

The background of the cover is a grayscale photograph of a university campus. Large, leafy trees frame the top and right sides of the image. In the center, a group of students is walking across a paved plaza. In the background, a large, multi-story brick building with arched windows is visible. A large, modern sculpture, which is a diamond shape with a circular opening, stands in the middle ground.

Higher Education Accountability Report, 2007-08

January 2009

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January 2009

Higher Education Accountability Report, 2007-08

Executive Summary

Background

The 2004 State Legislature required the Higher Education Coordinating Board (HECB) to develop an accountability and reporting system. The legislation directed the HECB to review progress for each baccalaureate institution annually and issue a biennial report summarizing the results.

The attached *Higher Education Accountability Report, 2008* is one of several efforts designed to monitor outcomes in Washington's higher education system. A separate and related accountability measure is EHB 2641, Sec. 2, regarding performance agreements, which are six-year plans developed jointly by institutions and state policymakers to align goals, outcomes, and levels of resources to achieve the goals of Washington's *Strategic Master Plan for Higher Education*.

In 2006, the HECB, Council of Presidents (COP), and Office of Financial Management (OFM) established performance targets in the following areas:

- Bachelor's degree production
- High-demand bachelor's degree production
- Graduate and professional degree production
- Freshman retention
- Graduation rates for first-time, full-time freshmen
- Graduation rates for transfer students with associate degrees
- The proportion of bachelor's degree recipients who did not accumulate excess credits

Summary of Outcomes

Overall degree production is rising and efficiency improvements are occurring in the state's higher education system.

- There is a powerful relationship between the number of students enrolled in the state's higher education system and the number of degrees produced. When enrollment increases, the number of degrees produced increases.
- FTE funding reductions, less money for financial aid and increased tuition – all of which are responses often associated with economic downturns – can significantly reduce the number of students who enroll in and graduate from baccalaureate institutions.
- The public baccalaureate institutions have been achieving steady expansion in bachelor's degree production since 2002.

- Bachelor's degree production has increased by about 19 percent compared to the average degree production of the baccalaureate institutions for the five academic years 1997-98 – 2001-02 (the baseline).
- The number of bachelor's degrees awarded in 2008 was 3,469 above the baseline.
- At the end of the 2008 academic year, graduate and professional degree production had increased 19.1 percent compared to the baseline.
- Strong gains have been made in six-year graduation rates for first-time/full-time freshmen. Completing a degree sooner results in less expenditure for the student and state – and it places more individuals into the workforce over a longer period. It also allows institutions to serve more students.
- Collective graduation rates for the baccalaureate institutions rose from 61 to 70.3 percent between the baseline period and 2007-08. Improvements were particularly impressive at:
 - The Evergreen State College – 22.4 percent
 - Western Washington University – 14.3 percent
 - Washington State University – 63 to 67 percent between 2007 and 2008
- Graduation rates for students who transfer with an associate degree also have increased statewide.
- Modest growth in the conferral of high-demand bachelor's degrees is occurring. High-demand degree production is expected to increase in the next few years after enrollments funded in 2003, 2006, and 2007-09 have been in place long enough for students to complete degrees.
- In addition, progress is being made with the focus in the statewide Strategic Master Plan for Higher Education on demand for degrees in STEM fields and health care.
- Two-year degree production is down slightly in each of the last three years.
- The number of students improving basic skills increased in 2006-07, and the number of students who transferred to a baccalaureate institution within three years of entering the community and technical college system increased in 2005-2006 over the prior year.
- Freshman retention rates remain relatively steady at 85 percent.
- The proportion of bachelor's degree recipients not accumulating excess credits is over 93 percent collectively.

Conclusion

Sustaining the levels of progress described in this report would be difficult under the best circumstances. The current recession poses a serious challenge to the Legislature and the state's higher education institutions. Particularly problematic is that progress made in the last two biennia may be eroded by reductions in 2009-11.

Reaching the goals of the Master Plan over the next 10 years will be more difficult if institutions are forced to struggle to regain the improvements that have been so hard-won over the last decade.

January 2009

Higher Education Accountability Report, 2007-08

Introduction

This accountability report is one of several efforts to monitor outcomes of Washington's higher education system.¹ In 2004, the Legislature passed, and the Governor signed House Bill 3103, which included significant changes in the role and responsibilities of the Higher Education Coordinating Board (HECB).

One of the provisions of that bill, now codified as RCW 28B.76.270, directs the Higher Education Coordinating Board to "establish an accountability monitoring and reporting system." Under this law, the HECB is required to review actual achievements of the institutions annually. The HECB is required to report on progress each biennium. This report fulfills the biennial requirement that the HECB inform the higher education and fiscal committees of the legislature of progress toward goals.

The report analyzes highlights from the review of results. Outcome data for the baccalaureate institutions appears in Appendix A. Current performance targets for the baccalaureate sector are contained in Appendix B. Outcome data and performance targets for the community and technical college system are found in Appendix C.

Background

The accountability framework now in place is the culmination of a development process that occurred over a five-month period in which institutions, the Council of Presidents, the HECB, and the Office of Financial Management collaboratively designed the system. This framework was adopted in May 2006 by the HECB and the OFM. The system includes performance measures, performance targets, and related accountability system principles.² (See the tables in the Appendices of this report for available outcome data for each institution. Also reported in the Appendices are outcomes for students receiving Pell Grants; and current performance expectations, including performance targets for 2010-11.)

Resources and Performance

The accountability framework incorporates as a key principle the assumption that the level of performance which can reasonably be expected is related to the level of available resources.³ While not assuming a one-to-one correspondence between resources and results, the accountability framework explicitly provides that when resource levels change significantly, performance targets need to be reviewed, and revisions considered.

This principle relating performance to resources also was set forth in the state's 2007-09 biennial operating budget.⁴ That budget significantly increased per-student funding in higher education. It also directed a review and potential revision of the performance targets. The review led to several changes in performance targets adopted by the HECB and OFM in the fall of 2007.

In light of the fiscal difficulties besetting the state at this time, and the strong likelihood that resources available to higher education institutions will be reduced significantly in the next biennial budget, it seems appropriate to recall this principle relating performance to resources. In the event that resources for higher education are in fact reduced significantly, the accountability framework suggests that performance expectations for 2008-09, and performance targets for 2010-11, should be reviewed and revisions considered after a budget has been adopted.

Results

The accountability framework for baccalaureate institutions is composed of seven measures common to all institutions. A central focus of the *2008 Strategic Master Plan for Higher Education* (SMP) is degree production. The degree production goals of the SMP are the critical drivers of much of the remainder of the plan. The three measures in the accountability framework that relate to degree production are therefore an essential focus of this report.

The accountability framework includes performance measures for bachelor's degree production, advanced degree production, and bachelor's degrees awarded in "high demand" areas identified by the *Statewide and Regional Needs Assessment* published by the HECB in 2005.⁵

Most recently, resources have increased while degree production has grown. For example, actual FTE enrollment (undergraduate and graduate enrollment combined) grew 9.9 percent from 1998-99 through 2003-04. Degree awards four years later (that is, between 2002-03 and 2007-08) rose 8.3 percent. Within total degree production, bachelor's degrees awarded increased 9.1 percent, and advanced degrees increased 5.6 percent. Precise correlations between enrollment and degrees awarded four years later should not be expected since the four-year time lag is only a rough overall figure for time elapsed between initial enrollment and completion. Many undergraduates need more than four years to finish degrees, while many graduate students complete degrees in less time. The changes in these two measures, however, are meaningful in showing an overall general trend.

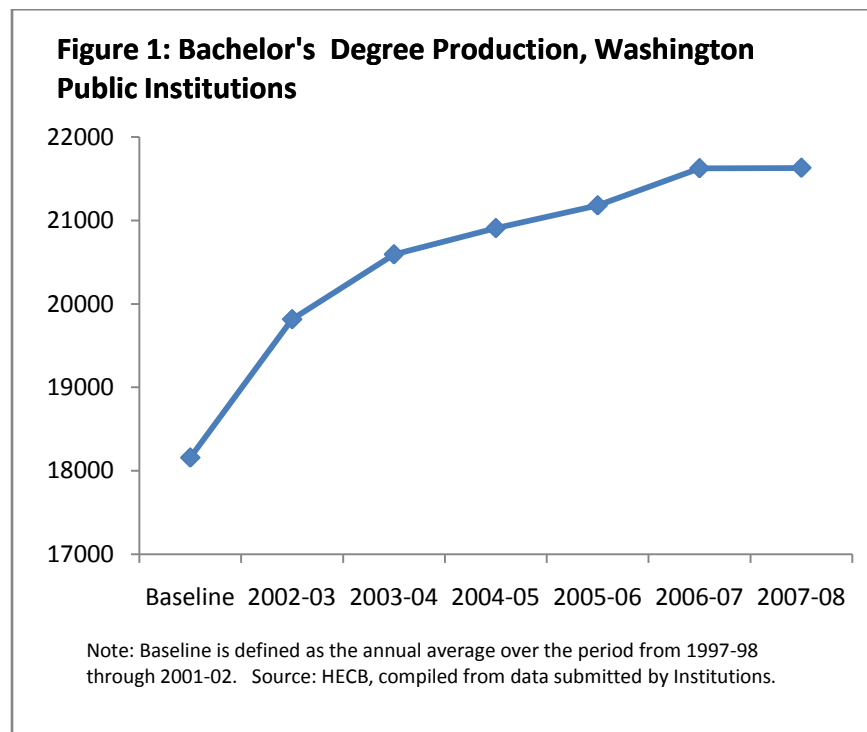
Associate Degree Production

Associate degree production is down slightly in each of the past three years. In 2007-08, the number of degrees awarded was down 0.8 percent from the previous year. In 2004-05, 22,204 associate degrees were awarded. For 2007-08, the number of degrees was 20,825, a decline of 6.2 percent. This includes both technical degrees with a workforce orientation, and academic degrees, geared toward transfer.

Bachelor's Degree Production

For the public baccalaureate institutions as a whole, the trend in bachelor's degree production is one of steady, modest expansion. Compared to the period defined as the baseline for the accountability framework (the annual average for the five years from the 1997-98 academic year through 2001-02) 3,469 more bachelor's degrees were awarded in 2007-08, an increase of 19 percent. Annual increases over the past five years show a decelerating trend, with the 3.9 percent annual increase in 2003-04, trailing off to essentially no increase in 2007-08 over the previous year.

A plateau is evident in enrollment four years prior to the leveling off of bachelor's degree production. In 2001-02, enrollment increased 3.7 percent but the annual increases in the next two years dropped to 1.8 percent in 2002-03, and just 0.6 percent in 2003-04. It is important to note that the enrollment increases funded through the 2007-09 budget have not been in place long enough to generate degrees yet. Those enrollment increases should begin to become evident in degree production data in the next biennium.



Some variation among institutions is evident as well. Central Washington University has steadily expanded bachelor's degree production, with an increase of 5.6 percent in the past year and an increase of 31.3 percent since 2002-03. Degree awards at Washington State University continue to increase, with a particularly notable increase since 2004-05. The trend at Western Washington University also shows a steady but modest increase. Awards at the University of Washington have declined slightly each year since peaking in 2004-05. Degree production at Eastern Washington University and The Evergreen State College are down slightly in 2007-08. The long-term trend at TESC is essentially level. The dip in awards last year at EWU is a departure from the dominant trend over the past decade, which has been one of expansion.

Advanced Degree Production

The number of graduate and professional degrees awarded in 2007-08 is up slightly at the two research institutions and down slightly at the comprehensive institutions. For public institutions, production is up 19.1 percent since the baseline period. ("Baseline" is defined as the annual average over the five years from 1997-98 through 2001-02.) Between 2002-03 and 2007-08, the last five years, a 5.6 percent increase for the state has been driven primarily by the UW.

A notable increase occurred at EWU up until 2004-05 but production has declined since then. Advanced degree awards at WSU are essentially unchanged and are down slightly at WWU and TESC since 2002-03. Overall, the increase in the state total of graduate and professional degrees has leveled off in the past two years.

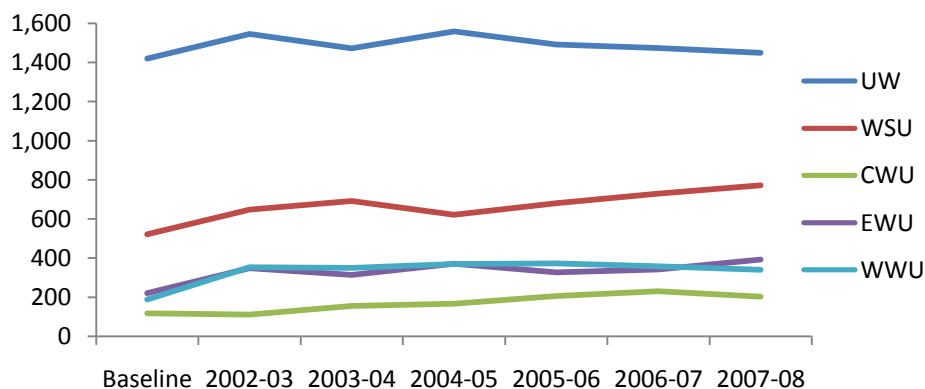
High Demand Bachelor's Degrees

The *State and Regional Needs Assessment*, published in 2005-06, determined that engineering, software engineering, computer science, architecture, and health care were in high demand among employers as well as students and communities statewide. Degree awards in these disciplines are 28 percent higher than the annual average during the five-year baseline period from 1997-98 through 2001-02, but have leveled off since 2002-03.

Production in 2007-08 was 5 percent higher than 2002-03. High demand enrollments received a substantial increase in funding in 2003. Although it may be a little early to see improvements related to degree production in these majors, one can expect that more students will graduate in these high demand fields in the near future. Degree completion rates in these high demand areas will be reported again in the next biennial accountability report.

The number of degrees in high demand fields awarded in 2007-08 was higher at WSU and EWU compared to 2006-07 and over the previous five years. WSU has seen significant increases in each of the last three years. The increase at EWU has been less consistent annually but trends steadily upward. At both UW and WWU, degree awards in these fields were down in 2007-08 from the previous year and also lower than the production levels of 2002-03. UW production peaked in 2004-05, which follows the same pattern for all bachelor's degree awards at UW.

Figure 2: High-Demand Bachelor's Degrees Awarded, Washington Public Universities



Note: Baseline is defined as the annual average over the period from 1997-98 through 2001-02.

Source: HECB, compiled from data submitted by Institutions.

Persistence and Completion

Three of the seven performance measures in the accountability framework (freshmen retention, graduation rates for first-time full-time freshmen and graduation rates for certain transfer students) focus on how well students stick with their studies and demonstrate the tenacity needed to complete a bachelor's degree within a defined timeframe. Freshman retention looks at whether students who complete their first year of study return for the sophomore year. This is a key educational transition point where the risk of students leaving the program can be high.

The other two measures focus on graduation within a defined timeframe for two specific groups of students. The first group is students who enroll for the first time as full-time freshmen at a baccalaureate institution. While this definition excludes part-time students and returning students, it is used nationally and permits comparisons among institutions nationwide. The second group consists of those transfer students who enter the baccalaureate institution with an associate degree from a Washington community college already in hand.

Taken together, these three measures monitor retention and completion for a substantial portion of the undergraduate population. Viewed from another angle, these measures provide insight on where a portion of the education pipeline may have a tendency to leak.

As a caveat, it should be noted that these measures focus only on enrollment and completion patterns at a single institution. Many students who begin college full-time at a baccalaureate institution eventually complete a degree at a different institution or leave the institution for one or more terms before returning. Students who transfer to a different baccalaureate institution before their sophomore year would be counted as not retained in this measure, even though the student remained in the higher education system. Students who graduate within six years but earn their degrees at an institution other than the one in which they initially enrolled, are not reported as a graduate under the metric used here. These measures, therefore, understate the extent to which Washington's students complete bachelor's degrees.⁶

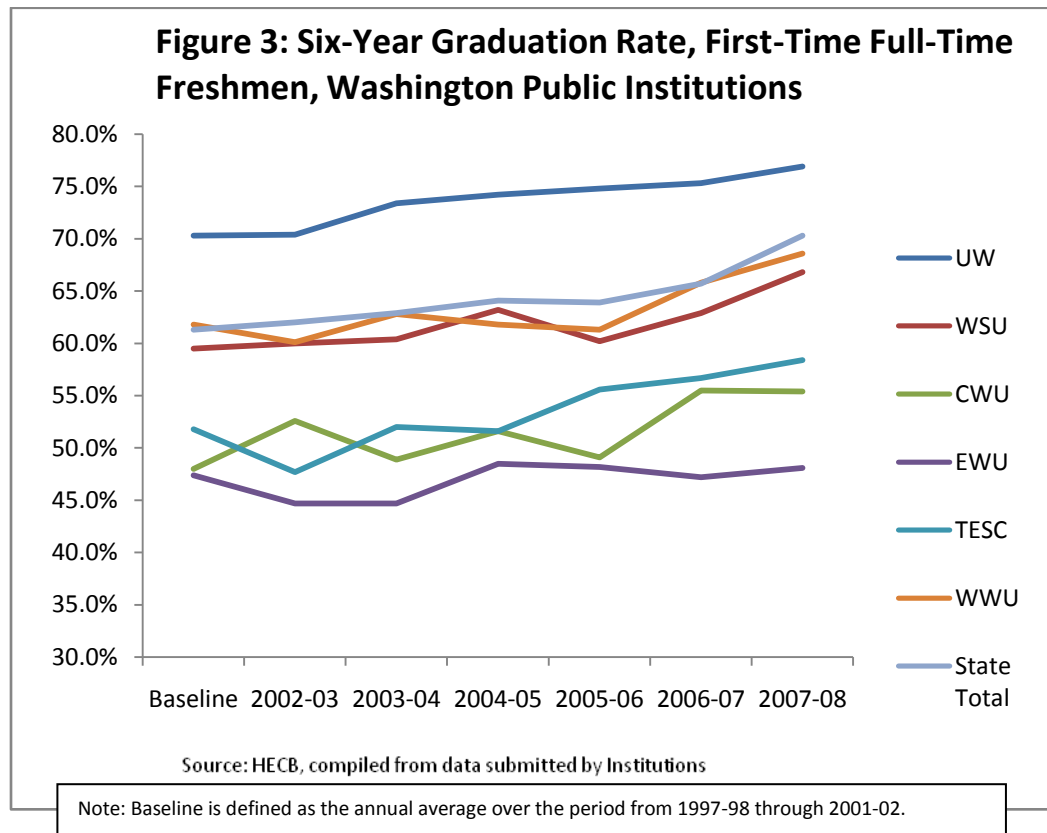
Freshman Retention

In general, Washington public baccalaureate institutions see freshmen return for the second year of study at high rates. Rates hover consistently around 85 percent for the state, and range from about 70 percent at TESC to around 92 percent or higher at UW. When rates are already this high, year-to-year changes would not be expected to be large. Over time, however, rates have improved at WWU from 79 percent in the 1997-98 – 2001-02 baseline period to about 84 percent in 2007-08. Slight improvements over time have occurred at UW, to a lesser extent at WSU, and more significantly at CWU. Rates are more stable at EWU and have declined somewhat at TESC.

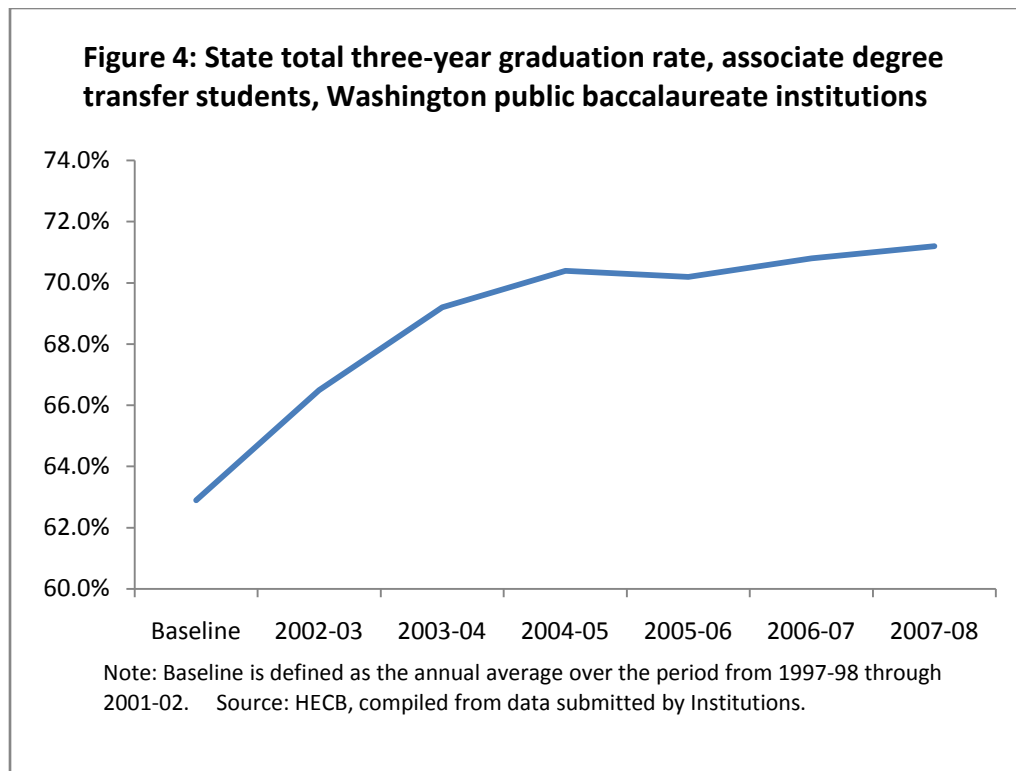
Graduation

The statewide trend in six-year graduation rates for first-time, full-time freshmen for the institutions collectively is positive. Gains have been posted since the 1997-98 – 2001-02 baseline period, with rates climbing from 61.3 percent to over 70 percent in 2007-08. UW reports a graduation rate in 2007-08 of 76.9 percent. From 2002-03 through 2007-08, graduation rates for first-time full-time freshmen have increased significantly at all six institutions.

Improvements since 2002-03 have been particularly notable at TESC, with graduation rates increasing from under 48 percent to over 58 percent and at WWU, which increased from about 60 percent to 68.6 percent. From 2006-07 to 2007-08 alone, the graduation rate at WSU rose from under 63 percent to almost 67 percent.



Major improvements are also evident in graduation rates for the student group transferring with an associate degree. The state-aggregate rate in the baseline period was about 63 percent. That has jumped to 71.2 percent by 2007-08. Progress on this measure, however, has been less uniform across institutions than for the first-time full-time freshmen. Rates are down at EWU and TESC, while results have improved at the other institutions. Major progress has been seen at UW and WWU. The rate at UW increased from slightly less than 65 percent in the baseline period to 79.8 percent in 2007-08. At WWU the baseline rate of 57 percent rose to nearly 67 percent last year. During the baseline period, CWU had the highest rate (70 percent), but has nevertheless increased that result substantially to 76.8 percent last year.



Transfer Rate

The accountability framework includes a transfer rate measure that focuses on students who declare academic transfer as their intention and excludes students who earn fewer than 15 credits. This is a measure not of the two-year college system's performance alone, but rather the higher education system as a whole.

For students entering two-year colleges in 2001-02, just over 50 percent transferred to a baccalaureate institution within three years (by the 2004-05 academic year). The transfer rate increased to 53.2 percent for students entering in 2002-03 and transferring by 2005-06. The most recent data is for the cohort of students who entered in 2003-04. However, the SBCTC is still reviewing the accuracy of the data for this group of students, so the result shown in the appendix to this report should be considered with caution as preliminary.

The SBCTC also reports the percentage of students who have not yet transferred but remained enrolled in a two-year college. This outcome increased as well between the two cohorts of students, from 9.3 percent to 14.4 percent. The percentage of students who either transferred or remained enrolled at the two-year colleges increased significantly from 59.6 percent to 67.6 percent in one year.

National Report Card

National comparisons afford an additional perspective in assessing the progress of Washington's public higher education institutions on student persistence and completion. The National Center for Public Policy and Higher Education recently released *Measuring Up, 2008*, its biennial national report card on higher education. The National Center finds that "Washington does very well and has improved" in awarding degrees and certificates. They note that 61 percent of Washington college students complete a bachelor's degree within six years. A key measure for completion used in the report card finds that in Washington 20 degrees are awarded per 100 students. This is just below the 21 degrees per 100 students in the top five performing states.

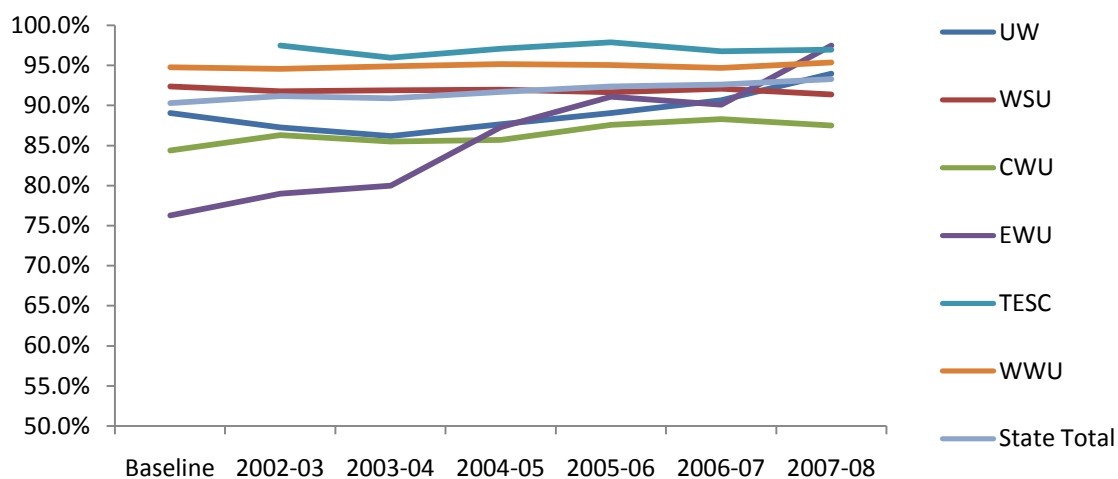
Washington is above the national average, and has improved from 15 degrees and certificates per 100 students in 1992, to 18 completions per 100 students in 2000, to 20 completions per 100 students in the 2008 data. Overall, the national report card gives Washington a grade of "A-" for completion.⁷

Efficiency

The final performance measure relates to the efficiency with which bachelor's degrees are awarded. The measure includes only those students earning their first bachelor's degree and declaring a single major field of study. Among these students, the performance measure reports the proportion of students who did not accumulate excess credits. Specifically, this metric looks at whether credits earned by the student did not exceed 125 percent of the number of credits required for the degree.

The statewide results have consistently been above 90 percent, increasing to 93.3 percent in 2007-08. Variation among institutions is small. The Evergreen State College consistently reports the highest rate, including a 2007-08 result of 97 percent. The institution most improved on this measure is EWU, which has improved from about 76 percent in the baseline period to 97.5 percent in 2007-08. EWU also posted a large gain from 2006-07 to 2007-08. Only WSU reported a decline, but it is a very slight drop and the result remains high at 91.4 percent.

Figure 6: Bachelor's Degree Recipients not exceeding 125% of required number of credits, Washington Public Institutions



Note: Baseline is defined as the annual average over the period from 1997-98 through 2001-02. Source: HECB, compiled from data submitted by Institutions

Conclusion

The portrait that emerges from this year's review of achievements at the baccalaureate institutions is one of strong performance. Degree production is rising and efficiency improvements are occurring.

Modest growth has occurred in recent years in the conferral of high-demand bachelor's degrees. Targeted state funding for high demand enrollment has been sporadic. Keys to expanded high demand degree production include the following:

- 1) more consistent state financial support (since many high-demand programs are relatively costly for institutions to offer);
- 2) a consistent state perspective concerning which specific fields are deemed in high demand;
- 3) stronger institutional prioritization of these disciplines; and
- 4) more time to allow recently funded enrollments to produce completed degrees.

High demand degree production is expected to increase in the next few years after enrollments funded in 2003, 2006, and 2007-09 have been in place long enough for students to complete degrees. In addition, progress is being made with the focus in the statewide Strategic Master Plan on demand for degrees in STEM fields and health care. The governor's process under the umbrella of Government Management and Accountability for Performance (GMAP) has developed a similar focus.

Particularly noteworthy are the strong gains in the graduation rates for first-time full-time freshmen within six years. Degree completion is critical for the student and the state to realize the full benefits of higher education. Completing the degree in a timely manner is also important – doing so launches students' careers more quickly, allowing them to become productive members of the workforce sooner and over a longer period. Timely completion also frees up space at the institution to serve more students. It is difficult for institutions to move so broad and comprehensive an outcome measure, but Washington institutions are doing just that on a consistent basis.

Sustaining this sort of fundamental progress is difficult under the best of circumstances. The fiscal situation now facing Washington and the institutions is dire. The significant progress made over the last several years is at serious risk of being eroded by funding reductions in 2009-11. Reaching the goals of the Strategic Master Plan over the next 10 years would be difficult enough under favorable conditions. It will be that much more difficult if institutions lose important progress made in recent years and are forced to struggle to re-gain the improvements that have been so hard won over the past decade.

Endnotes

¹ A separate and related accountability measure is EHB 2641, Sec. 2, regarding performance agreements, which are six-year plans developed jointly by institutions and state policymakers to align goals, outcomes, and levels of resources to achieve the goals of Washington's strategic master plan for higher education.

² The accountability framework also includes performance measures and targets for the two-year college system as a whole. The analysis conducted for this report, however, focuses on the baccalaureate institutions in part due to time limitations because data was reported to the HECB by the State Board for Community and Technical Colleges in January 2009.

³ The accountability framework is available as a document entitled "Proposed Revisions to Accountability Framework," May 2006, which is available on the Web at the following address: www.hecb.wa.gov/boardmtgs/documents/Tab5AccountabilityFrameworkandTargets.pdf. The framework describes resources as having an "enormous bearing" on production levels, but also states that "funding is not the sole factor" impacting outcomes. See page 5 for further details.

⁴ See for example Section 606(9) of Chapter 329, Laws of 2008 (Engrossed Substitute House Bill 2687), where the directive to review and revise performance targets based on per-student funding is set forth.

⁵ HECB staff plan to revise the definition of "high demand" bachelor's degrees for performance monitoring and reporting in the future. The current definition differs somewhat from the definition of high demand degree programs developed by the governor's initiative called Government Management and Accountability for Performance (GMAP). GMAP performance measures were developed subsequent to the adoption by the HECB of the current definition.

⁶ The Education Research and Data Center at the Office of Financial Management publishes retention data for the state's public baccalaureate institutions as a whole for each year of class standing, and thus can be consulted for a fuller picture of student retention. One data set is available at: www.ofm.wa.gov/hied/retention/retentionbyclass.pdf

⁷ Retrieved 12/23/08 from:
http://measuringup2008.highereducation.org/print/state_reports/short/WA.pdf

Higher Education Accountability Report

List of Appendices

Appendix A: Baccalaureate Performance Review

Appendix B: Performance Expectations

**Appendix C: Community & Technical College System
Performance Review**

Performance Review for 2007-08 Academic Year

Indicator/Institution	Baseline	Annual Results					
	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Bachelor's Degrees							
University of Washington	7,108	8,043	8,411	8,514	8,290	8,281	8,151
Washington State University	3,720	4,143	4,223	4,133	4,508	4,797	4,818
Central Washington University	1,950	1,893	2,076	2,125	2,140	2,352	2,485
Eastern Washington University	1,615	1,844	1,901	2,083	1,964	2,044	2,019
The Evergreen State College	1,158	1,129	1,194	1,169	1,211	1,114	1,077
Western Washington University	2,610	2,765	2,789	2,884	3,067	3,037	3,080
State Total Public Institutions	18,161	19,817	20,594	20,908	21,180	21,625	21,630
High-Demand Bachelor's Degrees							
University of Washington	1,419	1,546	1,472	1,559	1,491	1,474	1,449
Washington State University	522	648	692	622	681	731	773
Central Washington University	119	112	156	168	207	231	204
Eastern Washington University	221	349	315	371	328	343	393
Western Washington University	189	355	351	371	374	360	342
State Total Public Institutions	2,470	3,010	2,986	3,091	3,081	3,139	3,161
Advanced Degrees							
University of Washington	3,175	3,706	3,787	3,845	4,030	3,999	4,028
Washington State University	1,003	1,066	1,079	1,084	1,080	1,096	1,101
Central Washington University	181	225	207	180	219	184	177
Eastern Washington University	453	478	487	671	524	562	550
The Evergreen State College	101	94	95	91	92	119	97
Western Washington University	341	354	367	370	349	342	303
State Total Public Institutions	5,254	5,923	6,022	6,241	6,294	6,302	6,256

Source: Compiled by Higher Education Coordinating Board from data submitted by public baccalaureate institutions

Performance Review for 2007-08 Academic Year

Indicator/Institution	Baseline	Annual Results					
	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
6-Year Graduation Rate (first-time full-time freshmen)		Enroll Fall 1997 - Graduate by Summer 2003	Enroll Fall 1998 - Graduate by Summer 2004	Enroll Fall 1999 - Graduate by Summer 2005	Enroll Fall 2000 - Graduate by Summer 2006	Enroll Fall 2001 - Graduate by Summer 2007	Enroll Fall 2002 - Graduate by Summer 2008
University of Washington	70.3%	70.4%	73.4%	74.2%	74.8%	75.3%	76.9%
Washington State University	59.5%	60.0%	60.4%	63.2%	60.2%	62.9%	66.8%
Central Washington University	48.0%	52.6%	48.9%	51.6%	49.1%	55.5%	55.4%
Eastern Washington University	47.4%	44.7%	44.7%	48.5%	48.2%	47.2%	48.1%
The Evergreen State College	51.8%	47.7%	52.0%	51.6%	55.6%	56.7%	58.4%
Western Washington University	61.8%	60.1%	62.8%	61.8%	61.3%	65.8%	68.6%
State Total Public Institutions	61.3%	62.0%	62.9%	64.1%	63.9%	66.0%	70.3%
3-Year Graduation Rate (transfer with associate degree from WA community college)	Annual average 1997-98 - 2001-02	Enroll Fall 2000 - Graduate by Summer 2003	Enroll Fall 2001 - Graduate by Summer 2004	Enroll Fall 2002 - Graduate by Summer 2005	Enroll Fall 2003 - Graduate by Summer 2006	Enroll Fall 2004 - Graduate by Summer 2007	Enroll Fall 2005 - Graduate by Summer 2008
University of Washington	64.7%	69.7%	73.8%	76.1%	79.2%	76.1%	79.8%
Washington State University	59.3%	64.1%	63.6%	64.3%	64.2%	62.5%	63.9%
Central Washington University	70.0%	70.4%	76.1%	76.1%	72.1%	78.9%	76.8%
Eastern Washington University	57.6%	58.1%	58.6%	65.1%	55.8%	60.4%	54.8%
The Evergreen State College	Data not avail	Data not avail	73.5%	70.1%	72.8%	71.5%	67.6%
Western Washington University	57.0%	61.9%	61.5%	59.0%	63.5%	66.9%	66.8%
State Total Public Institutions	62.9% ¹	66.5% ¹	69.2%	70.4%	70.2%	70.8%	71.2%

¹ State public institution total does not include The Evergreen State College

Performance Review for 2007-08 Academic Year

Indicator/Institution	Baseline	Annual Results					
	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Freshman Retention		Enter 2001 - Enroll 2002	Enter 2002 - Enroll 2003	Enter 2003 - Enroll 2004	Enter 2004 - Enroll 2005	Enter 2005 - Enroll 2006	Enter 2006 - Enroll 2007
University of Washington	89.8%	90.1%	91.5%	92.5%	92.7%	92.8%	92.7%
Washington State University	83.3%	82.9%	84.5%	84.3%	84.8%	82.1%	84.1%
Central Washington University	74.6%	77.4%	79.7%	78.3%	78.7%	79.1%	77.0%
Eastern Washington University	74.5%	74.5%	72.9%	76.5%	77.2%	78.1%	73.0%
The Evergreen State College	70.2%	75.1%	70.7%	70.0%	67.6%	68.0%	69.8%
Western Washington University	79.1%	81.2%	83.9%	83.3%	84.5%	86.0%	83.9%
State Total Public Institutions	83.2%	84.2%	85.4%	85.3%	85.4%	84.8%	84.6%
Bachelor's Degree Efficiency (within 125% req'd credits; first degree, single major)	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
University of Washington	89.1%	87.3%	86.2%	87.7%	89.1%	90.7%	94.0%
Washington State University	92.4%	91.8%	91.9%	92.0%	91.7%	92.1%	91.4%
Central Washington University	84.4%	86.3%	85.5%	85.7%	87.6%	88.3%	87.5%
Eastern Washington University	76.3%	79.0%	80.0%	87.3%	91.1%	90.1%	97.5%
The Evergreen State College	Data not avail	97.5%	96.0%	97.1%	97.9%	96.8%	97.0%
Western Washington University	94.8%	94.6%	94.9%	95.2%	95.1%	94.7%	95.4%
State Total Public Institutions	90.3% ¹	91.2%	90.9%	91.7%	92.4%	92.6%	93.3%

¹ State public institution total does not include The Evergreen State College

Performance Review for 2007-08 Academic Year - *Pell Grant Recipients*

Indicator/Institution	Baseline	Annual Results					
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Bachelor's Degrees							
University of Washington	1,923	2,191	2,279	2,370	2,246	2,339	2,324
Washington State University	1,178	1,502	1,526	1,524	1,716	1,744	1,748
Central Washington University	Data not avail	713	742	800	772	895	977
Eastern Washington University	Data not avail	Data not avail	887	1,057	852	897	893
The Evergreen State College	Data not avail	Data not avail	450	557	546	507	511
Western Washington University	Data not avail	Data not avail	887	913	997	933	861
State Total Public Institutions	Data not avail	Data not avail	6,771	7,221	7,129	7,315	7,314
High-Demand Bachelor's Degrees							
University of Washington	320	352	368	372	342	428	422
Washington State University	192	251	251	234	250	297	285
Central Washington University	Data not avail	51	55	63	68	97	72
Eastern Washington University	Data not avail	Data not avail	149	252	181	150	183
Western Washington University	Data not avail	Data not avail	114	122	115	103	90
State Total Public Institutions	Data not avail	Data not avail	937	1,043	956	1,075	1,052
6-Year Graduation Rate (first-time full-time freshmen)							
	Annual average 1997-98 - 2001-02	Enroll Fall 1997 - Graduate by Summer 2003	Enroll Fall 1998 - Graduate by Summer 2004	Enroll Fall 1999 - Graduate by Summer 2005	Enroll Fall 2000 - Graduate by Summer 2006	Enroll Fall 2001 - Graduate by Summer 2007	Enroll Fall 2002 - Graduate by Summer 2008
University of Washington	Data not avail	74.0%	73.5%	76.4%	75.2%	77.7%	77.3%
Washington State University	Data not avail	56.0%	59.9%	57.2%	62.3%	61.7%	64.7%
Central Washington University	Data not avail	52.5%	49.8%	51.9%	50.5%	58.7%	56.4%
Eastern Washington University	Data not avail	Data not avail	45.2%	51.6%	49.2%	47.2%	49.1%
The Evergreen State College	Data not avail	Data not avail	64.5%	76.5%	79.5%	69.2%	59.9%
Western Washington University	Data not avail	Data not avail	63.5%	65.4%	66.3%	68.3%	68.2%
State Total Public Institutions	Data not avail	Data not avail	ISD ²	ISD ²	ISD ²	65.1%	65.1%

² Insufficient Data -- State level rates could not be calculated because the number of Pell grant recipients included in the measure and the number of Pell grant recipients meeting the performance criterion in the academic years noted were not included among data submitted by CWU.

Performance Review for 2007-08 Academic Year - *Pell Grant Recipients*

Indicator/Institution	Baseline	Annual Results					
	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
3-Year Graduation Rate (transfer with associate degree from WA community college)		Enroll Fall 2000 - Graduate by Summer 2003	Enroll Fall 2001 - Graduate by Summer 2004	Enroll Fall 2002 - Graduate by Summer 2005	Enroll Fall 2003 - Graduate by Summer 2006	Enroll Fall 2004 - Graduate by Summer 2007	Enroll Fall 2005 - Graduate by Summer 2008
University of Washington	65.5%	87.1%	88.3%	86.1%	84.8%	75.9%	81.1%
Washington State University	56.3%	59.2%	64.8%	62.8%	62.8%	63.6%	62.5%
Central Washington University	Data not avail	69.8%	76.8%	75.4%	72.8%	76.3%	72.2%
Eastern Washington University	Data not avail	Data not avail	58.5%	61.2%	57.3%	52.7%	64.7%
The Evergreen State College	Data not avail	Data not avail	73.9%	76.1%	72.4%	71.9%	65.6%
Western Washington University	Data not avail	Data not avail	59.4%	61.0%	64.8%	65.7%	63.0%
State Total Public Institutions	Data not avail	Data not avail	ISD ²	ISD ²	ISD ²	67.2%	69.4%
Freshman Retention	Annual average 1997-98 - 2001-02	Enter 2001 - Enroll 2002	Enter 2002 - Enroll 2003	Enter 2003 - Enroll 2004	Enter 2004 - Enroll 2005	Enter 2005 - Enroll 2006	Enter 2006 - Enroll 2007
University of Washington	87.6%	88.0%	88.6%	90.4%	89.3%	92.3%	91.1%
Washington State University	80.8%	82.6%	82.6%	79.1%	80.3%	75.8%	78.6%
Central Washington University	Data not avail	70.6%	72.2%	82.0%	77.4%	77.5%	76.4%
Eastern Washington University	Data not avail	Data not avail	79.9%	80.4%	99.7%	73.1%	73.1%
The Evergreen State College	Data not avail	Data not avail	74.3%	79.8%	71.8%	74.3%	65.4%
Western Washington University	Data not avail	Data not avail	Data not avail	84.3%	81.3%	83.5%	80.6%
State Total Public Institutions	Data not avail	Data not avail	ISD ²	ISD ²	ISD ²	82.2%	80.9%
Bachelor's Degree Efficiency (within 125% req'd credits; first degree, single major)	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
University of Washington	89.1%	87.3%	86.2%	87.7%	89.1%	90.7%	90.2%
Washington State University	88.6%	89.2%	88.6%	89.2%	89.4%	89.1%	88.5%
Central Washington University	Data not avail	80.3%	82.3%	77.8%	80.1%	81.9%	82.9%
Eastern Washington University	Data not avail	Data not avail	81.2%	82.9%	78.0%	87.1%	97.0%
The Evergreen State College	Data not avail	Data not avail	94.9%	95.8%	97.5%	94.6%	95.6%
Western Washington University	Data not avail	Data not avail	91.9%	92.2%	92.5%	92.4%	93.4%
State Total Public Institutions	Data not avail	Data not avail	ISD ²	ISD ²	ISD ²	89.4%	90.3%

² Insufficient data -- See note on previous page. Source: Compiled by Higher Education Coordinating Board from data submitted by public baccalaureate institutions

Performance Expectations for Six-Year Cycle of Accountability Framework

Indicator/Institution	Checkpoints		Target
	2006-07	2008-09	2010-11
Bachelor's Degrees			
University of Washington Seattle	7,300	7,400	7,625
University of Washington Bothell	575	650	875
University of Washington Tacoma	700	800	1,110
Washington State University	4,170	4,170	4,700
Central Washington University	2,200	2,300	2,400
Eastern Washington University	2,035	2,035	2,350
The Evergreen State College	1,174	1,182	1,201
Western Washington University	2,913	2,968	3,129
*State Total Public Institutions	21,067	21,505	23,390
High-Demand Bachelor's Degrees			
University of Washington Seattle	1,300	1,350	1,550
University of Washington Bothell	180	195	215
University of Washington Tacoma	115	130	185
Washington State University	630	630	900
Central Washington University	204	221	240
Eastern Washington University	405	405	449
Western Washington University	365	371	399
*State Total Public Institutions	3,199	3,302	3,938
Advanced Degrees			
University of Washington Seattle	3,500	3,550	3,600
University of Washington Bothell	110	110	130
University of Washington Tacoma	150	150	185
Washington State University	1,090	1,090	1,242
Central Washington University	190	200	220
Eastern Washington University	550	550	575
The Evergreen State College	92	92	108
Western Washington University	372	375	377
*State Total Public Institutions	6,054	6,117	6,437

* State-level checkpoints and targets do not exist. Values for public institutions are aggregated for informational purposes and for comparison with degree goals in the state Master Plan for Higher Education.

Indicator/Institution	Checkpoint		Target
	2006-07	2008-09	2010-11
6-Year Graduation Rate (first-time full-time freshmen)			
University of Washington	74.5%	74.7%	75.0%
Washington State University	62.0%	63.2%	68.0%
Central Washington University	49.1%	51.1%	53.0%
Eastern Washington University	50.0%	50.0%	53.0%
The Evergreen State College	54.5%	57.0%	54.0%
Western Washington University	62.4%	62.8%	65.0%
*State Total Public Institutions	<i>Not applicable</i>	<i>Not applicable</i>	<i>Not applicable</i>
3-Year Graduation Rate (transfer with associate degree from WA community college)			
University of Washington	76.0%	76.0%	76.0%
Washington State University	63.5%	65.4%	68.0%
Central Washington University	72.0%	74.0%	76.0%
Eastern Washington University	61.0%	61.0%	64.0%
The Evergreen State College	72.3%	72.8%	73.5%
Western Washington University	61.0%	61.4%	66.0%
*State Total Public Institutions	<i>Not applicable</i>	<i>Not applicable</i>	<i>Not applicable</i>
Freshman Retention			
University of Washington	92.9%	93.0%	93.3%
Washington State University	84.8%	84.8%	87.0%
Central Washington University	78.0%	80.0%	81.0%
Eastern Washington University	76.0%	76.0%	83.0%
The Evergreen State College	72.9%	73.9%	75.0%
Western Washington University	84.8%	85.0%	85.0%
*State Total Public Institutions	<i>Not applicable</i>	<i>Not applicable</i>	<i>Not applicable</i>
Bachelor's Degree Efficiency (within 125% req'd credits; first degree, single major)			
University of Washington Seattle	92.0%	92.0%	92.1%
University of Washington Bothell	92.5%	92.5%	92.5%
University of Washington Tacoma	92.5%	92.5%	92.5%
Washington State University	92.0%	92.0%	95.0%
Central Washington University	86.1%	86.6%	87.0%
Eastern Washington University	81.0%	81.0%	92.0%
The Evergreen State College	97.0%	97.0%	97.0%
Western Washington University	95.2%	95.6%	96.0%
*State Total Public Institutions	<i>Not applicable</i>	<i>Not applicable</i>	<i>Not applicable</i>

Performance Review for 2007-08 Academic Year

Community and Technical College System

Indicator	Annual Results				Targets		
	2004-05	2005-06	2006-07	2007-08	2006-07	2008-09	2010-11
Associate Degrees	22,204	21,921	20,995	20,825⁷	21,957	23,100	24,200
Transfer Ready ¹	17,436	17,218	16,646	18,439	17,800	18,700	19,400
Basic Skills ²	20,950	21,602	22,327	24,521	21,809	22,850	23,800
Prepared for Work ³	23,394	23,111	22,115	21,503	23,500	23,100	25,500
Transfer Rate ⁴	50.3%	53.2%	49.2% ⁶	Not available	52.0%	55.6%	55.6%
Still Enrolled ⁵	9.3%	14.4%	15.7% ⁶	Not available	11.2%	16.7%	20.5%

¹ Completed at least 45 credits in core courses with at least 2.0 GPA.

² Improved at least one competency level on test after taking Adult Basic Education or ESL course.

³ Completed professional or technical certificate or degree and achieve industry skill standards.

⁴ Percentage transferring to a four-year institution within three years of initial enrollment (among those expressing intent to transfer and earning at least 15 credits). For this measure, targets are not required under the accountability framework, since this is not a measure of performance of the two-year college system alone. SBCTC developed the targets shown.

⁵ For students counted in Transfer Rate measure, the percentage not transferring to a four-year institution within three years but enrolled the fourth year at the two-year institution.

⁶ The most recent data available for this measure is for the 2006-07 academic year. These are preliminary data still being reviewed by SBCTC, and are subject to revision. Some transferring students may not be included in the reported percentage.

⁷ Of the associate degrees awarded, 7,318 are workforce or technical degrees, and 13,507 are academic transfer degrees.



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION NO. 09-03

WHEREAS, State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for the purpose of making “progress towards the achievement of long-term performance goals in higher education”; and

WHEREAS, State law further directs the board to annually review results achieved and to report each biennium on those results; and

WHEREAS, Washington’s public baccalaureate institutions, the State Board for Community and Technical Colleges and the Office of Financial Management worked collaboratively with the board to develop an accountability framework that has been in place since May, 2006; and

WHEREAS, The accountability framework includes performance measures and performance targets for degree production, student persistence, graduation and efficiency, as well as outcome data for Pell grant recipients, transfer rates and achievements related to each mission category within the community and technical college system; and

WHEREAS, The Board, OFM, baccalaureate institutions and SBCTC reviewed and revised performance targets in September, 2007 based on per-student funding levels authorized in the 2007-09 biennial operating budget; and

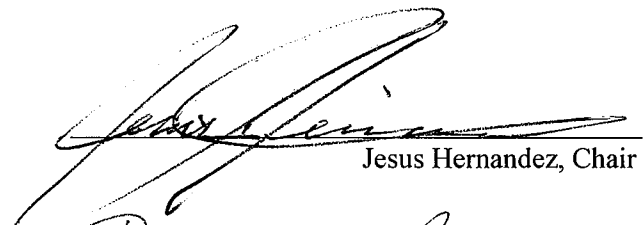
WHEREAS, The Board believes it is important for state policymakers to understand and focus on results from a systemic perspective as part of any review of results achieved in higher education;

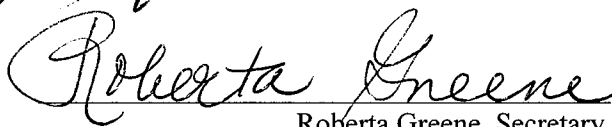
NOW, THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts Higher Education Accountability Report, 2007-08, and directs board staff to transmit the report to the appropriate legislative committees and other interested parties without delay.

Adopted:

January 23, 2009

Attest:


Jesus Hernandez, Chair


Roberta Greene, Secretary

