



**Key Facts  
about  
Higher Education  
in Washington**

**Fall 2008**

WASHINGTON  
**HIGHER  
EDUCATION**  
COORDINATING BOARD





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# Key Facts about Higher Education in Washington

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## *Introduction*

**T**his publication, *Key Facts About Higher Education in Washington* brings together much of the information one might need to develop a broad understanding of how public and private higher education institutions serve the people of our state and about the important role higher education plays in developing our society, our economy, and our future.

*Key Facts* highlights the most often-asked questions about institutions, faculty, students, costs, budgets, financial aid, and other topics.

*Key Facts* also provides links to helpful Web sites throughout its pages for those who want to examine specific issues in greater detail.

First published in 2002, *Key Facts* is updated annually by the Washington Higher Education Coordinating Board (HECB). Additional information about higher education is available through the agency's Web site at: [www.hecb.wa.gov](http://www.hecb.wa.gov)

### **HECB responsibilities**

The Washington Higher Education Coordinating Board is a state agency governed by a 10-member citizen board appointed by the Governor to provide vision and leadership for public higher education in Washington.

The Board advocates for students and the overall system of higher education to the Governor, the Legislature, and the public.

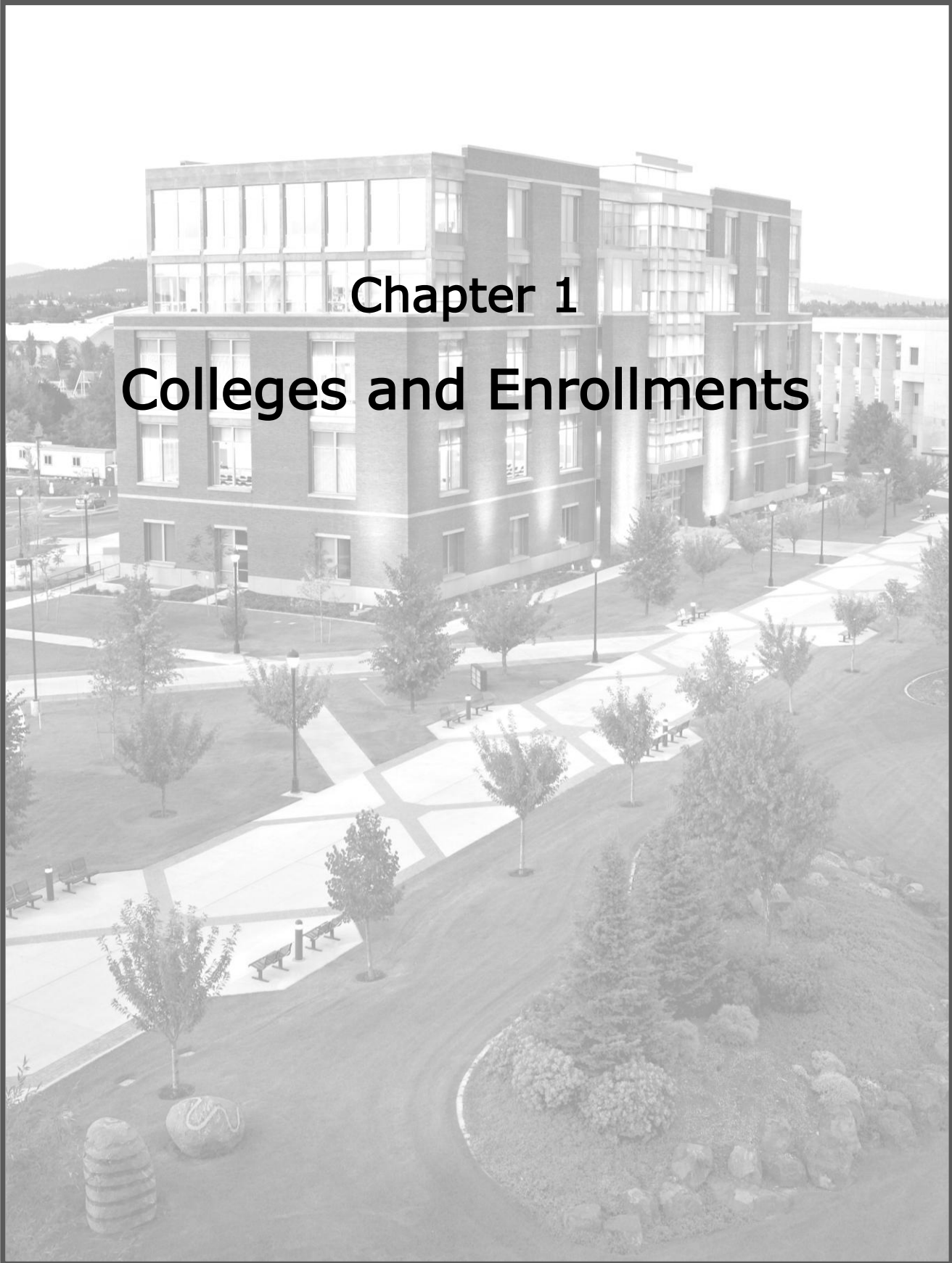
The Board collaborates with the two- and four-year institutions, other state governing boards, and the Superintendent of Public Instruction to create a seamless system of public education geared toward student success.

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 to four-year terms by the Governor and confirmed by the state Senate. The student member serves for one year. In January 2006, the members of the board began selecting the chair. The agency's executive director serves at the pleasure of the board.

**Key Responsibilities of the  
Higher Education Coordinating Board**

- 1) Develops a statewide strategic master plan for higher education.
- 2) Administers state and federal financial aid and other education services programs.
- 3) Reviews, evaluates, prioritizes, and recommends the operating and capital budget requests of the two- and four-year public institutions.
- 4) Establishes an accountability monitoring and reporting system to achieve long-term performance goals in higher education.
- 5) Administers the Guaranteed Education Tuition (GET) college savings program.
- 6) Adopts policies that ensure efficient transfer of credits and courses throughout public higher education.
- 7) Approves all new academic degree programs offered by the public four-year colleges and universities.
- 8) Establishes minimum admissions standards for the state's public baccalaureate institutions.
- 9) Conducts statewide needs assessment for new degrees and programs; off-campus centers and locations; and consolidation or elimination of programs.
- 10) Provides degree authorization for out-of-state colleges and universities and some in-state private colleges and universities.





# Chapter 1

## Colleges and Enrollments

WSU Spokane Academic Center

## 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](http://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/Spokane\*  
Branch campuses:  
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 33 independent four-year institutions are reported using information gathered through the annual federal survey conducted by the U.S. Department of Education’s National Center for Education Statistics – the Integrated Postsecondary Education Data System (IPEDS).

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

### **Other independent schools**

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

## Colleges and Enrollments

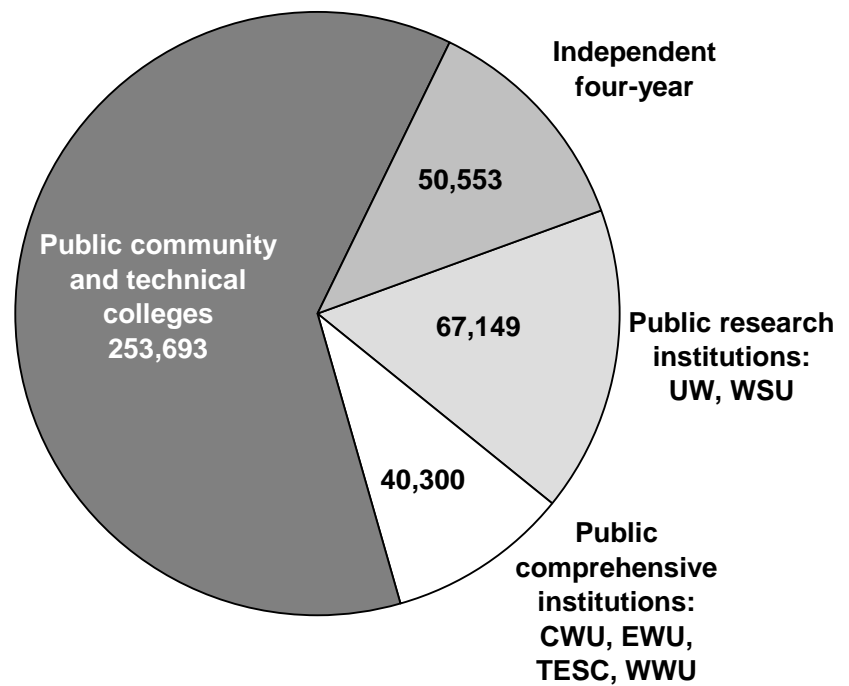
Public four-year

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 from 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 2006 headcount shows the largest enrollments at community and technical colleges**



*Sources:* Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

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

## Colleges and Enrollments

### Public four-year

<b>Enrollments include all funding sources:</b>	<b><u>Primary location</u></b>	<b><u>Fall 2006 enrollment (headcount)</u></b>
University of Washington	Seattle	39,524
University of Washington Bothell	Bothell	1,678
University of Washington Tacoma	Tacoma	2,292
Washington State University	Pullman/Spokane	21,010
Washington State University Tri-Cities	Tri-Cities	773
Washington State University Vancouver	Vancouver	1,872
Central Washington University	Ellensburg	10,688
Eastern Washington University	Cheney	11,161
The Evergreen State College	Olympia	4,416
Western Washington University	Bellingham	14,035
<b>Total: Public four-year</b>		<b>107,449</b>

*Source:* Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

Notes: Enrollments include both state-supported and non-state-supported students. The Distribution of Washington State University students between campuses is estimated. 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

<b>Enrollments include all funding sources:</b>	<b>Primary Location</b>	<b>Fall 2006 enrollment (headcount)</b>
Bates Technical College	Tacoma	5,677
Bellevue Community College	Bellevue	18,209
Bellingham Technical College	Bellingham	3,442
Big Bend Community College	Moses Lake	2,666
Cascadia Community College	Bothell	2,562
Centralia College	Centralia	5,007
Clark College	Vancouver	12,785
Clover Park Technical College	Tacoma	8,696
Columbia Basin College	Pasco	6,926
Edmonds Community College	Lynnwood	10,797
Everett Community College	Everett	10,332
Grays Harbor College	Aberdeen	3,326
Green River Community College	Auburn	9,212
Highline Community College	Des Moines	8,881
Lake Washington Technical College	Kirkland	4,811
Lower Columbia College	Longview	4,121
Olympic College	Bremerton	7,606
Peninsula College	Port Angeles	4,943
<b>Pierce District:</b>		
Pierce College Puyallup	Puyallup	3,652
Pierce College Fort Steilacoom	Fort Steilacoom	9,345
Renton Technical College	Renton	9,970
<b>Seattle District:</b>		
Seattle Central Community College	Seattle	10,576
North Seattle Community College	Seattle	8,486
South Seattle Community College	Seattle	9,000
Shoreline Community College	Shoreline	7,519
Skagit Valley Community College	Mount Vernon	6,912
South Puget Sound Community College	Olympia	6,946
<b>Spokane District:</b>		
Spokane Community College	Spokane	7,533
Spokane Falls Community College	Spokane	13,927
Tacoma Community College	Tacoma	7,866
Walla Walla Community College	Walla Walla	5,868
Wenatchee Valley College	Wenatchee	4,181
Whatcom Community College	Bellingham	6,103
Yakima Valley Community College	Yakima	5,810
<b>Total: Community and technical colleges</b>		<b>253,693</b>

Source: State Board for Community and Technical Colleges, *Enrollment and Staffing Report*, fall 2006.

Notes: Enrollments include 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

	<b>Primary location</b>	<b>Fall 2006 enrollment (headcount)</b>
Antioch University	Seattle	832
Argosy University	Seattle	441
Art Institute of Seattle	Seattle	2,352
Bastyr University	Kenmore	1,138
City University	Seattle	3,837
Cornish College of the Arts	Seattle	789
Crown College	Tacoma	455
DeVry University	Federal Way	955
DigiPen Institute of Technology	Redmond	789
Faith Evangelical Lutheran Seminary	Tacoma	317
Gonzaga University	Spokane	6,607
Heritage College	Toppenish	1,336
International Academy of Design and Technology	Seattle	457
ITT Technical Institute	Seattle	571
ITT Technical Institute	Everett	377
ITT Technical Institute	Spokane	399
Mars Hill Graduate School	Bothell	227
Northwest Baptist Seminary	Tacoma	73
Northwest College of Art	Poulsbo	96
Northwest University	Kirkland	1,281
Pacific Lutheran University	Tacoma	3,640
Puget Sound Christian College	Edmonds	142
Saint Martin's University	Lacey	1,578
Seattle Institute of Oriental Medicine	Seattle	33
Seattle Pacific University	Seattle	3,830
Seattle University	Seattle	7,226
Trinity Lutheran College	Issaquah	108
University of Phoenix	Seattle	1,744
University of Phoenix	Spokane	291
University of Puget Sound	Tacoma	2,797
Walla Walla University	College Place	1,876
Whitman College	Walla Walla	1,455
Whitworth University	Spokane	2,504
<b>Total: Independent four-year</b>		<b>50,553</b>

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

## *Colleges and Enrollments*

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

Fall headcount data include all students who attend higher education institutions in Washington – whether they are enrolled in a one-credit course or attend full time. While state funding supports a large proportion of enrollments at public institutions, 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.

For budget purposes, the Legislature funds enrollments based on the number of full-time equivalent (FTE) students. FTE enrollments are based on total credit hours rather than numbers of individuals (i.e., headcounts). One full-time equivalent enrollment is equal to 15 credit hours for an undergraduate student and 10 credit hours for a graduate student. The number of student 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.



## Colleges and Enrollments

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

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
<b><u>Research institutions</u></b>									
UW Main campus	31,785	32,036	32,661	33,863	34,065	33,487	33,383	33,155	33,497
UW Bothell	844	959	1,041	1,228	1,236	1,250	1,344	1,200	1,368
UW Tacoma	<u>963</u>	<u>1,063</u>	<u>1,264</u>	<u>1,556</u>	<u>1,662</u>	<u>1,579</u>	<u>1,630</u>	<u>1,667</u>	<u>1,782</u>
<b>UW total</b>	<b>33,592</b>	<b>34,058</b>	<b>34,966</b>	<b>36,647</b>	<b>36,963</b>	<b>36,316</b>	<b>36,357</b>	<b>36,022</b>	<b>36,647</b>
WSU Main campus	17,390	17,010	17,257	17,607	17,830	17,975	17,954	17,985	17,579
WSU Spokane	383	432	526	567	628	627	1,192	1,282	1,319
WSU Tri-Cities	591	596	639	631	627	677	672	691	695
WSU Vancouver	<u>948</u>	<u>970</u>	<u>1,076</u>	<u>1,150</u>	<u>1,226</u>	<u>1,263</u>	<u>1,339</u>	<u>1,367</u>	<u>1,684</u>
<b>WSU total</b>	<b>19,312</b>	<b>19,008</b>	<b>19,498</b>	<b>19,955</b>	<b>20,311</b>	<b>20,542</b>	<b>21,157</b>	<b>21,325</b>	<b>21,277</b>
<b><u>Comprehensive institutions</u></b>									
<b>CWU</b>	7,471	7,463	7,287	7,672	8,106	8,657	8,885	9,057	9,204
<b>EWU</b>	7,244	7,712	8,081	8,421	8,700	8,956	9,126	9,281	9,189
<b>TESC</b>	3,822	3,697	3,786	4,009	4,054	4,099	4,120	4,131	4,114
<b>WWU</b>	10,550	10,840	11,214	11,265	11,377	11,505	11,713	11,755	11,784
<b>Four-year total</b>	<b>81,991</b>	<b>82,778</b>	<b>84,832</b>	<b>87,969</b>	<b>89,511</b>	<b>90,075</b>	<b>91,358</b>	<b>91,571</b>	<b>92,215</b>
<b>Community and technical colleges</b>									
<b>Community and technical colleges</b>	<b>121,302</b>	<b>125,131</b>	<b>128,093</b>	<b>133,962</b>	<b>139,753</b>	<b>138,241</b>	<b>131,489</b>	<b>130,933</b>	<b>132,316</b>
<b>Public total</b>	<b>203,293</b>	<b>207,909</b>	<b>212,925</b>	<b>221,931</b>	<b>229,264</b>	<b>228,316</b>	<b>222,847</b>	<b>222,504</b>	<b>224,531</b>

Sources: Office of Financial Management, *Higher Education Enrollment Statistics*, and budget driver reports (as of August 2007).

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

## Colleges and Enrollments

### A closer look 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.

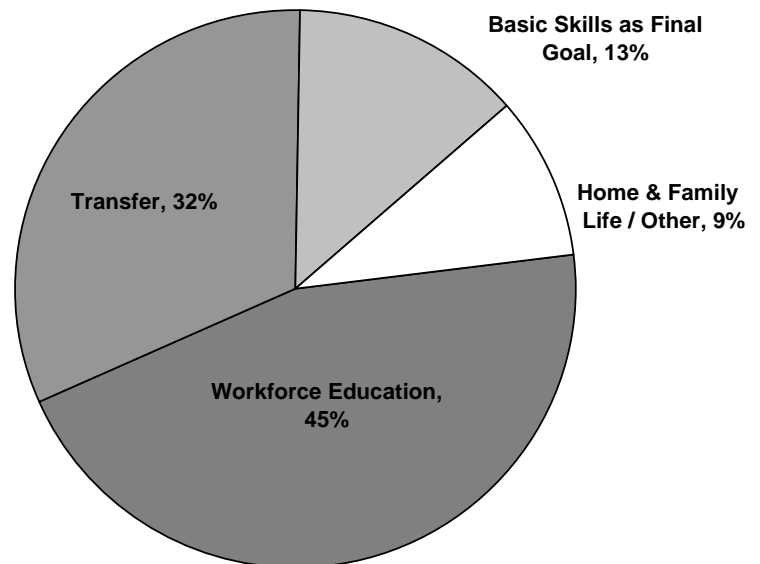
##### Home and family life, other, and not reported:

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. These schools serve widely distributed population centers.

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 students at the two-year colleges are in workforce training and academic transfer programs: 2006-07 by headcount



#### Percentage distributions have remained relatively stable over time by headcount

Purpose	2002-03	2003-04	2004-05	2005-06	2006-07
Workforce Education	44%	44%	46%	47%	45%
Transfer	32%	33%	32%	31%	32%
Basic Skills as Final Goal	13%	13%	12%	12%	13%
Home & Family Life/Other	11%	10%	10%	9%	9%

Source: State Board for Community and Technical Colleges, Academic Year Report 2006-07.

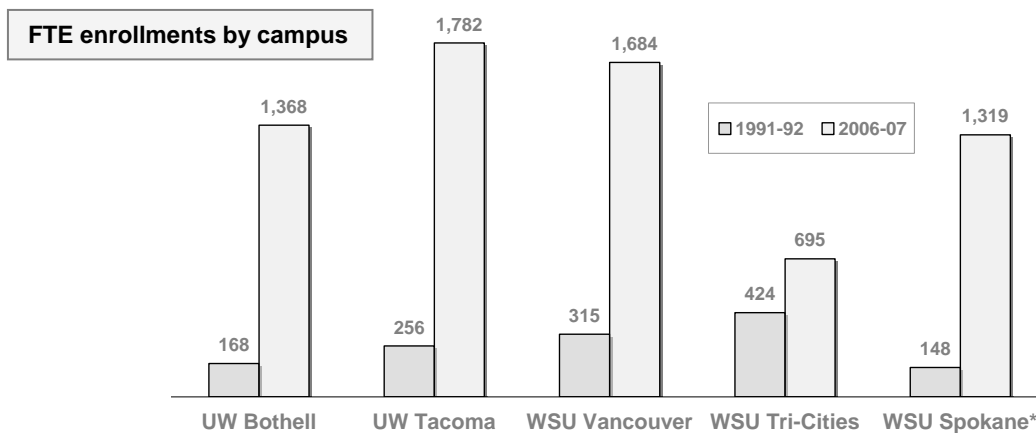
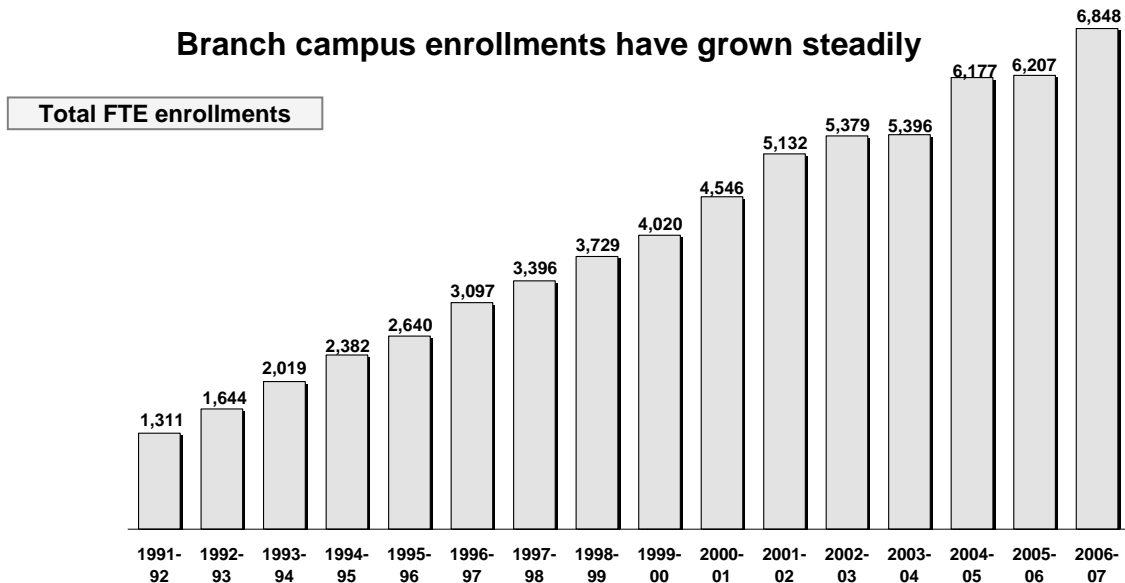
## Colleges and Enrollments

### 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. However, for historic purposes it is included in these charts.

Source: Office of Financial Management, budget driver reports.

## Colleges and 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 two percent in the four-year institutions and six 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 2006

<u>Fall term</u>	<u>Four-year percentage of total</u>	<u>Two-year percentage of total</u>	<u>Total four-year distance FTEs</u>	<u>Total two-year distance FTEs</u>
2000	2.0%	3.4%	1,787	4,085
2001	2.4%	4.0%	2,205	4,914
2002	1.7%	4.7%	1,621	6,046
2003	1.9%	5.2%	1,762	6,663
2004	1.9%	6.1%	1,793	7,339
2005	1.9%	7.3%	1,788	8,825
2006	2.4%	8.4%	2,262	10,386

Source: Office of Financial Management, *Higher Education Trends and Highlights*, February 2007.

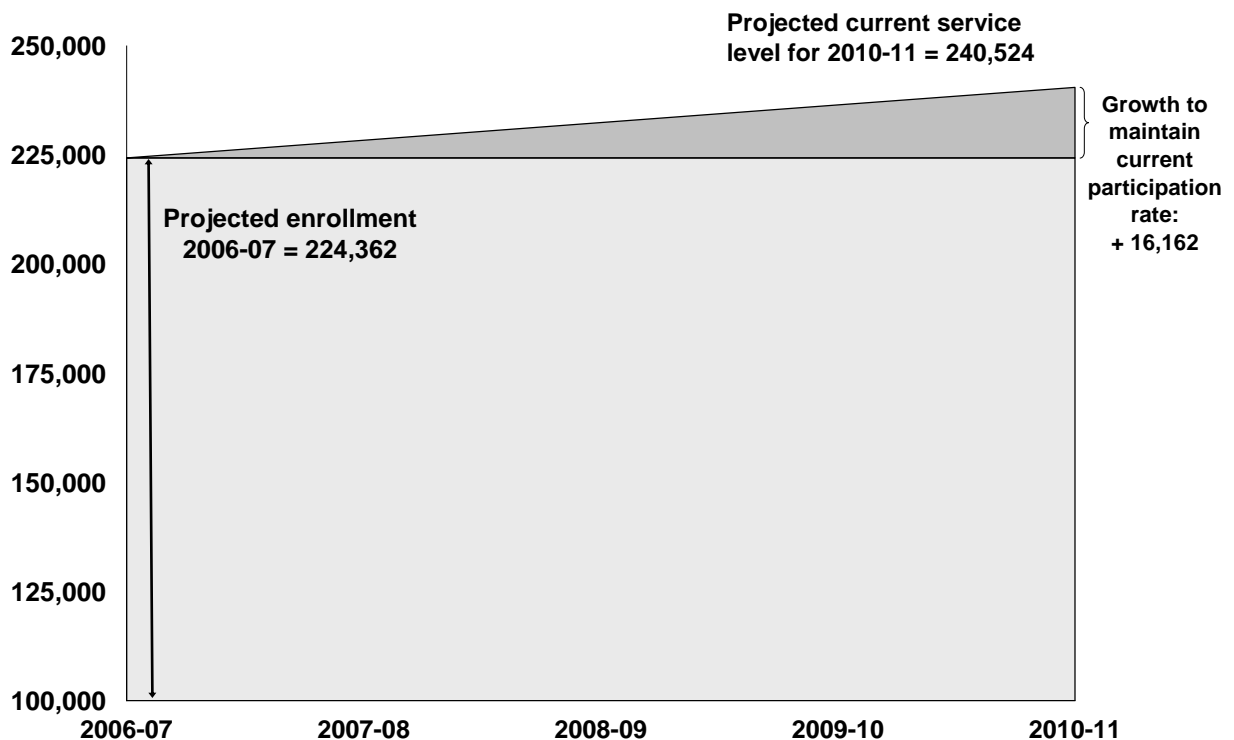
## Colleges and Enrollments

### 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.

Based on current enrollment distributions, projections show the largest numbers of future 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.

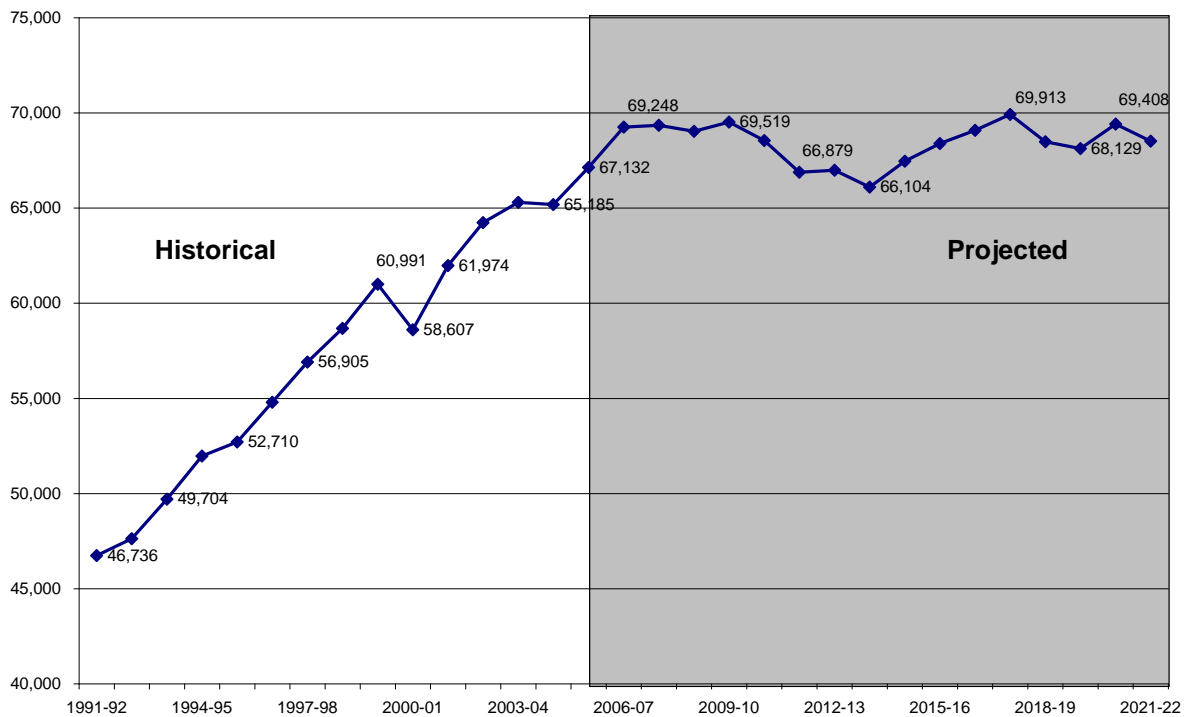
## Colleges and Enrollments

### 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.

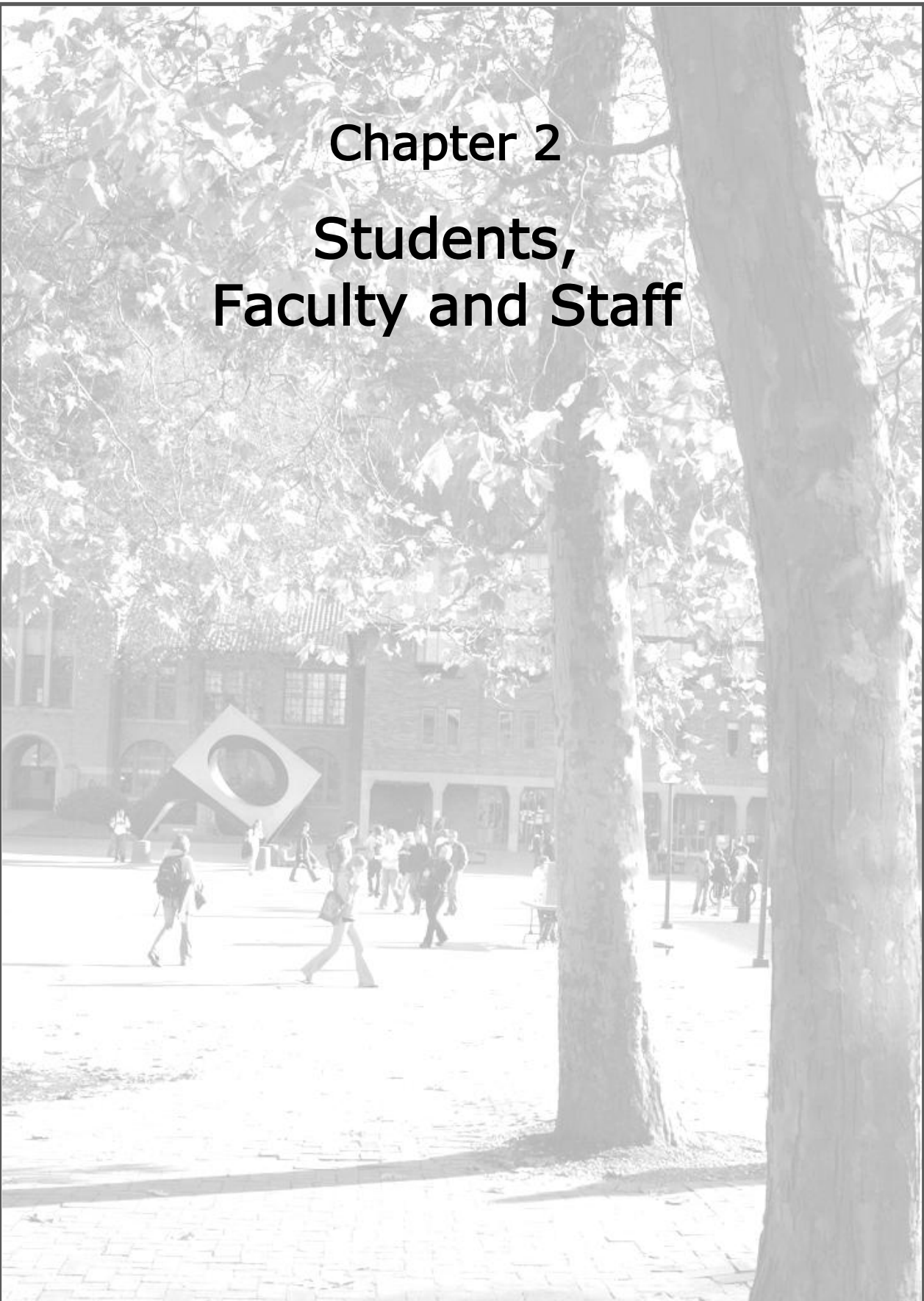
As the chart below shows, total numbers of high school graduates in the state will continue to increase (with a small decline in the next decade followed by another upswing). Currently, about 60 percent of Washington's high school graduates continue directly to an institution of higher education and 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* – 2008.

Note: Data include public and private high school graduates.



# Chapter 2

## Students, Faculty and Staff

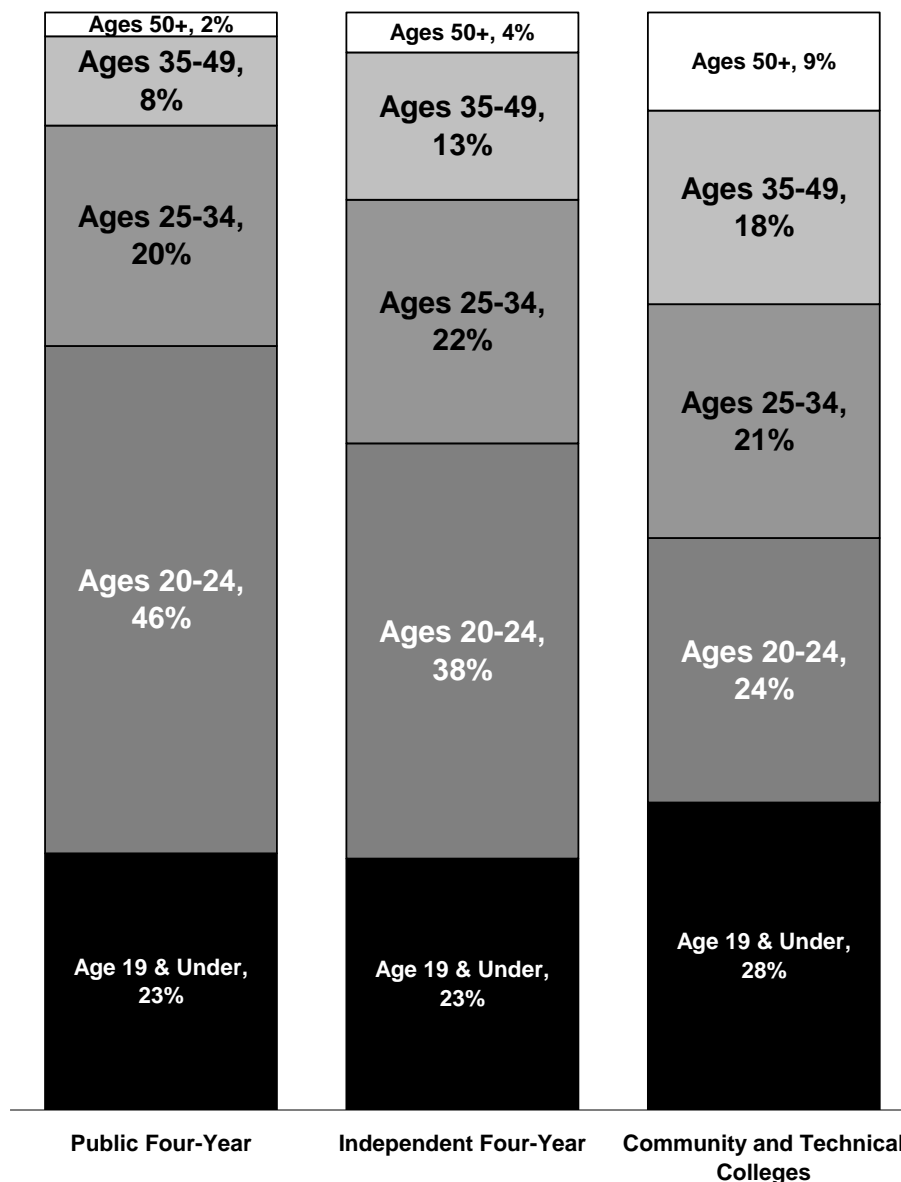
## Students, Faculty and Staff

### 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.

Fall 2006 Age Distribution by Sector



Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

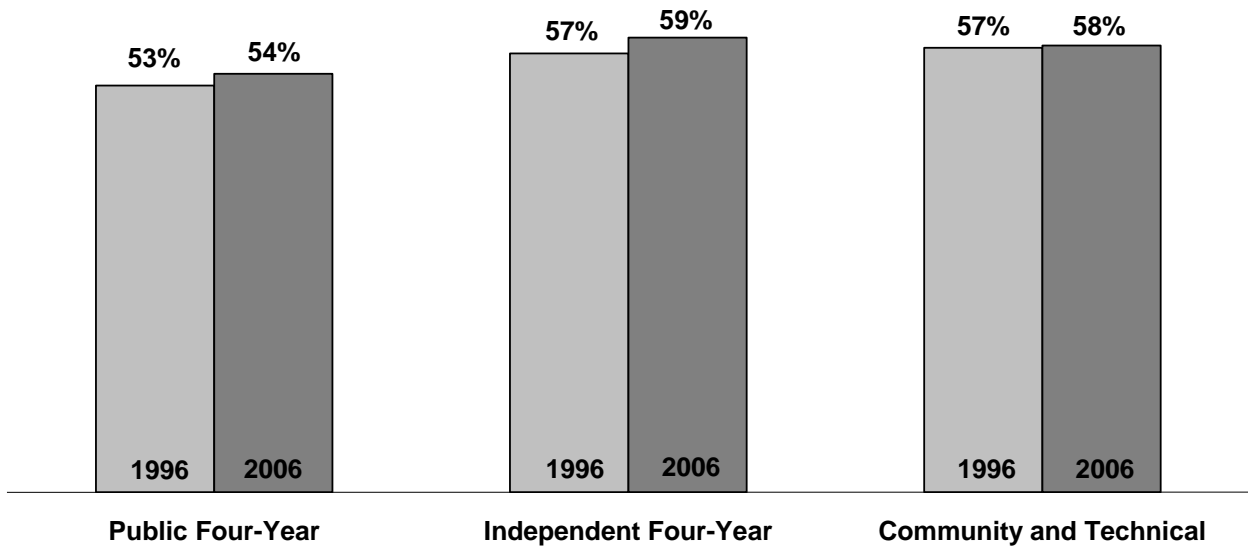


## Students, Faculty and Staff

### Gender distribution

Since 1996, enrollments at most institutions have maintained a higher percentage of female students. The distribution by gender, for 1996 and 2006, is shown here.

#### Female students continue to constitute more than half of enrollments: fall 1996 and fall 2006



*Source:* Integrated Postsecondary Education Data System (U.S. Department of Education), fall 1996 and fall 2006.

Note: Percentages are based on fall headcounts.

## Students, Faculty and Staff

### Race/ethnicity

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

### Fall headcount enrollments by race/ethnicity: fall 1996 and fall 2006

	Headcount enrollment			Percentage within each sector		
	Public four-year	Independent four-year	Community and technical colleges	Public four-year	Independent four-year	Community and technical colleges
<b>Fall 1996</b>						
Black	2,180	1,092	7,644	2.5%	2.7%	4.2%
Native American	1,579	623	3,953	1.8%	1.6%	2.1%
Asian/Pacific Islander	9,065	2,553	11,117	10.4%	6.4%	6.0%
Hispanic	3,029	1,223	6,949	3.5%	3.1%	3.8%
White	64,667	29,670	131,794	74.1%	74.2%	71.6%
Nonresident Alien	3,644	2,091	3,753	4.2%	5.2%	2.0%
Unknown race/ethnicity	3,140	2,738	18,948	3.6%	6.8%	10.3%
<b>TOTAL</b>	<b>87,304</b>	<b>39,990</b>	<b>184,158</b>			
<b>Fall 2006</b>						
Black	3,011	1,999	8,050	2.8%	4.0%	4.2%
Native American	1,733	759	3,075	1.6%	1.5%	1.6%
Asian/Pacific Islander	12,812	3,911	13,201	11.9%	7.7%	6.9%
Hispanic	4,980	2,537	10,847	4.6%	5.0%	5.7%
White	70,160	33,907	122,130	65.3%	67.1%	64.2%
Nonresident Alien	4,175	1,682	4,303	3.9%	3.3%	2.3%
Unknown race/ethnicity	10,578	5,758	28,540	9.8%	11.4%	15.0%
<b>TOTAL</b>	<b>107,449</b>	<b>50,553</b>	<b>190,146</b>			

Source: Integrated Postsecondary Education Data System (U.S. Department of Education) fall 1996 and fall 2006.

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.

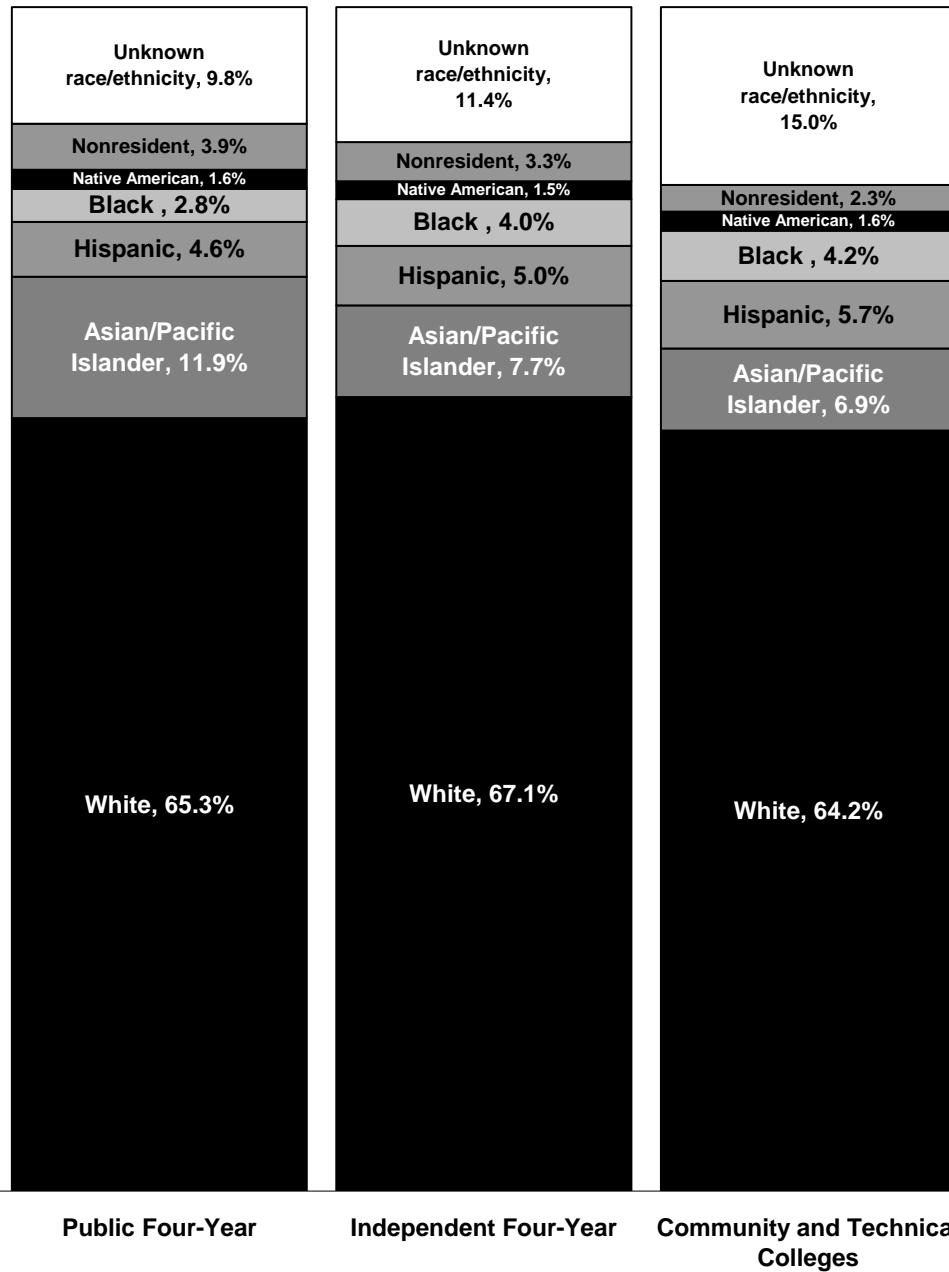
“Hispanic” is an ethnicity designation, and Hispanics can be of any race. Data for individual race categories (Black, Native American, Asian/Pacific Islander, and White) include only those who are non-Hispanic.

## Students, Faculty and Staff

### Race/ethnicity

The chart below illustrates enrollments in fall 2006 by race/ethnicity among types of institutions.

**Enrollment by Race/Ethnicity  
Fall 2006**



Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

## Students, Faculty and Staff

### Race/ethnicity

Of the almost 300,000 students public higher education in Washington serves, approximately 88 percent were residents and have indicated their race and ethnicity. The chart below illustrates differences in the composition of Washington's population and the students at two- and four-year public institutions.

**2006 population composition by race/ethnicity compared to public college headcount enrollment for two- and four-year public institutions of higher education in Washington in fall 2006**

	<b>2006: Percentage of Washington Population</b>	<b>Fall 2006: Percentage of Public Two-Year Enrollment</b>	<b>Fall 2006: Percentage of Public Four-Year Enrollment</b>
Native American	1.5%	1.6%	1.9%
Asian/Pacific Islander	6.8%	10.0%	12.7%
Black	3.4%	5.3%	2.9%
Hispanic	8.9%	12.4%	5.6%
White	76.8%	68.7%	74.7%
Two or more races	2.8%	2.0%	2.3%
<b>Total by Race / Ethnicity</b>	<b>6,375,600</b>	<b>165,143</b>	<b>88,796</b>
<b>Unknown/Nonresident/Other</b>	<b>n/a</b>	<b>21,882</b>	<b>11,962</b>
<b>Total Population</b>	<b>6,375,600</b>	<b>187,025</b>	<b>100,758</b>

Sources: *Population Estimates: 2006 Population Estimates by Age, Gender, Race and Hispanic Origin (Office of Financial Management); Four-Year Institutions: Higher Education Enrollment Report (Office of Financial Management) fall 2006, Table 16a; Two-Year Institutions: Fall 2006 Enrollment and Staffing Report (State Board for Community and Technical Colleges).*

Notes: These percentages do not include students for whom race/ethnicity is unknown, as well as those students who are not Washington residents and those students whose race/ethnicity did not fit into predefined categories. The total of these students not included was 33,844, or 11.8 percent of the total enrollment. Of these students, the majority were of unknown race/ethnicity.

“Hispanic” is an ethnicity designation and Hispanics can be of any race. Data for individual race categories (Black, Native American, Asian/Pacific Islander, White, and Two or More Races) include only those who are non-Hispanic.

## Students, Faculty and Staff

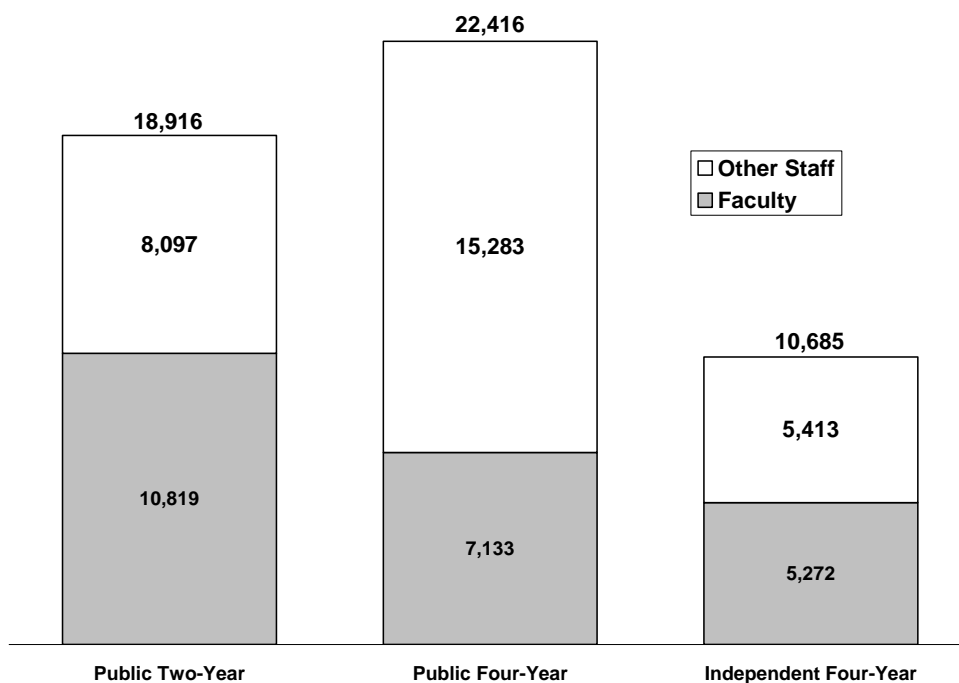
### How many faculty and staff are employed by Washington higher education?

In fall 2006, more than 52,000 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.

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

In fall 2006, 57 percent of employees at public two-year, 32 percent at public four-year, and 49 percent at independent four-year institutions were faculty.

**Numbers of faculty and staff  
(excluding medical school): fall 2006**



Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

## *Students, Faculty and Staff*

### **“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 75<sup>th</sup> 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 75<sup>th</sup> percentile for these groups as the funding goal for Washington institutions. The Special Joint Study Group report was presented to the 1989 Legislature.

## *Students, Faculty and Staff*

### **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.

## Students, Faculty and Staff

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

In 2006-07, average faculty salaries at Washington four-year institutions ranged from \$58,073 at The Evergreen State College to \$92,502 at the University of Washington.

Compared to its established peer group, the University of Washington's average salary was at the 58<sup>th</sup> percentile. Washington State University compared least favorably, with its average salary at the 18<sup>th</sup> 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)

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<b>University of Washington</b>						
<i>Average salary</i>	\$76,777	\$77,613	\$79,894	\$83,530	\$86,800	\$92,502
<i>Peer group percentile rank</i>	50 <sup>th</sup>	38 <sup>th</sup>	38 <sup>th</sup>	54 <sup>th</sup>	54 <sup>th</sup>	58 <sup>th</sup>
<b>Washington State University</b>						
<i>Average salary</i>	\$64,707	\$64,901	\$65,974	\$68,365	\$72,702	\$75,491
<i>Peer group percentile rank</i>	18 <sup>th</sup>	14 <sup>th</sup>	14 <sup>th</sup>	14 <sup>th</sup>	18 <sup>th</sup>	18 <sup>th</sup>
<b>Central Washington University</b>						
<i>Average salary</i>	\$52,828	\$52,832	\$54,607	\$56,583	\$58,435	\$62,933
<i>Peer group percentile rank</i>	28 <sup>th</sup>	23 <sup>rd</sup>	29 <sup>th</sup>	31 <sup>st</sup>	35 <sup>th</sup>	43 <sup>rd</sup>
<b>Eastern Washington University</b>						
<i>Average salary</i>	\$55,340	\$55,333	\$54,745	\$56,029	\$57,550	\$61,050
<i>Peer group percentile rank</i>	46 <sup>th</sup>	35 <sup>th</sup>	31 <sup>st</sup>	29 <sup>th</sup>	29 <sup>th</sup>	35 <sup>th</sup>
<b>The Evergreen State College</b>						
<i>Average salary</i>	\$53,548	\$54,014	\$54,995	\$54,879	\$56,805	\$58,073
<i>Peer group percentile rank</i>	32 <sup>nd</sup>	29 <sup>th</sup>	32 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	22 <sup>nd</sup>
<b>Western Washington University</b>						
<i>Average salary</i>	\$57,017	\$57,448	\$57,224	\$58,433	\$60,673	\$63,354
<i>Peer group percentile rank</i>	54 <sup>th</sup>	50 <sup>th</sup>	42 <sup>nd</sup>	42 <sup>nd</sup>	45 <sup>th</sup>	46 <sup>th</sup>
<b>Community / Technical Colleges</b>						
<i>Average salary</i>	\$46,247	\$47,916	\$48,303	\$48,240	\$49,518	\$50,766
<i>Peer group percentile rank</i>	n/a	n/a	n/a	n/a	n/a	n/a

*Sources:* Integrated Postsecondary Education Data System (U.S. Department of Education); Higher Education Coordinating Board, *Faculty Salary Survey*; American Association of University Professors, *Report on the Economic Status of the Profession*; 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 2006-07, the UW's average faculty salary of \$92,502 was at the 58<sup>th</sup> percentile. This means that in 2006-07, 58 percent of UW's peer institutions' salaries fell at or below \$92,502, and 42 percent were above that amount. Peer group comparisons for community and technical colleges were discontinued in 1997-98.



## Students, Faculty and Staff

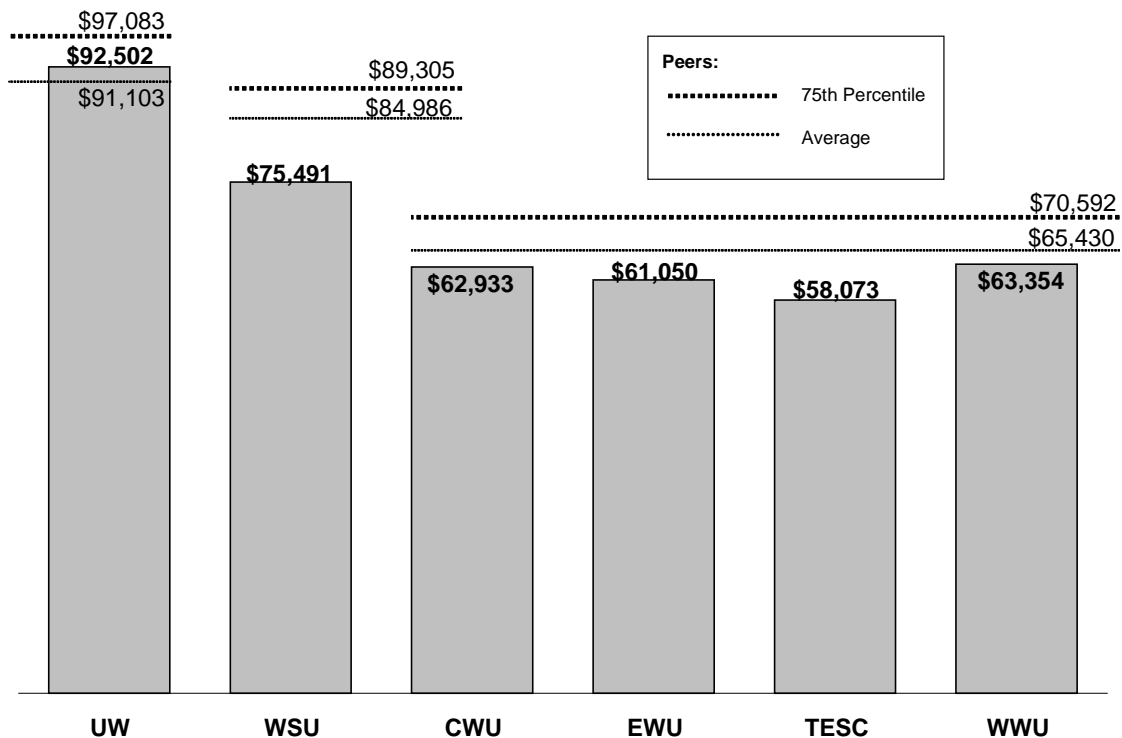
How do faculty salaries in Washington higher education institutions compare to the average salaries at peer institutions and the 75th percentile?

In 2006-07, average faculty salaries at all Washington's public four-year institutions, except for the University of Washington, were below the average salaries of their established peer groups and all were below the 75<sup>th</sup> percentile of their 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 2006-07, 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)



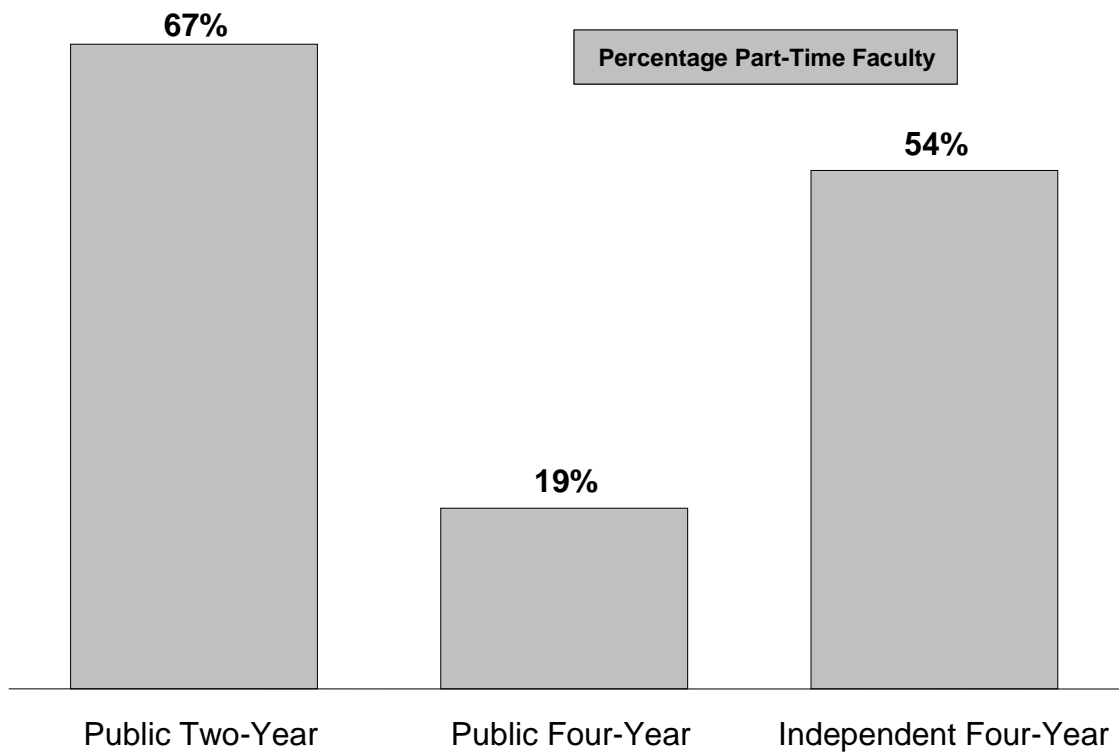
Sources: Higher Education Coordinating Board, *Faculty Salary Survey*; American Association of University Professors, *Report on the Economic Status of the Profession*.

## *Students, Faculty and Staff*

**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 2006, 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:* Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

Notes: "Faculty" refers to those whose main assignments are instruction, research, or public service; faculty may hold various academic rank titles.

## *Students, Faculty and Staff*

**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**

<b><u>Racial/ethnic background</u></b>	<b><u>Public two-year</u></b>	<b><u>Public four-year</u></b>	<b><u>Independent four-year</u></b>
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).

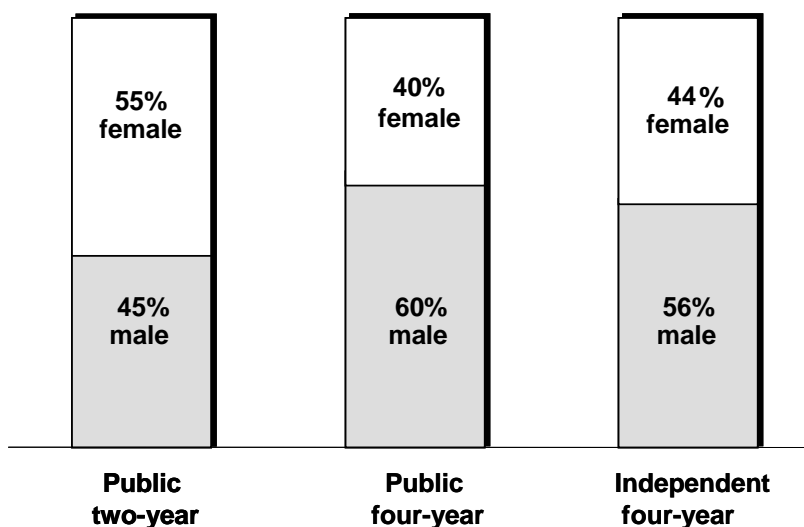
*Notes:* At four-year institutions, "faculty" refers to those whose main assignments are instruction, research, or public service; faculty may hold various academic rank titles. At public two-year institutions, "faculty" includes classroom instructors, counselors, and librarians. These numbers are reported every two years, and will be updated for fall 2007 in the next edition of Key Facts.

## *Students, Faculty and Staff*

**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**

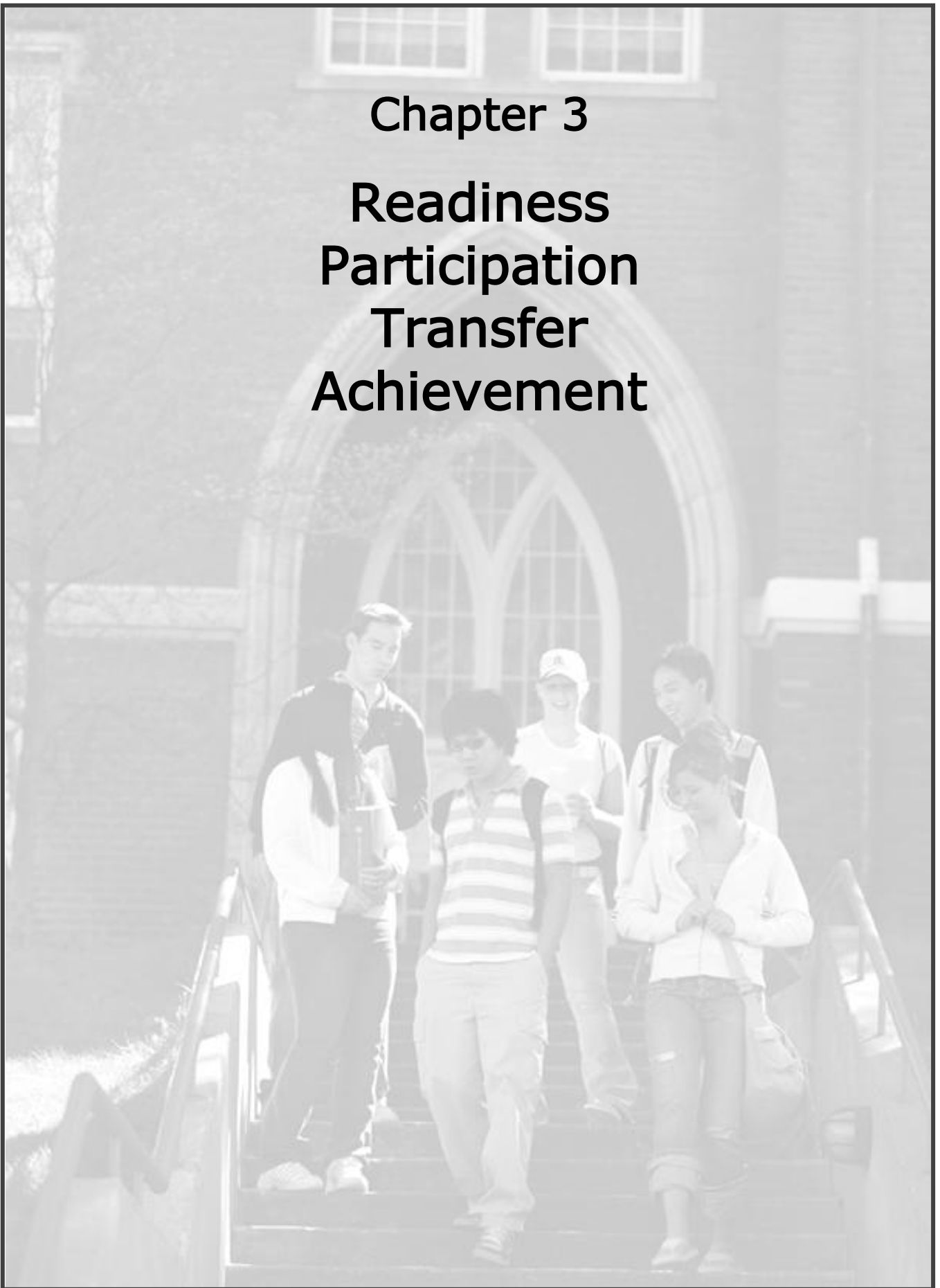


*Sources:* Public four-year and independents – Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2005. Public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report, 2005* (data reflect state-supported faculty).

*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. These numbers are reported every two years, and will be updated for fall 2007 in the next edition (2009) Key Facts.

# Chapter 3

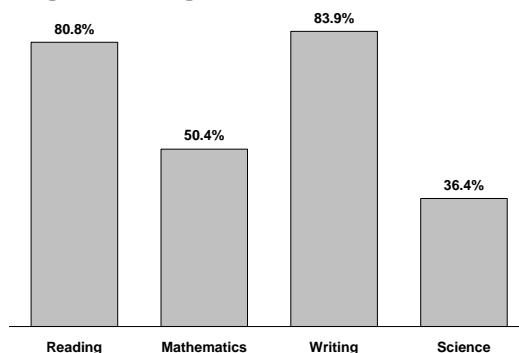
## Readiness Participation Transfer Achievement



**Are Washington students well prepared for higher education?**

**B**eginning with the class of 2008, to receive a high school diploma, students must meet standards on the 10<sup>th</sup> grade Washington Assessment of Student Learning (WASL) in reading and writing. Students also meeting WASL mathematics standards earn the Certificate of Academic Achievement (CAA). Beginning with the class of 2013, students must meet WASL standards in mathematics and science as well as reading and writing to earn both a diploma and the CAA. The WASL mathematics requirement will be replaced with a mathematics end-of-course exams requirement beginning with the class of 2014. 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 2006-07, over half of 10<sup>th</sup> grade Washington students met the statewide standards in the areas of reading, writing, and mathematics. Black, Hispanic, and Native American students lag behind their Asian/Pacific Islander and white peers in 10<sup>th</sup> grade WASL performance. Students may take the 10<sup>th</sup> grade WASL exams multiple times beginning in the 9<sup>th</sup> grade; there are also alternative options to meeting WASL test requirements.

**2006-07 10<sup>th</sup> grade WASL scores: percentage meeting statewide standards**



**2006-07 10<sup>th</sup> grade WASL scores: percentage of students meeting statewide standards by race/ethnicity**

	<u>Reading</u>	<u>Mathematics</u>	<u>Writing</u>	<u>Science</u>
Black	65.0%	22.5%	72.5%	13.8%
Asian/Pacific Islander	85.6%	59.9%	87.8%	43.4%
Hispanic	66.1%	25.6%	68.6%	15.5%
Native American	68.4%	31.3%	72.4%	19.3%
White	84.6%	56.3%	87.4%	41.4%

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

**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 11<sup>th</sup> and 12<sup>th</sup> 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 46,751 exams in 2006-07 (which is an increase of 13.6 percent over 2005-06). Of these, 28,219 (60 percent) had passing scores of 3 or higher.

*Source:* Office of the Superintendent of Public Instruction.

**More college-level learning opportunities available to Washington high school students.**

### **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 11<sup>th</sup> and 12<sup>th</sup> 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 an up to \$25 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.



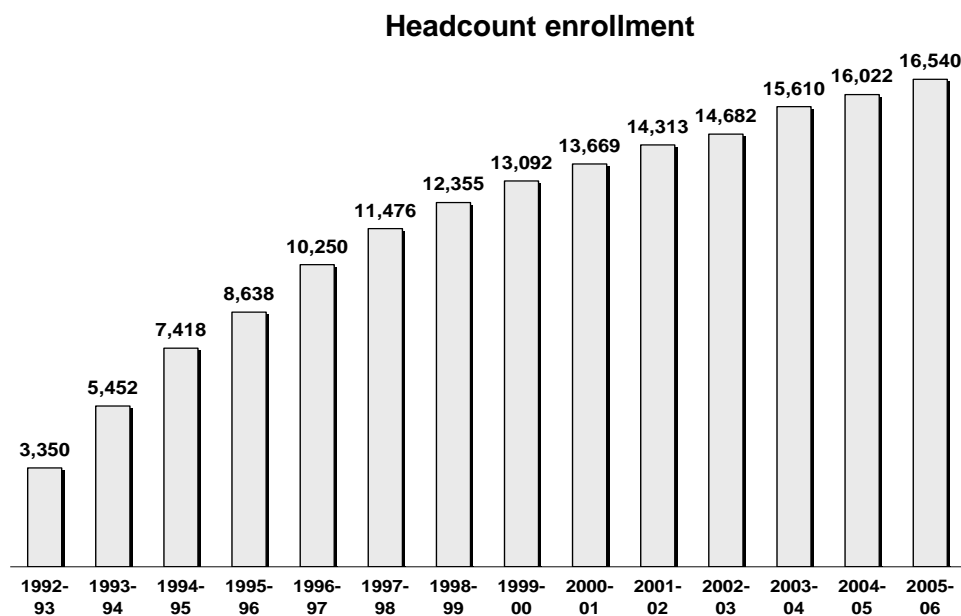
## What is Running Start? How many students are enrolled in the program?

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 for the student at community and technical colleges, Central Washington University, Eastern Washington University, Washington State University, 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 2005-06, 16,540 students participated (which equals 10,284 FTE enrollments). This represents a three percent increase over 2004-05.

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



Source: State Board for Community and Technical Colleges, *Running Start: 2005-06 Annual Progress Report*.

Note: Does not include Running Start students at four-year higher education institutions.

## *Readiness, Participation, Transfer, Achievement*

### **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 53 percent of Washington high school graduates in 2006-07 took the SAT. Their average score was 1567 (out of 2400), 56 points above the national average of 1511.

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

About 16 percent of the Washington high school class of 2007 took the ACT at some time during their sophomore, junior or senior year of high school. Their average composite score of 23.1 (out of 36) was 1.9 points above the national average.

### **Washington SAT and ACT average scores compared to national average scores: 2006-07**

	<u>Washington</u>	<u>Nation</u>
2006-07 SAT	1567/2400	1511/2400
2006-07 ACT	23.1/36	21.2/36

*Sources:* The College Board, “SAT Executive Summary 2007,” and ACT, Inc., “ACT High School Profile of High School Graduating Class 2007, State Composite for Washington.”

*Readiness, Participation, Transfer, Achievement*

**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 549 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: 2006-07**

	<u>Math</u>		<u>Critical Reading</u>		<u>Writing</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
Nation	533	499	504	502	489	500
Washington	549	515	527	525	503	516

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: 2006-07**

	<u>Washington</u>		<u>Nation</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
English	22.2	23.0	20.2	21.0
Math	23.9	22.3	21.6	20.4
Reading	23.5	23.8	21.2	21.6
Science	23.3	22.1	21.4	20.5
Composite	23.3	22.9	21.2	21.0

*Sources:* The College Board and ACT, Inc.

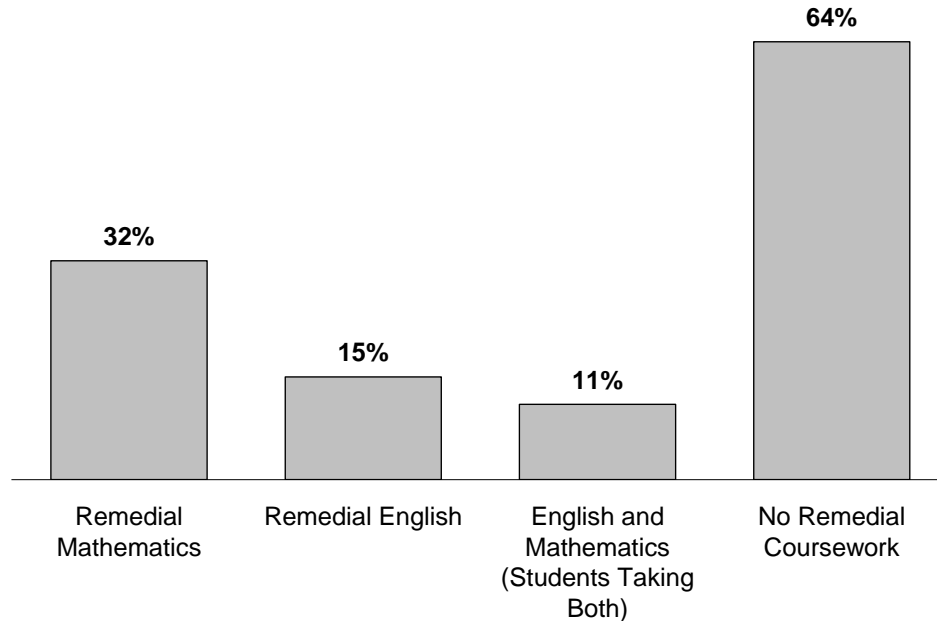
**How much remediation do Washington high school graduates need when they get to college?**

Remedial courses are basic education courses that do not carry college-level credit. Of the 2005 high school graduates who began postsecondary education at Washington's two-year and four-year colleges and universities within a year after graduating from high school, 36 percent (overall) enrolled in remedial mathematics and/or English courses.

Remediation rates vary by type of college – with four-year institutions becoming more selective and requiring students to attend two-year colleges for needed remedial work.

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

**2005 college remediation:  
percentage of high school graduates enrolled in remedial coursework  
(includes only students enrolled in public higher education institutions)**



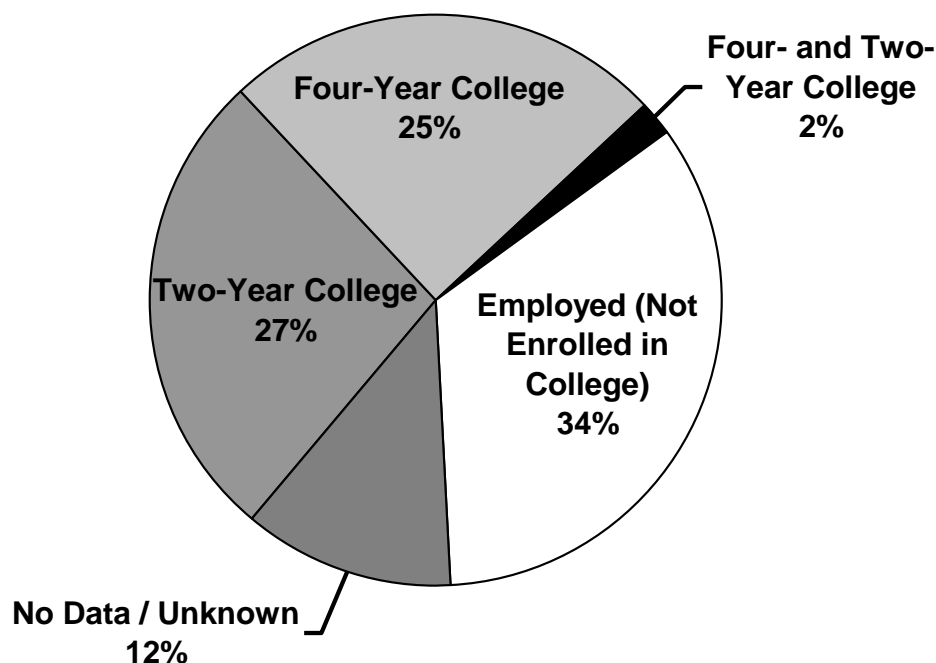
*Source:* WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2005*.

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

The “Washington State Graduate Follow-Up Study” for the high school class of 2005 indicates that approximately 54 percent of public high school graduates enroll in postsecondary education within the first year of graduation. Because data are not available for about 12 percent of graduates, this percentage is likely even greater.

In addition, data indicate that 34 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 2005**



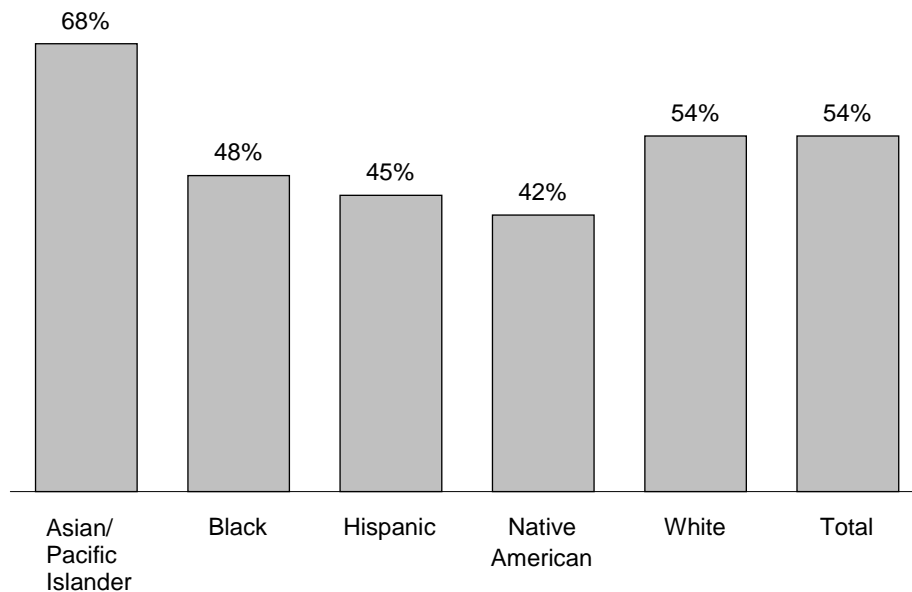
*Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, Washington State Graduate Follow-Up Study, High School Class of 2005.*

**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: 2005**



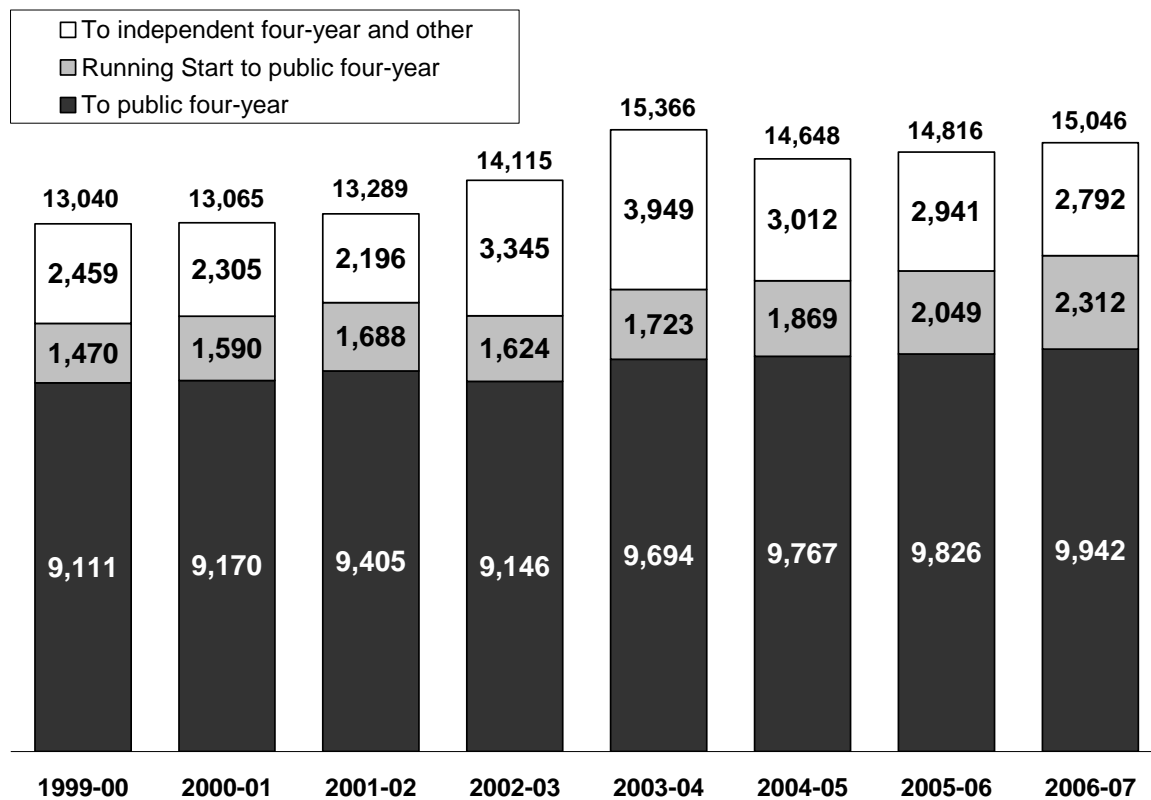
*Source:* WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2005.*

**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 2006-07. Not all transfer students have degrees and not all students with two-year degrees transfer.

Approximately four-fifths of the students transferred to public four-year institutions; this includes more than 2,300 Running Start students. In addition, about 2,800 students transferred to other baccalaureate institutions, either in-state or out-of-state (this includes 399 students who transferred to the University of Phoenix and 165 to Portland State University).

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



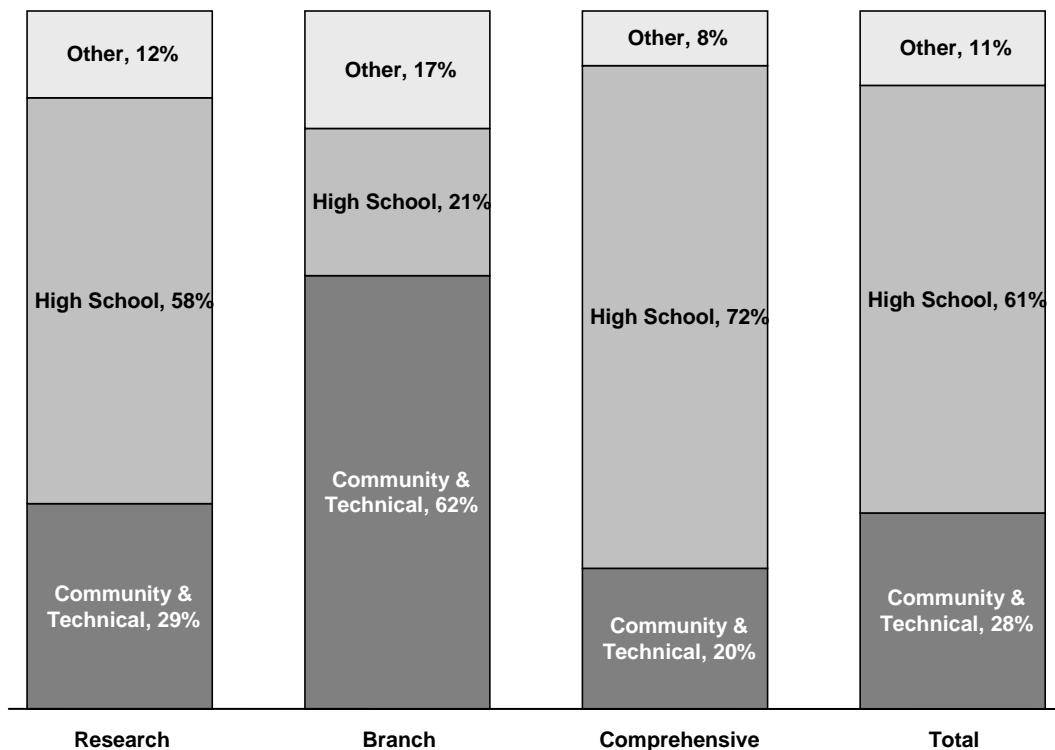
Source: State Board for Community and Technical Colleges, *Academic Year Report, 2006-07*.

**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 28 percent of the new entering undergraduates.

The percentage of new students at public four-year institutions that transfer from community and technical colleges in fall 2006 at the research universities was 29 percent; at branch campuses it was 62 percent; and at the comprehensive institutions it was 20 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 2006.

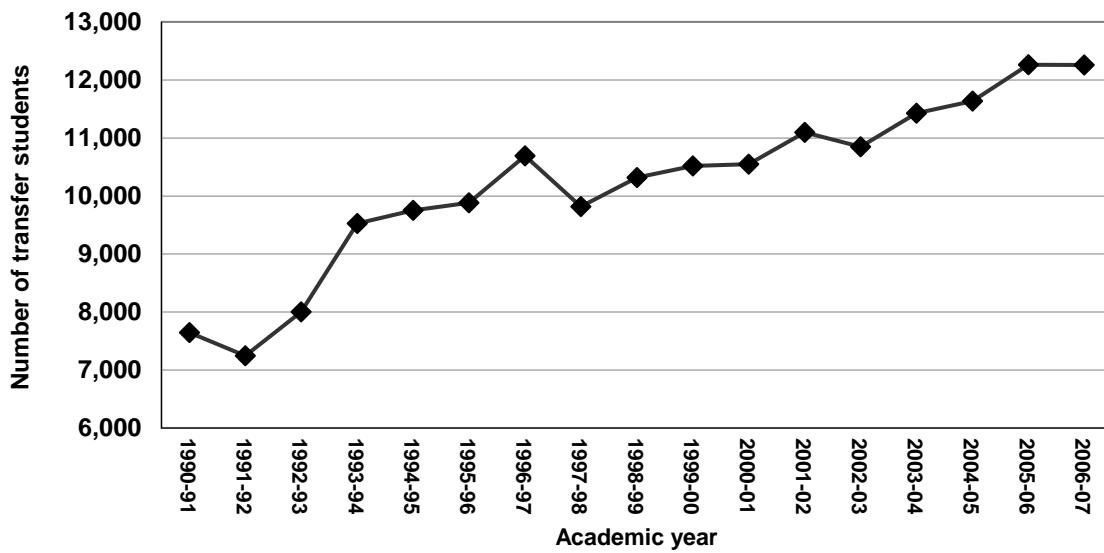
Notes: Students with Running Start credits are included in “high school.” “Other” includes transfers from Washington four-year institutions, transfers from out-of-state, and unknown.



**What are the trends in student transfer rates?**

The overall number of transfer students from community and technical colleges to public 4-year institutions continues to rise, from 7,646 in 1990-91 to 12,254 in 2006-07. This represents a 60 percent increase in the number of students transferring.

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



Source: State Board for Community and Technical Colleges, *Academic Year Report, 2006-07*

*Readiness, Participation, Transfer, Achievement*

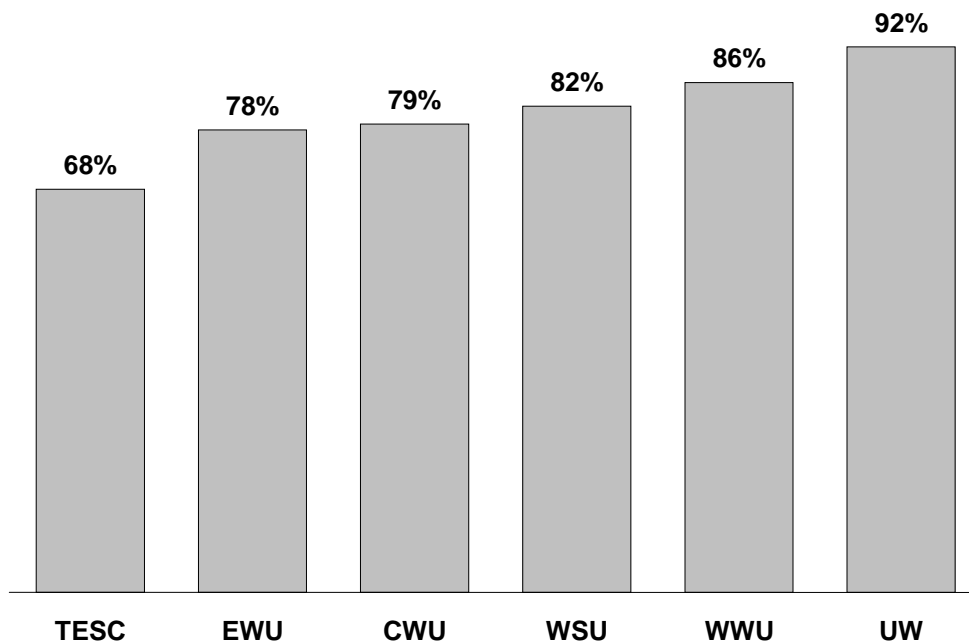
**What proportion of freshmen return to school for their sophomore year?**

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

**Fall 2005 to fall 2006 full-time freshman retention rates for public four-year institutions in Washington**



*Source:* Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

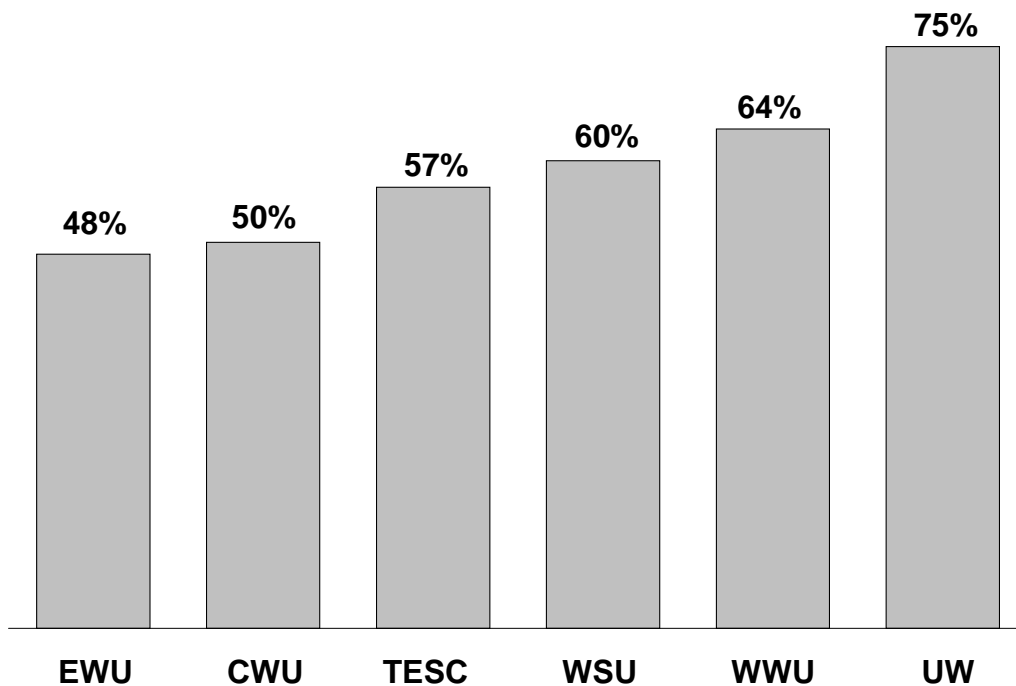
*Readiness, Participation, Transfer, Achievement*

**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 as of fall 2006**



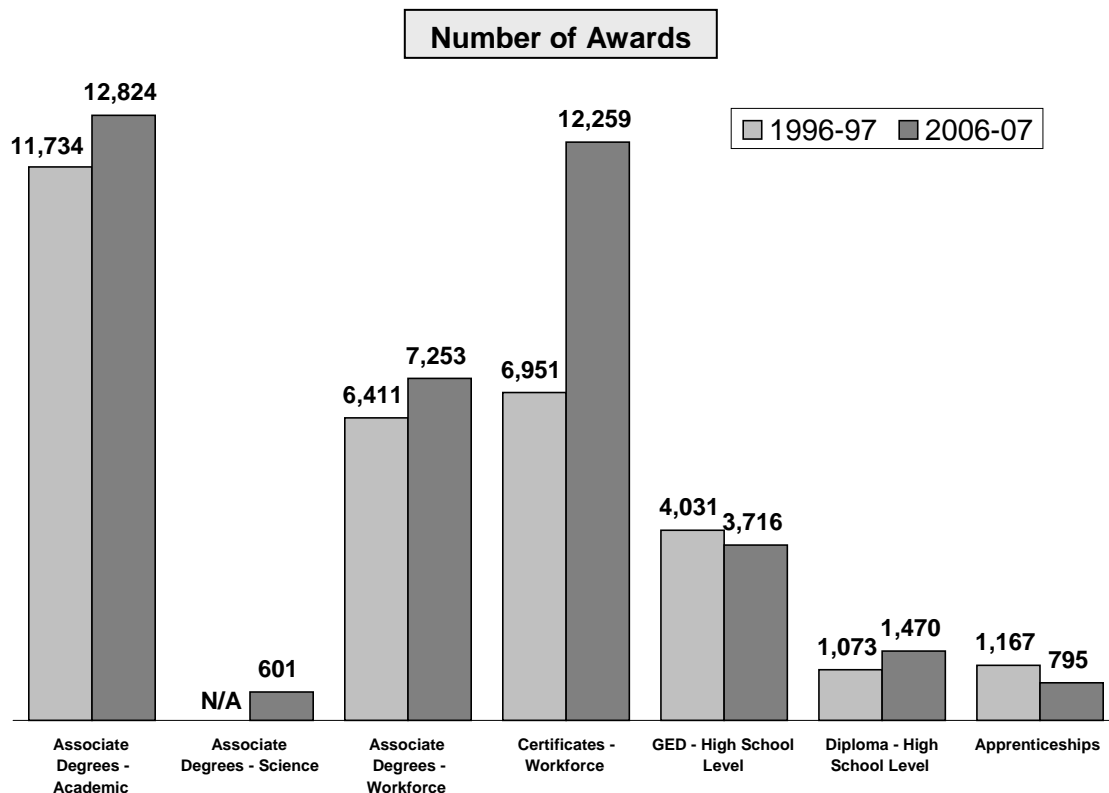
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

**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: 1996-97 and 2006-07**



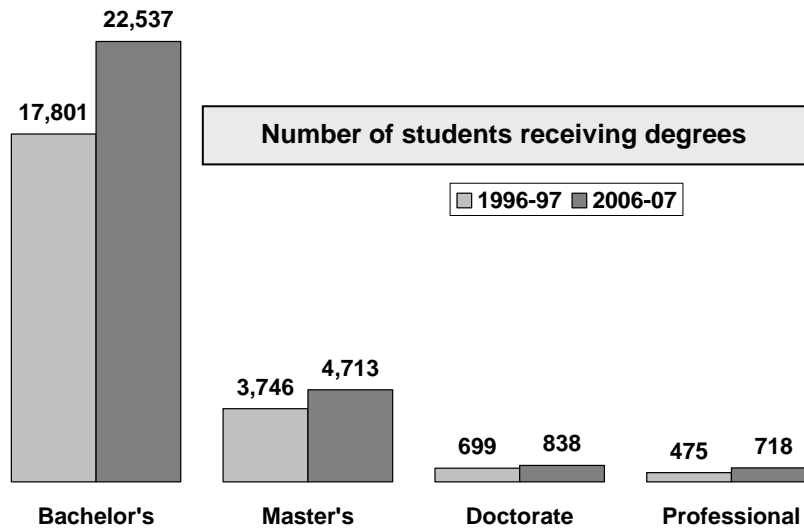
Source: State Board for Community and Technical Colleges, *Academic Year Reports*, 1996-97 and 2006-07.

*Readiness, Participation, Transfer, Achievement*

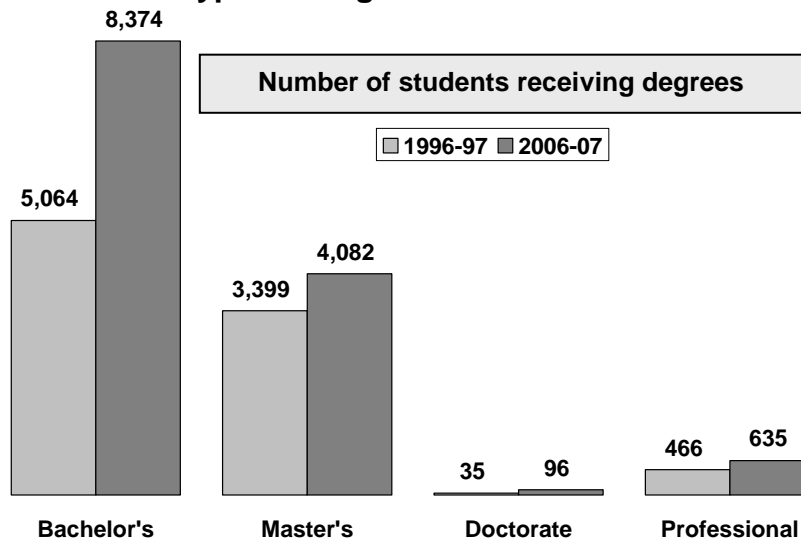
**How many degrees are awarded each year at four-year institutions?**

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: 1996-97 and 2006-07**



**Awards at independent four-year institutions have increased for most types of degrees: 1996-97 and 2006-07**



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

## 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: 1996-97 and 2006**

	<u>1996-97</u>	<u>2006-07</u>
Women	55.8%	57.0%
Men	44.2%	43.0%

### **Program areas in which one or more Washington public four-year institutions disproportionately awarded degrees: 2006-07**

#### **Female Students**

*Communication, journalism, and related programs*  
*Education*  
*English language and literature/letters*  
*Family and consumer sciences/human sciences*  
*Health professions and related clinical sciences*  
*Interdisciplinary Studies*  
*Library science*  
*Psychology*  
*Public administration and social service professions*  
 Area, ethnic, cultural and gender studies  
 Biological and biomedical sciences  
 Foreign languages, literatures, and linguistics  
 General studies and humanities  
 Visual and performing arts

#### **Male Students**

*Computer and information sciences*  
*Engineering*  
*Engineering technologies/technicians*  
*Mathematics and statistics*  
*Military technologies*  
*Philosophy and religious studies*  
*Physical sciences*  
*Security and protective services*  
*Transportation*  
 Architecture and related services  
 Business, management, and marketing  
 Communications technologies/technicians  
 History

*Source:* Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2006.

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

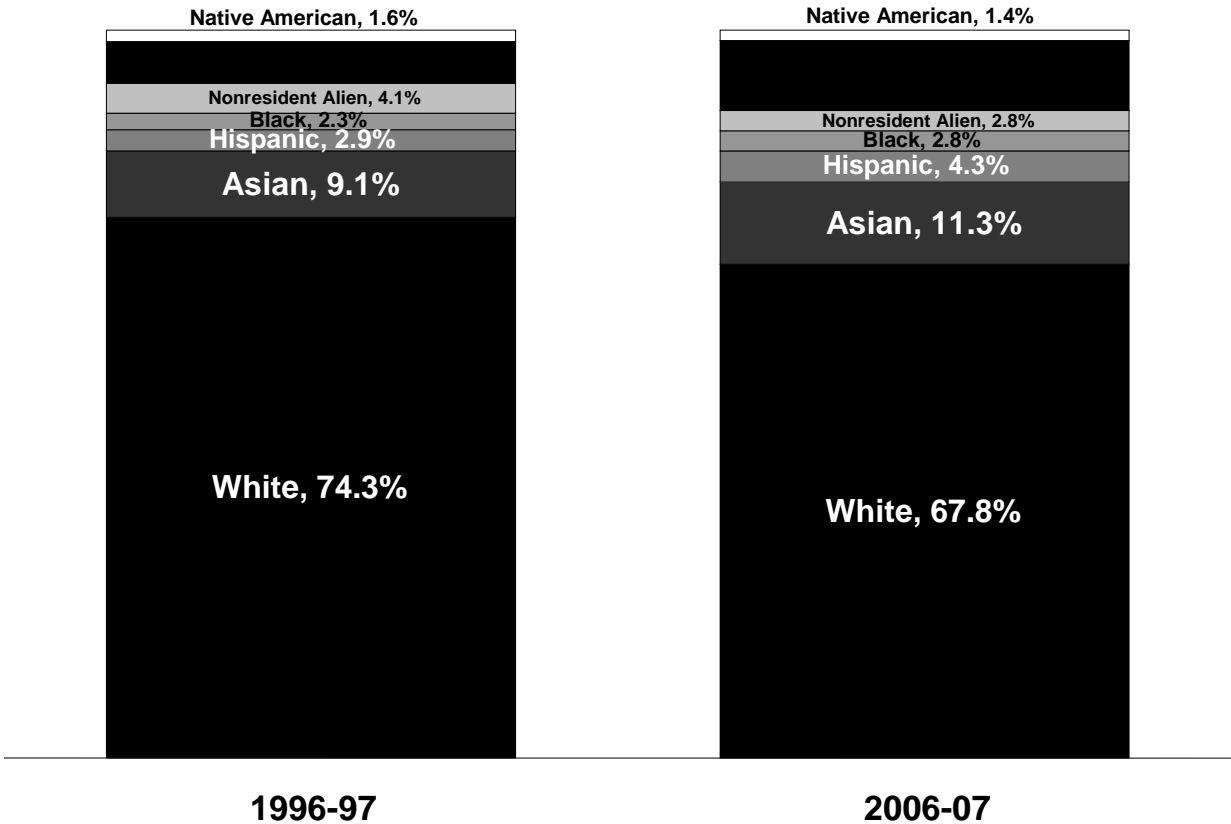
Race & ethnicity

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: 1996-97 and 2006-07



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

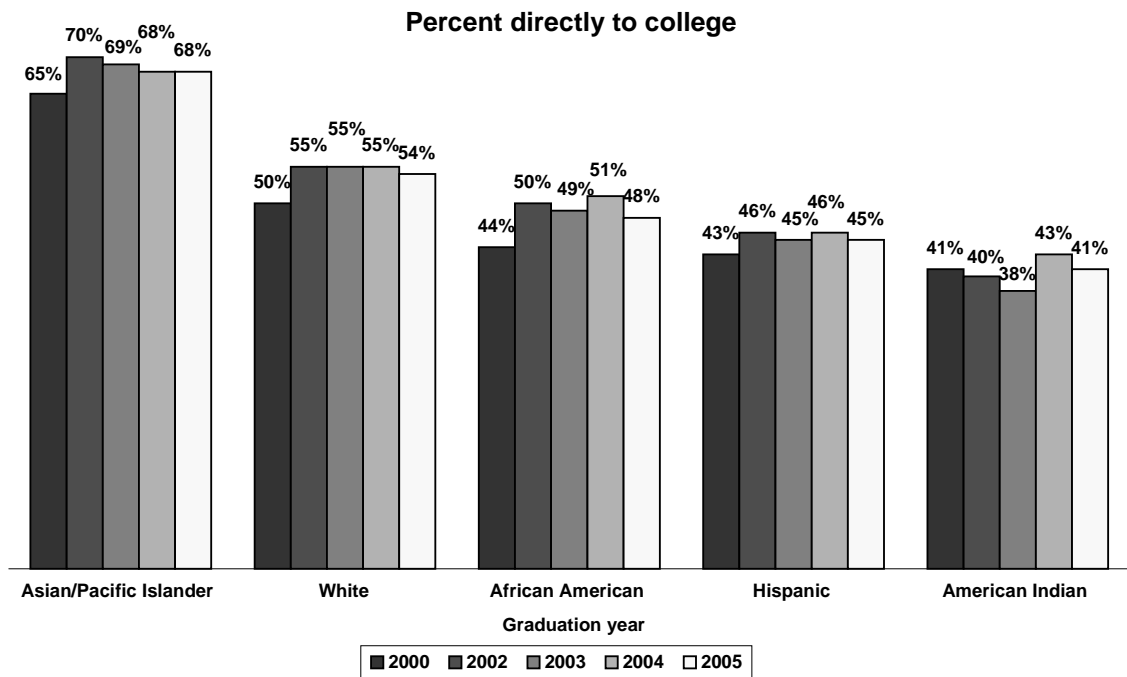
Note: Data reflect public and independent four-year institutions.

**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 within a year by race/ethnicity: 2000-2005**



*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).

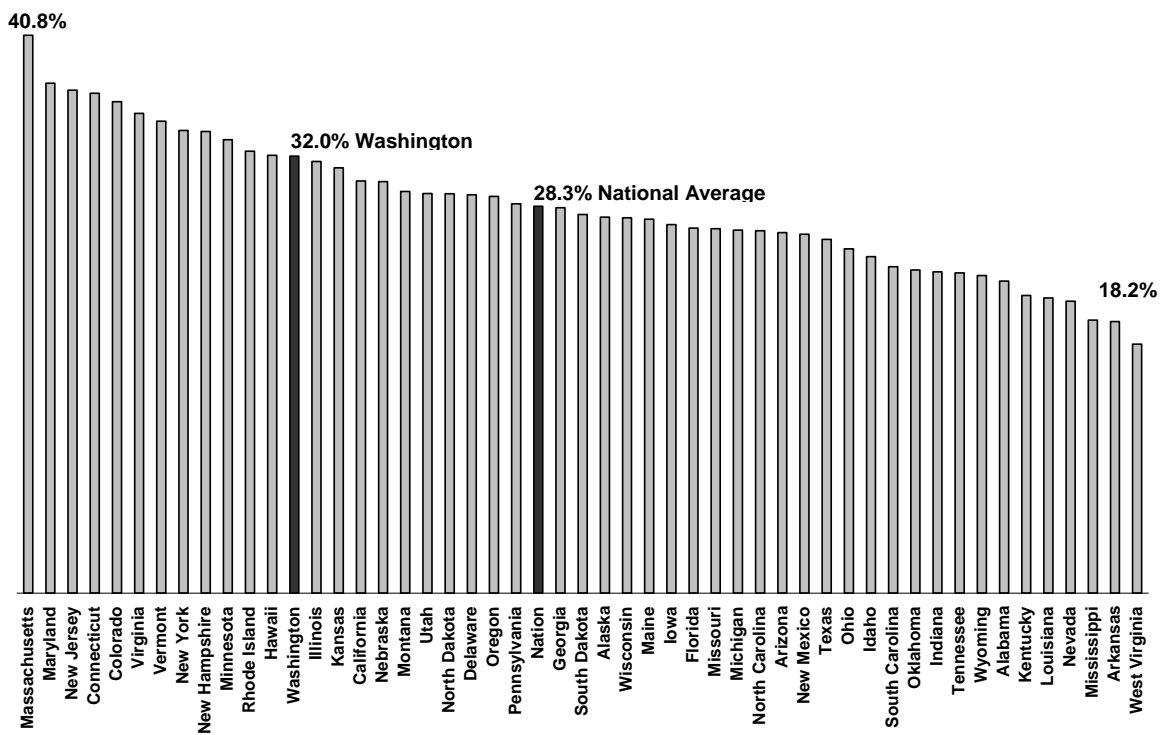


*Readiness, Participation, Transfer, Achievement*

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

Washington ranks 13<sup>th</sup> 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**

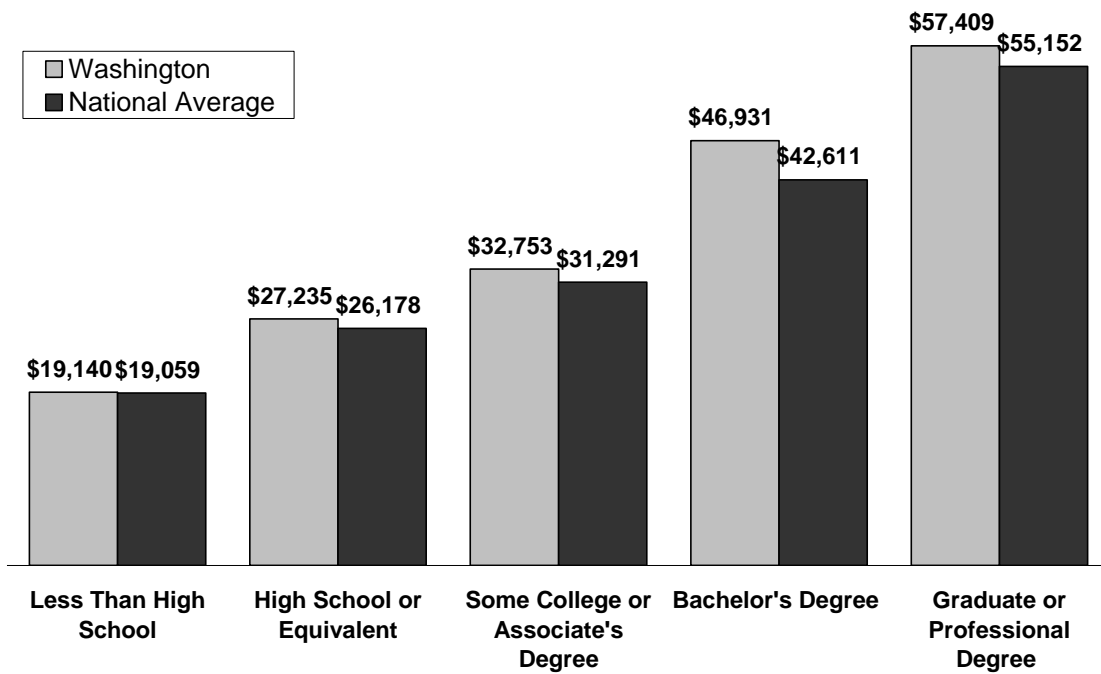


Source: 2006 American Community Survey (U.S. Census Bureau).

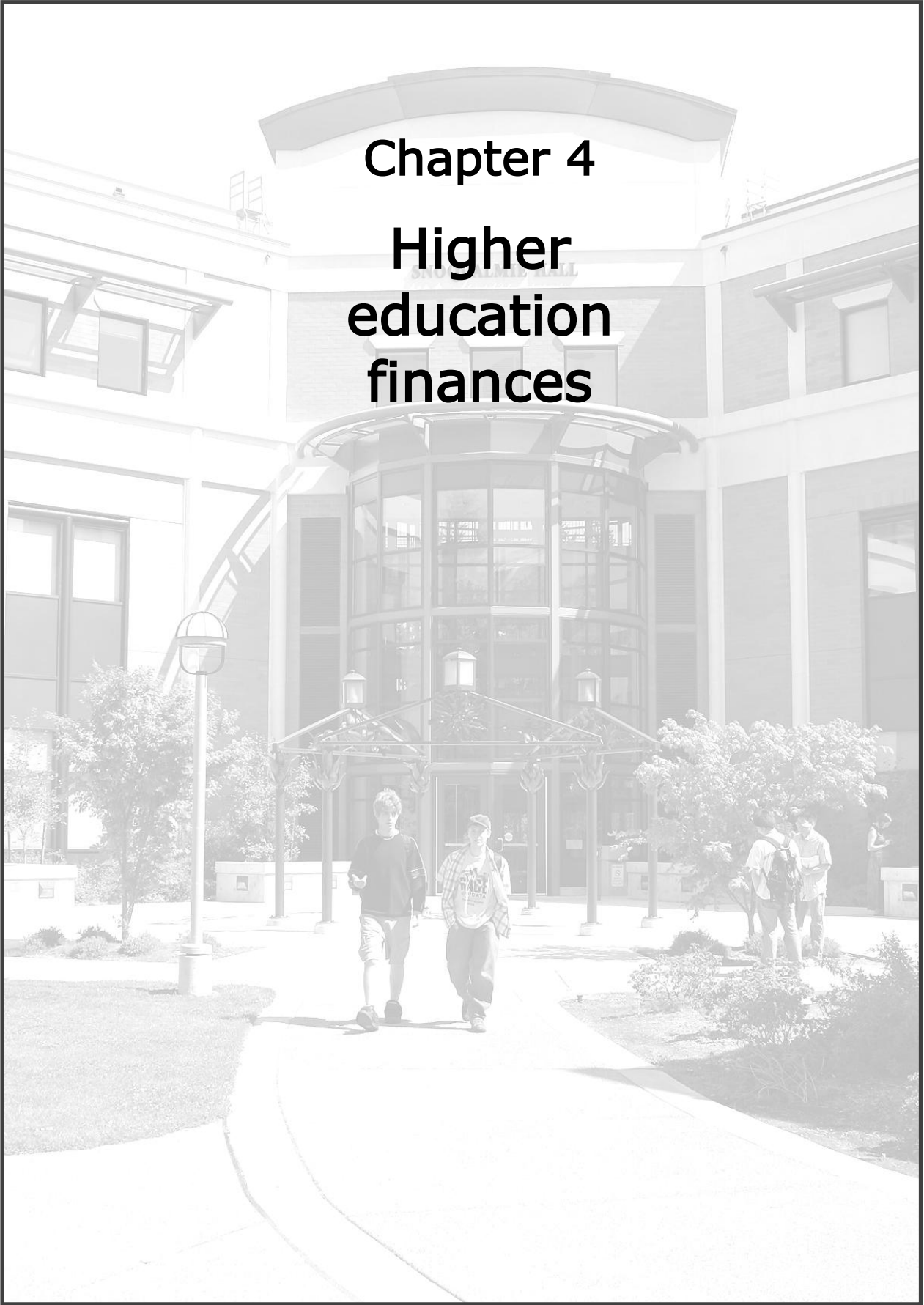
**How does education level affect income?**

Residents of Washington have earned more than the national average, based on their level of education.

**Average income compared to education attainment**



*Source:* 2006 American Community Survey (U.S. Census Bureau)



# Chapter 4

## Higher education finances

## Higher education finances: Costs

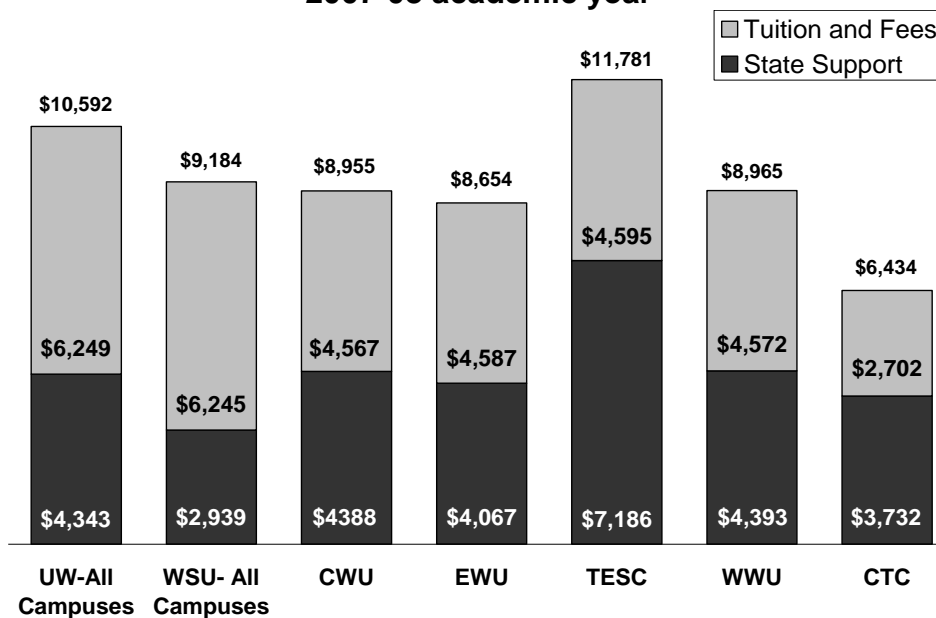
### What is the cost of instruction?

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

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

The table 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  
2007-08 academic year**



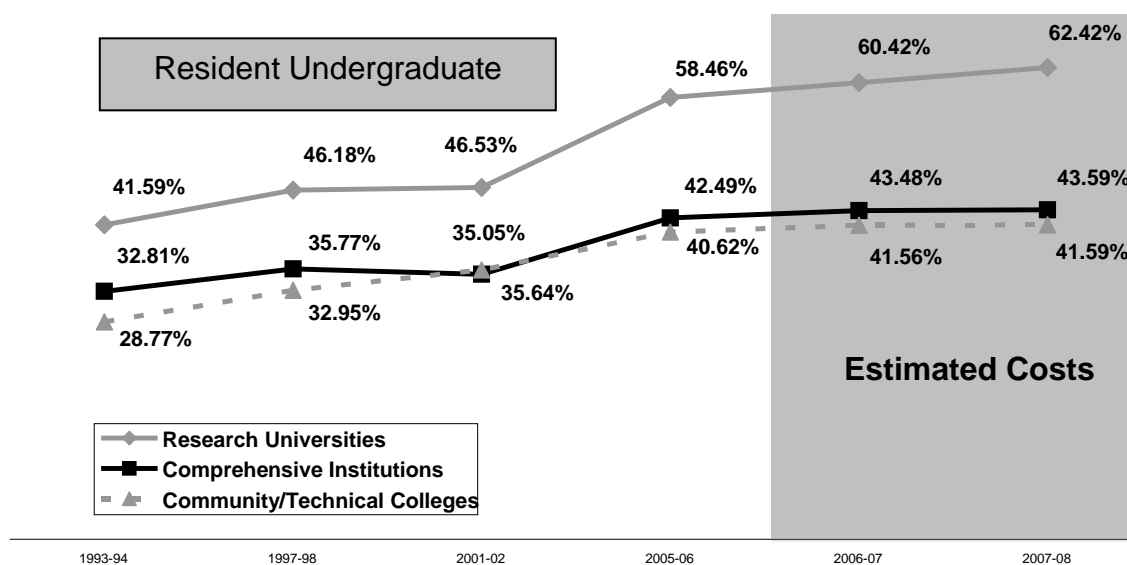
Source: *Education Cost Study*, Higher Education Coordinating Board, produced every four years. Cost information between cost studies is estimated using the average overall cost increase from the prior four cost studies. Tuition and fee information from: *Tuition and Fee Rates*, Higher Education Coordinating Board, various years. Includes only technology and service and activities fees.

## Higher education finances: Costs

### Trends in cost of instruction

Tuition paid by resident undergraduate students covers 62 percent of undergraduate instructional costs at the research institutions, about 44 percent at the comprehensive institutions, and 42 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 increasingly represents a larger share of instruction costs



	<u>1977-78 to 1980-81</u>	<u>1981-82 to 1992-93</u>	<u>1993-1994</u>	<u>1997-1998</u>	<u>2001-2002</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
<b>Research universities:</b>								
Resident undergraduate	25.0%	33.3%	41.6%	46.2%	46.5%	58.5%	60.4%	62.4%
<b>Comprehensive institutions:</b>								
Resident undergraduate	*	25.0%	32.8%	35.8%	35.1%	42.5%	43.5%	43.6%
<b>Community/technical colleges:</b>								
Resident undergraduate	*	23.0%	28.8%	33.0%	35.6%	40.6%	41.6%	41.6%

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

Source: *Education Cost Study*, Higher Education Coordinating Board, produced every four years. Cost information between cost studies is projected by using the average overall cost increase from the prior four cost studies. Tuition and fee information from: *Tuition and Fee Rates*, Higher Education Coordinating Board, various years. Includes only technology and service and activities fees.

## *Higher education finances: 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. 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 be other fees determined by a college or university – such as lab 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.

## Higher education finances: Tuition and Fees

### 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 2007-08**

RESIDENT	TUITION			S & A	TOTAL	Tech. fee	TOTAL
	Operating fee	Building fee	Statutory tuition (operating & building)	Services and Activities (S & A) fee	Tuition plus S & A fees	Tech-nology fee (Optional)	OVERALL TUITION AND FEES
<b>UW - Seattle</b>							
Undergraduate (UG)	5,549	293	5,842	315	6,157	123	6,280
Postbaccalaureate (UG courses)	5,549	293	5,842	315	6,157	123	6,280
Postbaccalaureate (Grad courses)	9,380	494	9,874	315	10,189	123	10,312
Nonmatriculated (UG courses)	5,549	293	5,842	315	6,157	123	6,280
Nonmatriculated (Grad courses)	9,380	494	9,874	315	10,189	123	10,312
Graduate (Tier I)	8,607	267	8,874	315	9,189	123	9,312
Graduate (Tier II)	9,092	282	9,374	315	9,689	123	9,812
Graduate (Tier III)	9,577	297	9,874	315	10,189	123	10,312
Business Master's (incoming)	18,721	579	19,300	315	19,615	123	19,738
Business Master's (2nd year)	16,781	519	17,300	315	17,615	123	17,738
Tacoma Business Master's Prog.	13,626	422	14,048	339	14,387	120	14,507
Bothell Bus. Master's (incoming)	17,170	532	17,702	285	17,987	120	18,107
Bothell Bus. Master's (2nd year)	15,469	479	15,948	285	16,233	120	16,353
Nursing Master's	11,799	365	12,164	315	12,479	123	12,602
Bothell Nursing Master's	9,092	282	9,374	285	9,659	120	9,779
Tacoma Nursing Master's	9,092	282	9,374	339	9,713	120	9,833
Pharm D	12,523	388	12,911	315	13,226	123	13,349
Law: Master's and Professional	16,783	520	17,303	315	17,618	123	17,741
Medical and Dental Professional	16,037	845	16,882	315	17,197	123	17,320
<b>UW - Bothell</b>							
All charges same as above except as noted, and S & A and Tech. Fee:				285		120	
<b>UW - Tacoma</b>							
All charges same as above except as noted, and S & A and Tech. Fee:				339		120	
<b>WSU - all campuses</b>							
Undergraduate	5,524	288	5,812	478	6,290	-	6,290
Graduate	6,860	212	7,072	478	7,550	-	7,550
Pharm D	12,490	386	12,876	478	13,354	-	13,354
Masters of Business Adm. (MBA)	10,432	216	10,648	478	11,126	-	11,126
Graduate Nursing	11,071	343	11,414	478	11,892	-	11,892
Professional (Dr. Vet Med/ WWAMI)	15,887	845	16,732	478	17,210	-	17,210
<b>CWU</b>							
Undergraduate	3,923	166	4,089	522	4,611	-	4,611
Graduate	5,955	149	6,104	522	6,626	-	6,626
<b>EWU</b>							
Undergraduate	3,863	154	4,017	468	4,485	-	4,485
Graduate	5,888	145	6,033	447	6,480	-	6,480
<b>TESC</b>							
Undergraduate	3,927	164	4,091	499	4,590	-	4,590
Graduate	5,916	152	6,068	499	6,567	-	6,567
<b>WWU</b>							
Undergraduate	3,927	161	4,088	480	4,568	51	4,619
Graduate	5,635	137	5,772	480	6,252	51	6,303
<b>Community/Technical Colleges</b>							
Undergraduate	2,145	263	2,408	269	2,677	varies	

Source: *Tuition and Fee Rates*, Higher Education Coordinating Board, 2007-08.

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

## Higher education finances: Tuition and Fees

### 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 2007-08**

NONRESIDENT	Statutory tuition			Services and Activities (S & A) fee	Tuition plus S & A fees	Technology fee (Optional)	OVERALL TUITION AND FEES
	Operating fee	Building fee	(operating & building)				
<b>UW - Seattle</b>							
Undergraduate (UG)	20,616	972	21,588	315	21,903	123	22,026
Postbaccalaureate (UG courses)	20,616	972	21,588	315	21,903	123	22,026
Postbaccalaureate (Grad courses)	20,934	987	21,921	315	22,236	123	22,359
Nonmatriculated (UG courses)	20,616	972	21,588	315	21,903	123	22,026
Nonmatriculated (Grad courses)	20,934	987	21,921	315	22,236	123	22,359
Graduate (Tier I)	20,188	733	20,921	315	21,236	123	21,359
Graduate (Tier II)	20,421	750	21,171	315	21,486	123	21,609
Graduate (Tier III)	21,153	768	21,921	315	22,236	123	22,359
Business Master's (incoming)	27,985	1,015	29,000	315	29,315	123	29,438
Business Master's (2nd year)	26,055	945	27,000	315	27,315	123	27,438
Tacoma Business Master's Prog.	24,647	894	25,541	339	25,880	120	26,000
Bothell Bus. Master's (incoming)	23,851	866	24,717	285	25,002	120	25,122
Bothell Bus. Master's (2nd year)	23,851	866	24,717	285	25,002	120	25,122
Nursing Master's	23,234	843	24,077	315	24,392	123	24,515
Bothell Nursing Master's	20,671	750	21,421	285	21,706	120	21,826
Tacoma Nursing Master's	20,671	750	21,421	339	21,760	120	21,880
Pharm D	24,660	895	25,555	315	25,870	123	25,993
Law: Master's and Professional	24,788	900	25,688	315	26,003	123	26,126
Medical and Dental Professional	39,659	1,227	40,886	315	41,201	123	41,324
<b>UW - Bothell</b>							
All charges same as above except as noted, and S & A and Tech.Fee:				285		120	
<b>UW - Tacoma</b>							
All charges same as above except as noted, and S & A and Tech.Fee:				339		120	
<b>WSU - all campuses</b>							
Undergraduate	15,402	724	16,126	478	16,604	-	16,604
UG: Distance Degree Program	8,286	432	8,718	478	9,196	-	9,196
Graduate	17,293	627	17,920	478	18,398	-	18,398
Grad: Distance Degree Program	10,289	319	10,608	478	11,086	-	11,086
Pharm D	24,562	892	25,454	478	25,932	-	25,932
Masters of Business Adm. (MBA)	21,001	639	21,640	478	22,118	-	22,118
Graduate Nursing	21,807	791	22,598	478	23,076	-	23,076
Professional (Dr. Vet Med/ WWAMI)	39,509	1,227	40,736	478	41,214	-	41,214
<b>CWU</b>							
Undergraduate	12,956	535	13,491	522	14,013	-	14,013
Graduate	13,729	566	14,295	522	14,817	-	14,817
<b>EWU</b>							
Undergraduate	12,378	510	12,888	462	13,350	-	13,350
Graduate	16,193	499	16,692	441	17,133	-	17,133
<b>TESC</b>							
Undergraduate	13,858	577	14,435	499	14,934	-	14,934
Graduate	18,920	585	19,505	499	20,004	-	20,004
<b>WWU</b>							
Undergraduate	14,559	603	15,162	480	15,642	51	15,693
Graduate	15,264	472	15,736	480	16,216	51	16,267
<b>Community/Technical Colleges</b>							
Undergraduate	6,964	652	7,616	269	7,885	varies	

Source: *Tuition and Fee Rates*, Higher Education Coordinating Board, 2007-08.

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



## Higher education finances: Tuition and Fees

### What are the trends in tuition?

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

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

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

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

		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
UW	Resident	\$ 4,167	\$ 4,458	\$ 4,770	\$ 5,103	\$ 5,460	\$ 5,842
	Nonresident	14,868	15,611	17,400	19,400	20,758	21,588
WSU	Resident	4,145	4,435	4,745	5,077	5,432	5,812
	Nonresident	11,940	12,537	13,163	14,085	15,072	16,126
CWU	Resident	3,027	3,240	3,466	3,675	3,896	4,089
	Nonresident	11,016	11,016	11,016	12,007	12,850	13,491
EWU	Resident	2,976	3,183	3,405	3,609	3,825	4,017
	Nonresident	11,259	12,045	12,888	12,888	12,888	12,888
TESC	Resident	3,029	3,240	3,468	3,676	3,897	4,091
	Nonresident	11,853	12,921	14,083	14,083	14,083	14,435
WWU	Resident	3,027	3,238	3,465	3,673	3,894	4,088
	Nonresident	11,226	12,012	12,852	13,623	14,441	15,162
CTCs	Resident	1,784	1,927	2,081	2,119	2,327	2,408
	Nonresident	6,992	7,135	7,289	7,407	7,535	7,616

Source: *Tuition and Fee Rates*, Higher Education Coordinating Board, various years.

## Higher education finances: Tuition and Fees

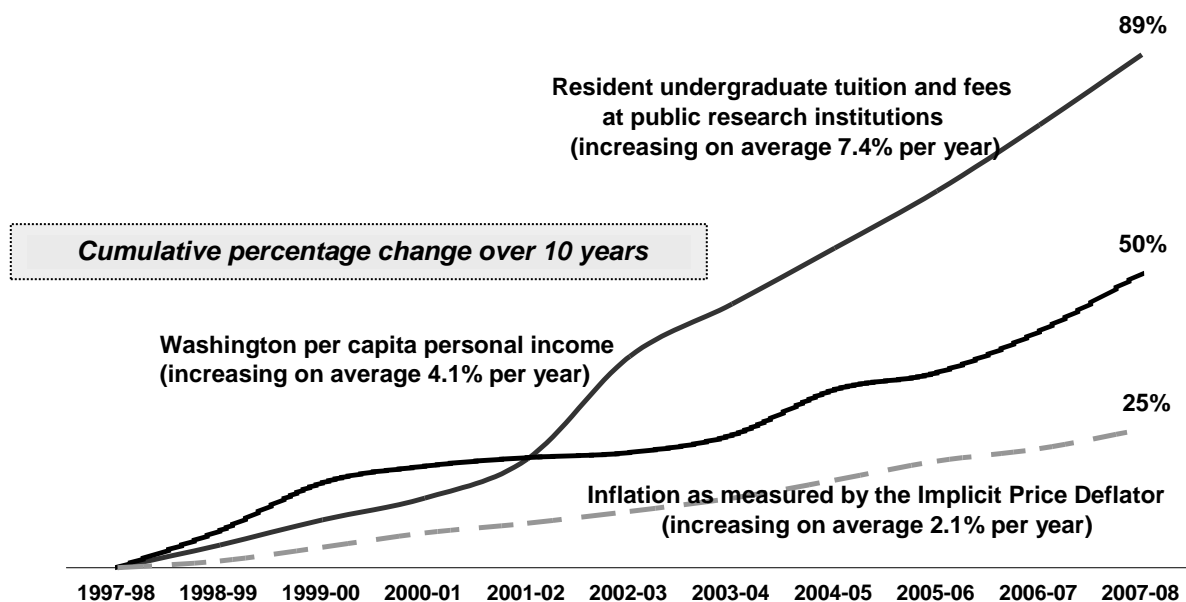
**What have the trends been compared to other expenses?**

Over the past 10 years, tuition and fees have increased 87 percent at the University of Washington.

During the same time, the cost of most consumer goods increased an average of 23 percent.

Per capita personal income in Washington increased 50 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: 1997-98 to 2007-08

	<u>1997-98</u>	<u>2007-08</u>	<u>Change</u>
<b>Tuition and fees (resident undergraduate)</b>			
Public research	\$ 3,316	\$ 6,285	89%
Public comprehensive institutions (average)	2,786	4,572	64%
Community colleges	1,498	2,676	79%
Independent – lowest	5,160	9,055	75%
Independent – weighted average	13,054	25,677	97%
Independent – highest	19,580	32,980	68%
<b>Other expenses</b>			
Room and board/books/transportation/miscellaneous	8,294	11,676	40%
<b>Inflation</b>			
Inflation (Implicit Price Deflator) – Base year 1996-97 = 100	100%	125%	25%
<b>Income</b>			
Washington per capita personal income	\$27,256	\$40,790	50%

Sources: *Tuition and Fee Rates*, Higher Education Coordinating Board, various years; Legislative Evaluation and Accountability Program Committee (LEAP) for Implicit Price Deflator and Washington Per Capita Personal Income.

## Higher education finances: 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: 2007-08 academic year

	<u>University of Washington</u>	<u>Washington State University</u>	<u>Comprehensive institutions</u>	<u>Community and technical colleges</u>
Resident undergraduate tuition and fees	\$6,280	\$6,290	\$4,576	\$2,677
<b>National comparison</b>				
National average	\$7,029	\$7,029	\$5,526	\$2,737
Dollar difference	(\$749)	(\$739)	(\$950)	(\$60)
Percentage difference	(10.7%)	(10.5%)	(17.2%)	(2.2%)
Washington rank	26 <sup>th</sup>	N/A	32 <sup>nd</sup>	24 <sup>th</sup>

Source: *Tuition and Fee Rates*, Higher Education Coordinating Board, 2007-08.

Note: The University of Washington is ranked with institutions categorized as “Flagship Universities” by state higher education agencies in all 50 states. Comprehensive institutions are averaged and then ranked against all other non-flagship schools. Community and technical colleges are ranked against primarily less than four-year public schools.

## Higher education finances: 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: 2007-08 academic year

	<u>University of Washington</u>	<u>Washington State University</u>	<u>Comprehensive institutions</u>	<u>Community and technical colleges</u>
Resident undergraduate tuition and fees	\$6,280	\$6,290	\$4,576	\$2,677
<b>Peer institution comparison</b>				
Peer average	\$8,144	\$7,395	\$5,526	\$2,737
Dollar difference	(\$1,864)	(\$1,105)	(\$950)	(\$60)
Percentage difference	(22.9%)	(14.9%)	(17.2%)	(2.2%)
Peer rank	18 <sup>th</sup> of 25	12 <sup>th</sup> of 23	32 <sup>nd</sup> of 46	24 <sup>th</sup> of 49

Source: *Tuition and Fee Rates*, Higher Education Coordinating Board, 2007-08.

#### 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.) The Evergreen State College is also included in the comprehensive average specifically for this chart.

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

## Higher education finances: 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 16 percent higher-than-average tuition and fees at community colleges in the western states.

### Western states comparison of resident undergraduate tuition and fees: 2007-08 academic year

	<u>University of Washington</u>	<u>Washington State University</u>	<u>Comprehensive institutions</u>	<u>Community and technical colleges</u>
Resident undergraduate tuition and fees	\$6,280	\$6,290	\$4,576	\$2,677

#### WICHE states (15 western states) comparison

WICHE average	\$5,405	\$5,405	\$4,471	\$2,312
Dollar difference	\$875	\$885	\$105	\$365
Percentage difference	16.2%	16.4%	2.3%	15.8%
Washington rank	3 <sup>rd</sup>	N/A	6 <sup>th</sup>	5 <sup>th</sup>

Source: *Tuition and Fee Rates*, Higher Education Coordinating Board, 2007-08.

**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.

## Higher education finances: Tuition and Fees

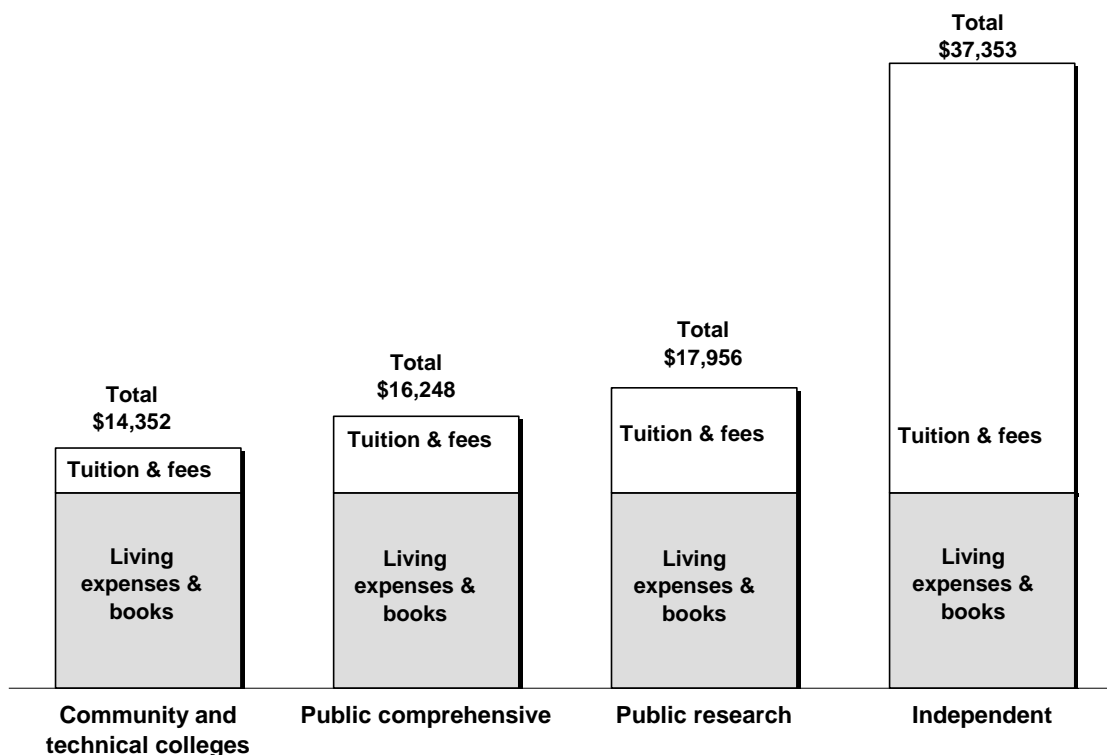
### What total price do students pay to attend college?

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 2007-08; *Tuition and Fee Rates*, Higher Education Coordinating Board, 2007-08.

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

## Higher education finances: *state operating budget*

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

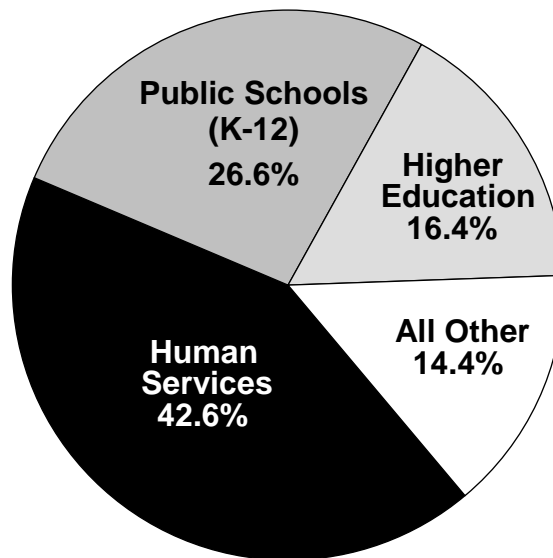
The state's \$56.8 billion operating budget includes more than just the general fund. Examples of other significant funds include federal funds, the Health Services Account, the Public Safety and Education Account, and transportation funds.

At \$9.3 billion, higher education makes up about 16 percent of all funds in the state's operating budget.

The \$9.3 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 2007-09 biennium

Total: \$56.8 billion



Source: Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes: 2007-09 Biennium – 2008 Supplemental*, May 2008.

## Higher education finances: *state operating budget*

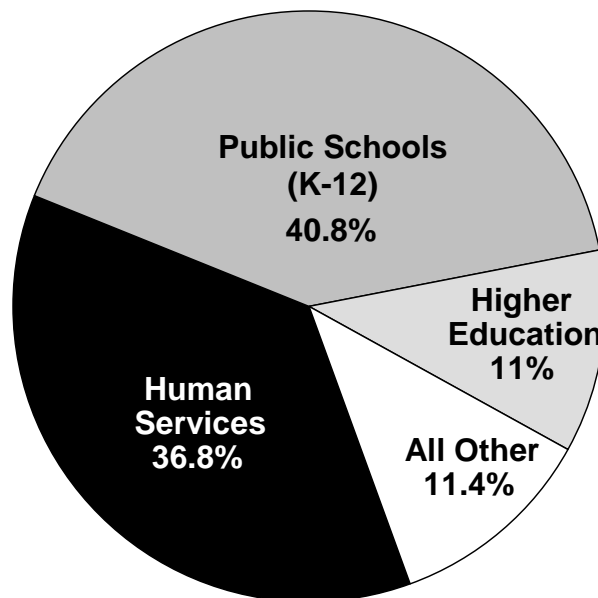
### General fund

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 \$29.8 billion in the current biennium. Higher education makes up 11 percent of the total, equaling \$3.3 billion.

### State general fund 2007-09 biennium

Total: \$29.8 billion



Source: Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes: 2007-09 Biennium – 2008 Supplemental*, May 2008.



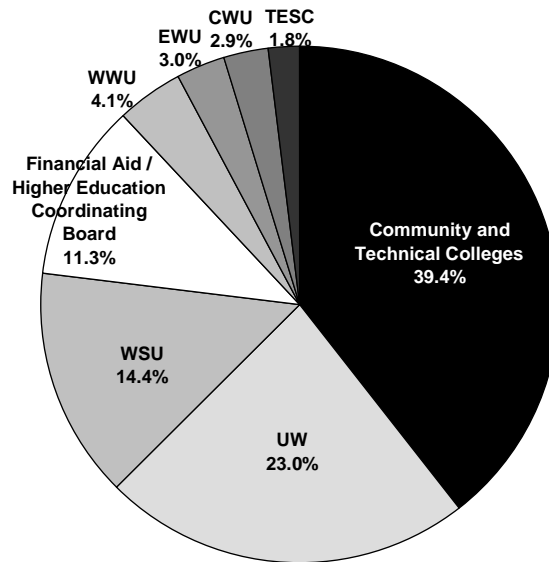
## Higher education finances: *state operating budget*

### General fund

Of the \$3.3 billion appropriated to higher education in 2007-09, the community and technical colleges received 39.4 percent (\$1.3 billion); the University of Washington received 23 percent (\$749 million); and Washington State University received 14.4 percent (\$467 million).

Student financial aid comprises another significant share of the higher education budget. The Higher Education Coordinating Board received 11.3 percent (\$366 million); 96 percent (\$351 million) of that amount was targeted for financial aid.

### State general fund 2007-09 biennium: Distribution of \$3.3 billion for higher education



### Higher education 2007-09 operating budget state general fund (dollars in millions)

Community and technical colleges	\$1,282
University of Washington	749
Washington State University	467
Financial Aid/Higher Education Coordinating Board	366
Western Washington University	135
Eastern Washington University	98
Central Washington University	96
The Evergreen State College	59
<b>Total</b>	<b>\$3,252</b>

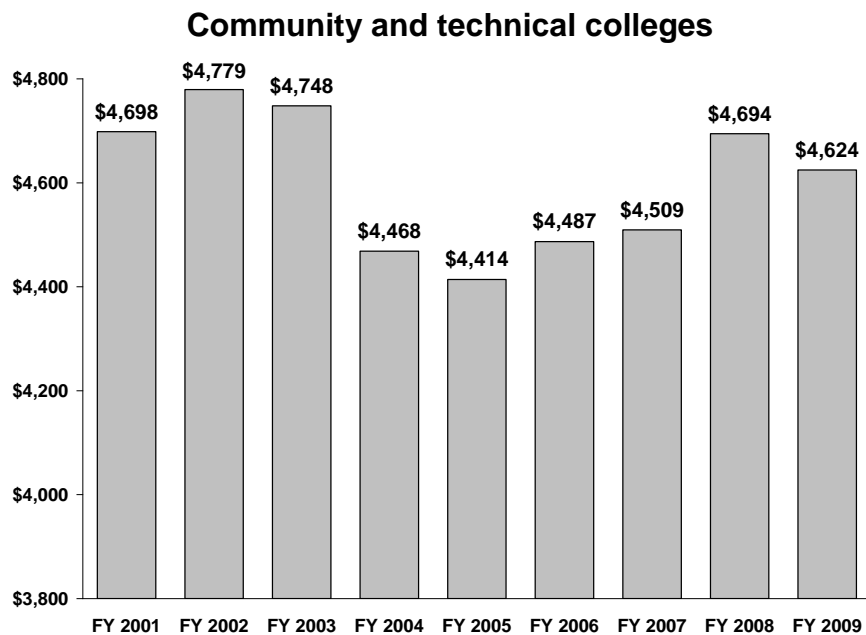
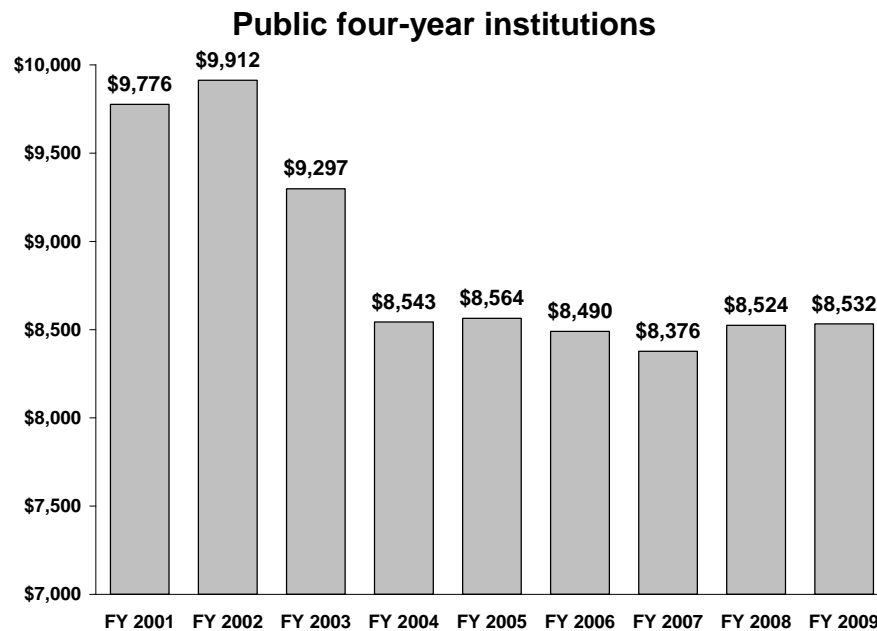
Source: Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes: 2007-09 Biennium – 2008 Supplemental*, May 2008.

## Higher education finances: 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: 2008 dollars)

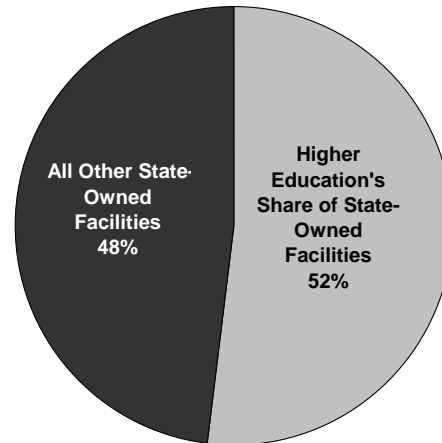


Source: Legislative Evaluation and Accountability Program (LEAP) Committee.

## Higher education finances: *state capital budget*

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

**T**he collective facilities of Washington's public colleges and universities represent a significant share of state government's total physical plant – more than 56 million square feet or 52 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.

## *Higher education finances: state 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.

## Higher education finances: *state 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.

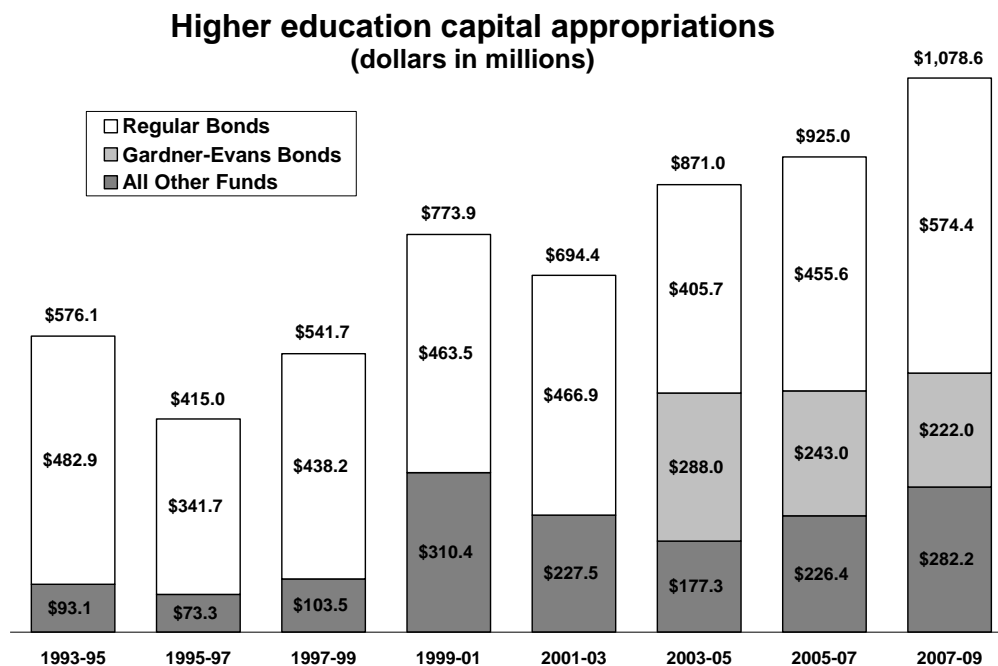
Appropriation amounts have ranged from a low of \$415 million in the 1995-97 biennium to a high of about \$1.1 billion in the 2007-09 biennium (unadjusted dollars).

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

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

Since 1993, the state has invested about \$21.1 billion in all state facilities. Nearly half of this total investment (\$10.4 billion) came from borrowing through the sale of general obligation bonds.

Over that same time period, 75 percent (\$4.4 billion) of higher education's capital appropriations (\$5.9 billion) came from these total bond authorizations.



Source: Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes*, various years.

## Higher education finances: *state capital budget*

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

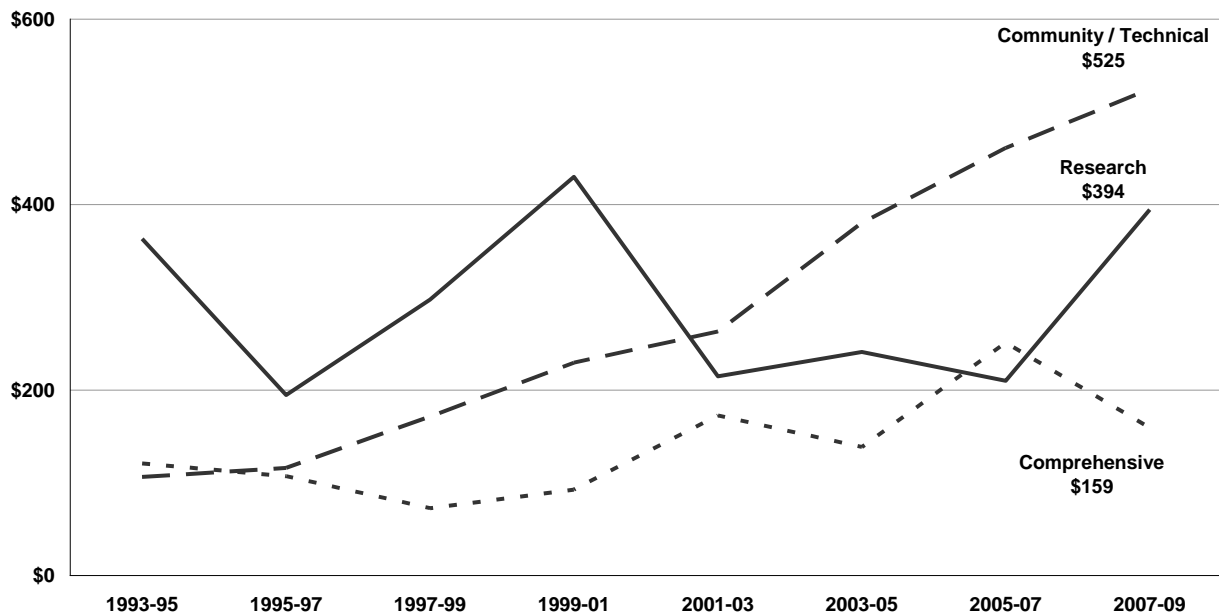
Historically, capital budgets for higher education have been basically stable, accounting for about 30 percent of the total state capital budget.

Three key trends in higher education's capital funding since 1993 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 over time and by sector**  
(dollars in millions)



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

## *Higher education finances: state 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:**

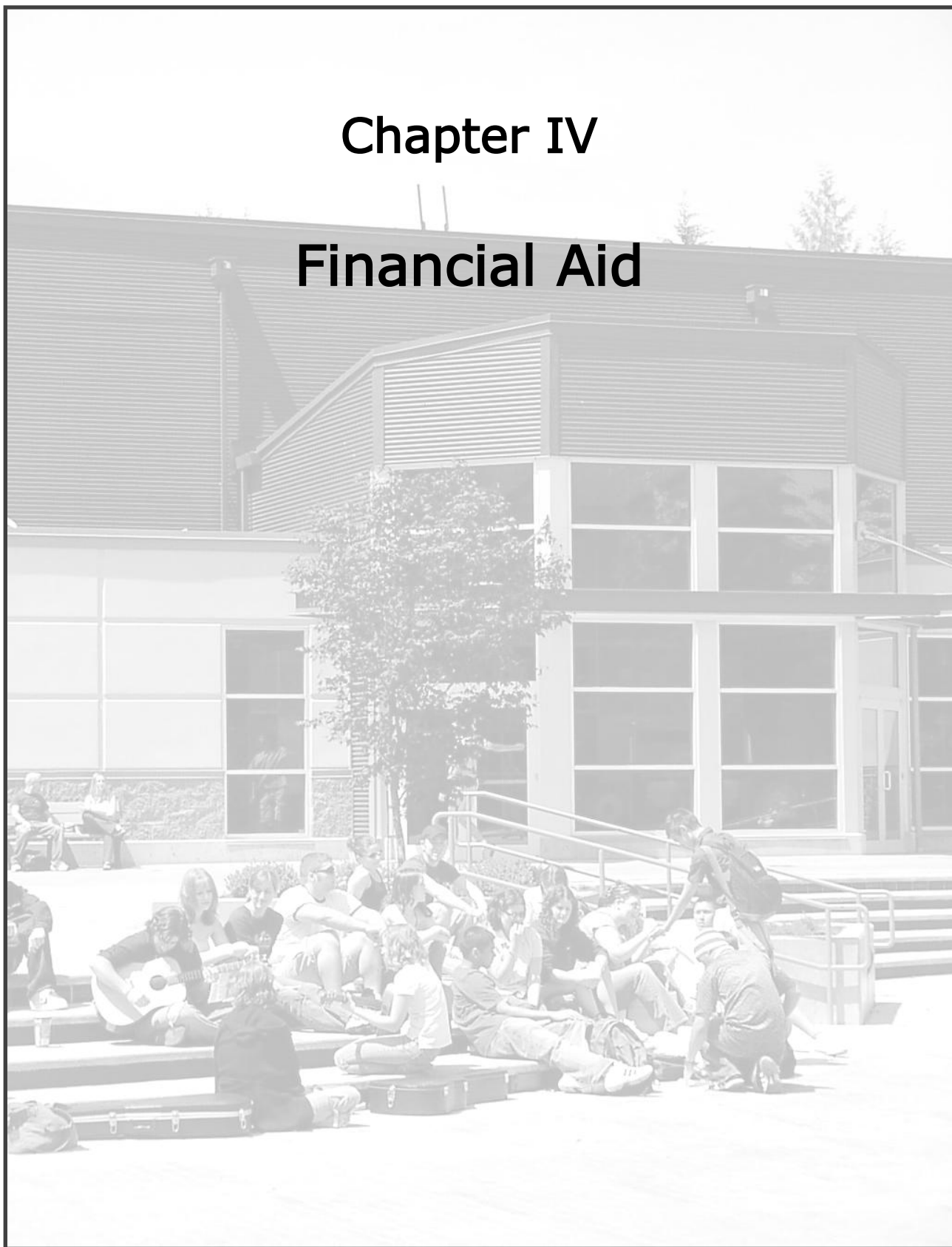
Engrossed Substitute House Bill 3329, as passed into law on April 1, 2008, requires the Higher Education Coordinating Board to help broadly define categories of capital projects for four-year public institutions. Institutions then submit budget proposals directly to the Office of Financial Management. The Higher Education Coordinating Board decides relative funding levels for each category.





# Chapter IV

## Financial Aid



Green River Community College

## Financial Aid

### What is need-based financial aid?

**F**inancial aid helps 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 referred to as “need-based” can help with the difference between what it costs and what the family can be expected to pay.

### HECB financial aid and grant programs: State general fund appropriations for fiscal year 2008

<u>Program name</u>	<u>Estimated number of students served</u>	<u>Appropriation (dollars in millions)</u>
State Need Grant	72,000	\$182.0
State Work Study	9,713	\$20.3
Educational Opportunity Grant	1,250	\$2.9
Foster Care Endowed Scholarship	TBD	\$.75
Future Teachers Conditional Scholarship	100	\$1.0
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Scholarships	420	\$1.3
Health Professional Loan Repayment and Scholarship Programs	97	\$2.8
Washington Scholars Program	417	\$2.5
Washington Award for Vocational Excellence (WAVE)	308	\$1.1
WICHE Professional Student Exchange	14	\$.22
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.”

$$\frac{\text{Student college costs (price of attendance)} - \text{Expected family contribution (EFC)}}{=} \text{Financial need/eligibility}$$

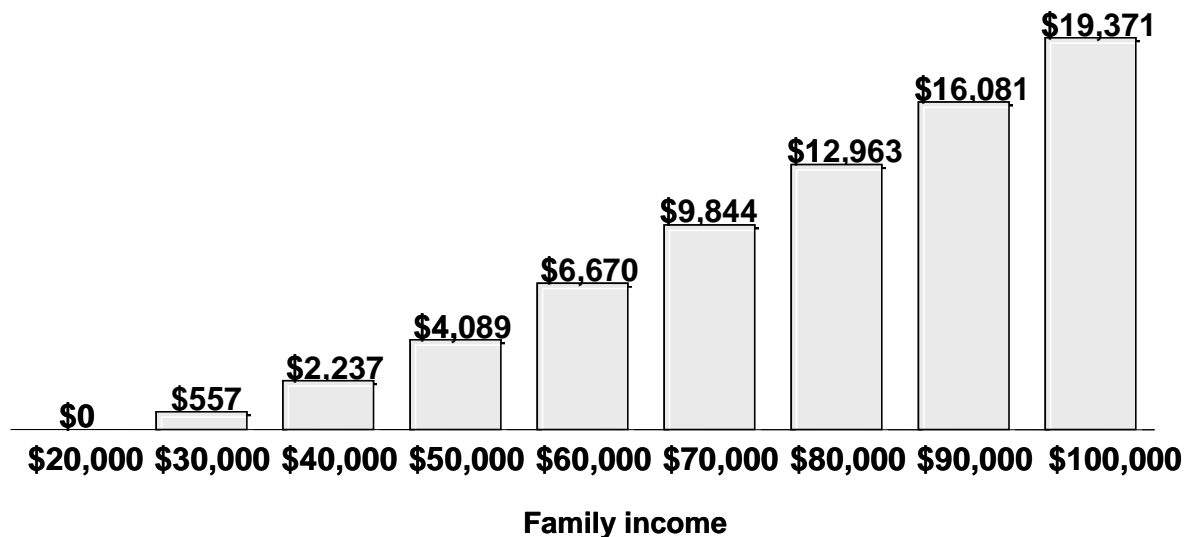
To determine the “expected family contribution,” the student must complete a “Free Application for Federal Student Aid” (FAFSA).

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 \$6,700 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: Peterson's EFC Calculator, 2007.

## 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:

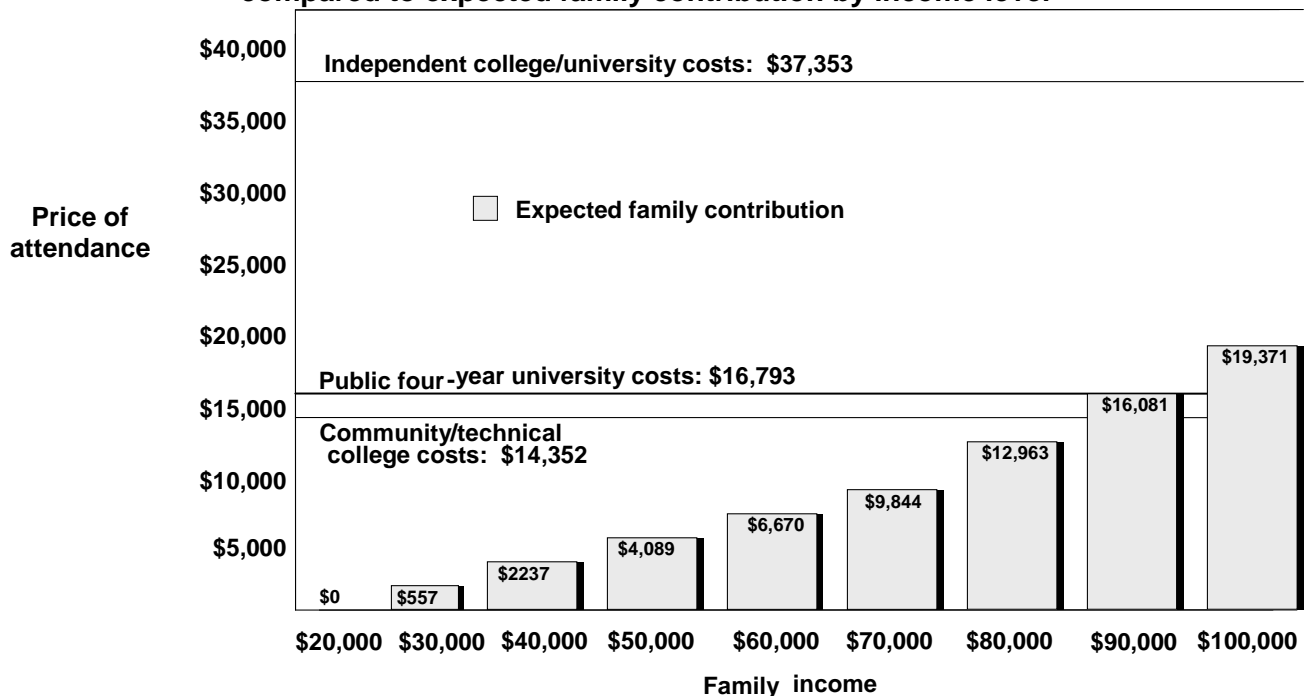
- The cost to attend the institution; and
- The amount the family is expected to contribute.

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: Peterson's EFC Calculator, 2007; Washington Financial Aid Association 2007-08 maintenance budgets; and 2007-08 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 132,000 students received need-based aid in 2006-07. These students represent about 44 percent of the reported enrolled students. These 132,000 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."

<b>Type of institution</b>	<b>Number receiving aid 2006-07</b>
Community and technical colleges	55,506 students
Four-year public	48,017 students
Four-year independent	23,790 students
Private career schools	5,944 students

*Source:* Higher Education Coordinating Board, *Unit Record Report, 2006-07.*

## 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

**Student financial aid received by needy students attending Washington institutions in 2006-07**  
— Total - \$1.52 billion

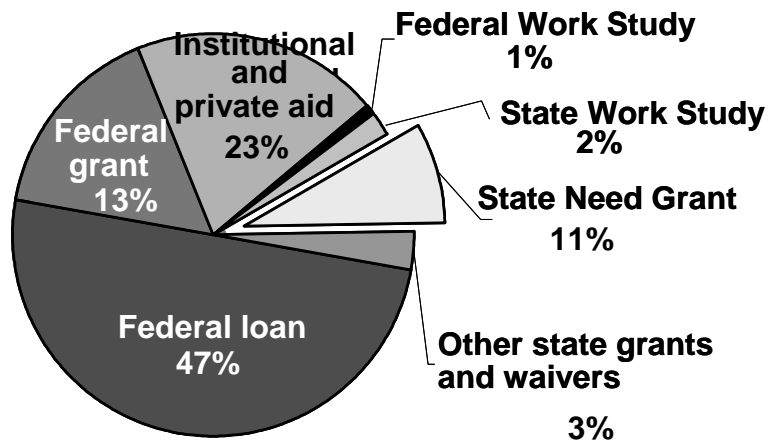
**Grants** are gifts with an obligation to make academic progress, but they do not need to be repaid.

**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 11 percent of all financial aid awarded to needy students. Students also received assistance from other state aid programs and from federal, 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.

Source: Higher Education Coordinating Board, *Unit Record Report, 2006-07*.



## *Financial Aid*

### **Financial aid programs**

### **Which financial aid programs does Washington provide?**

State Need Grant  
(RCW 28B.92)

State Work Study  
(RCW 28B.12)

Educational Opportunity  
Grant (RCW 28B.101)

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

State financial aid programs are designed to address several public purposes, including opportunity for equitable access, affordability and merit, and employment shortages.

#### **Opportunity for equitable access**

##### **State Need Grant**

These grants help the state's lowest-income undergraduate students pursue degrees. To be eligible, a student's family income cannot exceed 70 percent of the state's median family income – currently \$50,500 for a family of four.

##### **Maximum grant amounts vary by type of institution – for 2006-07:**

Community and technical colleges .....	\$2,502
Private career colleges .....	\$2,502
Public comprehensive universities.....	\$4,188
Public research universities.....	\$5,564
Independent universities .....	\$5,798

##### **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 2006-07 was \$2,688.

##### **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*

### **Financial aid programs**

Passport to College  
(RCW 28B.118)

College Bound  
Scholarship  
(RCW 28B.117)

GEAR UP  
(by budget proviso)

Foster Care Endowed  
Scholarship  
(RCW 28B.116)

### **Opportunity for equitable access (continued)**

#### **Passport to College Promise Program for Foster Youth**

This six-year pilot program is designed to encourage and help foster youth prepare for, attend, and successfully complete college. The program will provide foster youth and foster parents with educational planning tools, college support services, and scholarship assistance. The program also includes an incentive grant for institutions that provide special student services for foster youth. The first scholarships and incentive grants will be awarded during the 2008-09 academic year.

#### **College Bound Scholarship**

This program is intended to help improve the aspirations of younger students and families who otherwise might not consider college as an option because of cost. The scholarship provides the assurance of four years of tuition, fees, and funds for books to certain low-income students who sign a pledge during their seventh or eighth grade year. By doing so, these students promise to graduate from high school with at least a 2.0 grade point average and demonstrate good citizenship. Students whose families are eligible for free or reduced price lunches or who are foster youth may apply.

The scholarship will be awarded in coordination with the State Need Grant program. The first awards will be paid in fall 2012.

### **Affordability and merit**

#### **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**

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.



## *Financial Aid*

### **Financial aid programs**

American Indian Endowed Scholarship (RCW 28B.102)

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

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

### **Affordability and merit (continued)**

#### **American Indian Endowed Scholarship**

This program helps students with close ties to the Native American community attend college. The endowment provides about 15 scholarships per year, ranging from \$500 to \$2,000.

#### **Merit**

#### **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 one percent of each school's graduating senior class on the basis of academic achievement, leadership, and community service. The maximum award is equal to the value of public-sector tuition and fees. The actual award may be prorated.

#### **Washington Award for Vocational Excellence (WAVE)**

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

## *Financial Aid*

### **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)

GET Ready for Math and Science Conditional Scholarship (RCW 28B.105)

### **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 2007, about 268 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 outstanding students and paraprofessionals to become teachers and to obtain additional endorsements in teacher shortage subjects. In return, participants agree to teach in Washington K-12 public schools. Funding was available for 100 recipients in 2007-08.

#### **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 2007-08, awards ranged from \$14,100 to \$17,600 and may be awarded for up to four years.

#### **GET Ready for Math and Science Conditional Scholarship Program**

This four-year need-based, conditional scholarship was established for the purpose of providing high school students who excel in math and science with an incentive to major in a math or science program during college. In exchange, scholarship recipients commit to work in a math or science occupation in Washington for three years after completing their baccalaureate degree. The HECB will make the first payments to students in fall 2010.

## *Financial Aid*

### Financial aid programs

#### **Other Programs**

##### **Washington Leadership 1000 Scholarship Fund Program**

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

##### **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 2006-07, 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, 2006-07**

- The program served approximately 66,323 undergraduates.
- On average, these students received \$2,517 in State Need Grant funds.
- The median recipient age was 23 years old.
- 62 percent of students were female.
- 38 percent were dependent on their families for support. The average parental income of these families was \$29,027.
- 62 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 \$14,636.
- 58 percent of all recipients were white; 9 percent were Asian; 9 percent were Hispanic; 7 percent were African American; 4 percent were Pacific Islander; 3 percent were American Indian; and 10 percent were either of other ethnic backgrounds or did not disclose.

#### **State Work Study, 2006-07**

- The program served approximately 9,313 students.
- The average amount earned was \$2,688.
- The median recipient age was 22 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 \$42,716.
- 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 \$12,423.
- 63 percent of all recipients were white; 8 percent were Asian; 8 percent were Hispanic; 6 percent were African American; 2 percent were American Indian; 2 percent were Pacific Islander; and 12 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 April 30, 2008, Washington families have opened 90,860 accounts valued at over \$1.1 billion. Nearly 10,000 students have used their GET accounts to attend colleges and universities in 49 states and five foreign countries. GET is the nation's fastest-growing prepaid tuition plan in both assets and number of accounts.

The GET Committee annually sets the price of a GET unit, currently \$76. Families can buy units by setting up a customized monthly payment plan or by making lump sum purchases. The annual enrollment period is September 15<sup>th</sup> through March 31<sup>st</sup>.

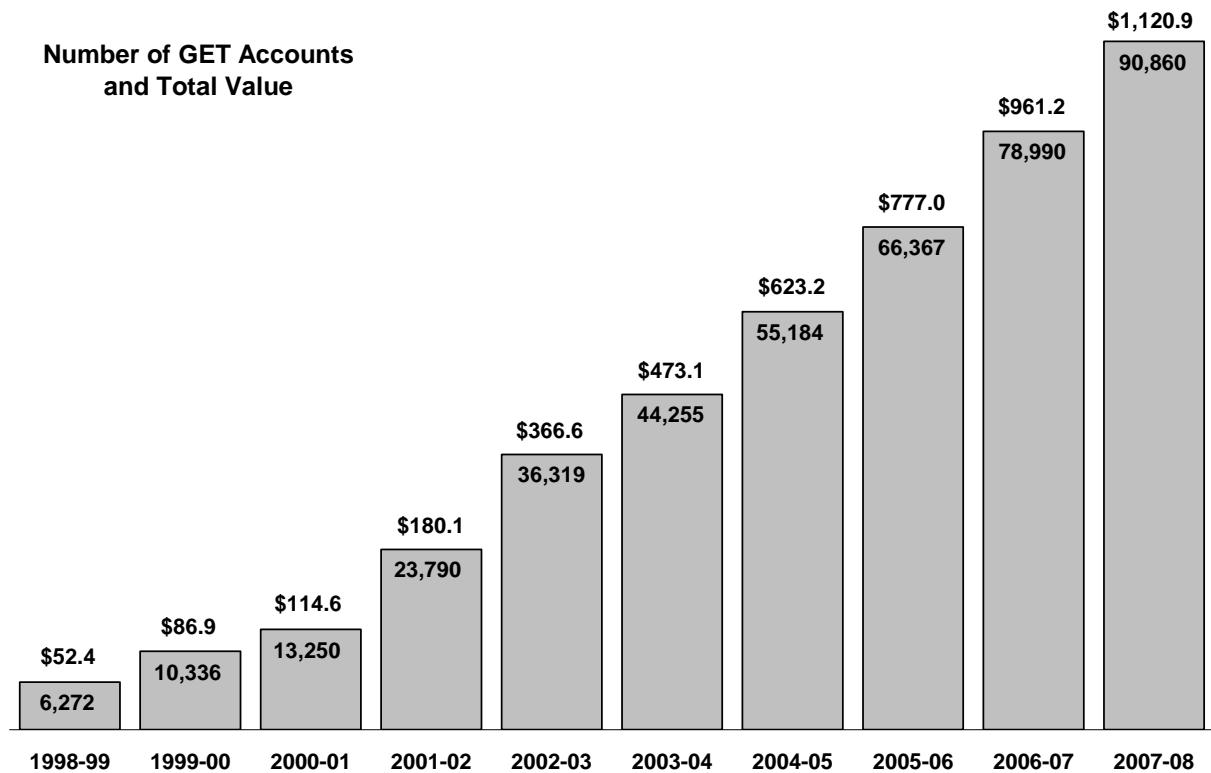
For more information, visit [www.get.wa.gov](http://www.get.wa.gov) or call 1-800-955-2318.

## Financial Aid

### Guaranteed Education Tuition (GET)

As of April 30, 2008, Washington families have opened nearly 91,000 accounts, valued at more than \$1.1 billion. About 17.9 million units have been purchased, with payments totaling \$882.7 million.

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



Note: 2007-08 reflects only totals as of April 30<sup>th</sup>, while all other years reflect totals as of June 30<sup>th</sup>.

## *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 GEAR UP (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 local school districts. All together, the state GEAR UP program and nine partnership programs serve approximately 30,000 students in grades 7 through 12.

The Higher Education Coordinating Board administers the state GEAR UP grant. GEAR UP provides direct services to students through the federally-funded Scholars Project and the state-funded GEAR UP for Student Success program.

- The GEAR UP Scholars Project contracts with 12 school districts statewide to provide direct services to approximately 850 low-income and minority students. The program focuses on preparing students for college success by providing intensive tutoring, mentoring, and college/career planning information.
- The GEAR UP for Student Success program contracts with 25 low-income school districts and provides services to approximately 3,400 students. Each contracted district provides college awareness and readiness activities to the 2007-08 ninth grade cohort.
- As a partner of the state GEAR UP Program, the University of Washington offers year-round professional development activities for teachers and summer institutes for GEAR UP participants.
- GEAR UP also supports the College Success Foundation's outreach and counseling support services at 16 selected high schools in the state through its College Preparatory Advisors. The services are aimed at helping low-income and disadvantaged students participate in postsecondary education.

There are nine GEAR UP partnership programs in the state. They are individually awarded grants from the US Department of Education, and combined they serve approximately 27,000 students statewide





## *Glossary of Terms and Acronyms*

### **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 or 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 and 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 Office of Financial Management. 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

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.

