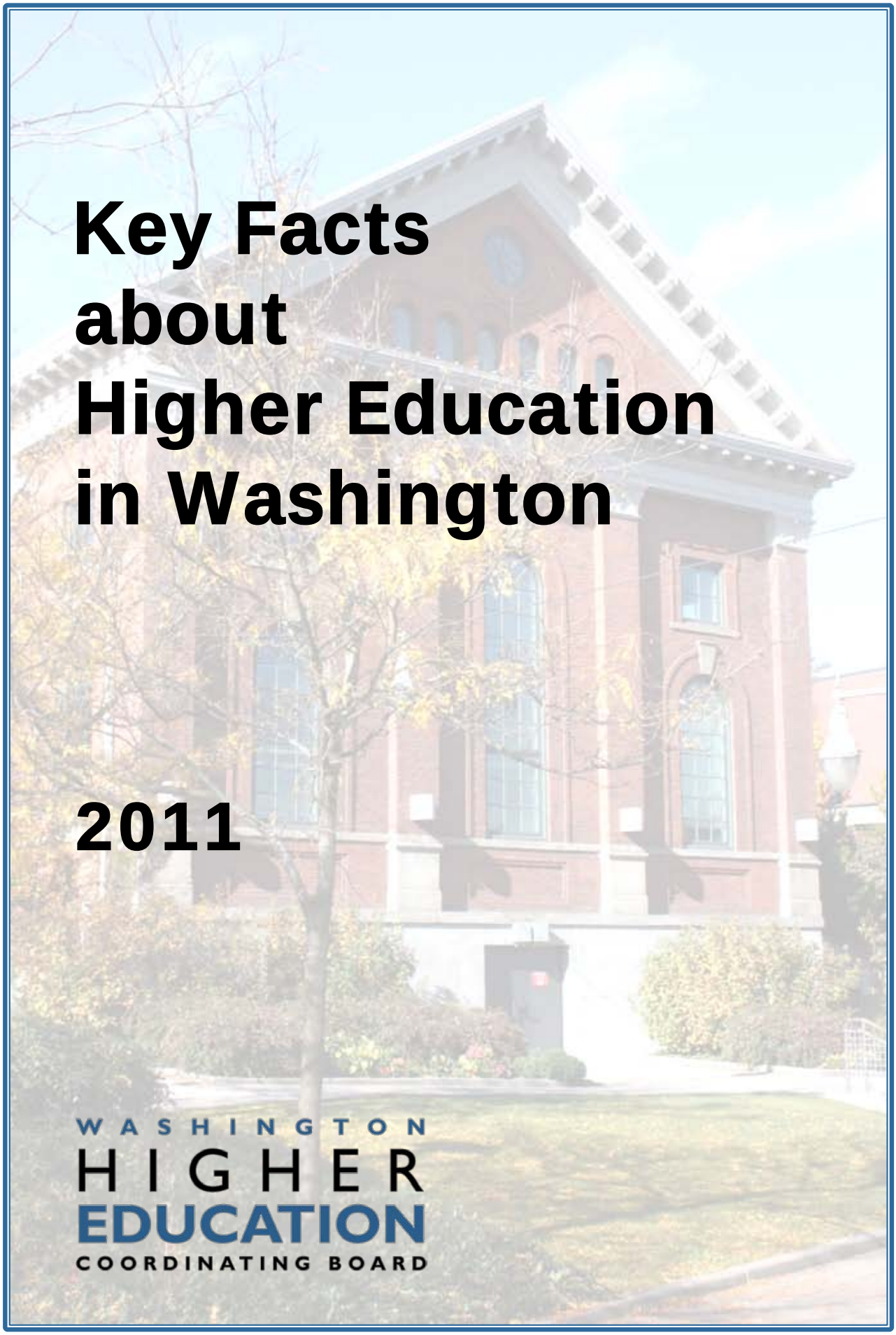

Key Facts about Higher Education in Washington

2011

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Introduction

Washington's public and private colleges and universities make invaluable contributions to our state and its people. Our higher education institutions are centers of knowledge and innovation, powerful economic and research engines, creative wellsprings, and a force for positive societal change.

Since its establishment in the 1860s, Washington's higher education system has evolved rapidly to meet a myriad of state needs in fields as diverse as agriculture, bioscience, chemistry, environmental sciences, engineering, medicine, law, business, computer science, and architecture.

Higher education is a primary driver of the Washington economy. Existing and new degree programs enable the state to meet specific regional workforce needs, to foster new entrepreneurial activity, and to educate a diverse population for jobs that increasingly require higher levels of education.

Going to college and earning a degree or certificate are transformative experiences, both in terms of personal growth and because college graduates become better, more involved citizens who strengthen the social fabric of our state. As education levels rise, so do wages, tax receipts, volunteer activity, civic involvement and many other positive social indicators.

Today, higher education, like other vital state functions, faces an uncertain future due to the lingering effects of the national recession. In the current biennium, public colleges and universities implemented significant budget cuts and raised tuition.

Budget reductions led to elimination of academic programs, larger class sizes, and reduced student-support services. Financial aid programs have not kept pace with unprecedented demand—up 54 percent in the last three years—from a growing number of needy students who would like to go to college.

Introduction

Our state's higher education system represents substantial public investment that is shared by the state and by students who directly benefit. Finding a proper balance between public investments and the tuition paid by students and their families is a major challenge facing the state of Washington.

Achieving the degree goals in Washington's *2008 Strategic Master Plan for Higher Education* has never been more important. Raising the educational attainment of our citizens is a necessity in the 21st Century. But without adequate resources dedicated to higher education, the state may be forced to cut back on these goals – or extend the timeline for achieving them.

Key Facts about Higher Education in Washington provides vital data to chart higher education's progress and challenges. First published in 2002 by the Washington Higher Education Coordinating Board (HECB), this annual report highlights *Key Facts* about Washington's postsecondary institutions, including faculty, students, budgets, and financial aid. In a time of significant fiscal challenges, the final chapter suggests efforts to continue progress on the state's long term higher education goals.

The Higher Education Coordinating Board

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

Created by the Legislature in 1985, the HECB was formally established in January 1986 as the successor to the Council for Postsecondary Education. Board members are appointed to four-year terms by the Governor and confirmed by the Senate.

A student member, also appointed by the Governor, serves a one year term. The Board annually selects from its membership a chair and a vice-chair who each serve for one-year. The chair and vice-chair may serve more than one year if selected to do so by the membership. The agency's executive director serves at the pleasure of the Board.

The Higher Education Coordinating Board serves as an advocate for students and the overall system of higher education with the Governor, the Legislature, and the public. The Board also collaborates with the public and private two- and four-year institutions, other state governing boards, and the Superintendent of Public Instruction to create a seamless system of public education geared toward student success.

HECB's Key Responsibilities:

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

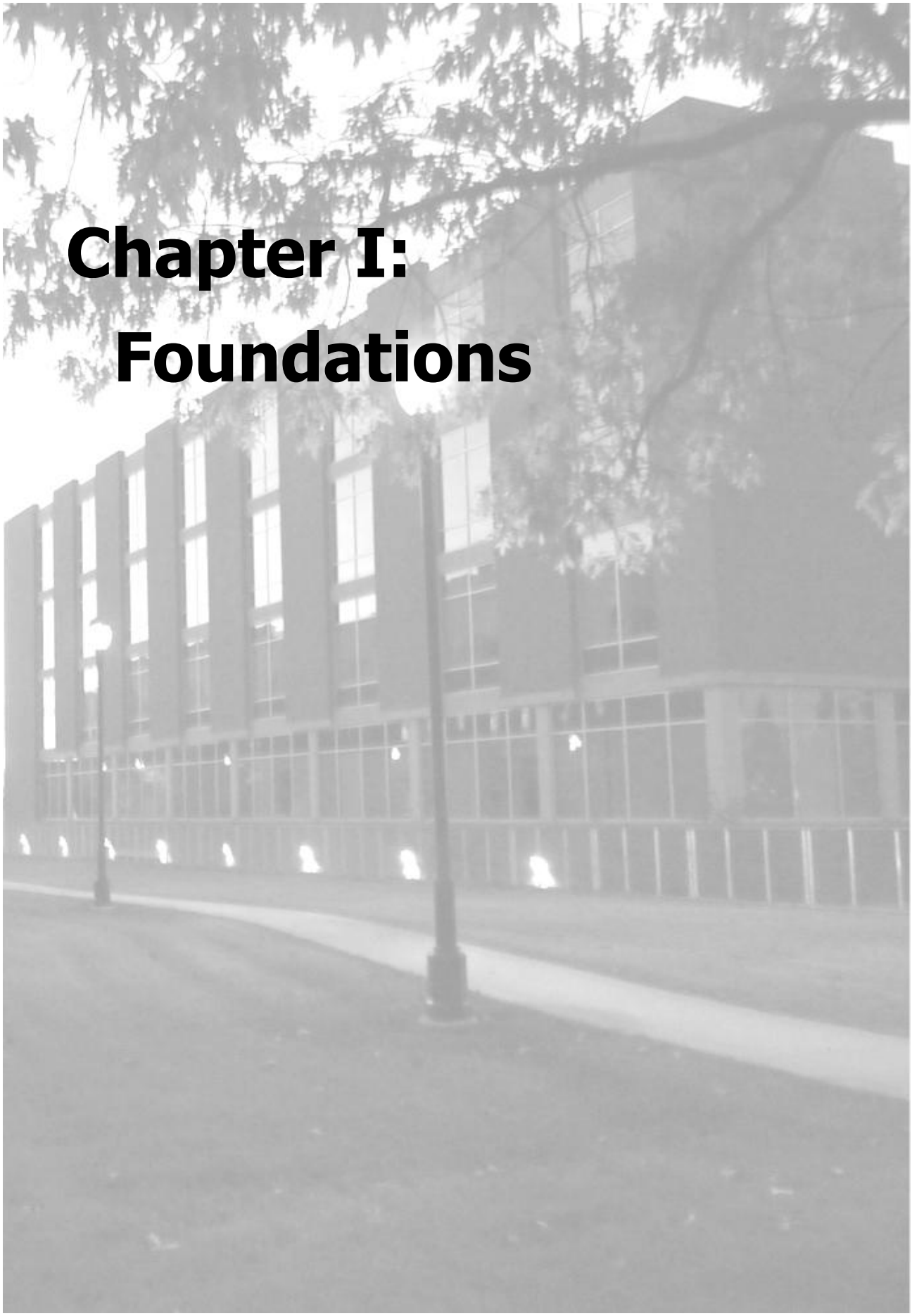
Quick Facts about Higher Education in Washington

- Higher education operating budget – 2009-11: **$9.4 billion** (16 percent of state total)
- Near general fund-state contribution for higher education – 2009-11: **$3.2 billion** (10 percent of state total)
- Tuition and fee cost at flagship university (UW), state ranking – 2009-10: **25th**
- College students receiving state, federal, or institutional need-based aid in 2009-10 at institutions participating in the State Need Grant program: **183,000**
- Percentage of high school graduates enrolled in college within one year of graduation – 2009: **64 percent**
- Full- and part-time employees, Washington public colleges and universities – fall 2009: **55,019**
- Jobs generated by academic research – 2008-09: **15,400**
- Economic activity (sales) resulting from academic research – 2008-09: **$2.2 billion**
- Tax revenue generated for each $1 in state funding for UW – FY 2008-09: **$1.48**

Fall 2009 Student Headcounts	
Public community and technical colleges	269,334
Public baccalaureate undergraduate	102,432
Public baccalaureate graduate/professional	23,565
Private baccalaureates	50,493

Degrees and certificates conferred in 2008-09	
Public community and technical colleges	21,218
Public baccalaureates, bachelor's	22,026
Public baccalaureates, master's	4,772
Public baccalaureates, doctoral/professional	1,599
Private baccalaureates, bachelor's	8,030
Private baccalaureates, master's	4,328
Private baccalaureates, doctoral/professional	719

Questions or comments about this report may be addressed to Jan Ignash, HECB Deputy Director for Policy, Planning, and Research. Phone: 360-704-4168 - Email: Janl@hecb.wa.gov.



Chapter I: Foundations

A diverse mix of public, private institutions

Washington has a wide array of educational institutions beyond the high school level.

Among two- and four-year degree-granting institutions, public colleges and universities account for the majority of enrollments, but private institutions also make a significant contribution to the diversity of Washington's higher education system.[1]

Public four-year colleges and universities

Washington provides six public baccalaureate institutions. Each is governed by a board of regents or trustees who are appointed by the Governor and approved by the Senate.

Four-year institutions are divided into two types: research and comprehensive. The research universities offer baccalaureate and graduate programs, including doctoral and professional degrees. Comprehensive institutions offer baccalaureate and master's level programs.

The research universities operate five branch campuses that produce a growing number of baccalaureate degrees. There also are 10 university centers, operated jointly by two- and four-year institutions or on a stand-alone basis, numerous teaching sites, and a vigorous online learning environment.

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 Tri-Cities
  - Washington State University Vancouver
  - Washington State University Spokane[2]

Comprehensive Institutions

- **Central Washington University** (Ellensburg)
- **Eastern Washington University** (Cheney)
- **The Evergreen State College** (Olympia)
- **Western Washington University** (Bellingham)

[1] Links to specific institutions are available on the Higher Education Coordinating Board website at www.hecb.wa.gov/links/index.asp.

[2] In 2004, the Legislature removed the "branch" designation for Washington State University Spokane. Today it is classified as an urban, research campus rather than a branch campus.

Public Four-Year College and University Enrollments

Enrollments include all funding sources	Primary Location	Fall 2009 enrollment (headcounts) Under-graduates	Graduate/ Professional	Total
University of Washington	Seattle	32,718	13,225	45,943
University of Washington Bothell	Bothell	2,407	518	2,925
University of Washington Tacoma	Tacoma	2,528	542	3,070
Washington State University Pullman	Pullman	21,726	4,375	26,101
Washington State University Spokane	Spokane	774	575	1,349
Washington State University Tri-Cities	Tri-Cities	1,202	303	1,505
Washington State University Vancouver	Vancouver	2,446	535	2,981
Central Washington University	Ellensburg	10,765	592	11,357
Eastern Washington University	Cheney	9,919	1,381	11,300
The Evergreen State College	Olympia	4,551	340	4,891
Western Washington University	Bellingham	13,396	1,179	14,575
Total: Public Four-Year		**102,432**	**23,565**	**125,997**

Notes: Enrollments include both state-supported and non-state-supported students. In 2004, the Legislature removed the "branch" designation for Washington State University Spokane.

Source : Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2009, for all institutions except WSU Spokane, Tri-Cities, and Vancouver. Data for those institutions are from OFM, Higher Education Enrollment Reports, fall 2009.

Community and Technical Colleges

Washington has 34 public community and technical colleges that grant certificates and associate degrees. Students enroll in community and technical colleges for various purposes, including academic programs, workforce training, basic skills, and home and family life enrichment.

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. In addition, since mid-2006, the HECB has approved eight applied baccalaureate programs at seven community colleges. Applied baccalaureate programs provide pathways for students holding technical associate degrees to earn bachelor's degrees in fields where industry, community, and student demand exists.

Washington also is home to a federally-funded public institution – Northwest Indian College near Bellingham, which offers two- and four-year degrees and certificates.

Public Two-Year Community and Technical Colleges

(29 community colleges, 5 technical colleges, 1 vocational institute)

Enrollments include all funding sources	Primary Location	Fall 2009 enrollment (headcount)
Bates Technical College	Tacoma	6,399
Bellevue College	Bellevue	19,399
Bellingham Technical College	Bellingham	3,581
Big Bend Community College	Moses Lake	2,813
Cascadia Community College	Bothell	3,238
Centralia College	Centralia	4,486
Clark College	Vancouver	16,406
Clover Park Technical College	Tacoma	7,316
Columbia Basin College	Pasco	7,824
Edmonds Community College	Lynnwood	12,732
Everett Community College	Everett	11,638
Grays Harbor College	Aberdeen	3,459
Green River Community College	Auburn	10,543
Highline Community College	Des Moines	10,828
Lake Washington Technical College	Kirkland	5,612
Lower Columbia College	Longview	5,234
Olympic College	Bremerton	8,440
Peninsula College	Port Angeles	4,480
Pierce College Fort Steilacoom	Fort Steilacoom	10,392
Pierce College Puyallup	Puyallup	3,985
Renton Technical College	Renton	6,204
Seattle Central Community College	Seattle	10,563
North Seattle Community College	Seattle	8,869
South Seattle Community College	Seattle	8,660
Seattle Vocational Institute	Seattle	546
Shoreline Community College	Shoreline	7,769
Skagit Valley Community College	Mount Vernon	6,806
South Puget Sound Community College	Olympia	6,918
Spokane Community College	Spokane	8,110
Spokane Falls Community College	Spokane	13,454
Tacoma Community College	Tacoma	8,509
Walla Walla Community College	Walla Walla	6,567
Wenatchee Valley College	Wenatchee	4,239
Whatcom Community College	Bellingham	6,880
Yakima Valley Community College	Yakima	6,435
Total: Community and Technical Colleges		**269,334**

Notes: Enrollments include both state-supported and non-state-supported students. Spokane Institute of Extended Learning student headcounts are reported in Spokane Falls' totals.

Source: State Board of Community and Technical Colleges, *Enrollment and Staffing Report*, fall 2009.

Exempt institutions

Washington law requires the HECB to review and authorize degree-granting institutions operating in the state to protect citizens from fraudulent and deceptive higher education practices. About 130 institutions do not require extensive review and authorization. These are known as 'exempt' institutions.

The exempt institutions include:

- **Public institutions.**
- **Long-standing private institutions.** These include the 10 institutions that belong to the Independent Colleges of Washington (ICW).[3]
- **Schools that exclusively offer religious training.** Institutions are required to submit a report every two years.
- **Conditionally exempt institutions** that offer degree programs or courses exclusively to federal employees at a military base or other federal site. The HECB may review the exemption every two years.
- **Conditional waiver institutions** with very limited educational offerings. They may also be reviewed by the HECB every two years.

Authorized institutions

There are 68 degree-granting institutions authorized by the HECB to operate in Washington:

- **31 not-for-profit**
- **29 for-profit**
- **8 out-of-state public**

These institutions offer limited programs and degrees at various locations around the state. Many are chartered in other states and some in other countries. They must renew their authorization every two years.

For a complete list of all authorized and exempt institutions operating in Washington, go to www.hecb.wa.gov/autheval/daa/listofcolleges.asp#4year.

[3] 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.

Private Degree-Granting Institutions

Institution	Primary Location	Fall 2009 enrollment (headcount)
Antioch University	Seattle	996
Argosy University	Seattle	487
Art Institute of Seattle	Seattle	2,282
Bainbridge Graduate Institute	Bainbridge	169
Bastyr University	Kenmore	917
City University of Seattle	Seattle	3,204
Cornish College of the Arts	Seattle	794
DeVry University-Washington	Federal Way	1,003
DigiPen Institute of Technology	Redmond	890
Faith Evangelical College and Seminary	Tacoma	197
Gonzaga University	Spokane	7,633
Heritage University	Toppenish	1,115
International Academy of Design and Technology	Seattle	482
ITT Technical Institute-Everett	Everett	506
ITT Technical Institute-Seattle	Seattle	593
ITT Technical Institute-Spokane Valley	Spokane	495
Mars Hill Graduate School	Bothell	273
Northwest College of Art	Poulsbo	104
Northwest University	Kirkland	1,383
Pacific Lutheran University	Tacoma	3,581
Pacific Northwest University of Health Sciences	Yakima	149
Saint Martin's University	Lacey	1,672
Seattle Institute of Oriental Medicine	Seattle	36
Seattle Pacific University	Seattle	4,000
Seattle University	Seattle	7,751
Trinity Lutheran College	Issaquah	113
University of Phoenix-Western Washington Campus	Seattle	685
University of Puget Sound	Tacoma	2,879
Walla Walla University	College Place	1,808
Whitman College	Walla Walla	1,515
Whitworth University	Spokane	2,781
Total: Private Four-Year Institutions		**50,493**

Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2009. Institutions for which state enrollment data was unavailable are not included in this table.

Private Career Schools

A number of private career institutions – many focused on workforce development and job training – offer coursework and programs within Washington. Massage therapy and nursing are two examples, but there are many others. Private career schools that offer programs at levels below the associate degree level are licensed by the Workforce Training and Education Coordinating Board. Data on these independent schools are not included in this report. Information on these institutions can be found at the Workforce Training and Education Coordinating Board website www.wtb.wa.gov.

Actual Average Annual FTEs: State-Supported Public Four-Year Institutions and Community and Technical Colleges

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Research institutions									
UW Main campus	33,863	34,065	33,487	33,383	33,155	33,497	33,858	35,326	35974
UW Bothell	1,228	1,236	1,250	1,344	1,200	1,368	1,565	1,922	2,340
UW Tacoma	1,556	1,662	1,579	1,630	1,667	1,782	2,103	2,481	2,629
UW total	36,647	36,963	36,316	36,357	36,022	36,647	37,526	39,729	40,943
WSU Pullman-Spokane	18,174	18,458	18,602	19,146	19,267	18,898	19,586	20,198	20,615
WSU Tri-Cities	631	627	677	672	691	695	849	957	1,081
WSU Vancouver	1,150	1,226	1,263	1,339	1,367	1,684	1,899	2,161	2,296
WSU total	19,955	20,311	20,542	21,157	21,325	21,277	22,334	23,316	23,992
Comprehensive									
CWU	7,672	8,106	8,657	8,885	9,057	9,204	8,931	9,082	9,673
EWU	8,421	8,700	8,956	9,126	9,281	9,189	9,111	9,287	9,486
TESC	4,009	4,054	4,099	4,120	4,131	4,114	4,269	4,470	4,596
WWU	11,265	11,377	11,505	11,713	11,755	11,784	12,140	12,408	12,475
Four-year total	87,969	89,511	90,075	91,358	91,571	92,215	94,310	98,292	101,165
Community and Technical Colleges									
2-year or Less Programs	133,962	139,753	138,241	131,489	130,933	132,316	136422	147,560	160,179
Baccalaureate Programs	n/a	n/a	n/a	n/a	n/a	n/a	90	143	246
CTC total	133,962	139,753	138,241	131,489	130,933	132,316	136,512	147,703	160,425
2- & 4-year Partnerships Contracted Programs	n/a	n/a	n/a	n/a	n/a	30	211	296	353
Public total	221,931	229,264	228,316	222,847	222,504	224,561	231,033	246,291	248,719

Notes: Center and off-campus enrollments included with each institution with the exception of two-year and four-year partnership contracted programs beginning in 2006-07.

Numbers may not always sum to totals due to rounding.

Sources: Office of Financial Management, Higher Education Enrollment Statistics, and budget driver reports (as of September 2010).

Chapter II:

How Washington Pays for Higher Education

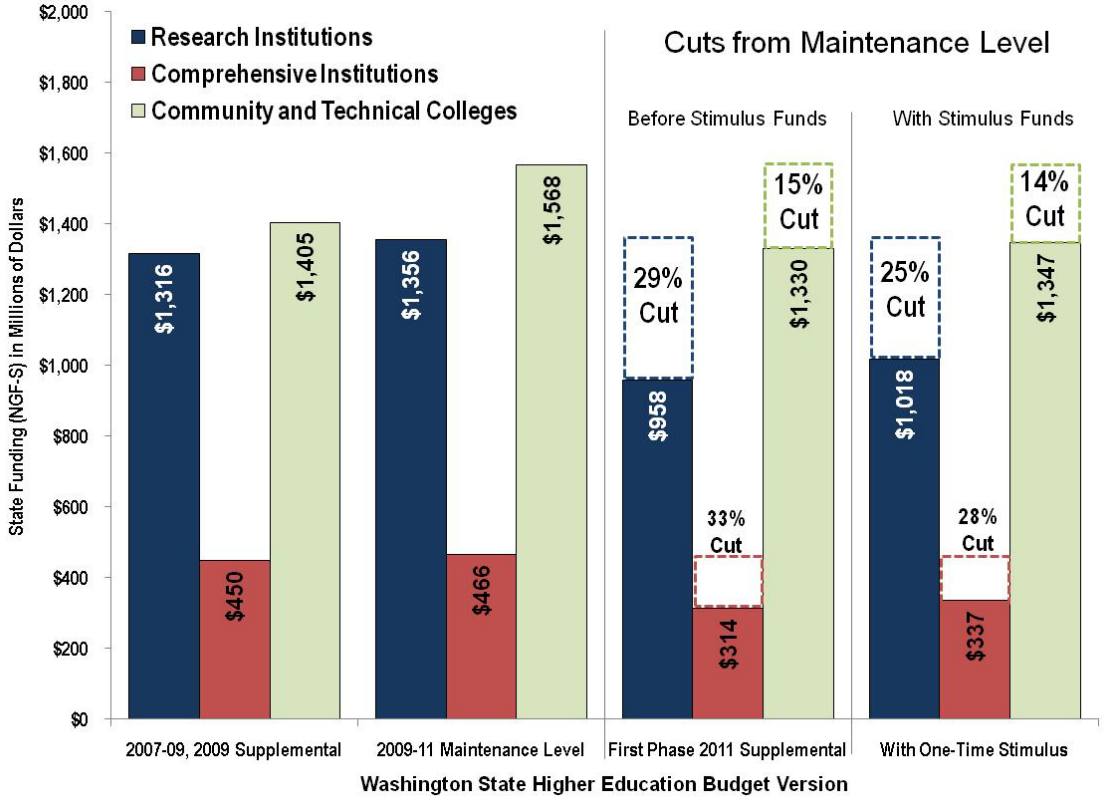
Continued revenue shortfall further reduces budget for public higher education

The lingering effects of the national recession led to a continued decline in state revenue during 2010. The Legislature and Governor responded with budget reductions beyond those that had been included in the original 2009-11 biennial budget. Faced with another projected $520 million drop in revenue, the Governor ordered spending cuts, and the Legislature in December 2010 approved a second supplemental budget to address part of the shortfall for the remainder of the 2009-11 biennium. For public higher education, the additional cuts opened a $687 million gap between available funds and the amount needed to maintain programs at levels in the previous biennium (maintenance level).

For higher education institutions, the impact of reduced appropriations was partially offset by 14 percent annual tuition increases for resident undergraduates at public baccalaureate institutions and 7 percent annual increases at community and technical colleges. The impact also was reduced through one-time federal stimulus dollars. The chart below shows the percentage of budget reductions below 2009 maintenance levels for the state's research institutions (UW and WSU), other public baccalaureate institutions, and community and technical colleges. It also shows how much federal stimulus money, which will not be available in the next biennium, helped lessen budget-cut impacts. Institutions responded to the cuts in various ways, including eliminating academic programs, increasing class sizes, reducing staff, and cutting student support services.

2009-11 State Funding Reductions for Public Higher Education Institutions from Maintenance Level, by Sector

Near General Fund-State, Dollars in Millions



Source: HECB analysis of data from OFM Budget Allocation and Support System (accessed 12/16/10).

Current operating budget below level needed to maintain services in last biennium

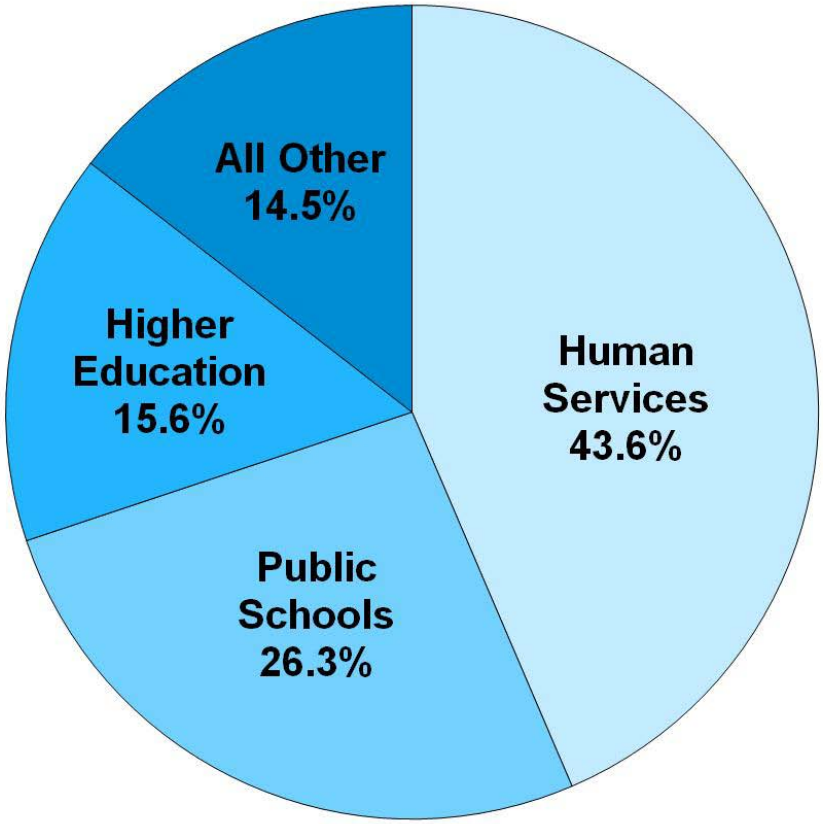
The State General Fund and student tuition provide the bulk of the money in the state operating budget for public higher education. The General Fund includes revenues from the state sales tax, business and occupation tax, property tax, and other excise taxes. Other revenue sources for higher education include grants and contracts, dedicated local revenues, and the University of Washington hospital.

The state's total operating budget of $60.2 billion for the 2009-11 biennium included $9.4 billion for public colleges and universities, or about 15.6 percent of the total budget. A $100.1 million allocation for higher education from the $3.0 billion in federal stimulus money the state received still left the public higher education institutions about $687 million below the "maintenance level."

Maintenance level is the amount of funding needed by public institutions to deliver the same level of services they did in the previous biennium. A maintenance-level budget includes cost increases over which the institutions have no control, such as negotiated wage and benefit agreements, inflation in the cost of goods and services, and increased energy costs.

Washington State 2009-11 Operating Budget, All Fund Sources

Total: $60.2 billion, including $3.0 billion of one-time federal stimulus funding



Note: Spokane Intercollegiate Research and Technical Institute is included in "All Other," and not "Higher Education."

Source: HECB analysis of data from fiscal.wa.gov (accessed 12/16/10).

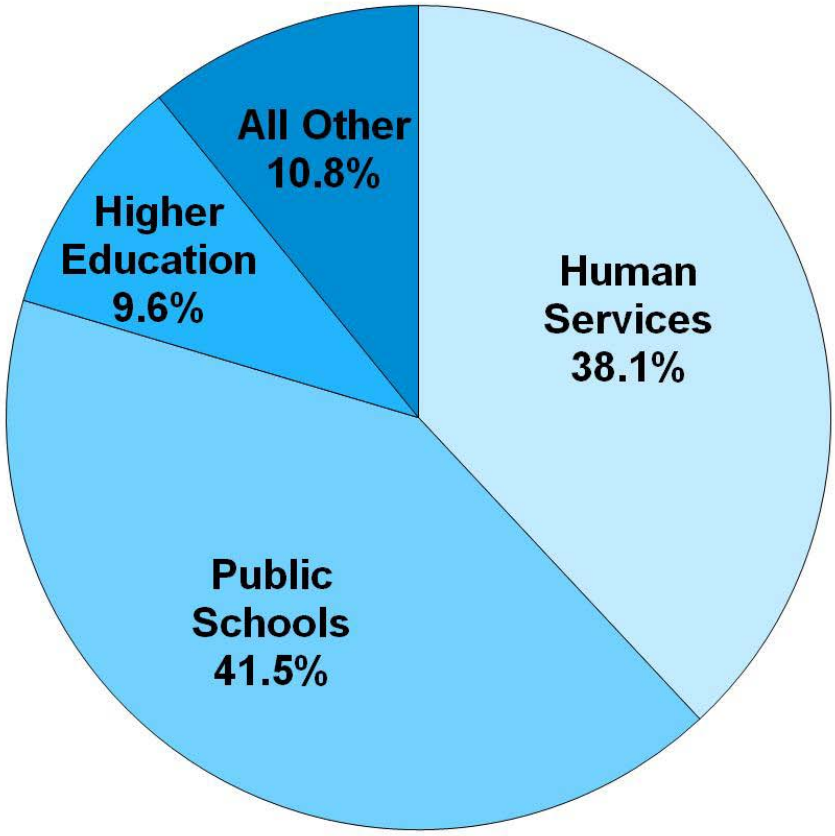
The state's contribution: A look at the near general fund

Higher education budget discussions often refer to the Near General Fund, which includes money from the General Fund, Education Legacy Trust Account (cigarette and estate taxes earmarked for education) and other sources. In the 2009-11 biennium, the Near General Fund also includes $3.0 billion in federal stimulus money.

The $33.6 billion Near General Fund provides approximately $3.2 billion for higher education in the 2009-11 biennium. This constitutes about 9.6 percent of Near General Fund revenues. The K-12 public school system accounts for the largest percentage of Near General Fund spending.

Washington State 2009-11 Near General Fund-State

Total: $33.6 billion, including $3.0 billion of one-time federal stimulus funding



Note: Spokane Intercollegiate Research and Technical Institute is included in "All Other," and not "Higher Education."

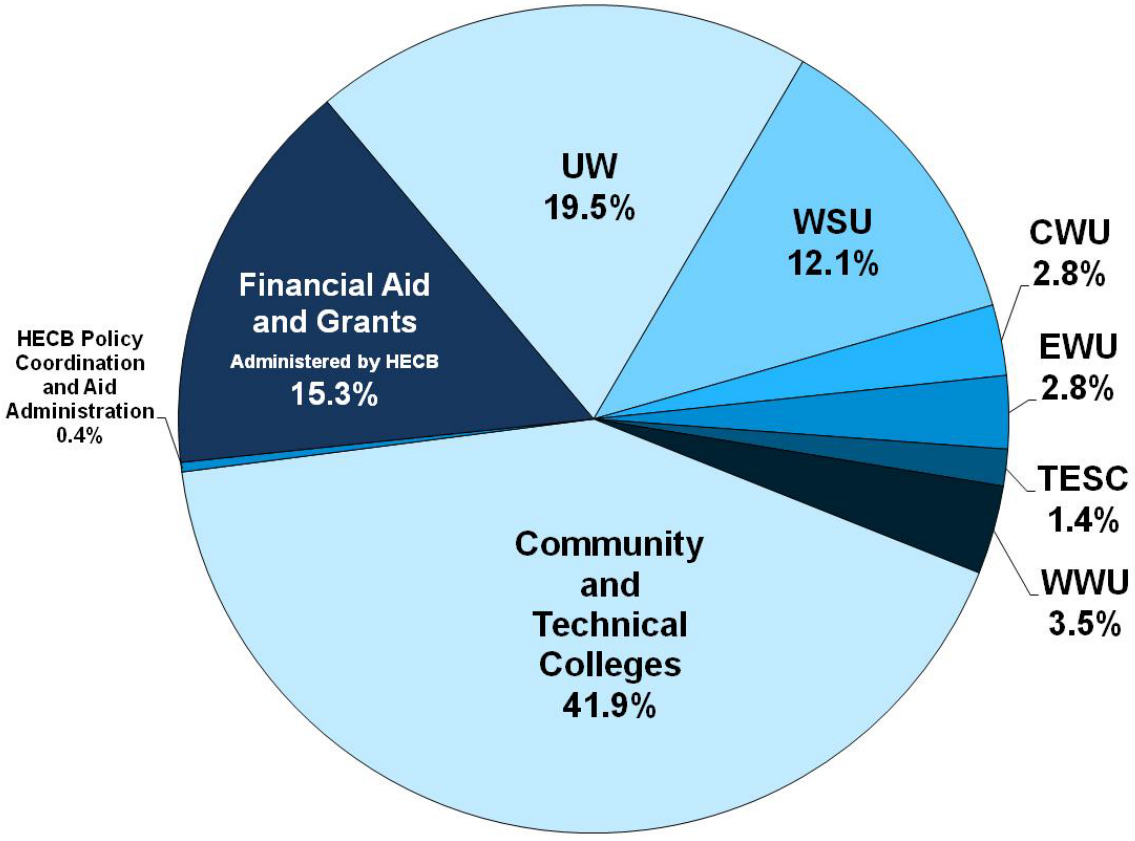
Source: HECB analysis of data from fiscal.wa.gov (accessed 12/16/10).

How near general fund money for higher education is distributed

The $3.2 billion in Near General Fund revenues for higher education in the 2009-11 biennium were distributed as follows:

- $ 1.3 billion for Community and Technical Colleges
- $ 628 million for the University of Washington
- $ 500 million for student financial aid
- $ 390 million for Washington State University
- $ 111 million for Western Washington University
- $ 91 million for Eastern Washington University
- $ 89 million for Central Washington University
- $ 46 million for The Evergreen State College
- $ 12 million for the Higher Education Coordinating Board

Washington State 2009-11 Higher Education Operating Budget
Near General Fund-State
Total: $3.2 billion, including $101 million of one-time federal stimulus funding



Note: Spokane Intercollegiate Research and Technical Institute is included in "All Other," and not "Higher Education."

Source: HECB analysis of data from fiscal.wa.gov (accessed 12/16/10).

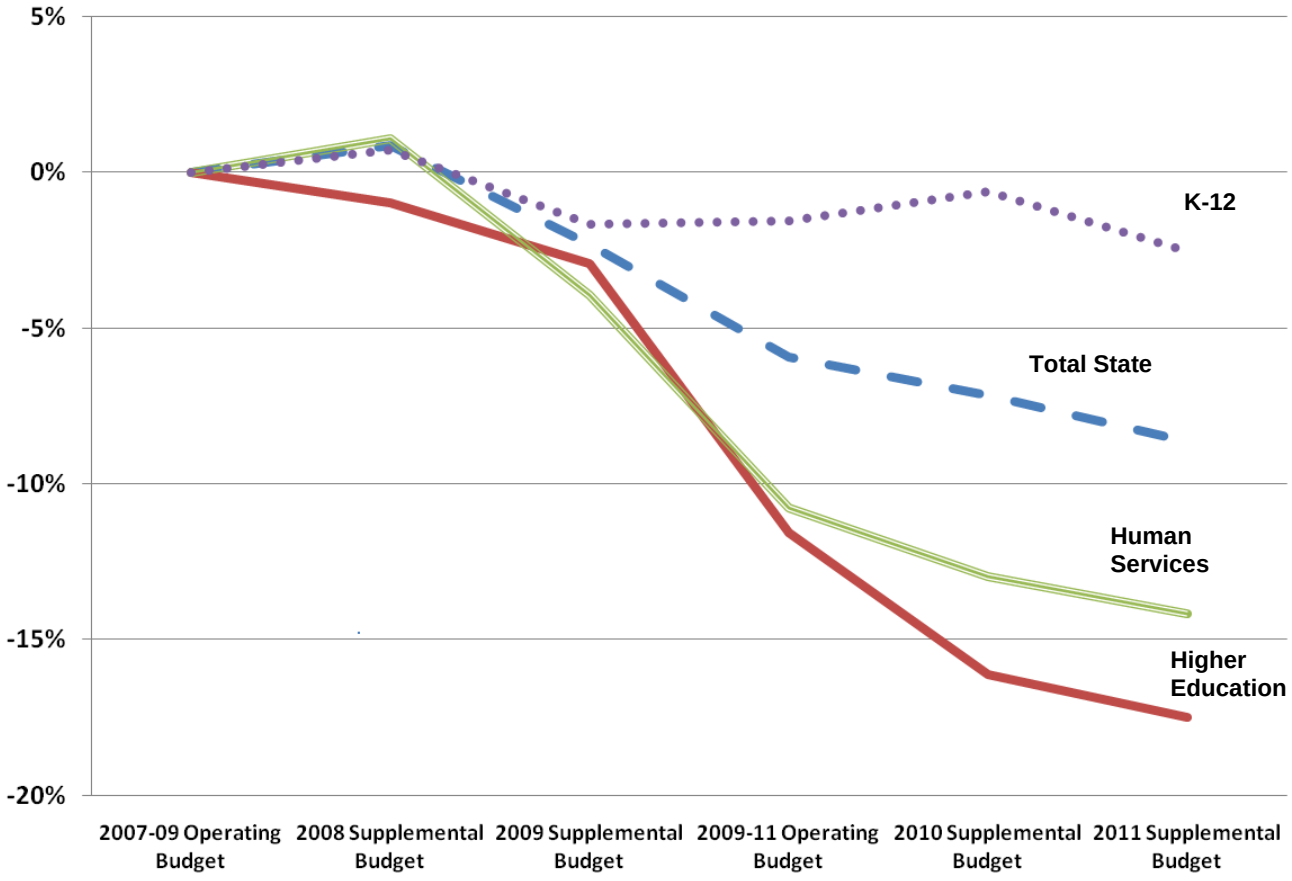
Higher education budget cuts go deeper than other state services

Unlike K-12 education, the state is not required to provide a certain level of higher education services for its residents. As revenue has declined, legislators reluctantly have cut higher education and other discretionary parts of the state budget more than areas that are protected under Washington law.

The table below shows budget cuts to state general fund appropriations since the 2007-09 biennial budget to higher education, human services, and K-12. The graph clearly shows that the steepest cuts have been to higher education, resulting in an overall decrease of 17.5 percent in state general fund appropriations. In dollars, 17.5 percent represents a reduction of $4,043,824,000.

Especially in a tough economic climate, it is more important than ever to remain competitive with other states and countries by continuing to pursue the state's goals of increased degree attainment. While the state's revenue picture may leave leaders with few alternatives, reductions in appropriations for the higher education system may require cutting back on Washington's degree goals—or extending the timeline for achieving them.

Major State Budget Components by Percent Change in General Fund Appropriations – from 2007-09 Biennial Budget



Source: HECB analysis of data from fiscal.wa.gov (accessed 12/16/10).

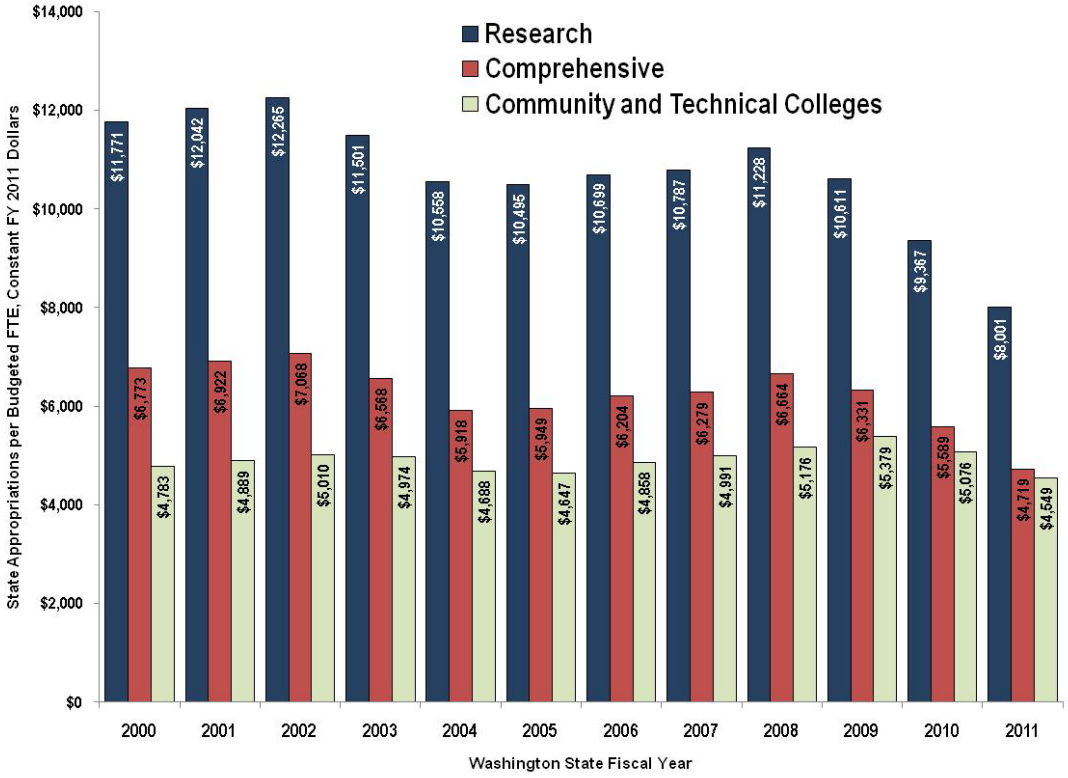
Per-student FTE support has dropped significantly at public baccalaureates

One measure of the level of state support for public higher education institutions is the amount appropriated per budgeted student FTE. Over the past decade, per-student FTE support has remained fairly stable at community and technical colleges, but has declined significantly at baccalaureate institutions. Between 2000 and 2011, per-student FTE appropriations:

- Declined 5 percent overall at community and technical colleges. This represents a decline of approximately 0.4 percent per year.
- Dropped 32 percent overall at the comprehensive institutions (CWU, EWU, TESC, and WWU) – an average decline of about 3 percent per year.
- Dropped 32 percent at the state's two research institutions (UW and WSU) – an average decline of 3 percent per year.

Calculated in 2010 dollars, the chart below shows the level of support per state-funded student FTE in each sector between 2000 and 2011. Institutions frequently enroll more students than budgeted, so FTE figures are usually lower than headcounts. The chart reflects appropriations in the final supplemental biennial budgets, except for FY 2010 and FY 2011, which reflect the First Phase 2011 Supplemental 2009-11 Operating Budget. Running Start enrollments are not reflected in community and technical college budgeted FTE enrollments.

Near General Fund-State Operating Appropriations per Budgeted Student FTE for Washington Public Higher Education Institutions by Sector



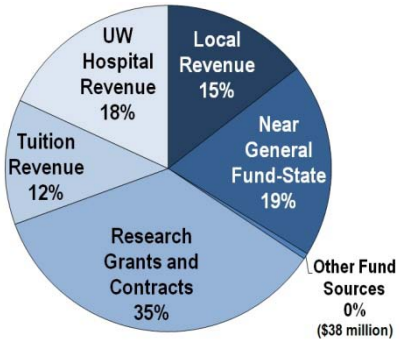
Sources: Office of Financial Management Budget Allocation and Support System for appropriation data. Legislative Evaluation and Accountability Program Committee Legislative Budget Notes for budgeted student FTE data. Legislative Evaluation and Accountability Program forecast data for IPD adjustment.

Differing roles influence amounts institutions receive from non-state sources

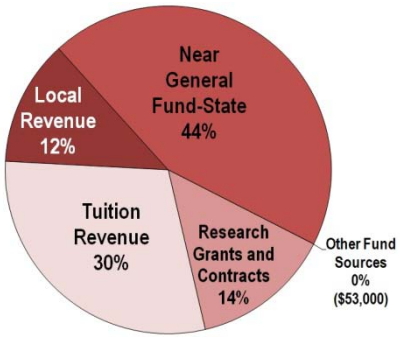
The differing missions of Washington's higher education institutions are reflected in the revenue they receive from funding sources other than tuition and state appropriations. For example, faculty at the University of Washington and Washington State University are more engaged in research than the state's other public baccalaureate institutions or its community and technical colleges. The latter are primarily engaged in teaching. As a result, the two research institutions receive more money from research grants and contracts. In addition, the UW has the unique mission in this state of operating a university hospital, which generated $1.2 billion in the 2007-09 biennium.

Public Higher Education Institution Funding Sources by Sector
2007-09 Actual Expenditures, Dollars in Millions

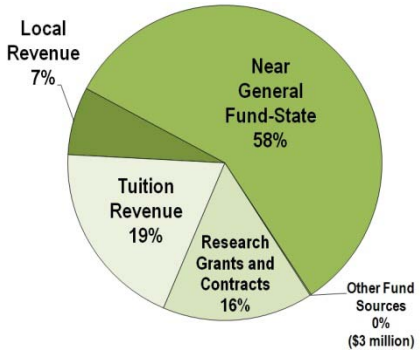
Research Institutions
Total: $6.6 billion



Comprehensive Institutions
Total: $980 million



Community & Technical Colleges
Total: $2.4 billion



Source: Higher Education Coordinating Board analysis of data from fiscal.wa.gov (accessed 9/20/10).

Providing educational system infrastructure

Over the decades, Washington has invested heavily in the classrooms, research facilities, administrative offices, and support structures that constitute the brick and mortar of its public colleges and universities. These structures account for more than half of the state's physical plant.

The state provides three kinds of facility support: (1) building maintenance; (2) repair and renovation; and (3) expanded capacity to meet increased levels of enrollment. Operating budget funds are earmarked for repair and renovation, and capital funds are used to support new construction.

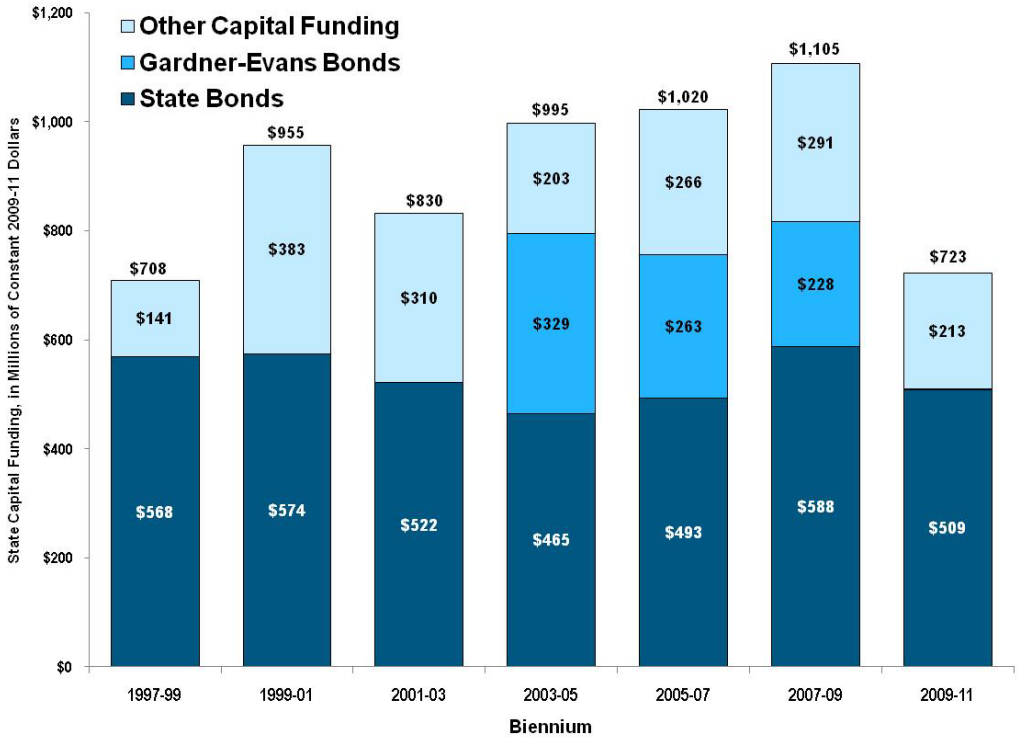
Since 1997, about 70 percent of all higher education capital appropriations have come from borrowing through the sale of general obligation bonds. The remaining 30 percent come from local, dedicated sources.

Because state law limits the amount of state debt incurred through general obligation bonds, institutional requests for new capital construction must be prioritized on a biennial basis. Institutions submit capital budget proposals to the Office of Financial Management, which creates a prioritized list that is sent to the Higher Education Coordinating Board. The Board then makes funding recommendations based on the OFM list and sends them to OFM and the Legislature.

Capital spending, on the rise since 1997, fell sharply in the 2009-11 biennium due to the recession and the absence of Gardner-Evans Bonds, which helped finance facility preservation projects. Authority to issue Gardner-Evans Bonds ended in 2009.

Higher Education Capital Appropriations by Source

IPD Adjusted Constant 2009-2011 Dollars in Millions



Note: Data reflects new appropriations only; does not include alternative finance projects.

Sources: HECB analysis of data from fiscal.wa.gov (accessed 9/28/10) for capital appropriations data. Legislative Evaluation and Accountability Program (LEAP) Committee, Economic Forecast Data for biennial IPD (Implicit Price Deflator) adjustments.

What students pay: It's more than just tuition

Statutory tuition consists of two components:

- **Operating fees:** Primarily used to fund the instructional activities of an institution.
- **Building fees:** Cover debt service on the institution's buildings.

Tuition and the following additional fees are commonly referred to as the "sticker price" to attend a higher education institution:

- **Services and activities fees:** Support student activities.
- **Technology fees:** Charged at some institutions to support technology enhancements.

However, tuition and fees are not the only cost of a college education. Other expenses, including room, board, books, transportation, and incidentals must be considered in determining a total cost. In addition, federal and state financial aid, institutional aid, scholarships, and work study jobs help determine the "net price" a student actually pays to attend a college or university.

Both sticker price and total costs vary among public institutions. Tuition rates for resident, undergraduate students are determined by institutions within limits set by the Legislature. Institutions set their own graduate and nonresident tuition rates.

To help offset cuts in state support, the Legislature allowed four-year institutions to increase tuition up to 14 percent per year during the 2009-11 biennium. Community and technical colleges could increase tuition up to 7 percent each year.

2010-11 Selected Tuition and Fee Rates at Washington Public Higher Education Institutions

Includes tuition, service and activities, and technology fees. Other fees may apply.

	Washington Resident		Nonresident	
	Undergraduate	Graduate	Undergraduate	Graduate
University of Washington				
UW Seattle	$8,596	$11,344[1]	$25,224	$24,684[1]
UW Bothell	$8,617	$11,365	$25,245	$24,705[1]
UW Tacoma	$8,689	$11,437[1]	$25,317	$24,777[1]
Washington State University	$8,592	$8,852	$19,634	$21,650
Central Washington University	$6,276	$7,762	$16,913	$17,243
Eastern Washington University	$6,168	$8,325	$14,886	$19,059
The Evergreen State College	$6,109	$7,215	$17,235	$20,030
Western Washington University	$6,156	$6,642	$16,503	$16,317

	Washington Resident		Nonresident	
	Undergraduate	Applied Baccalaureate	Undergraduate	Applied Baccalaureate
Community & Technical Colleges[2]	$3,135	$5,978	$8,370	$17,298

[1] The University of Washington uses a tiered graduate tuition system. These tuition rates assume Tier I tuition levels.

[2] These tuition rates are an average of all community and technical colleges.

Note: See full tuition and fee schedule at: http://www.hecb.wa.gov/research/issues/tuition.asp.

Source: 2010-11 tuition and fee rates collected by HECB.

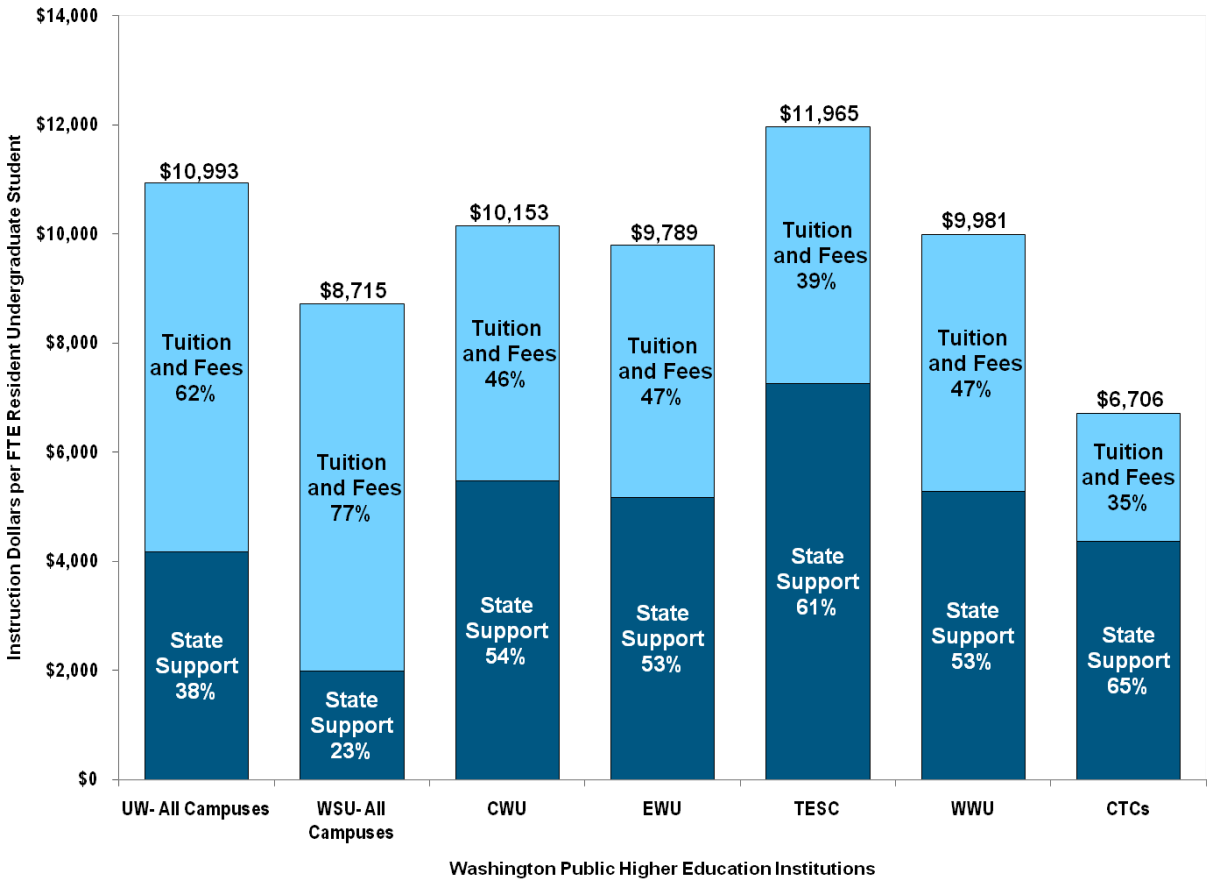
Cost of educating students varies at institutions

Instructional costs differ at public institutions. Factors include the impact of program start-up costs at particular institutions, the distribution of programs between main and branch campuses, the nature of the faculty, teaching loads, and the mix of courses. For example, the average cost of instruction per student at community and technical colleges is lower than at baccalaureate institutions.

Students pay their share of the cost of instruction through tuition and fees. But because all state residents benefit directly or indirectly from the existence of a public higher education system, state support also is provided through legislative appropriations.

The table below shows the percent of the average cost of undergraduate instruction at various institutions paid by tuition and fees and the percent paid by state appropriations.

Money Spent on Instruction for Resident Undergraduate Students at Washington Public Higher Education Institutions, by Source
2009-10 Academic Year



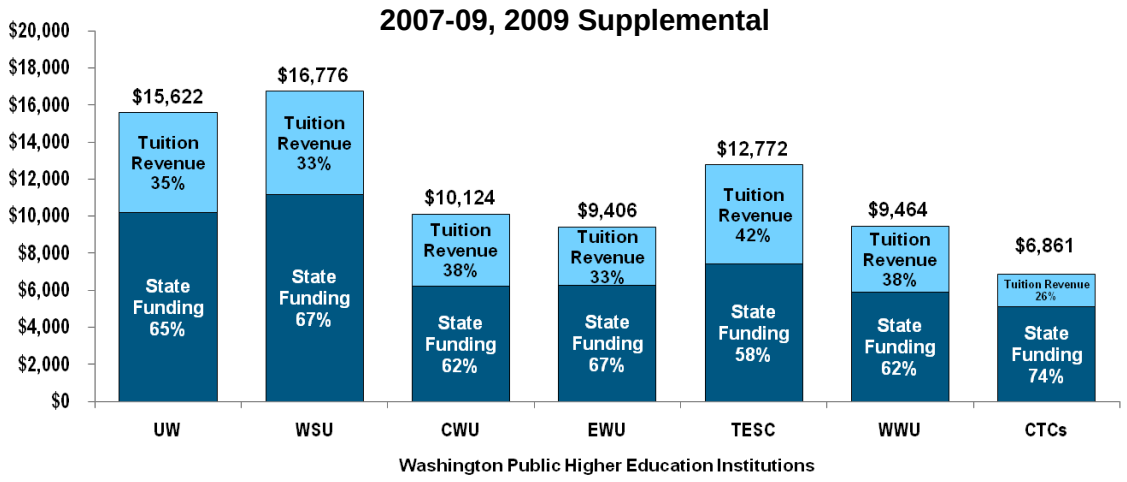
Source: Higher Education Coordinating Board, 2009-10 Disclosure Report.

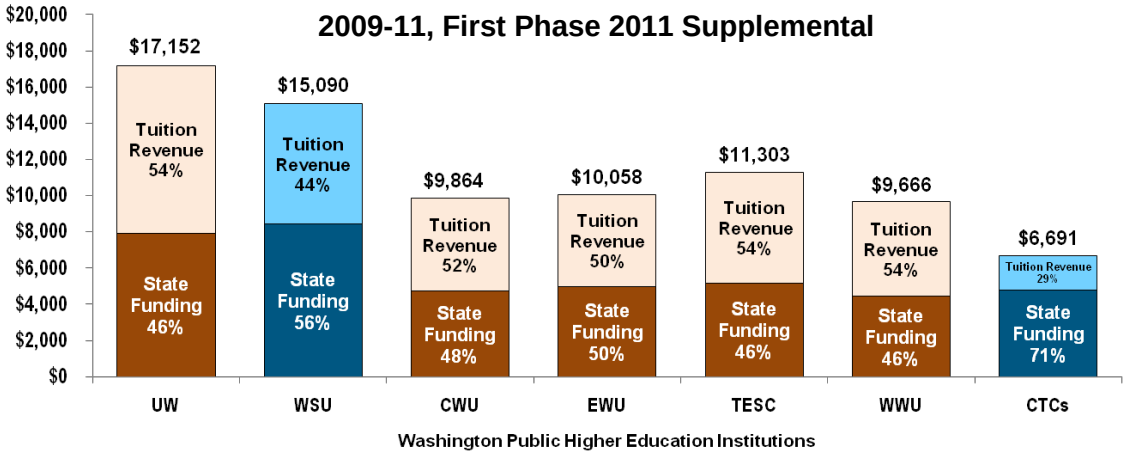
Tuition covers a growing share of higher education costs

Taxpayers and students traditionally have shared the cost of public higher education, but as state support has declined over time, the portion students pay through tuition and fees has grown, at least at the state's four-year colleges and universities. For the first time, tuition revenue during the 2009-11 biennium constituted a majority of the operating budget at four of the state's six public baccalaureate institutions, as shown in the graphic below. At the community and technical colleges, per student instruction costs covered by the state have remained consistently higher relative to tuition.

Maintaining a proper balance between the two revenue sources is consistent with the principle that higher education benefits both individuals who attend colleges and universities, and the general public.

State Funding and Tuition Revenue per Budgeted Student FTE by Institution, 2007-09 Compared to 2009-11





Note: State funding as represented by Near General Fund-State appropriations, tuition revenue as represented by tuition revenue for state supported enrollments (Fund 149-6), average biennial budgeted FTE. Does not include federal stimulus funding.

Sources: For state funding and tuition, HECB analysis of data from fiscal.wa.gov (accessed 12/16/10); for budgeted student FTE, Legislative Evaluation and Accountability Program Committee Legislative Budget Notes.

Student financial aid helps bridge the gap between college costs and family income

State and federal financial aid programs are a critical component of Washington's higher education funding system. Without financial aid, the goal of a college degree or certificate would be beyond the reach of many Washington families.

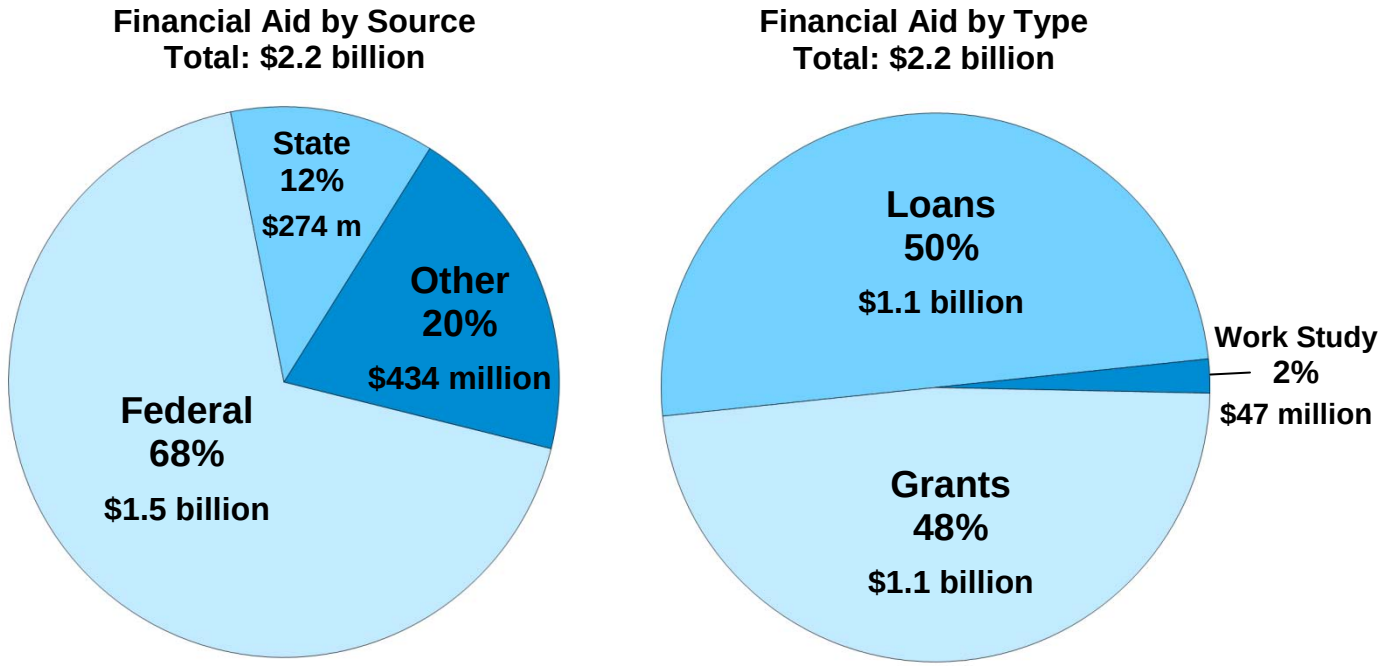
How much students are expected to pay toward the cost of attendance is based on variables such as family income and assets, and family size. The Free Application for Federal Student Aid (FAFSA) is used to establish the amount students will be expected to pay and their eligibility for state and federal financial aid programs.

In 2009-10, a total of $2.2 billion was provided to about 183,000 needy Washington students from state, federal, and other sources. This represents an increase of $402.7 million and 39,000 students compared to 2008-09.

This aid took the form of grants, work study awards, and loans. ***Grants*** are gifts with an obligation to make academic progress, but they do not need to be repaid. ***Work Study*** is a part-time employment opportunity. ***Loans*** are given with the requirement that they be repaid with interest in the future, usually after graduation.

As in previous years, the federal government provided the majority of financial aid received by Washington students. About 70 percent of the federal aid was in the form of loans.

Financial Aid Received by Washington Need-Based Aid Recipients
2009-10 Academic Year



Source: Higher Education Coordinating Board 2009-2010 Unit Record Report.

Washington offers several types of financial aid programs

In 2009-10, about $248 million in state aid was disbursed through programs administered by the Higher Education Coordinating Board (HECB). In that year, more than 75,200 students attending 85 colleges and universities received state assistance through these programs.

About 90 percent of state aid is in the form of grants and scholarships. The remaining 10 percent is in the form of work study, and a small percent represents forgivable loan programs and scholarships.

The 2010 Supplemental Budget reduced State Work Study and other aid programs by $22 million. Despite the reductions, the state's neediest students were held harmless in the face of a 14 percent tuition increase. However, programs may be further affected by reductions in the supplemental budget for FY 2011.

State Student Aid Programs
Anticipated Expenditures for Fiscal Year 2011

Public Purpose	Program	Estimated Expenditures	Students Served
Need-Based	State Need Grant	$227 million	70,000
	State Work Study	$16.1million	7,600
	Educational Opportunity Grant[1]	$1.1 million	500
	Passport to College	$0.9 million	396
Merit-Based	Washington Scholars	$2.7 million	379
	Washington Award for Vocational Excellence	$1.1 million	266
	GEAR UP Scholarships	$1 million	300
	American Indian Endowed Scholarship	$ 9,000	12
Targeted Workforce	Future Teachers Conditional Scholarship	$0.6 million	96
	Alternative Routes to Teaching	$1.6 million	333
	GET Ready for Math & Science	$0.7 million	101
	Health Professional Conditional Scholarship/Loan Repayment	$2.8 million	230
	WICHE Professional Student Exchange	$0.1 million	9
Total State Funding		**$256 million**	**80,200**

Note: Includes programs administered by HECB. Other aid programs administered by the SBCTC are not included. Expenditures include the appropriation and/or pre-existing committed funds.

Source: Higher Education Coordinating Board.

[1] Program was eliminated in 2009. Funding covers the final year of the last cohort of students still in the program.

Institutions provide significant additional financial assistance to students

In addition to student financial assistance provided by federal and state governments, institutions and private sources provide significant aid to students. More than 71,000 needy students received $434 million in financial aid from institutional and private sources representing 20 percent of total aid disbursed to needy students in 2009-10.[2]

Washington law requires public two- and four-year institutions to set aside at least 3.5 percent of revenue collected from tuition and services and activities fees to be used for needy students. Funds are usually awarded as grants, but also may be used to fund work study or loans.

Current estimates of tuition revenue collections to reach $957 million[3] annually for 2011. Three and one-half percent of this total equals about $33.5 million.

The current state budget requires baccalaureate institutions to set aside additional tuition revenue for financial assistance to resident undergraduate students during the 2009-11 biennium. The additional amount is one-seventh of the tuition revenue collected beyond what would have been generated if the seven percent cap on resident undergraduate tuition increases had remained in effect. (Institutions were authorized to raise tuition by up to 14 percent in each of the two academic years covered by the current state budget.)

Additional student aid comes in the form of partial and full tuition waivers. Institutions are required to waive tuition for the children, spouse, or domestic partner of a military veteran who was killed or became totally disabled as a result of military service. On a voluntary basis, institutions are authorized to grant waivers to additional categories of students, including veterans and National Guard members.

At the discretion of institutions, teachers and state employees may also receive tuition waivers for a particular course when space is available. For the entire student population, institutional authority to grant tuition waivers is limited by the state to a percentage of tuition revenue collected – a cap which varies among institutions.

Institutions that have resources from endowments, gifts, and other sources may choose to bolster student aid.

[2] Higher Education Coordinating Board 2009-2010 Unit Record Report.

[3] Legislative Evaluation and Accountability Program, based on allotments for fiscal year 2011 submitted by institutions. Reported revenue total includes community and technical colleges.

Borrowing remains a necessity for many students as college costs go up

Despite the availability of student financial aid, many low- and middle-income students still need to borrow to help pay for postsecondary education. The amount of college-related debt some students carry with them into post-college lives and careers is an increasing concern.

The table below shows the average level of borrowing by resident undergraduate students in Washington who received either need-based or non-need based loans during the 2009-10 academic year. The average loan amount incurred by the non-needy students was slightly higher than for needy students ($9,119 versus $7,411, respectively). The table also shows average loans incurred by students in the two categories who attended different types of institutions.

Dramatic changes in tuition and state financial aid policies could have a direct impact on borrowing behavior by students in the future. As tuition and other costs increase, students' financial need increases. If grant aid is not sufficient to cover the rising cost of attendance and the increasing numbers of financially needy students, students will need to borrow more, work more, drop out, or defer enrollment.

Resident Undergraduate Borrowing by Sector, 2009-10

Sector	Need-Based Aid Recipients with Loans*	Average Annual Loan	Non Need-Based Aid Recipients with Loans*	Average Annual Loan
Four-Year Public	32,660	$7,862	8,555	$10,757
Two-Year Public	30,100	$5,404	3,859	$4,779
Four-Year Private	9,513	$10,738	1,123	$11,046
Private Career	6,821	$8,919	436	$9,172
Total	**78,589**	**$7,411**	**13,913**	**$9,119**

*Total does not equal the sum of the sectors because students who transferred between sectors are counted in each sector, but only once in the total.

Source: Higher Education Coordinating Board 2009-2010 Unit Record Report.

GET program helps families save for future college expenses

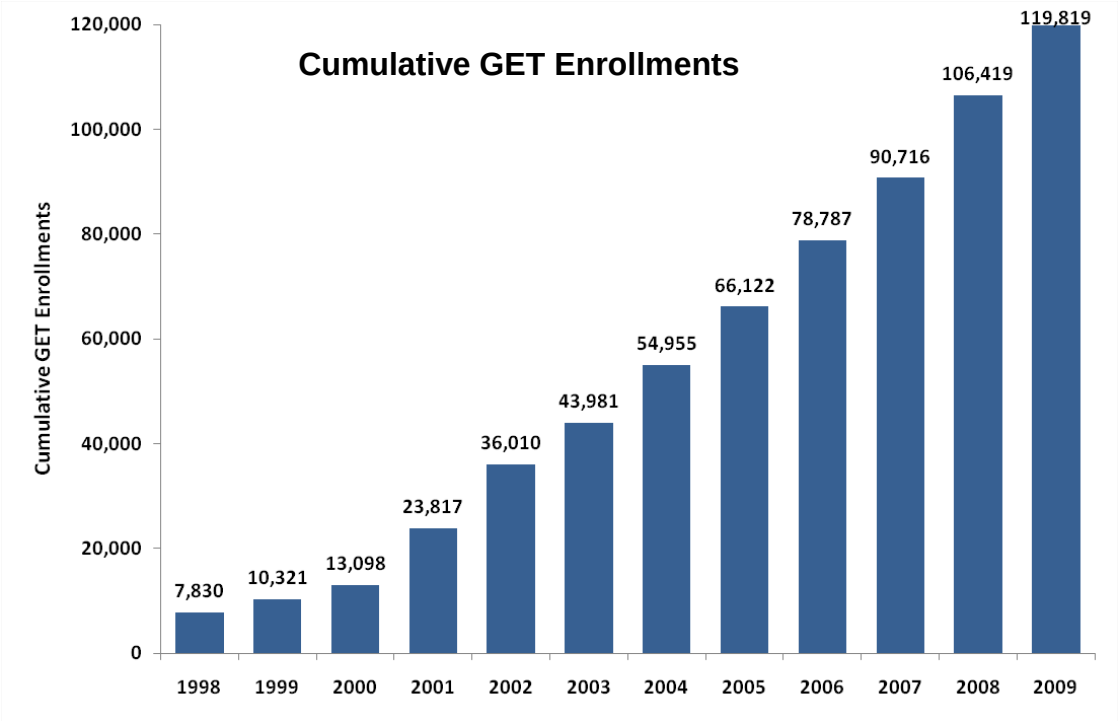
To encourage Washington families to save for college, the state Legislature, in 1997, authorized an IRS Section 529 prepaid college tuition plan called the Guaranteed Education Tuition (GET) program. GET, which began operation in August 1998, allows families to purchase tuition units now for use at a later date. The funds are invested and the purchaser is guaranteed a return to help cover future tuition.

Families can purchase between one and 500 units. The state guarantees that 100 units will cover one year of resident undergraduate tuition and state-mandated 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 (chair), the State Treasurer, the director of the Office of Financial Management, and two citizen members. The HECB administers the GET program, while the State Investment Board oversees its investments.

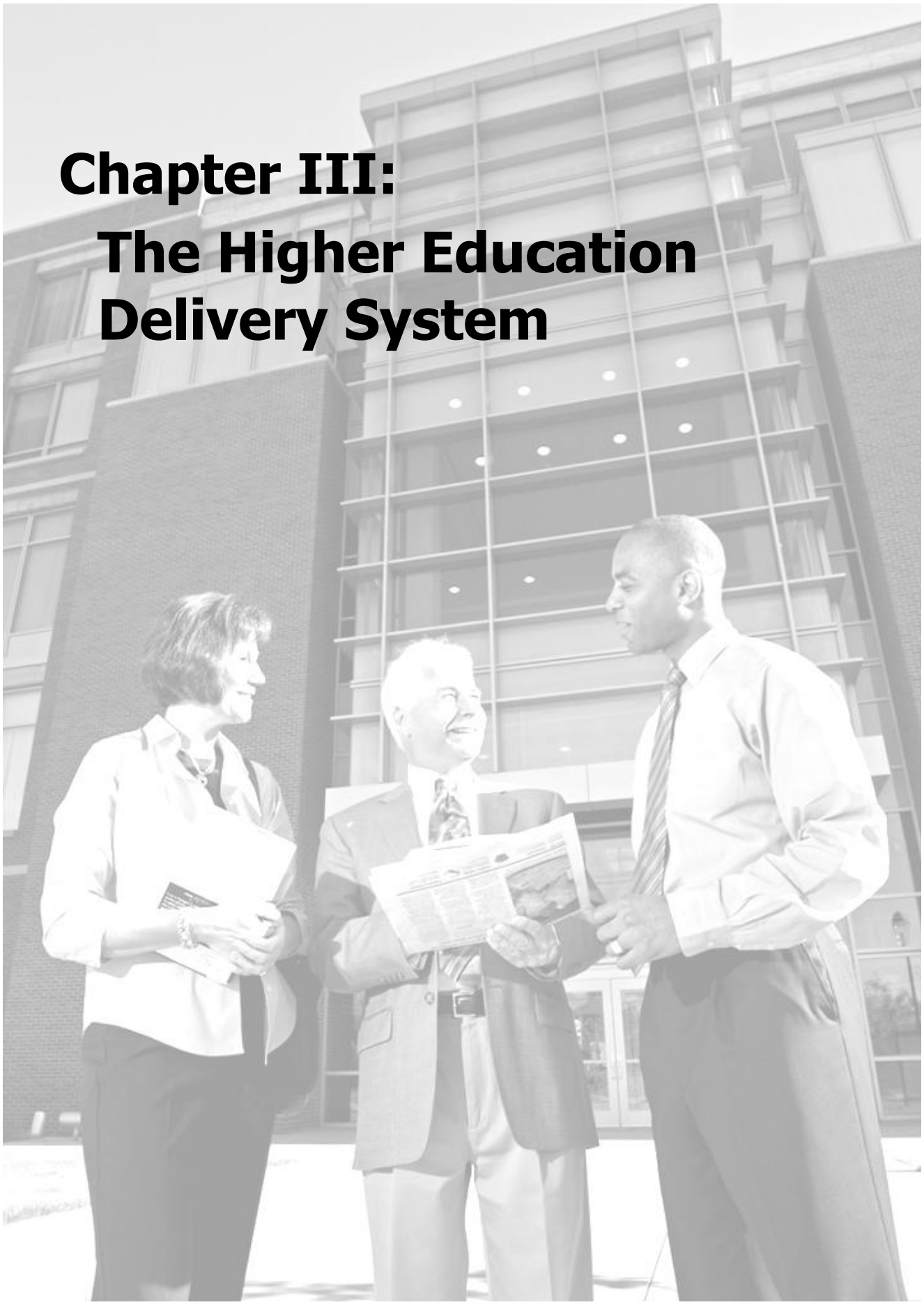
As of June 2010, Washington families had opened nearly 120,000 accounts, valued at more than $1.3 billion. To date, more than 16,897 students have used their GET accounts to attend colleges and universities in all 50 states and in five foreign countries. GET is one of the nation's fastest-growing prepaid tuition plans in both assets and number of accounts.

The GET Committee annually sets the price of a GET unit, currently $117. Families can buy units by setting up a customized monthly payment plan or by making lump sum purchases. The annual enrollment period runs September 15 through March 31. For more information, visit www.get.wa.gov or call 1-800-955-2318.



Source: Higher Education Coordinating Board, GET program.

Chapter III:
The Higher Education Delivery System



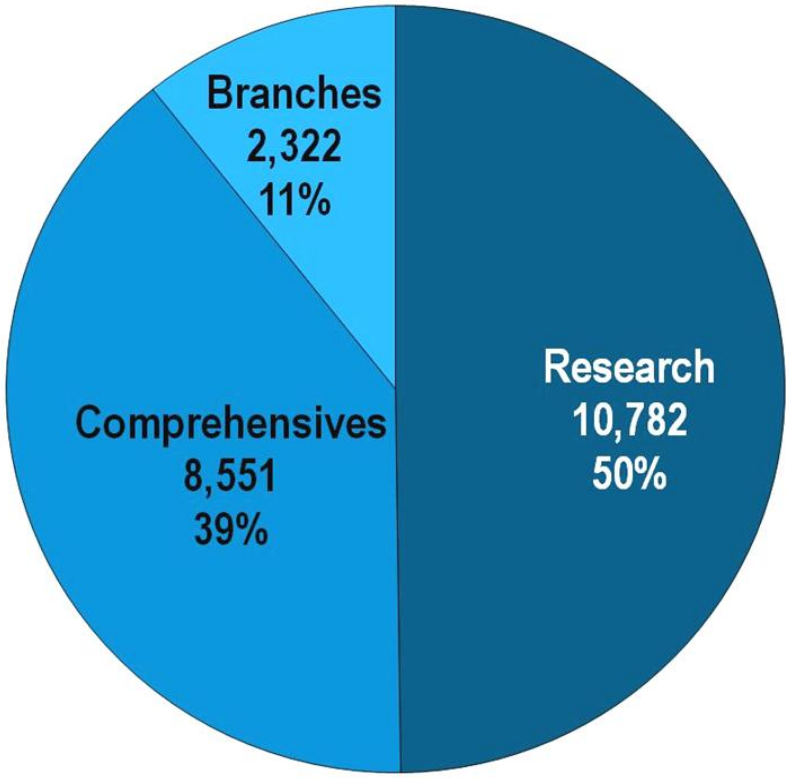
Variety in public institutions offers a wide range of academic opportunities

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

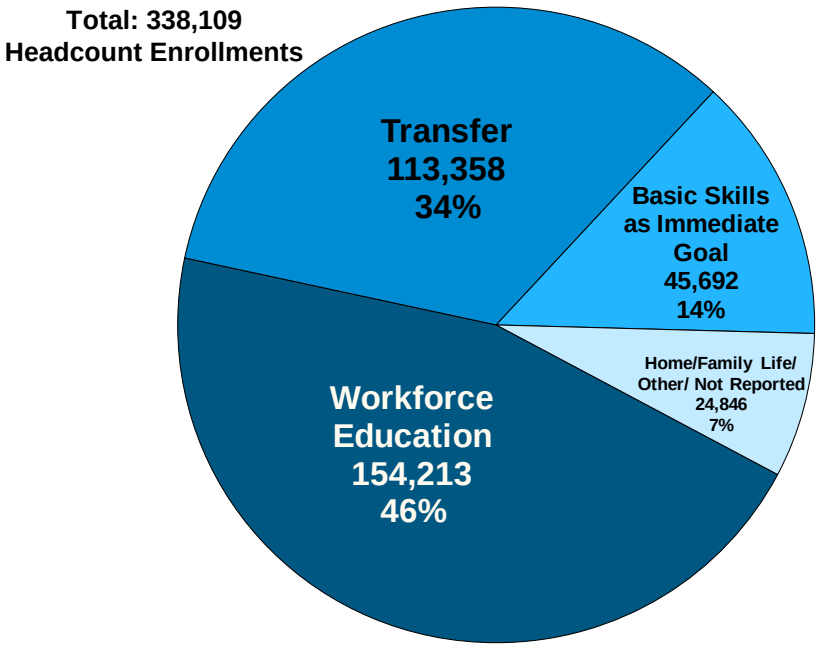
Washington maintains a system of 34 public community and technical colleges (CTCs) located in many parts of the state. These institutions offer a variety of two-year degrees and certificates.

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.

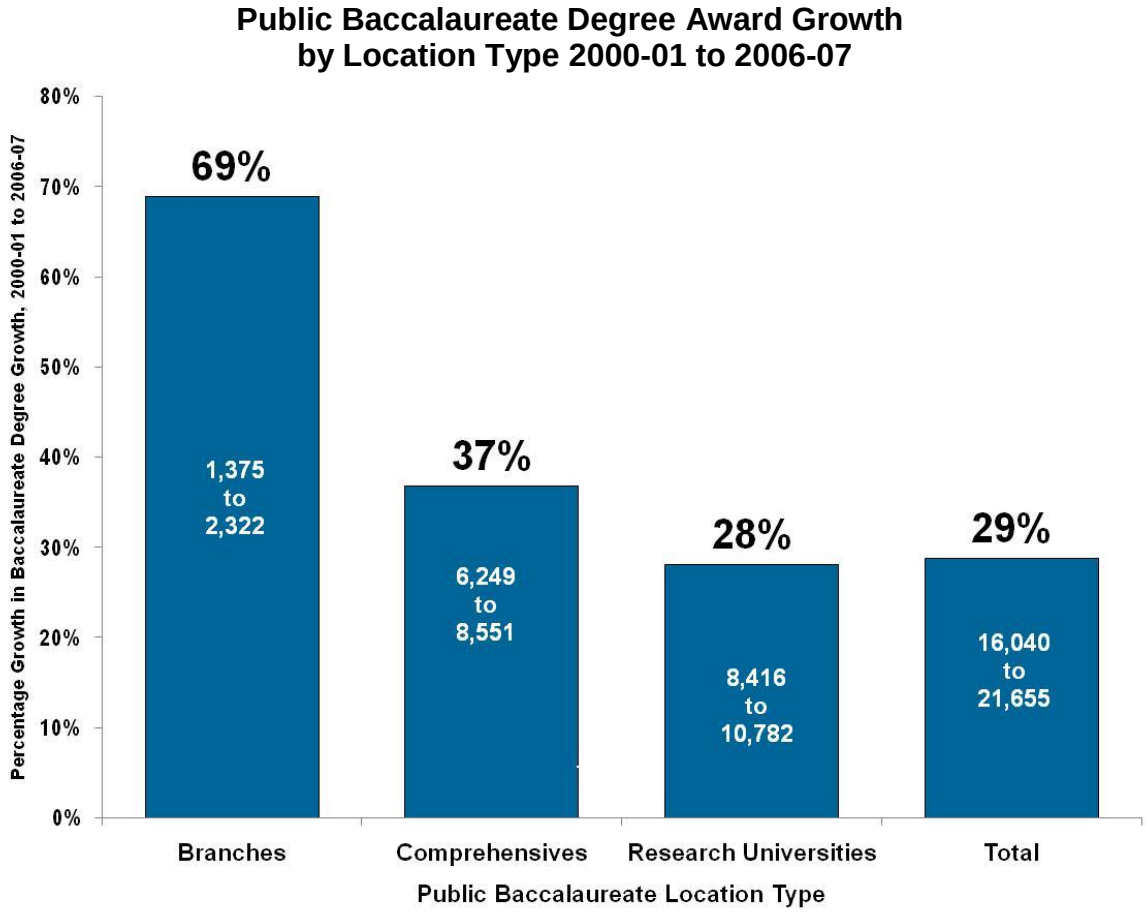
Home and family life, other, and not reported:
These students enroll for parent education, retirement planning, or other purposes. This category also includes students who did not specify a goal when they enrolled.

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.



Sources: 2000-01 - SBCTC Role of Transfer in the Bachelor's Degree (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.

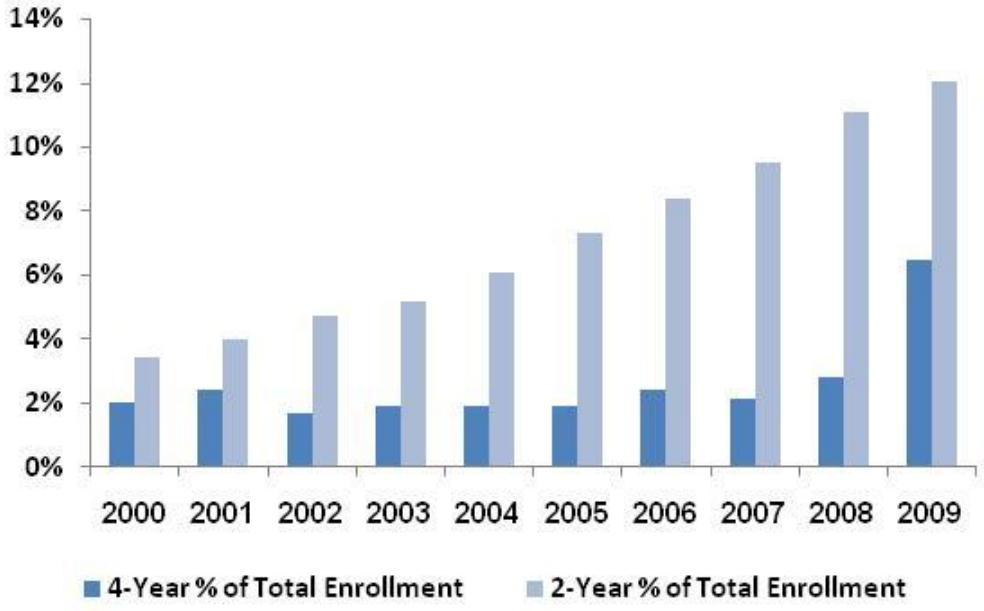
Distance learning is the general term used to describe educational activities that occur when teachers and students are physically separated for at least part of the instructional time. Distance learning includes use of the Internet, satellite transmissions, cable networks, and other technologies.

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.[1]

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.[2]

Distance Learning Enrollment as Percentage of Total Enrollment
Washington Public Institutions



[1] *Washington State Higher Education Trends and Highlights,* State of Washington, Office of Financial Management, February 2009.

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

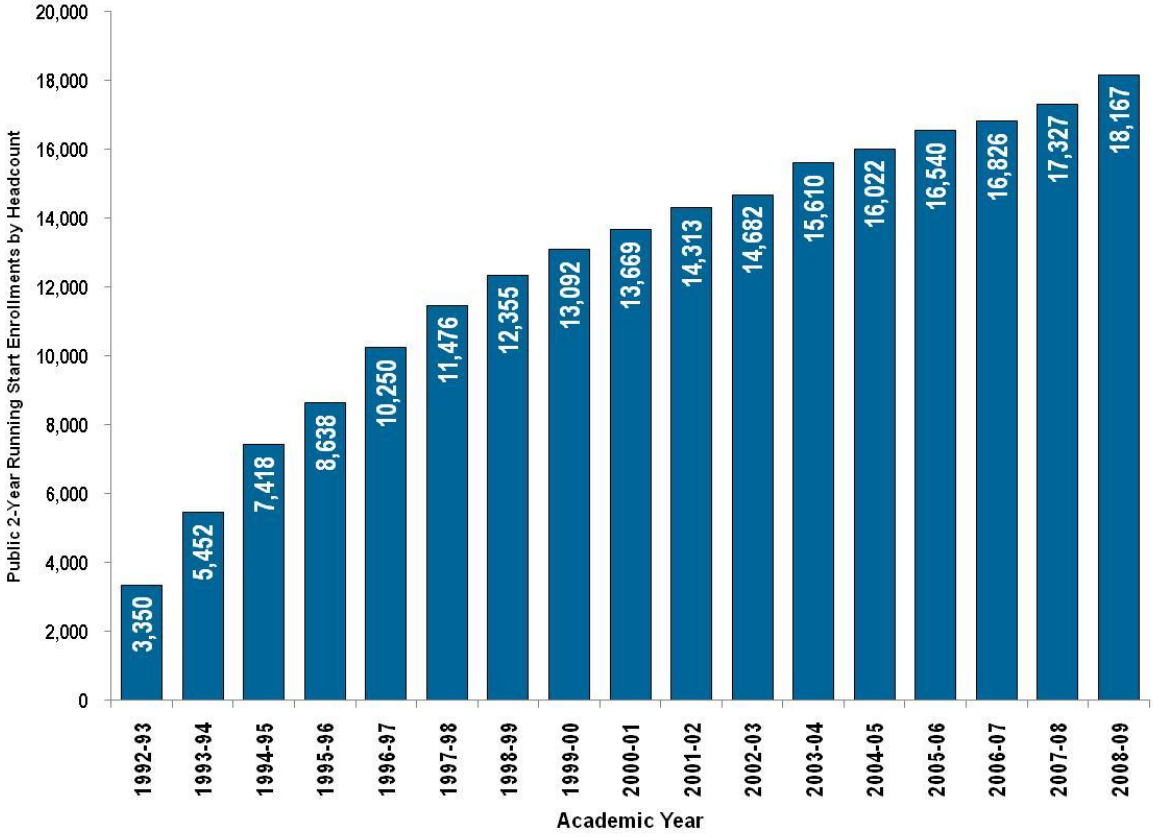
Through Running Start, many students earn college credit while still in high school

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.[3]

More information: 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

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

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

[3] 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

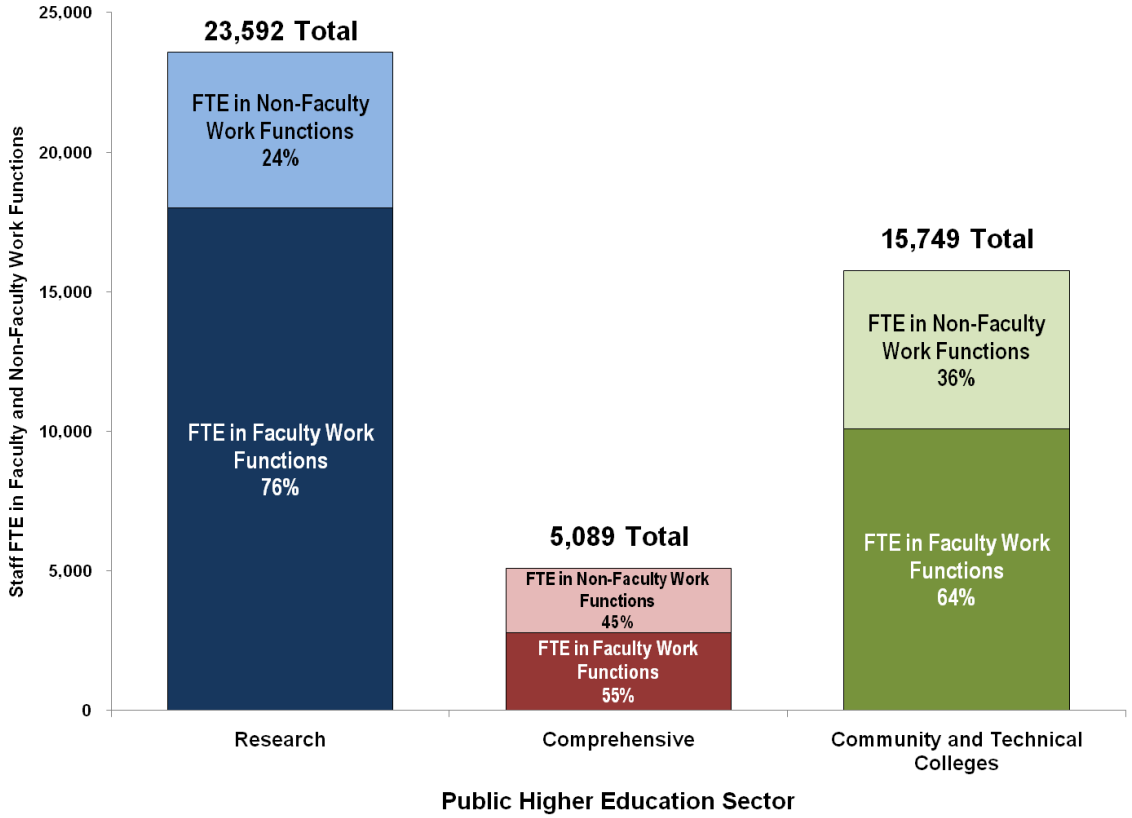
Operating a world-class educational system requires thousands of faculty and staff to educate students, conduct research, carry out essential business functions, provide student services, and preserve the state investment in higher education infrastructure.

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.

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

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

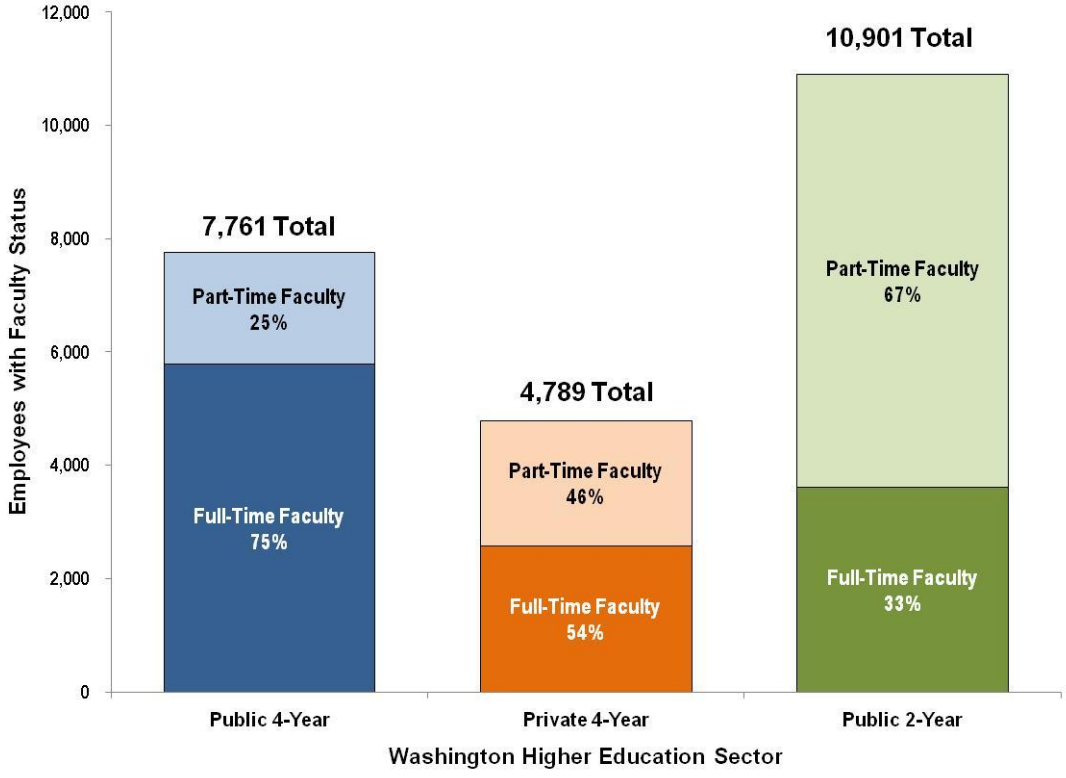
Part-time (or adjunct) faculty members make up a significant component of the instructional workforce at the two- and four-year colleges and universities.

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)[4] 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.[5]

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.

[4] 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.

[5] State Board for Community and Technical Colleges, 2008-09 Academic Year Report.

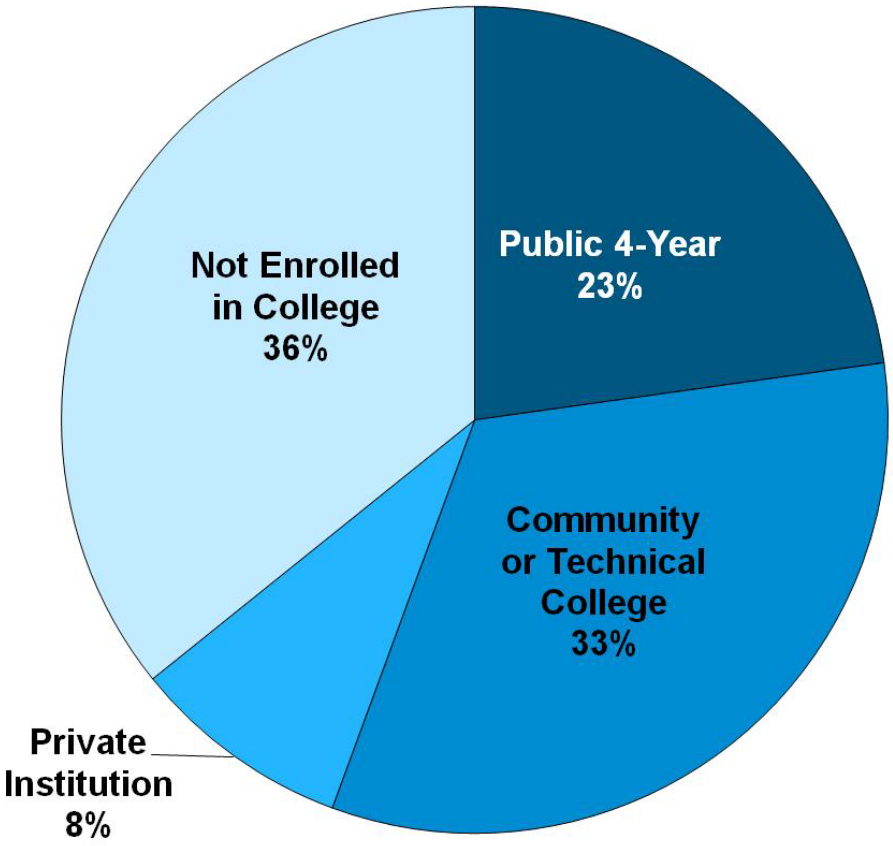
Chapter IV:
Who Goes to College in Washington

College-going behavior after high school

The traditional path to a postsecondary education – high school immediately followed by two to four years at a college or trade school – is not the typical journey for many college students today. Increasingly, college experiences occur throughout one's adult life. By choice or necessity, some go to work full-time immediately after high school and defer college. Others work and attend college part-time. Many return to college later in life for career retraining or to update job skills.

The Washington State Education Research & Data Center looked at education-related activities of Washington's 2008-09 high school graduates in their first year after graduation. Of the 63,386 high school graduates, 40,708 (64.2 percent) had enrolled in postsecondary education. The remaining 36 percent presumably were working or decided not to attend college for other reasons. According to the study, female graduates were more likely to enroll the first year (67.6 percent) than male graduates (60.6 percent).

Student Activity One Year After High School Graduation from Washington Public High Schools, Class of 2009



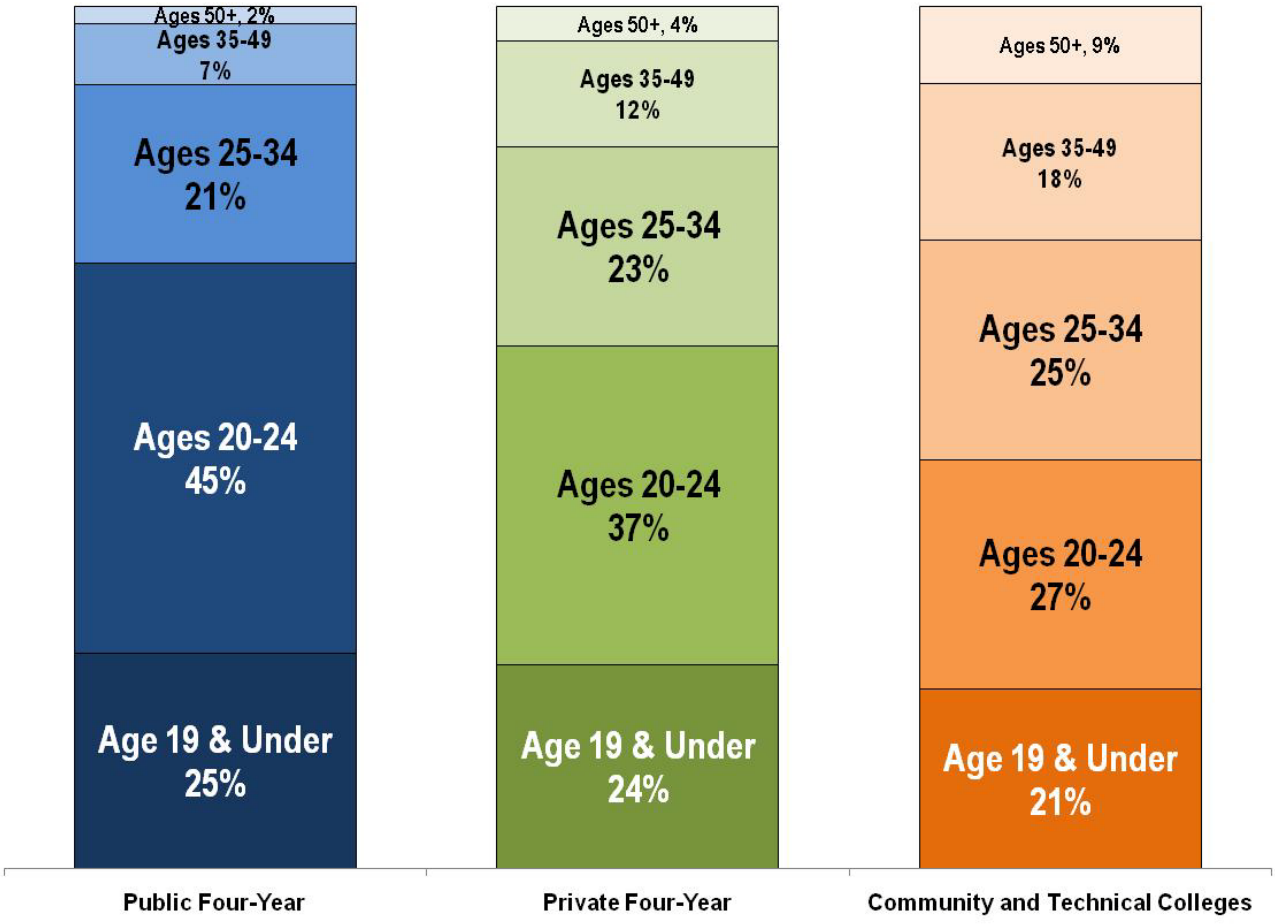
Note: Students for whom no enrollment or employment data exists are not included.

Source: Education Research & Data Center, *Participation in Post-secondary Education, Washington State High School Graduates, 2008-09* (December 2010).

Students at baccalaureate institutions more likely to be in their early 20s

Students attending four-year public and private institutions tend to be in the age categories most commonly associated with college students (ages 18-24). The community and technical colleges, on the other hand, serve a greater percentage of older students.

Student Age Distribution as a Percentage of Total Headcount Enrollment by Sector, Fall 2009



Note: Students for whom no age data exists are not included.

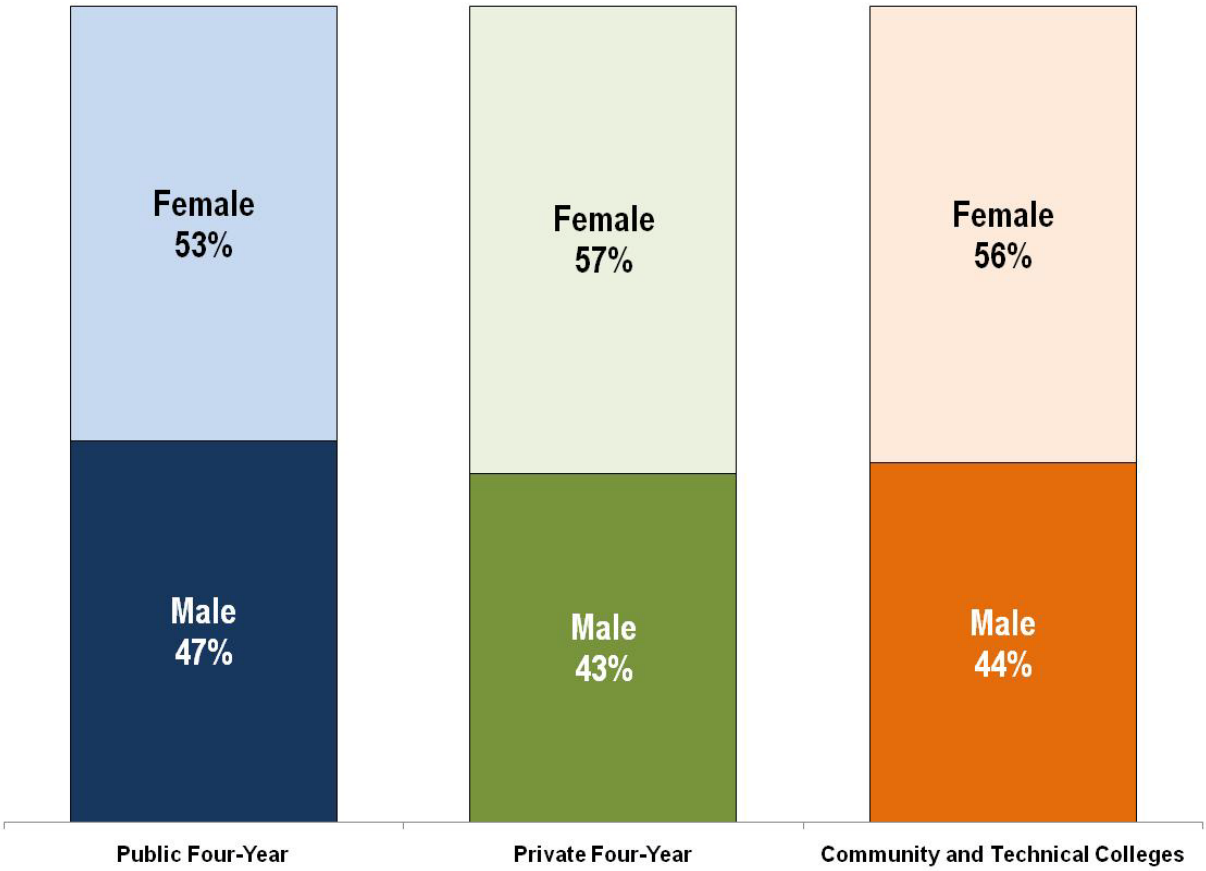
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2009.

More than half of college students at two- and four-year institutions are female

In 2009, females again outnumbered males on Washington college campuses, although the percentage of women enrolled in public four-year institutions and community and technical colleges dropped slightly from the previous year. Female enrollments at most institutions have consistently outpaced male enrollments at most Washington institutions since at least 1996.

While females outnumber males in overall numbers on college campuses, they trail in pursuit of degrees in the science, technology, engineering, and mathematics (STEM) fields. In 2007-08, just 34 percent of all STEM postsecondary degree awards in Washington's public and private institutions went to female students.[1]

Student Gender Distribution as a Percentage of Total Headcount Enrollment by Sector, Fall 2009



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

[1] HECB analysis of data from Integrated Postsecondary Education Data System (U.S. Department of Education).

More students leave the state for their college educations than come here

Washington is a net exporter of high school graduates to colleges and universities in other states. More students leave the state to attend college than come here for the same purpose.[2]

Most of the 1,235 students who represented Washington's net student loss in 2008, attended private colleges and universities in other states. High school graduates entering and leaving the state to attend public colleges and universities were roughly even, suggesting that Washington public institutions continue to place greater emphasis on enrolling resident students than out-of-state students.

High school graduates who were eligible for federal student aid (Pell Grant) in 2008, left Washington to attend private colleges and universities at a much higher rate than Pell-eligible students who migrated to Washington to attend private institutions. Institutional or state-aid policies may help explain the movement of aid-eligible students out of state.

Washington's net out-migration of high school graduates further complicates the state's efforts to expand degree production among its own population in order to meet projected demand for college-educated workers in the future.

Migration of Recent High School Graduates by Institution Type, Fall 2008

Sector	In-Migration	Out-Migration	Net In-Migration
Public Two-Year	260	273	-13
Public Four-Year	2,743	2,642	+ 100
Private Two-Year	0	118	- 118
Private Four-Year	2,914	4,118	-1,204
All Sectors	5,917	7,152	-1,235

Source: Postsecondary Education Opportunity Analysis of U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Education Data Systems (IPEDS) Fall 2008 Enrollment Survey.

[2] Spaulding, Randy. *The Impact of Interstate Migration on Human Capital Development in Washington*, Higher Education Coordinating Board (September 2010), http://www.hecb.wa.gov/research/documents/2010migrationReport-final.pdf.

State's growing diversity reflected on Washington campuses

Washington is growing more diverse. The share of the state population that includes people of color and Hispanics grew from 20.6 percent of the state population in 2000, to 23.8 percent in 2008.[3]

As Washington's overall population changes, the mix of students on college campuses also is undergoing a transformation. In 1999, 76 percent of students attending the state's public four-year institutions were white. By 2009, fewer than 69 percent were white. At the state's independent four-year institutions, 77 percent of students were white in 1999. By 2009, 74 percent were white. At the state's community and technical colleges, more than 79 percent were white in 1999, compared to nearly 70 percent in 2009.

Hispanics, Washington's fastest-growing minority group, accounted for nearly 4 percent of students at public four-year institutions in 1999, compared to 6.5 percent in 2009. The next fastest-growing group, Asians and Pacific Islanders, accounted for nearly 11.5 percent of the student population in 1999; it was nearly 14 percent in 2009.

Student Race/Ethnicity Distribution as a Percentage of Total Headcount Enrollment by Sector, Fall 2009

	Headcount Enrollment			Percentage Within Sector		
Race/Ethnicity	Public Four-Year	Private Four-Year	Community & Technical Colleges	Public Four-Year	Private Four-Year	Community & Technical Colleges
			Fall 1999			
Black	2,188	1,335	7,498	2.6%	3.5%	4.6%
Native American	1,581	521	3,415	1.9%	1.4%	2.1%
Asian/Pacific Islander	9,657	3,088	11,631	11.5%	8.2%	7.2%
Hispanic	3,163	1,488	7,670	3.8%	3.9%	4.7%
White	63,633	29,072	128,780	75.7%	77.0%	79.2%
Nonresident Alien	3,866	2,232	3,619	4.6%	5.9%	2.2%
TOTAL	**84,088**	**37,736**	**162,613**	**100.0%**	**100.0%**	**100.0%**
			Fall 2009			
Black	3,561	2,097	9,462	3.2%	4.8%	5.1%
Native American	1,697	723	2,988	1.5%	1.6%	1.6%
Asian/Pacific Islander	15,111	4,141	13,564	13.7%	9.4%	7.4%
Hispanic	7,107	2,807	15,526	6.5%	6.4%	8.4%
White	75,663	32,517	128,634	68.8%	73.7%	70.0%
2 or More (see note)	1,213	80	7,561	1.1%	0.2%	4.1%
Nonresident Alien	5,611	1,773	6,073	5.1%	4.0%	3.3%
TOTAL	**109,963**	**44,138**	**183,808**	**100.0%**	**100.0%**	**100.0%**

Note: Northwest Indian College enrollments are included in the community and technical colleges sector. Students from "unknown" racial/ethnic backgrounds are excluded from the analysis. For fall 2008, institutions were given the option of using the "multi-racial" category; not all schools did.

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

[3] Population by Race and Hispanic Origin: 2000 and 2008. OFM http://www.ofm.wa.gov/pop/race/08estimates/executivesummary08.pdf.

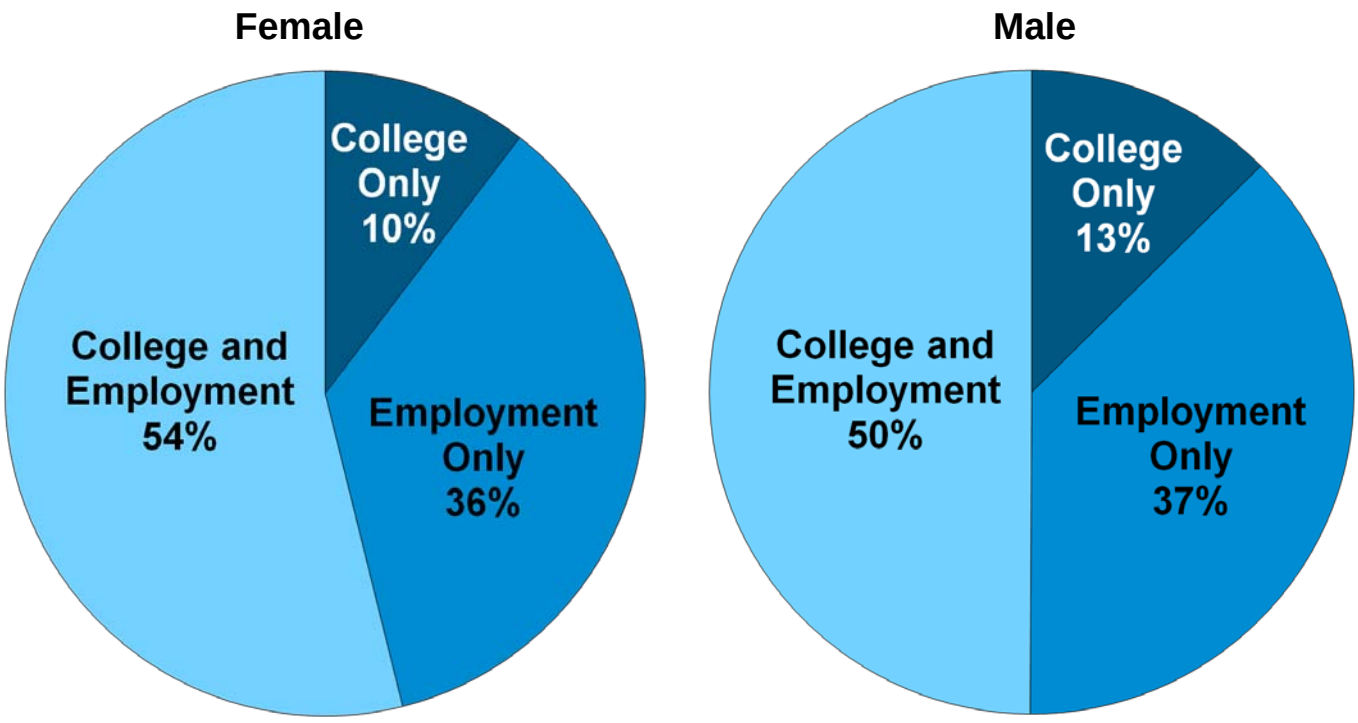
Juggling study and work is a reality for many Washington students

Many students face the challenge of balancing college work with the demands of a job or family. Some work intermittently or full-time to earn money to help pay tuition and cover living expenses or to gain valuable work experience in a chosen field. Others work at career jobs full-time while taking college classes to update job skills in specific areas.

The *Washington State Graduate Follow-up Study* for 2007 found that more than 24 percent of high school graduates who attended two-year institutions during their first year after graduation were employed at some time during the year. More than 20 percent of those attending baccalaureate institutions worked.

The report also found that female students were more likely to have jobs during the year, while men were more likely to work without attending college. Roughly the same proportion of men and women (10 percent) attended college without working.

Post-High School Efforts in Year After Graduating by Gender
Class of 2007



Note: Students for which no data exists are not included.

Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-up Study*, Class of 2007.

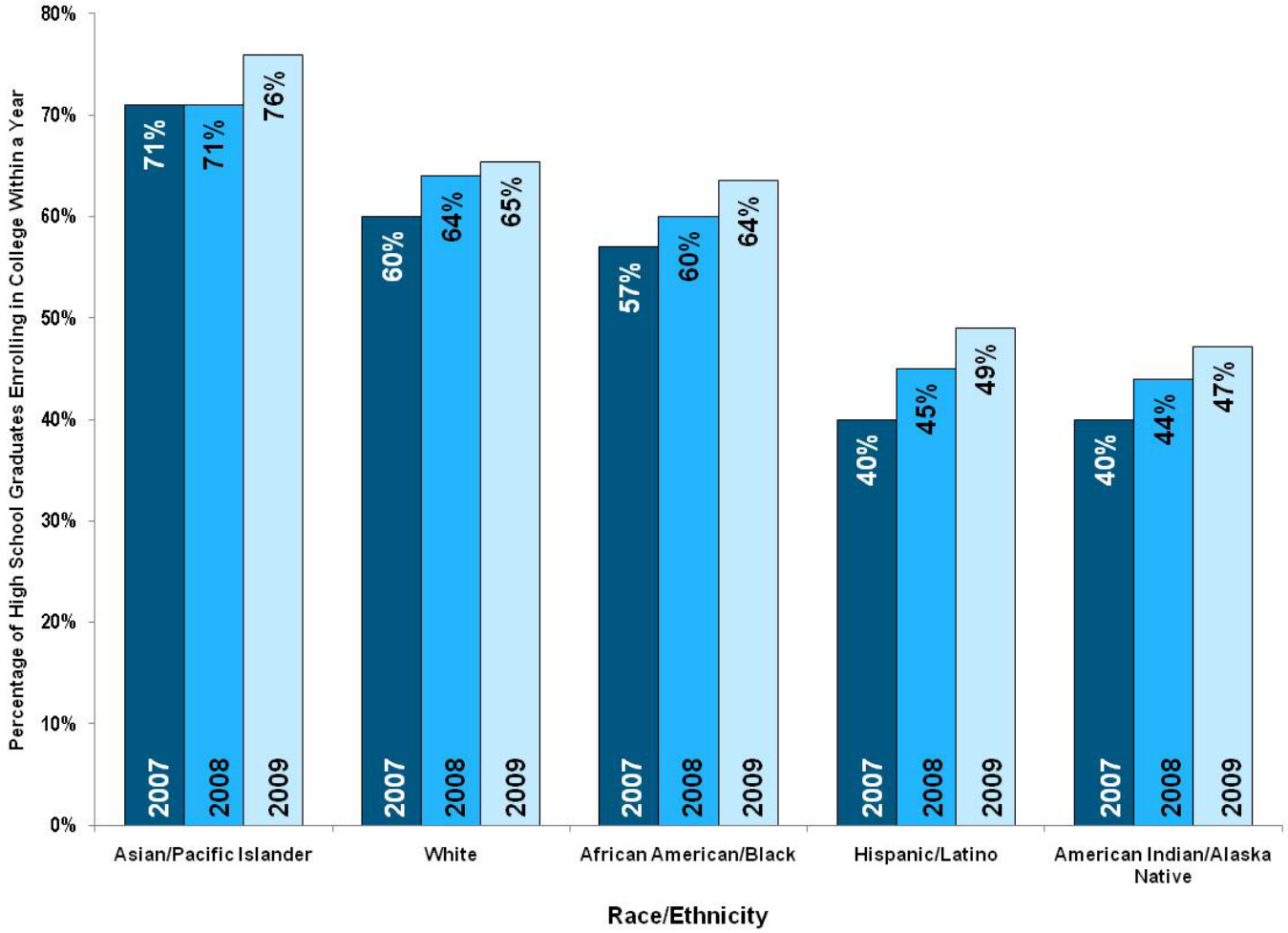
College participation rates vary among racial and ethnic groups

While more minority students are enrolling at Washington colleges and universities, the level of participation by different ethnic groups varies and does not always correspond to their overall growth rate in the state population.

Asians and Pacific Islanders are the state's second fastest-growing minority group, but they lead all racial and ethnic categories in rates of college participation. Hispanics, the fastest-growing racial and ethnic category, trail Asian and Pacific Islanders, whites, and African Americans in college participation.

To meet the state's long-term goals for increased production of college degrees, more members of minority groups will need to be encouraged to pursue college degrees and certificates.

Percentage of High School Graduates Enrolling in College within a Year by Race/Ethnicity, 2007-2009



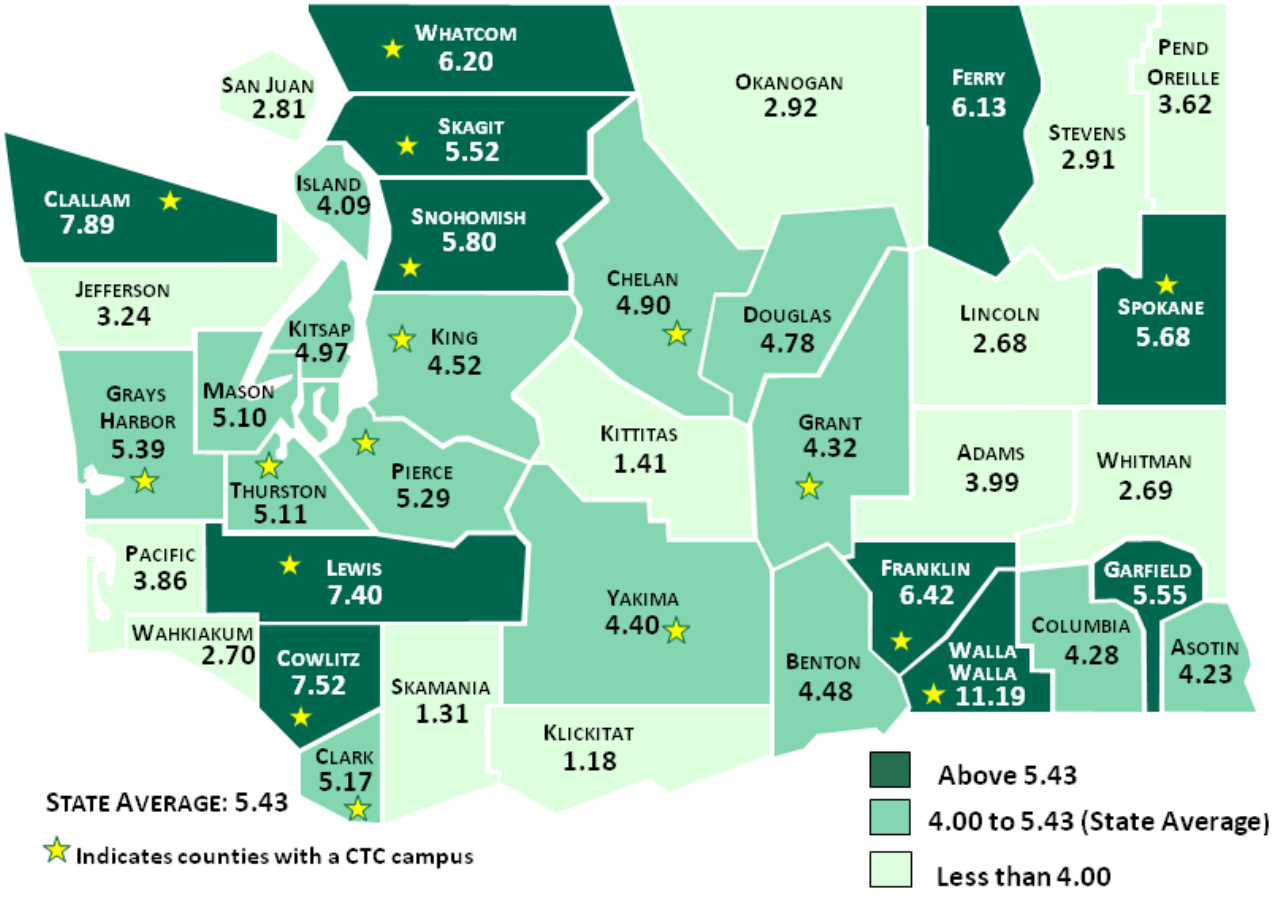
Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, Washington State College Enrollment Study (2007, 2008), ERDC 2009.

Proximity to college increases odds of enrollment

Having a college in one's hometown or a nearby community makes it easier to attend college. Data confirm that Washington residents who live in counties where community or technical colleges are located attend CTCs in greater numbers than people who live in counties that do not host CTCs.

The map below shows CTC participation rates as a percentage of the county resident population aged 17-64. The impact that proximity and ease-of-access have on college participation rates highlights the importance of improving college access, especially for people whose incomes or other circumstances make it difficult to travel long distances to attend college.

Community College Participation Rates by County
Percent of Population Aged 17-64, Fall 2009



Sources: State Board for Community and Technical College's Management Information System Reports; Office of Financial Management's county population estimates.

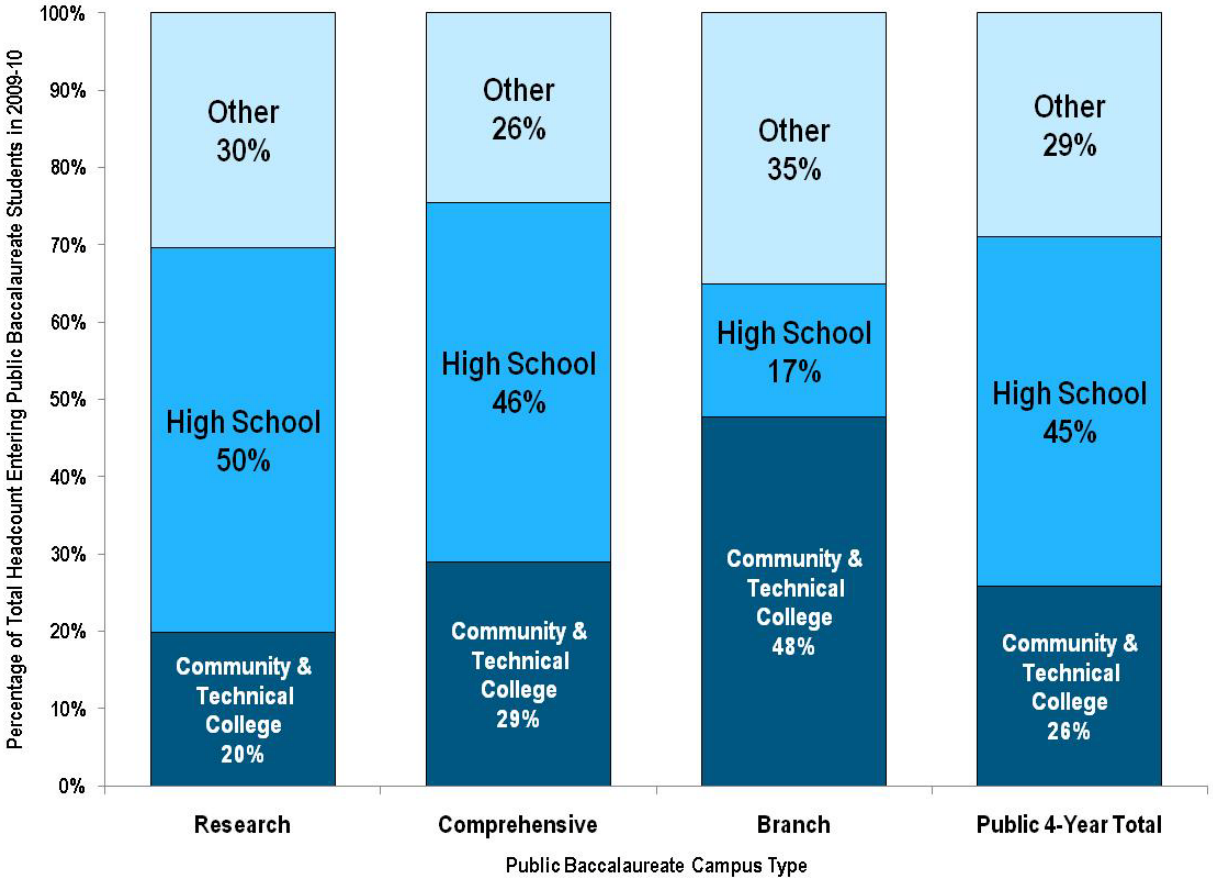
Students travel a variety of pathways to reach baccalaureate institutions

Students arrive at the state's public baccalaureate institutions with a variety of educational backgrounds. Some come straight from high school, while others transfer from community and technical colleges or from other baccalaureate institutions.

The chart below shows that the educational backgrounds of the student populations within each institutional type vary considerably. More than half the entering students at the research and comprehensive institutions enrolled directly from high school, while less than a quarter of those enrolling at branch campuses came from high school.

Branch campuses, which began admitting freshmen in 2006, have a higher percentage of students with other educational backgrounds, including transfers from other four-year institutions in Washington or out-of-state.

Students Entering Public Baccalaureate Institutions as a Percentage of Headcount Total by Source and Campus Type 2009-10 Academic Year



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.

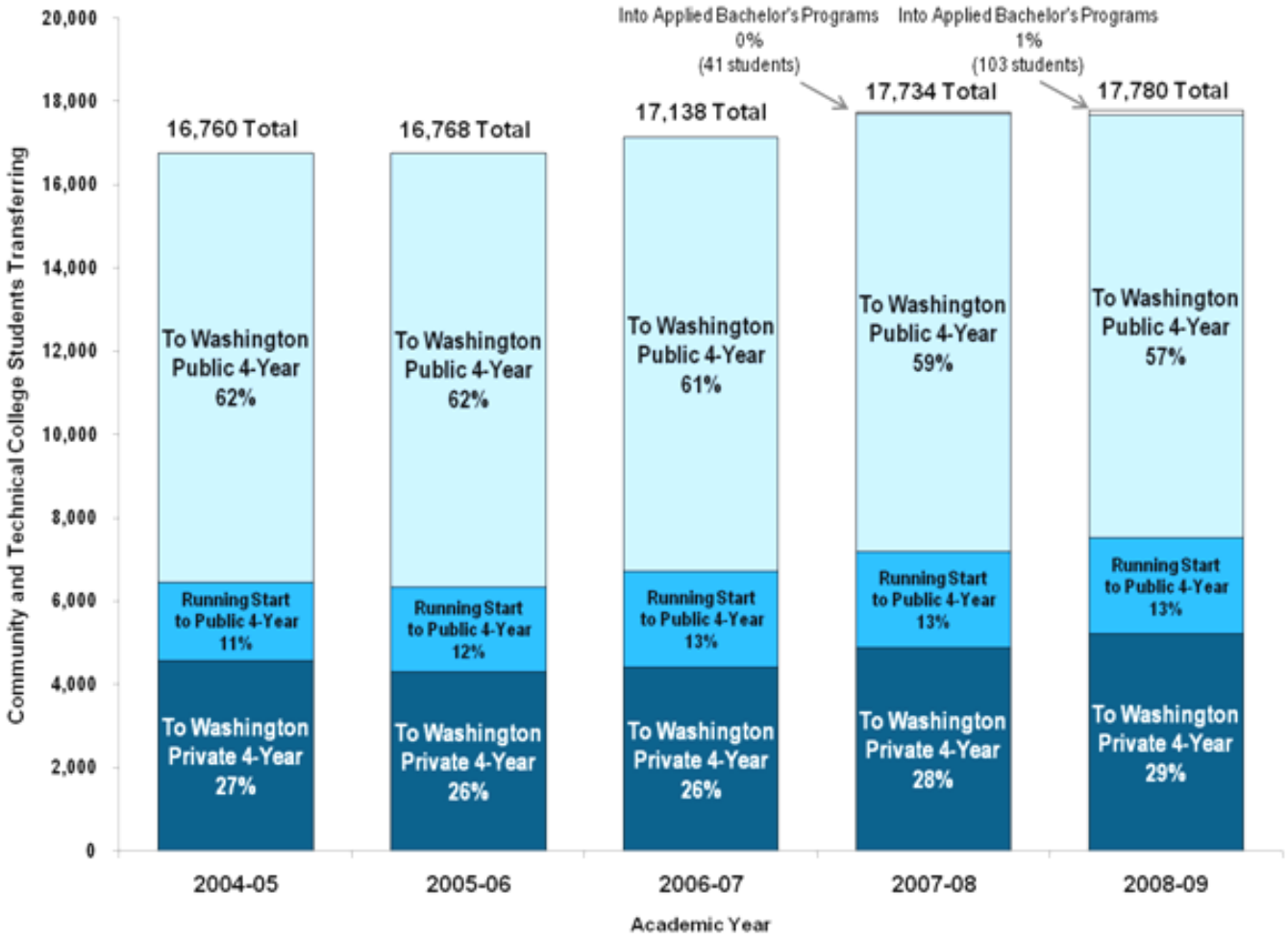
Source: Office of Financial Management, *Higher Education Enrollment Report*, Table 7, 2009-10.

Many baccalaureate students begin college at two-year institutions

The number of community and technical college students who transfer to public or private baccalaureate institutions has grown at a modest pace in recent years. In 2007-08, about 17,800 Washington community and technical college students transferred to four-year institutions in the state. Another 3,000 students transferred to out-of-state institutions.

Not all transfer students have degrees and not all students with two-year degrees transfer. Of those who transferred to a Washington college or university, about four-fifths enrolled at public four-year institutions; this includes more than 2,300 Running Start students. In addition, about 5,200 students transferred to independent four-year institutions in Washington or to Portland State University.

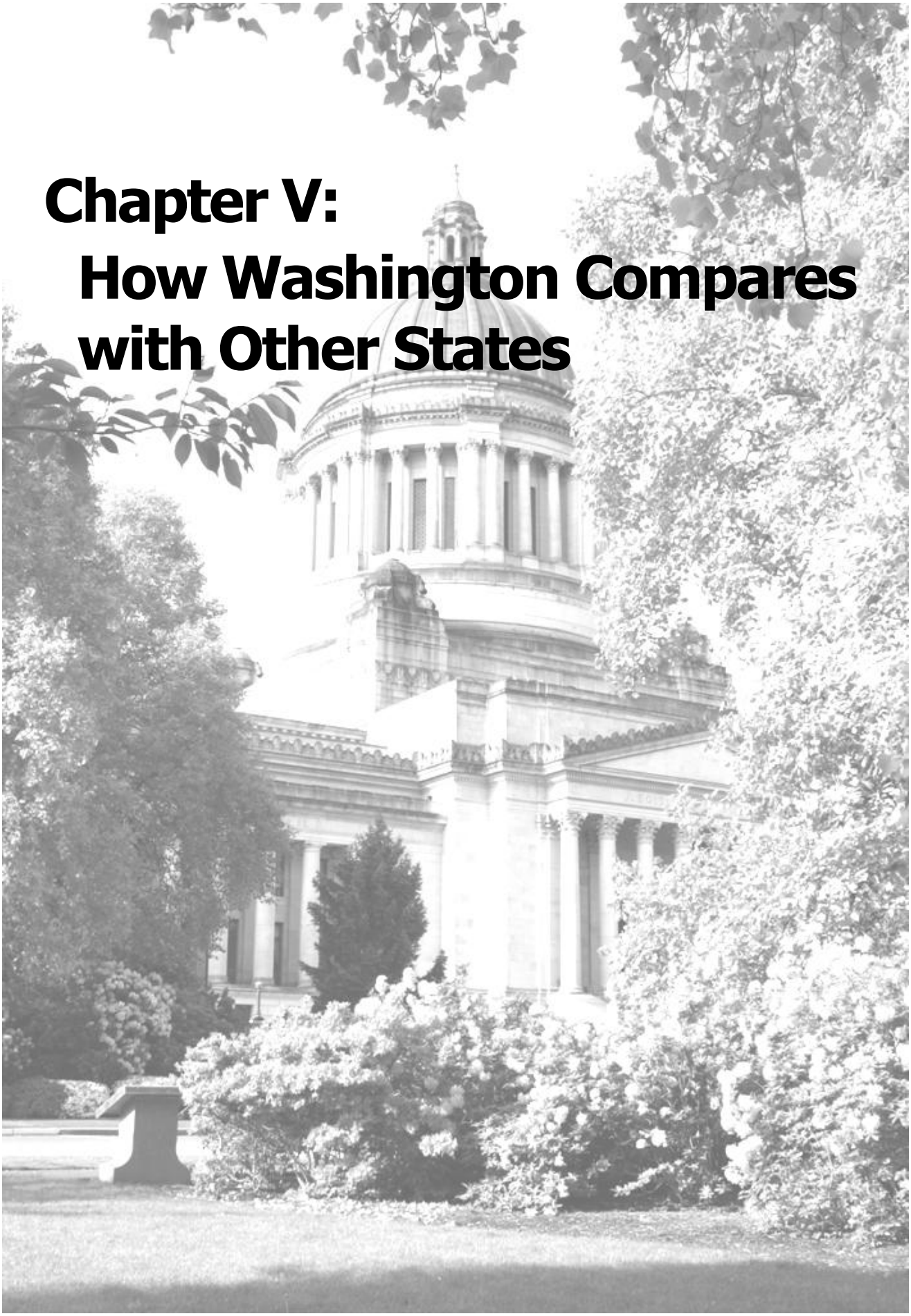
Transfer Students from Community and Technical Colleges, by Destination 2004-05 to 2008-09



Notes: Washington independent schools includes Portland State University. Totals may not add due to rounding.

Source: State Board for Community and Technical Colleges, *Academic Year Report*, 2007-08.

Chapter V:
How Washington Compares with Other States

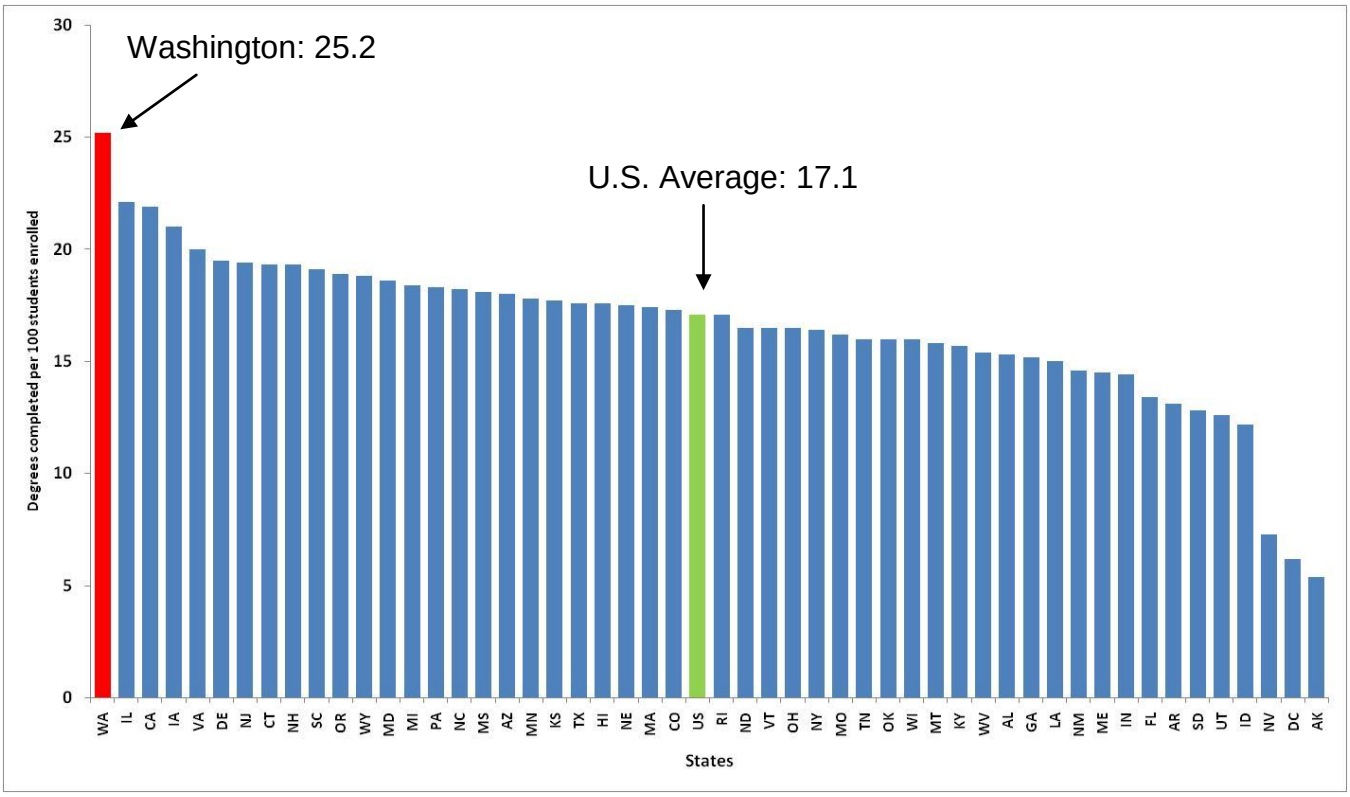


Washington's public four-year colleges are highly productive in degree completion…

An undergraduate who attends one of Washington's four-year public colleges and universities has an excellent chance of successfully completing his or her studies and receiving a baccalaureate degree. In 2007-08, Washington was first among all 50 states in the efficient production of baccalaureate degrees among students already enrolled in college.

Factors that help account for Washington's high ranking include the high number of freshmen and transfer students who successfully graduate from the state's baccalaureate institutions.

How States Compare in Completion of Bachelor's Degrees
Public Baccalaureate Institutions, 2007-08



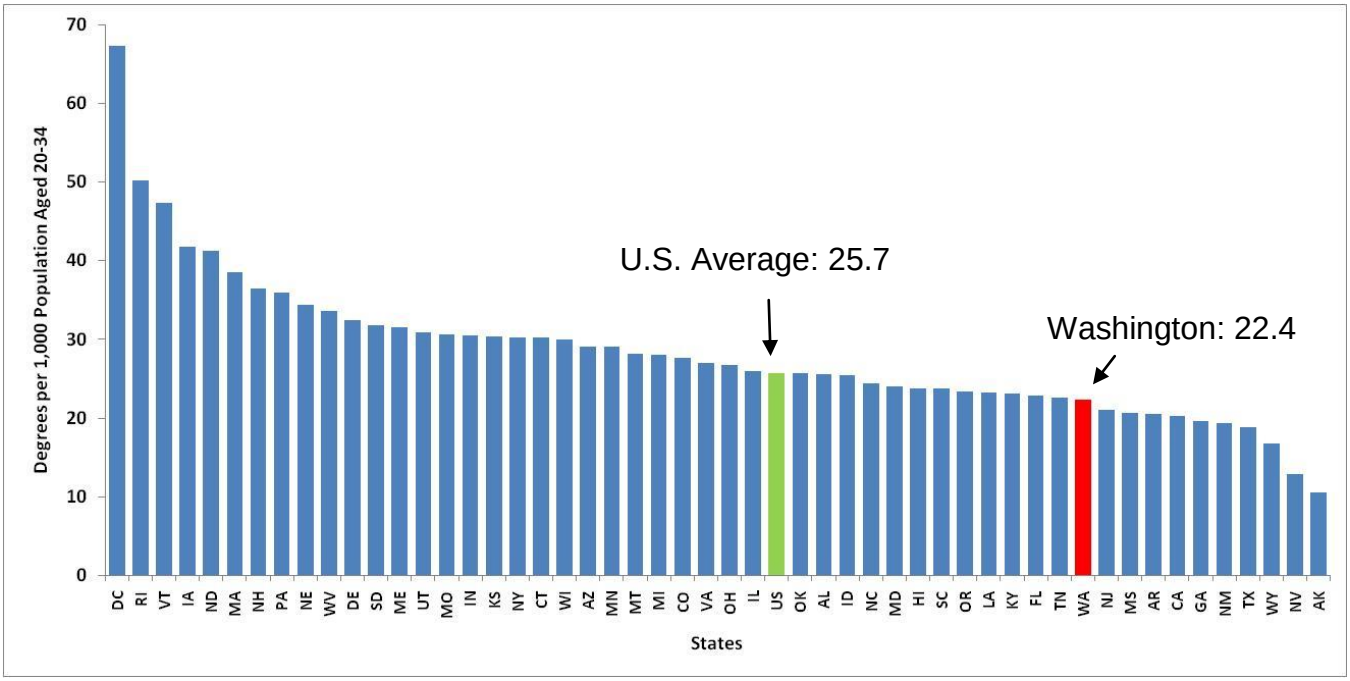
Source: National Center for Education Statistics, fall 2007.

...but based on population, Washington degree production ranks in bottom third of states

Even though Washington is first in baccalaureate degree production among students who *do* go to a four-year college, Washington does not compete well with other states in terms of the number of bachelor degree produced in the state population as a whole.

A major factor contributing to Washington's low ranking in degree production is inadequate institutional capacity, which limits access to baccalaureate degree programs. Also, Washington needs to do a better job of encouraging more residents to earn four-year degrees.

Bachelor's Degrees Produced per 1,000 Population Aged 20 to 34, 2007-08



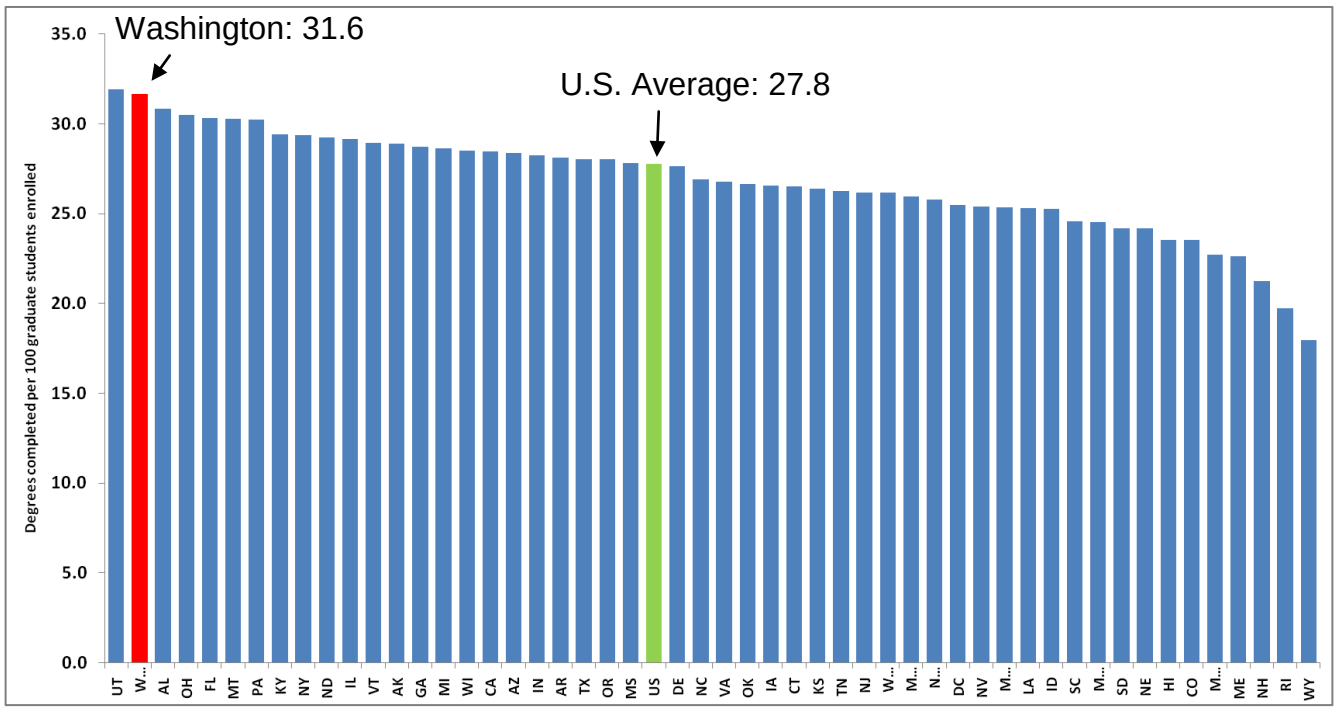
Sources: National Center for Education Statistics, Digest of Education Statistics, 2008; U.S Census Bureau.

Institutions are highly efficient in the production of graduate degrees…

Washington not only leads the nation in production of bachelor's degrees among already enrolled students, it also is very efficient in graduating students who are already enrolled in graduate programs. Among all 50 states, Washington ranked second in 2007-08 in graduating students who enrolled in master's and doctoral degree programs.

One factor that may help explain why state colleges and universities are highly efficient in the production of graduate degrees is the highly selective nature of many graduate programs, which means only the very best students are accepted into those programs.

How States Compare in Completion of Graduate Degrees
Public Baccalaureate Institutions, 2007-08



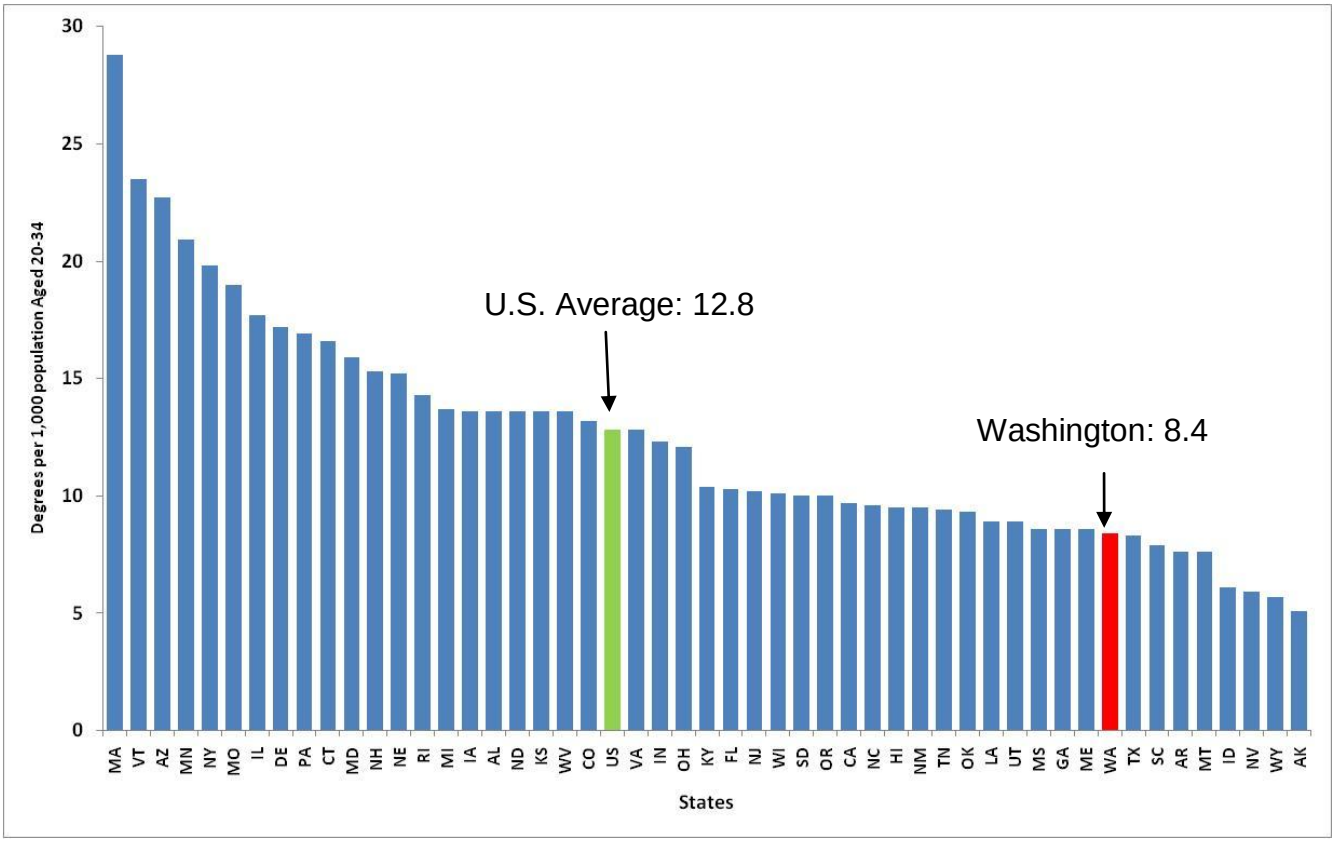
Source: National Center for Education Statistics, fall 2007.

…but Washington needs to boost advanced degree production to keep pace with other states

Overall, Washington trails many other states in the production of graduate degrees within the population age category most likely to produce master and doctoral degrees. Washington ranked in the bottom fifth in the number of graduate degrees produced.

Washington is home to two public research universities that together produce more than 90 percent of the doctoral degrees and half the professional degrees awarded in the state. The state does a good job of graduating those students who do enroll in master's and doctoral programs. As with baccalaureate degree production, the issue is that not enough Washingtonians go to graduate school.

Washington Is 42nd among All U.S. States in Advanced Degrees Produced per 1,000 Population 20-34, 2007-08



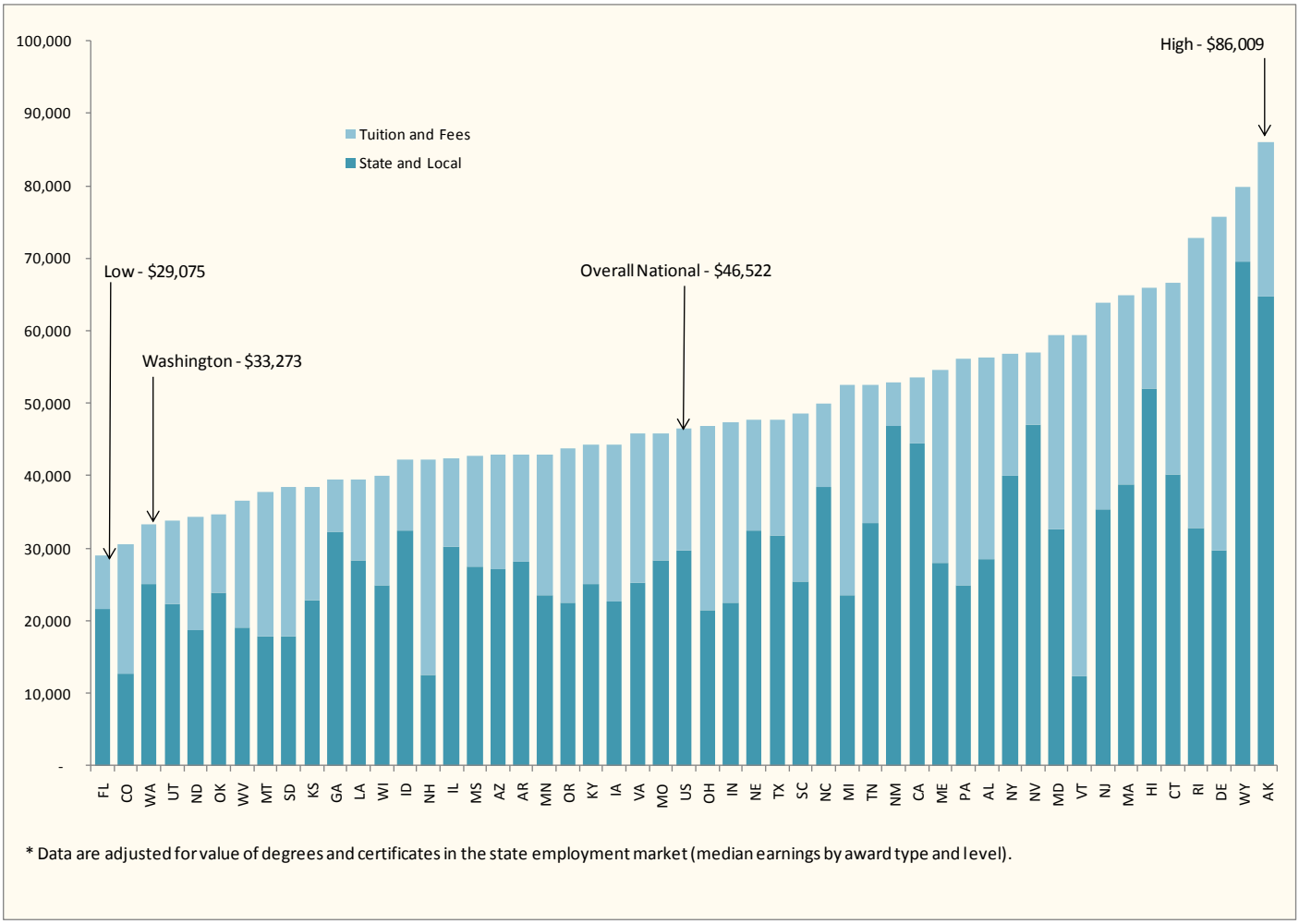
Source: National Center for Education Statistics, fall 2007.

Washington produces higher-value degrees for each dollar spent

Just as Washington graduates a greater percentage of the baccalaureate and graduate students who enroll in college than most other states, it also produces more degrees and certificates for each dollar spent by taxpayers and students, according to one national study.

To arrive at these findings, the study weighted degrees and certificates produced in each state by the median earnings of those who held those specific degrees and certificates in the state's employment market. By weighting the value of each state's degree production, the researchers could determine each state's degree "productivity" based on the amount of state and local appropriations and tuition and fee revenues spent to produce each degree.

Productivity: Total Funding per Degree/Certificate*



* Data are adjusted for value of degrees and certificates in the state employment market (median earnings by award type and level).

Source: Kelly, Patrick J. 2009. The Dreaded "P" Word: An Examination of Productivity in Public Postsecondary Education. Washington, DC: Delta Cost Project. Available at www.deltacostproject.org/resources/pdf/Kelly07-09_WP.pdf.

Data sources: SHEEO State Higher Education Finance Survey 2008; NCES IPEDS Completions Survey, 2006-2007; U.S. Census Bureau American Community Survey (PUMS), 2007.

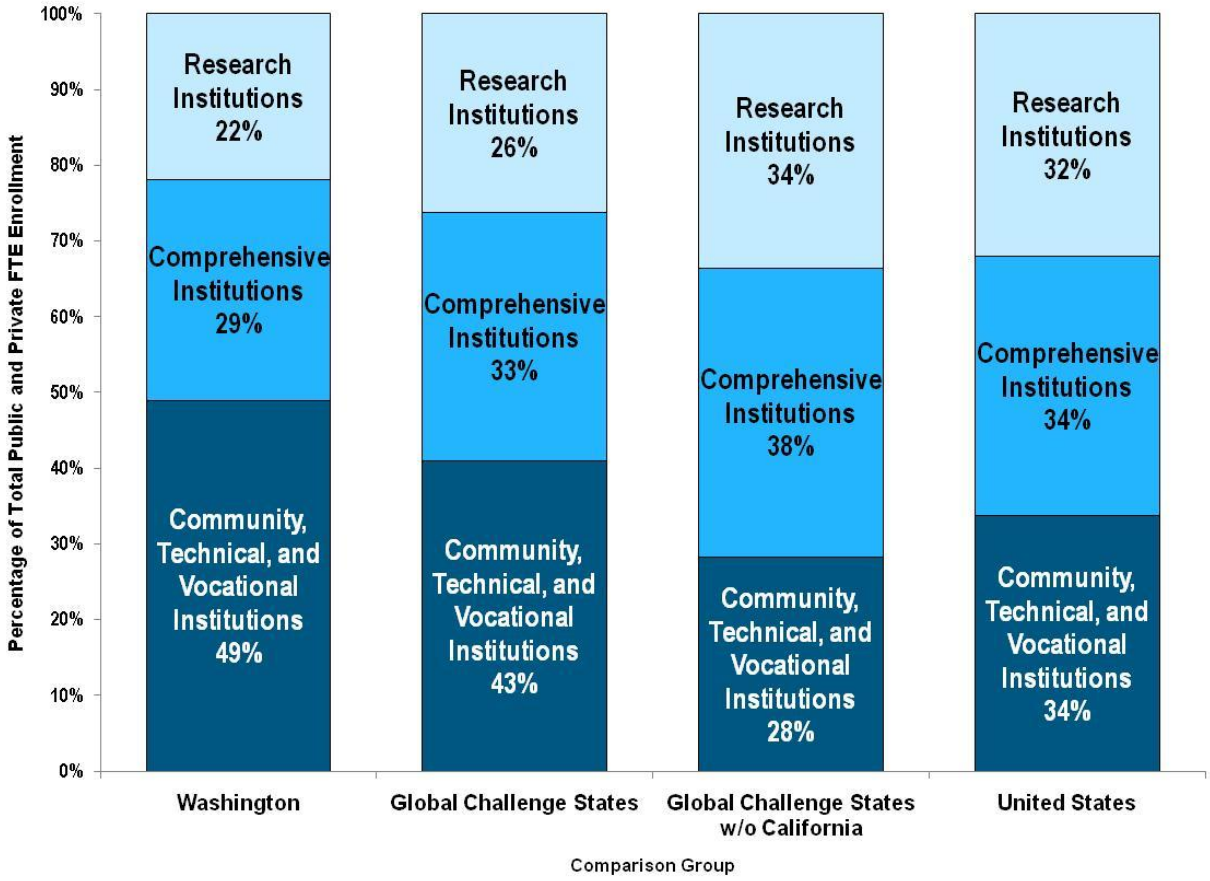
Share of students attending 4-year institutions higher in Washington's peer states

A higher proportion of public and private college students in Washington attend two-year institutions than do so in the United States generally, including in the states most compared with Washington. These include the 15 Western states that comprise the Western Interstate Commission for Higher Education (WICHE), and the Global Challenge States (GCS) of Washington, Massachusetts, California, New Jersey, Connecticut, Colorado, Virginia, and Maryland. The GCS are states that have been identified as having a high potential to succeed in today's knowledge-driven, global economy.

While more FTE (full-time equivalent) students fill slots in two-year institutions, Washington also has a lower percentage of students in comprehensive and research institutions than in the comparison states.

The percentages suggest that to be competitive with peer states in the production of educated workers, the state needs to boost the number of students attending four-year institutions. It can do so in part by encouraging more students to transfer to four-year colleges after graduating from two-year institutions.

Comparison of FTE Enrollment by Level, 2008-09
All Public and Private Institutions



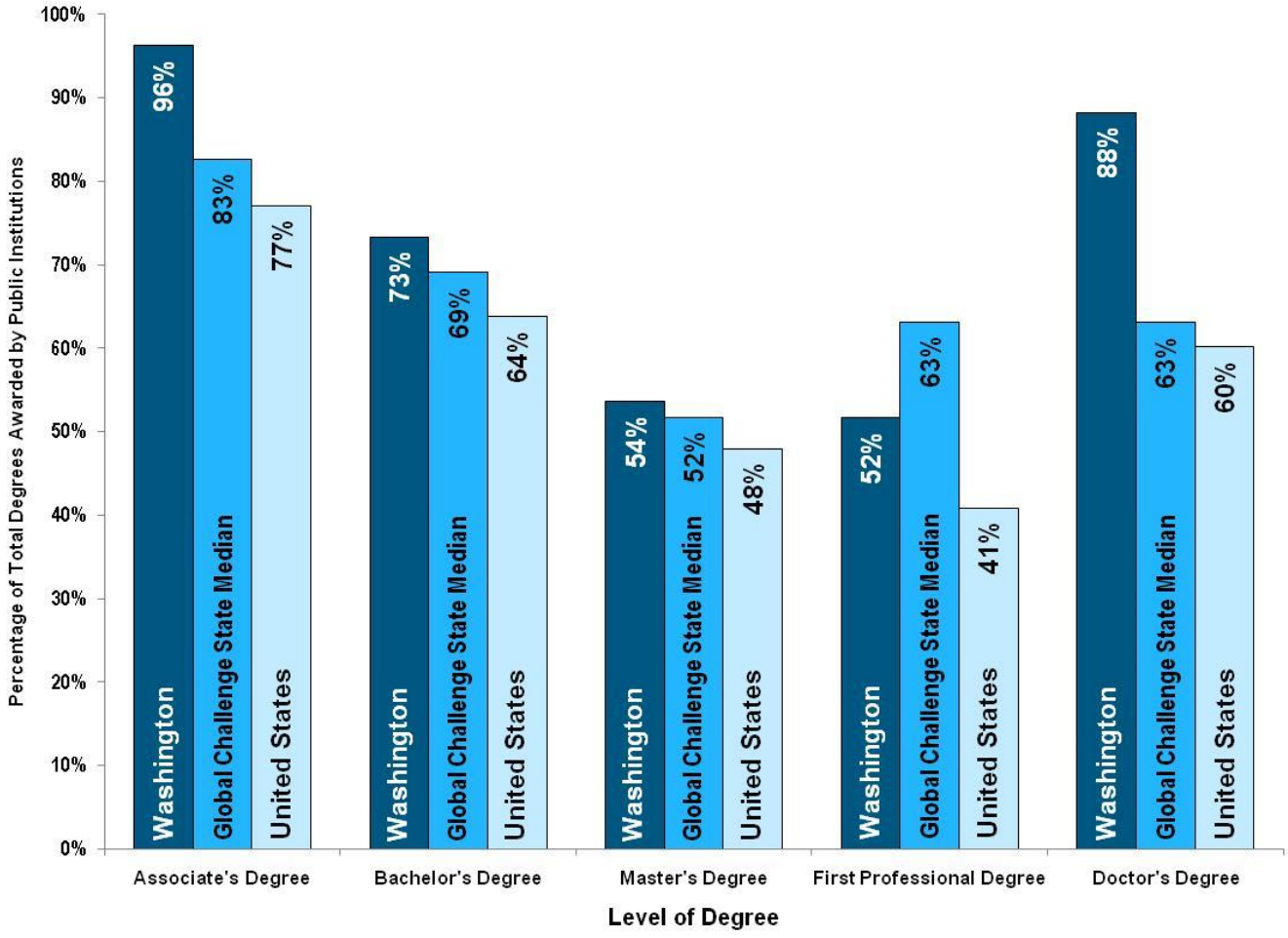
Note: Totals may not add due to rounding.
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2009.

Washington's public institutions produce a higher percentage of doctoral and associate degrees than other states

Compared to the rest of the nation, Washington relies heavily on public institutions to produce doctoral and two-year degrees. Only about 12 percent of doctoral degrees are awarded at the state's private institutions, compared to about 40 percent nationally and slightly more in the Global Challenge States, with which Washington is often compared.

Private institutions produce about 4 percent of the associate degrees in Washington, compared to about 23 percent nationally, and about 17 percent in the Global Challenge States.

Percentage of Total Degrees Awarded from Public Institutions by Level, 2007-08



Source: National Center for Education Statistics, Digest of Education Statistics 2009.

Washington tuition and fee costs rank near the middle compared to other states

Washington resident undergraduate students pay a little less in tuition than the national average for similar institutions. It is important to note that small changes in tuition and fees can produce significant changes in this ranking from year to year.

In 2009-10, the University of Washington ranked exactly in the middle (25th) among the 50 states in the level of tuition and fees paid by resident undergraduate students at the states' public "flagship universities." Washington's resident undergraduate tuition ranked 30th among 46 states with public comprehensive colleges and universities, and 26th among 49 states with community colleges.

Pennsylvania's flagship university had the nation's highest resident undergraduate tuition and fees in 2009-10 ($14,416). Wyoming had the lowest ($3,726). New Jersey's average tuition and fees ($11,886) were highest for states with comprehensive institutions, while New Mexico's was lowest ($5,101). New Hampshire had the highest community college average ($6,262), while California had the lowest ($780).

National Comparison of Resident Undergraduate Tuition and Fees: 2009-10 Academic Year

	University of Washington	Washington State University	Comprehensive Institutions	Community & Technical Colleges
Resident undergraduate tuition and fees	$7,587	$7,600	$5,502	$2,925
National comparison	**N=50 states**	**N=50 states**	**N=46 states**	**N=49 states**
National average	$7,963	$7,963	$6,257	$3,029
Dollar difference	($376)	($363)	($755)	($104)
Percentage difference	(5.0%)	(4.8%)	(13.7%)	(3.6%)
Washington rank	25th	N/A	30th	26th

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

Source: Higher Education Coordinating Board, *Tuition and Fee Rates: A National Comparison*, *2009-10.*

How Washington tuition and fees compare with peer and Western-state institutions

Peer Institution and WICHE State Comparison of Resident Undergraduate Tuition and Fees: 2009-10 Academic Year

	University of Washington	Washington State University	Comprehensive Institutions	Community & Technical Colleges
Resident undergraduate tuition and fees	$7,587	$7,600	$5,502	$2,925
Peer comparison	**N=25 states**	**N=23 states**	**N/A**	**N/A**
Peer average	$9,294	$8,461	N/A	N/A
Washington rank	18th	13th	N/A	N/A
WICHE comparison	**N=15 states**	**N=15 states**	**N=12 states**	**N=14 states**
WICHE average	$6,205	$6,205	$5,164	$2,571
Washington rank	3rd	N/A	5th	6th

Source: Higher Education Coordinating Board, *Tuition and Fee Rates: A National Comparison*, 2009-10.

Peers:

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

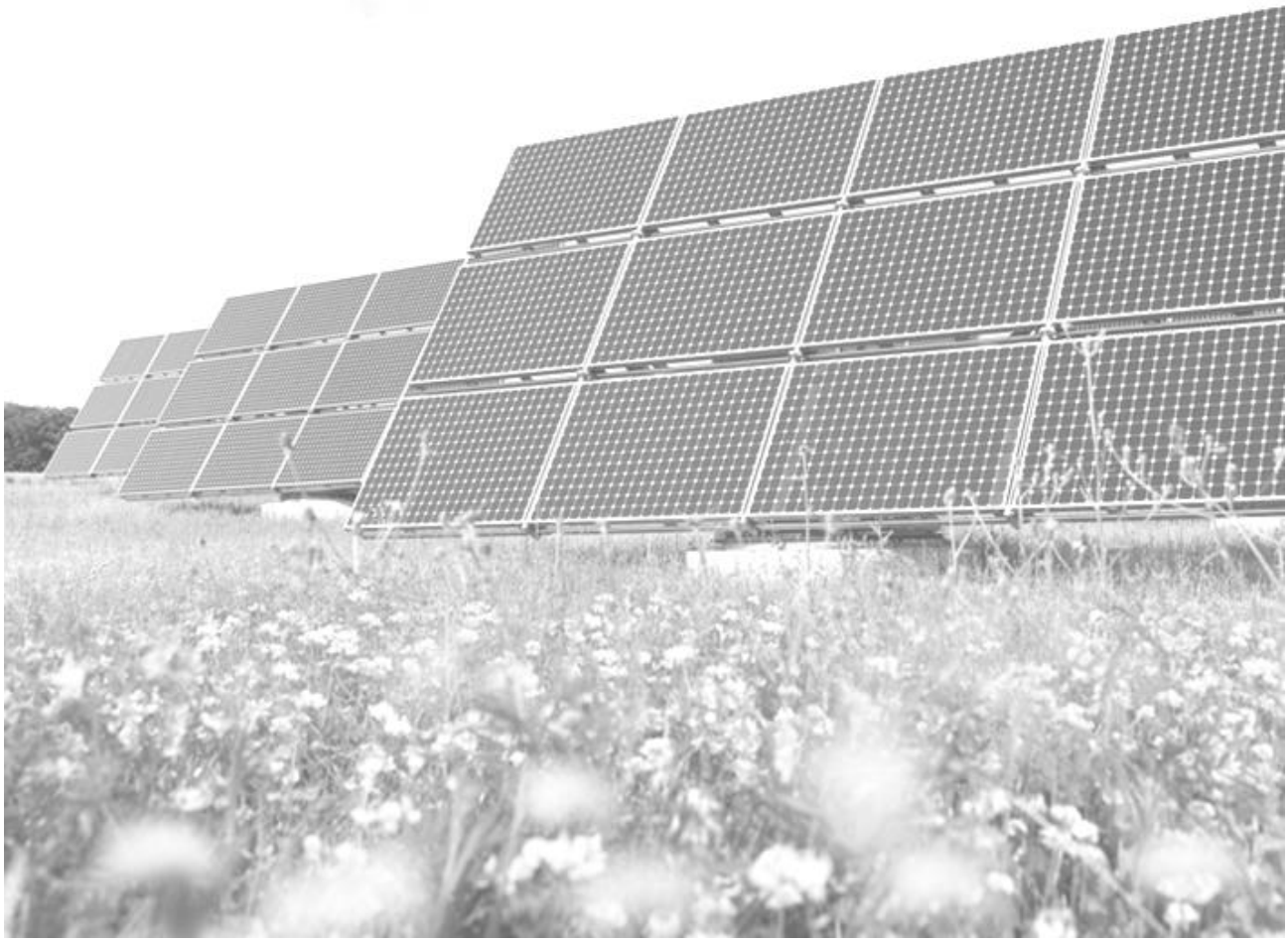
WSU – The comparison group for Washington State University is all public land grant universities classified as research universities with veterinary schools.

Comprehensive institutions – The comparison group for Central, Eastern, and Western Washington Universities is all public institutions classified as comprehensive colleges and universities. The Evergreen State College also is included in the comprehensive average specifically for this chart.

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

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

Chapter VI:
Public Benefits of Higher Education



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Higher education opens the door to more jobs in today's economy

The number of jobs requiring higher levels of education has increased substantially, both nationally and in Washington. According to a recent report by the Bureau of Labor Statistics,[1] all employment growth in the nation over the last two decades has been among workers with at least some college experience, or a college degree or certificate.

While factors other than education undoubtedly impact the number of jobs a state may lose during a recession, evidence suggests that states with more highly educated populations tend to lose fewer jobs than those with less-educated populations.

Washington's economy serves as a magnet for workers with higher levels of education. Demand for these workers has remained far more stable during the recession than demand for less highly educated workers.

For example, the table below shows that Washington job growth occurred at all training levels in the pre-recession years of 2006 and 2007. However, during the recession years of 2008 and 2009, jobs declined in all education categories, except those requiring bachelor's degrees, which rose nearly one percent.[2]

Changes in Washington State Employment by Education Requirements

Education Level	Percent Change from 2006 to 2007	Percent Change from 2007 to 2008	Percent Change from 2008 to 2009	Average Annual Change from 2006 to 2009
Less than High School	2.8%	-0.5%	-6.0%	-1.2%
High School Diploma/GED	0.8%	-0.3%	-4.9%	-1.4%
Sub-Bacc. Credential	1.6%	1.8%	-3.8%	-0.1%
Bachelor's Degree	1.9%	4.4%	0.8%	2.4%
Graduate/Professional Degree	0.7%	1.1%	-2.5%	-0.2%

Note: Data does not include self-employment.

Source: Second Quarter OES Survey Data, Washington Employment Security Department, LMEA Division.

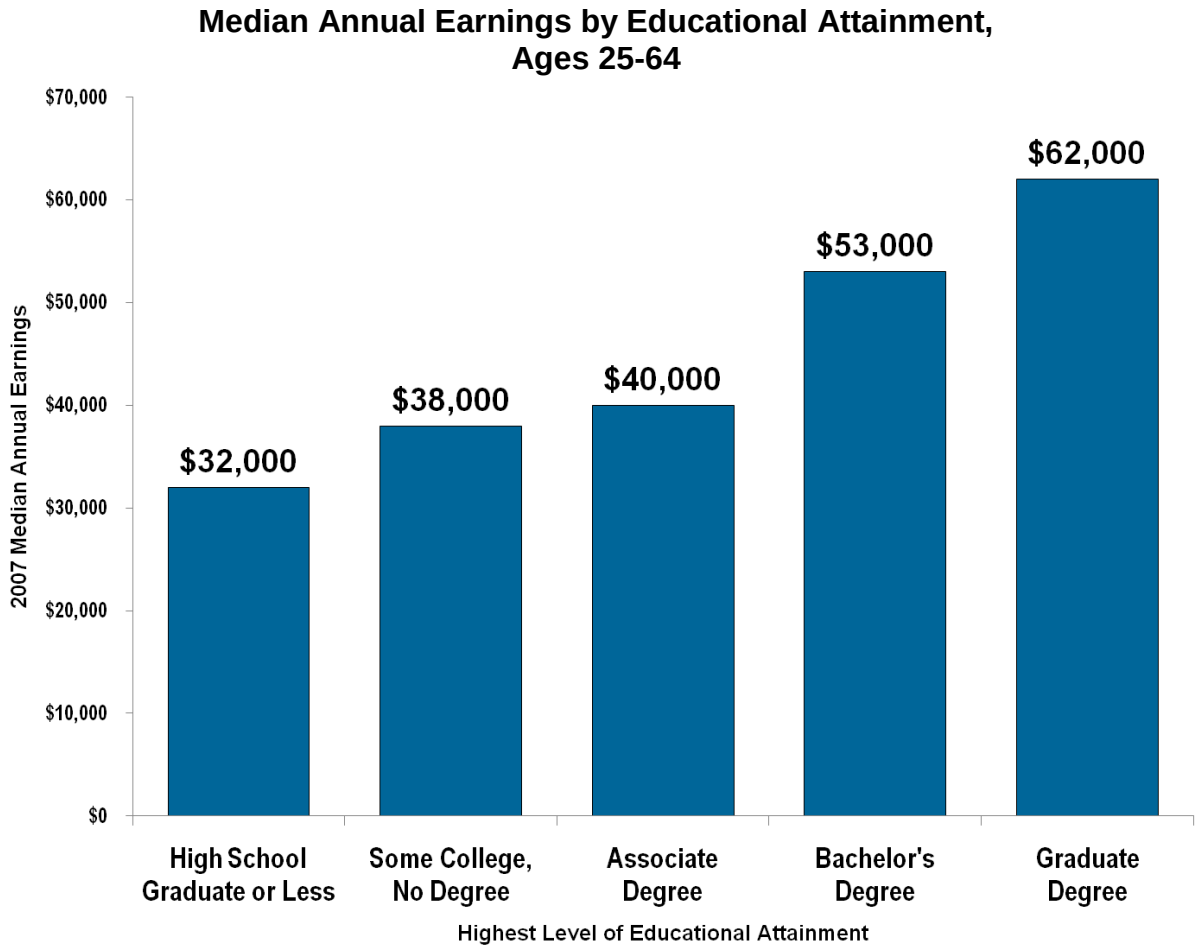
[1] U.S. Bureau of Labor Statistics, "Spotlight on Statistics: Back to College," 2010. http://www.bls.gov/spotlight/2010/college/home.htm

[2] Lederer, John. *Job Growth: Why Increasing Educational Attainment is so Important for Creating Jobs,* Higher Education Coordinating Board (October 2010), www.hecb.wa.gov/documents/ResearchBriefonJobGrowth-RevisedFinal.pdf.

Increased educational attainment boosts family earning power

Individuals have strong financial incentives to earn college degrees and certificates. The state's Employment Security Department has found that wages tend to grow with the level of education required to fill positions. In an analysis of job vacancies in the spring of 2010, positions requiring a high school diploma paid $10.20 per hour, while those requiring a bachelor's degree paid $25.74 per hour.[3]

Research suggests that increasing the number of educated workers even leads to financial benefits for people who have not attained higher levels of education. One study found that a 1 percent increase in the proportion of the population holding four-year college degrees led to a 1.9 percent increase in the wages of workers without high school diplomas and a 1.6 percent wage increase for high school graduates.[4]



Source: Washington State Population Survey, 2008.

[3] Washington State Job Vacancy Survey Report, Washington State Employment Security Department (July 2010).
[4] Moretti, E. (2004). Estimating the social return to higher education: Evidence from longitudinal and repeated cross-section data. Journal of Econometrics, 121. pp. 175-212. Retrieved from http://www.econ.berkeley.edu/~moretti/socret.pdf.

Academic research generates new businesses for Washington's economy

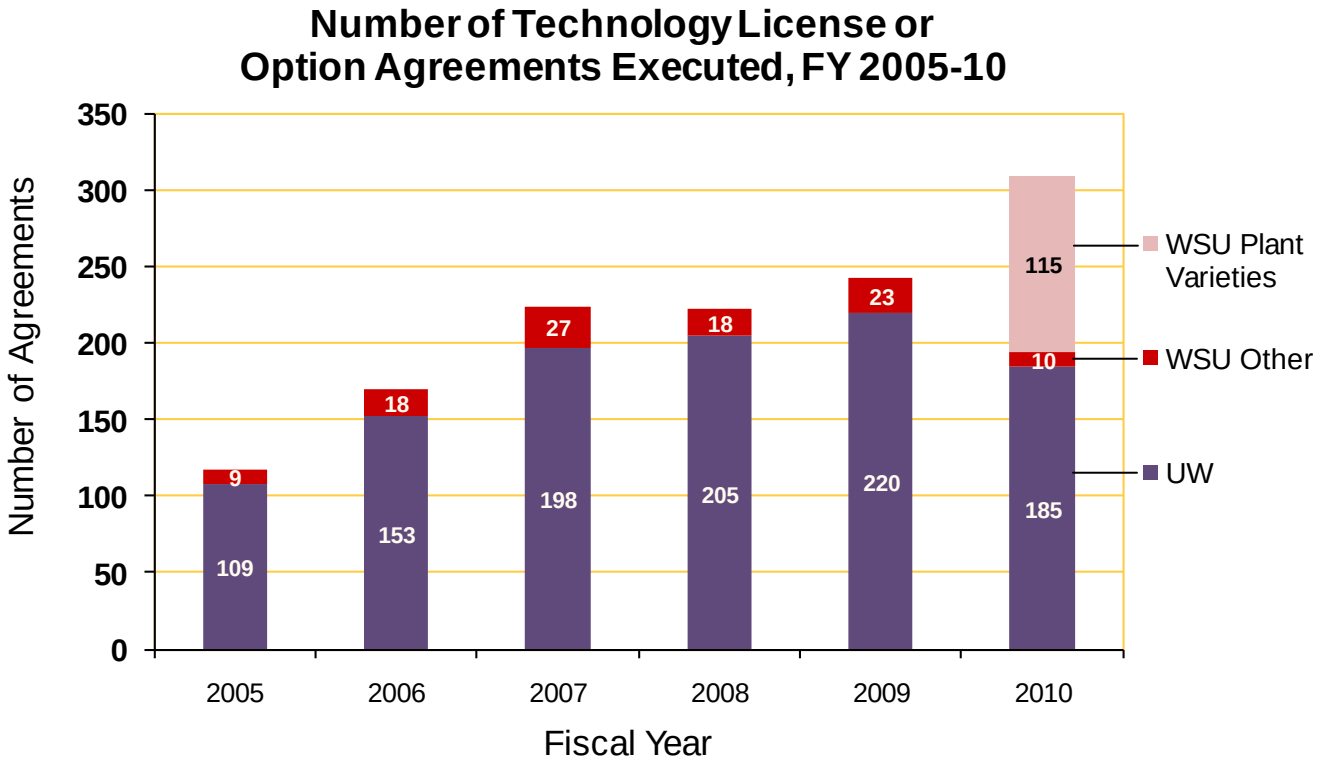
Academic research conducted primarily at the University of Washington and Washington State University impacts the state economy in two ways.

The first is through the hiring of research staff and the purchase of supplies and equipment. Academic research expenditures produced more than 15,000 jobs and $2.2 billion in increased sales in Washington's economy in 2008-09.[5]

The second is through the use of research results to develop new technologies with commercial potential. This is known as "technology commercialization."

Licensing makes new research-generated technologies available for commercial application by outside organizations and private companies. The university and the researcher sometimes receive a small royalty for the commercial use of their research results. These royalties are often channeled back into research and development activities at the institution.

There has been a steady increase in licensing activity since 2005. In 2010, WSU developed a new apple variety that led to 115 separate licenses with individual growers in the Northwest. Without that technology, overall licensing activity would have declined due to the downturn in the economy and the short supply of investment capital.



[5] Source: NSF and EMSI, Inc., input-output model based on ESD data.

Higher education spending provides direct economic support to communities

Higher education institutions make direct contributions to the economy and social fabric of communities across the state. Without public higher education institutions, Washington's businesses would be unable to find the talent they need, and the product and service innovation that drives economic growth and vitality would be in jeopardy.

Washington's higher education institutions make up a large segment of the education services industry, which has major supplier and purchasing linkages to many other industries in the Washington economy. Faculty and staff spend a portion of their salaries on groceries, autos, clothing, and other personal and family needs that help drive consumption spending.

A study commissioned by the University of Washington recently looked at the economic and employment impacts of the UW on Seattle, the Puget Sound region, and the state. It found that the UW has a statewide economic impact of approximately $9.1 billion per year, is the state's third largest employer, behind Boeing and Microsoft, employing 6.1 percent of the total labor force in Seattle.[6]

On a smaller scale, Central Washington University may have an even bigger economic impact on the community in which it is located. CWU is the largest single employer in Ellensburg, and Kittitas County.

The chart below provides a more general picture of the economic impact of operational (FTE) instruction funding for public higher education. It shows that each $1 million in funding creates 23 direct and indirect jobs and generates $2.1 million in additional sales in the state economy.

Return on Investment for Higher Education Operations Funding, 2010[7]

Economic Impact	$1 Million in Operations Funding
Direct Employment	14 jobs
Total Employment (Direct and Indirect, 2010)	23 jobs
Jobs Multiplier (Total Employment/Direct Employment)	1.63
Increase in Total Earnings	$1.0 million
Earnings Multiplier (Earnings from Total Employment /Earnings from Direct Employment)	1.59
Increase in Washington Total Sales	**$2.1 million**

[6] The Economic and Societal Impact of the University of Washington, TrippUmbach, July 2010. http://www.washington.edu/externalaffairs/eir/pdfs/fullreport.pdf.

[7] Source: EMSI, Inc., input-output model based on ESD data.

Higher education investments yield taxpayer dividends

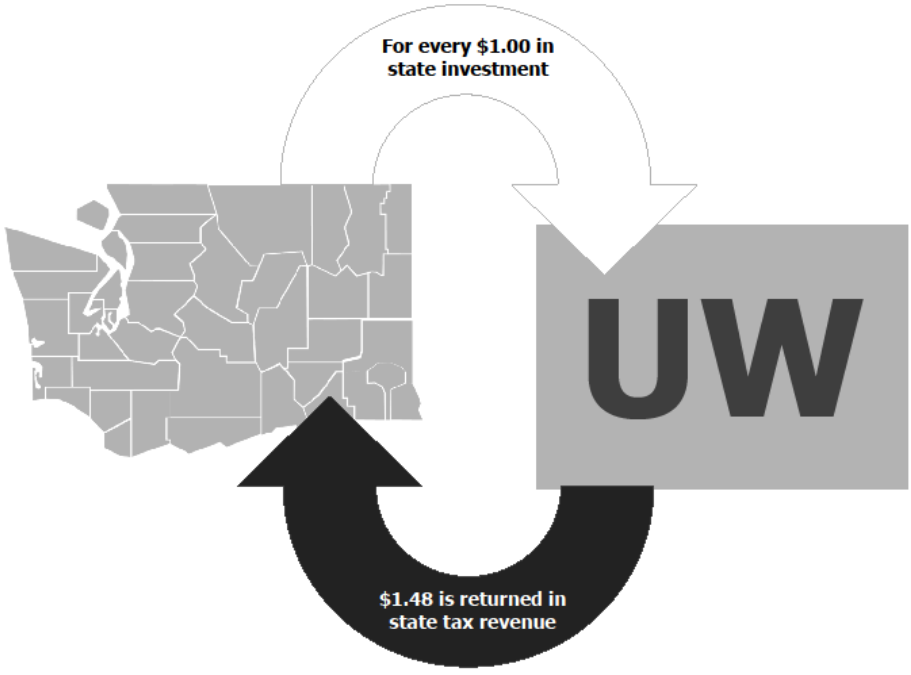
The flow of tax dollars for public higher education moves in two directions. Studies show that for every dollar of tax money allocated for higher education, a greater amount of revenue is returned to state and local governments through taxes on the economic activities conducted by the higher education system.

The State Board for Community and Technical Colleges and the University of Washington recently conducted economic impact studies examining the degree to which Washington taxpayers benefit from public investments in higher education.

The UW found that state and local governments received $618 million in tax revenue as the result of university activities during fiscal year 2008-09. That included $84.5 million in sales and corporate income taxes paid directly to the state, and $533.6 million in indirect taxes paid to vendors that do business with the university. For every $1 in state funding allocated to the UW, $1.48 in tax revenue is returned to the state.[8]

The SBCTC study found that in a little less than 11 years, taxpayers recoup their investments in two-year professional and technical degree programs as a result of the increased taxes paid by higher-earning program participants.[9]

University of Washington's Return on Investment for Taxpayers

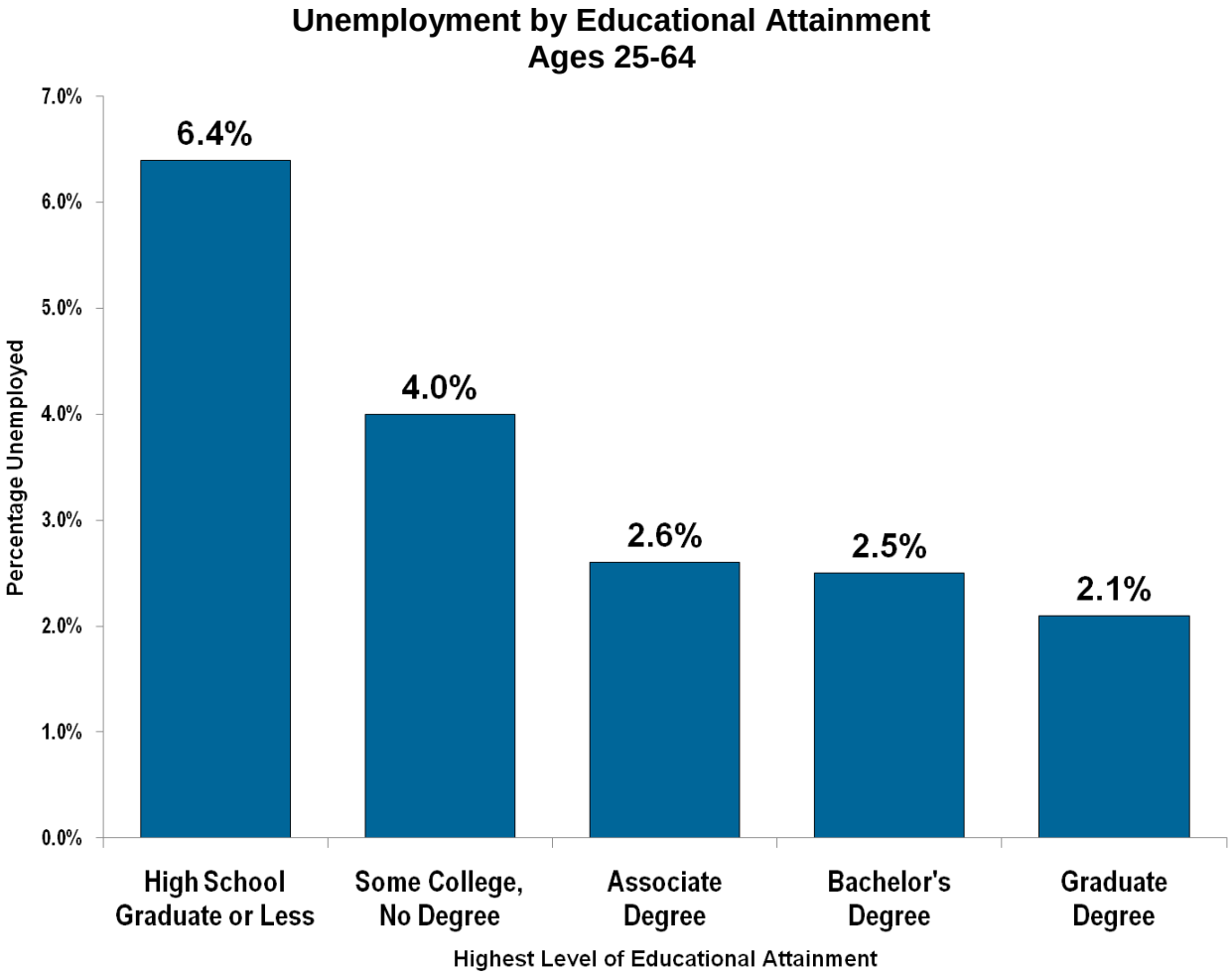


[8] The Economic and Societal Impact of the University of Washington, TrippUmbach, July 2010. http://www.washington.edu/externalaffairs/eir/pdfs/fullreport.pdf.
[9] Investment, Innovation, Impact: Washington State Community and Technical Colleges, State Board for Community and Technical Colleges, 2009. http://www.sbctc.ctc.edu/public/trustees/winter09_emsi_final_report_000.pdf.

More highly educated workers face reduced unemployment problems

While higher personal incomes and the additional tax revenues they generate are among the major benefits of a more highly educated workforce, increasing the state's level of educational attainment has another positive effect: it reduces costs associated with social problems such as unemployment, crime, and poor health. Maintaining consistent investments in higher education—even in challenging economic times—is one way to reduce the consequences of these social problems.

Because individuals with postsecondary degrees or certificates are in high demand in today's knowledge-driven economy, it follows that they will be less likely to be faced with unemployment. Data show the percentage of Washington residents who were unemployed in spring of 2008 declined as educational level increased. The data also suggest that more highly educated individuals are less likely to require benefits such as unemployment insurance during their working lives.

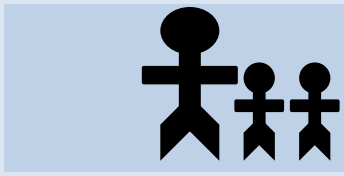


Source: Washington State Population Survey, 2008.

Children benefit from parents who earn degrees and certificates

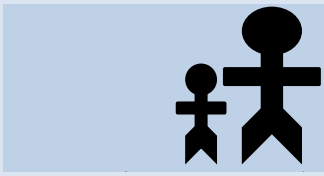
College-educated individuals tend to earn higher incomes and tend to face fewer financial burdens when raising a family. This is true for both single-parent and dual-parent families.

Parents with higher levels of education typically do not rely on federal or state welfare, live below federal poverty guidelines, or use food stamps. Families in which both parents have high school degrees only report using food stamps nearly three times as often, and federal or state welfare four times as often, as families in which both parents have bachelor's degrees. Families in which both parents are high school graduates are more than three times as likely to live below federal poverty guidelines as families in which parents earned bachelor's degrees.



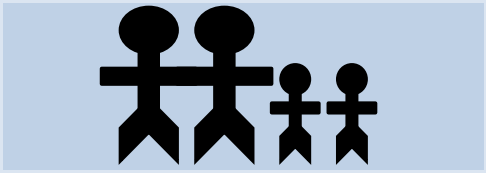
Single parent without a college degree

- Median annual household income: **$24,000**
- Number of kids: **2**
- Percent reporting use of food stamps: **38.6%**
- Percent using state or federal welfare: **18.3%**
- Percent living below 200% of federal poverty guidelines: **66.3%**



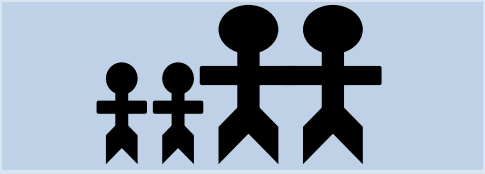
Single parent with a college degree

- Median annual household income: **$45,000**
- Number of kids: **1**
- Percent reporting use of food stamps: **24.5%**
- Percent using state or federal welfare: **9.1%**
- Percent living below 200% of federal poverty guidelines: **32.8%**



Two parent family where both parents have a high school degree

- Median annual household income: **$61,500**
- Number of kids: **2**
- Percent reporting use of food stamps: **13.7%**
- Percent using state or federal welfare: **4.4%**
- Percent living below 200% of federal poverty guidelines: **21.2%**



Two parent family where both parents have a bachelors degree

- Median annual household income: **$101,645**
- Number of kids: **2**
- Percent reporting use of food stamps: **5%**
- Percent using state or federal welfare: **0%**
- Percent living below 200% of federal poverty guidelines: **6.3%**

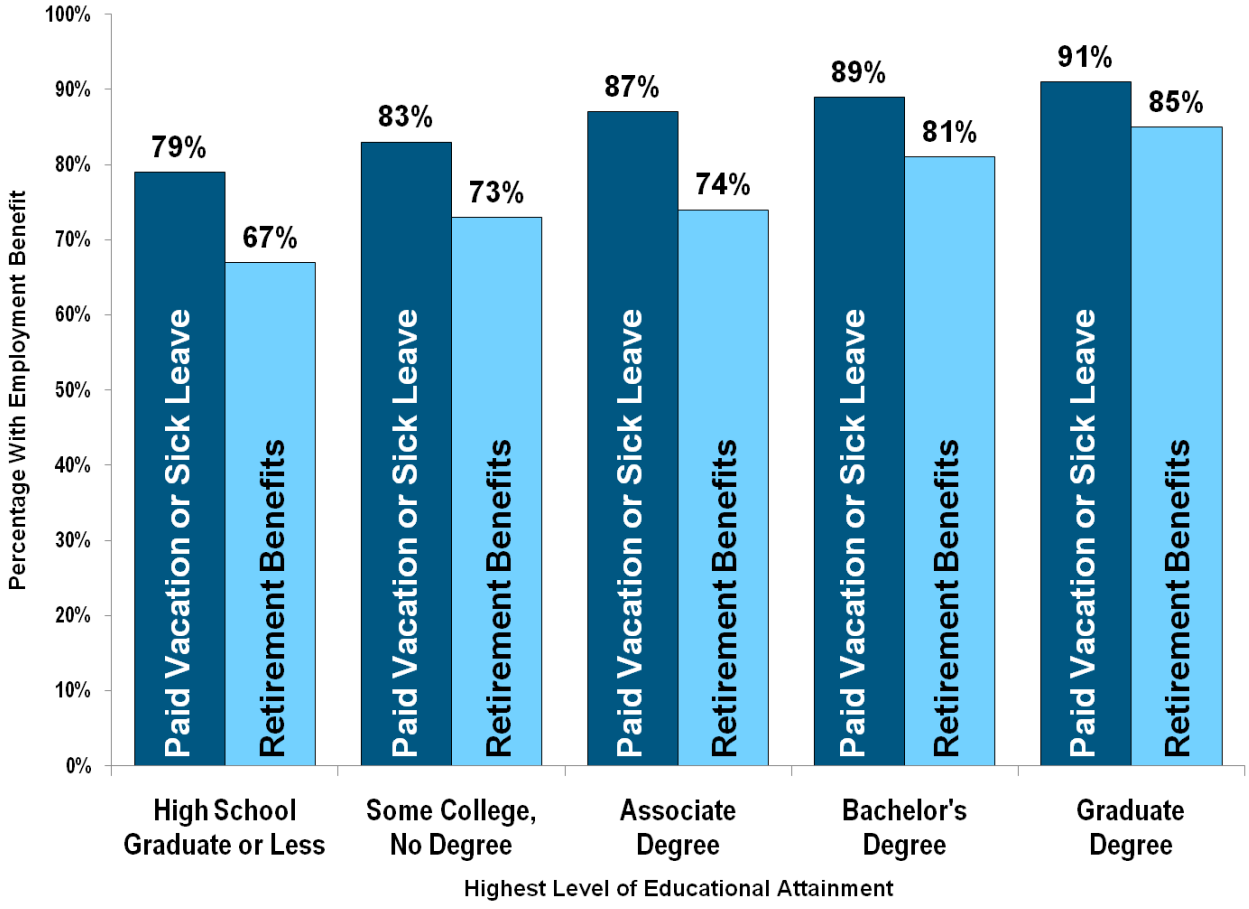
Source: Washington State Population Survey, 2008.

Education leads to more comprehensive employer benefits

In addition to higher annual wages, educational attainment brings other financial benefits to workers and their families. For example, employees with higher levels of education are more likely to work in jobs that offer benefits packages such as paid vacation, sick leave, or company retirement plans.

Employers who need highly trained and educated workers tend to view benefits packages as one way to gain an edge over competing employers. By offering generous benefits packages, some employers also hope to reduce turnover in positions that require trained or experienced staff.

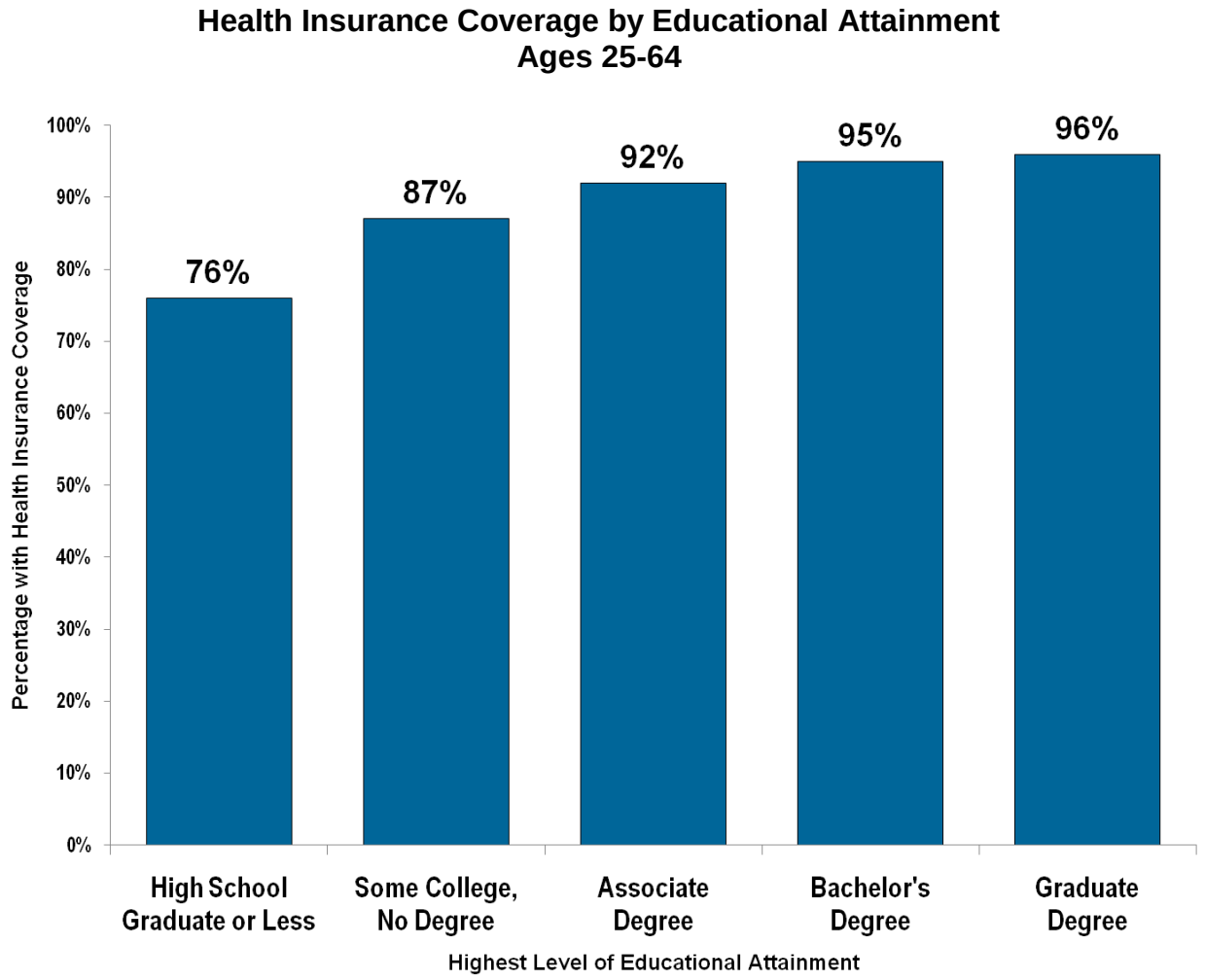
Employment Benefits by Educational Attainment
Ages 25-64



Source: Washington State Population Survey, 2008.

Employer health insurance coverage increases with educational attainment

Individuals with higher levels of postsecondary education are more likely to have health insurance coverage acquired through a source other than the state Basic Health Plan, which provides coverage to low-income persons. Health insurance for higher-income persons typically is acquired through an employer, union, military organization, or by self-purchase.

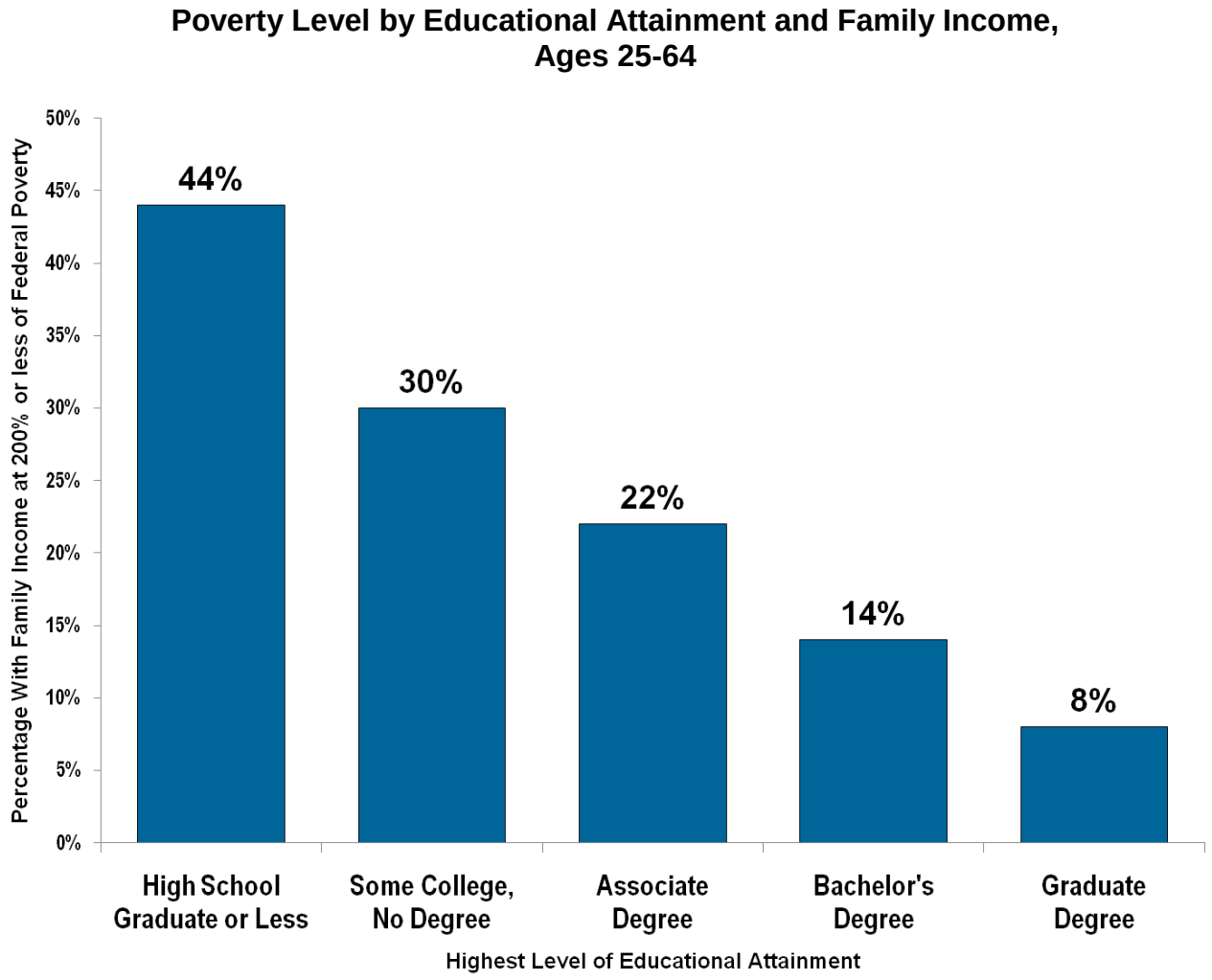


Note: Includes health insurance provide by employer, union, military, or self-purchased.

Source: Washington State Population Survey, 2008.

Poverty levels decline as education levels rise

The financial rewards that accompany higher levels of educational attainment allow many college graduates to live lives that are well above the poverty level. The poverty rate for Washington households supporting bachelor's degree recipients is one-third the rate of households supporting high school graduates only.[10]



Source: Washington State Population Survey, 2008.

[10] Baum, S., & Ma, J. (2007). Education Pays. The Benefits of Higher Education for Individuals and Society. New York, New York: College Board.

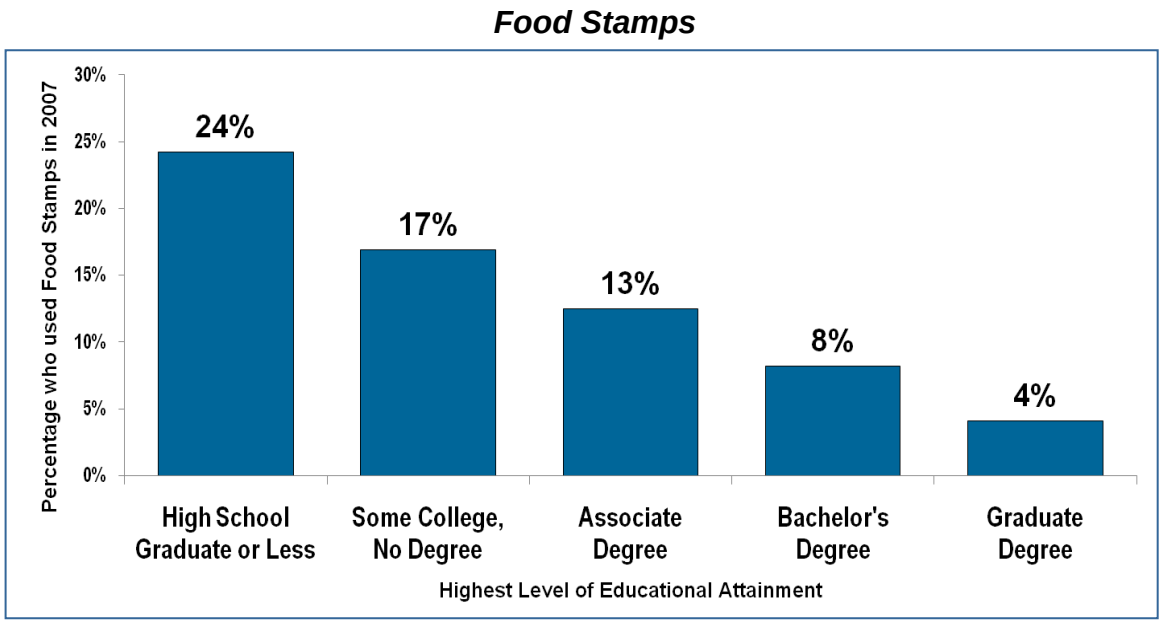
Increasing education reduces reliance on federal and state social services

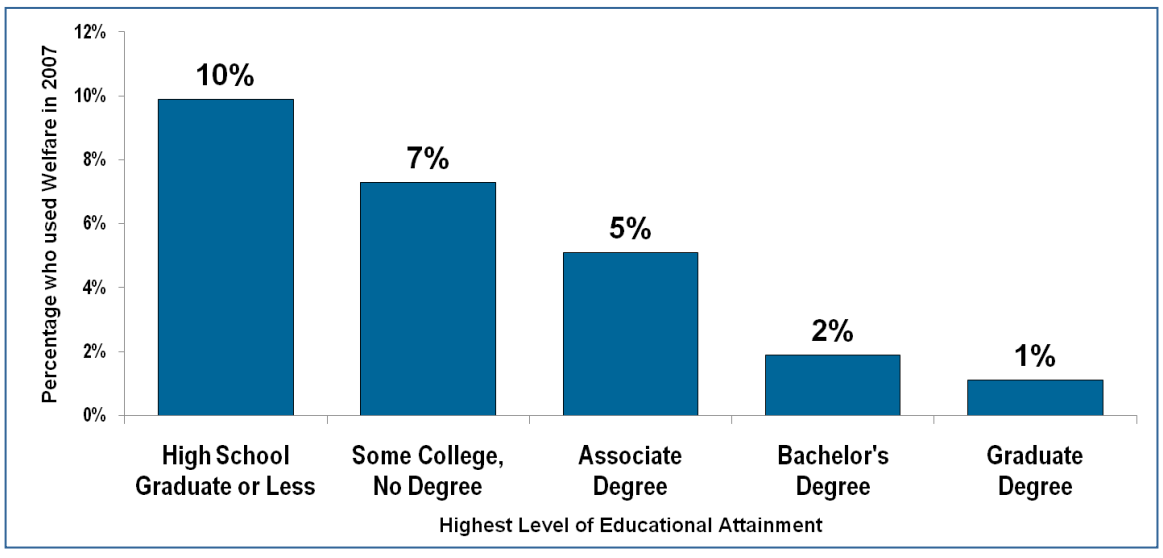
The economy's demand for workers with college degrees or certificates means added financial benefits and job security for many of Washington's more highly educated workers.

Among college-educated and trained workers, one result is reduced reliance on federal or state social service programs, such as food stamps or federal and state welfare programs.

Reducing the cost of social programs by enabling more families to remain economically self-sufficient is another long-term benefit of continued public investment in higher education.

Use of Federal or State Services by Educational Attainment, Ages 25-64





Source: Washington State Population Survey, 2008.

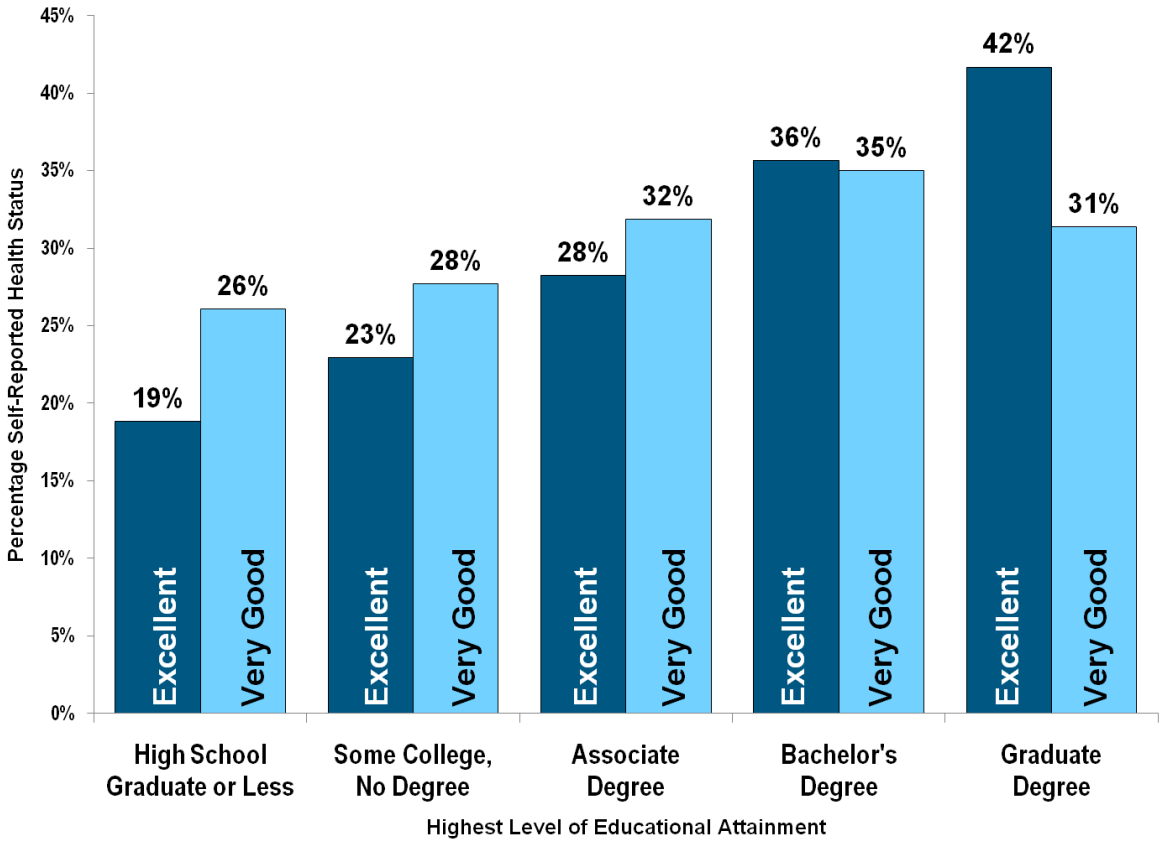
Educated people report feeling healthier

Reducing health care costs and improving the overall health of the population continues to be a major challenge for state and federal governments. Educational attainment appears to have a relationship to healthy behaviors and perceptions of overall health.

For example, studies suggest that college graduates are more likely to heed widespread public warnings about the serious health effects of smoking than those with less education. By 1970, the smoking rate among college graduates had declined to 37 percent, compared to 44 percent for high school graduates.[11]

Nationally, at every age and income level, individuals with higher degree attainment report better health than those with less postsecondary education.[12] In Washington, the percentage of residents who perceive their health is either excellent or very good also increases with higher levels of educational attainment.

Self-Reported Health by Educational Attainment
Ages 25-64



Source: Washington State Population Survey, 2008.

[11] National Center for Health Statistics (2005). National Health Interview Survey. As cited by Baum, S., & Ma, J. (2007). Education Pays. The Benefits of Higher Education for Individuals and Society. New York, New York: College Board.
[12] National Center for Health Statistics (2005). National Health Interview Survey. As cited by Baum, S., & Ma, J. (2007).

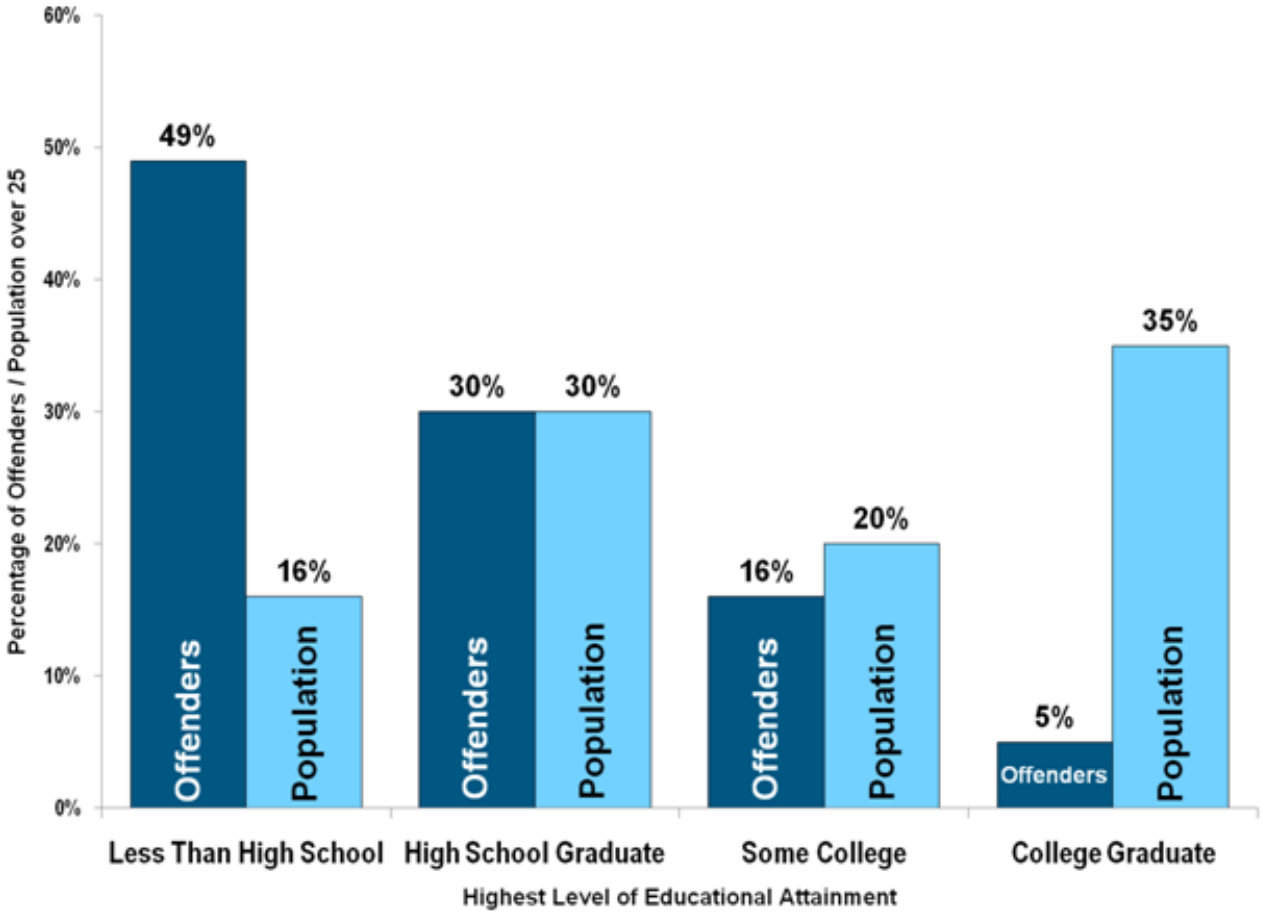
Education reduces propensity toward criminal behavior

Studies have long shown a relationship between level of educational attainment and crime. Research exploring this relationship within Washington state could not be found, but national studies suggest that the likelihood of committing a criminal act declines as an individual's education level rises.

The U.S. Department of Justice provides data on offenders sentenced in U.S. District Court by education level. The data show a clear relationship between sentencing and level of education. While 15.5 percent of the U.S. population 25 or older have less than a high school diploma, those with less than a diploma make up nearly half of those sentenced. At the same time, those with a college degree make up 35 percent of the U.S. population but only account for 5.4 percent of those sentenced.

Offenders Sentenced in U.S. District Courts as compared to United States Population 25 and Over, by Education Level

Offenders Sentenced under the U.S. Sentencing Commission Guidelines



Source: Sourcebook of Criminal Justice Statistics Online, www.albany.edu/sourcebook/pdf/t5282008.pdf, Table 5.28.2008.

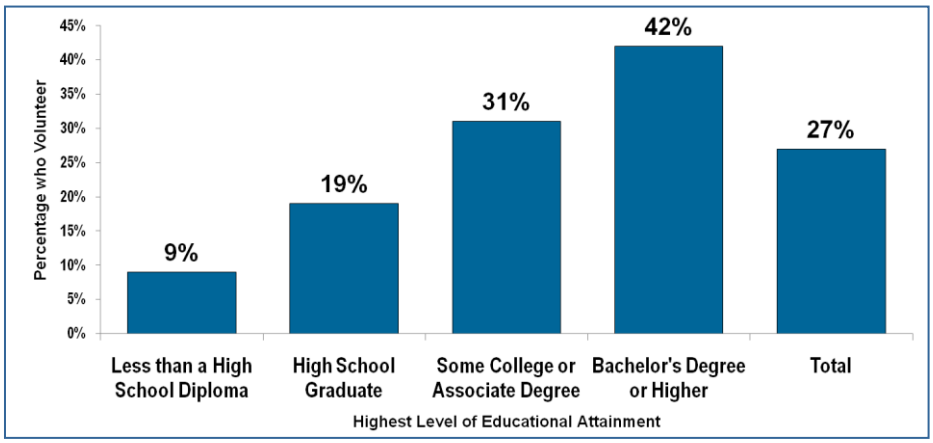
Education influences voting behavior and volunteerism

Society benefits when citizens actively engage in the democratic process and contribute time and resources to improve their communities. Evidence suggests that levels of educational attainment are associated with increased voting behavior and participation in charitable or public service activities.

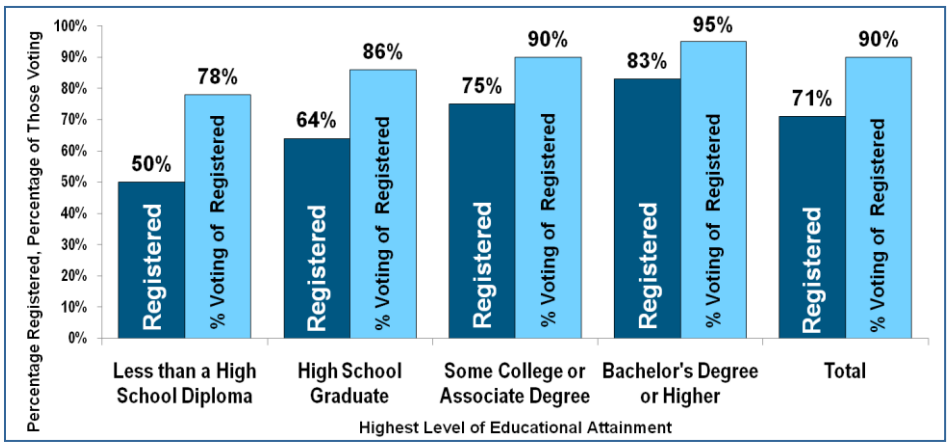
U.S. Census surveys conducted after recent national elections show that adults with higher levels of education are more likely to vote than those with less education. In another Census survey, the percentage of individuals 25 and older who engaged in volunteer activities also increased with higher levels of postsecondary education.

Rather than indicating a lack of interest in voting and volunteerism, these findings may suggest that at least some less-educated people face greater hurdles to participation than those with more education. For example, following the November 2008 general election, nearly 40 percent of non-voting survey respondents with high school diplomas or less reported "illness or disability" as a reason for not voting, compared to 23 percent of those with at least some college. Those with less education also were more than twice as likely to report "transportation problems" as a reason for not voting.

United States Volunteerism by Educational Attainment

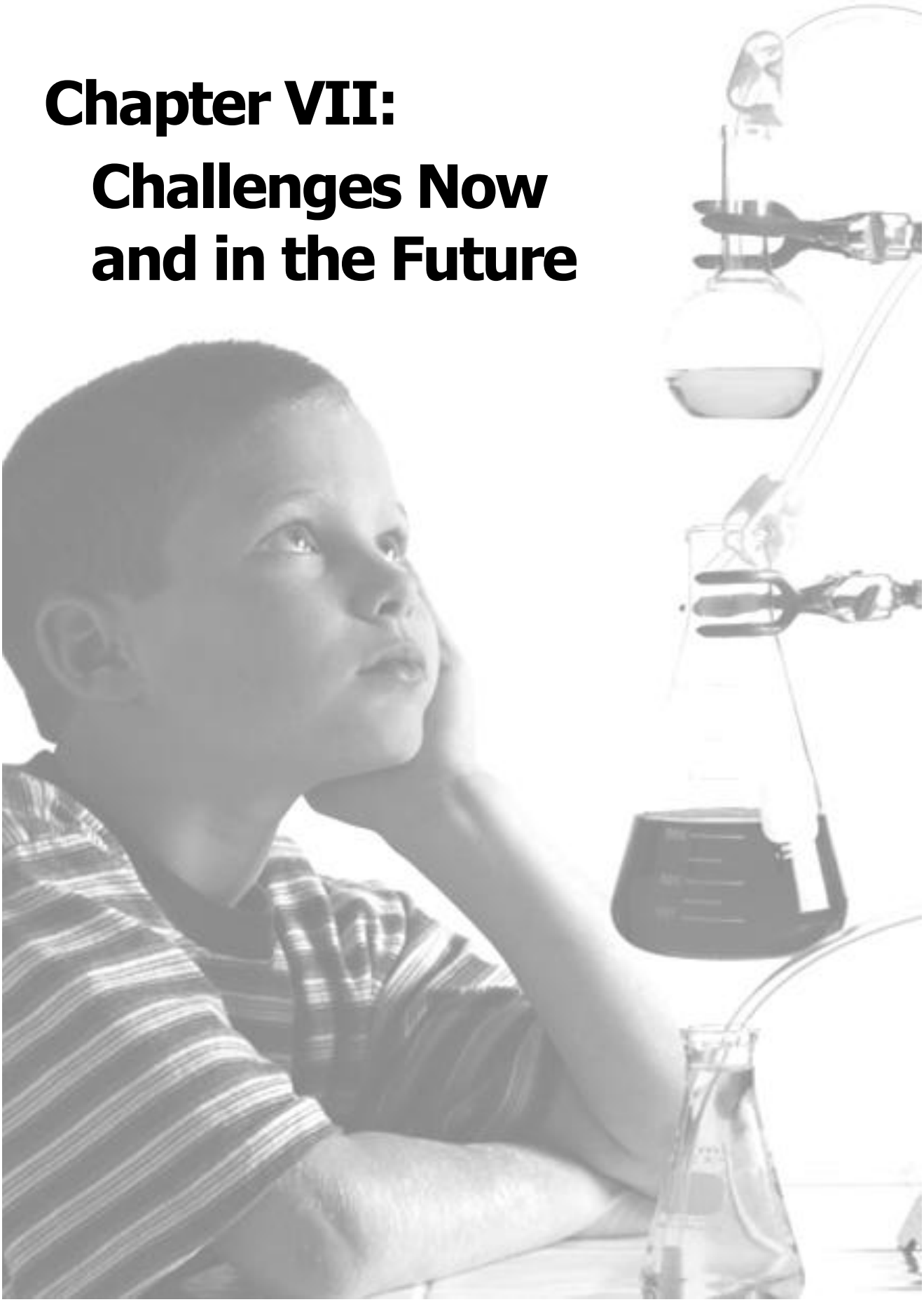


U.S. Voter Registration and Participation



Sources: Volunteerism: Supplement to the September 2007 Current Population Survey. Sponsored by the Corporation for National and Community Service. Voting: U.S. Census Bureau, Current Population Survey 2008.

Chapter VII:
Challenges Now and in the Future



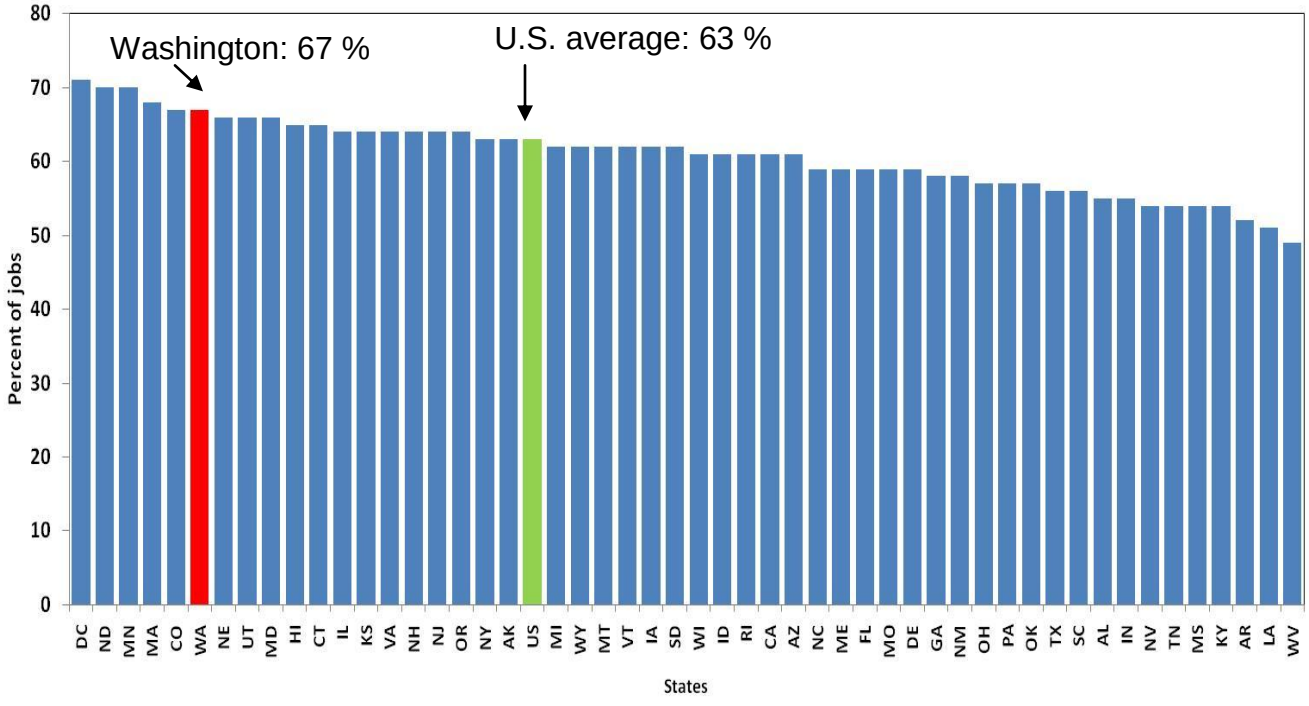
Washington near top among states in which jobs will require postsecondary education

Washington has not been spared from the painful effects of the nation's severe recession. However, the full impact of the economic downturn may have been buffered to some degree by past employment growth in areas such as medicine, technology, and engineering. Many of these jobs require higher levels of education. Workers with such skills remain in high demand, even during a recession.

Studies suggest that the number of jobs requiring postsecondary education will continue to grow in the years ahead, and Washington will remain above the national average in the percentage of such jobs. A study by the Georgetown University Center on Education and the Workforce projects that, between 2008 and 2018, 677,000 jobs requiring postsecondary credentials will open in Washington, either through the creation of new jobs or through retirements. This compares with 257,000 jobs for high school graduates and 94,000 jobs for high school dropouts. By 2018, 67 percent of Washington jobs are projected to require postsecondary education.

For Washington's educational system, these numbers present a serious challenge. Public and private colleges, universities, and trade schools will be called upon to educate the next generation of workers to fill the more knowledge-intensive jobs. The state's K-12 system will be asked to prepare more students—many from families without experience in higher education—to meet the academic demands of postsecondary education. Resources will be required to help needy, college-ready students acquire education beyond high school.

Percent of Jobs in 2018 That Will Require Postsecondary Education



Source: Projections of Jobs and Education Requirements through 2018, Georgetown University Center on Education and the Workforce (2010). http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/State-LevelAnalysis-web.pdf.

Washington is importing college-educated workers to meet demand

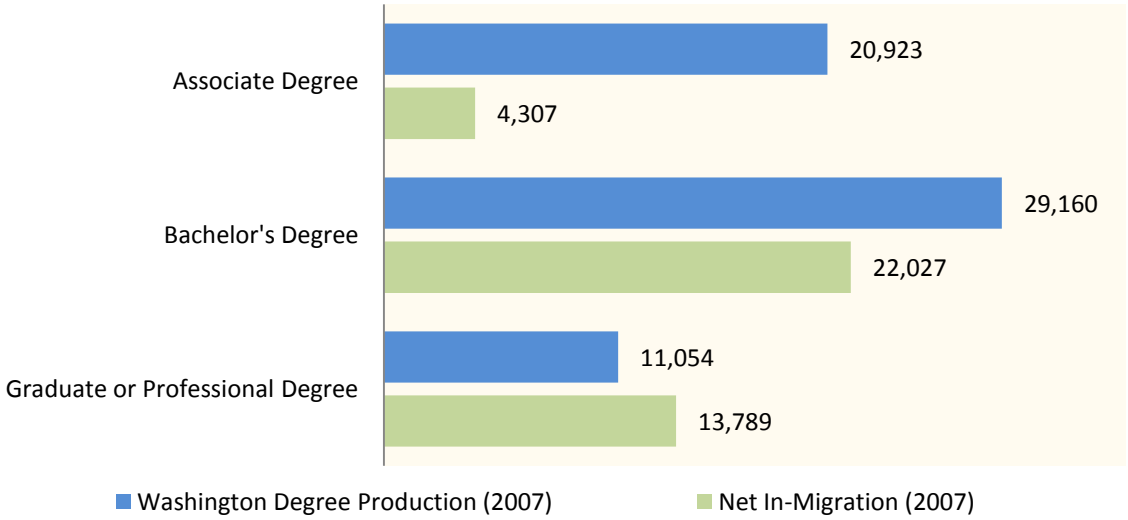
As the number of jobs requiring higher levels of education has grown, Washington has seen an increasing gap between the number of degrees needed to fill emerging jobs and the number being supplied by the state's higher education institutions. The gap exists across all levels of postsecondary education.

To a significant degree, employers have filled this gap by attracting educated workers from other states and countries. The chart below shows that while Washington colleges and universities produced more than 29,000 bachelor's degrees in 2007, another 22,000 bachelor's degree holders came to Washington from outside the state that year. The number of graduate- and professional-degree holders from outside the state actually exceeded the number who earned such degrees at Washington institutions.

Washington's reliance on out-of-state workers may be due in part to a scarcity of educational opportunities for native Washingtonians to earn degrees in the state within key employment disciplines.[1]

Meanwhile, the competition for graduates in knowledge-based businesses is growing. In 2000, Washington was one of 16 states that relied on net in-migration of educated workers—by 2007, 40 states were importing more talent than they produced.

Washington Degree Production and In-Migration, 2007



Source: HECB calculation based on NCHEMS analysis of Net In-migration and Postesecondary Education Opportunity compilation of state degree award data from IPEDS.

[1] The Impact of Interstate Migration on Human Capital Development in Washington, HECB (2010). http://www.hecb.wa.gov/research/documents/2010migrationReport-final.pdf.

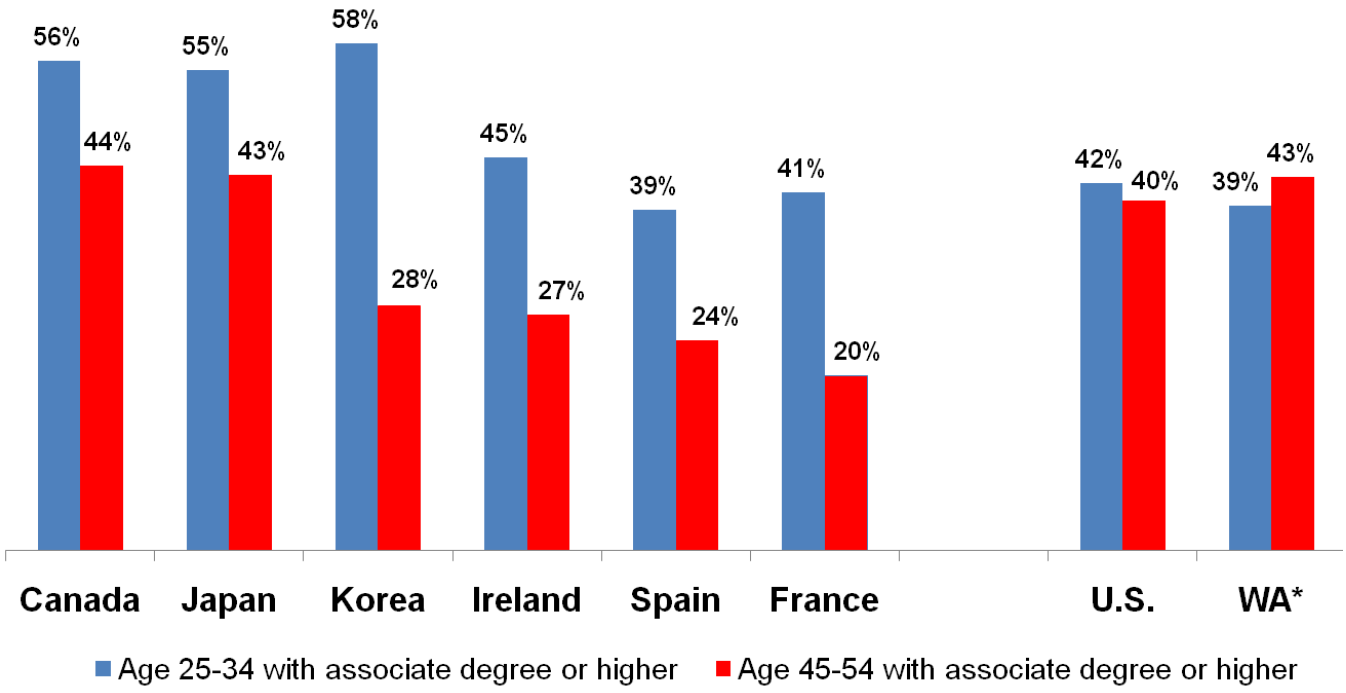
Many younger Washington residents have lower education levels than their parents

Higher education investments in the second half of the 20th Century helped make Washington's baby boom generation the most educated in state history. That commitment to expand the higher education system helped baby boomers transform Washington's economy and achieve a high level of financial well being.

But now, many baby boomers are approaching retirement age and their children and grandchildren are not reaching the same levels of educational attainment. That means a smaller proportion have the knowledge and skills necessary to fill today's education-intensive jobs and to advance the state economy to the next level in an increasingly competitive world.

The bar chart below shows that younger adults in other countries have substantially improved degree attainment compared to their parents' generation. In general, progress has been much slower in the United States. In Washington, the picture is even grimmer—a smaller percentage of younger adults have attained higher levels of education than the older generation.

Percentage of Population by Age with Associate Degree or Higher
For Selected Countries, U.S., Washington



*Age 45-64 with associate degree or higher reported for Washington

Sources: OECD Education at a Glance 2010, Table A1.3a; www.higheredinfo.org, Educational Attainment by Degree-Level & Age Group (ACS, 2008).

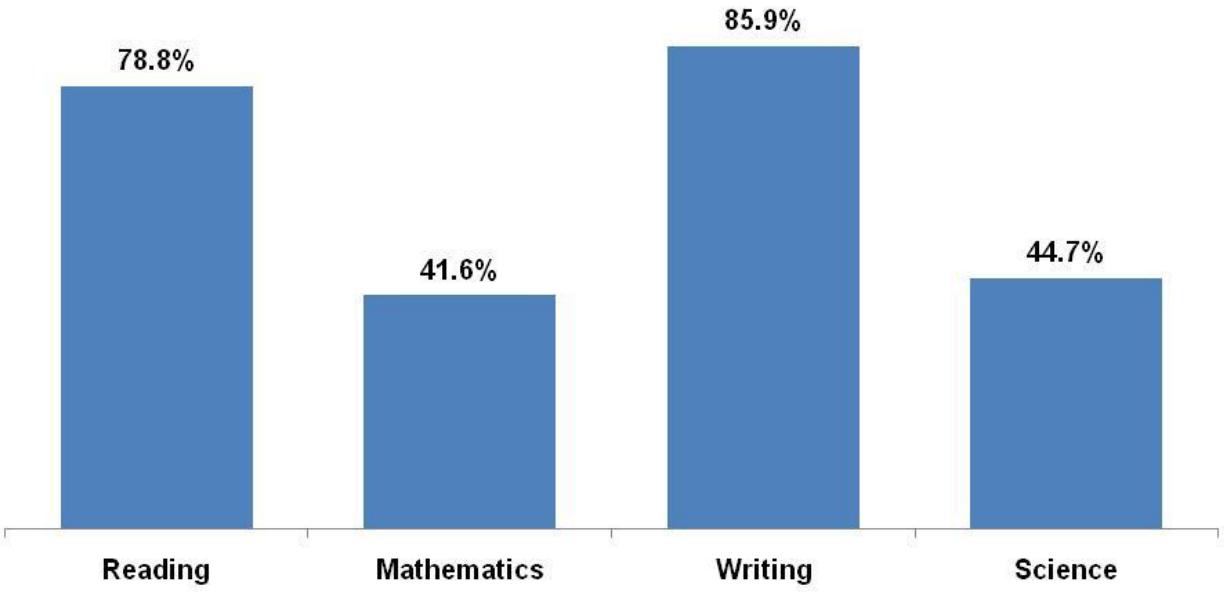
New high school assessment tool shows need for improvement in science and math

Insufficient academic progress at the K-12 level continues to be a major impediment to the successful completion of college-level work. This is especially true in the areas of science and mathematics, which constitute the educational cornerstones for many of Washington's higher-paying career fields.

Beginning in the 2009-10 school year, the Measurements of Student Progress (MSP) replaced the Washington Assessment of Student Learning (WASL) as the state's primary tool for assessing academic progress for students in grades 3-8. The High School Proficiency Exam (HSPE) replaced the WASL for students in grade 10.

The HSPE measures student progress on critical learning objectives in reading, mathematics, writing, and science. These academic standards specify what all students should know and be able to do by graduation. Like the WASL assessments that preceded them, the first year's HSPE results show a particular need for improvement in math and science subjects among high school students.

2009-10 Washington Public Schools 10th Grade HSPE Scores
Percentage of Test Takers Meeting Statewide Standards



Source: Office of Superintendent of Public Instruction, 2010 Washington State Report Card Data.

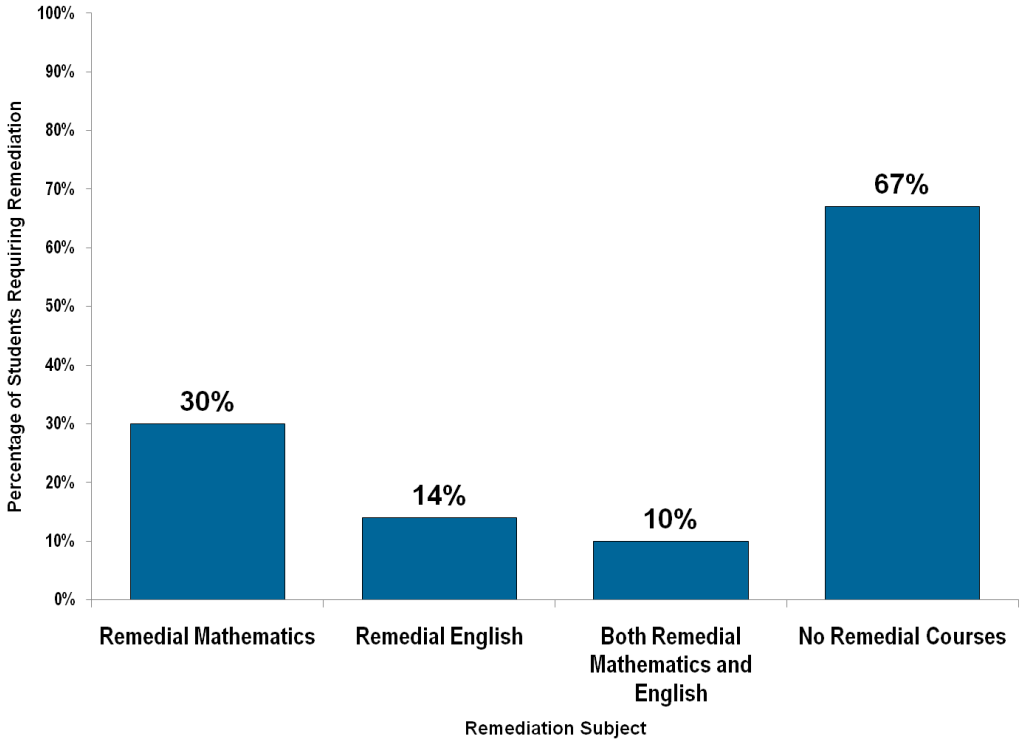
Nearly a quarter of bachelor's graduates successfully complete remedial coursework

Students enter college with differing skill levels in subjects that are essential to successful completion of degree programs. Many require additional pre-college level coursework. This is most common in English and math and, particularly in math, occurs more often among older students who experience gaps in their education between high school and college.

In a recent study, the HECB found that among students graduating from public baccalaureate institutions in 2005-06, more than 4,500 (23 percent of the graduates) had successfully completed remedial coursework in English or math at a CTC prior to transfer. In addition, 35 percent of STEM graduates (*n*=232) and 50 percent of business graduates (*n*=505) took pre-college math coursework.

Percentage of High School Graduates Enrolled in Remedial Coursework, Class of 2007

Includes only Students Enrolled in Public Higher Education Institutions



Source: WSU Social and Economic Services Research Center for the Office of Superintendent of Public Instruction, *Washington State Graduate Follow-up Study, Class of 2007*.

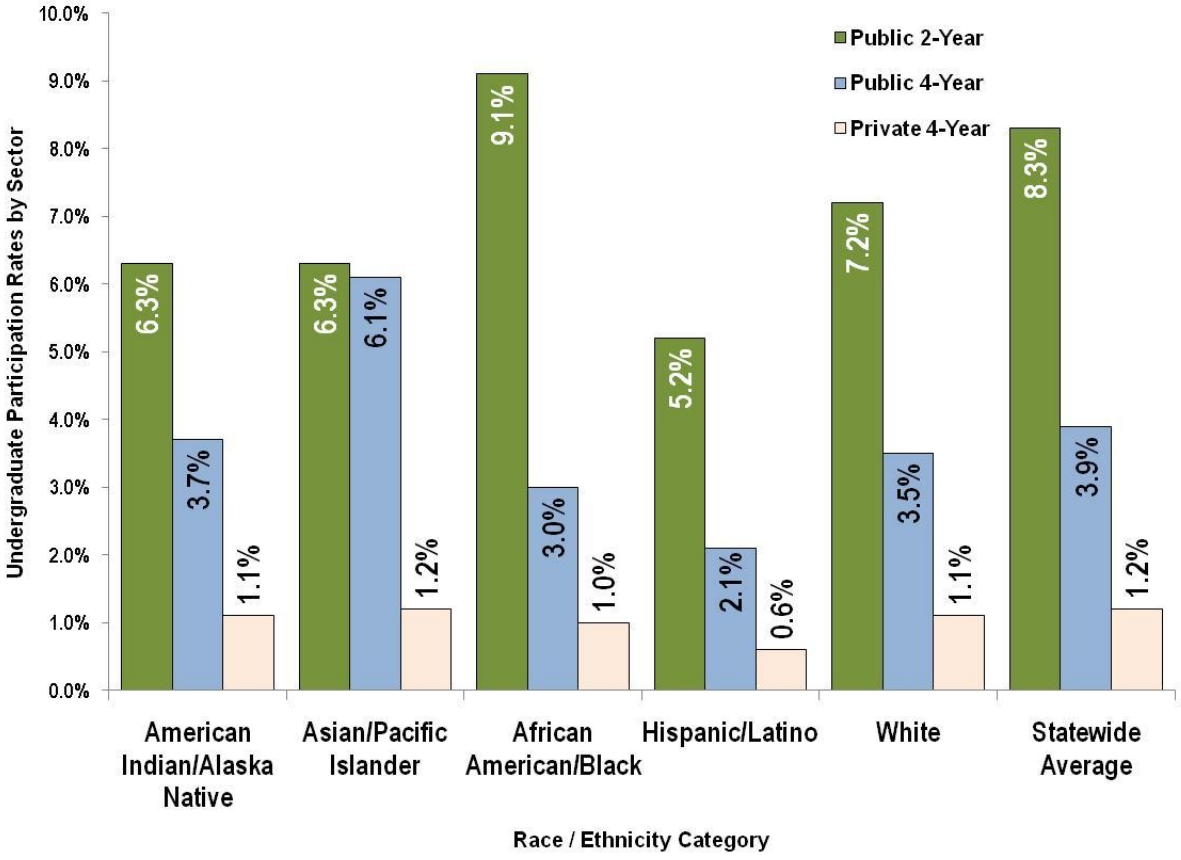
Some racial and ethnic groups have higher college participation rates than others

Racial and ethnic groups differ in their rates of college participation. Variations in family income may account for some of the differences. In addition, a lack of family history of college participation may influence the degree to which subsequent generations are encouraged to pursue postsecondary education.

Among racial and ethnic groups, college participation also varies by the type of institution. For example, participation by 18-44 year-old African Americans is higher than the state average at community and technical colleges, but below the state average at public four-year institutions. Hispanics, the state's fastest-growing racial and ethnic group, have lower than the state-average participation rates at both community and technical colleges, and public and private baccalaureate institutions.

Undergraduate Headcount Participation Rates by Race/Ethnicity and Sector, Fall 2009

Population Ages 18-44



Notes: To align with IPEDS enrollment data, census data for Asians and Pacific Islanders are combined and multiracial distributed among Hispanics and racial groups, except whites. Students with unknown status are then distributed among all the racial/ethnic groups. Nonresident aliens are not included in the analysis.

Sources: Integrated Postsecondary Education Data System, National Center for Education Statistics fall 2009 enrollments. Census Bureau.

Racial/ethnic groups vary in levels of degree attainment relative to share of population

As the percentage of Washington citizens from diverse ethnic and racial groups has grown, so has the overall percentage of students from these groups who earn bachelor's degrees at Washington's public and private colleges and universities. In fact, the percentage of minorities who earn bachelor's degrees has grown at a faster pace than their overall share of the population.

However, a closer look shows that minority groups vary in their levels of degree attainment. For example, the percentage of all students earning bachelor's degrees who are Hispanic/Latino is lower than their percentage of the overall population.

As the state's minority population expands, achieving the goal of increased degree production will require continued emphasis on improving degree attainment rates among groups that have had lower levels of college success in the past.

Proportionate Representation of Race/Ethnicity Groups
In 2008 Washington Population and 2008-09 Degrees Awarded

Race/Ethnicity	2009 Population	Associate's Degree	Bachelor's Degree	Advanced Degrees
American Indian/ Alaska Native	1.6%	1.4%	1.3%	1.1%
Asian/Pacific Islander	8.6%	7.6%	11.7%	6.9%
African American/Black	4.1%	3.3%	2.8%	2.6%
Hispanic/Latino	11.9%	6.2%	5.0%	3.3%
White	71.1%	66.2%	67.6%	61.7%
Two+ Races	<1%	<1%	<1%	<1%

Sources: Integrated Postsecondary Education Data System (U.S. Department of Education). U.S Census Bureau.

Washington has a pool of students who started college, but never finished

Thousands of Washingtonians have completed at least some college but, for many reasons, have not earned college degrees or certificates. By focusing on the more than 472,000 Washington residents age 18-44 who, in 2009, had earned "some college but no degree" and were not currently enrolled in college, the state could "begin to turn the tide fairly quickly"[2] in growing degree production.

Encouraging more to return to the higher education system to finish degree or certificate programs is one strategy for helping the state fill the growing demand for college-credentialed workers.

Washington's Residents Age 18-44
Whose Highest Educational Attainment is "Some College, No Degree"

By Race/Ethnicity	Total with "Some College, No Degree"	% Not Enrolled in College	# Not Enrolled in College
American Indian/ Alaskan Native	8,727	83%	7,284
Asian/Pacific Islander	45,221	59%	26,550
African American/Black	32,945	70%	22,943
White	512,747	70%	59,773
Multi-racial	24,926	63%	15,625
Hispanic	57,143	70%	39,905
TOTAL	**681,709**	**69%**	**472,080**

Source: American Community Survey, 2009, U.S. Bureau of the Census.

[2] *A Stronger Nation through Higher Education* (February 2009), Lumina Foundation for Education.

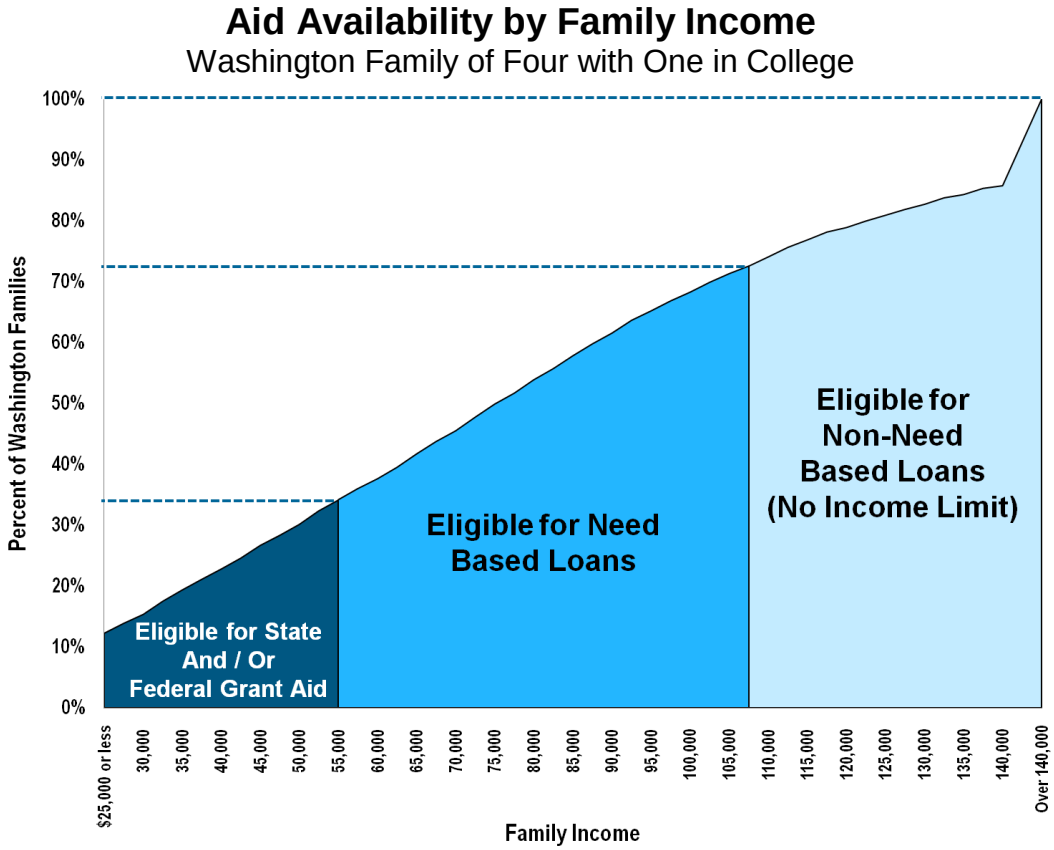
For families, the total cost of college depends on the institution and its tuition rate

Because the cost of instruction is higher at some public and private colleges and universities, the cost of attendance also is higher. Absent loans, scholarships, or other forms of financial assistance, some families will need higher levels of personal income or savings to enroll students in more expensive institutions.

Differing tuition rates are a major factor contributing to differing attendance costs. As tuition increases, the overall cost of attendance and, consequently, family income requirements also rise, unless these increases can be offset by financial aid through grants, scholarships, and loans – from federal, state, institutional sources, or personal family savings.

The table below shows family income cut-off points for various sources of aid based on family income and attendance at one of the state's public research universities. A family of four sending an 18-year-old unmarried student to one of Washington's research universities during the 2009-10 academic year needed an annual income of $108,500, absent other sources of financial assistance, family savings, personal savings, or GET savings.

As the chart shows, there is no income limit on non-need-based loans. A family of four that earns less than $108,500 with a student attending a Washington research university would likely be eligible to receive at least some need-based loans. Seventy-four percent of four-member families in Washington fall into this income category. A similar family earning less than about $55,000 (34 percent of families) would likely receive need-based grants (state, federal, or both).



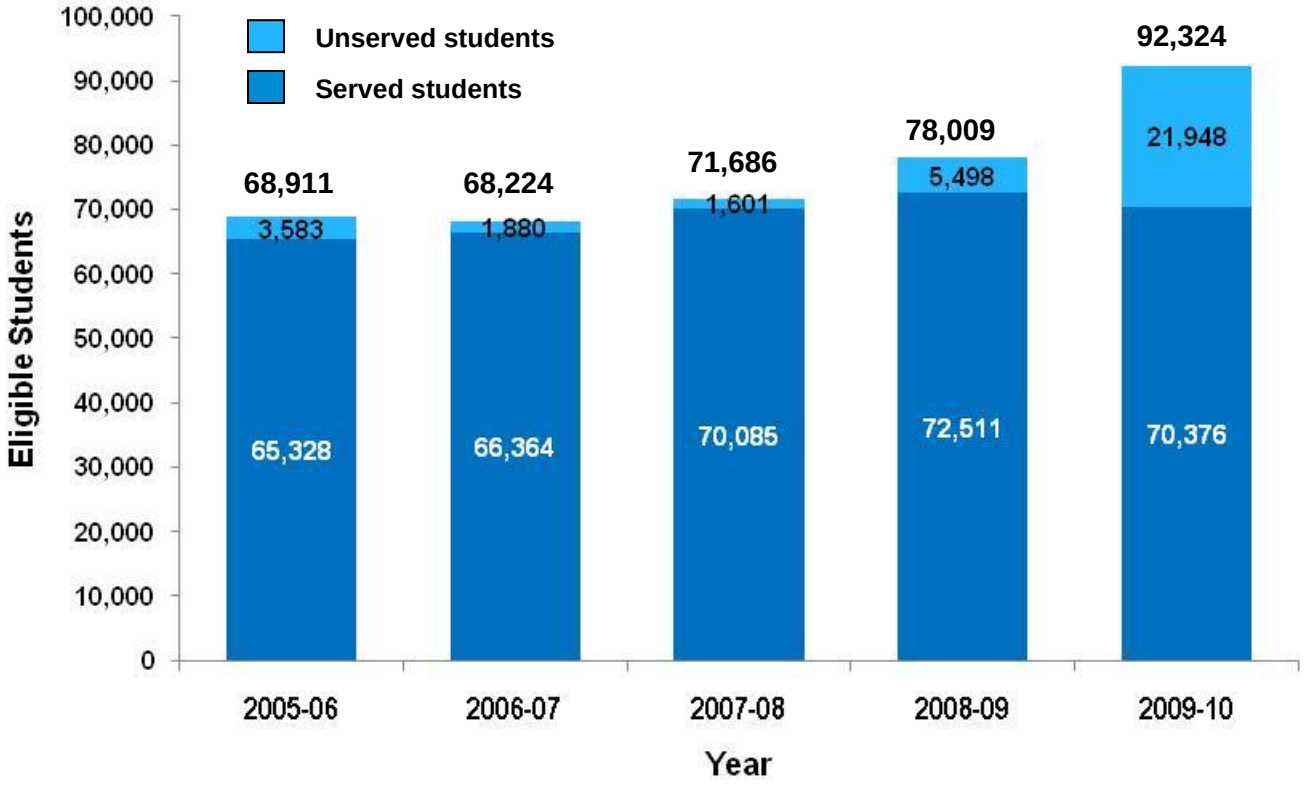
Source: HECB analysis of financial aid data, American Community Survey Three-Year, 2005-07, dataset.

Demand for financial aid has outstripped supply

The state's economic downturn has prompted thousands of Washington residents to turn to higher education for new career training or to improve their job skills. However, many students lack the personal financial resources to pay the full cost of tuition and other college expenses. These circumstances have combined to create additional pressure on state and federal financial assistance programs at a time when the state budget situation has prevented increases in student financial aid.

The number of students served by the State Need Grant (SNG)—the largest state-funded financial aid program—declined slightly, by about 3 percent, between 2008-09 and 2009-10. This occurred primarily because relatively more full-time students than part-time students were served. However, over the same period, the number of eligible students seeking SNG assistance grew dramatically—from 78,000 to about 92,000—an increase of about 18 percent in one year. As a result, the gap between the number of students who received SNG assistance and those who went unserved also increased.

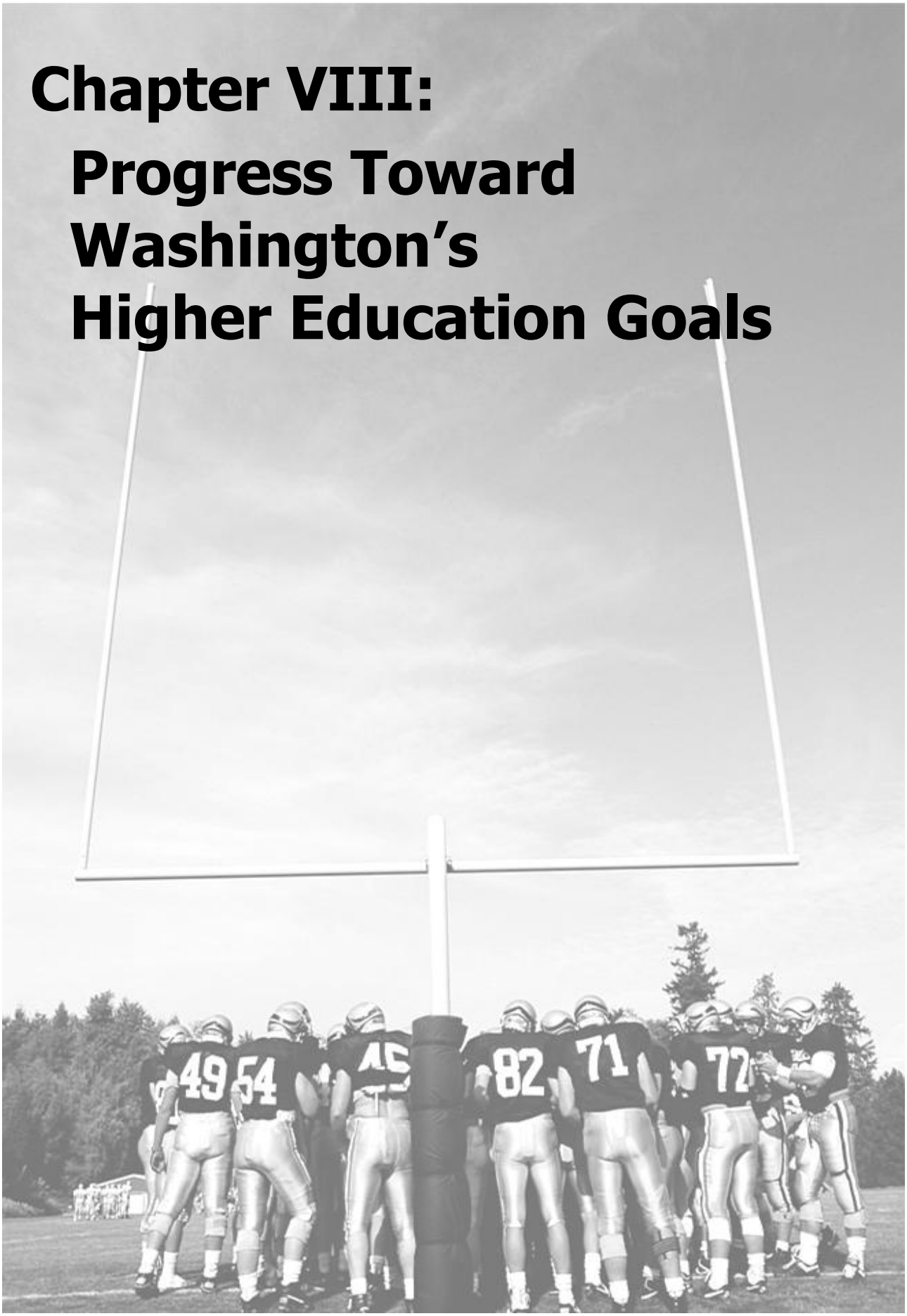
State Need Grant-Eligible Students: Served Versus Unserved



Source: SNG Final Interim Report, 8/10/10.

Chapter VIII:

Progress Toward Washington's Higher Education Goals



Progress on aligning high school graduation, college entry requirements

One way to encourage more high school students to enroll in college is to ensure that the courses they must complete to graduate from high school are consistent with eligibility requirements for admission to higher education institutions. In the past, state high school graduation requirements have not always aligned with college entrance requirements.

In 2010, the Higher Education Coordinating Board and the State Board of Education (SBE) worked to update and align high school graduation and college admission requirements. In November 2010, both the HECB and SBE adopted common requirements for high school graduation and college admission that are scheduled to go into effect in 2016. Changes to the SBE high school graduation requirements require legislative approval and funding.

The revised requirements will ensure that students are automatically enrolled in coursework that would meet or exceed the HECB's current minimum requirements for college admission. Students would have flexibility to opt for a more technically oriented pathway or a more academic pathway based on their plans for high school and beyond.

State Board of Education and HECB Common Requirements (2016)

Subjects	Credit Requirements	
English	**4**	
Mathematics	**3**	
Senior Year Math-Based Quantitative Course	Math or Algebra-based science course required[1]	
Science	**3** (2 lab science – 1 algebra-based and 1 in biology, chemistry, or physics)	
Social Sciences	**3**[1]	
World Languages	**2**	
Arts	**1** (Fine, visual, or performing arts)	
State Board of Education Additional Requirements		
Occupational Education	**1**	**Electives** May include: remaining HS distribution courses, additional subject area courses, philosophy, or non-doctrinal religion.
Career Concentration	**2**[1]	
Health & Fitness	**2**	
Arts	**1**	
Electives	**2**	
Total Credits	**24**[2]	

[1] Considered a dual-purpose course and may count with any math or algebra-based science in the senior year.

[2] Up to 2 credits could be waived by local administrators for students who have failed a class and taken the appropriate credit recovery classes to regain the credit. Students must earn designated credits in mandatory subjects. HECB does not establish a minimum number of credits but recommends students enroll in a rich curriculum that includes the required common courses and a rich selection of electives.

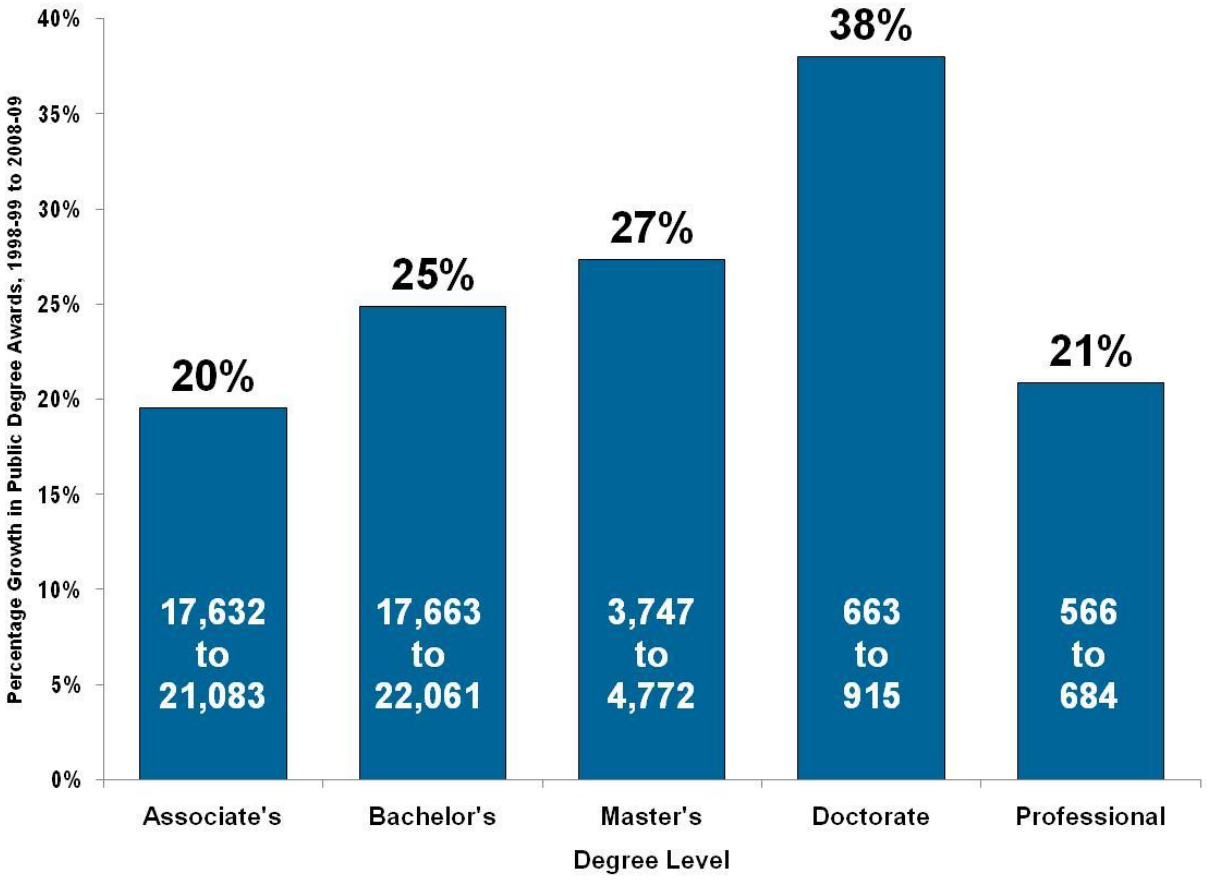
Degree production has grown over the past decade

The number of degrees awarded by Washington's public and private four-year colleges and universities has steadily risen over the last decade. This was true for bachelor's, master's, doctorate, and professional degrees.

In the public sector, the largest percentage increase was in doctoral degrees, although the actual number of those degrees was much smaller than other degree categories (except first-professional degrees such as law and medicine).

Growth in degree production reflects increased higher education funding provided to meet increased demand earlier in the decade. Recent reductions in higher education funding as a result of the state's current fiscal challenges could reduce degree-award growth in future years.

Washington Public Institution Degree Award Growth, by Award Level
1998-99 to 2008-09



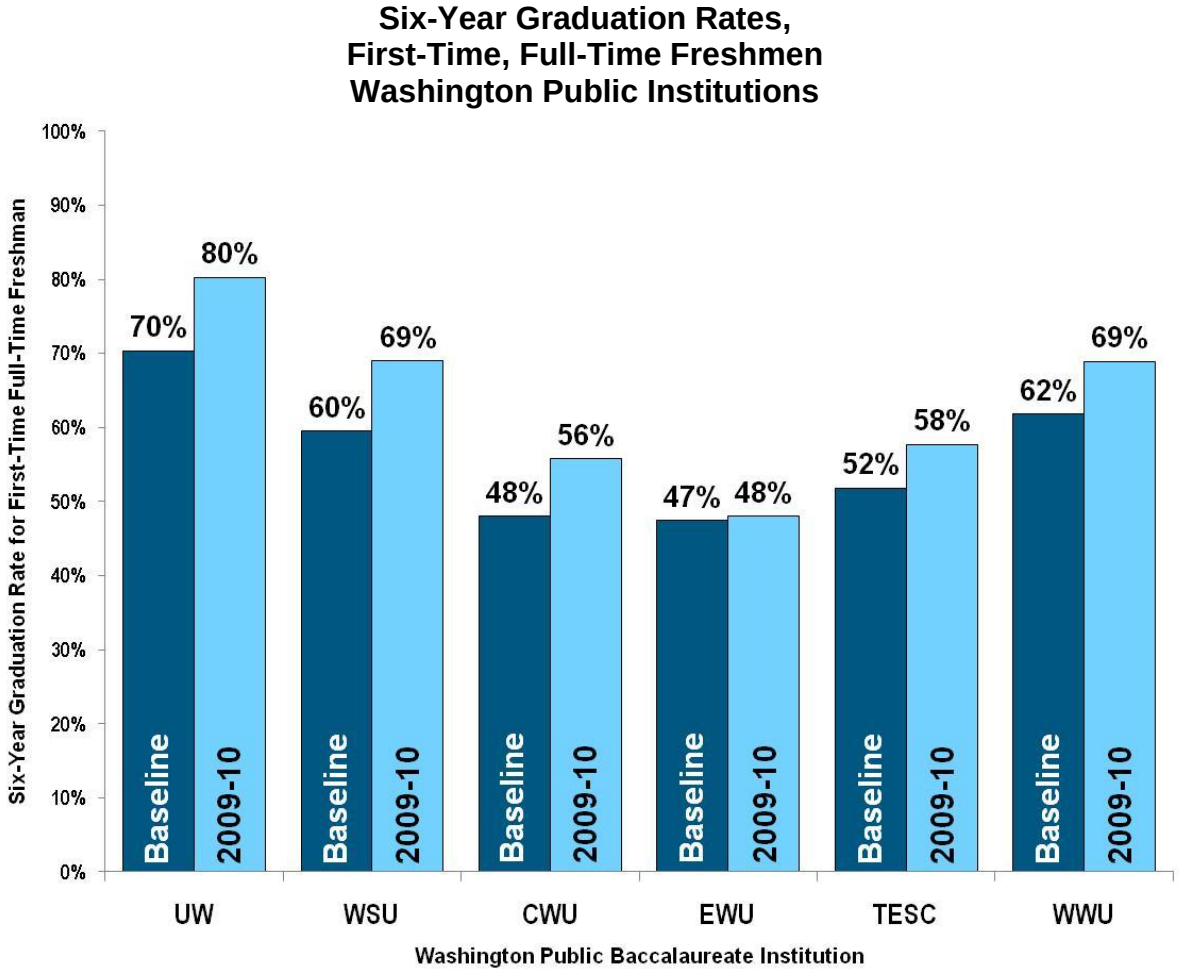
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2009.

State baccalaureate institutions producing degrees at faster pace

Many students today take more than four years to finish college, often because of work and family commitments.

The U.S. Department of Education reports that students earning bachelor's degrees take, on average, about 55 months to complete degrees. This sample includes only those who didn't stop for more than six months during this time. Those who attended multiple institutions took longer to complete degrees—59 months on average for those attending two institutions and 67 for those attending three.[3]

In Washington, the percentage of students who enter public four-year colleges and universities as freshmen and earn baccalaureate degrees within six years has increased. This is a measure of increasing efficiency on the part of institutions in the production of baccalaureate degrees.



Note: Baseline is the annual average of 1997-98 to 2001-02.

Source: Higher Education Coordinating Board, *Higher Education Accountability Report*, 2009-10.

[3] Retrieved December 10, 2009, from http://nces.ed.gov/fastfacts/display.asp?id=40.

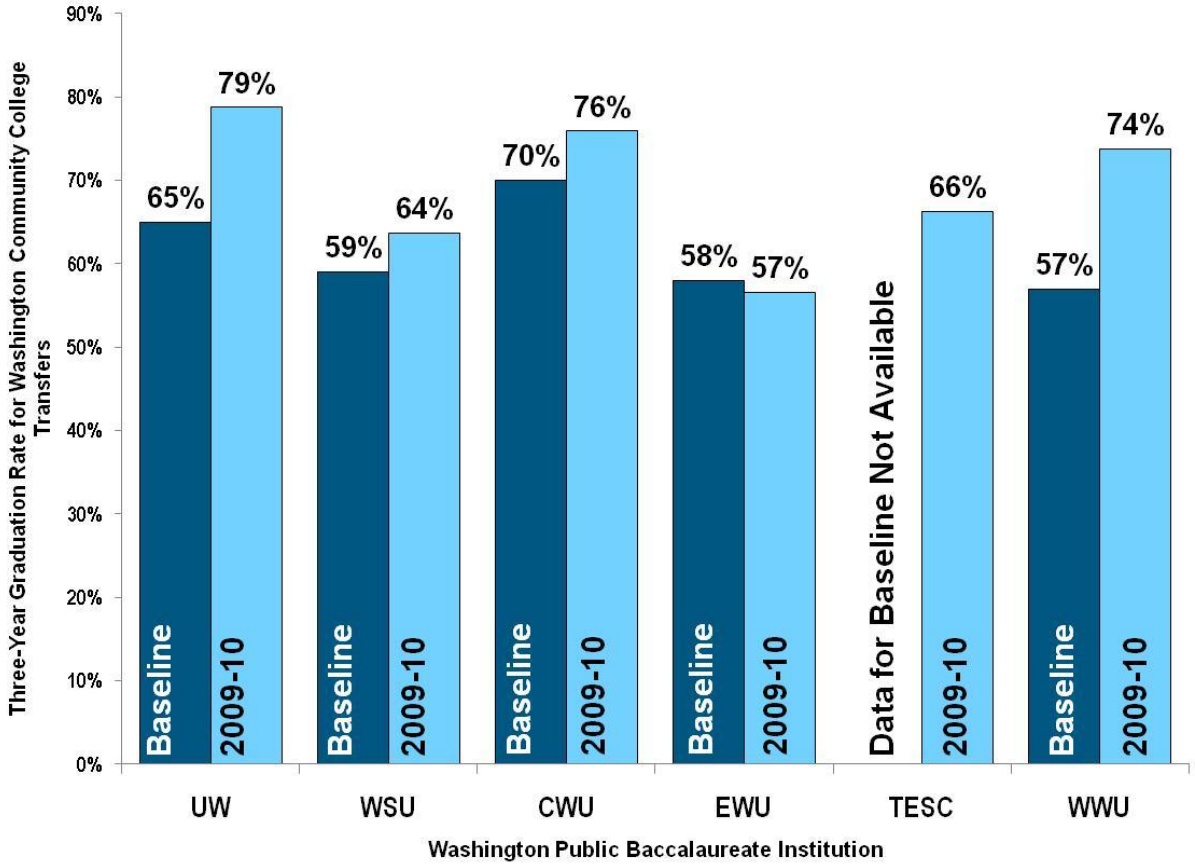
Graduation rate for transfer students has improved

The number of students who graduate within three years after transferring to Washington's public baccalaureate institutions has increased by nearly 9 percent from a baseline period of 1997-98 to 2009-10. This measure represents the performance of the higher education system as a whole, not just the two-year college system.

Completing degrees in a timely manner helps students launch their careers earlier and become productive members of society sooner. Timely completion also frees up space at colleges to serve more students. It is difficult to improve outcome measures like graduation rates, but Washington institutions are doing just that.

Washington Public Baccalaureate Three-Year Graduation Rate for Transfer Students with an Associate Degree from a Washington Community College

Baseline (Annual Average of 1997-98 to 2001-02) to 2009-10



Source: Higher Education Coordinating Board, *Higher Education Accountability Report*, 2009-10.

A large majority of Washington freshmen who attend four-year public institutions return for the sophomore year

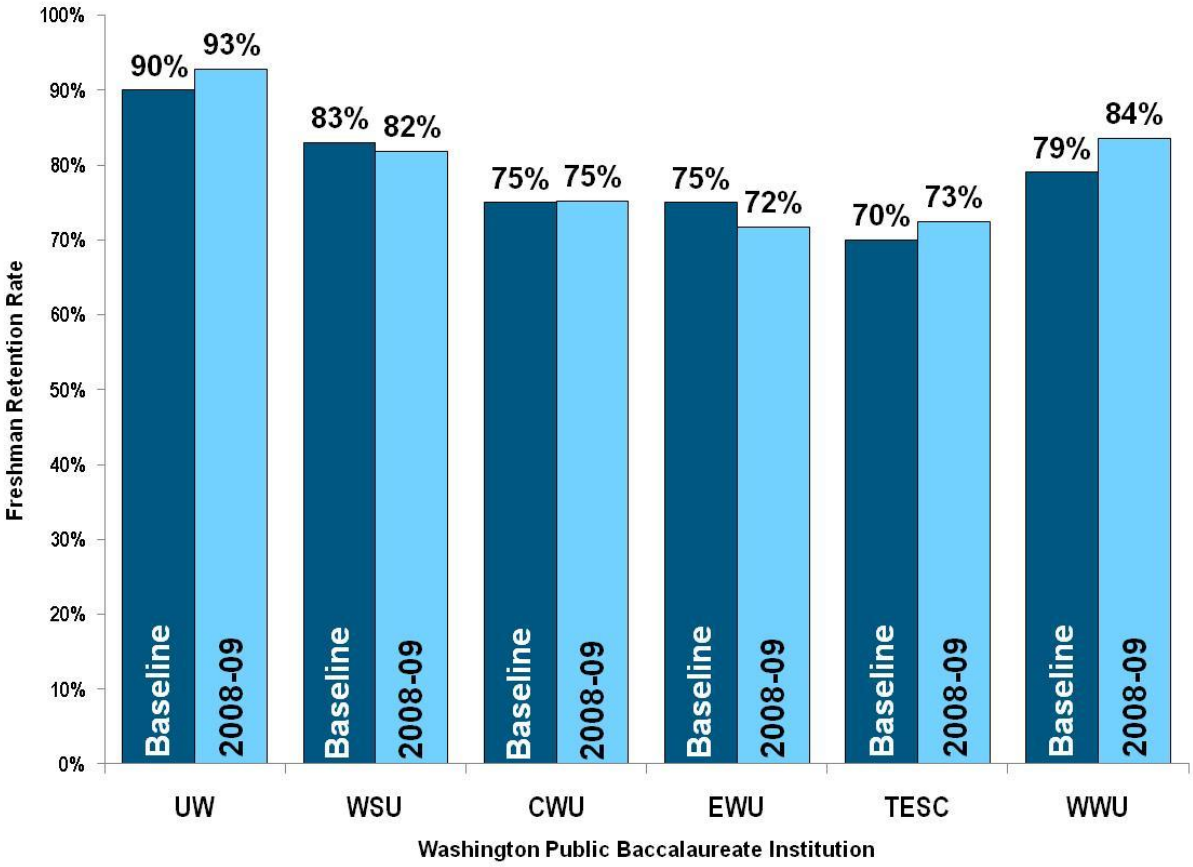
Washington's baccalaureate institutions are highly efficient in moving students through years of college to graduation. One reason is relatively high freshman retention rates that average about 80 percent.

Still, striving for even higher freshman retention rates offers great benefits for students, institutions and the state. By helping more freshmen make the transition to their sophomore year, institutions will produce more degrees and, ultimately, increase access to higher education for Washingtonians.

Institutional freshman retention rates vary, in part because of the students served. Rates also can change over time. For example, Western Washington University's retention rate has risen from about 79 percent at the start of the decade to about 84 percent in 2008-09.

Freshmen to Sophomore Year Retention, Washington Public Baccalaureate

Baseline (Annual Average of 1997-98 to 2001-02) to 2008-09



Source: Higher Education Coordinating Board, *Higher Education Accountability Report*, 2009-10.

Universities experience moderate growth in production of graduate degrees

The annual production of graduate degrees at Washington's public and private colleges and universities showed a moderate increase of a little less than 17 percent between 2002 and 2009.

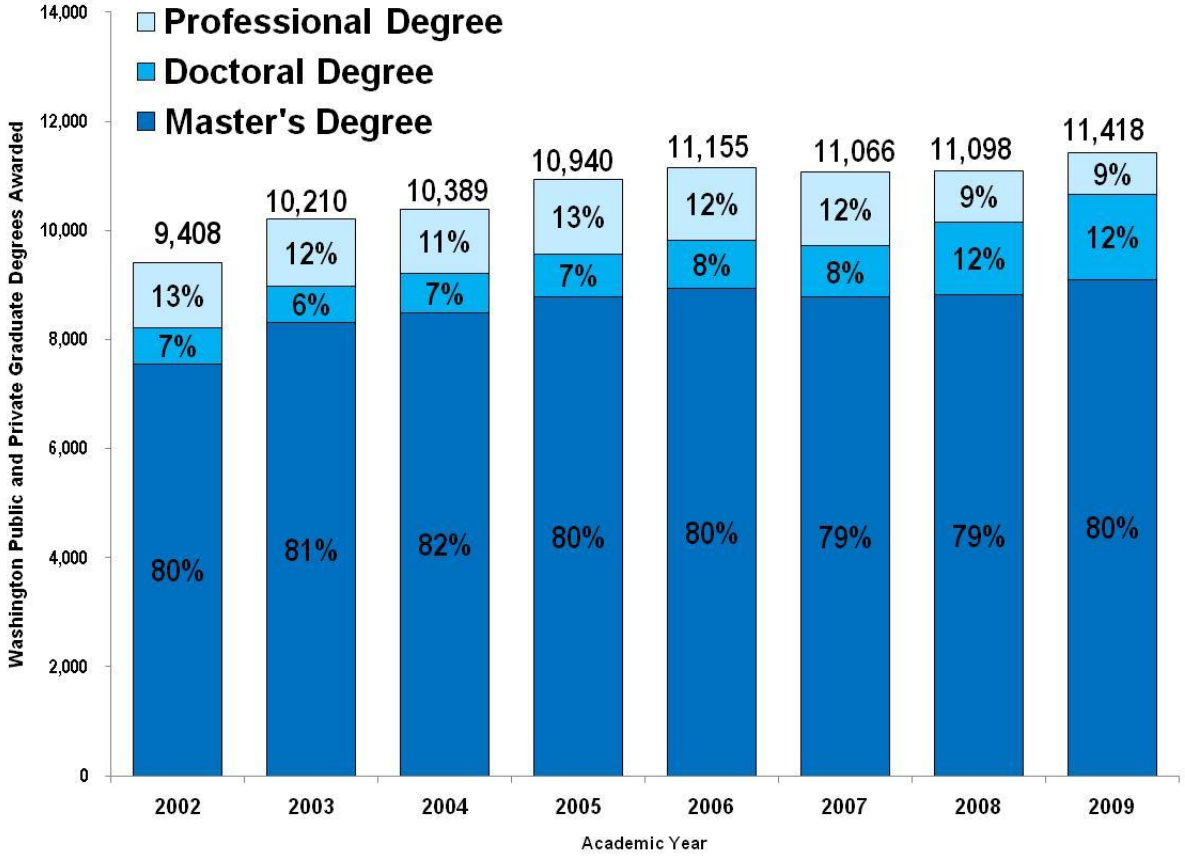
Since the early part of the decade, graduate degree growth has been driven primarily by the University of Washington. A notable increase occurred at Eastern Washington University prior to 2004-05, but production has declined since then.

Not surprisingly, master's degrees are by far the most common graduate degree awarded. Business, Education, Health, and Social Sciences are the most common major areas of study. In 2009, nearly 50 percent of the state's master's and first-professional degrees were awarded by private institutions.

About 93 percent of the state's doctoral degrees are produced in the state's public institutions, while private institutions play a more significant role in the production of master's and "first-professional" degrees (almost exclusively degrees in law and medicine).

Graduate Degrees Awarded in Washington

Includes Public and Private Institutions Reporting Degrees Awarded in Washington



Note: Totals may not add due to rounding.

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

Public institutions produce biggest share of degrees in high demand fields

Although the current economic downturn has temporarily reduced overall demand for workers, demand appears to remain strong for certain occupations such as engineers and computer/ software specialists. The long-term outlook, particularly in high-demand fields, remains bright. Fields that are expected to continue to be in high demand include engineering, software engineering, computer science, architecture, and health care.

Washington relies heavily on public colleges and universities to produce baccalaureate and graduate degree holders in the high-demand health and STEM fields (science, technology, engineering, and mathematics). In 2007-08, public institutions produced 77 percent of the baccalaureate and graduate degrees in the STEM fields, and 74 percent in the health fields.

Public institutions have greatly increased high-demand degree production since 2001. The total number of high-demand degrees and certificates awarded by public institutions has grown by 36 percent since 2001-02. Allied Health and Health Sciences and Construction Management have shown consistent and steady increases in degrees conferred since 2001-02. Allied Health and Health Sciences have grown a staggering 63 percent since 2001-02. The number of graduates in math, biological, and physical sciences has increased by 27 percent since 2001-02. Although the number of graduates in engineering leveled off last year, they remain 7 percent higher than the total for 2003-04.

Annual High-Demand Degree Awards, 2001-2009

High-Demand Instructional Program Areas	Academic Year							
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Allied Health & Health Sciences	4,443	5,018	5,946	6,395	6,995	7,019	7,226	8,393
Computer and Information Sciences	1,435	1,877	1,899	1,516	1,222	1,191	1,183	1,212
Engineering Technologies and Technicians	1,456	1,936	2,176	1,823	1,821	1,840	1,915	2,429
Engineering, Four-Year Only	1,293	1,264	1,255	1,262	1,293	1,347	1,343	1,375
Math, Biological & Physical Sciences, Four-Year Only	1,862	1,974	1,949	2,133	2,215	2,396	2,374	2,537
Transfer High-Demand (STEM), Two-Year Only	860	1,056	1,281	1,111	1,059	1,013	1,129	1,051
Construction Management, Two-Year Only	29	44	84	94	125	253	304	270
Public Higher Education Total	**11,378**	**13,169**	**14,590**	**14,334**	**14,730**	**15,059**	**15,474**	**17,267**

Source: GMAP - Economic Vitality Measures.
http://performance.wa.gov/EconomicVitality/EV101509/WorkforceSkills/HighDemanddegreesand/Pages/default.aspx

Diversity increasing among new faculty members

Across all sectors of Washington's public higher education system, today's students are ethnically more diverse than the faculty who teach them. However, new faculty hires at the public colleges and universities are helping increase diversity to levels that more closely reflect the student population in the future.

Statistics show that public four-year institutions rely more heavily on the international pool of faculty candidates to fill positions than do private four-year institutions or community and technical colleges. About 15 percent of new faculty hires at public institutions between fall 2007 and fall 2009 were nonresident aliens, compared to about two percent at private baccalaureate institutions and less than one percent at community and technical colleges.

Faculty and Student Population by Race/Ethnicity
Washington Public Higher Education Institutions

Race/Ethnicity	Washington Public Undergraduate Student Population	Washington Public Graduate Student Population	All Public Faculty, Fall 2007	Public Newly Hired Faculty, Fall 2007-09
White Non-Hispanic	62.2%	62.1%	80.5%	44.4%
Black Non-Hispanic	4.1%	2.4%	2.0%	1.3%
Hispanic	7.1%	4.0%	3.0%	5.0%
Asian or Pacific Islander	8.7%	9.2%	6.5%	5.3%
American Indian or Alaska Native	1.4%	1.2%	1.1%	0.9%
Multiple / Other	2.8%	0.2%	0.6%	0.7%
Unknown	10.7%	9.7%	4.3%	27.1%
Non-resident Alien	3.0%	11.2%	2.1%	15.1%
TOTAL*	100%	100%	100%	100%

*Totals may not equal 100 percent due to rounding.

Sources: Integrated Postsecondary Education Data System (U.S. Department of Education), 2010.

Chapter IX:
Next Steps

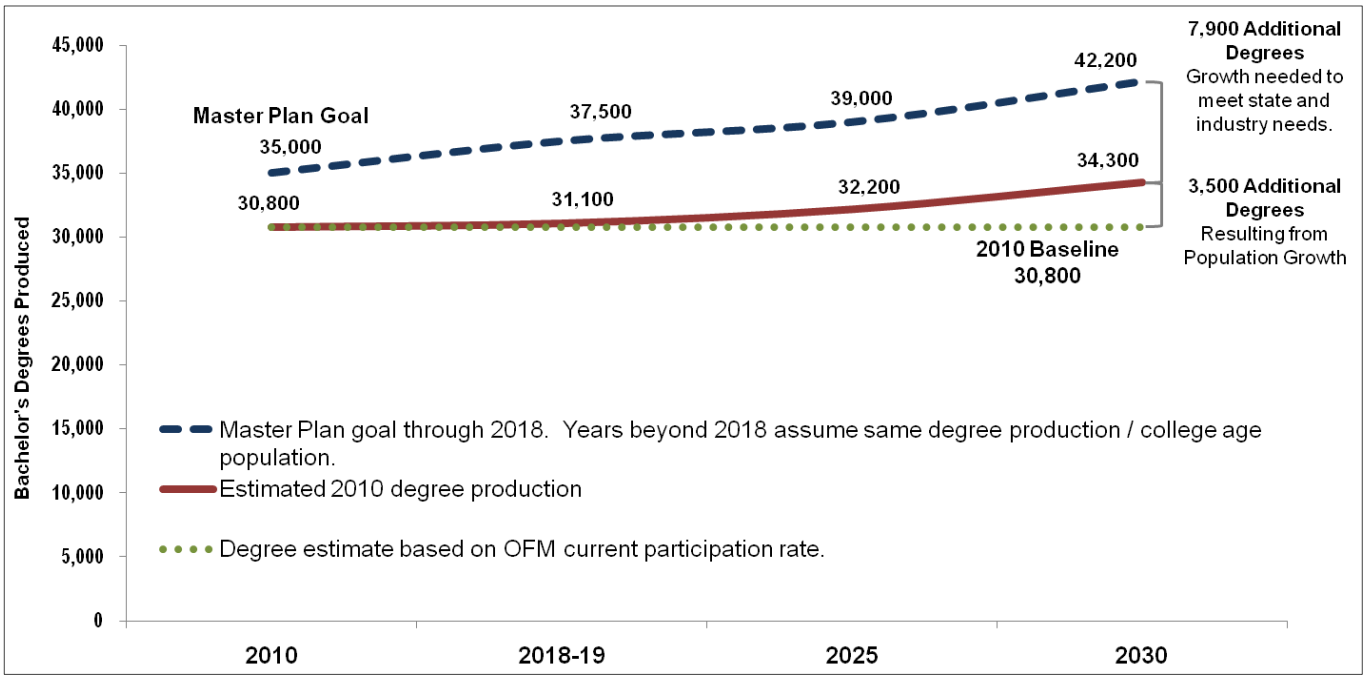
We need to educate more Washington citizens to higher levels

Washington will need to produce more associate, bachelor's, and graduate degrees to meet the needs of the state economy and to remain competitive with the other Global Challenge States with which it is often compared. Washington's *2008 Strategic Master Plan for Higher Education* called for a 40 percent increase in annual degree and certificate production in 10 years. These goals are consistent with the Obama administration's goal of increasing degree production 60 percent nationwide.

Over the past two years, the recession and subsequent funding cuts to higher education have stalled progress toward these goals. The original degree goals were reduced by 3,600, and the timeline for achieving them has been extended to 2030. The revised targets remain ambitious goals, but the state is already falling significantly behind in achieving them. As of December 2010, degree growth remained flat while the target levels continued to rise.

For example, the chart below shows the gap between the number of bachelor's degrees the state will need to produce to meet demand in 2030, and the number that will be produced if public and private institutions merely keep pace with population growth—*a big if* – given the current challenges facing higher education. Narrowing the gap will require significant investment in policies that will increase participation rates across the state.

Bachelor's Degrees and Expected Growth, 2010-2030
Public and Private Institutions



Note: Assumes 2007-08 distribution of public/private bachelor's degree awards.

Sources: Bachelor's degree awards: Integrated Postsecondary Education Data System, National Center for Education Statistics. Degree Goals: 2008 Strategic Master Plan; Projection to 2030 based on 2008 population forecast of 18-44 year olds. Institutional Degree Award Plans: 2008 Enrollment Capacity Study, HECB.

We need to adopt a stable funding model for higher education

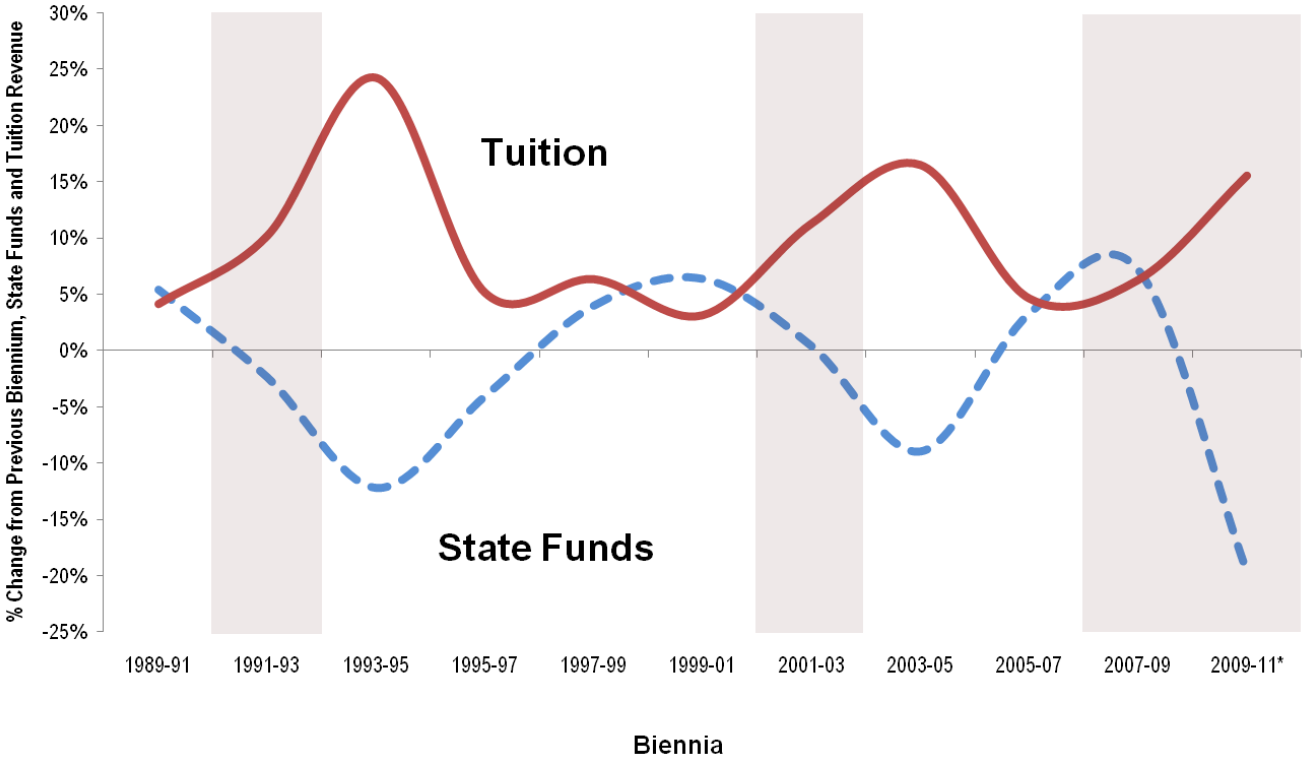
Washington has a history of state support for higher education going back to the mid-19th Century. But unlike basic education, higher education constitutes the largest source of discretionary funding in the state budget. State government is not required to provide a particular level of higher education for its citizens.

As the chart below illustrates, times of declining state revenue often cause leaders to reduce state support for higher education and increase student tuition. These shifts create enormous uncertainty for students and threaten the quality of educational programs.

A more stable and predictable funding approach is needed that includes reasonable support for public colleges, tuition-setting flexibility so that our institutions can maintain high-quality programs, and increasing levels of financial aid.

Washington Public Higher Education Institution Expenditures
% Change in State Operating Funds vs. % Change in Tuition Revenue

1989-2011, In IPD Adjusted Constant FY 2009 Dollars; Recessions Are Shaded



* 2009-11 funding levels reflect appropriation levels from First Phase 2011 Supplemental 2009-11 operating budget as passed Legislature.

Note: State Funds include Near General Fund-State, Opportunity Pathways, and Opportunity Express Accounts. Tuition funding is tuition revenue from state supported enrollments (149-6), budgeted student FTE.

Sources: Higher Education Coordinating Board analysis of Legislative Evaluation and Accountability Program Committee higher education finance data.

We need to prepare more high school graduates to succeed in college

Each year, thousands of Washington high school students either drop out of school or do not continue their education at the postsecondary level. The state can move closer to achieving its degree-production goals by adopting policies that ensure more students graduate from high school ready and willing to continue at the college level.

Improvements in science and math readiness are particularly important to increase the number of college graduates in the science, technology, engineering, and math (STEM) fields that are in strong demand in Washington. However, today's students are insufficiently prepared in these fields unless they do considerable remedial work:

- In 2008, 12 percent of high school graduates failed to meet the minimum public four-year college admissions standards in science.
- 31 percent of 2008 high school graduates did not take a math course in their senior year of high school and 52 percent did not take a science class.
- Only 55 percent of 2008 high school graduates met minimum graduation requirements in science; 89 percent met the math requirement.

Washington Residents Age 18-44 Whose Highest Educational Attainment is a High School Diploma or Less

By Race/Ethnicity	Total "High School or Below"	Percent Not Enrolled in School	Number Not Enrolled in School
American Indian/Alaska Native	18,257	87%	15,839
Asian/Pacific Islander	53,555	83%	44,583
African American/Black	39,515	83%	32,671
White	581,158	88%	508,820
Multi-racial	29,083	86%	25,127
Hispanic/Latino	195,452	92%	179,217
Total	**917,020**	**88%**	**806,257**

Source: American Community Survey 2009, U.S. Census Bureau.

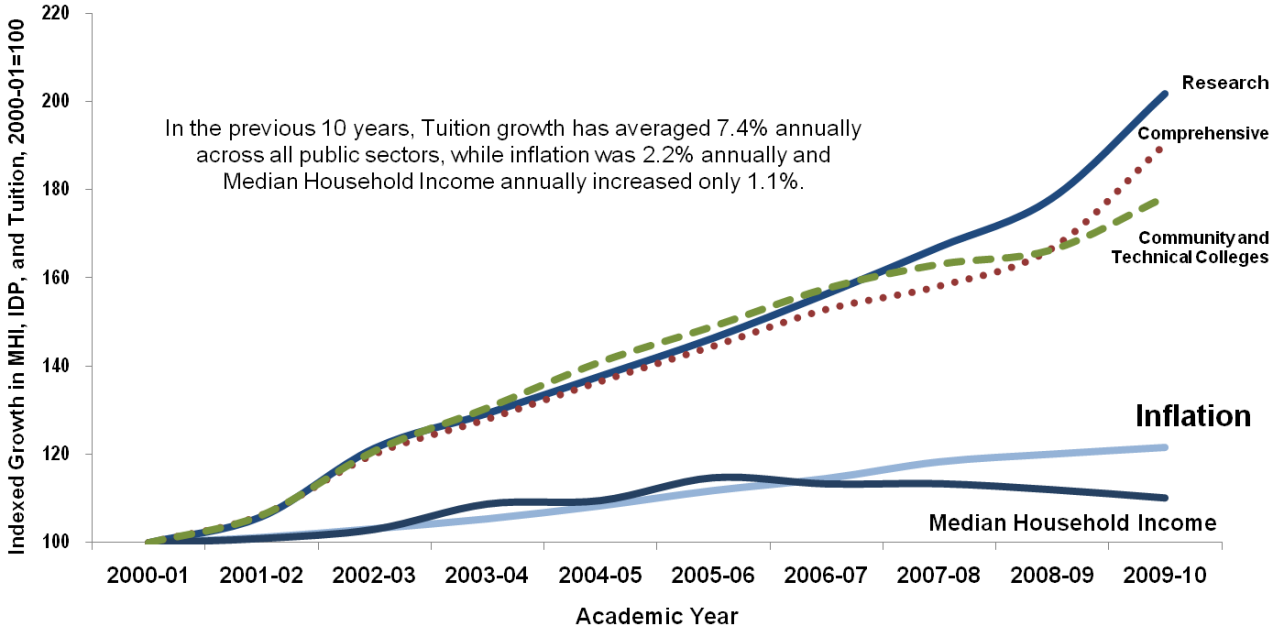
We need to ensure affordable access for more low- and middle-income students

The full cost of attending college is beyond the reach of many Washington students and their families. In recent years, tuition costs have risen at a far more rapid pace than personal income or inflation. The national recession has further pinched family pocket books and made it even harder to save for college. Finally, the state's fastest-growing demographic groups include many low-income families for whom college may seem an unrealistic dream.

Washington has a history of providing financial aid to help cover college costs that families are unable to provide themselves. Without a continued commitment to such resources, Washington's ambitious goal of providing the trained and educated workers needed to meet the demands of its knowledge-based economy will be even more difficult to achieve. College tuition and fees have outpaced family income growth in Washington for more than two decades. This has been the case in each sector of higher education.

The resulting decrease in college affordability for Washington students has been compounded by increasing levels of consumer debt, higher health care costs, and a rising cost of living. Middle-income families and individuals – those who do not qualify for most student financial aid programs – find it harder to save for college and the dollars they do save buy less education than in the past.

2001-10 Tuition Increases at Washington Public Higher Education Institutions by Sector, Compared to Economic Indicators



Sources: Public Tuition and Fee Information: HECB National Tuition and Fee Survey, Inflation: Legislative Evaluation and Program Committee, Median Household Income: Office of Financial Management.

We need to increase opportunities for college access

To reach the state's goal of raising degree production 40 percent, we need to encourage many more residents to go to college—and to finish with a degree. Our focus not only should be on recent high school graduates, but also on older adults. For example, the state's large population of adults who went to college for awhile, but never completed a degree, should be encouraged to return and get their diplomas. Graduates of community college technical programs should be provided with pathways to bachelor's degrees that allow them to advance in their careers.

The table below shows the categories of Washingtonians at various life stages who might be interested in pursuing college degrees. The far right column shows how many in each category typically do continue on to further higher education. Of particular note is the large category of adults, age 18-44, who have "some college." These are people who already have tried college and have had some success. There are many reasons why they may not have persisted—jobs, families, health, or other personal reasons. If we were successful at encouraging just two percent more in each category to continue to degree completion, we'd make substantial progress toward achieving our long-term degree production goal.

Educational Pathways Include Large Numbers of Students Who Should Be Encouraged to Consider Getting a Bachelor's Degree

Educational Level Achieved	Completers /Residents	Percentage Who Actually Continue Education
High School Graduates[1], Class of 2009	62,000	64%
GED Completers[2], 2008	13,000	39%
CTC Technical Two-Year Degrees[3], 2010	8,065	13%
CTC Transfer Associate Degrees[4], 2010	13,970	71%
Adults 18-44 with "a high school diploma or less"**	917,020	12%
Adult Re-entry age 18-44 with "some college/no degree"*	681,709	31%

*There may be duplicate counting of re-entry adults and private vocational school certificates and/or some adults with high school diploma or less and high school graduates or GED completers.

[1] ERDC, http://www.k12.wa.us/DataAdmin/pubdocs/GradDropoutWashington2008-09.pdf (Retrieved 12/10/10).

[2] http://www.acenet.edu/Content/NavigationMenu/ged/pubs/GED_ASR_2008.pdf (Retrieved 12/10/10).

[3] Data. Washington State Board for Community and Technical Colleges (Personal Communication, D. Prince, 12/10/10).

[4] Data. Washington State Board for Community and Technical Colleges (Personal Communication, D. Prince, 12/10/10).

Glossary of Acronyms and Terms

Glossary of Acronyms and Terms

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

Building Fees: Building fees, in addition to operating fees, are the two components of statutory tuition. Building fees are used to cover debt service on the institution's buildings.

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.)

Distance learning: 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: As compared to distance learning, e-learning is a more specific term applied to the use of digital and online technologies to provide educational opportunities any place, any time.

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

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

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

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

Gardner-Evans Bonds: Gardner-Evans Bonds were authorized by the 2003 Legislature to help finance branch campus construction. These instruments helped the system rapidly ramp up facilities development between 2003 and 2009. The funds, totaling $750 million, were earmarked for projects to modernize and restore existing facilities, as well as provide additional capacity for future enrollment demand. The authority to issue Gardner-Evans Bonds ended in 2009 when the Legislature chose not to renew it.

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.

Global Challenge States (GCS): The GCS are states that have been identified as having a high potential to succeed in today's knowledge-driven, global economy. Included are Washington, Massachusetts, California, New Jersey, Connecticut, Colorado, Virginia, and Maryland.

GMAP: Government Management Accountability and Performance. Program created by Governor Gregoire to hold state agencies accountable for delivering results. GMAP helps state agencies measure and improve their performance, and achieve results that matter to citizens.

HECB: The Higher Education Coordinating Board is a 10-member citizen board appointed by the Governor and approved by the state Senate. The HECB administers the state's student financial aid programs and provides strategic planning, coordination, monitoring, and policy analysis for higher education in Washington.

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.)

IPD: The Implicit Price Deflator is a common measure of inflation, calculated by the United States Bureau of Economic Analysis. It measures the difference between the nominal value of all goods and services in the economy as compared to real value over time.

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 Office of Financial Management for the state of Washington. OFM provides HEER data, budget information, fiscal services, and policy support that the Governor, Legislature, and state agencies utilize to serve the citizens of Washington.

Operating Fees: Operating fees, in addition to building fees, are the two components of statutory tuition. Operating fees are primarily used to fund the instructional activities of an institution.

OSPI: The Office of the Superintendent of Public Instruction is the primary agency charged with overseeing K-12 education in Washington. OSPI issues a report annually on graduation and dropout rates for Washington's public high schools.

PCHEES: The Public Centralized Higher Education Enrollment System is maintained by the Office of Financial Management and is used to track enrollments at public four-year institutions for budgeting and research purposes.

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/Latino(a):*** 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. The State Board is required to provide general supervision and control over the state system of community and technical colleges.

STEM: STEM fields are currently identified as high demand fields, which include science, technology, engineering, and mathematics.

Services and Activities Fees: Services and activities fees are in addition to tuition charged to support student activities.

Technology Fees: Technology fees are charged at some institutions to support technology enhancements available to students.

Tuition: Statutory tuition consists of two components: operating fees, which are primarily used to fund instructional activities of an institution, and building fees, which are used to cover debt service on the institution's buildings.

University Centers: University centers house educational programs offered by one or more baccalaureate institutions whose main campuses are elsewhere in Washington or in another state. Centers are often located on community college campuses.

WASL: The Washington Assessment of Student Learning (WASL) was the state's primary tool for assessing academic progress in the K-12 system from the spring of 1997 until October 2009. The WASL has been replaced by two new assessment tools – the Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE).

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.

WTECB/WTB: The Workforce Training and Education Coordinating Board advises the Governor on workforce development policy, ensures that the state's workforce preparation services and programs work together, and evaluates performance. The Board also advocates for the non-baccalaureate training and education needs of the workers who account for about 75 percent of Washington state's workforce.