



# **Key facts about higher education in Washington**

**January 2005**

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

917 Lakeridge Way SW  
P.O. Box 43430  
Olympia, WA 98504-3430  
360.753.7800  
[www.hecb.wa.gov](http://www.hecb.wa.gov)

Bob Craves, chair  
*Redmond*

Gene Colin  
*Seattle*

Roberta Greene  
*Spokane*

Jesús Hernández  
*Wenatchee*

Bill Marler  
*Seattle*

Anthony Rose  
*Seattle*

Herb Simon  
*Tacoma*

Sam Smith  
*Seattle*

Michael Worthy  
*Vancouver*

Joan Yoshitomi  
*Seattle*

James E. Sulton, Jr., Ph.D.  
Executive Director

This publication is available on the Internet at:  
<http://www.hecb.wa.gov>

Cover photo: Black Hall, Central Washington University,  
by Richard Villacres.

## **Table of contents**

Introduction .....	i
Part 1: Colleges and enrollments .....	1
Headcount enrollment:	
Public four-year schools .....	5
Public two-year schools.....	6
Independent four-year schools.....	7
State-supported enrollment (FTEs):	
Public four-year and two-year schools .....	9
Fields of study:	
Four-year schools .....	10
Two-year schools.....	11
Branch campus enrollments.....	13
Enrollment projections .....	15
High school graduation projections.....	16
Part 2: Students, faculty, staff.....	17
Students: age .....	18
Students: gender .....	19
Students: race/ethnicity .....	20
Faculty and staff: totals .....	22
Faculty salaries .....	23
Part-time faculty .....	27
Faculty: race/ethnicity .....	28
Faculty: gender .....	29
Part 3: Readiness, participation in college, transfers, achievement.....	31
WASL scores.....	32
Running Start, Advanced Placement, International Baccalaureate, College in the High School, Tech Prep .....	33
SAT, ACT test comparisons.....	36
Remediation.....	38
College participation .....	39
Transfers.....	41
Retention rates .....	43
Graduation rates.....	44
Degree and certificate completion.....	45
Bachelor's degrees: state ranking.....	46
Part 4: Higher education finances.....	51
Cost of instruction and trends.....	52
Tuition and fees .....	55
Comparing tuition in other states.....	60
Student costs.....	63
State operating budget .....	64
State capital budget.....	68
Part 5: Financial aid.....	73
Need-based financial aid overview.....	74
Expected family contribution .....	75
Number of students receiving aid.....	77
Financial aid programs in detail .....	78
Guaranteed Education Tuition (GET) Program.....	85
Glossary .....	87

## **Introduction**

**T**his publication, “Key Facts about Higher Education in Washington,” brings together much of the information one might need to understand and discuss higher education issues.

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

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

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

### **HECB responsibilities**

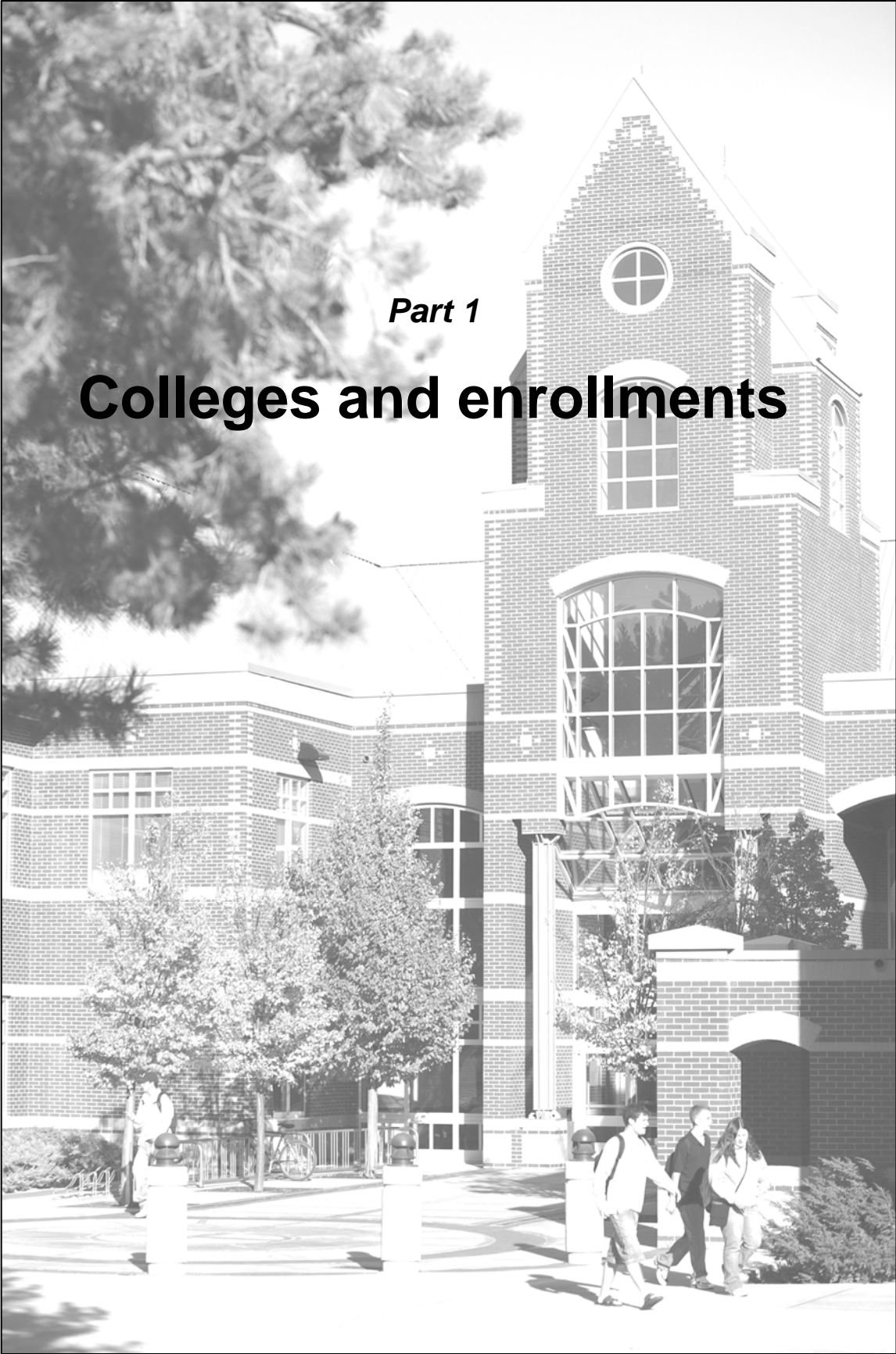
The Higher Education Coordinating Board is a 10-member citizen board that administers the state’s student financial aid programs and provides planning, coordination, monitoring and policy analysis for higher education in Washington.

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

Created by the Legislature in 1985, the HECB was formally established in January 1986 as the successor to the Council of Postsecondary Education. Appointed by the governor and confirmed by the Senate, board members serve four-year terms, with the exception of the board chairman, who serves at the pleasure of the governor, and the student member, who serves one year. The agency’s executive director serves at the pleasure of the board.

Major functions of the board include:

- Administering state financial aid programs
- Helping families save for college
- Motivating young people to go to college
- Helping people become self-sufficient
- Preparing a strategic plan for higher education
- Recommending budget priorities and policy changes
- Approving degree programs
- Ensuring program quality



*Part 1*

# **Colleges and enrollments**

## **Colleges and enrollments**

### **Who is providing higher education in Washington?**

#### **Public four-year institutions:**

- research
- comprehensive

#### **Public community and technical colleges**

#### **Independent institutions**

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

For specific information about a particular institution, the Washington Higher Education Coordinating Board (HECB) Web site ([www.hecb.wa.gov](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  
Branch campuses:  
Washington State University Spokane\*  
Washington State University Tri-Cities  
Washington State University Vancouver

#### ***Comprehensive institutions***

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

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

## **Colleges and enrollments**

### **Community and technical colleges (public two-year)**

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

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

### **Independent four-year schools**

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

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

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

### **Other independent schools**

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



## **Colleges and enrollments**

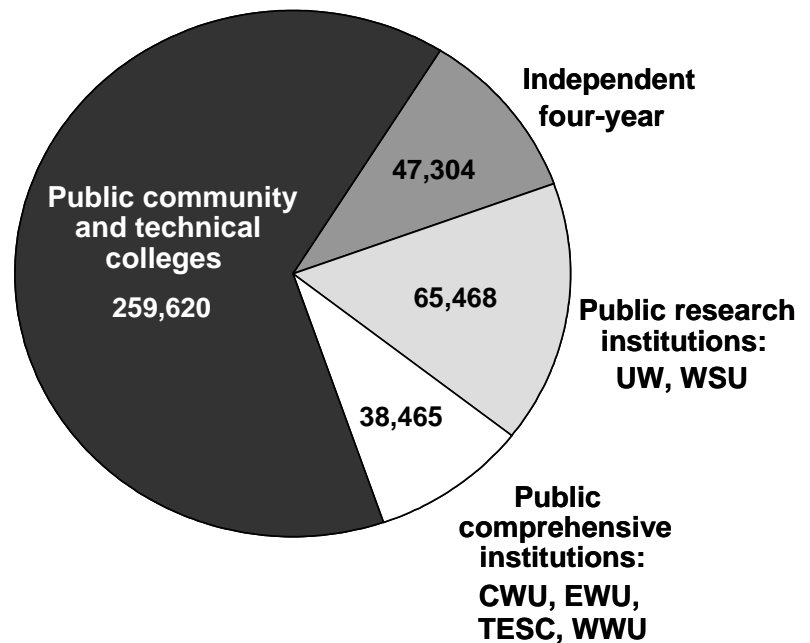
**Public four-year**

**Public two-year community and technical colleges**

**Independent four-year**

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

### **Fall 2003 headcount shows the largest enrollments at community and technical colleges**



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

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

## Colleges and enrollments

### Public four-year

<b>Enrollments reflect all funding sources:</b>	<b><u>Primary location</u></b>	<b><u>Fall 2003 enrollment (headcount)</u></b>
University of Washington (main campus)	Seattle	39,135
University of Washington Bothell	Bothell	1,613
University of Washington Tacoma	Tacoma	2,008
Washington State University (main campus)	Pullman	19,141
Washington State University Vancouver	Vancouver	1,874
Washington State University Tri-Cities	Tri-Cities	1,113
Washington State University Spokane	Spokane	584
Central Washington University	Ellensburg	9,903
Eastern Washington University	Cheney	10,337
The Evergreen State College	Olympia	4,380
Western Washington University	Bellingham	13,845
<b>Total: Public four-year</b>		<b>103,933</b>

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

Notes: Enrollments reflect both state-supported and non-state supported students. Data are estimated for Washington State University by campus.

## Colleges and enrollments

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

Enrollments reflect all funding sources:	Primary location	Fall 2003 enrollment (headcount)
Bates Technical College	Tacoma	6,989
Bellevue Community College	Bellevue	19,479
Bellingham Technical College	Bellingham	3,806
Big Bend Community College	Moses Lake	2,961
Cascadia Community College	Bothell	2,711
Centralia College	Centralia	5,153
Clark College	Vancouver	13,681
Clover Park Technical College	Tacoma	8,592
Columbia Basin College	Pasco	7,264
Edmonds Community College	Lynnwood	11,015
Everett Community College	Everett	9,735
Grays Harbor College	Aberdeen	3,581
Green River Community College	Auburn	9,076
Highline Community College	Des Moines	8,868
Lake Washington Technical College	Kirkland	4,838
Lower Columbia College	Longview	4,006
Olympic College	Bremerton	7,029
Peninsula College	Port Angeles	4,988
Pierce District:		
Pierce College Puyallup	Puyallup	3,175
Pierce College Fort Steilacoom	Fort Steilacoom	9,744
Renton Technical College	Renton	5,517
Seattle District:		
Seattle Central Community College	Seattle	11,230
North Seattle Community College	Seattle	9,325
South Seattle Community College	Seattle	8,266
Shoreline Community College	Shoreline	8,259
Skagit Valley Community College	Mount Vernon	7,208
South Puget Sound Community College	Olympia	6,618
Spokane District:		
Spokane Community College	Spokane	7,905
Spokane Falls Community College	Spokane	15,280
Tacoma Community College	Tacoma	9,393
Walla Walla Community College	Walla Walla	6,820
Wenatchee Valley College	Wenatchee	4,080
Whatcom Community College	Bellingham	6,488
Yakima Valley Community College	Yakima	6,540
<b>Total: Community and technical colleges</b>		<b>259,620</b>

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

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

## Colleges and enrollments

### Independent four-year

	<b>Primary location</b>	<b>Fall 2003 enrollment (headcount)</b>
Antioch University	Seattle	827
Argosy University	Seattle	255
Art Institute of Seattle	Seattle	2,497
Bastyr University	Kenmore	1,164
City University	Seattle	3,820
Cornish College of the Arts	Seattle	696
Crown College	Tacoma	318
Devry University	Federal Way	1,192
Digipen Institute of Technology	Redmond	522
Faith Evangelical Lutheran Seminary	Tacoma	188
Golden Gate Baptist Theological Seminary Northwest	Vancouver	84
Gonzaga University	Spokane	5,494
Henry Cogswell College	Everett	230
Heritage College	Toppenish	1,270
ITT Technical Institute	Seattle	472
ITT Technical Institute	Bothell	284
ITT Technical Institute	Spokane	486
Mars Hill Graduate School	Bothell	230
Northwest Baptist Seminary	Tacoma	73
Northwest College of Art	Poulsbo	135
Northwest College of the Assemblies of God	Kirkland	1,161
Pacific Lutheran University	Tacoma	3,462
Puget Sound Christian College	Edmonds	162
Saint Martin's College	Lacey	1,489
Seattle Institute of Oriental Medicine	Seattle	31
Seattle Pacific University	Seattle	3,728
Seattle University	Seattle	6,659
Trinity Lutheran College	Issaquah	163
University of Phoenix	Seattle	1,782
University of Puget Sound	Tacoma	2,760
Walla Walla College	College Place	1,918
Whitman College	Walla Walla	1,454
Whitworth College	Spokane	2,298
<b>Total: Independent four-year</b>		<b>47,304</b>

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

## ***Enrollments***

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

**F**all headcount data covers all students who attend higher education institutions in Washington. For public colleges and universities, the headcount enrollment numbers include both enrollments supported by state funds, as well as enrollments supported by other sources, such as contracts with outside agencies. However, state funding supports a large proportion of enrollments at public institutions.

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

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

## Enrollments

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

	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
<b><u>Research institutions</u></b>									
UW Main campus	30,743	31,503	31,765	31,785	32,036	32,661	33,863	34,065	33,487
UW Bothell	509	638	799	844	959	1,041	1,228	1,236	1,250
UW Tacoma	<u>559</u>	<u>717</u>	<u>834</u>	<u>963</u>	<u>1,063</u>	<u>1,264</u>	<u>1,556</u>	<u>1,662</u>	<u>1,579</u>
<b>UW total</b>	<b>31,811</b>	<b>32,858</b>	<b>33,398</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>
WSU Main campus	16,954	16,971	16,961	17,390	17,010	17,257	17,607	17,830	17,975
WSU Spokane	317	364	288	383	432	526	567	628	627
WSU Tri-Cities	619	656	647	591	596	639	631	627	677
WSU Vancouver	<u>636</u>	<u>722</u>	<u>828</u>	<u>948</u>	<u>970</u>	<u>1,076</u>	<u>1,150</u>	<u>1,226</u>	<u>1,263</u>
<b>WSU total</b>	<b>18,526</b>	<b>18,713</b>	<b>18,724</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><u>Comprehensive institutions</u></b>									
<b>CWU</b>	7,339	7,448	7,474	7,471	7,463	7,287	7,672	8,106	8,657
<b>EWU</b>	7,364	6,945	6,907	7,244	7,712	8,081	8,421	8,700	8,956
<b>TESC</b>	3,387	3,489	3,728	3,822	3,697	3,786	4,009	4,054	4,099
<b>WWU</b>	9,668	10,118	10,374	10,550	10,840	11,214	11,265	11,377	11,505
<b>Four-year total</b>	<b>78,095</b>	<b>79,571</b>	<b>80,605</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>Community and technical colleges</b>									
<b>Community and technical colleges</b>	<b>118,075</b>	<b>118,515</b>	<b>117,925</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>Public total</b>	<b>196,170</b>	<b>198,086</b>	<b>198,530</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>

Sources: Office of Financial Management, *Higher Education Enrollment Statistics*; and budget driver reports (as of August 2004).

## Enrollments

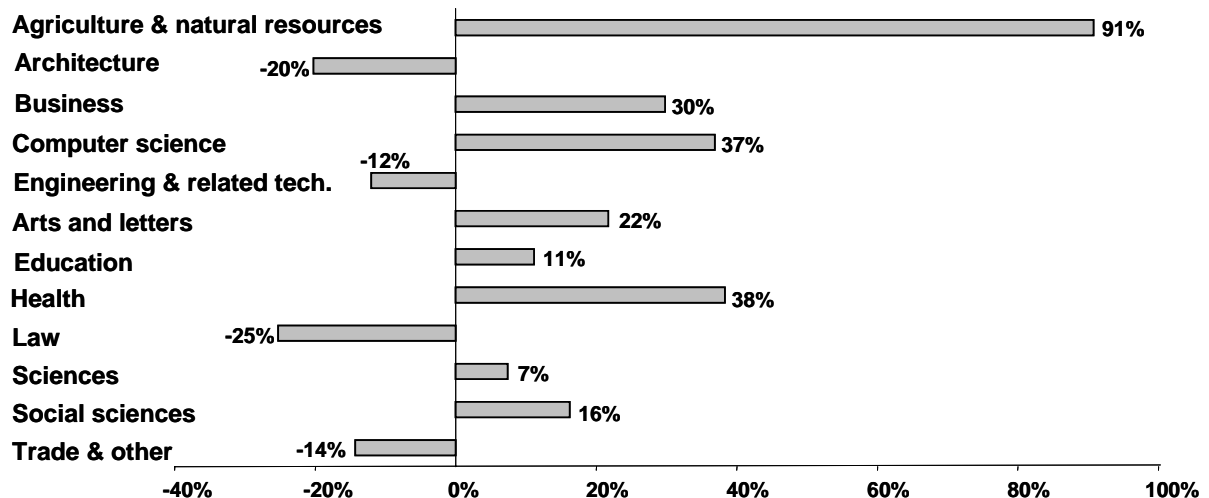
### What fields of study are students pursuing?

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

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

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

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



Source: Office of Financial Management, July 2004.

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

## Enrollments

### Looking more closely at community and technical colleges

#### Four main areas

##### Academic transfer:

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

##### Workforce education:

Preparing for jobs or upgrading job skills.

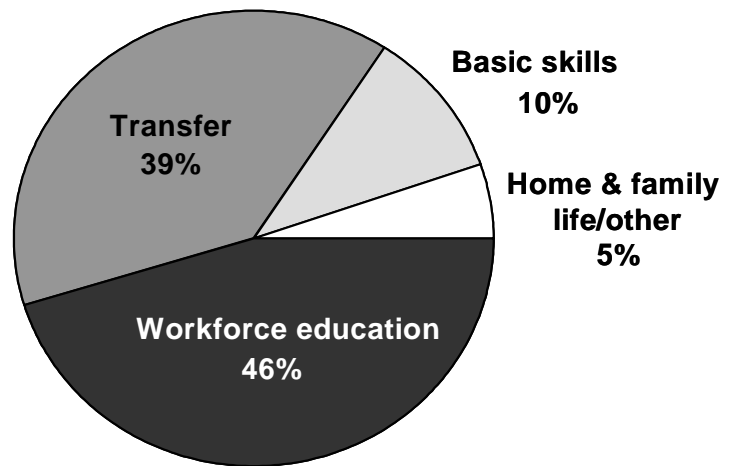
**Basic skills:** Taking courses that focus on English as a second language, adult basic education, and courses leading to a high school diploma or General Education Development (GED) certificate. Note: Some portion of students classified as "transfer" and "workforce" also enroll in one or more basic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

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

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

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

#### Most state-supported FTE enrollments at the two-year colleges are in workforce training and academic transfer programs: 2002-03



#### Percentage distributions have remained fairly stable over time

	<u>1995-96</u>	<u>1998-99</u>	<u>2001-02</u>	<u>2002-03</u>
Workforce education	47%	46%	45%	46%
Transfer	37%	38%	39%	39%
Basic skills	8%	10%	11%	10%
Home & family life/other	8%	6%	5%	5%

Source: State Board for Community and Technical Colleges, *Academic Year Reports*, 1999-2000 and 2002-03.



## Enrollments

### Community and technical colleges: FTEs by purpose for attending 2002-03 academic year (state supported)

	<u>Workforce education</u>	<u>Transfer</u>	<u>Basic skills</u>	<u>Home &amp; family life/other</u>	<u>Total</u>
Bates	3,621	1	90	1,000	4,712
Bellevue	2,474	4,539	342	704	8,059
Bellingham	1,627	0	12	49	1,688
Big Bend	683	770	155	44	1,653
Cascadia	281	1,045	9	9	1,344
Centralia	667	775	512	268	2,222
Clark	2,877	3,160	825	251	7,112
Clover Park	3,945	5	484	85	4,520
Columbia Basin	1,438	2,958	77	184	4,655
Edmonds	1,934	2,213	636	217	5,000
Everett	2,031	1,938	653	114	4,737
Grays Harbor	768	543	329	85	1,724
Green River	1,963	2,449	983	154	5,549
Highline	1,532	2,936	1,404	222	6,095
Lake Washington	2,651	167	131	124	3,073
Lower Columbia	1,441	781	245	137	2,604
Olympic	2,021	2,123	216	202	4,562
Peninsula	739	518	154	231	1,641
Pierce Puyallup	587	1,145	189	59	1,980
Pierce Steilacoom	1,361	2,078	79	76	3,595
Renton	2,915	140	417	68	3,539
Seattle Central	2,759	2,756	960	247	6,722
Seattle North	1,700	1,849	438	164	4,152
Seattle South	2,469	1,020	510	162	4,161
Shoreline	2,564	2,255	423	238	5,480
Skagit Valley	1,784	1,529	393	158	3,863
South Puget Sound	1,496	1,625	61	231	3,413
Spokane	4,423	1,568	3	231	6,224
Spokane Falls	2,058	3,497	1,544	385	7,484
Tacoma	1,918	2,507	564	114	5,103
Walla Walla	1,711	939	228	103	2,981
Wenatchee Valley	1,091	1,102	270	29	2,492
Whatcom	613	1,833	149	50	2,645
Yakima Valley	2,026	1,530	839	50	4,445
<b>System Total</b>	<b>64,168</b>	<b>54,293</b>	<b>14,322</b>	<b>6,447</b>	<b>139,230</b>

Source: State Board for Community and Technical Colleges, *Academic Year Report 2002-03*.

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

## Enrollments

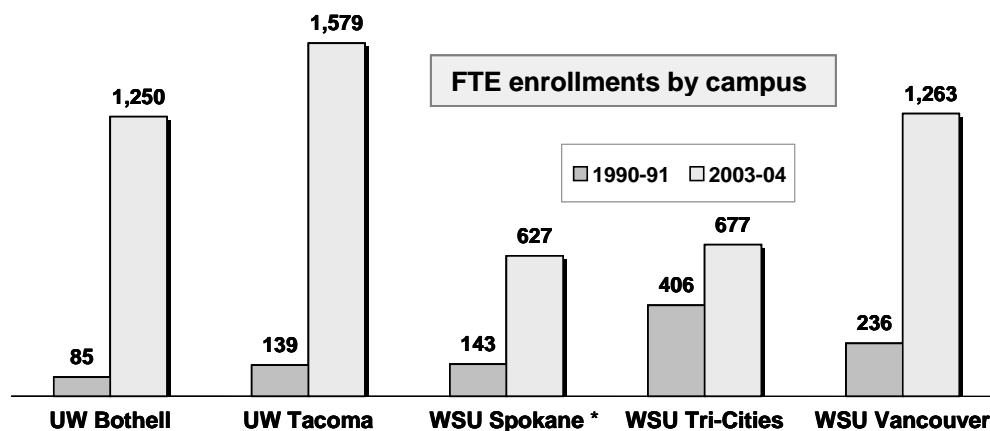
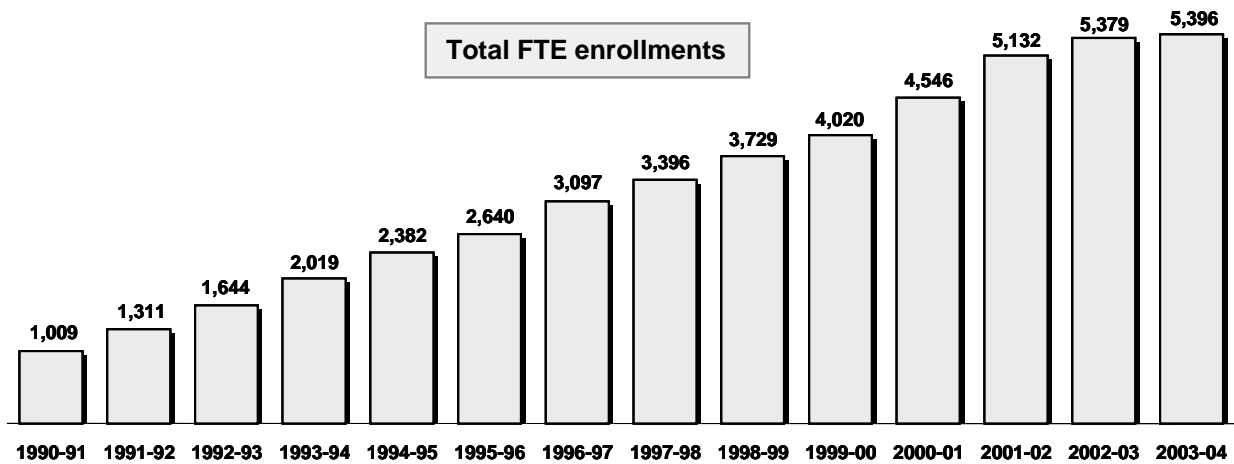
### New developments

A key change is the emergence of branch campuses and distance education

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

Branch campuses address the issue of access to higher education in urban growth areas where there is no public four-year institution. Branches concentrate on upper-division and graduate-level instruction. The majority of students are expected to transfer to a branch campus after acquiring lower-division coursework elsewhere, particularly at nearby community colleges.

### Branch campus enrollments have grown steadily



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

Source: Office of Financial Management, budget driver reports.

## **Enrollments**

### **New developments**

According to the HECB's "2000 Distance Learning Study," enrollments in distance learning are growing faster than other types of enrollments, with the highest growth occurring in online 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 four 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, 2001, 2002, 2003**

<b>Fall term</b>	<b>Four-year percentage of total</b>	<b>Two-year percentage of total</b>	<b>Total four-year distance FTEs</b>	<b>Total two-year distance FTEs</b>
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

#### **Definition of distance learning:**

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

Sources: Office of Financial Management, *Higher Education Trends and Highlights*, June 2003; and memo of September 16, 2004.

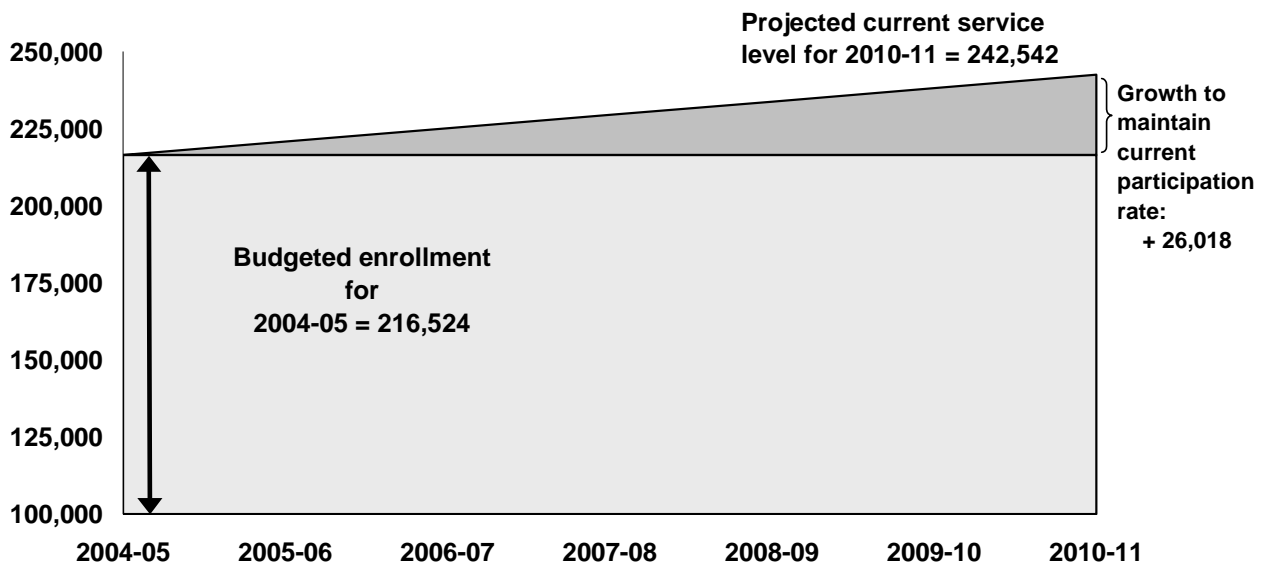
## Enrollments

### What should the state anticipate for future higher education enrollments?

Based on fall 2004 participation in public higher education, and updated population forecasts, the current projected enrollments for public higher education by 2010-11 would be 242,542 full-time equivalent (FTE) enrollments. This would allow the same proportion of the state's population to continue to enroll in public higher education institutions.

Similar to current enrollment distributions, future projections show the largest numbers of enrollments – about 142,500 FTEs – at community/technical colleges. About 100,000 FTEs would be enrolled at public four-year institutions.

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



Source: Office of Financial Management, *Public Two- and Four-Year Headcount and FTE Projections: Current Participation Rate Carried Forward*, November 2004.

## Enrollments

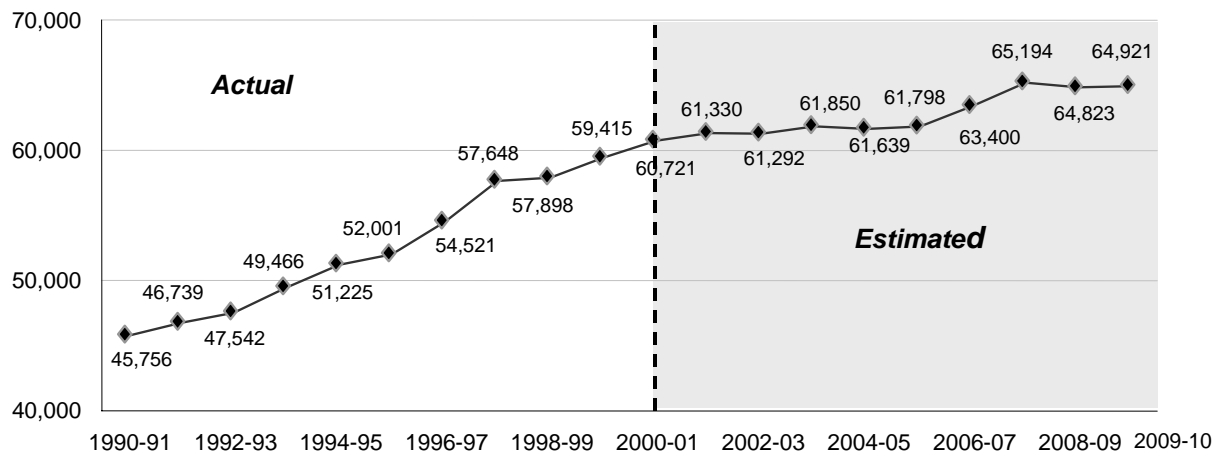
### Projections of high school graduates

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 are continuing to increase. By 2010, an additional 4,000 students will graduate from high school compared to today's figures.

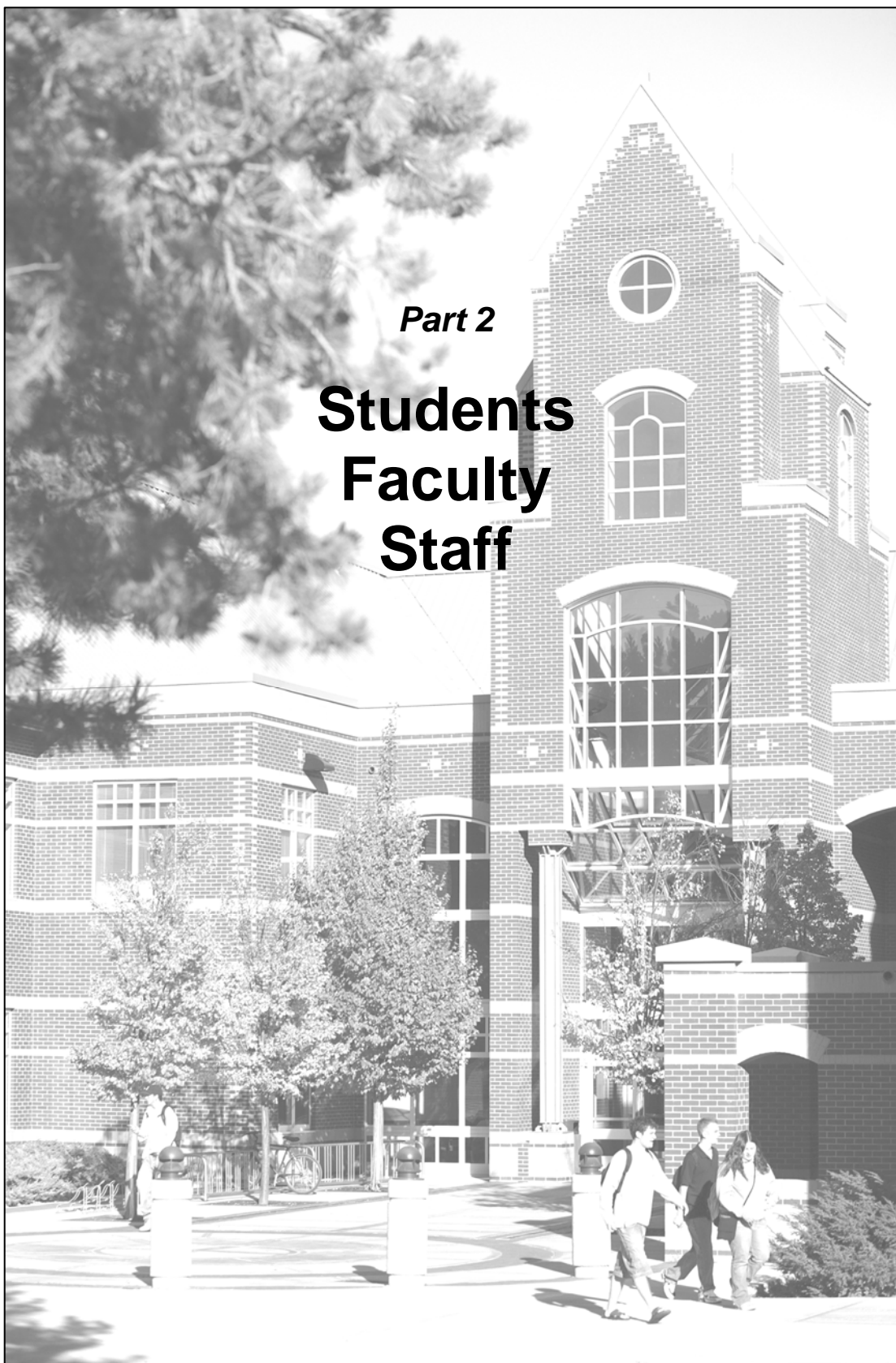
Currently, about 61 percent of Washington's high school graduates continue directly to an institution of higher education and most enroll in colleges and universities within this state. If this percentage remains constant, or increases, the number of high school graduates wanting to enter Washington's colleges and universities will grow.

**Number of high school graduates in Washington: historical and projected**



Source: Office of Financial Management, August 21, 2001.

Note: Data include public and private high school graduates.



*Part 2*

# **Students Faculty Staff**

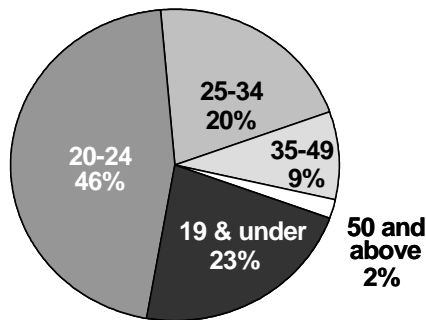
## Students

### Who are the students in higher education?

#### Age distribution

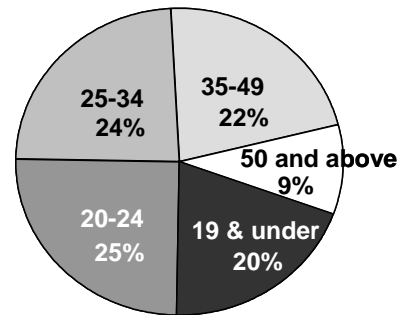
At public institutions, a larger proportion of younger students enroll at four-year institutions, while the two-year community and technical colleges have a higher number of older students. Percentages below are based on fall headcounts of those who reported age.

#### Public four-year institutions: age distribution in fall 2003



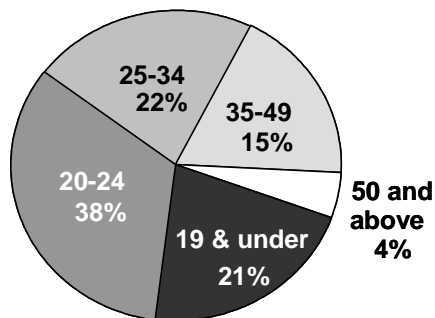
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2003.

#### Community and technical colleges: age distribution in fall 2003



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

#### Independent four-year institutions: age distribution in fall 2003



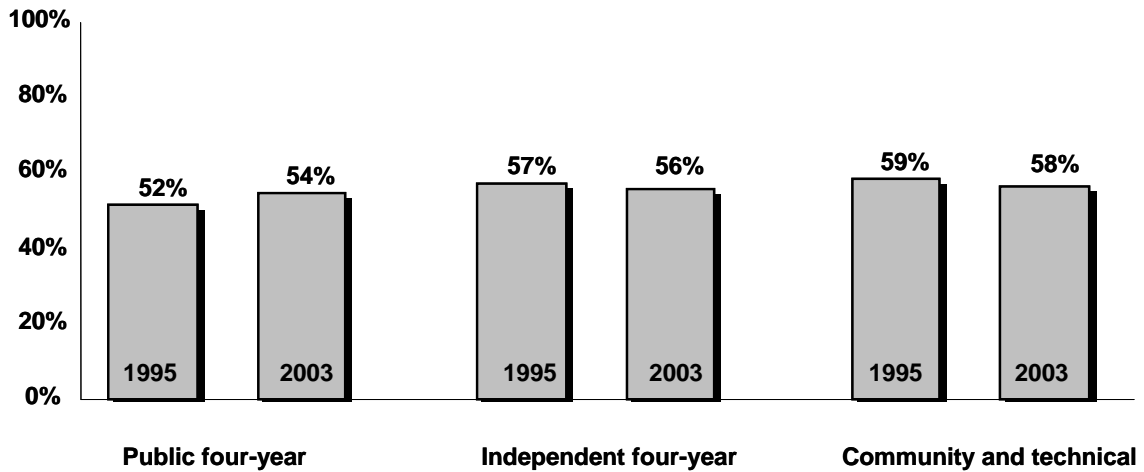
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2003.

## Students

### Gender distribution

Since 1995, enrollments at institutions have maintained a higher percentage of female students. The distribution by gender, for 1995 and 2003, is shown here.

#### Female students continue to constitute more than half of enrollments: fall 1995 and fall 2003



Sources: Public four-year and independent four-year institutions – Integrated Postsecondary Education Data System (U.S. Department of Education); and community and technical colleges – State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, fall 2003.

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



## Students

### Race/ethnicity

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

### Fall headcount enrollments by race/ethnicity: fall 1995 and fall 2003

	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 1995</b>						
Black	2,127	978	6,704	2.5%	2.6%	4.0%
Native American	1,375	534	3,015	1.6%	1.4%	1.8%
Asian/Pacific Islander	8,366	2,364	14,311	9.7%	6.4%	8.5%
Hispanic	2,920	1,088	7,914	3.4%	2.9%	4.7%
White	65,041	27,490	122,217	75.6%	74.1%	72.2%
Nonresident Alien	3,604	2,008	432	4.2%	5.4%	0.3%
Other/unknown	2,647	2,631	14,697	3.1%	7.1%	8.7%
<b>TOTAL</b>	<b>86,080</b>	<b>37,093</b>	<b>169,290</b>			
<b>Fall 2003</b>						
Black	2,470	1,678	8,799	2.4%	3.5%	4.6%
Native American	1,614	655	3,021	1.6%	1.4%	1.6%
Asian/Pacific Islander	11,546	3,601	16,720	11.1%	7.6%	8.8%
Hispanic	3,857	2,114	18,143	3.7%	4.5%	9.5%
White	69,540	33,023	123,876	66.9%	69.8%	65.1%
Nonresident Alien	4,320	1,920	n/a	4.2%	4.1%	n/a
Other/unknown	10,586	4,313	19,654	10.2%	9.1%	10.3%
<b>TOTAL</b>	<b>103,933</b>	<b>47,304</b>	<b>190,213</b>			

Sources: Public four-year and independent four-year institutions – Integrated Postsecondary Education Data System (U.S. Department of Education); and community and technical colleges – State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, fall 1999 and fall 2003.

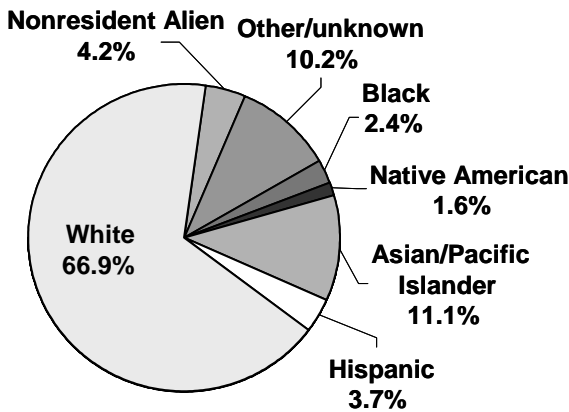
Notes: At community and technical colleges, data reflect only state-supported enrollments. The definition of a nonresident alien is a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

## Students

### Race/ethnicity

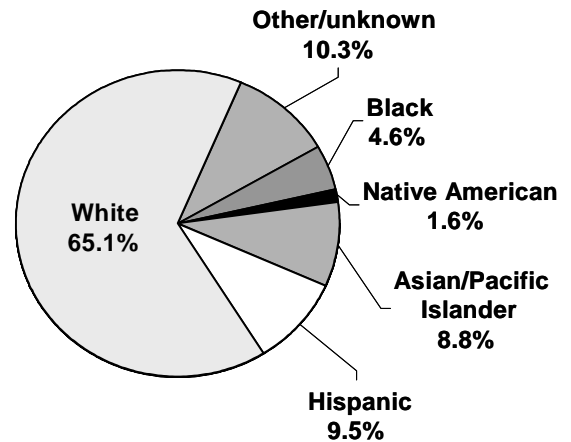
The graphs below illustrate enrollments by race/ethnicity among types of institutions for fall 2003. With the exception of Asian/Pacific Islanders, the community and technical colleges have slightly higher percentages of minority enrollments compared to four-year institutions.

#### Public four-year institutions: enrollment by race/ethnicity fall 2003



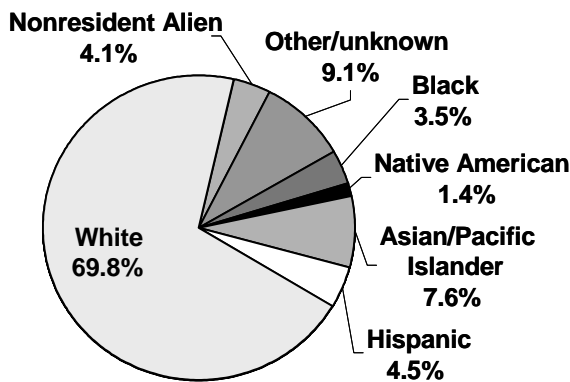
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2003.

#### Community and technical colleges: enrollment by race/ethnicity fall 2003



Source: State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, 2003 (based on state-supported enrollment).

#### Independent four-year institutions: enrollment by race/ethnicity fall 2003



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

## Faculty and staff

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

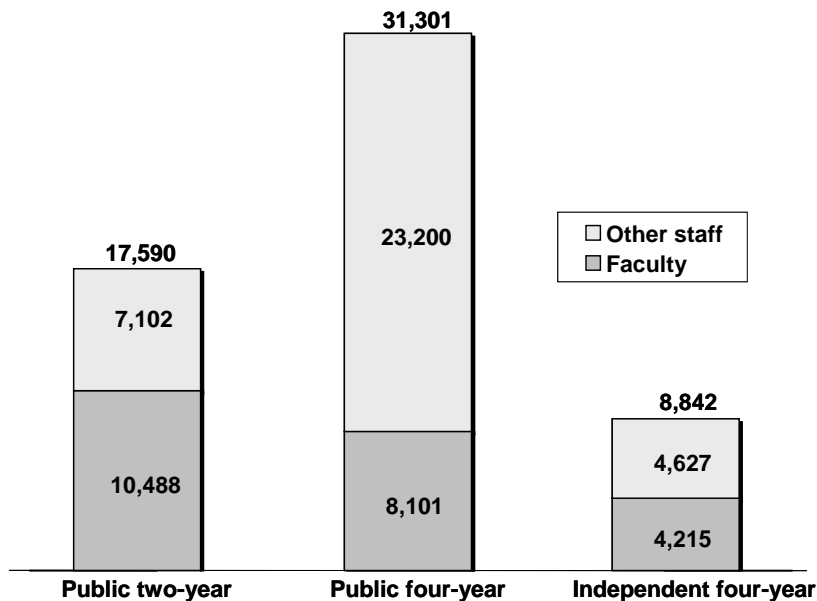
In fall 2003, more than 57,000 people were employed (either full-time or part-time) by Washington's public institutions and the independent four-year colleges and universities. These employees are categorized as either faculty or staff.

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

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

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

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



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

## ***Faculty salaries***

### **'Peer group' comparisons put Washington faculty salaries in a national context**

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

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

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

The group endorsed the new groups of peers and recommended using these new peer groups as external benchmarks to measure the adequacy of financial support for higher education. The JSG also established a funding goal for Washington institutions to achieve the 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.

## **Faculty**

### **Peer groups**

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

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

## Faculty

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

In 2003-04, average faculty salaries at Washington four-year institutions ranged from \$54,607 at Central Washington University to \$79,894 at the University of Washington.

Compared to its established peer group, Western Washington University's average salary was at the 42<sup>nd</sup> percentile. Washington State University compared least favorably, with its average salary at the 14<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)

	<u>1995-96</u>	<u>1997-98</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
<b>University of Washington</b>							
<i>Average salary</i>	\$60,126	\$63,130	\$68,463	\$73,237	\$76,777	\$77,613	\$79,894
<i>Peer group percentile rank</i>	48 <sup>th</sup>	44 <sup>th</sup>	44 <sup>th</sup>	52 <sup>nd</sup>	50 <sup>th</sup>	38 <sup>th</sup>	38 <sup>th</sup>
<b>Washington State University</b>							
<i>Average salary</i>	\$51,209	\$53,899	\$58,533	\$61,383	\$64,707	\$64,901	\$65,974
<i>Peer group percentile rank</i>	22 <sup>nd</sup>	17 <sup>th</sup>	9 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	14 <sup>th</sup>	14 <sup>th</sup>
<b>Central Washington University</b>							
<i>Average salary</i>	\$44,314	\$43,619	\$48,556	\$50,685	\$52,828	\$52,832	\$54,607
<i>Peer group percentile rank</i>	33 <sup>rd</sup>	14 <sup>th</sup>	24 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup>	23 <sup>rd</sup>	29 <sup>th</sup>
<b>Eastern Washington University</b>							
<i>Average salary</i>	\$47,172	\$49,755	\$51,101	\$52,735	\$55,340	\$55,333	\$54,745
<i>Peer group percentile rank</i>	59 <sup>th</sup>	57 <sup>th</sup>	43 <sup>rd</sup>	43 <sup>rd</sup>	46 <sup>th</sup>	35 <sup>th</sup>	31 <sup>st</sup>
<b>The Evergreen State College</b>							
<i>Average salary</i>	\$44,070	\$44,866	\$46,984	\$50,215	\$53,548	\$54,014	\$54,995
<i>Peer group percentile rank</i>	31 <sup>st</sup>	20 <sup>th</sup>	17 <sup>th</sup>	24 <sup>th</sup>	32 <sup>nd</sup>	29 <sup>th</sup>	32 <sup>nd</sup>
<b>Western Washington University</b>							
<i>Average salary</i>	\$48,698	\$48,560	\$51,746	\$54,606	\$57,017	\$57,448	\$57,224
<i>Peer group percentile rank</i>	67 <sup>th</sup>	48 <sup>th</sup>	48 <sup>th</sup>	52 <sup>nd</sup>	54 <sup>th</sup>	50 <sup>th</sup>	42 <sup>nd</sup>
<b>Community and technical colleges</b>							
<i>Average salary</i>	\$39,309	\$40,518	\$42,371	\$44,162	\$46,247	\$47,916	\$48,303
<i>Peer group percentile rank</i>	55 <sup>th</sup>	n/a	n/a	n/a	n/a	n/a	n/a

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

Notes: Average salary refers to the arithmetic mean of faculty salaries. A percentile rank represents the salary at which that percentage of institutions' salaries falls at or below. For example, in the table above, in 2003-04, the UW's average faculty salary of \$79,894 was at the 38<sup>th</sup> percentile. This means that in 2003-04, 38 percent of UW's peer institutions' salaries fell at or below \$79,894, and 62 percent were above that amount. Peer group comparisons for community and technical colleges were discontinued in 1997-98.

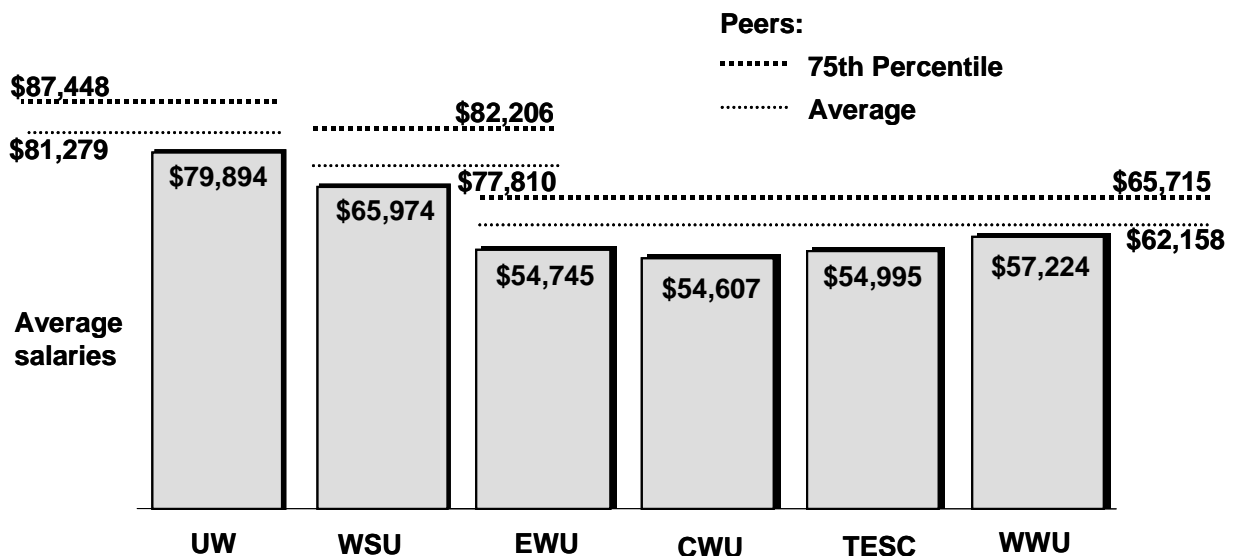
## Faculty

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

In 2003-04 average faculty salaries at Washington's public four-year institutions were below the average salaries (and the salaries at the 75<sup>th</sup> percentile) of their established peer groups.

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

**In 2003-04, average full-time faculty salaries at Washington's public four-year institutions were below the average of their peer institutions (for three academic ranks: full, associate, and assistant professors)**



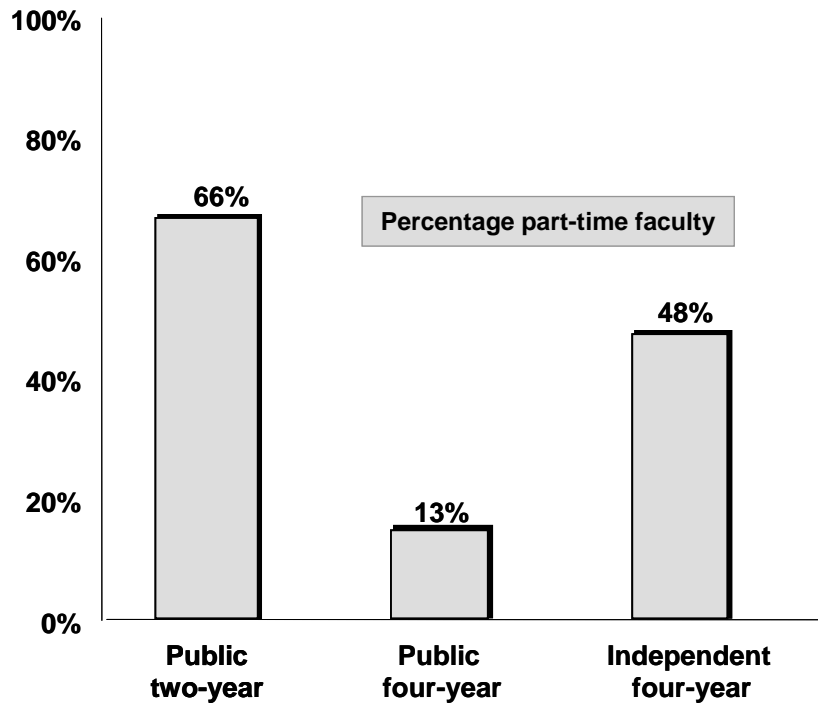
Sources: Higher Education Coordinating Board; and American Association of University Professors.

## Faculty

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

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

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



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

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



## **Faculty**

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

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

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

<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	2.4%	1.7%	2.7%
Asian/Pacific Islander	4.0%	7.0%	5.1%
Hispanic	3.1%	2.3%	1.9%
Native American	1.4%	.9%	.5%
White	88.7%	76.7%	83.9%
Other/Unknown*	.4%	11.4%	5.9%

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

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

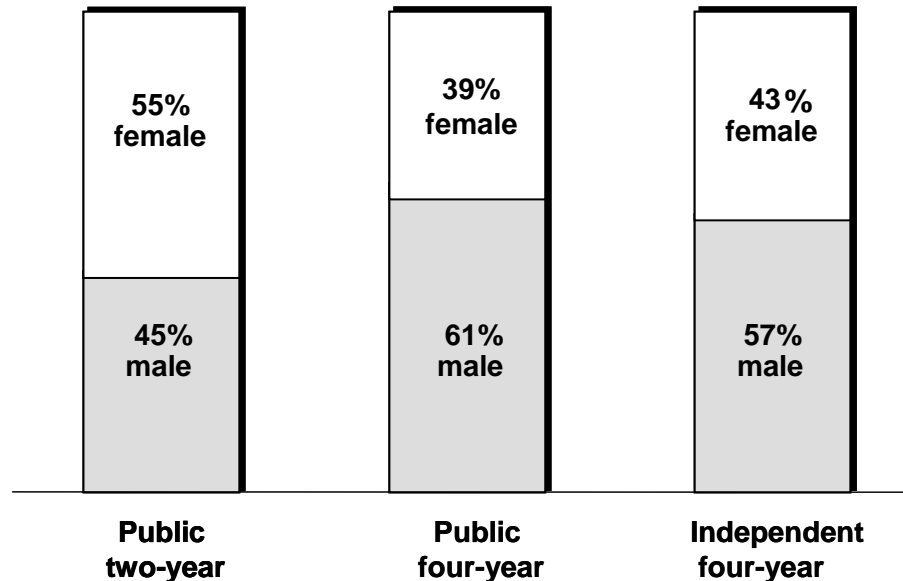
*Notes:* At public four-year institutions, "faculty" refers to those whose main assignments are instruction, research, or public service; faculty may hold various academic rank titles. At public two-year institutions, "faculty" includes classroom instructors, counselors, and librarians.

## Faculty

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

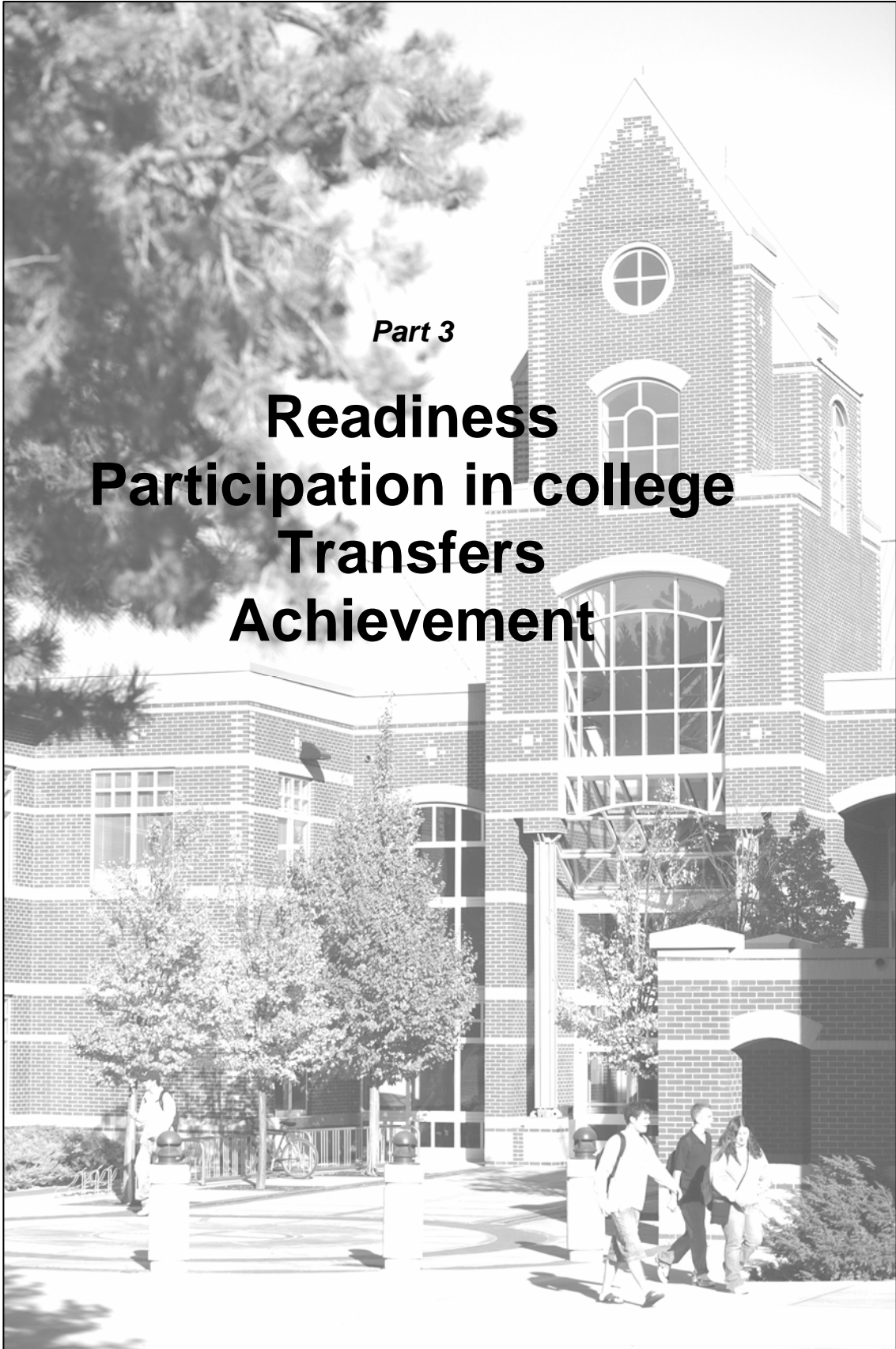
In fall 2003, males comprised 45 percent of the faculty at public two-year institutions, 61 percent at public four-year institutions, and 57 percent at independent four-year institutions.

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



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

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



*Part 3*

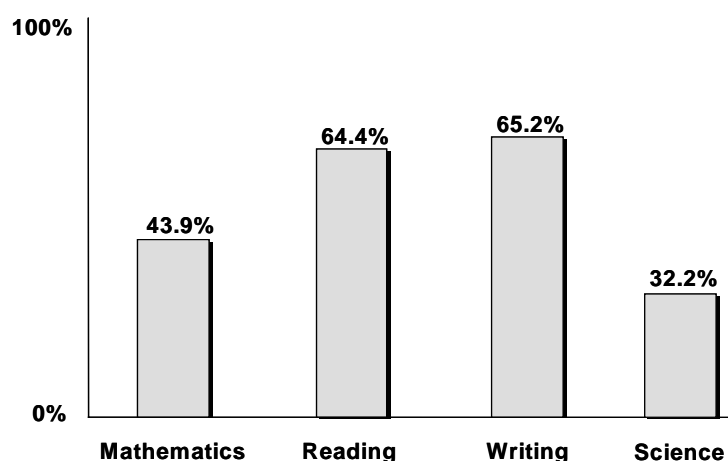
**Readiness  
Participation in college  
Transfers  
Achievement**

## Readiness

### How well prepared for higher education are Washington students?

Beginning in 2008, high school students will have to meet Washington Assessment of Student Learning (WASL) standards in three areas – mathematics, reading, and writing – to earn the Certificate of Academic Achievement and a high school diploma. Beginning with the class of 2010, students also will have to meet WASL science standards in order to graduate. Because most Washington students will need to attain the Certificate of Academic Achievement before beginning college-level work, WASL performance is an important factor in college preparation. In 2003-04, 38.8 percent of 10<sup>th</sup> grade Washington students met the statewide standards in three subject areas (mathematics, reading, and writing). Black, Hispanic, and Native American students lag behind their Asian/Pacific Islander and white peers in 10<sup>th</sup> grade WASL performance.

**2003-04 10<sup>th</sup> grade WASL scores:  
percentage meeting statewide standards**



**2003-04 10<sup>th</sup> grade WASL scores:  
percentage of students meeting statewide standards by race/ethnicity**

	<u>Mathematics</u>	<u>Reading</u>	<u>Writing</u>	<u>Science</u>
Black	16.0%	42.8%	48.9%	9.3%
Asian/Pacific Islander	52.2%	70.5%	73.4%	33.7%
Hispanic	19.6%	41.3%	42.5%	11.1%
Native American	23.2%	46.2%	46.6%	14.9%
White	49.2%	69.5%	69.7%	37.4%

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

Note: Beginning in 2004, “listening” is no longer assessed on the WASL.

## **Readiness**

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

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

### **Running Start**

The Running Start program enables 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.

In 2003-04, Washington had 20,292 high school students enrolled in AP. These students took 31,815 exams, and 20,110 of these (63 percent) had passing scores of 3 or higher. Sixty-five percent of Washington high schools offer at least one AP course.

*Sources:* College Board, Inc., <http://apcentral.collegeboard.com/program>; and Office of the Superintendent of Public Instruction.

## **Readiness**

### **International Baccalaureate**

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

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

### **College in the High School**

College in the High School programs provide college-level courses to 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.icrc.wvu.edu/text/format/ap/text\\_hs.html](http://www.icrc.wvu.edu/text/format/ap/text_hs.html).

### **Tech Prep**

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

*Source:* Various community and technical colleges.

## Readiness

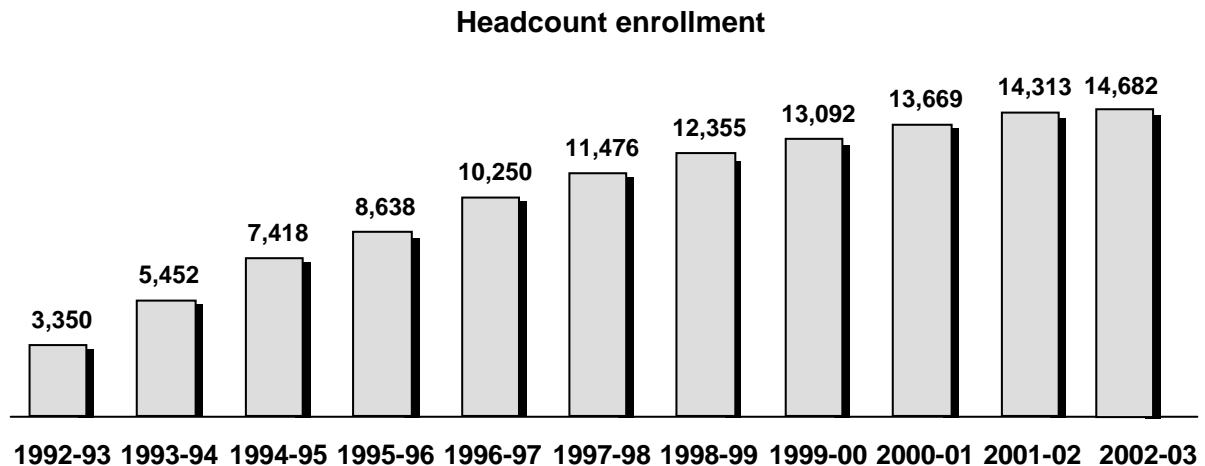
### What is Running Start? How many students are enrolled in the program?

The Running Start program enables qualified high school juniors and seniors to simultaneously earn college and high school credit by taking courses free of charge at community and technical colleges, Central, Eastern, or Washington State Universities. The Evergreen State College is authorized to offer Running Start as well but, to date, has not chosen to do so. About nine 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 2002-03, 14,682 students participated. Between 2001-02 and 2002-03, there was a 2.6 percent increase in participation.

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



Source: State Board for Community and Technical Colleges, *Running Start: 2002-03 Annual Progress Report*.

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

## Readiness

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

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

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

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

Approximately 52 percent of Washington high school graduates in 2003-04 took the SAT I. Their average score was 1059 (out of 1600), 33 points above the national average of 1026.

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

About 15 percent of Washington high school graduates took the ACT in 2003-04. Their average composite score of 22.5 (out of 36) was 1.6 points above the national average.

#### Washington SAT I and ACT mean scores compared to national mean scores: 2003-04

	<u>Washington</u>	<u>Nation</u>
2003 SAT I	1059	1026
2003 ACT	22.5	20.9

Sources: The College Board, "Integrated State Summary 2004;" ACT, Inc., "ACT High School Profile of High School Graduating Class 2004, State Composite for Washington."



## Readiness

### How do Washington students' test scores compare by gender?

Females do not score as well as males on the SAT, both nationally and in Washington State. In Washington, males achieved a mean score of 551 on the math portion of the SAT I, compared to 514 for females. The pattern is similar with the verbal exam scores. One explanation is that fewer males take the SAT, so the pool of male candidates is more narrowly defined. The larger the pool of test-takers, the broader the range of academic achievement.

#### SAT I mean scores by gender: 2003-04

	<u>Math</u>		<u>Verbal</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
Nation	537	501	512	504
Washington	551	514	531	525

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: 2003-04

	<u>Washington</u>		<u>Nation</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
English	21.4	22.3	19.9	20.8
Math	23.1	21.6	21.3	20.2
Reading	22.9	23.4	21.1	21.5
Science	22.6	21.7	21.3	20.5
Composite	22.6	22.4	21.0	20.9

Sources: The College Board and ACT, Inc.

## Readiness

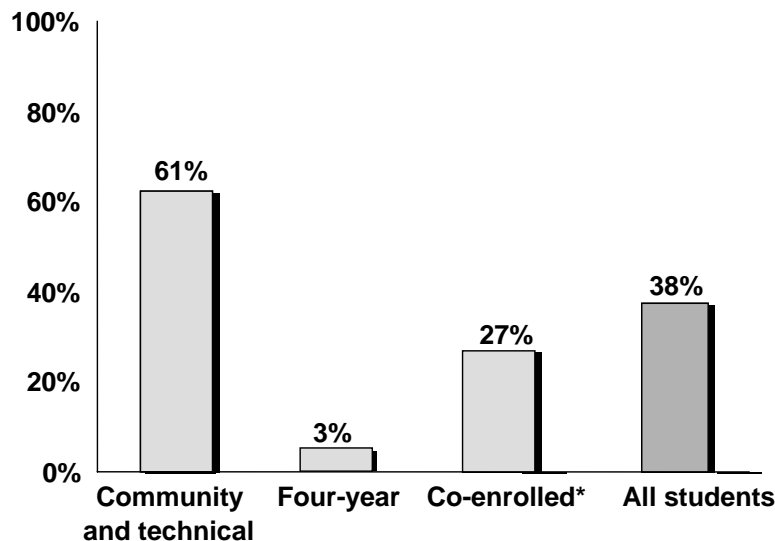
### How much remediation do Washington high school graduates need when they get to college?

Remedial courses are basic education courses that do not carry college-level credit. Of the 2002 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, 38 percent enrolled in remedial mathematics or English courses.

More students enroll in remedial math than in remedial English. About one-third (33 percent) of the students attending college in the 2002-03 school year enrolled in remedial math courses, 15 percent enrolled in remedial English, and about 11 percent took both remedial English and math.

Remediation rates vary by type of college. The four-year institutions are becoming increasingly selective, usually requiring students that need remediation to attend the two-year colleges for remedial coursework.

**2002 college remediation:  
percentage of students enrolled in at least one remedial course,  
by institution type**



\*Co-enrolled students: enrolled in a community college and four-year institution at the same time.

Source: Washington State Graduate Follow-Up Study, High School Class of 2002, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.

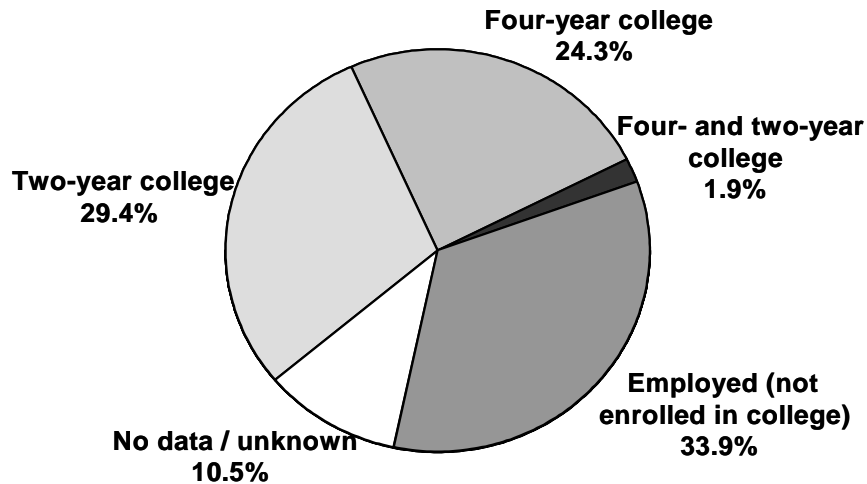
## ***Participation in college***

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

The “Washington State Graduate Follow-Up Study” for the high school class of 2002 indicates that approximately 56 percent of high school graduates enroll in postsecondary education within the first year of graduation. Because data are not available for more than 10 percent of graduates, this percentage is likely even greater.

In addition, data indicate that nearly 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 2002**



*Source: Washington State Graduate Follow-Up Study, High School Class of 2002, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.*

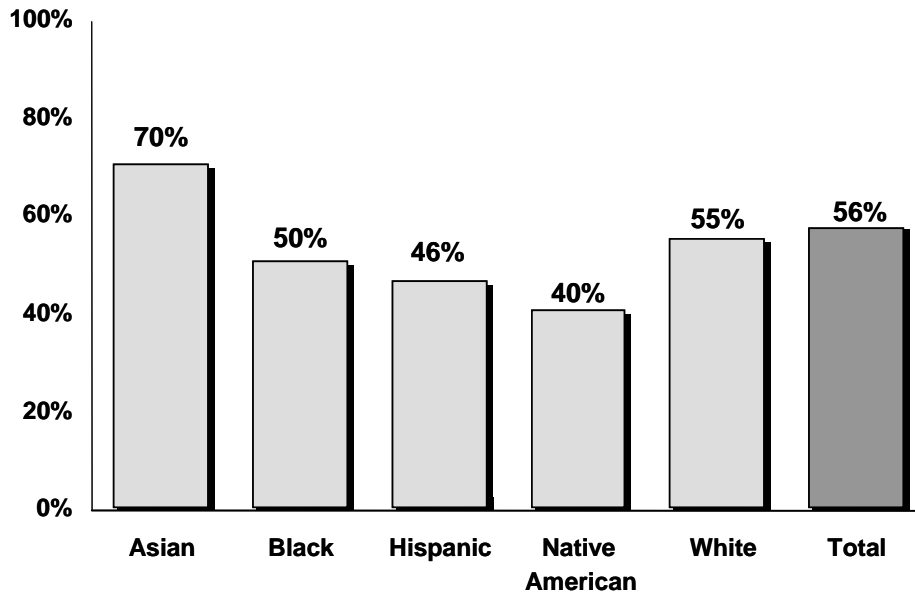
## ***Participation in college***

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

**T**here are differences in the college-going rates for racial and ethnic groups.

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

**Percentage of high school graduates going to college,  
by race and ethnicity:  
2002**



*Source: Washington State Graduate Follow-Up Study, High School Class of 2002, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.*

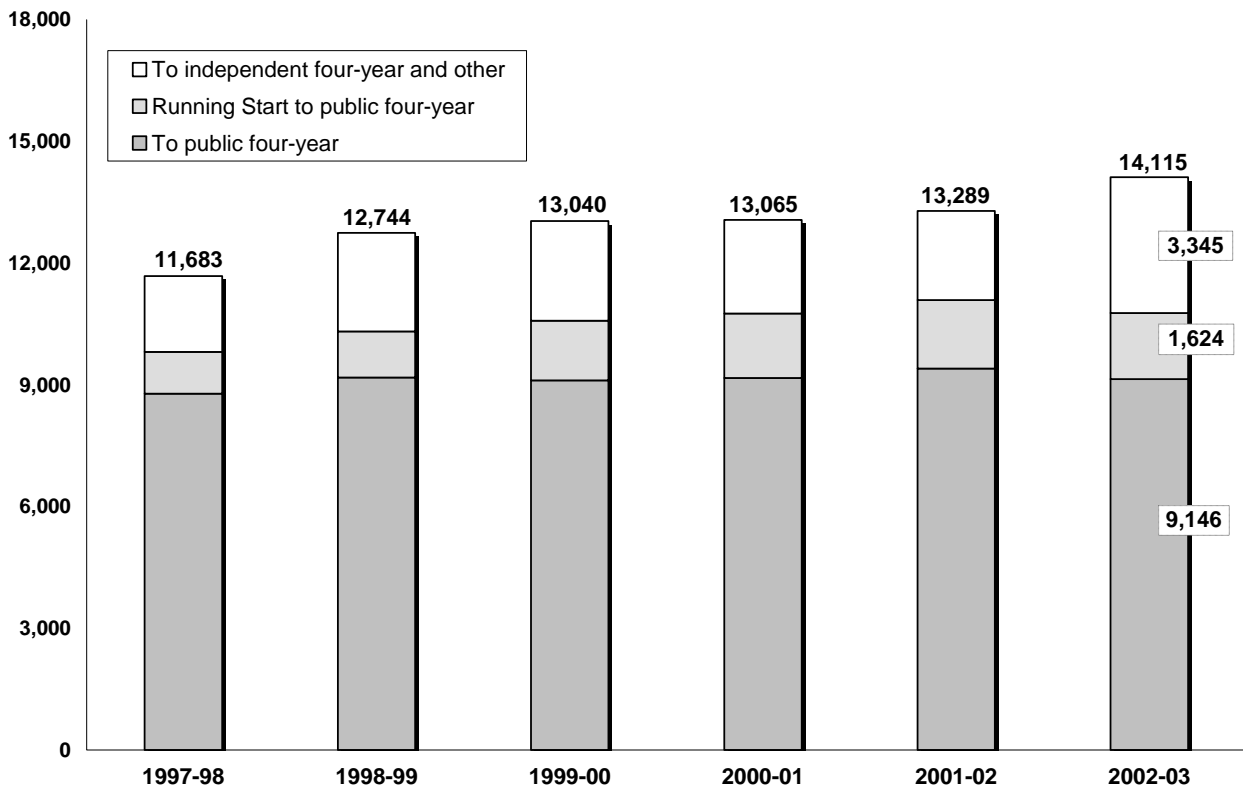
## Transfers

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

About 14,000 Washington community and technical college students transferred to four-year institutions in 2002-03. Not all transfer students have degrees and not all students with two-year degrees transfer.

Nearly three-quarters of the students transferred to public four-year institutions; this includes more than 1,600 Running Start students. In addition, more than 3,000 students transferred to other baccalaureate institutions, either in-state or out-of-state; this includes 1,500 students who transferred to the University of Phoenix.

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



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

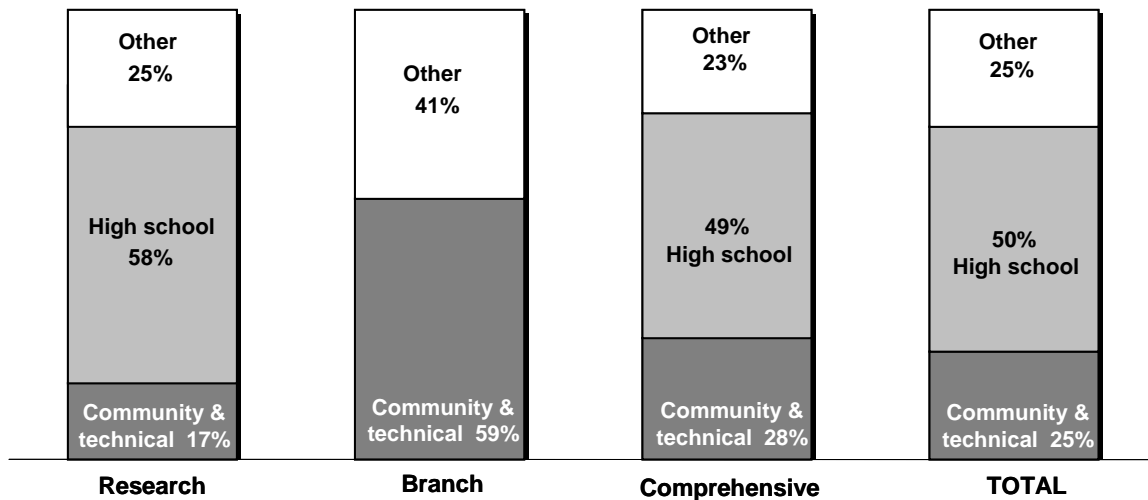
## Transfers

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

Overall in Washington’s public baccalaureate institutions, transfer students from Washington community and technical colleges make up 25 percent of the new entering undergraduates.

The share at the research universities is 17 percent; at branch campuses it is 59 percent; and at the comprehensive institutions it is 28 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 2003.

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

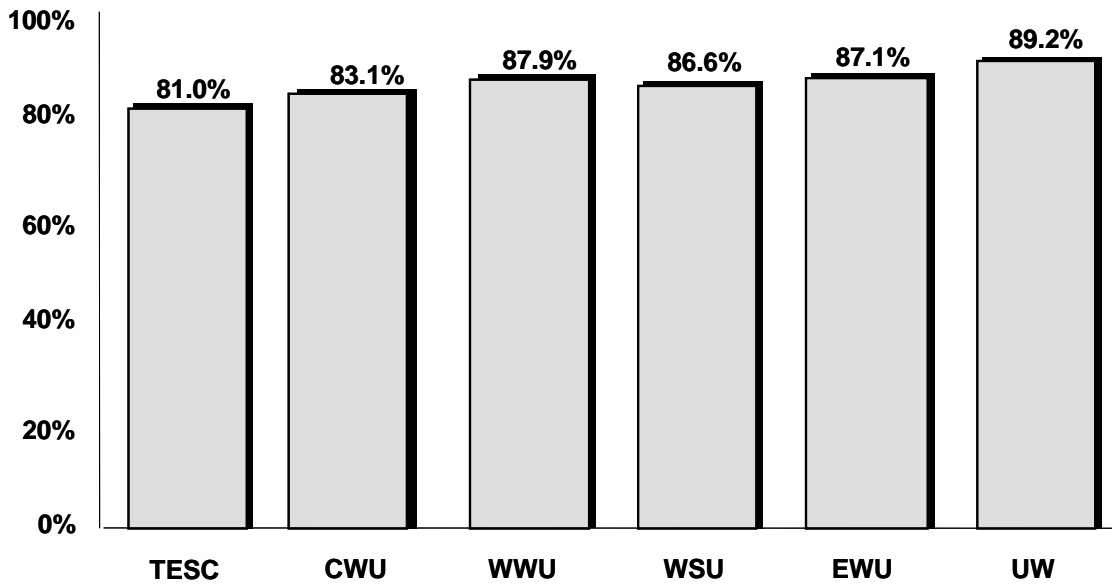
## **Achievement**

**What proportion of students return to school from year to year?**

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

“Retention” rates measure the proportion of students enrolled at an institution in any given year – excluding graduates – that return for the next academic year. The four-year public institutions are under a legislative mandate to make efforts to improve their undergraduate retention rates.

**Typically, undergraduate retention rates range from about 80 percent to 90 percent at the four-year institutions**



*Source:* Higher Education Coordinating Board, 2002-03 Performance Accountability Reports.

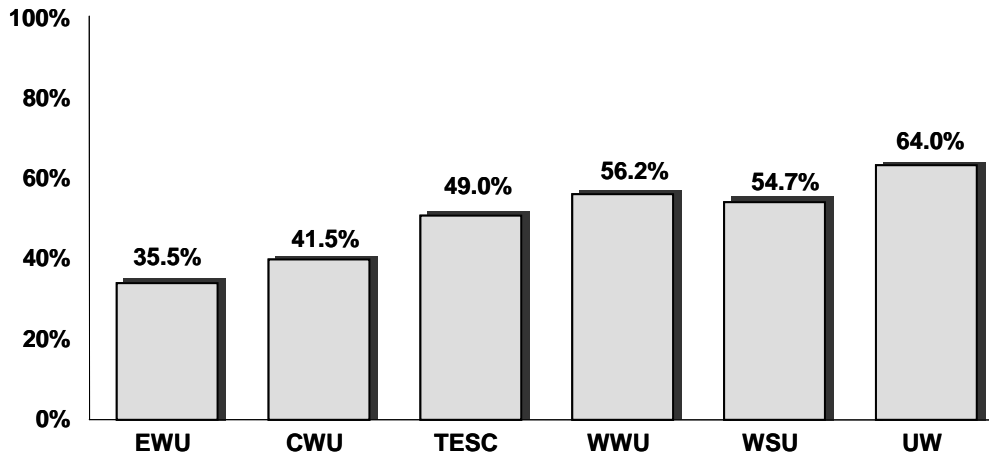
## **Achievement**

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

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

This variation in graduation rates is due mainly to differences in the level of academic preparation that students bring to the schools. All of the institutions are under a legislative mandate to take action to improve their graduation rates.

**Five-year graduation rates  
at the four-year public institutions:  
2002-03**



*Source:* Higher Education Coordinating Board, 2002-03 Performance Accountability Reports.

Note: Table shows the percentage of students who entered public baccalaureate institutions as freshmen in 1998 and graduated in 2003.



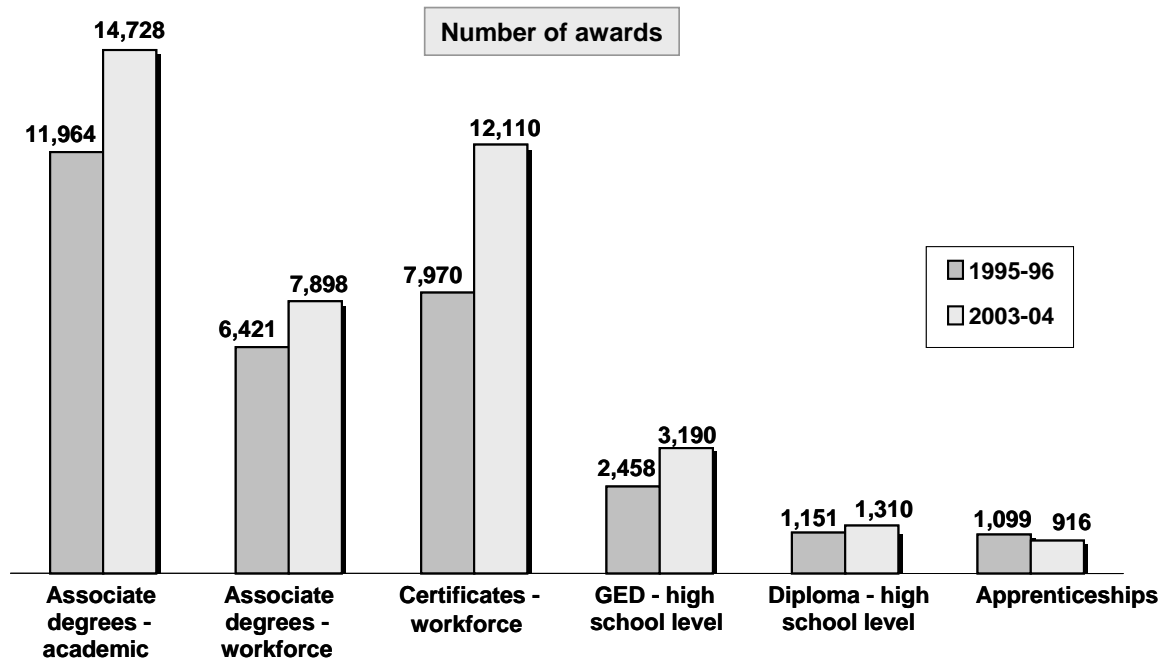
## Achievement

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

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

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

**Degrees, college-level certificates, and other awards from community and technical colleges: 1995-96 and 2003-04**



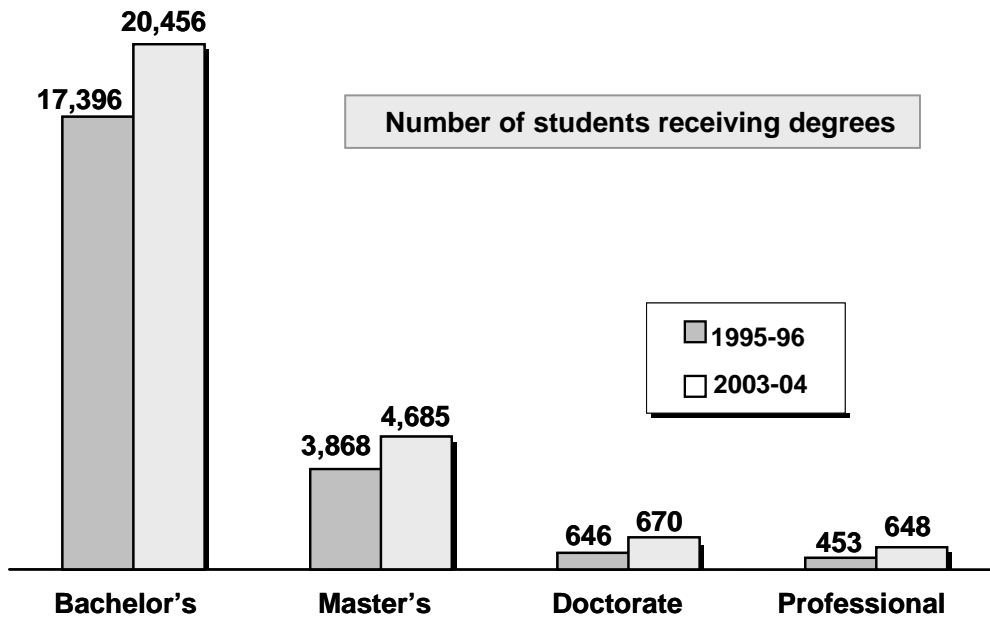
Sources: Integrated Postsecondary Education Data System (U.S. Department of Education); and State Board for Community and Technical Colleges, *Academic Year Report*, 1999-2000 and 2003-2004.

## Achievement

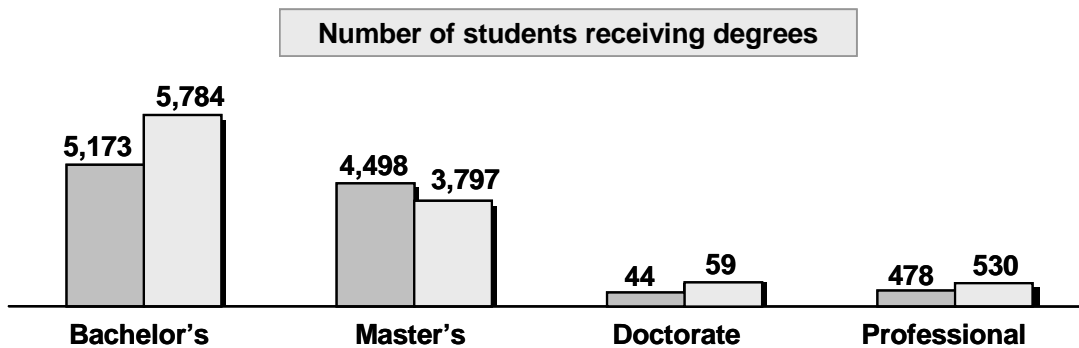
How many degrees are awarded each year at four-year institutions?

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

Awards at public four-year institutions have increased for all types of degrees: 1995-96 and 2003-04



Awards at independent four-year institutions have increased for most types of degrees: 1995-96 and 2003-04



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

## Achievement

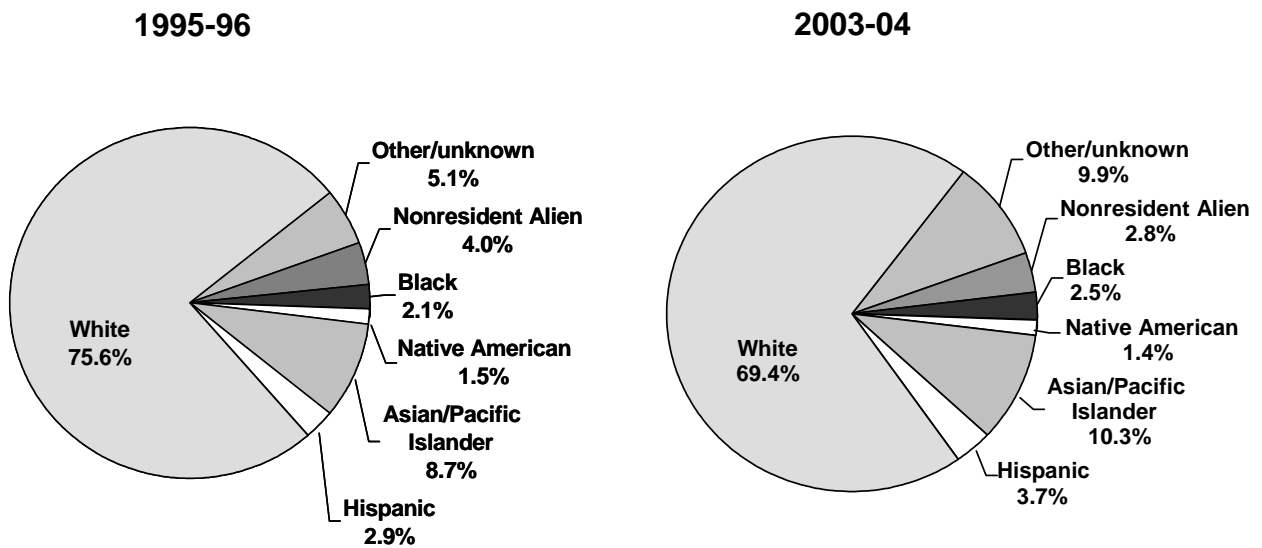
Have women and minorities made gains in bachelor's degree completion at the four-year colleges?

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

Percentage of students, by gender, earning bachelor's degrees: 1995-96 and 2003-04

	<u>1995-96</u>	<u>2003-04</u>
Women	54.8%	58.1%
Men	45.2%	41.9%

Percentage of students, by race and ethnicity, earning bachelor's degrees: 1995-96 and 2003-04



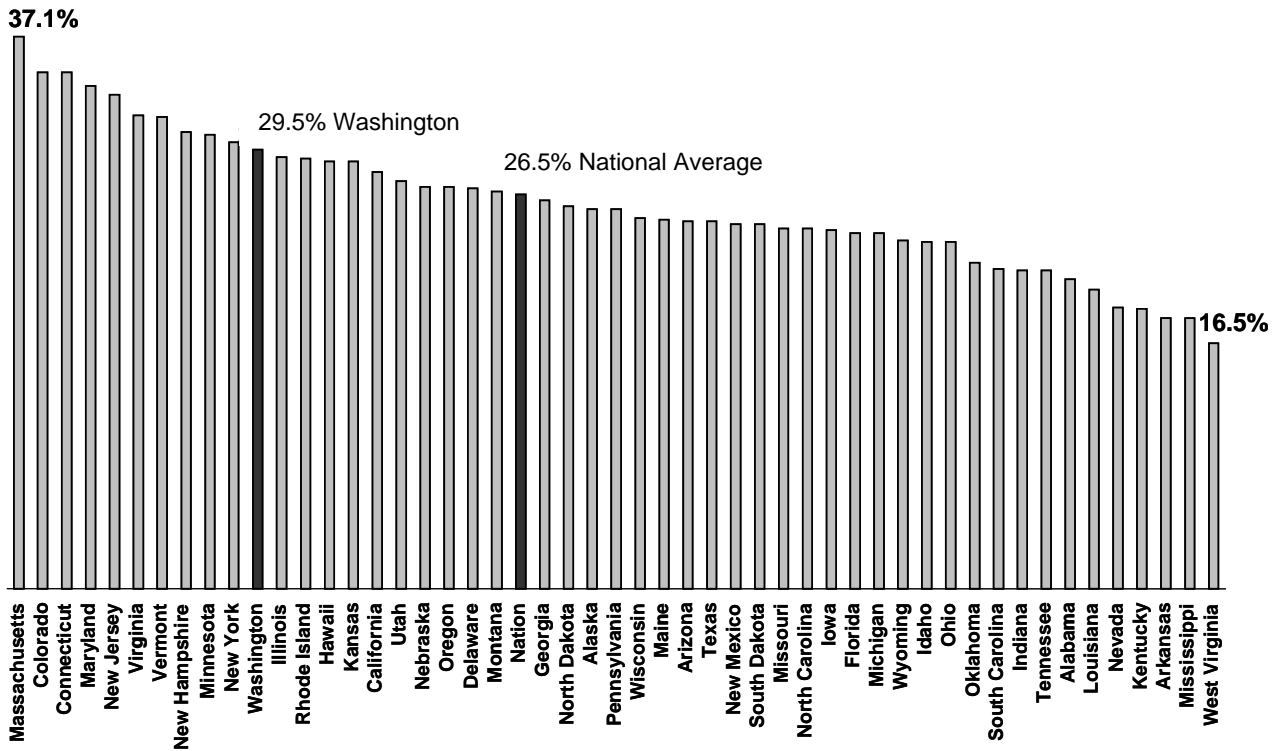
Source: Integrated Postsecondary Education Data System (U.S. Department of Education).

## Achievement

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

Washington ranks 11<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



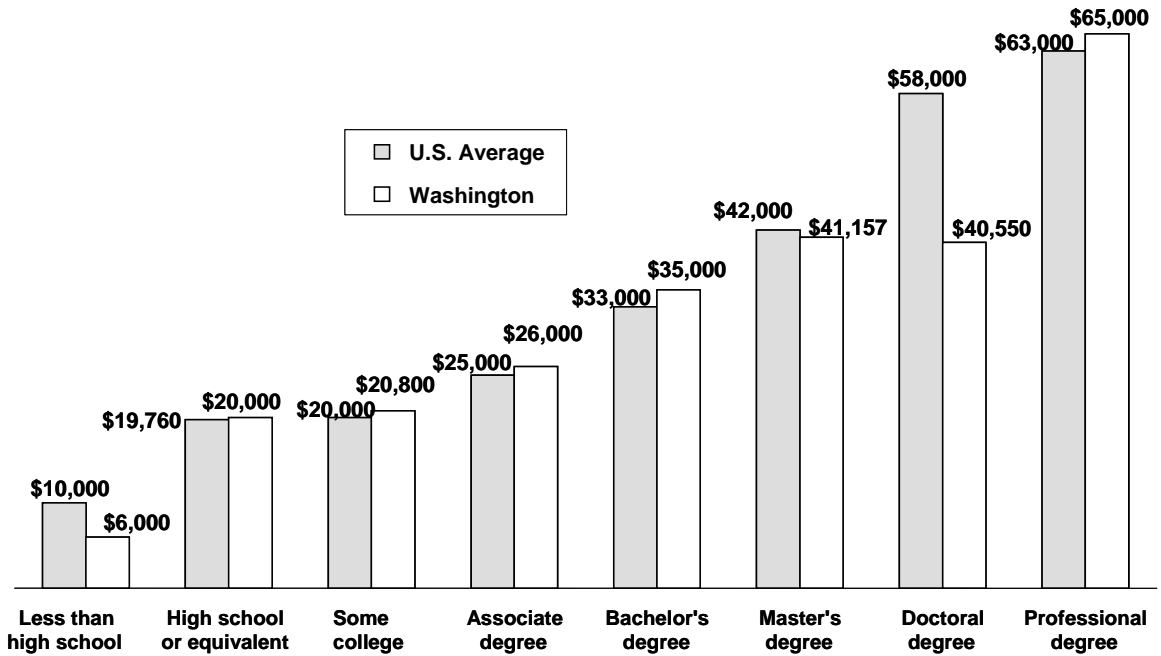
Source: 2000 U.S. Census.

## Achievement

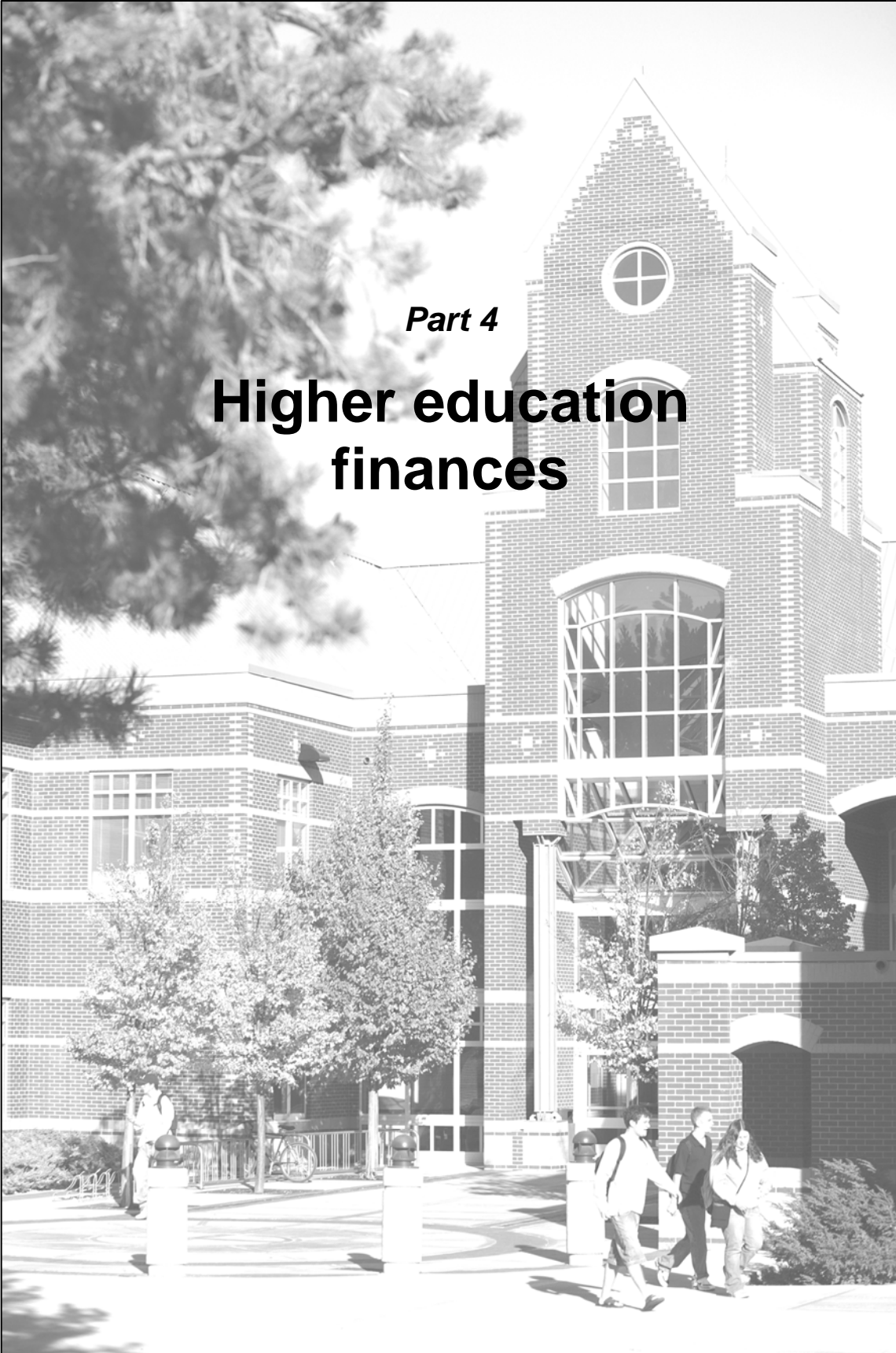
How does education level affect income?

Most Washington residents with at least a high school diploma earn more than the national average, while those with a master's or doctorate degree earn less.

Average income compared to education attainment



Source: 2000 U.S. Census.



*Part 4*

# Higher education finances

## **Costs**

### **What is the cost of instruction?**

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

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

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

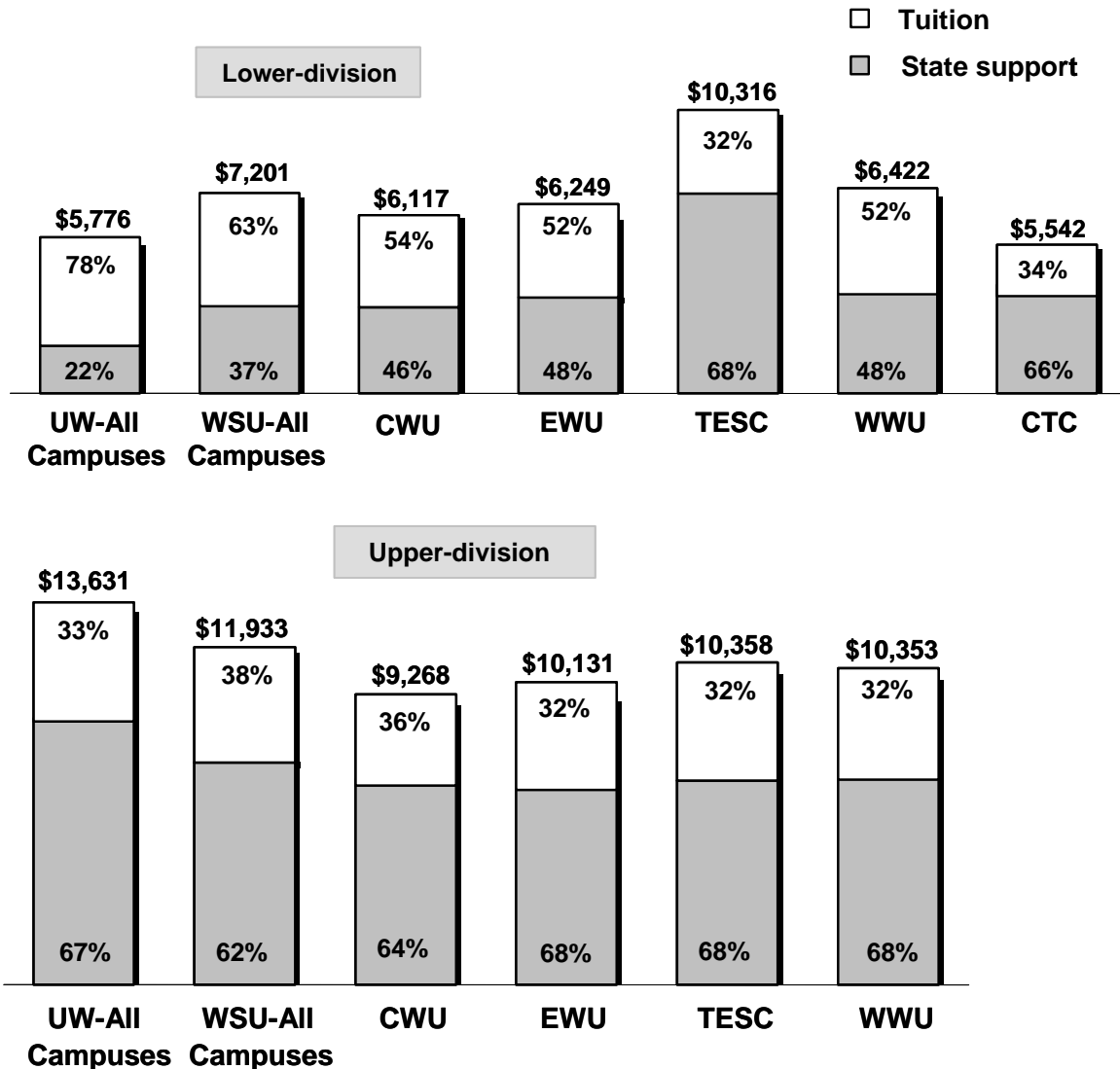
- Lower-division (freshman and sophomore) courses are generally less costly than upper-division (junior and senior) courses.
- Lower-division students generally pay a greater share of their instructional costs than do upper-division students – except at The Evergreen State College.
- The cost of instruction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

## Costs

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

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

**Cost of instruction:  
2004-05 academic year**



Source: Higher Education Coordinating Board.

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

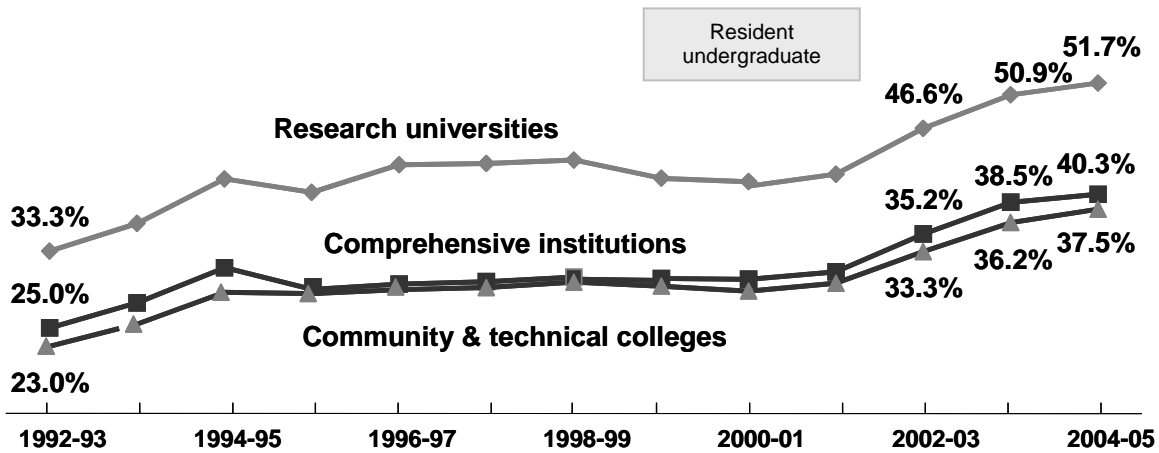


## Costs

### Trends in cost of instruction

Tuition paid by resident undergraduate students and their families covers nearly 52 percent of undergraduate instructional costs at the research institutions, about 40 percent at the comprehensive institutions, and nearly 38 percent at the community and technical colleges. Prior to 1995, tuition at the public colleges and universities was based on a percentage of the cost of instruction. Since 1995, the Legislature and governor have set (or capped) tuition in the state operating budget. Since 1999, the Legislature and governor have allowed colleges' and universities' boards of trustees and the State Board for Community and Technical Colleges to set tuition within limits established in the budget.

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



	1977-78 to 1980-81	1981-82 to 1992-93	1993- 1994	1994- 1995	2001- 2002	2002- 2003	2003- 2004	2004- 2005
<b>Research universities:</b>								
Resident undergraduate	25.0%	33.3%	36.3%	41.1%	41.6%	46.6%	50.9%	51.7%
Nonresident undergraduate	100.0%	100.0%	109.3%	122.9%	138.3%	150.2%	161.1%	166.2%
<b>Comprehensive institutions:</b>								
Resident undergraduate	*	25.0%	27.7%	31.5%	31.1%	35.2%	38.5%	40.3%
Nonresident undergraduate	*	100.0%	109.4%	123.0%	120.5%	132.2%	143.1%	148.5%
<b>Community/technical colleges:</b>								
Resident undergraduate	*	23.0%	25.4%	28.8%	29.8%	33.3%	36.2%	37.5%
Nonresident undergraduate	*	100.0%	109.3%	122.7%	127.2%	130.4%	134.2%	131.5%

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

Source: Higher Education Coordinating Board.

## ***Tuition and fees***

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

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

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

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

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

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

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

## Tuition and fees

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

### Public institutions – resident tuition and fees for full-time students: academic year 2004-05

RESIDENT	TUITION		Statutory tuition (operating & building)	S & A	TOTAL	Tech. fee	TOTAL
	Operating fee	Building fee		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)	4,531	239	4,770	291	5,061	120	5,181
Postbaccalaureate (UG courses)	4,531	239	4,770	291	5,061	120	5,181
Postbaccalaureate (Grad courses)	7,220	380	7,600	291	7,891	120	8,011
Nonmatriculated (UG courses)	4,531	239	4,770	291	5,061	120	5,181
Nonmatriculated (Grad courses)	7,220	380	7,600	291	7,891	120	8,011
Graduate (Tier I)	6,887	213	7,100	291	7,391	120	7,511
Graduate (Tier II)	7,129	221	7,350	291	7,641	120	7,761
Graduate (Tier III)	7,372	228	7,600	291	7,891	120	8,011
Business Master's Program	11,737	363	12,100	291	12,391	120	12,511
Tacoma Business Master's Prog.	10,670	330	11,000	300	11,300	120	11,420
Nursing: Incoming Master's	7,566	234	7,800	291	8,091	120	8,211
Nursing: Continuing Master's	6,887	213	7,100	291	7,391	120	7,511
Bothell Nursing Master's	7,129	221	7,350	267	7,617	120	7,737
Tacoma Nursing Master's	7,129	221	7,350	300	7,650	120	7,770
Pharm D (incoming student)	9,409	291	9,700	291	9,991	120	10,111
Pharm D (2nd year)	9,409	291	9,700	291	9,991	120	10,111
Pharm D (3rd year)	7,954	246	8,200	291	8,491	120	8,611
Pharm D (4th year)	7,129	221	7,350	291	7,641	120	7,761
Law: Master's and Professional	12,610	390	13,000	291	13,291	120	13,411
Medical and Dental Professional	12,160	640	12,800	291	13,091	120	13,211
<b>UW - Bothell</b>							
All charges same as above except S & A fee:				267			
<b>UW - Tacoma</b>							
All charges same as above except S & A fee:				300			
<b>WSU - all campuses</b>							
Undergraduate	4,510	235	4,745	409	5,154		5,154
Graduate	5,815	180	5,995	409	6,404		6,404
Graduate (Nursing)	6,809	211	7,020	409	7,429		7,429
Pharm D (class of 2007)	9,383	290	9,673	409	10,082		10,082
Pharm D (class of 2006)	7,943	246	8,189	409	8,598		8,598
Pharm D (class of 2004 & 2005)	7,004	217	7,221	409	7,630		7,630
Professional (Veterinary Med.)	11,633	612	12,245	409	12,654		12,654
<b>CWU</b>							
Undergraduate	3,326	140	3,466	441	3,908	75	3,983
Graduate	4,954	124	5,079	441	5,520	75	5,595
<b>EWU</b>							
Undergraduate	3,274	131	3,405	417	3,822	105	3,927
Graduate	5,243	130	5,373	399	5,772	105	5,877
<b>TESC</b>							
Undergraduate	3,329	139	3,468	432	3,900		3,900
Graduate	5,917	152	6,069	432	6,501		6,501
<b>WWU</b>							
Undergraduate	3,328	137	3,465	421	3,886	45	3,931
Graduate	4,776	117	4,893	421	5,314	45	5,359
<b>Community/Technical Colleges</b>							
Undergraduate	1,854	227	2,081	233	2,313	varies	

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

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

## Tuition and fees

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

### Public institutions – nonresident tuition and fees for full-time students: academic year 2004-05

NONRESIDENT	TUITION			S & A	TOTAL	Tech. fee	TOTAL
	Operating fee	Building fee	Statutory tuition (operating & building)	Services and Activities (S & A) fee	Tuition plus S & A fees	Tech-nology fee (Optional)	TUITION AND FEES
<b>UW - Seattle</b>							
Undergraduate (UG)	16,617	783	17,400	291	17,691	120	17,811
Postbaccalaureate (UG courses)	16,617	783	17,400	291	17,691	120	17,811
Postbaccalaureate (Grad courses)	16,999	801	17,800	291	18,091	120	18,211
Nonmatriculated (UG courses)	16,617	783	17,400	291	17,691	120	17,811
Nonmatriculated (Grad courses)	16,999	801	17,800	291	18,091	120	18,211
Graduate (Tier I)	16,694	606	17,300	291	17,591	120	17,711
Graduate (Tier II)	16,935	615	17,550	291	17,841	120	17,961
Graduate (Tier III)	17,177	623	17,800	291	18,091	120	18,211
Business Master's Program	20,265	735	21,000	291	21,291	120	21,411
Tacoma Business Master's Prog.	19,300	700	20,000	300	20,300	120	20,420
Nursing: Incoming Master's	16,791	609	17,400	291	17,691	120	17,811
Nursing: Continuing Master's	16,694	606	17,300	291	17,591	120	17,711
Bothell Nursing Master's	16,935	615	17,550	267	17,817	120	17,937
Tacoma Nursing Master's	16,935	615	17,550	300	17,850	120	17,970
Pharm D (incoming student)	18,528	672	19,200	291	19,491	120	19,611
Pharm D (2nd year)	18,528	672	19,200	291	19,491	120	19,611
Pharm D (3rd year)	17,563	637	18,200	291	18,491	120	18,611
Pharm D (4th year)	16,694	606	17,300	291	17,591	120	17,711
Law: Master's and Professional	18,624	676	19,300	291	19,591	120	19,711
Medical and Dental Professional	30,070	930	31,000	291	31,291	120	31,411
<b>UW - Bothell</b>							
All charges same as above except S & A fee:				267			
<b>UW - Tacoma</b>							
All charges same as above except S & A fee:				300			
<b>WSU - all campuses</b>							
Undergraduate	12,571	592	13,163	409	13,572		13,572
UG: Distance Degree Program	6,764	353	7,117	409	7,526		7,526
Graduate	14,658	531	15,189	409	15,598		15,598
Grad: Distance Degree Program	8,723	270	8,993	409	9,402		9,402
Graduate (Nursing)	16,813	610	17,423	409	17,832		17,832
Pharm D (class of 2007)	18,455	670	19,125	409	19,534		19,534
Pharm D (class of 2006)	17,085	620	17,705	409	18,114		18,114
Pharm D (class of 2004 & 2005)	16,182	587	16,769	409	17,178		17,178
Professional (Veterinary Med.)	29,878	925	30,803	409	31,212		31,212
<b>CWU</b>							
Undergraduate	10,580	435	11,016	441	11,457	75	11,532
Graduate	11,005	454	11,459	441	11,901	75	11,976
<b>EWU</b>							
Undergraduate	12,378	510	12,888	411	13,299	105	13,404
Graduate	16,193	499	16,692	393	17,085	105	17,190
<b>TESC</b>							
Undergraduate	13,520	563	14,083	432	14,515		14,515
Graduate	18,921	585	19,506	432	19,938		19,938
<b>WWU</b>							
Undergraduate	12,341	511	12,852	421	13,273	45	13,318
Graduate	15,264	472	15,736	421	16,157	45	16,202
<b>Community/Technical Colleges</b>							
Undergraduate	6,673	616	7,289	233	7,521	varies	

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

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

## **Tuition and fees**

### **What are the trends in tuition?**

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

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

The 2003-05 budget authorized all public institutions to increase tuition for resident undergraduate students by 7 percent in each of the two years. 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>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
UW	Resident	\$ 3,368	\$ 3,593	\$ 4,167	\$ 4,458	\$ 4,770
	Nonresident	12,060	12,868	14,868	15,611	17,400
WSU	Resident	3,351	3,574	4,145	4,435	4,745
	Nonresident	10,267	10,955	11,940	12,537	13,163
CWU	Resident	2,490	2,658	3,027	3,240	3,466
	Nonresident	9,741	10,395	11,016	11,016	11,016
EWU	Resident	2,451	2,613	2,976	3,183	3,405
	Nonresident	9,261	9,879	11,259	12,045	12,888
TESC	Resident	2,490	2,657	3,029	3,240	3,468
	Nonresident	9,744	10,397	11,853	12,921	14,083
WWU	Resident	2,490	2,655	3,027	3,238	3,465
	Nonresident	9,744	10,398	11,226	12,012	12,852
CTC	Resident	1,476	1,568	1,784	1,927	2,081
	Nonresident	6,294	6,686	6,992	7,135	7,289

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

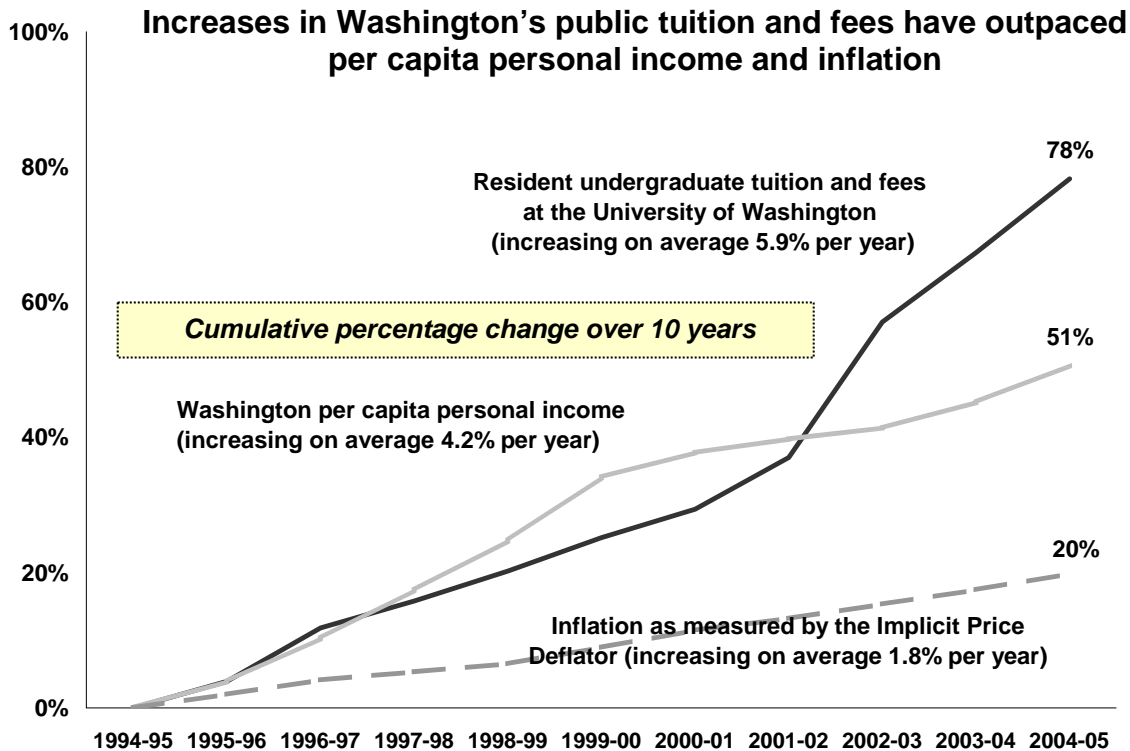
## Tuition and fees

What have been the trends compared to other expenses?

Over the past 10 years, tuition and fees have increased 78 percent at the University of Washington.

During the same time, the cost of most consumer goods increased an average of 20 percent.

Per capita personal income in Washington increased 51 percent during this period.



### Change in tuition and fees, other expenses, inflation and income: 1994-95 to 2004-05

	1994-95	2004-05	Change
<b>Tuition and fees (resident undergraduate)</b>			
Public research – University of Washington	\$ 2,907	\$ 5,181	78%
Public comprehensive institutions (average)	2,256	3,879	72%
Community colleges	1,296	2,313	78%
Independent – lowest	4,676	7,080	51%
Independent – weighted average	12,472	21,051	69%
Independent – highest	16,670	26,880	61%
<b>Other expenses</b>			
Room and board/books/transportation/miscellaneous	7,482	10,062	34%
<b>Inflation</b>			
Inflation (Implicit Price Deflator) – Base year 1993-94 = 1.00	1.00	1.20	20%
<b>Income</b>			
Washington per capita personal income	\$23,261	\$35,040	51%

Sources: Higher Education Coordinating Board; and Office of the Forecast Council.

## ***Tuition and fees***

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

**W**ashington resident undergraduate students pay less than the national average for tuition and fees.

### **National comparison of resident undergraduate tuition and fees: 2003-04 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	\$4,863	\$4,836	\$3,700	\$2,142
<b>National comparison</b>				
National average	\$5,218	\$5,218	\$4,169	\$2,155
Dollar difference	- \$355	- \$382	- \$469	- \$13
Percentage difference	- 6.8%	- 7.3%	- 11.3%	- .6%
Washington rank	25 <sup>th</sup>	N/A	28 <sup>th</sup>	22 <sup>nd</sup>

*Source:* Higher Education Coordinating Board survey.

## **Tuition and fees**

### **How do Washington tuition and fees compare to peer institutions?**

**W**ashington 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: 2003-04 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	\$4,863	\$4,836	\$3,700	\$2,142
<b>Peer institution comparison</b>				
Peer average	\$5,890	\$5,398	\$4,169	\$2,155
Dollar difference	- \$1,027	- \$562	- \$469	- \$13
Percentage difference	- 17.4%	- 10.4%	- 11.3%	- .6%
Peer rank	18 <sup>th</sup> of 25	13 <sup>th</sup> of 23	28 <sup>th</sup> of 46	22 <sup>nd</sup> of 49

*Source:* Higher Education Coordinating Board survey.

#### **Peers:**

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

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

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

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



## **Tuition and fees**

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

**W**ashington resident undergraduate students at public universities and colleges:

- Pay the third-highest tuition and fees among students attending flagship universities in the 15 western states.
- Pay the fourth-highest tuition and fees among students attending comprehensive universities in the 15 western states.
- Pay significantly higher-than-average tuition and fees at community colleges in the 15 western states.

### **Western states comparison of resident undergraduate tuition and fees: 2003-04 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	\$4,863	\$4,836	\$3,700	\$2,142

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

WICHE average	\$3,913	\$3,913	\$3,329	\$1,794
Dollar difference	\$950	\$ 923	\$ 371	\$ 348
Percentage difference	+ 24.3%	+ 23.6%	+ 11.1%	+ 19.4%
Washington rank	3 <sup>rd</sup>	N/A	4 <sup>th</sup>	6 <sup>th</sup>

*Source:* Higher Education Coordinating Board survey.

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

## Tuition and fees

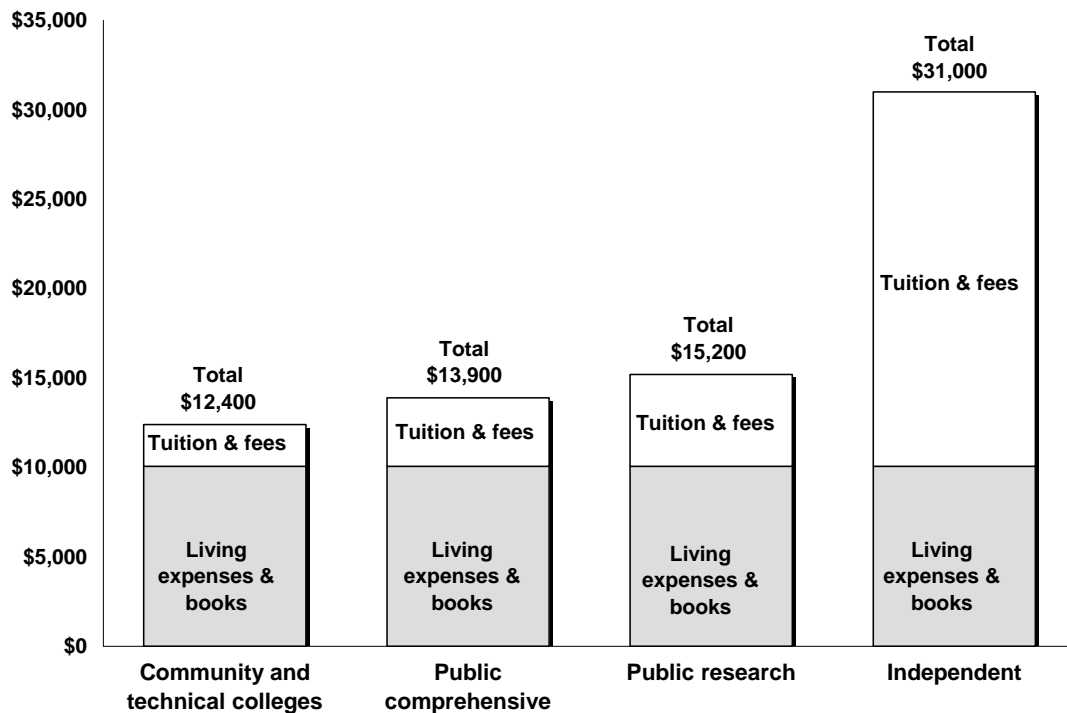
### What total price do students pay to attend college?

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

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

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

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



Sources: Washington Financial Aid Administrators, Student Budgets 2004-05, and Higher Education Coordinating Board.

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

## **State operating budget**

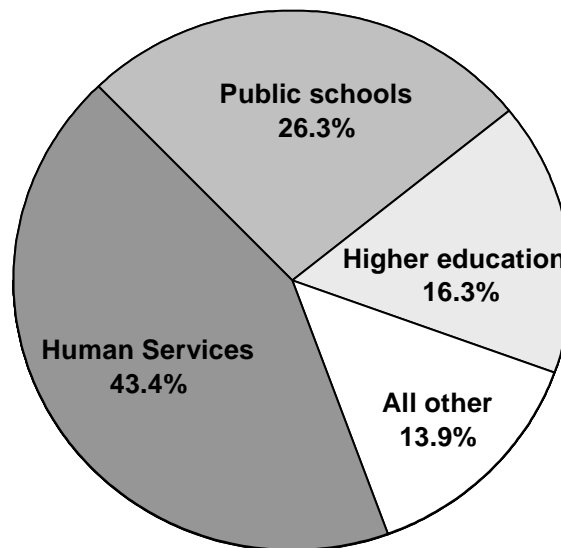
**How much of the total operating budget is earmarked for higher education?**

The state's \$45.5 billion operating budget includes more than just the general fund. At \$7.4 billion, higher education makes up more than 16 percent of all the funds in the state's operating budget.

Besides the general fund, examples of other significant funds include federal funds, the Health Services Account, the Public Safety and Education Account, and transportation funds.

The \$7.4 billion earmarked for higher education comes from a variety of sources, including the state's general fund, tuition (operating fees), higher education grants and contracts, dedicated local revenues, and the University of Washington hospital.

**State operating budget 2003-05 biennium:  
Total - \$45.5 billion**



*Source:* Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes: 2003-05 Biennium – 2004 Supplemental*, June 2004.

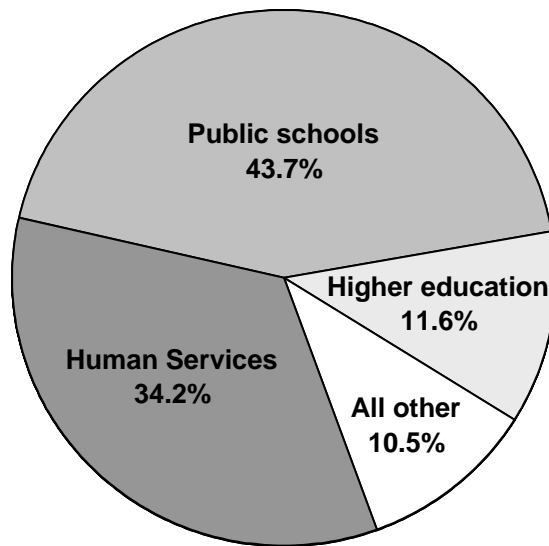
## **State operating budget**

### **General fund**

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

The state general fund equals \$23.2 billion in the current biennium. Higher education makes up 11.6 percent of the total, equaling \$2.7 billion.

### **State general fund 2003-05 biennium: Total - \$23.2 billion**



*Source:* Legislative Evaluation and Accountability Program Committee, *Legislative Budget Notes: 2003-05 Biennium – 2004 Supplemental*, June 2004.

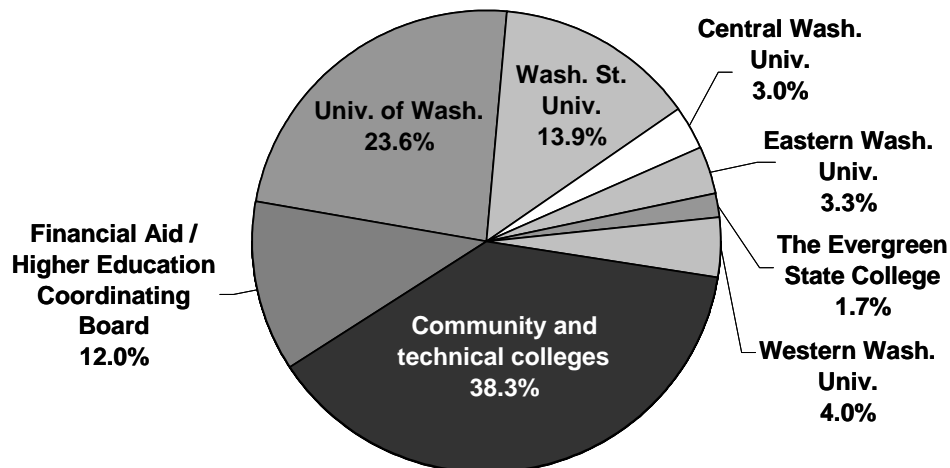
## State operating budget

### General fund

Of the \$2.7 billion appropriated to higher education in 2003-05, the community and technical colleges received 38.3 percent (\$1 billion); the University of Washington received 23.6 percent (\$637 million); and Washington State University received nearly 14 percent (\$376 million).

Student financial aid comprises another significant share of the higher education budget. The Higher Education Coordinating Board received 12 percent (\$325 million); 95 percent (\$309 million) of that amount was targeted for financial aid.

**State general fund 2003-05 biennium:  
distribution of \$2.7 billion for higher education**



**Higher education 2003-05 operating budget  
state general fund  
(dollars in millions)**

Community and technical colleges	\$1,034
University of Washington	637
Washington State University	376
Financial aid/Higher Education Coordinating Board	325
Western Washington University	109
Eastern Washington University	88
Central Washington University	82
The Evergreen State College	47
Total	\$2,698

Source: Higher Education Coordinating Board, 2005-07 Higher Education Operating and Capital Budget Recommendations / Supplement 1.

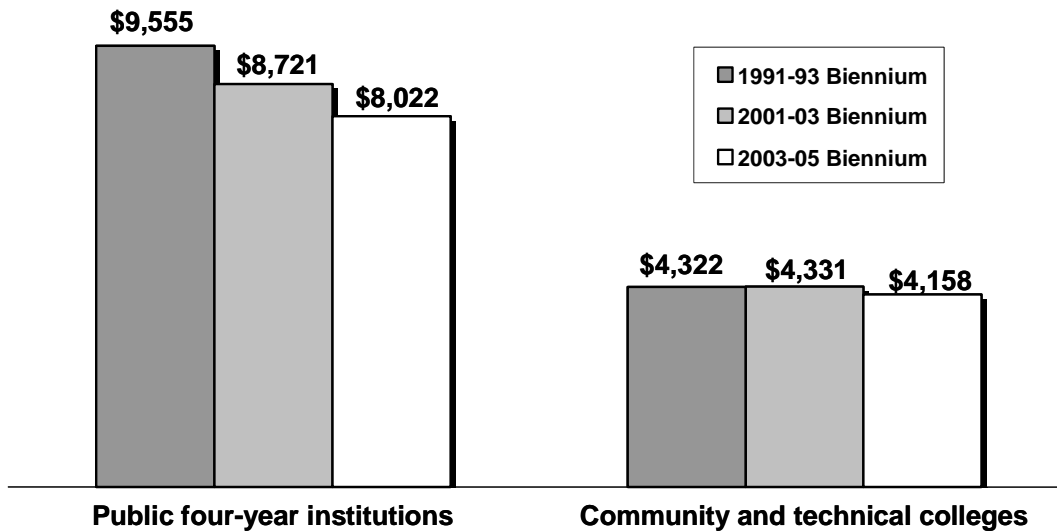
## State operating budget

### General fund

What are the trends in state funding?

Since 1991-93, state support for higher education has steadily declined. In the 2003-05 operating budget, state support per higher education student continues that trend.

State general fund appropriations per budgeted FTE student adjusted for inflation (2004-05 dollars)

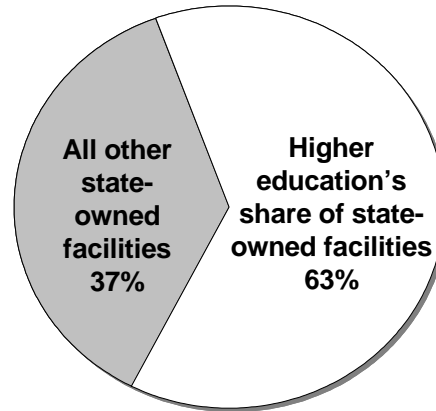


Source: Higher Education Coordinating Board, 2005-07 Higher Education Operating and Capital Budget Recommendations.

## **Capital budget**

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

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



Higher education facilities are used for two primary purposes:

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

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

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

## ***Capital budget***

### **How are capital funds appropriated?**

**F**unds 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, 74 percent of all higher education capital appropriations have come from borrowing through the sale of general obligation bonds. The remaining 26 percent of all capital appropriations are from local, dedicated sources.

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

State law further limits the debt service ceiling to seven percent of the average of general state revenues for the past three years. Washington does not use an allocation formula or model to distribute capital funds among the sectors or individual institutions of public higher education. Rather, the biennial capital budgets reflect choices or decisions about the relative need and priority of specific projects. By examining the “aggregate” of these discrete decisions over time, trends in state capital budgeting decisions emerge that reflect changing areas of state capital priorities.



## Capital budget

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

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

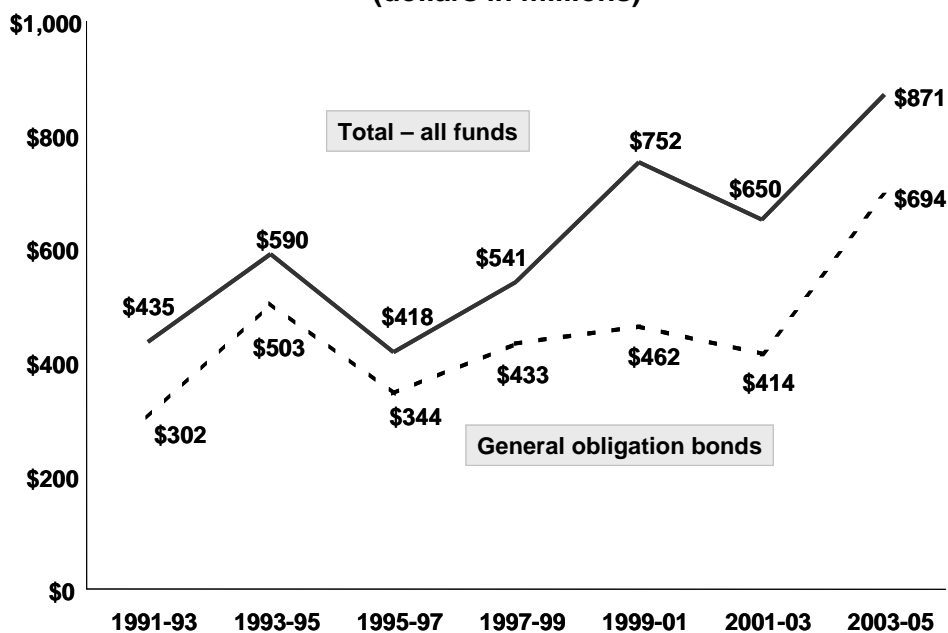
Appropriation amounts have ranged from a low of \$415 million in the 1995-97 biennium to a high of \$871 million in the 2003-05 biennium (unadjusted dollars).

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 (including \$281 million appropriated for 2003-05), are earmarked for projects that will modernize and restore existing facilities, as well as provide additional capacity for future enrollment demand.

Since 1991, the state has invested about \$14.5 billion in all state facilities. Nearly half of this total investment (\$6.8 billion) came from borrowing through the sale of general obligation bonds.

Over that same time period, 74 percent (\$3.2 billion) of higher education's capital appropriations (\$4.3 billion) came from these total bond authorizations.

**Higher education capital appropriations  
(dollars in millions)**



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

## Capital budget

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

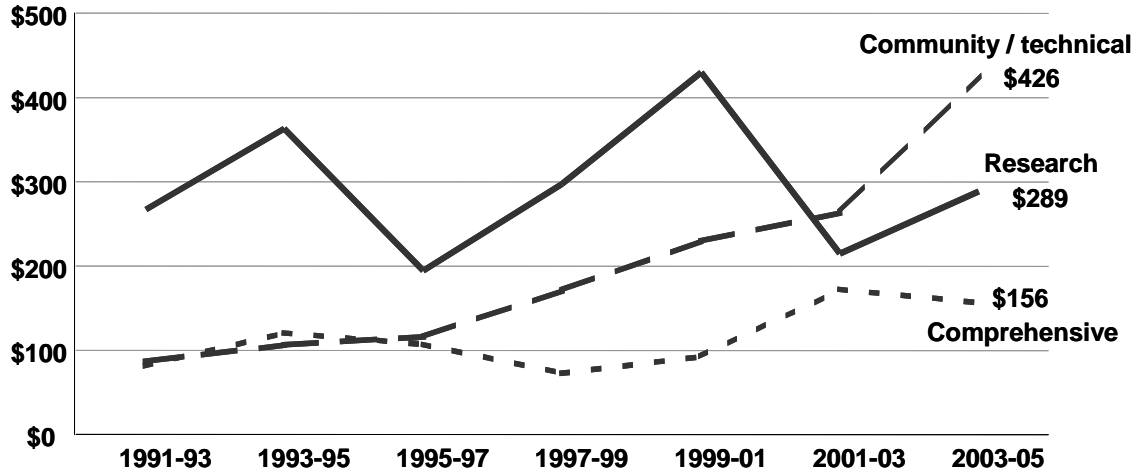
Historically, capital budgets for higher education have been basically stable, accounting for about 30 percent of the total state capital budget.

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

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

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

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



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

## ***Capital budget***

**Historically, what types of capital projects have been funded?**

**T**hrough 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.

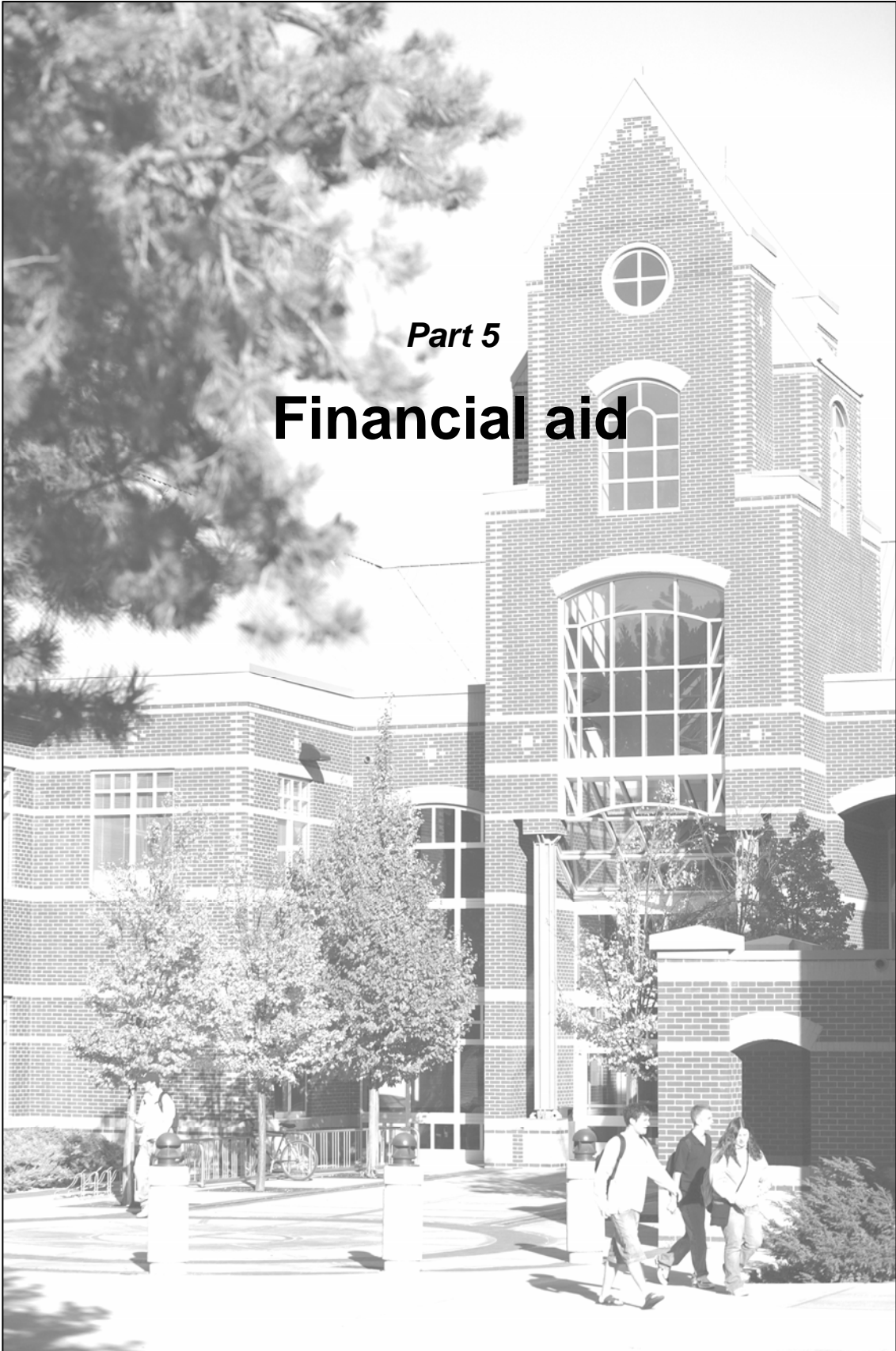
In the 2001-03 biennium, three of the state's comprehensive institutions (The Evergreen State College, Western Washington University, and Central Washington University) received construction dollars for new facilities to house additional students or replace obsolete facilities.

In 2003-05, additional funding is being used for renovations as well as added capacity.

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

### **Prioritization of capital projects:**

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



*Part 5*

**Financial aid**

## ***Financial aid***

### **What is need-based financial aid?**

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

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

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

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

### **HECB financial aid and grant programs: state general fund appropriations for fiscal year 2005 (dollars in thousands)**

<b><u>Program name</u></b>	<b><u>Estimated number of students served</u></b>	<b><u>Appropriation</u></b>
State Need Grant	53,500	\$124,901
State Work Study	8,000	\$17,048
Washington Promise Scholarship	7,500	\$8,390
Educational Opportunity Grant	1,275	\$2,876
Health Professional Loan Repayment and Scholarship Programs	75	\$2,100
Washington Scholars Program	433	\$2,155
Washington Award for Vocational Excellence (WAVE)	283	\$798
WICHE Professional Student Exchange	14	\$186
Washington Center Scholarship	15	\$60

*Source:* Higher Education Coordinating Board.

## Financial aid

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

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

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

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

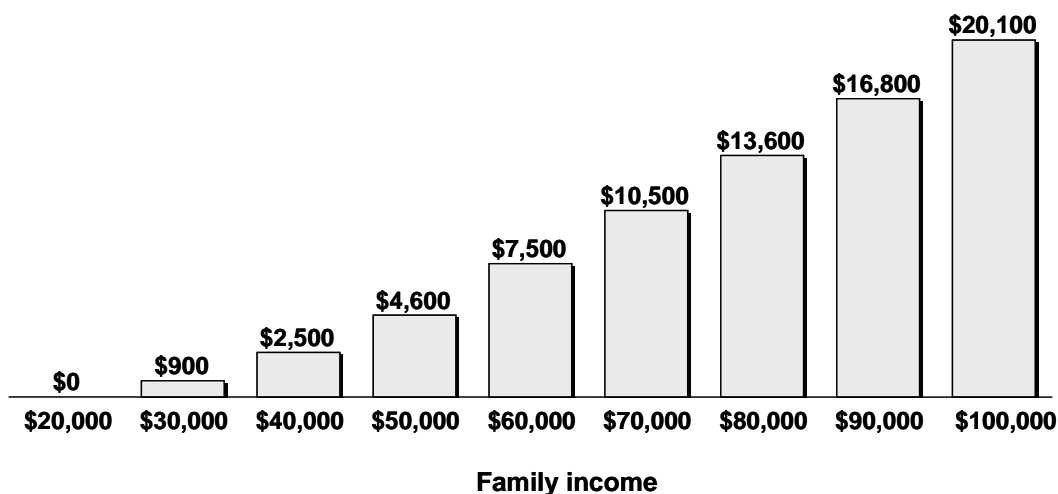
To determine the “expected family contribution,” the student must complete a “Free Application for Federal Student Aid” (FAFSA).

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

For example, this chart shows that a family of four with an annual income of \$60,000, with net assets of \$40,000 (not counting home equity or retirement funds) would be expected to pay about \$7,500 toward college costs every year.

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

Expected annual family contribution by income level\*



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

Source: Thomson and Peterson's EFC Calculator, 2004.

## 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:

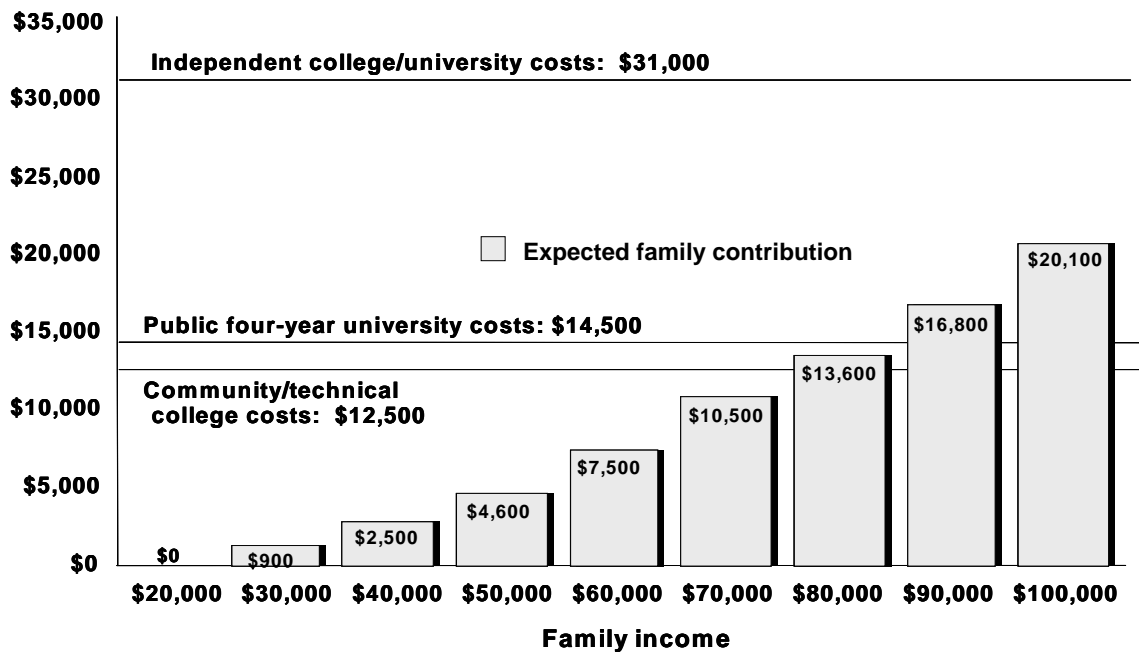
- The cost to attend the institution; and
- The amount the family is expected to contribute.

As the chart below shows, as family income goes up, the expected family contribution generally goes up. 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 their college costs. A system of combining or “packaging” different types of aid ensures that each student is offered a mix of “gift” assistance (like grants and waivers) and “self-help” (loans and work study).

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

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



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

Sources: Thomson and Peterson’s EFC Calculator, 2004; Washington Financial Aid Association 2004-05 maintenance budgets; and 2004-05 tuition rates.

## **Financial aid**

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

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

In Washington, about 139,000 students received need-based aid in 2003-2004. These students represent about 40 percent of the reported enrolled students. These 139,000 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 2003-2004</b>
Community and technical colleges	58,171 students
Four-year public	47,192 students
Four-year independent	22,951 students
Private career schools	11,092 students

*Source:* Higher Education Coordinating Board, *Unit Record Report*, 2003-04.



## Financial aid

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

#### Types of programs

Grant  
Work study  
Loan

#### Sources of funding

Federal  
State  
Institutional and private

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

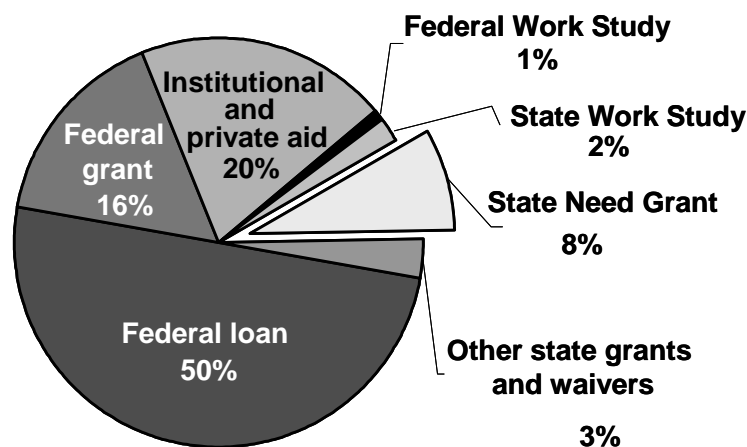
**W**ork Study is a part-time employment opportunity.

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

**Need-based student financial aid available to students attending Washington institutions in 2003-04**  
Total - \$1.37 billion



Source: Higher Education Coordinating Board, *Unit Record Report, 2003-04*.

## **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)

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

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

#### **Programs designed for equal opportunity and access**

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

These grants help the state's lowest-income undergraduate students pursue degrees. To be eligible, a student's family income cannot exceed 55 percent of the state's median family income – currently \$36,500 for a family of four.

##### **Maximum grant amounts vary by type of institution (for 2004-05)**

Community and technical colleges .....	\$2,212
Private career colleges .....	\$2,212
Public comprehensive universities.....	\$3,491
Public research universities.....	\$4,416
Independent universities .....	\$4,650

#### **Programs designed for access and affordability**

##### **State Work Study**

Through part-time employment, students from low- and middle-income families earn money for college while gaining experience whenever possible in jobs related to their academic and career goals. State Work Study provides a significant alternative to high levels of student borrowing. The average amount earned in 2003-04 was \$2,480.

##### **Educational Opportunity Grant**

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

## ***Financial aid programs***

Promise Scholarship  
(RCW 28B.119)

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

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

## **Program based on affordability and merit**

### **Washington Promise Scholarship**

The Washington Promise Scholarship provides college scholarships to students in recognition of their academic achievements in high school. Students are from low- and middle-income families and either graduate in the top 15 percent of their class, or score on their first attempt at least 1,200 on the SAT or 27 on the ACT. Family income cannot exceed 135 percent of the state's median family income – or about \$89,900 for a family of four. The amount of the award depends on the number of eligible students. In 2004-05, students are eligible to receive up to \$1,176.

The Higher Education Coordinating Board administers the program, with assistance from the Office of the Superintendent of Public Instruction. The Promise Scholarship was enacted by the governor and the Legislature as a provision of the 1999-2001 state operating budget and was signed into law during the 2002 legislative session.

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

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

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

## ***Financial aid programs***

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

WICHE Professional  
Student Exchange  
(RCW 28B.70)

American Indian  
Endowed Scholarship  
(RCW 28B.108)

Future Teachers  
Conditional Scholarship  
(RCW 28B.102)

Community Scholarship  
Matching Grant  
(WAC 250-69)

## **Targeted programs**

### **Health Professional Conditional Scholarship and Loan Repayment Program**

These programs address the critical shortage of qualified health care professionals statewide. Participating health care professionals agree to provide primary health care service for three to five years in medically underserved areas or in areas with a shortage of health care professionals. In exchange, they receive either a conditional scholarship or help in repaying school loans. Recipients do not have to be state residents to apply. In 2003, about 160 health professionals worked in underserved areas in Washington as a result of these programs.

### **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 2004-05, awards range from \$11,100 to \$16,300 and may be awarded for up to four years.

### **American Indian Endowed Scholarship**

This program helps students with close ties to the Native American community attend college. State funds, together with private contributions, provide about 15 scholarships each year, ranging from \$500 to \$750.

### **Future Teachers Conditional Scholarship**

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

## **Other programs**

### **Community Scholarship Matching Grant**

Community organizations that locally raise at least \$2,000 for college scholarships receive a state-matching grant of \$2,000 to be spent for the same purpose. In 2003-04, 123 grants were awarded.

## ***Financial aid programs***

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

College Assistance  
Migrant Program  
(2003-05 Operating  
Budget)

## **Other programs (continued)**

### **Washington Center Scholarship**

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

### **College Assistance Migrant Program**

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

## ***Financial aid***

### **Which students are served in the major state aid programs?**

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

#### **State Need Grant, 2003-2004**

- The program served approximately 54,200 undergraduates.
- On average, these students received \$2,110 in State Need Grant funds.
- The median recipient age was 24 years old.
- 62 percent of students were female.
- 34 percent were dependent on their families for support. The average parental income of these families was \$24,227.
- 66 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 \$12,841.
- 65 percent of all recipients were white; 10 percent were Asian/Pacific Islander; 8 percent were Hispanic; 7 percent were black; and 10 percent were either of other ethnic backgrounds or did not disclose.

#### **State Work Study, 2003-2004**

- The program served approximately 9,200 students.
- The average amount earned was \$2,480.
- The median recipient age was 23 years old.
- 65 percent of students were female.
- 88 percent were undergraduates.
- 47 percent were dependent on their families for support. The average parental income of these families was \$40,200.
- 53 percent of the students were independent, meaning they had their own households and were not financially dependent on their parents. For these students, the average household income was \$12,810.
- 68 percent of all recipients were white; 10 percent were Asian/Pacific Islander; 7 percent were Hispanic; 5 percent were black; and 10 percent were either of other ethnic backgrounds or did not disclose.

## ***Financial aid***

### **Students served**

#### **Washington Promise Scholarship, 2003-2004**

- About 3,900 students applied, met the income and enrollment criteria, and were awarded scholarships.
- New awards for the class of 2003, plus second-year awards for the class of 2002, totaled about 7,000 students.
- By definition, the program serves students in their first two years of higher education.
- The maximum grant amount can be the cost of tuition at a public community college but is subject to appropriation. For FY 2004-05, the prorated annual award amount is \$1,176 per student.
- 65 percent of the needy students served were female.

*Sources:* Higher Education Coordinating Board, *Unit Record Report, 2003-2004*; and program statistics.

## ***Financial aid***

### **Does Washington offer a prepaid college tuition program?**

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

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

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

The Committee on Advanced Tuition Payment, commonly referred to as the GET Committee, governs the program. The committee is comprised of the executive director of the Higher Education Coordinating Board, the state treasurer, the director of the Office of Financial Management, and two citizen members. The Higher Education Coordinating Board administers the GET program, while the State Investment Board oversees its investments. To date, Washington families have opened more than 44,000 accounts valued at over \$473 million. More than 2,700 students are currently using GET benefits to attend over 200 colleges and universities nationwide.

The GET Committee annually sets the price of a GET unit, currently \$61. Families can buy units by setting up a customized monthly payment plan or by making lump sum purchases. The enrollment period for 2004-05 is September 15, 2004 through March 31, 2005.

For more information, visit [www.get.wa.gov](http://www.get.wa.gov) or call 1-877-438-8848.

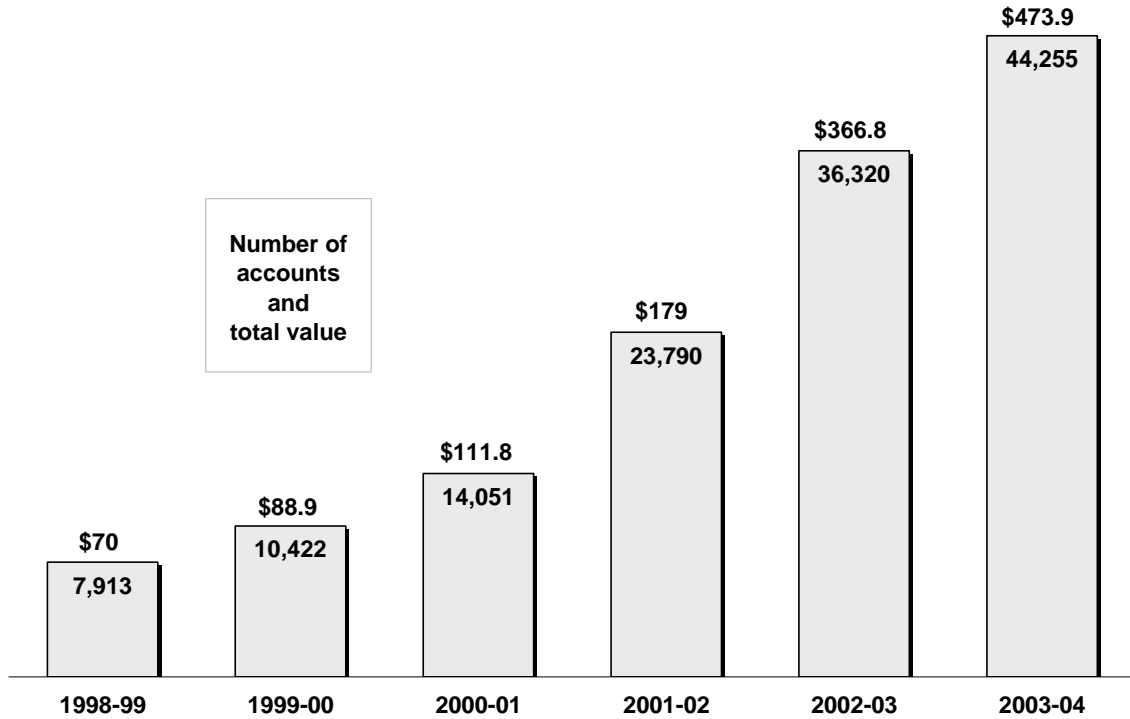


## **Financial aid**

Guaranteed Education  
Tuition (GET)

**A**s of August 31, 2004, Washington families have opened more than 44,000 accounts, valued at more than \$473 million. About 9.1 million units have been purchased, with payments totaling \$355 million.

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



## **Glossary**

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

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

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

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

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

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

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

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

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

**HECB:** The Higher Education Coordinating Board, a 10-member citizen board appointed by the governor and confirmed by the state Senate. The governor designates the chair, who serves at the governor's pleasure. Other board members serve staggered, four-year terms; the student member serves one year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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