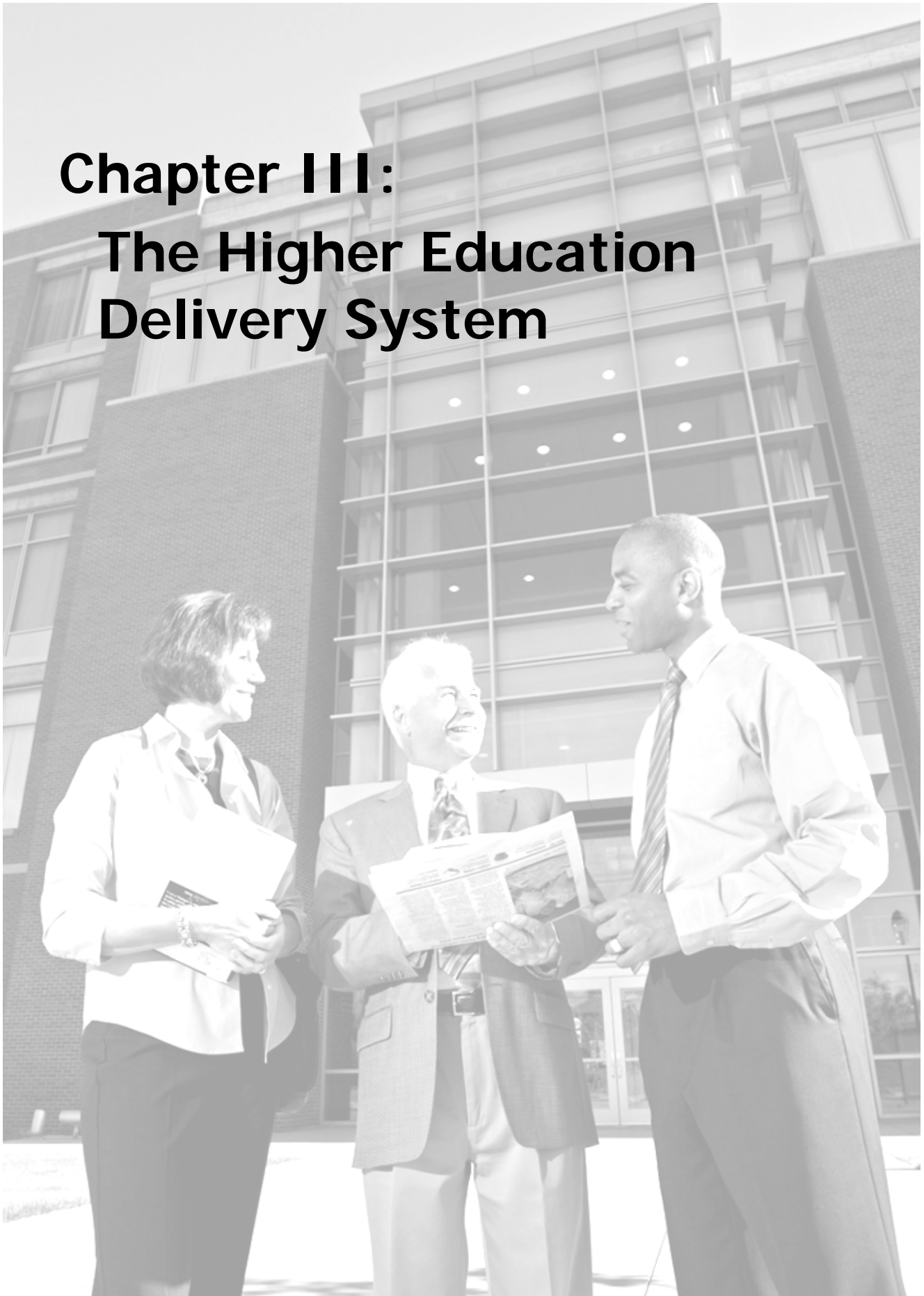


# **Chapter III: The Higher Education Delivery System**





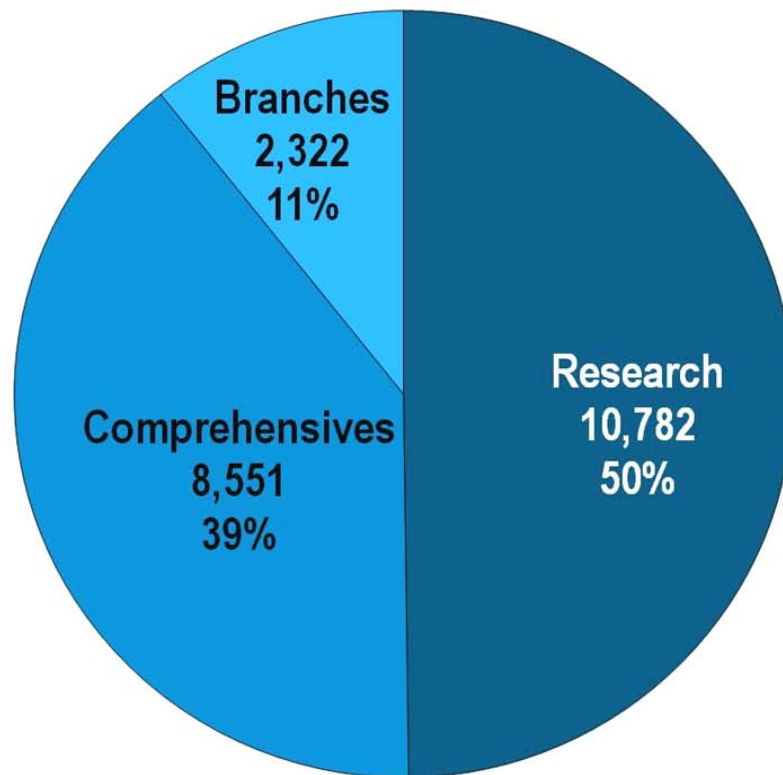
### Variety in public institutions offers a wide range of academic opportunities

Bachelor's degree programs are widely available in Washington State through public and private institutions. The public institutions include two research universities (UW and WSU) and four comprehensive institutions (EWU, CWU, TESC, and WWU). The research universities also operate five branch campuses.

In addition, the state operates 10 higher education centers, which often are located on community college campuses. Centers house educational programs offered by one or more baccalaureate institutions whose main campuses are elsewhere in Washington or in another state. Baccalaureate institutions also offer teaching sites, which may be temporary and generally enroll fewer than 150 students in no more than three degree programs.

Washington's public institutions produce about 75 percent of the state's bachelor's degrees, about 54 percent of its master's and first professional degrees (mainly law and medicine), and 90 percent of its doctoral degrees. Research universities account for about half the baccalaureate degrees produced by public institutions.

**Public Baccalaureate Degrees Awarded by Location Type, 2006-07**  
Degrees Awarded: 21,655



Source: Office of Financial Management, PCHEES Outcome Data.

### CTCs prepare students for careers and college transfer

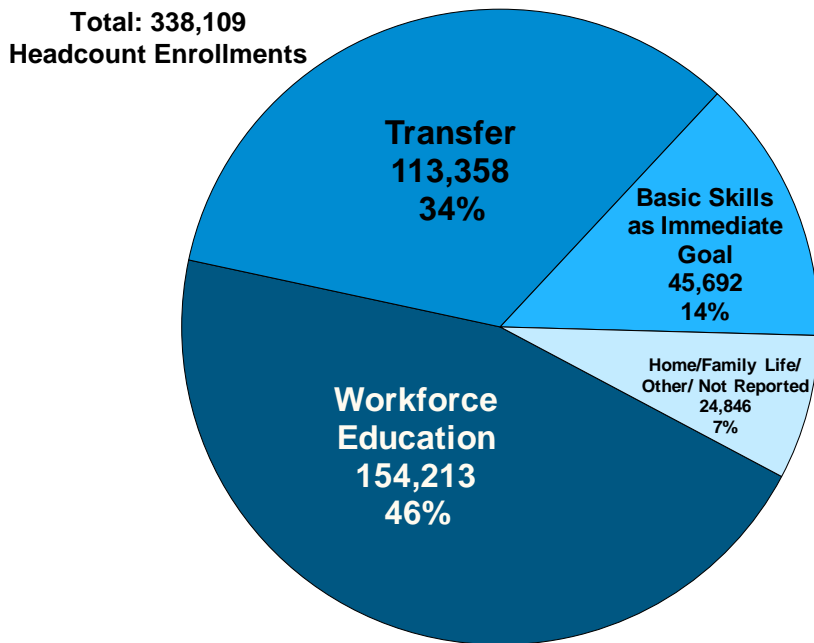
Washington maintains a system of 34 public community and technical colleges (CTCs) located in many parts of the state. These institutions offer a variety of two-year degrees and certificates.

Seven CTCs have been authorized to award eight applied baccalaureate degrees designed to provide advanced training in fields in which technical associate degrees exist and there is industry, community, and student demand for applied bachelor’s degrees.

Community colleges award associate of arts degrees that prepare students for transfer to a baccalaureate institution or recognize two years of general education. They also award associate degrees in applied technologies in several hundred programs that provide workforce education for technical and paraprofessional positions.

In addition, community and technical colleges award certificates in various specific job-related programs. These programs can take from several weeks to more than two years to complete. Thousands of adults complete high school or earn their General Education Development (GED) certificates at community and technical colleges.

#### Percent of Community and Technical Colleges’ State-Supported Students by Purpose for Attending, 2009-10



Source: State Board for Community and Technical Colleges, 2009-10 Academic Year Report.

#### CTC Student Goals

##### 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 as immediate goal:

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.

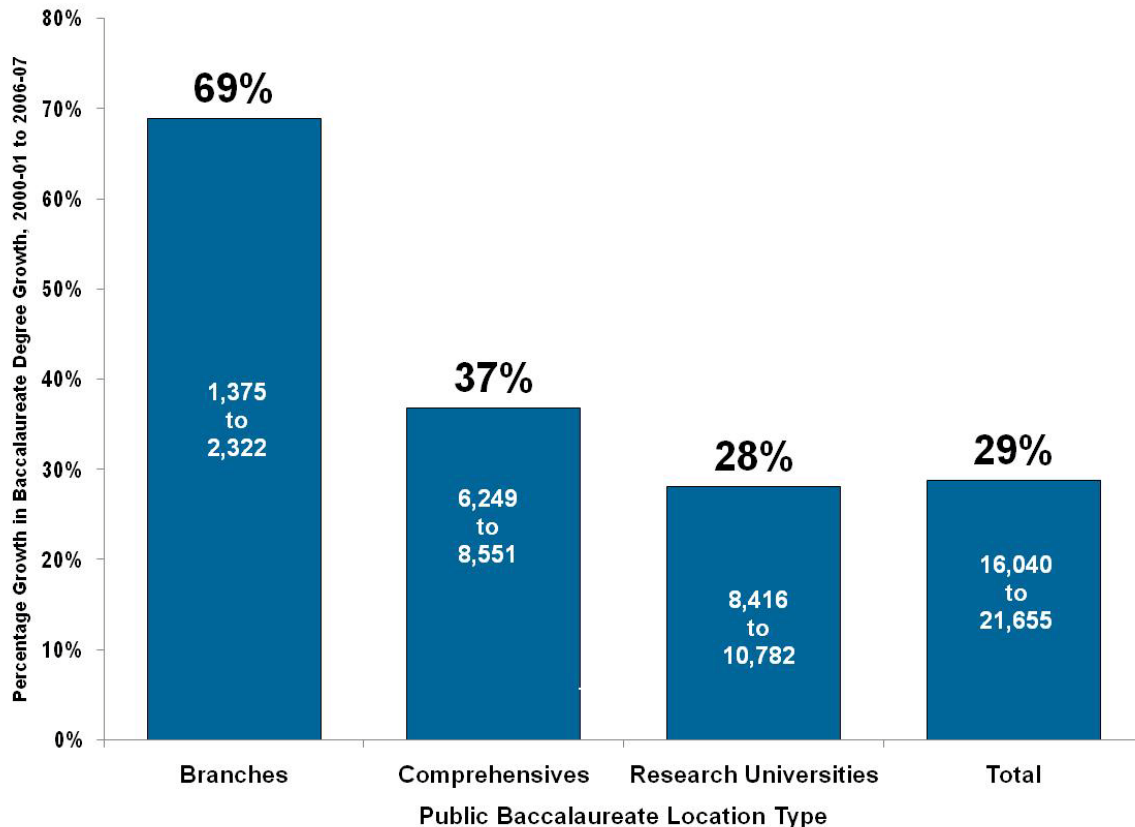
### Bachelor's degree production is growing fastest at branch campuses and centers

Over the last two decades, Washington's public baccalaureate institutions have evolved from a handful of central campuses to a diverse mix of institutional types located in communities across the state. This has allowed the state to respond to growth demands and has opened new opportunities for students who are not able to pursue baccalaureate degrees on central campuses.

Five branch campuses of Washington's two research universities—the University of Washington and Washington State University—were launched beginning in the early 1990s. Branch campuses provide access to higher education in urban growth areas where there is no four-year institution. Another type of institution, the university center, houses baccalaureate programs offered by one or more baccalaureate institutions at a single location. University centers are located in Everett, Des Moines, Yakima, and other communities.

Although the research and comprehensive institutions still account for most of the baccalaureate degrees awarded in the state, branch campuses and centers have seen the most rapid percentage growth in degree production. Among other benefits, branches and centers help facilitate the student needs of working adults who wish to complete baccalaureate degree work.

**Public Baccalaureate Degree Award Growth  
by Location Type 2000-01 to 2006-07**



Sources: 2000-01 - SBCTC Role of Transfer in the Bachelor's Degree ([http://www.sbctc.edu/college/d\\_transfer.aspx](http://www.sbctc.edu/college/d_transfer.aspx)); 2005-06 - PCHEES 2006-07 Outcome Data.

### Distance and eLearning are playing a larger role in higher education

Taking courses in traditional classrooms remains the way most students pursue higher education today. However, new technologies and instructional approaches are helping to serve more students whose jobs or other circumstances make it inconvenient or impossible to attend college in the traditional way.

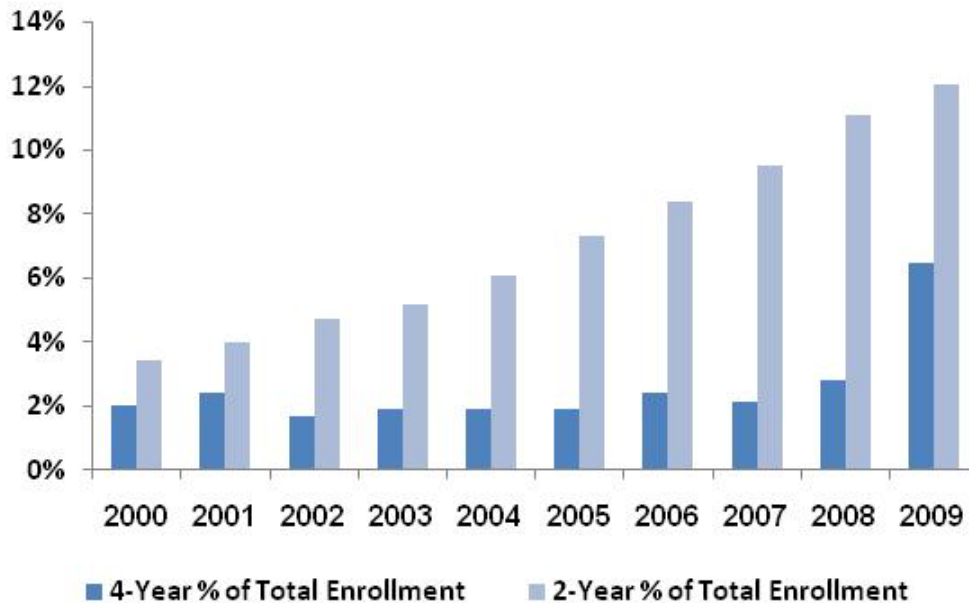
**Distance learning** is the general term used to describe educational activities that occur when teachers and students are physically separated for at least part of the instructional time. Distance learning includes use of the Internet, satellite transmissions, cable networks, and other technologies.

**eLearning** is a more specific term referring to the use of digital and online technologies to provide educational opportunities any place, any time. In the 2008-09 academic year, eLearning enrollments accounted for about 29,000 FTEs in the public two- and four-year sectors. These included both state-funded FTEs and FTEs in programs for which state funding was not provided.

In Washington, the state-funded portion of total instruction that can be characterized as distance learning has averaged about two percent in the public four-year institutions and five percent in the public two-year system since 2000.<sup>1</sup>

Nationally, the number of students taking at least one online course has grown at a compound annual rate of 19 percent between fall 2002 and fall 2009. More than 29 percent of all students enrolled nationally took at least one online course in fall 2009 compared with 24.6 percent in fall 2008.<sup>2</sup>

**Distance Learning Enrollment as Percentage of Total Enrollment  
Washington Public Institutions**



<sup>1</sup> *Washington State Higher Education Trends and Highlights*, State of Washington, Office of Financial Management, February 2009.

<sup>2</sup> *Class Differences: Online Education in the United States*, 2010. Babson Survey Research Group & The Sloan Consortium (November 2010).

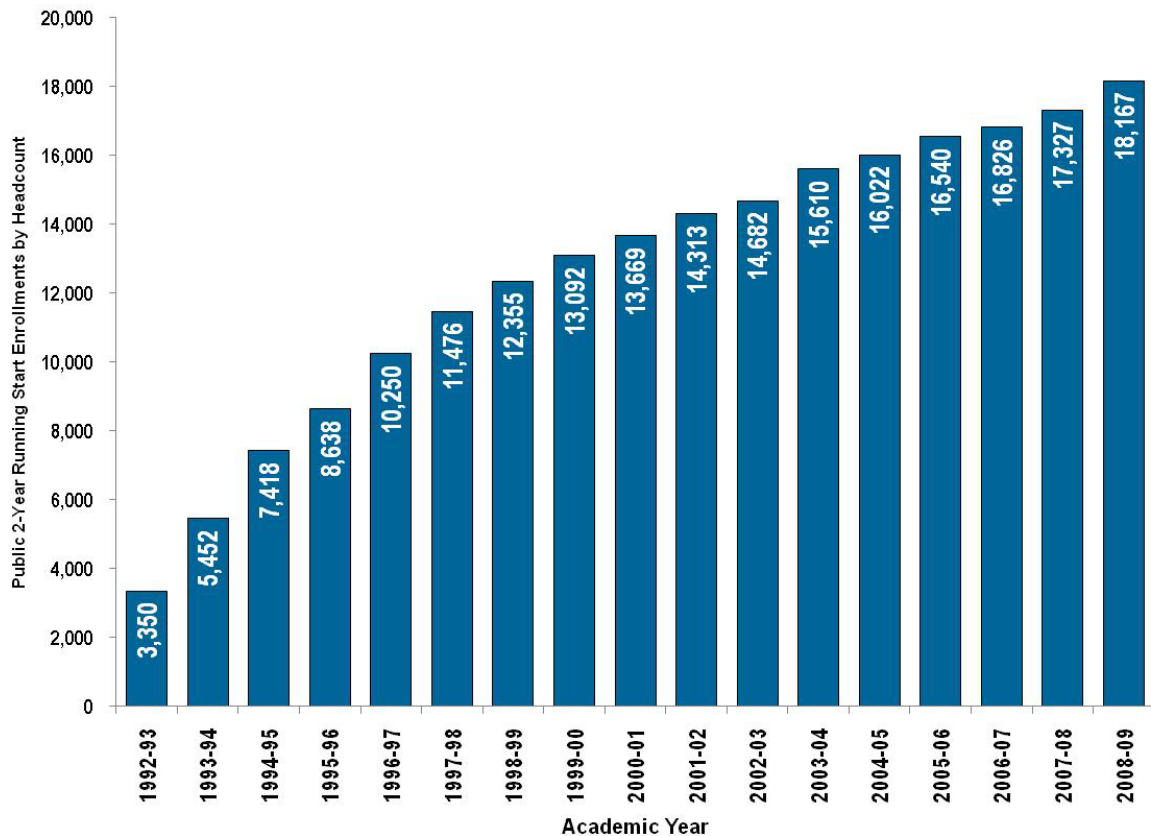
### Through Running Start, many students earn college credit while still in high school

The Running Start program enables qualified high school juniors and seniors to earn college credit by taking courses free of charge at community and technical colleges, most baccalaureate institutions, and Northwest Indian College. About 9 percent of all high school juniors and seniors in public schools take at least one college course through Running Start. Before they can be admitted, high school students must pass a test to determine their ability to do college-level work.

The number of Running Start students has grown steadily. In 2008-09, 18,167 students participated (equivalent to 11,845 FTE enrollments), an approximately 5 percent increase over the previous year. During the same year, 1,226 Running Start students were issued community and technical college degrees or certificates (three percent of all awards).

As Running Start enrollments continue to grow, funding becomes an even greater challenge for the colleges providing the instruction. Today the reimbursement rate to colleges is 60 percent of the cost of educating students, compared to 80 percent when the program began.

**Headcount Enrollment in Running Start Programs  
at Public Two-Year Institutions, 1992–2009**



Note: Does not include Running Start students at public four-year education institutions. These enrollments have historically been small as compared to enrollments at community and technical colleges.

Source: State Board for Community and Technical Colleges, Running Start: 2008-09 Annual Progress Report.

### Other college-prep programs offered to high school students

#### Advanced Placement

The Advanced Placement Program® of the College Board, is a cooperative endeavor between secondary schools and institutions of higher education. The program offers high school students college-level courses taught by specially trained teachers. The students are then given examinations to determine their level of mastery of the material on a 1-5 scale.

The American Council on Education recommends that colleges and universities grant credit and/or placement into higher-level courses to entrants with AP Exam grades of 3, 4, and 5, with each college determining course applicability. In 2009-10, 35,646 Washington students took 58,897 Advanced Placement Exams. Of these, 22,147 received a grade of 3 or higher on 35,436 total examinations.<sup>3</sup>

More information: [www.collegeboard.com/student/testing/ap/about.html](http://www.collegeboard.com/student/testing/ap/about.html)

#### International Baccalaureate

The International Baccalaureate (IB) Diploma Programme 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. Sixteen schools in Washington currently offer the IB Diploma Programme.

More information: International Baccalaureate Organization – [www.ibo.org](http://www.ibo.org)

#### College in the High School

College in the High School programs provide college-level courses to 11th and 12th grade students. These courses are offered at the high schools and may be taught by high school faculty who are also adjunct faculty at a college or university. The courses use the same curriculum, assessments, and textbooks as would be used in identical courses offered on campus. The courses must be college-level, included in the college's catalog or an appropriate supplement, and taught as part of the college curriculum. In 2009-10, 2,887 community and technical college students participated in this program.

More information: State Board for Community and Technical Colleges – [www.sbctc.ctc.edu/college/e-wkforcecollegeinhighschool.aspx](http://www.sbctc.ctc.edu/college/e-wkforcecollegeinhighschool.aspx)

#### Tech Prep

Tech Prep offers students an opportunity to earn community college credit while still in high school by enrolling in a “tech prep” course. These courses are aimed at preparing students for technical and professional careers by requiring that they earn a B grade. Fees vary by college and result in minimal to no cost to students. Tech Prep credit is awarded for many types of courses—accounting, auto body repair, drafting and Web site design to name a few. In 2009-10, 36,647 students were enrolled statewide in the program, a 13.35 percent increase over the previous year.

More information:

State Board for Community and Technical colleges – [www.sbctc.ctc.edu/College/e-wkforcetechprep.aspx](http://www.sbctc.ctc.edu/College/e-wkforcetechprep.aspx)

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<sup>3</sup> Data used in the 2009-10 edition of Key Facts represented public high school students only. This data reflects students from all Washington schools taking AP examinations.



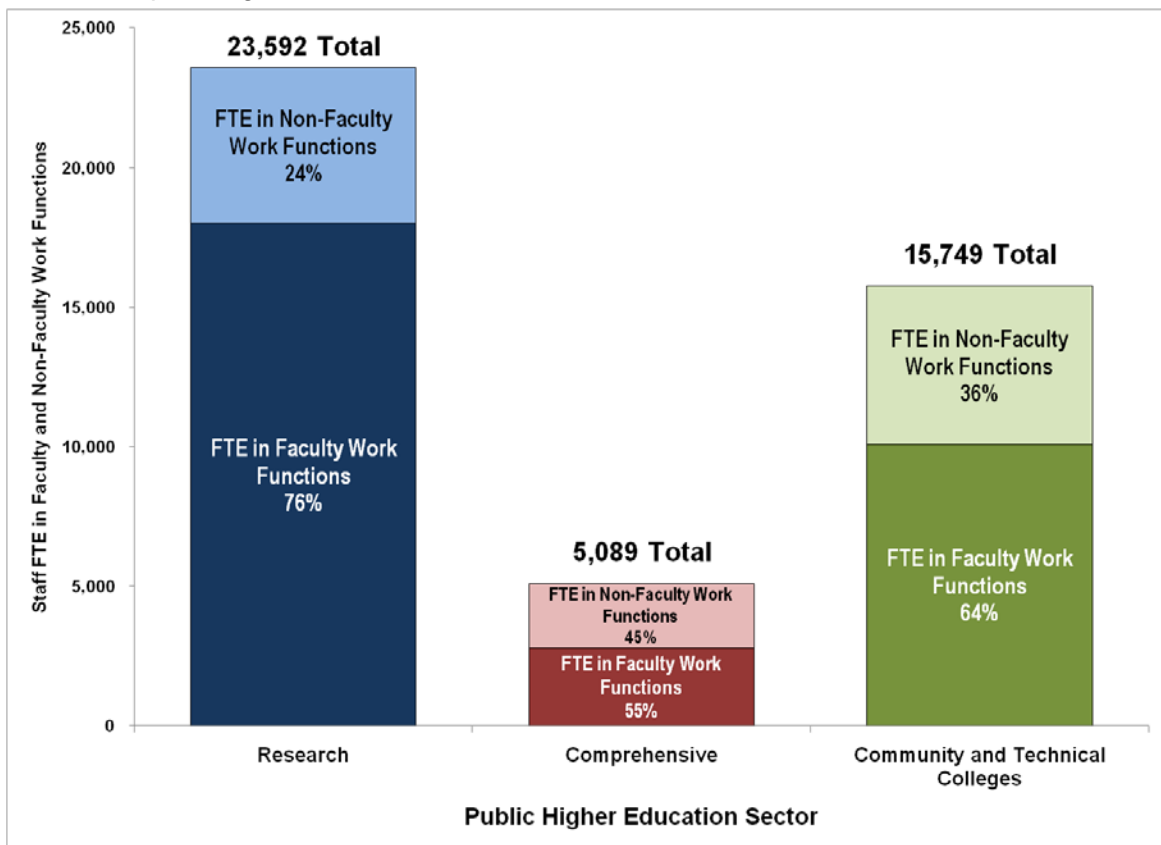
**Majority of public college employees are engaged in teaching, research, public service**

Operating a world-class educational system requires thousands of faculty and staff to educate students, conduct research, carry out essential business functions, provide student services, and preserve the state investment in higher education infrastructure.

Faculty whose main assignments are instruction, research, or public service form the core of the college or university community. Faculty may hold various academic rank titles. Executive, administrative, managerial, technical, clerical, secretarial, skilled crafts, and service and maintenance activities are carried out by administrative and support staff.

The majority of employees at the state’s public institutions are directly engaged in instruction, research, or public service. At the research universities, more than three-fourths of the faculty and staff are engaged in these functions, and less than a quarter hold non-faculty-support positions.

**Average Annual FTE in Faculty and Non-Faculty Program Areas In Washington Public Institutions of Higher Education, by Sector**  
Operating FTE Staff, All Fund Sources, 2007-09 Biennium Actual Data



Note: **Faculty Work Functions** are defined as including programs 010-Instruction, 020-Research, 030-Public Service, and 100-Sponsored Research and Programs. **Non-Faculty Work Functions** are defined as including programs 040-Primary Support, 050-Library, 060-Student Services, 080-Institutional Support, 090-Plant Operations and Maintenance, 110-State Board Support (for CTCs), 120-Special Projects (for CTCs), and 500-WSU Service Center.

Source: Higher Education Coordinating Board analysis of LEAP data from fiscal.wa.gov, downloaded 11-24-09.

## Chapter III: The Higher Education Delivery System

### Average faculty salaries at most public four-year institutions lag behind peers

In 2009-10, average faculty salaries at all Washington's public four-year institutions, except for the University of Washington, were below the average salaries of their established peer groups and all were below the 75th percentile of their peer groups. These averages reflect full-time faculty (for three academic ranks – full professor, associate professor, and assistant professor) whose major assignment is instruction or instruction combined with research and/or public service.

#### Washington Public Higher Education Average Faculty Salary for All Tenure-Track Faculty among Peers

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
<b>University of Washington</b>									
<i>Average salary</i>	\$76,777	\$77,613	\$79,894	\$83,530	\$86,800	\$92,502	\$97,893	\$103,022	\$102,904
<i>Peer group percentile rank</i>	50 <sup>th</sup>	38 <sup>th</sup>	38 <sup>th</sup>	54 <sup>th</sup>	54 <sup>th</sup>	58 <sup>th</sup>	62 <sup>nd</sup>	67 <sup>th</sup>	63 <sup>rd</sup>
<b>Washington State University</b>									
<i>Average salary</i>	\$64,707	\$64,901	\$65,974	\$68,365	\$72,702	\$75,491	\$78,566	\$82,966	\$83,604
<i>Peer group percentile rank</i>	18 <sup>th</sup>	14 <sup>th</sup>	14 <sup>th</sup>	14 <sup>th</sup>	18 <sup>th</sup>	18 <sup>th</sup>	18 <sup>th</sup>	18 <sup>th</sup>	18 <sup>th</sup>
<b>Central Washington University</b>									
<i>Average salary</i>	\$52,828	\$52,832	\$54,607	\$56,583	\$58,435	\$62,933	\$63,287	\$65,698	\$66,408
<i>Peer group percentile rank</i>	28 <sup>th</sup>	23 <sup>rd</sup>	29 <sup>th</sup>	31 <sup>st</sup>	35 <sup>th</sup>	43 <sup>rd</sup>	34 <sup>th</sup>	36 <sup>th</sup>	38 <sup>th</sup>
<b>Eastern Washington University</b>									
<i>Average salary</i>	\$55,340	\$55,333	\$54,745	\$56,029	\$57,550	\$61,050	\$61,194	\$65,780	\$65,622
<i>Peer group percentile rank</i>	46 <sup>th</sup>	35 <sup>th</sup>	31 <sup>st</sup>	29 <sup>th</sup>	29 <sup>th</sup>	35 <sup>th</sup>	27 <sup>th</sup>	37 <sup>th</sup>	34 <sup>th</sup>
<b>The Evergreen State College</b>									
<i>Average salary</i>	\$53,548	\$54,014	\$54,995	\$54,879	\$56,805	\$58,073	\$58,144	\$62,299	\$64,048
<i>Peer group percentile rank</i>	32 <sup>nd</sup>	29 <sup>th</sup>	32 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	22 <sup>nd</sup>	11 <sup>th</sup>	23 <sup>rd</sup>	28 <sup>th</sup>
<b>Western Washington University</b>									
<i>Average salary</i>	\$57,017	\$57,448	\$57,224	\$58,433	\$60,673	\$63,354	\$63,305	\$69,036	\$68,620
<i>Peer group percentile rank</i>	54 <sup>th</sup>	50 <sup>th</sup>	42 <sup>nd</sup>	42 <sup>nd</sup>	45 <sup>th</sup>	46 <sup>th</sup>	35 <sup>th</sup>	51 <sup>st</sup>	49 <sup>th</sup>
<b>Community / Technical Colleges</b>									
<i>Average salary</i>	\$46,247	\$47,916	\$48,303	\$48,240	\$49,518	\$50,766	\$52,520	\$55,320	\$55,982
<i>Peer group percentile rank</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 2009-10, the UW's average faculty salary of \$102,904 was at the 63rd percentile. This means that in 2009-10, 63 percent of the UW's peer institutions' salaries fell at or below \$102,904, and 37 percent were above that amount. Peer group comparisons for community and technical colleges were discontinued in 1997-98.

Sources: Integrated Postsecondary Education Data System (U.S. Department of Education); Higher Education Coordinating Board, Faculty Salary Survey; American Association of University Professors, Report on the Economic Status of the Profession; State Board for Community and Technical Colleges, Academic Year Reports.

### Part-time faculty play important role at public two-year and private institutions

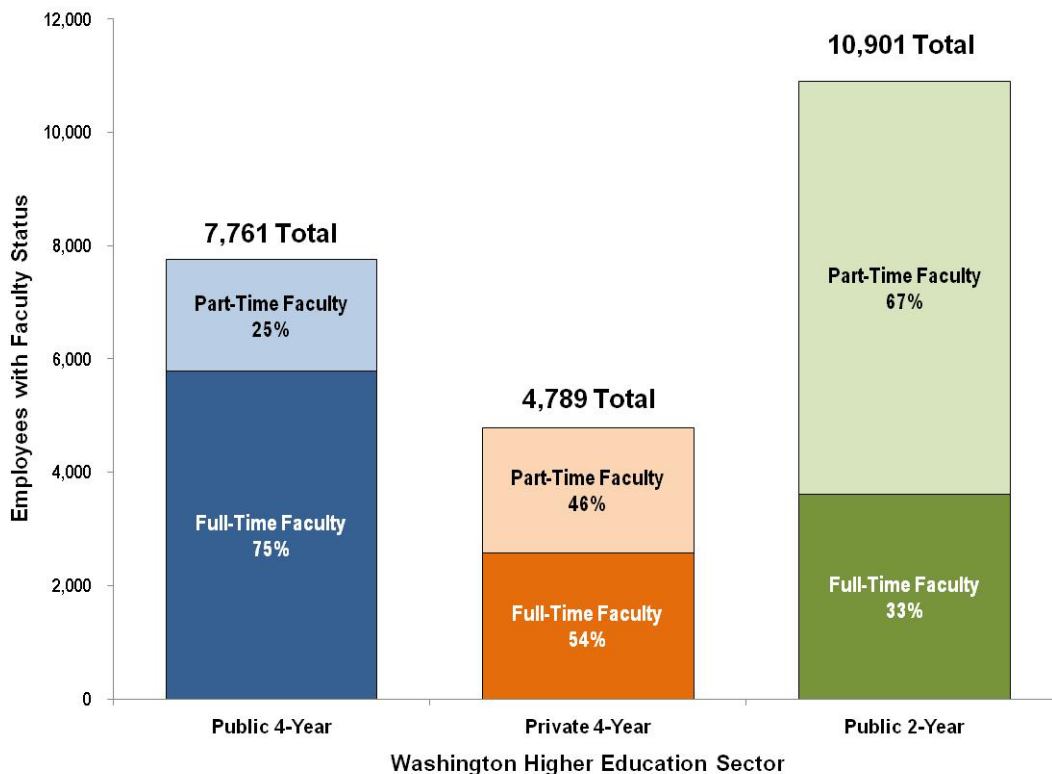
Part-time (or adjunct) faculty members make up a significant component of the instructional workforce at the two- and four-year colleges and universities.

While part-time faculty members outnumber full-time faculty at two-year institutions, full-time faculty spend more hours in the classroom. Each part-time faculty member teaches about five credits, while full-time faculty members teach about 15 credits. About 56 percent of state-supported credit hours at two-year institutions are taught by full-time faculty.

While nearly half the faculty members at private four-year institutions are part-time, only one-fourth of those at the Independent Colleges of Washington (ICW)<sup>4</sup> are part-time. ICW institutions more closely resemble public baccalaureates than do the remaining private institutions, many of which are extensions of out-of-state universities.

Part-time faculty members give colleges the flexibility to offer courses outside the expertise of full-time faculty, to offer more evening and off-campus courses, and to quickly adjust course offerings in response to changes in student demand or funding.<sup>5</sup>

**Faculty Full- and Part-Time Status, by Sector**  
Excludes Medical School Employees



Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2009.

<sup>4</sup> Gonzaga University, Heritage University, Pacific Lutheran University, Saint Martin's University, Seattle Pacific University, Seattle University, University of Puget Sound, Walla Walla University, Whitman College, Whitworth University.

<sup>5</sup> State Board for Community and Technical Colleges, 2008-09 Academic Year Report.

