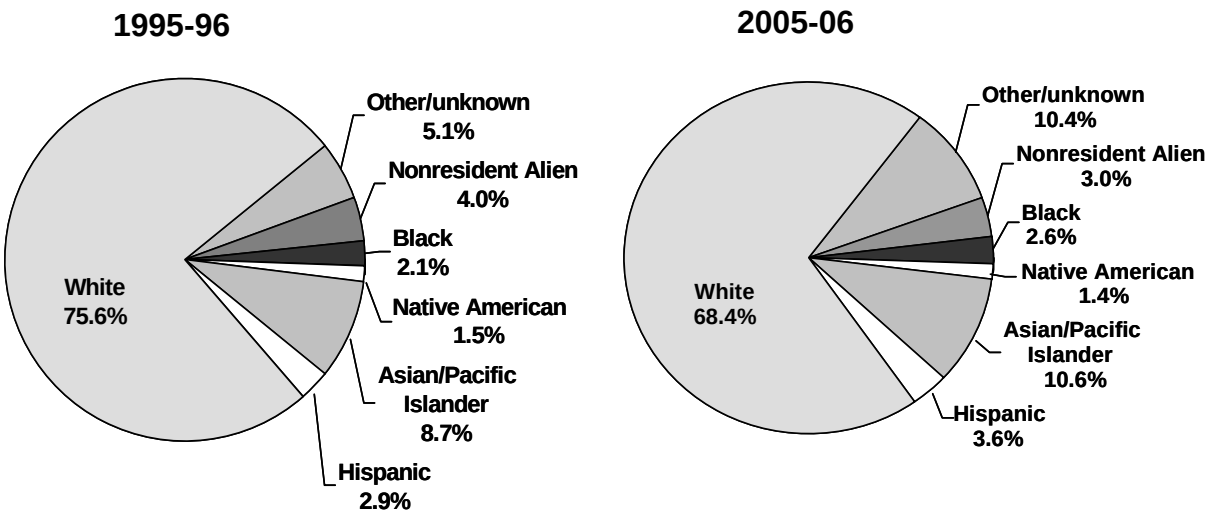
Race & ethnicity

What are the trends in minority degree completion?

Over time, there have been small increases in the proportion of bachelor's degrees earned by minority students.

However, diversity within the state's higher education system does not reflect diversity in society.

Percentage of students, by race and ethnicity, earning bachelor's degrees: 1995-96 and 2005-06



Source: Integrated Postsecondary Education Data System (U.S. Department of Education).
Note: Data reflect public and independent four-year institutions.

State population compared to college enrollment, by race and ethnicity

	2004: Percentage of population ages 17-39	Fall 2005: Undergraduate enrollment
Native American	1.6%	1.6%
Asian/Pacific Islander	7.6%	8.4%
Black	3.9%	4.0%
Hispanic	11.3%	5.2%
White	73.0%	65.8%
Two or more races	2.6%	
Unknown or Nonresident Alien		15.0%
Total	100.0%	100.0%

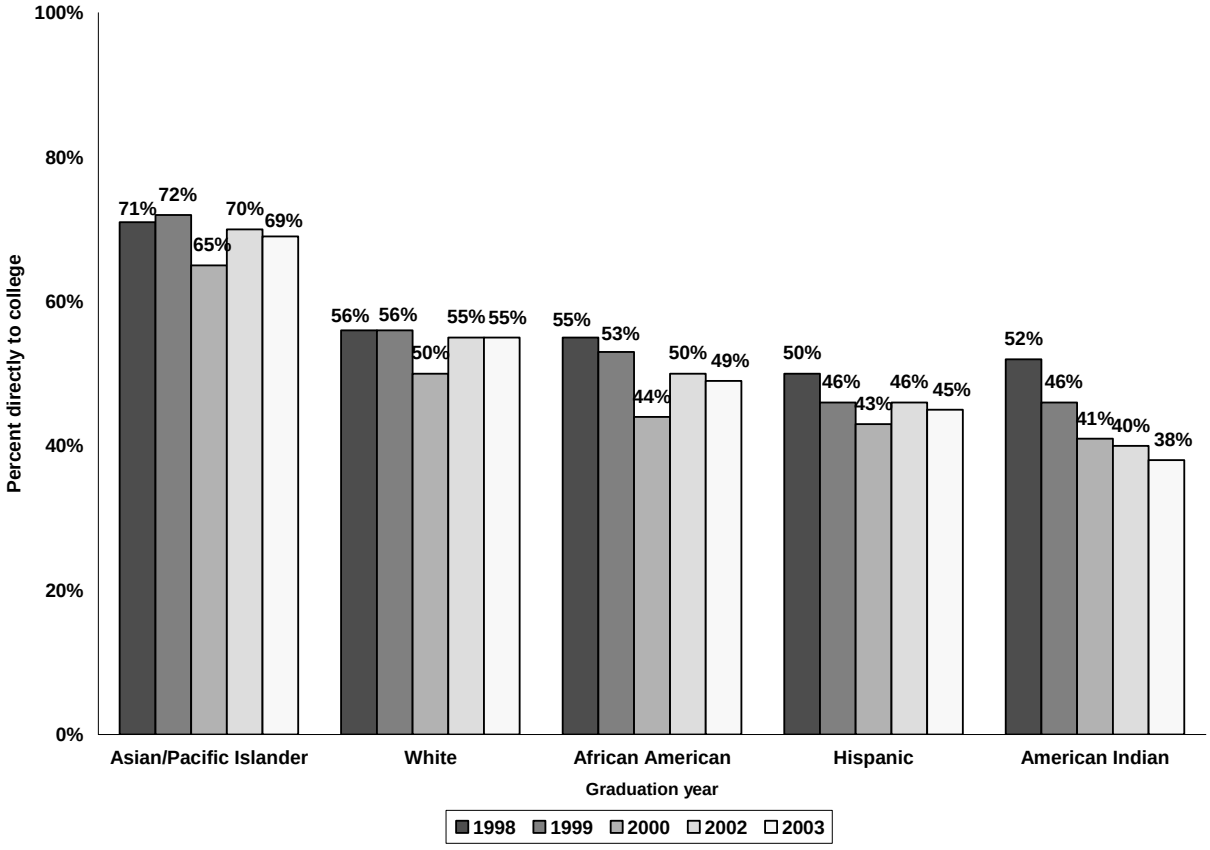
Achievement

Race & ethnicity

What are the trends of college-going rates for racial and ethnic minority students?

White and Asian/Pacific Islander high school graduates are more likely to go directly to college than American Indian, Black, and Hispanic graduates.

Percentage of high school graduates enrolling in college by race/ethnicity: 1998-2003



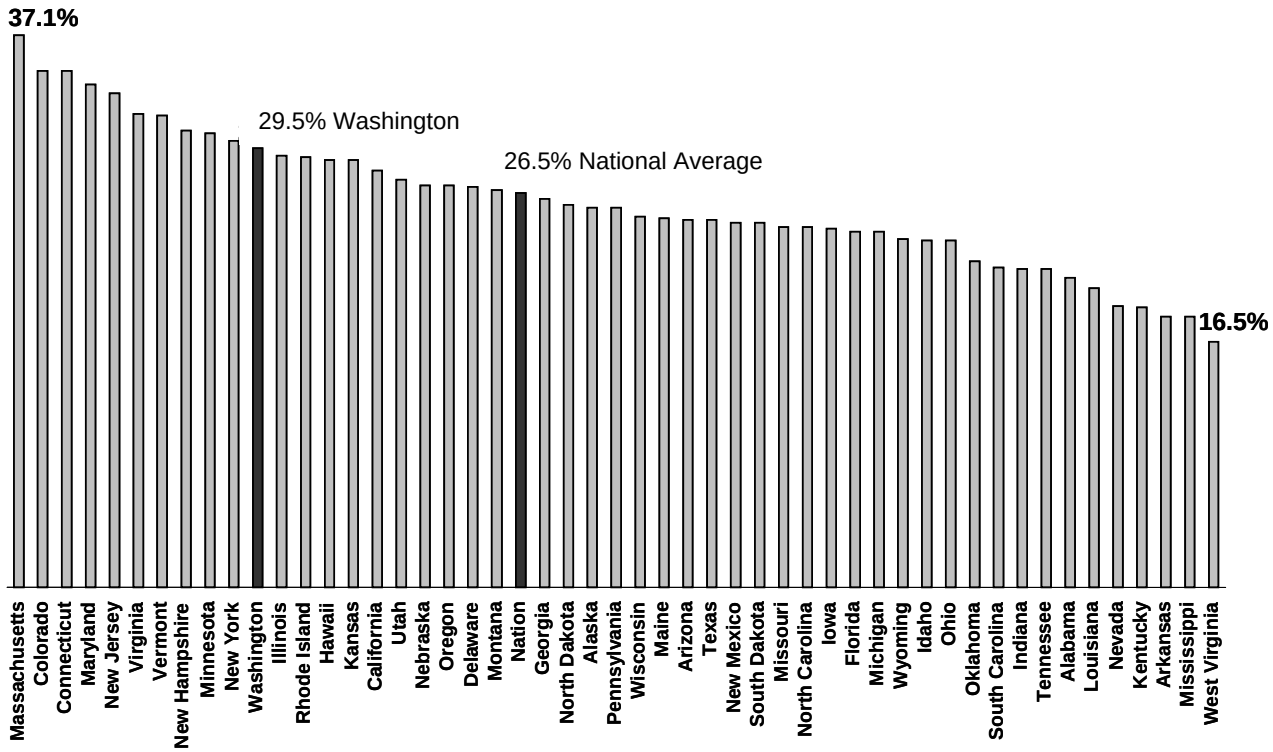
Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, Washington State Graduate Follow-up Study (various years).

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



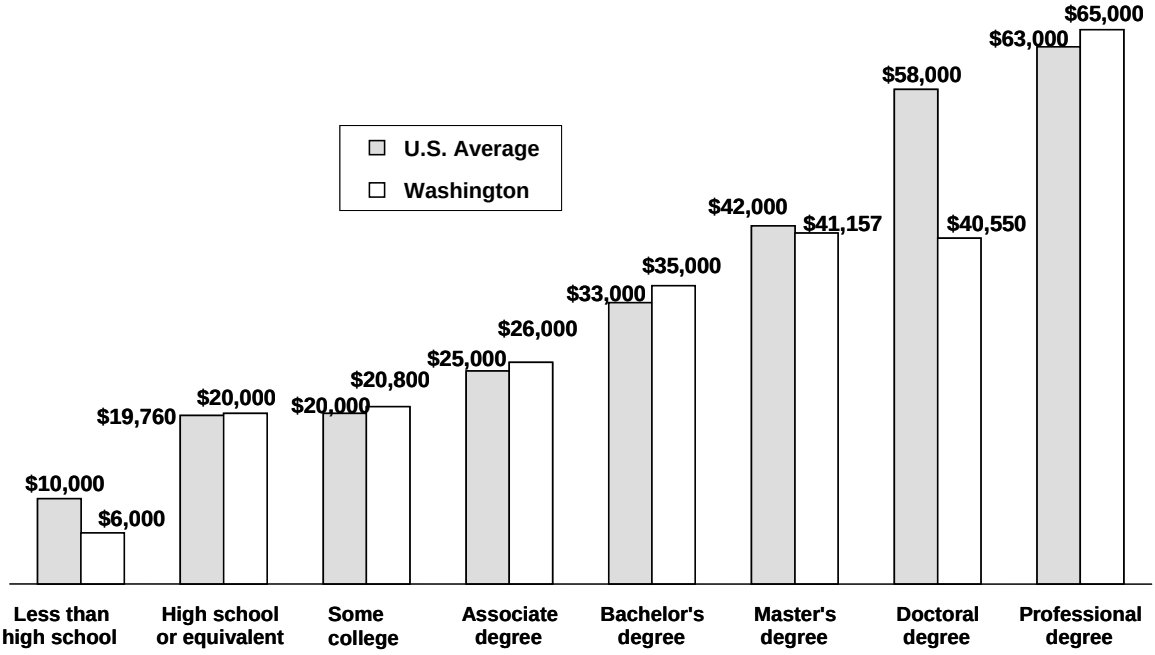
Source: 2000 U.S. Census.

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.

Costs

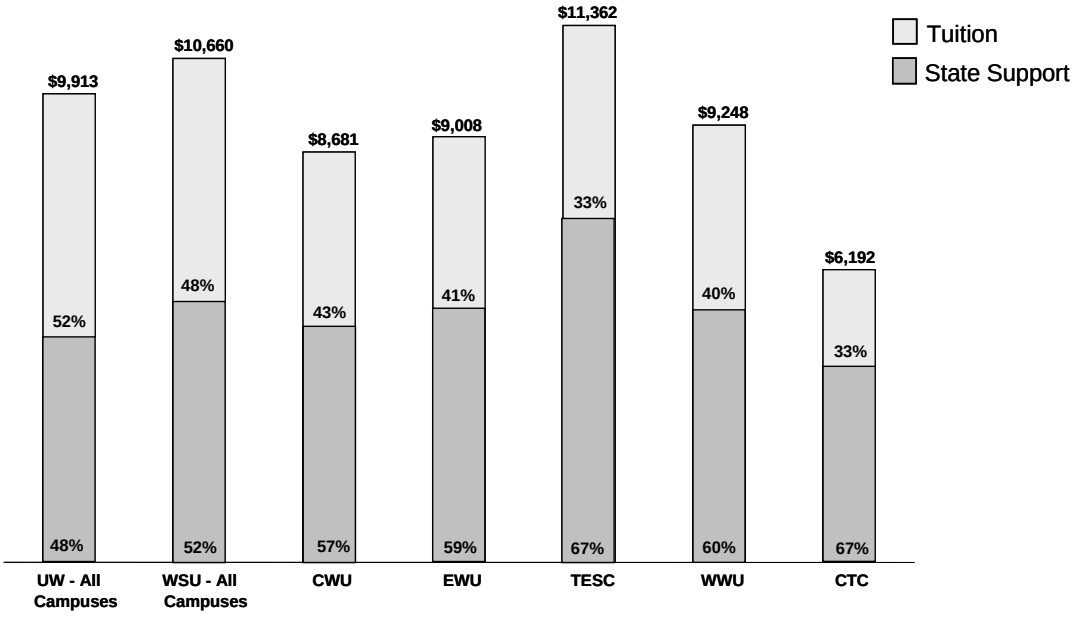
What is the cost of instruction?

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 below 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. The total cost of instruction for undergraduate courses is less at the community and technical colleges compared to four-year institutions. However, most community and technical colleges do not offer upper-division (junior and senior) courses – which usually have a somewhat higher cost.

Cost of instruction: average for resident undergraduates 2006-07 academic year



Source: Higher Education Coordinating Board.

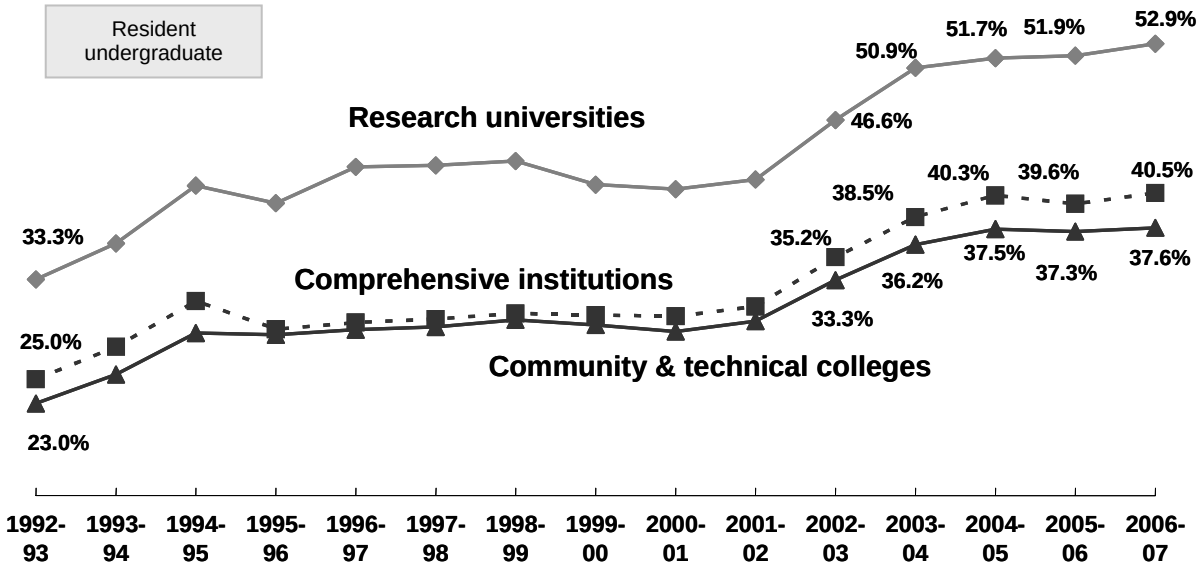
Note: Tuition reflects operating fee only; does not include building fee, services and activities fee, or other fees.

Costs

Trends in cost of instruction

Tuition paid by resident undergraduate students covers nearly 53 percent of undergraduate instructional costs at the research institutions, about 41 percent at the comprehensive institutions, and nearly 38 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 state budget.

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



	1977-78 to 1980-81	1981-82 to 1992-93	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Research universities:								
Resident undergraduate	25.0%	33.3%	41.6%	46.6%	50.9%	51.7%	51.9%	52.9%
Nonresident undergraduate	100.0%	100.0%	138.3%	150.2%	161.1%	166.2%	170.6%	174.2%
Comprehensive institutions:								
Resident undergraduate	*	25.0%	31.1%	35.2%	38.5%	40.3%	39.6%	40.5%
Nonresident undergraduate	*	100.0%	120.5%	132.2%	143.1%	148.5%	142.5%	141.7%
Community/technical colleges:								
Resident undergraduate	*	23.0%	29.8%	33.3%	36.2%	37.5%	37.3%	37.6%
Nonresident undergraduate	*	100.0%	127.2%	130.4%	134.2%	131.5%	125.6%	121.7%

*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 a 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. The 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 2006-07

RESIDENT	TUITION: Operating fee	TUITION: Building fee	TUITION: **Statutory tuition** (operating & building)	S & A: Services and Activities (S & A) fee	TOTAL: **Tuition plus S & A fees**	Tech. fee: Tech-nology fee (Optional)	TOTAL: **OVERALL TUITION AND FEES**
UW - Seattle							
Undergraduate (UG)	5,187	273	5,460	297	5,757	123	5,880
Postbaccalaureate (UG courses)	5,187	273	5,460	297	5,757	123	5,880
Postbaccalaureate (Grad courses)	8,353	440	8,793	297	9,090	123	9,213
Nonmatriculated (UG courses)	5,187	273	5,460	297	5,757	123	5,880
Nonmatriculated (Grad courses)	8,353	440	8,793	297	9,090	123	9,213
Graduate (Tier I)	8,044	249	8,293	297	8,590	123	8,713
Graduate (Tier II)	8,286	257	8,543	297	8,840	123	8,963
Graduate (Tier III)	8,529	264	8,793	297	9,090	123	9,213
Business Master's (incoming)	16,781	519	17,300	297	17,597	123	17,720
Business Master's (2nd year)	14,336	444	14,780	297	15,077	123	15,200
Tacoma Business Master's Prog.	12,735	394	13,129	318	13,447	120	13,567
Bothell Bus. Master's (incoming)	15,469	479	15,948	279	16,227	120	16,347
Bothell Bus. Master's (2nd year)	14,336	444	14,780	279	15,059	120	15,179
Nursing Master's	10,349	321	10,670	297	10,967	123	11,090
Bothell Nursing Master's	8,286	257	8,543	279	8,822	120	8,942
Tacoma Nursing Master's	8,286	257	8,543	318	8,861	120	8,981
Pharm D	11,384	353	11,737	297	12,034	123	12,157
Law: Master's and Professional	15,258	472	15,730	297	16,027	123	16,150
Medical and Dental Professional	14,579	768	15,347	297	15,644	123	15,767
UW - Bothell							
All charges same as above except as noted, and S & A fee:				279			
UW - Tacoma							
All charges same as above except as noted, and S & A fee:				318			
WSU - all campuses							
Undergraduate	5,163	269	5,432	455	5,887		5,887
Graduate	6,412	198	6,610	455	7,065		7,065
Pharm D	11,355	351	11,706	455	12,161		12,161
Masters of Business Adm. (MBA)	9,750	202	9,952	455	10,407		10,407
Graduate Nursing (continuing)	8,242	255	8,497	455	8,952		8,952
Graduate Nursing (entering in 2007)	10,348	321	10,669	455	11,124		11,124
Professional (DVM / WWAMI)	13,821	727	14,548	455	15,003		15,003
CWU							
Undergraduate	3,737	159	3,896	497	4,393	75	4,468
Graduate	5,673	143	5,816	497	6,313	75	6,388
EWU							
Undergraduate	3,679	146	3,825	453	4,278	105	4,383
Graduate	5,888	145	6,033	432	6,465	105	6,570
TESC							
Undergraduate	3,741	156	3,897	475	4,372		4,372
Graduate	5,917	152	6,069	475	6,544		6,544
WWU							
Undergraduate	3,740	154	3,894	462	4,356	51	4,407
Graduate	5,367	131	5,498	462	5,960	51	6,011
Community/Technical Colleges							
Undergraduate	2,073	254	2,327	260	2,587	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 2006-07

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)	19,823	935	20,758	297	21,055	123	21,178
Postbaccalaureate (UG courses)	19,823	935	20,758	297	21,055	123	21,178
Postbaccalaureate (Grad courses)	19,688	928	20,616	297	20,913	123	21,036
Nonmatriculated (UG courses)	19,823	935	20,758	297	21,055	123	21,178
Nonmatriculated (Grad courses)	19,688	928	20,616	297	20,913	123	21,036
Graduate (Tier I)	19,411	705	20,116	297	20,413	123	20,536
Graduate (Tier II)	19,653	713	20,366	297	20,663	123	20,786
Graduate (Tier III)	19,894	722	20,616	297	20,913	123	21,036
Business Master's (incoming)	26,055	945	27,000	297	27,297	123	27,420
Business Master's (2nd year)	23,851	866	24,717	297	25,014	123	25,137
Tacoma Business Master's Prog.	23,034	836	23,870	318	24,188	120	24,308
Bothell Bus. Master's (incoming)	23,851	866	24,717	279	24,996	120	25,116
Bothell Bus. Master's (2nd year)	23,851	866	24,717	279	24,996	120	25,116
Nursing Master's	20,380	740	21,120	297	21,417	123	21,540
Bothell Nursing Master's	19,653	713	20,366	279	20,645	120	20,765
Tacoma Nursing Master's	19,653	713	20,366	318	20,684	120	20,804
Pharm D	22,418	814	23,232	297	23,529	123	23,652
Law: Master's and Professional	22,535	818	23,353	297	23,650	123	23,773
Medical and Dental Professional	36,053	1,116	37,169	297	37,466	123	37,589
UW - Bothell							
All charges same as above except as noted, and S & A fee:				279			
UW - Tacoma							
All charges same as above except as noted, and S & A fee:				318			
WSU - all campuses							
Undergraduate	14,395	677	15,072	455	15,527		15,527
UG: Distance Degree Program	7,745	404	8,149	455	8,604		8,604
Graduate	16,162	586	16,748	455	17,203		17,203
Grad: Distance Degree Program	9,617	298	9,915	455	10,370		10,370
Pharm D	22,329	811	23,140	455	23,595		23,595
Masters of Business Adm. (MBA)	19,627	597	20,224	455	20,679		20,679
Graduate Nursing (continuing)	18,671	678	19,349	455	19,804		19,804
Graduate Nursing (entering in 2007)	20,380	739	21,119	455	21,574		21,574
Professional (DVM / WWAMI)	35,498	1,099	36,597	455	37,052		37,052
CWU							
Undergraduate	12,340	510	12,850	497	13,347	75	13,422
Graduate	13,076	538	13,614	497	14,111	75	14,186
EWU							
Undergraduate	12,378	510	12,888	447	13,335	105	13,440
Graduate	16,193	499	16,692	426	17,118	105	17,223
TESC							
Undergraduate	13,520	563	14,083	475	14,558		14,558
Graduate	18,921	585	19,506	475	19,981		19,981
WWU							
Undergraduate	13,866	575	14,441	462	14,903	51	14,954
Graduate	15,264	472	15,736	462	16,198	51	16,249
Community/Technical Colleges							
Undergraduate	6,892	643	7,535	260	7,795	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

		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
UW	Resident	$ 3,593	$ 4,167	$ 4,458	$ 4,770	$ 5,103	$ 5,460
	Nonresident	12,868	14,868	15,611	17,400	19,400	20,758
WSU	Resident	3,574	4,145	4,435	4,745	5,077	5,432
	Nonresident	10,955	11,940	12,537	13,163	14,085	15,072
CWU	Resident	2,658	3,027	3,240	3,466	3,675	3,896
	Nonresident	10,395	11,016	11,016	11,016	12,007	12,850
EWU	Resident	2,613	2,976	3,183	3,405	3,609	3,825
	Nonresident	9,879	11,259	12,045	12,888	12,888	12,888
TESC	Resident	2,657	3,029	3,240	3,468	3,676	3,897
	Nonresident	10,397	11,853	12,921	14,083	14,083	14,083
WWU	Resident	2,655	3,027	3,238	3,465	3,673	3,894
	Nonresident	10,398	11,226	12,012	12,852	13,623	14,441
CTCs	Resident	1,568	1,784	1,927	2,081	2,119	2,327
	Nonresident	6,686	6,992	7,135	7,289	7,407	7,535

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

Tuition and fees

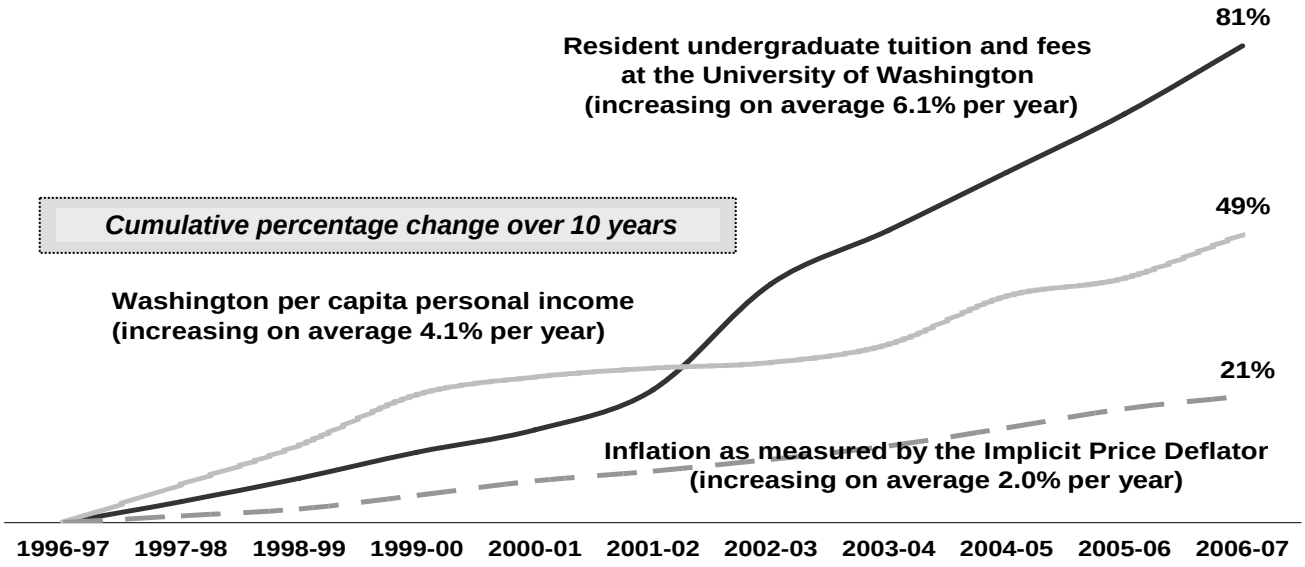
What have been the trends compared to other expenses?

Over the past 10 years, tuition and fees have increased 81 percent at the University of Washington.

During the same time, the cost of most consumer goods increased an average of 21 percent.

Per capita personal income in Washington increased 49 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: 1996-97 to 2006-07

	1996-97	2006-07	Change
Tuition and fees (resident undergraduate)			
Public research – University of Washington	$ 3,250	$ 5,880	81%
Public comprehensive institutions (average)	2,431	4,350	79%
Community colleges	1,402	2,586	84%
Independent – lowest	5,160	8,400	63%
Independent – weighted average	14,353	23,870	66%
Independent – highest	18,650	30,530	64%
Other expenses			
Room and board/books/transportation/miscellaneous	7,982	11,034	38%
Inflation			
Inflation (Implicit Price Deflator) – Base year 1996-97 = 100	100%	121%	21%
Income			
Washington per capita personal income	$25,601	$38,117	49%

Sources: Higher Education Coordinating Board for tuition and fees and other expenses; Legislative Evaluation and Accountability Program Committee (LEAP) for Implicit Price Deflator and Washington Per Capita Personal Income.

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: 2006-07 academic year

	University of Washington	Washington State University	Comprehensive institutions	Community and technical colleges
Resident undergraduate tuition and fees	$5,880	$5,887	$4,419	$2,586
National comparison				
National average	$6,608	$6,608	$5,192	$2,642
Dollar difference	($728)	($721)	($773)	($56)
Percentage difference	(11.0%)	(10.9%)	(14.9%)	(2.1%)
Washington rank	27th	N/A	32nd	24th

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: 2006-07 academic year

	University of Washington	Washington State University	Comprehensive institutions	Community and technical colleges
Resident undergraduate tuition and fees	$5,880	$5,887	$4,419	$2,586
Peer institution comparison				
Peer average	$7,622	$6,923	$5,192	$2,642
Dollar difference	($1,742)	($1,036)	($773)	($56)
Percentage difference	(22.9%)	(15.0%)	(14.1%)	(2.1%)
Peer rank	19th of 25	13th of 23	32nd of 46	24th 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.

Comprehensive institutions – 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 third-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 15 percent higher-than-average tuition and fees at community colleges in the western states.

Western states comparison of resident undergraduate tuition and fees: 2006-07 academic year

	University of Washington	Washington State University	Comprehensive institutions	Community and technical colleges
Resident undergraduate tuition and fees	$5,880	$5,887	$4,419	$2,586
WICHE states (15 western states) comparison				
WICHE average	$5,011	$5,011	$4,205	$2,250
Dollar difference	$869	$876	$214	$336
Percentage difference	17.3%	17.5%	5.1%	14.9%
Washington rank	3rd	N/A	6th	5th

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

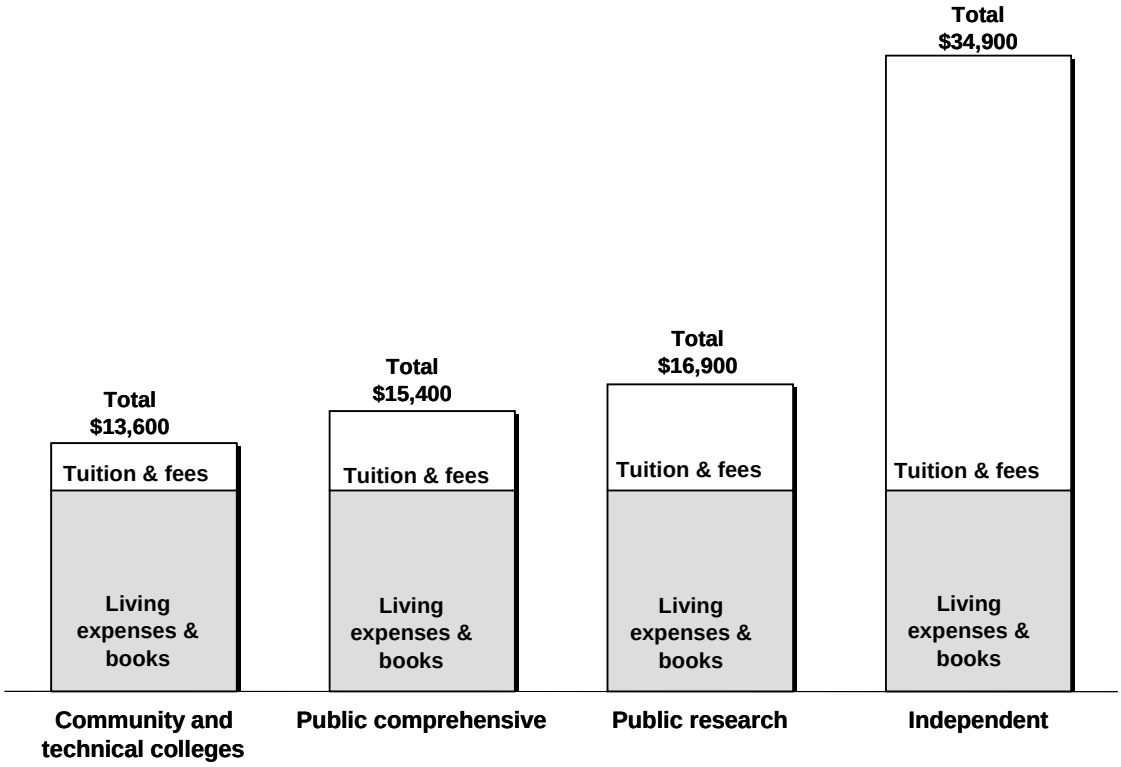
What total price do students pay to attend college?

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 below 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 2006-07, and Higher Education Coordinating Board.

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

State operating budget

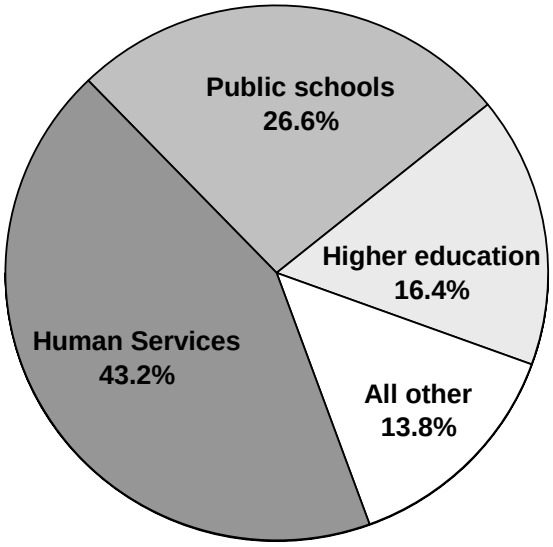
How much of the total operating budget is earmarked for higher education?

The state's $51.3 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 about 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: $51.3 billion



Source: Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes: 2005-07 Biennium – 2006 Supplemental*, May 2006.

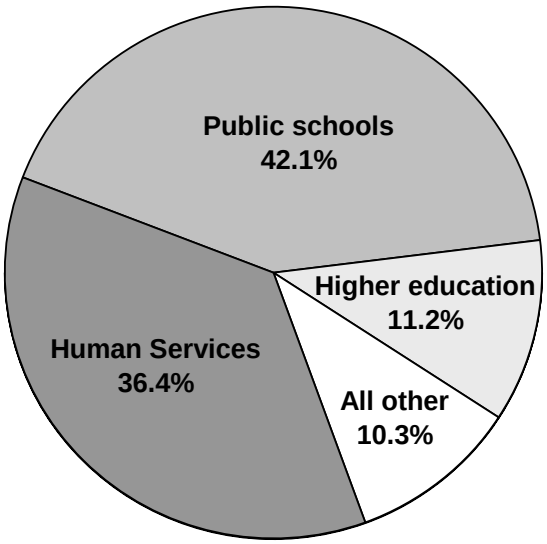
State operating budget

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 totals $26 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 – 2006 Supplemental*, May 2006.

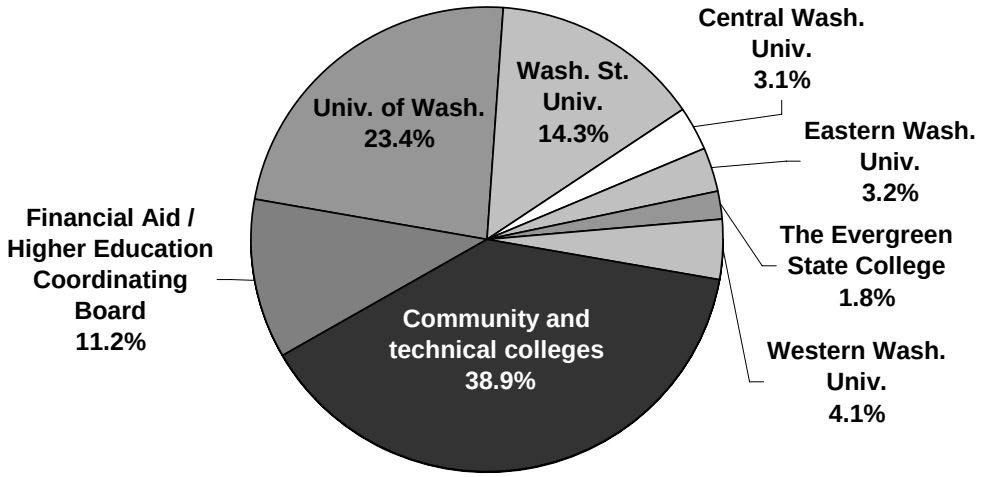
State operating budget

General fund

Of the $2.9 billion appropriated to higher education in 2005-07, the community and technical colleges received 38.9 percent ($1.1 billion); the University of Washington received 23.4 percent ($690 million); and Washington State University received 14.3 percent ($420 million).

Student financial aid comprises another significant share of the higher education budget. The Higher Education Coordinating Board received 11.2 percent ($331 million); 93 percent ($308 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	$1,146
University of Washington	690
Washington State University	420
Financial Aid/Higher Education Coordinating Board	331
Western Washington University	120
Eastern Washington University	94
Central Washington University	92
The Evergreen State College	53
Total	**$2,946**

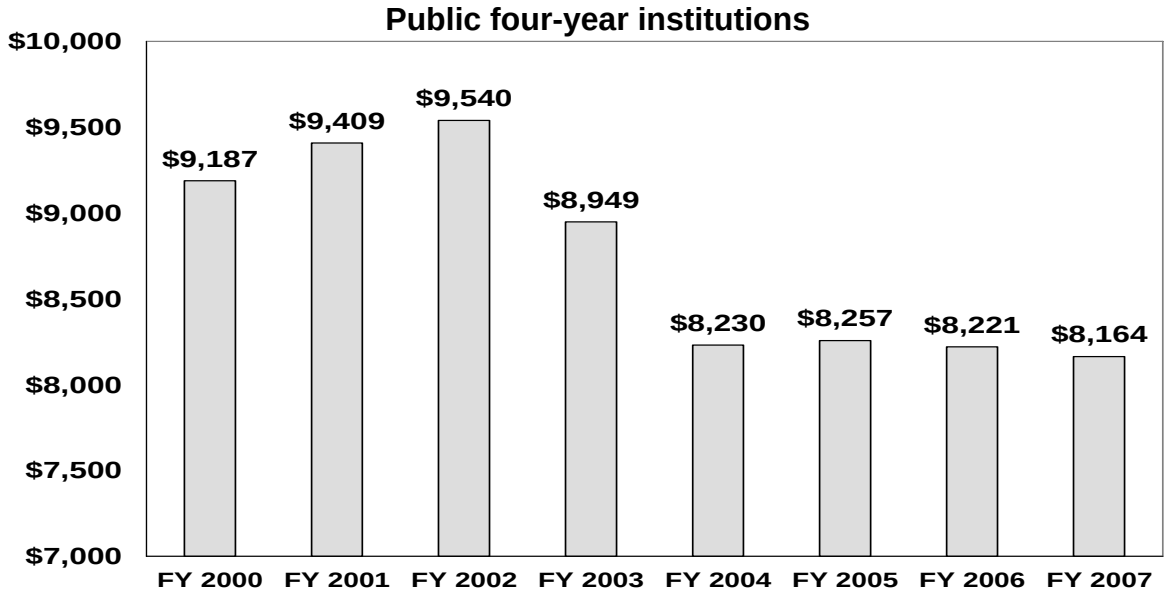
Source: Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes: 2005-07 Biennium – 2006 Supplemental*, May 2006.

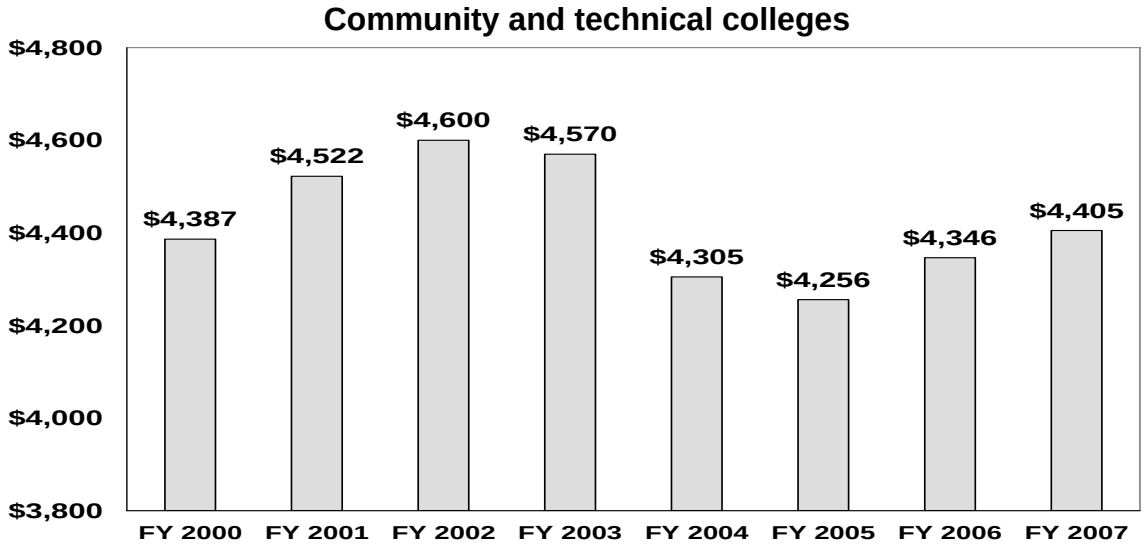
State operating budget

What are the trends in state funding?

After increases in the early part of the decade, state support for higher education declined. Recently, however, expenditures per FTE have stabilized somewhat.

State general fund expenditures per budgeted FTE student (adjusted for inflation: 2007 dollars)



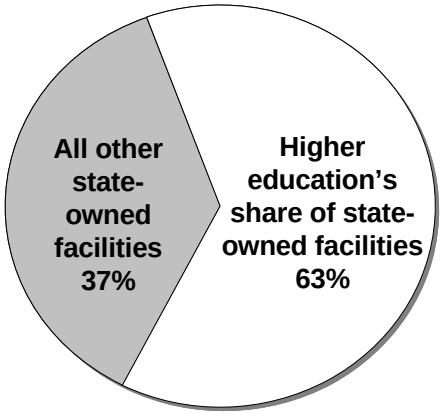


Source: Legislative Evaluation and Accountability Program Committee.

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 nine percent of the average of general state revenues for the past three years.

State law further limits the debt service ceiling to seven 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).

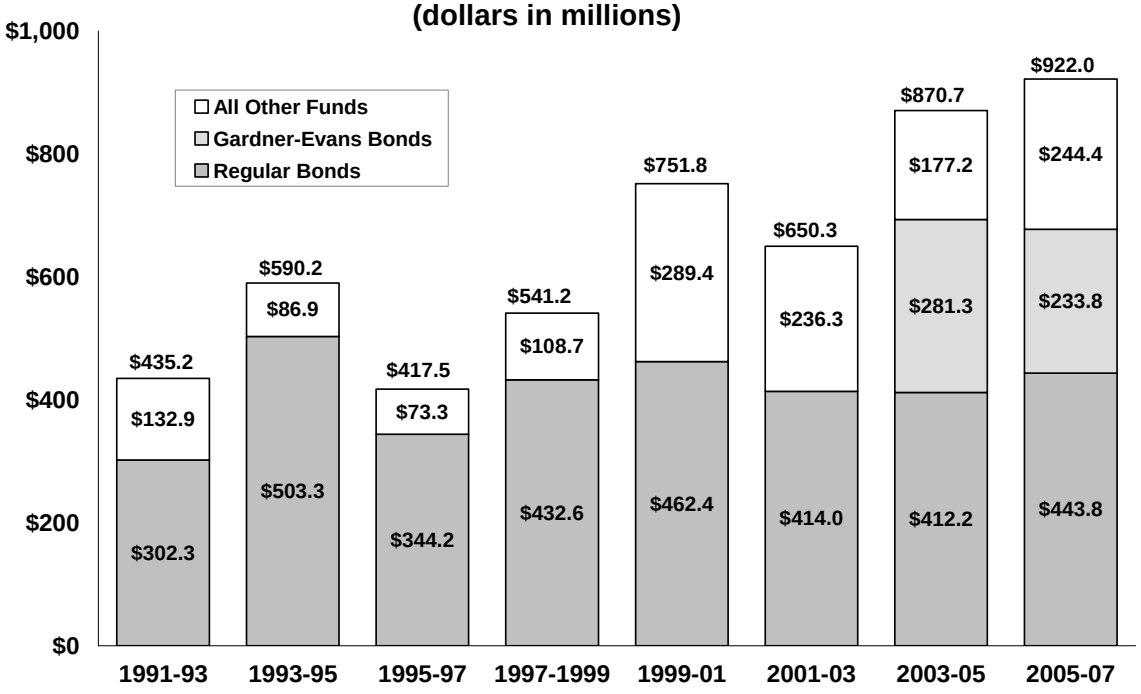
State bond appropriations to higher education remained fairly stable until 2003-05 when, in response to a proposal by former Govs. Dan Evans and Booth Gardner, the 2003 Legislature increased the state's debt limit to provide additional capital funds for higher education facilities over six years.

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.

Higher education capital appropriations
(dollars in millions)



Capital budget

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

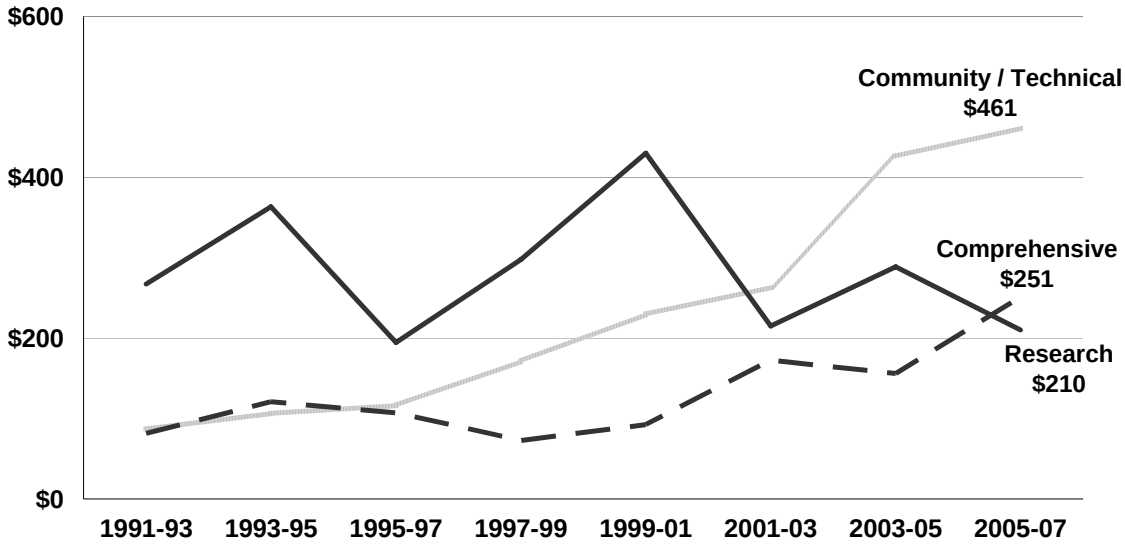
Historically, capital budgets for higher education have been basically stable, accounting for about 30 percent of the total state capital budget.

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.

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 2007

Program name	Estimated number of students served	Appropriation (dollars in millions)
State Need Grant	66,200	$167.7
State Work Study	9,900	$19.4
Educational Opportunity Grant	1,216	$2.9
Foster Care Endowed Scholarship	TBD	$.75
Future Teachers Conditional Scholarship	84	$.75
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Scholarships	187	$.75
Health Professional Loan Repayment and Scholarship Programs	99	$3.1
Washington Scholars Program	420	$2.4
Washington Award for Vocational Excellence (WAVE)	295	$.96
WICHE Professional Student Exchange	13	$.20
Washington Center Scholarship	15	$.06

Source: Higher Education Coordinating Board. Includes state general fund, education legacy trust, and small amounts of federal LEAP and SLEAP funds.

Note: The HECB also manages indirect forms of aid (i.e., Community Scholarship Matching Grant).

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."

Student college costs (price of attendance)
(-) Expected family contribution (EFC)
= Financial need/eligibility

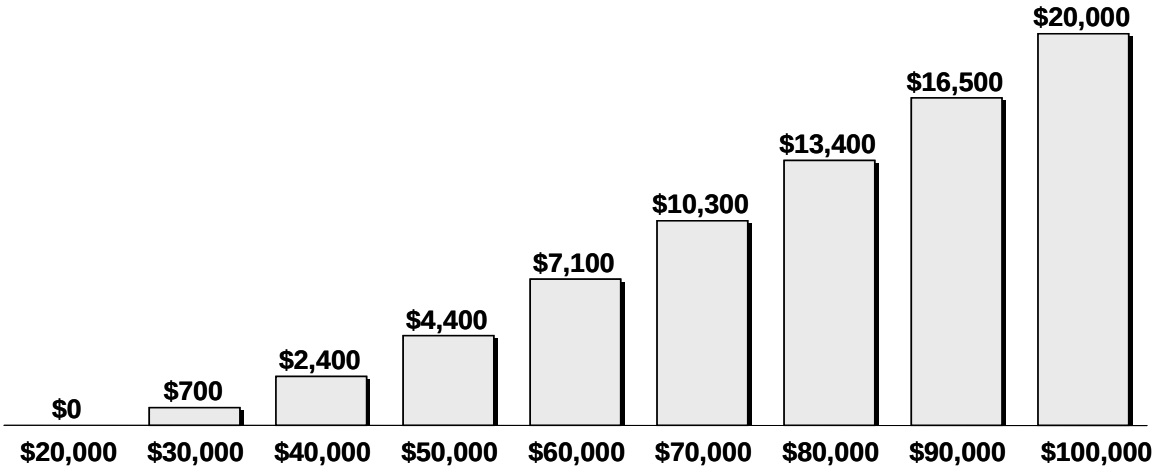
To determine the "expected family contribution," the student must complete a "Free Application for Federal Student Aid" (FAFSA).

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 $7,100 toward college costs per 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, 2006.

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:

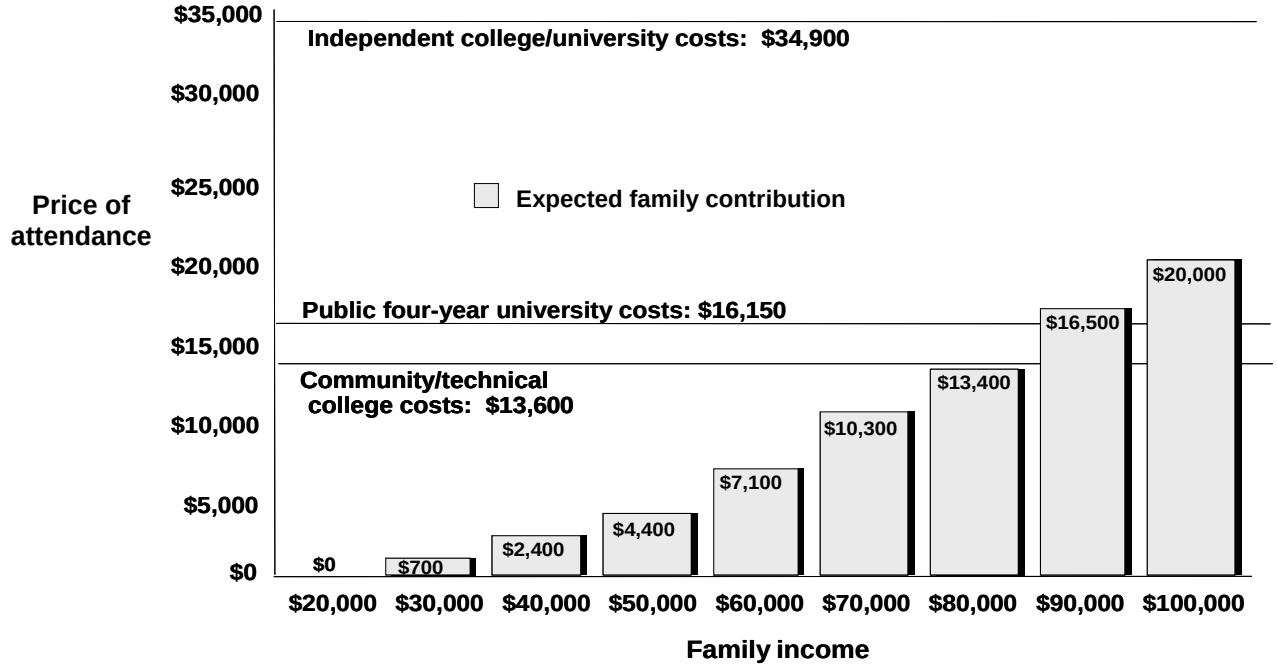
- The cost to attend the institution; and
- The amount the family is expected to contribute.

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, 2006; Washington Financial Aid Association 2006-07 maintenance budgets; and 2006-07 tuition rates.

Financial aid

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

More than 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 2005-06. These students represent about 45 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 2005-06
Community and technical colleges	56,707 students
Four-year public	47,235 students
Four-year independent	23,970 students
Private career schools	6,928 students

Source: Higher Education Coordinating Board, *Unit Record Report, 2005-06.*

Financial aid

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

Types of programs
Grants
Work study
Loans

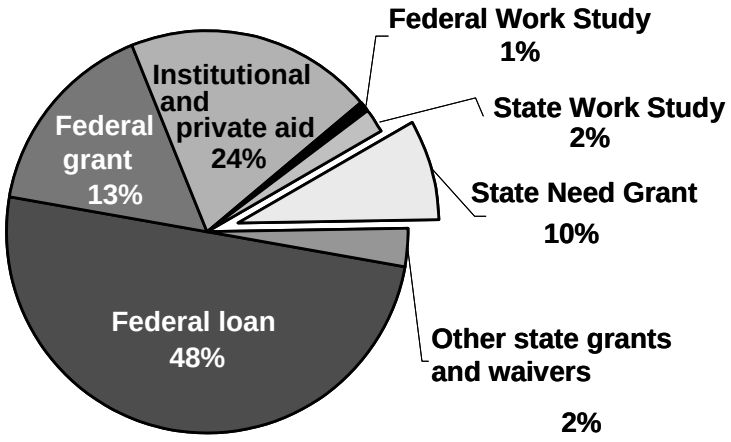
Sources of funding
Federal
State
Institutional and private

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 10 percent of all need-based financial aid available. The remainder of the available assistance is from institutional and private sources. Not included in these amounts are federal and institutional aid disbursed by colleges and universities that do not participate in state aid programs (e.g., University of Phoenix and City University) and other financing methods used by students and families, such as private loans, credit card debt, and the impact of federal tax cuts.

Need-based student financial aid available to students attending Washington institutions in 2005-06
Total - $1.48 billion



Source: Higher Education Coordinating Board, *Unit Record Report, 2005-06.*

Financial aid programs

Which financial aid programs does Washington provide?

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 public purposes, including opportunity for equitable access, affordability and merit, and employment shortages.

Opportunity for equitable access

State Need Grant (RCW 28B.92)

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 $45,000 for a family of four.

Maximum grant amounts vary by type of institution (for 2006-07)

Community and technical colleges	$2,450
Private career colleges	$2,450
Public comprehensive universities	$3,970
Public research universities	$5,156
Independent universities	$5,390

State Work Study (RCW 28B.12)

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 2005-06 was $2,511.

Educational Opportunity Grant (RCW 28B.101)

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

Affordability and merit

GEAR UP
(by budget proviso)

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
The GEAR UP program provides scholarships to needy or disadvantaged students who participated in early awareness and outreach programs.

Foster Care Endowed Scholarship
(RCW 28B.116)

Foster Care Endowed Scholarship
Created in 2005, the purpose of the program is to help students who are 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 scholarship.

American Indian Endowed Scholarship
(RCW 28B.102)

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 per year, ranging from $1,500 to $1,800.

Merit

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

Washington Scholars
This program honors the accomplishments of three 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 1 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
(RCW 28B.15.545 and RCW 28C.04.520-550)

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)

Alternative Routes (RCW 28A.660)

Future Teachers Conditional Scholarship (RCW 28B.102)

WICHE Professional Student Exchange (RCW 28B.70)

Employment shortages

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 2005, about 113 health professionals worked in underserved areas in Washington as a result of this program.

Alternative Routes
Alternative Routes (through the Office of the Superintendent of Public Instruction) helps school districts recruit teachers in subject matter and geographical shortage areas.

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 the loan for every two years of teaching, or for every one year of teaching in a subject shortage area.

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 2006-07, awards range from $13,600 to $17,000 and may be awarded for up to four years.

Other programs

Washington Leadership 1000 Scholarship Fund Program
Funds for the Washington Leadership 1000 Scholarship are used to match benefactors with disadvantaged students.

Financial aid programs

Other programs (continued)

Other programs (continued)

Community Scholarship Matching Grant (CSMG)
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 2005-06, 100 grants were awarded.

Western Interstate Commission for Higher Education (WICHE) Dues
WICHE dues maintain access to exchange programs and research.

Health Professionals Outreach
Health Professionals Outreach provides funds to contract with the state Department of Health to conduct outreach activities to potential health professionals.

Child Care Grants
Child care grants promote high-quality, accessible and affordable child care for students attending college.

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

College Assistance Migrant Program (CAMP)
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.

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, 2005-06

- The program served approximately 66,158 undergraduates.
- On average, these students received $2,323 in State Need Grant funds.
- The median recipient age was 24 years old.
- 62 percent of students were female.
- 37 percent were dependent on their families for support. The average parental income of these families was $28,175.
- 63 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 $14,107.
- 62 percent of all recipients were white; 9 percent were Asian; 9 percent were Hispanic; 7 percent were African American; 4 percent were Pacific Islander; and 9 percent were either of other ethnic backgrounds or did not disclose.

State Work Study, 2005-06

- The program served approximately 9,284 students.
- The average amount earned was $2,519.
- The median recipient age was 23 years old.
- 66 percent of students were female.
- 88 percent were undergraduates.
- 45 percent were dependent on their families for support. The average parental income of these families was $41,600.
- 55 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 $12,200.
- 66 percent of all recipients were white; 9 percent were Asian; 7 percent were Hispanic; 5 percent were African American; 2 percent were Pacific Islander; and 11 percent were either of other ethnic backgrounds or did not disclose.

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. As of November 30, 2006, Washington families have opened nearly 69,000 accounts valued at over $801 million. More than 6,800 students have used their GET accounts to attend colleges and universities nationwide.

The GET Committee annually sets the price of a GET unit, currently $70. Families can buy units by setting up a customized monthly payment plan or by making lump sum purchases. The enrollment period for 2006-07 is September 15, 2006 through March 31, 2007.

For more information, visit www.get.wa.gov or call 1-800-955-2318.

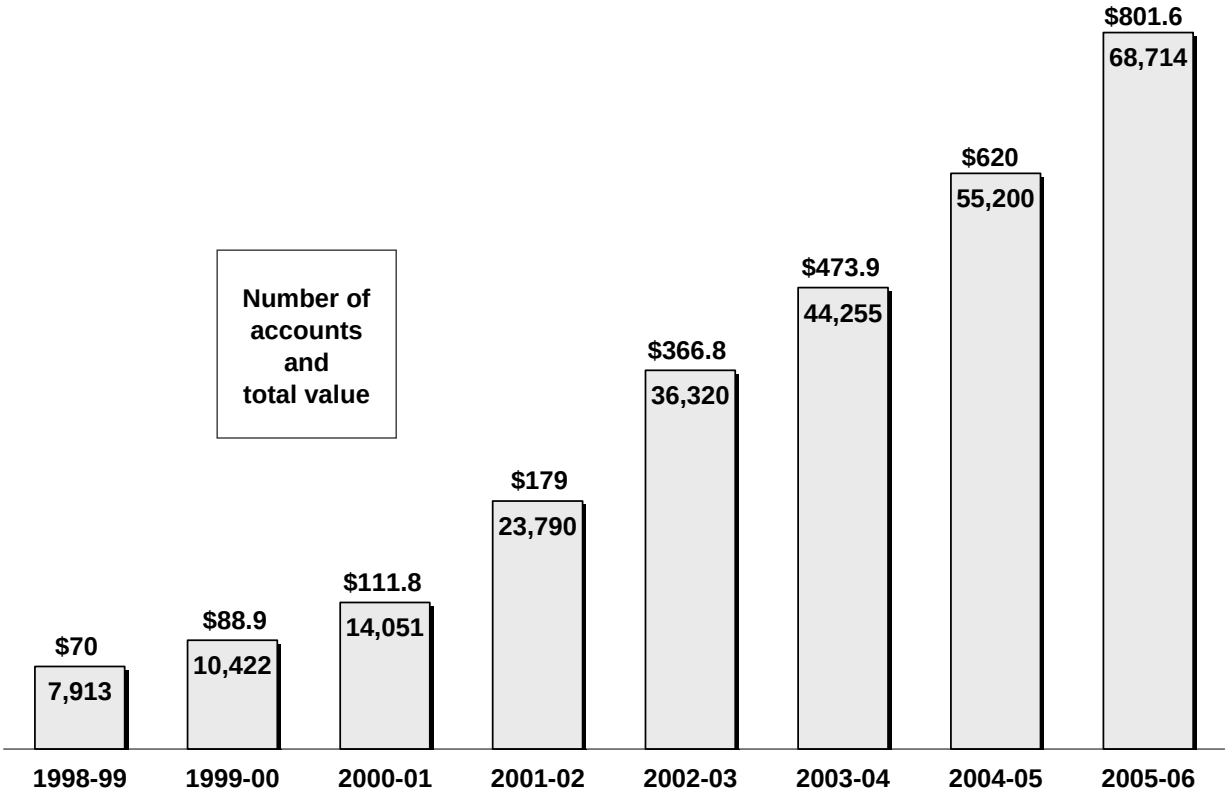
Financial aid

Guaranteed Education Tuition (GET)

As of November 30, 2006, Washington families have opened nearly 69,000 accounts, valued at more than $801 million. About 13.6 million units have been purchased, with payments totaling $798 million.

GET accounts continue to grow at a healthy pace

(dollars in millions)



Financial aid

Does Washington offer pre-college programs for low-income youth?

GEAR UP encourages students to stay in school, study hard, and go to college.

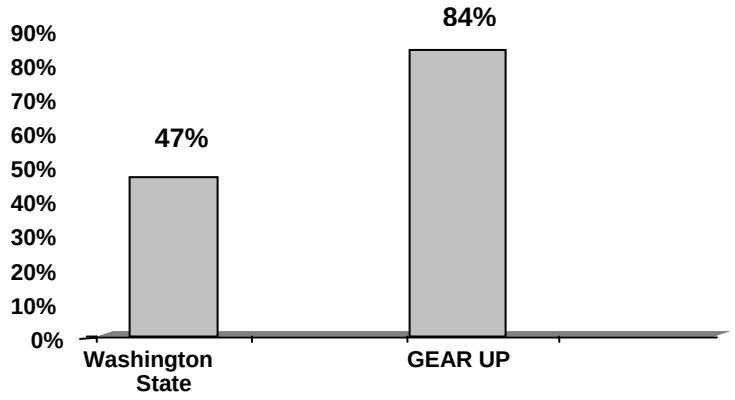
Washington state's GEAR UP program – which stands for Gaining Early Awareness and Readiness for Undergraduate Programs – is a partnership of the HECB, Office of the Governor, University of Washington, College Success Foundation, and 12 "Scholars" school districts. All together, GEAR UP programs in Washington serve about 26,600 students in grades 7 through 12.

The program encourages low-income middle and high school students to stay in school, study hard, have high expectations, and go to college. Initially funded by the U.S. Department of Education in 1999-2005, the state received a second six-year grant in August 2005. The $21 million in recent federal funding will help prepare 1,000 low-income seventh graders for college success by providing intensive tutoring, mentoring, and college/career planning information throughout their middle and high school years.

The UW program offers professional development activities for teachers, and summer institutes and academic services for GEAR UP students. GEAR UP also supports the College Success Foundation's outreach and counseling support services at 16 "Achievers" high schools in the state, which are aimed at helping low-income and disadvantaged students participate in postsecondary education.

In 2000-04, about 73 percent of GEAR UP participants enrolled in college – compared to only 57 percent of non-participants. This success is even more pronounced in the Hispanic community, where GEAR UP participants going on to college outpace non-participants by about 37 percent.

Hispanic students who participate in GEAR UP programs are 37 percent more likely to enroll in college than non-participants



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.

Fiscal year: The fiscal year begins July 1 and ends June 30 of the following calendar year. FY 2007 began on July 1, 2006.

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.