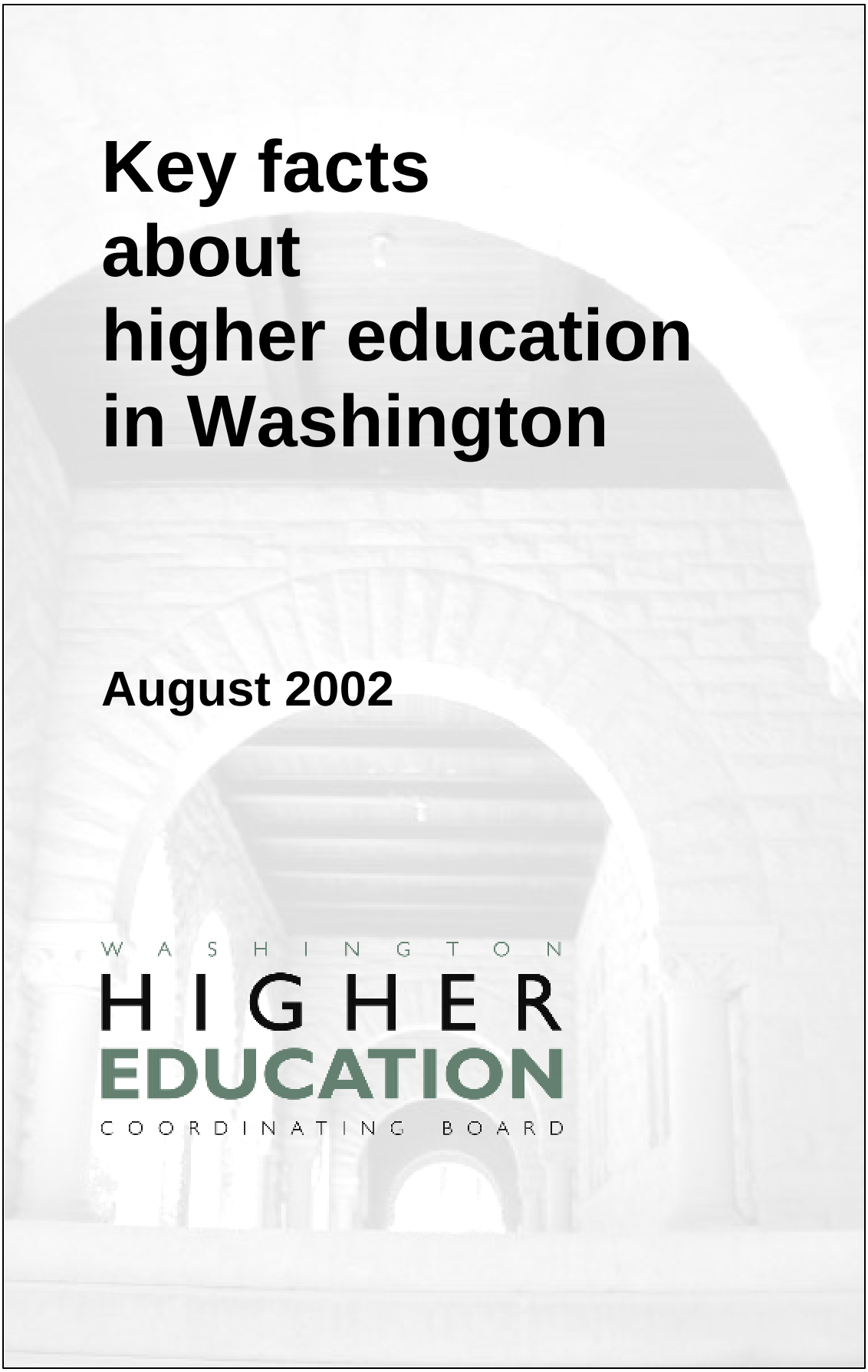
Key facts about higher education in Washington

August 2002



WASHINGTON
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Introduction

This booklet, "Key Facts about Higher Education in Washington," brings together much of the information one might need to understand and discuss higher education issues.

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

This is the first publication of "Key Facts about Higher Education in Washington." The Higher Education Coordinating Board (HECB) anticipates updating and reprinting subsequent editions each year. This edition contains the most updated information available to the Higher Education Coordinating Board at the time of publication.

More detailed information and historical data about higher education is available through the agency's Web site: **www.hecb.wa.gov**.

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

HECB responsibilities

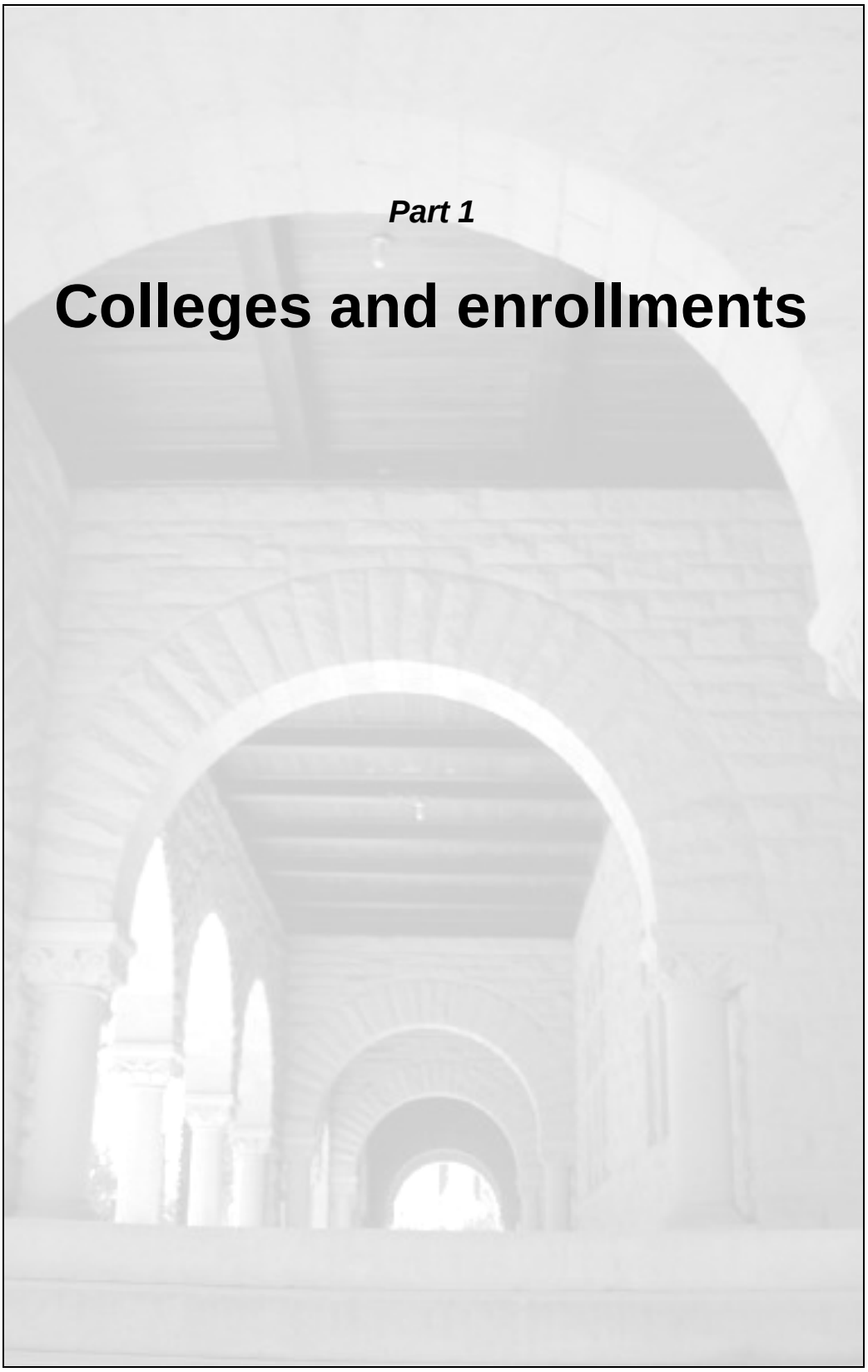
The Higher Education Coordinating Board is a 10-member citizen board that administers the state's student financial aid programs and provides planning, coordination, monitoring and policy analysis for higher education in Washington.

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

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

Major functions of the board include:

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



Part 1

Colleges and enrollments

Colleges and enrollments

Who is providing higher education in Washington?

Public four-year institutions:

- **research**
- **comprehensive**

Public community and technical colleges

Independent institutions

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

For specific information about a particular institution, the Washington Higher Education Coordinating Board (HECB) Web site, www.hecb.wa.gov, has links to many institutions listed here.

Public four-year colleges and universities

Washington hosts six public baccalaureate institutions. In addition to the main campus location, many have branch campuses or centers in other parts of the state.

Four-year institutions are divided into two types: research and comprehensive. The research universities offer baccalaureate through professional degree programs. Comprehensive institutions offer baccalaureate and master's level programs.

Four-year institutions are further divided into two types:

Research

- University of Washington.....Seattle
  Branch campuses:
  University of Washington Bothell
  University of Washington Tacoma

- Washington State University.....Pullman
  Branch campuses:
  Washington State University Spokane
  Washington State University Tri-Cities
  Washington State University Vancouver

Comprehensive

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

Colleges and enrollments

Community and technical colleges (public two-year)

Washington is home to 34 public community and technical colleges that grant certificates and associate degrees. Associate degrees usually require two years of of full-time coursework to complete. Students enroll in community and technical colleges for various purposes, including academic programs, workforce training, basic skills, and home/family life enrichment.

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

Independent four-year institutions

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

Data for 24 independent four-year institutions are reported using information gathered through the annual federal survey, the Integrated Postsecondary Education Data System (IPEDS).

In addition to these 24 institutions, there are several other four-year colleges and universities based in other states authorized to offer coursework in Washington under the Degree-Granting Institutions Act. However, the 24 institutions reflected in this document include the vast majority of independent four-year enrollments in Washington.

Independent less-than-four-year institutions

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

Colleges and enrollments

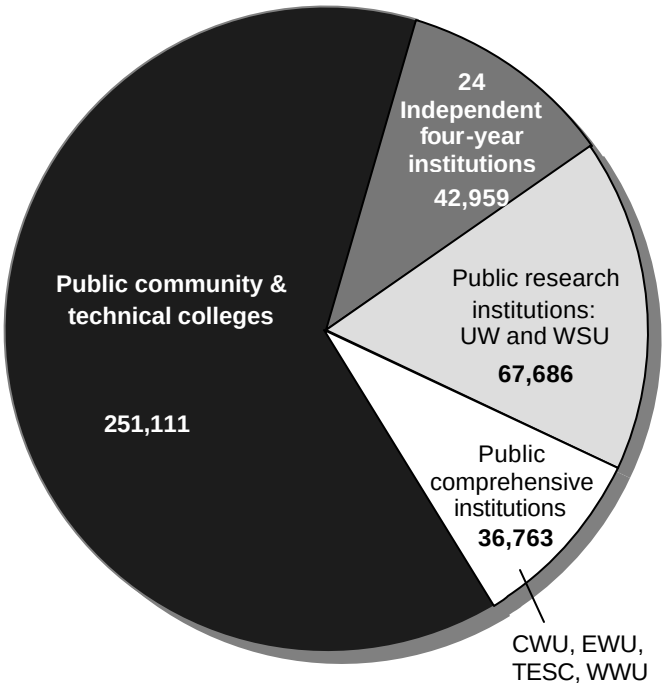
Public four-year

Public two-year community and technical colleges

Independent four-year

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

Fall 2001 headcount shows the largest enrollments at community and technical colleges



Sources: State Board for Community and Technical Colleges (SBCTC), Office of Financial Management (OFM) Higher Education Enrollment Report (HEER), IPEDS.

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

Colleges and enrollments

Public four-year

Enrollments reflect all funding sources:	Primary location	Fall 2001 enrollment (headcount)
University of Washington (main campus)	Seattle	41,340
University of Washington Bothell	Bothell	1,691
University of Washington Tacoma	Tacoma	2,006
Washington State University (main campus)	Pullman	18,901
Washington State University Vancouver	Vancouver	1,718
Washington State University Tri-Cities	Tri-Cities	1,117
Washington State University Spokane	Spokane	913
Central Washington University	Ellensburg	8,946
Eastern Washington University	Cheney	9,555
The Evergreen State College	Olympia	4,281
Western Washington University	Bellingham	13,981
Total: Public four-year		**104,449**

Source: Office of Financial Management, *Higher Education Enrollment Report, fall 2001*.

Note: Enrollments reflect both state-supported and non-state supported students.

Colleges and enrollments

Public two-year community and technical colleges

Enrollments reflect all funding sources:	Primary location	Fall 2001 enrollment (headcount)
Bates Technical College	Tacoma	7,206
Bellevue Community College	Bellevue	19,892
Bellingham Technical College	Bellingham	3,860
Big Bend Community College	Moses Lake	2,819
Cascadia Community College	Bothell	2,709
Centralia College	Centralia	4,161
Clark College	Vancouver	12,993
Clover Park Technical College	Tacoma	8,676
Columbia Basin College	Pasco	7,462
Edmonds Community College	Lynnwood	10,432
Everett Community College	Everett	8,272
Grays Harbor College	Aberdeen	3,361
Green River Community College	Auburn	8,569
Highline Community College	Des Moines	9,598
Lake Washington Technical College	Kirkland	4,587
Lower Columbia College	Longview	4,258
Olympic College	Bremerton	6,757
Peninsula College	Port Angeles	4,609
Pierce District:		
Pierce College Puyallup	Puyallup	3,011
Pierce College Fort Steilacoom	Fort Steilacoom	9,098
Renton Technical College	Renton	6,808
Seattle District:		
Seattle Central Community College	Seattle	10,629
North Seattle Community College	Seattle	9,066
South Seattle Community College	Seattle	7,753
Seattle Vocational Institute	Seattle	742
Shoreline Community College	Shoreline	8,285
Skagit Valley Community College	Mount Vernon	6,476
South Puget Sound Community College	Olympia	5,722
Spokane District:		
Spokane Community College	Spokane	7,468
Spokane Falls Community College	Spokane	14,974
Tacoma Community College	Tacoma	8,694
Walla Walla Community College	Walla Walla	6,001
Wenatchee Valley College	Wenatchee	3,853
Whatcom Community College	Bellingham	6,323
Yakima Valley Community College	Yakima	5,987
Total: Community & technical colleges		**251,111**

Source: State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report 2001*.

Note: Enrollments reflect both state-supported and non-state supported students.

Colleges and enrollments

Independent four-year

	Primary location	Fall 2001 enrollment (headcount)
Antioch University	Seattle	816
Bastyr University	Kenmore	1,117
City University	Seattle	7,593
Cornish College of the Arts	Seattle	650
Golden Gate Baptist Theological Seminary Northwest	Vancouver	76
Gonzaga University	Spokane	4,874
Henry Cogswell College	Everett	258
Heritage College	Toppenish	1,224
ITT Technical Institute	Seattle	436
Northwest Baptist Seminary	Tacoma	78
Northwest College of Art	Poulsbo	91
Northwest College of the Assemblies of God	Kirkland	1,066
Northwest Institute of Acupuncture and Oriental Medicine	Seattle	206
Pacific Lutheran University	Tacoma	3,426
Puget Sound Christian College	Edmonds	126
Saint Martin's College	Lacey	1,474
Seattle Pacific University	Seattle	3,615
Seattle University	Seattle	5,981
Trinity Lutheran College	Issaquah	114
University of Phoenix	Seattle	1,521
University of Puget Sound	Tacoma	2,848
Walla Walla College	College Place	1,823
Whitman College	Walla Walla	1,439
Whitworth College	Spokane	2,107
Independent four-year total		**42,959**

Source: Integrated Postsecondary Education Data System.

Enrollments

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

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

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

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

Enrollments

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

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Research							actual	budgeted
UW Main Campus	30,743	31,503	31,765	31,785	32,036	32,661	33,863	32,427
UW Bothell	509	638	799	844	959	1,041	1,228	1,235
UW Tacoma	559	717	834	963	1,063	1,264	1,556	1,484
UW Total	**31,811**	**32,858**	**33,398**	**33,592**	**34,058**	**34,966**	**36,647**	**35,146**
WSU Main Campus	16,954	16,971	16,961	17,390	17,010	17,257	17,607	17,332
WSU Spokane	317	364	288	383	432	526	567	593
WSU Tri-Cities	619	656	647	591	596	639	631	616
WSU Vancouver	636	722	828	948	970	1,076	1,150	1,153
WSU Total	**18,526**	**18,713**	**18,724**	**19,312**	**19,008**	**19,498**	**19,955**	**19,694**
Comprehensive								
CWU	7,339	7,448	7,474	7,471	7,463	7,287	7,672	7,470
EWU	7,364	6,945	6,907	7,244	7,712	8,081	8,421	8,017
TESC	3,387	3,489	3,728	3,822	3,697	3,786	4,009	3,837
WWU	9,668	10,118	10,374	10,550	10,840	11,214	11,265	11,126
Four-Year	**78,095**	**79,571**	**80,605**	**81,991**	**82,778**	**84,832**	**87,969**	**85,290**
							projected	budgeted
Community and Technical	118,075	118,515	117,925	121,302	125,131	127,979	133,613	128,222
Public Total	**196,170**	**198,086**	**198,530**	**203,293**	**207,909**	**212,811**	**221,582**	**213,512**

Sources: Office of Financial Management, *Higher Education Enrollment Statistics*; budget driver reports (as of May 5, 2002).

Looking more closely at public four-year institutions

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

The Office of Financial Management (OFM) has analyzed fall FTE enrollments using 12 categories.

FTE enrollments by discipline: fall 2000 public four-year institutions

	Number	Percent of total
Agriculture and natural resources	3,080	3.5
Architecture	1,162	1.3
Business	7,942	9.0
Computer science	2,318	2.6
Engineering and related technologies	3,166	3.6
Arts and letters	24,710	28.0
Education	5,894	6.7
Health	6,341	7.2
Law	742	0.8
Sciences	15,198	17.2
Social sciences	17,631	19.9
Basic skills, trade, other	209	0.2
TOTAL	**88,393**	**100**

Source: Office of Financial Management, *Higher Education Enrollment Report, fall 2000.*

Note: Categories are those developed by the National Center for Education Statistics.

This table shows one year of data. According to the OFM, over the last three years, the largest enrollment growth occurred in computer science, agriculture and natural resources, and health. Moderate growth was seen in business, arts and letters, social sciences, and agriculture (OFM, memorandum, Dec. 3, 2001).

Enrollments

Looking more closely at community and technical colleges

Four main areas

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

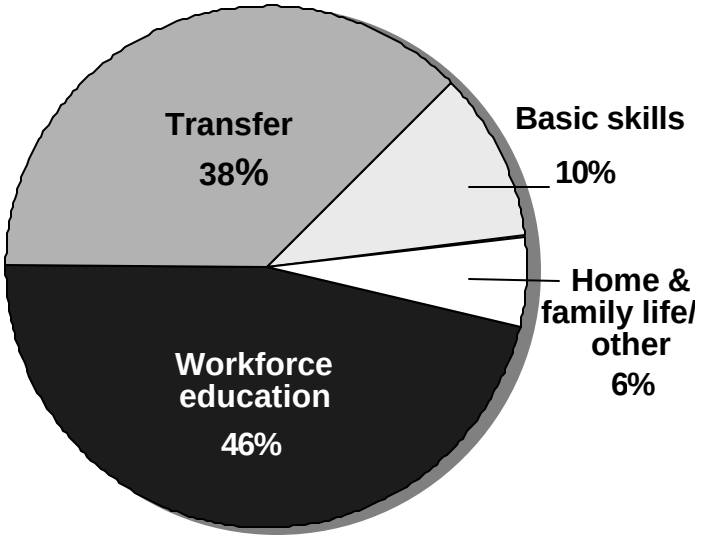
Workforce education: Preparing for jobs or upgrading job skills.

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

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

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

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



Source: State Board for Community and Technical Colleges, *Academic Year Report, 2000-01*.

Enrollments

Community and technical colleges: FTEs by purpose for attending 2000-01 academic year (state supported)

	Workforce education	Transfer	Basic skills	Home & family life/other	TOTAL
Bates	3,850	0	24	907	4,782
Bellevue	2,196	3,765	288	737	6,986
Bellingham	1,406	0	5	69	1,481
Big Bend	629	685	134	55	1,504
Cascadia*	262	606	7	14	889
Centralia	657	637	394	347	2,034
Clark	2,286	2,743	616	289	5,935
Clover Park	3,498	2	543	163	4,206
Columbia Basin	1,793	1,943	640	173	4,549
Edmonds	1,653	2,126	659	256	4,695
Everett	2,003	1,859	502	189	4,553
Grays Harbor	795	534	279	96	1,704
Green River	1,703	2,228	921	278	5,129
Highline	1,324	2,449	1,560	296	5,628
Lake Washington	2,285	179	151	150	2,764
Lower Columbia	1,156	818	334	187	2,495
Olympic	1,618	2,150	360	192	4,320
Peninsula	744	481	159	163	1,547
Pierce District	1,901	2,875	272	144	5,192
Renton	3,053	114	369	103	3,638
Seattle Central	1,811	2,472	764	268	5,315
Seattle North	1,769	1,630	333	154	3,886
Seattle South	2,478	796	478	192	3,944
Seattle Voc Institute	441	4	19	8	472
Shoreline	1,982	2,235	333	236	4,786
Skagit Valley	1,663	1,293	226	228	3,410
South Puget Sound	1,472	1,495	17	172	3,156
Spokane	4,210	1,575	0	106	5,892
Spokane Falls	2,099	3,197	1,465	458	7,218
Tacoma	1,387	2,266	473	121	4,247
Walla Walla	1,630	874	192	134	2,830
Wenatchee Valley	1,037	950	235	99	2,322
Whatcom	544	1,662	143	54	2,403
Yakima Valley	1,715	1,320	476	48	3,560
SYSTEM TOTAL	59,052	47,961	13,372	7,087	127,471

*Cascadia College began enrolling state-supported students in fall 2000.
Source: SBCTC Data Warehouse, Student Table (crosstab by college, kind of student, summing [FTEs State] where MIS Stat is not 0). Note: Totals may not add due to rounding. FTEs in this report are different than in other reports due to the way in which FTEs are calculated in variable credit courses.

Enrollments

What proportion of Washington's population is enrolled in higher education, and how does this compare to other states?

Participation rates compare the number of students enrolled to the total population who are potentially eligible to enroll (those who are 17 years and above). Participation rates show the percentage of the population enrolled. Overall, about 7.5 percent of the eligible population is enrolled in higher education institutions in Washington.

Washington's participation rates can be compared to other states' rates, and the 50 states can then be ranked. The higher the state's rank, the higher the participation rate. For example, a state with the highest participation rate would be ranked first.

In general, large enrollments in the community and technical colleges result in relatively high state rankings for two-year institutions, and at the lower-division level.

Washington's rank among all states fall 1997*

By type of institution:	**rank**
Overall	19th
Public two-year (community and technical colleges)	4th
Public four-year institutions	48th
Independent four-year institutions	35th

By level of enrollment for all institutions:	**rank**
Overall	19th
Lower-division (freshman and sophomore)	8th
Upper-division (junior and senior)	46th
Graduate and professional	43rd

*1997 is the latest year for which data are available.

Sources: Enrollments – National Center for Education Statistics; population – Bureau of the Census.

Enrollments: New developments

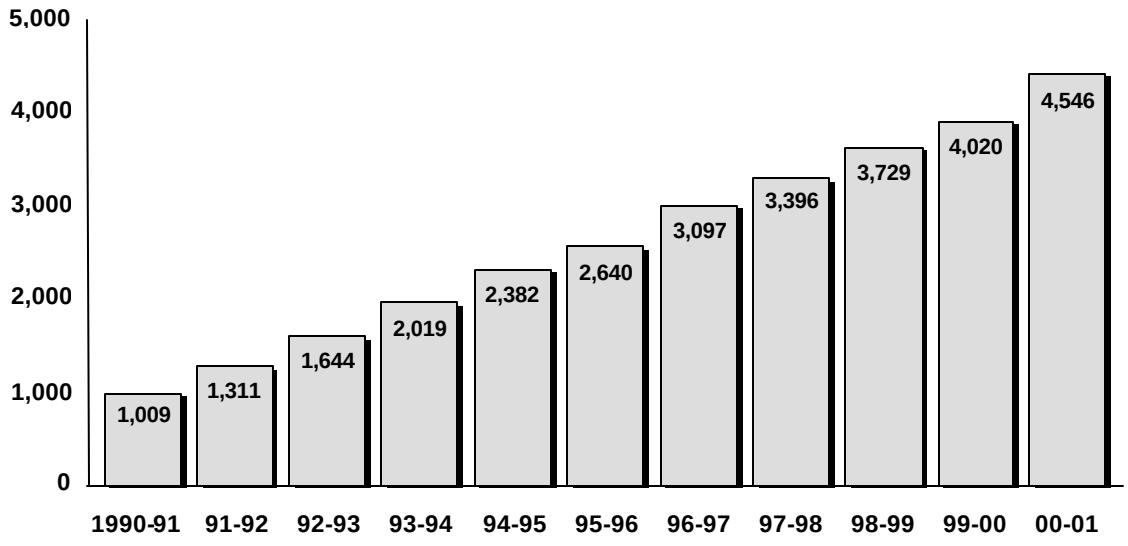
A key change is the emergence of research branch campuses and distance education

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

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

Branch campus enrollments have grown steadily

- FTE enrollments -



Source: Office of Financial Management, budget driver reports.

Enrollments: New developments

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

For some students, the idea of "going to college" has taken on new meaning. New technologies, such as satellite transmissions, cable networks and the Internet, have allowed expanded access to courses and programs outside the traditional classroom environment.

Distance learning can be defined generally as teachers and students physically separated for at least some portion of the instructional time. Access to coursework is facilitated through one or more distance-delivery modes — ranging from mailed correspondence, to videotaped instruction, to interactive Internet connections.

It is important to note that "distance" learning and "traditional" learning are not mutually exclusive. Students may enroll simultaneously in both types of programs.

FTE enrollments through distance education public two-year and four-year institutions Academic Year 2000-01

State-supported: Distance learning FTEs

NOTE: These enrollments are part of the total state-supported enrollment at each institution.

	UW	WSU	CWU	EWU	TESC	WWU	Community/ Technical	**OVERALL TOTAL**
Correspondence	-	4	-	-	-	-	252	256
Pre-Recorded (not internet)	3	287	-	-	-	-	12	302
Telecast (not internet)	-	2	-	-	-	-	1,823	1,825
Interactive (not internet)	-	682	143	14	-	12	370	1,221
Internet	57	656	30	15	-	13	2,851	3,622
TOTAL (State-Supported)	**60**	**1,631**	**173**	**29**	**-**	**25**	**5,308**	**7,226**

Self-sustaining: Distance learning FTEs

NOTE: These enrollments are not state-supported.

	UW	WSU	CWU	EWU	TESC	WWU	Community/ Technical	**OVERALL TOTAL**
Correspondence	12	-	-	28	-	23	14	77
Pre-Recorded (not internet)	8	-	-	1	-	1	-	10
Telecast (not internet)	-	-	-	-	-	-	4	4
Interactive (not internet)	-	-	-	-	-	2	-	2
Internet	7	3	-	-	-	68	2	80
TOTAL (Self-sustaining)	**27**	**3**	**-**	**29**	**-**	**94**	**20**	**173**

Definition of distance learning:

"Distance Learning" reflects academic courses where teachers and students are physically separated for a predominant (51% or more) amount of time, and instruction is delivered predominantly through one of the delivery modes (correspondence, pre-recorded, telecast, interactive, or internet). If several delivery modes are used in a course, only the predominant mode is coded.

Source: Office of Financial Management, February 2002, *Distance Learning (DL) Two- and Four-Year Higher Education Institution Annual Enrollment Report 2000-01*.

Enrollments

What should the state anticipate for future higher education enrollments?

HECB Master Plan projections

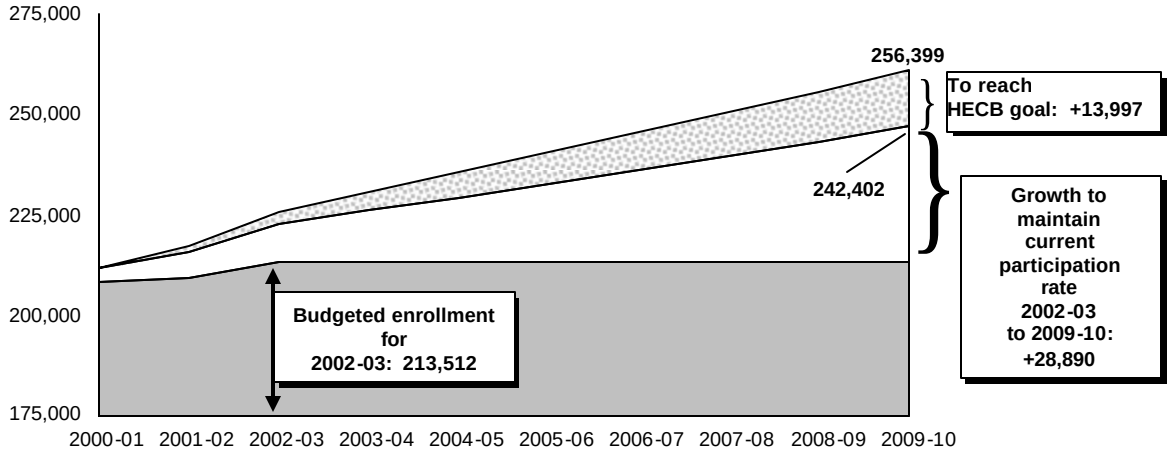
The "2000 Master Plan for Higher Education" (HECB, January 2000) estimates the state will need significant additional full-time enrollments (FTEs) by 2009-10 at public colleges and universities.

Based on updated population forecasts, the current projection for two-year and four-year public higher education by 2009-10 would be 242,402. This would allow the same proportion of the state's population to continue to enroll at public higher education institutions.

In addition, the HECB has proposed that expanded enrollment be available at the upper-division, graduate, and professional levels. The goal is to make Washington's participation equivalent to the national average at these levels. The chart below illustrates enrollment increases to maintain the current rate of participation, and to reach the HECB goal.

Public higher education enrollments are expected to increase to maintain the current rate of participation, and to meet the HECB goal for increases at the upper division, graduate, and professional levels

- Projected FTE enrollments -



Source: Higher Education Coordinating Board, *2000 Master Plan for Higher Education* (updated by recent OFM population projections).

Enrollments

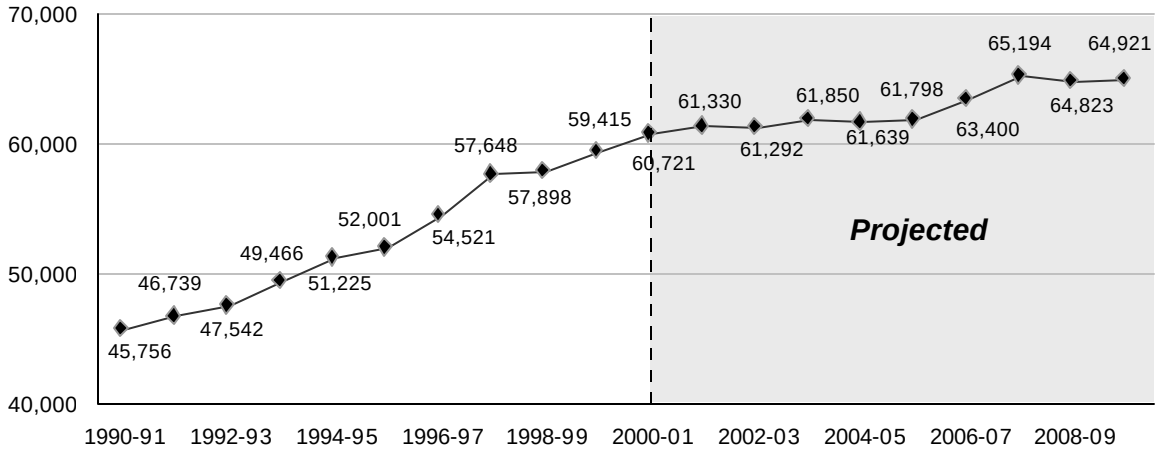
Projections of high school graduates

The number of high school graduates is another important predictor of higher education enrollments. Since a high proportion of new college students are recent graduates from high school, tracking their predicted numbers can be useful for anticipating college demand.

As the chart below shows, total numbers of high school graduates in the state will increase in the next decade. By 2010, an additional 4,000 students will graduate from high school, compared to today's figures.

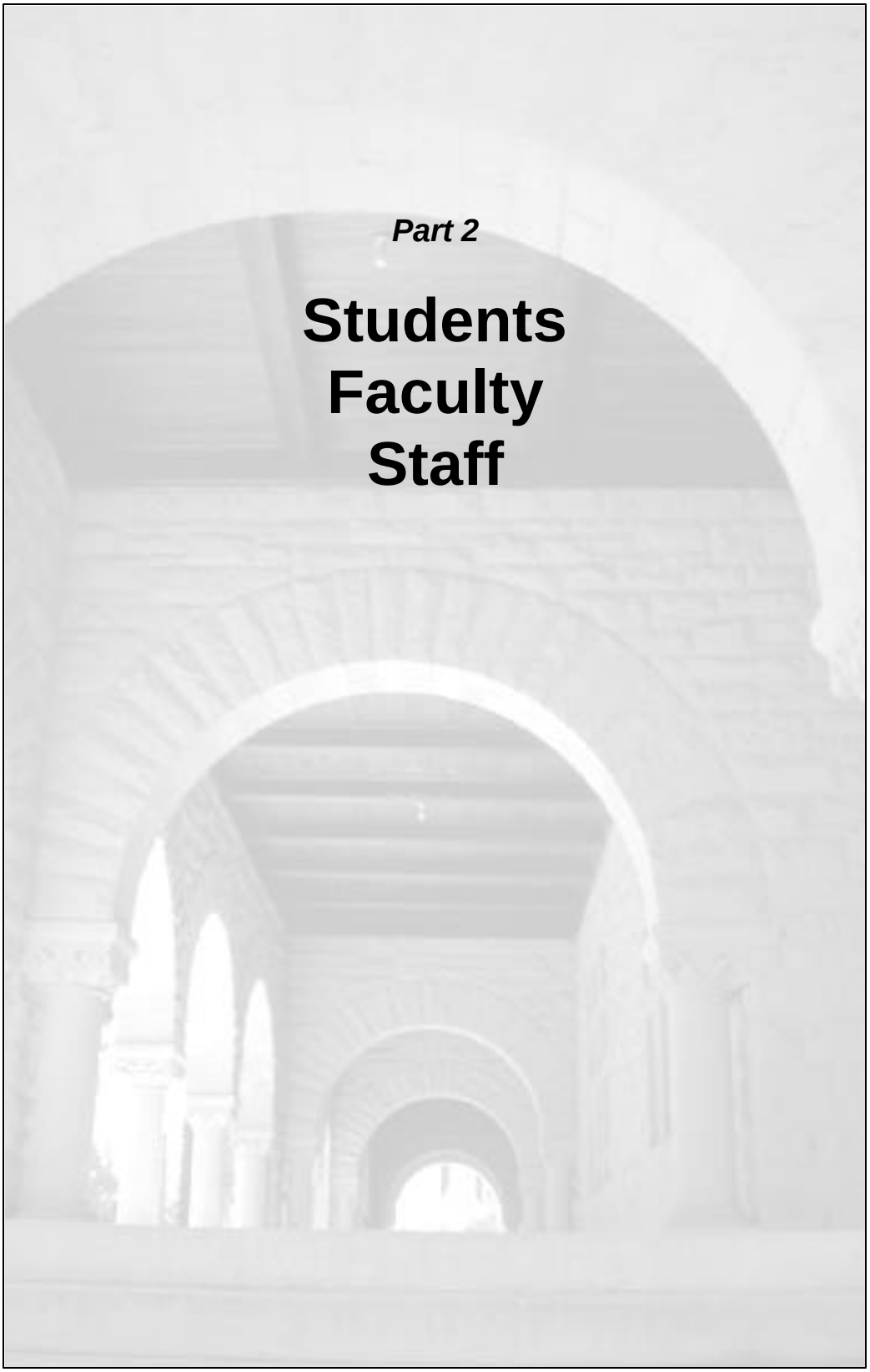
Currently, about 63 percent of Washington's high school graduates continue directly to an institution of higher education, and most enroll in colleges and universities within this state. If the percentage remains constant, or increases, the number of high school graduates wanting to enter Washington's colleges and universities will grow.

Number of high school graduates in Washington: historical and projected



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

Note: Data include public and private high school graduates.



Part 2

Students
Faculty
Staff

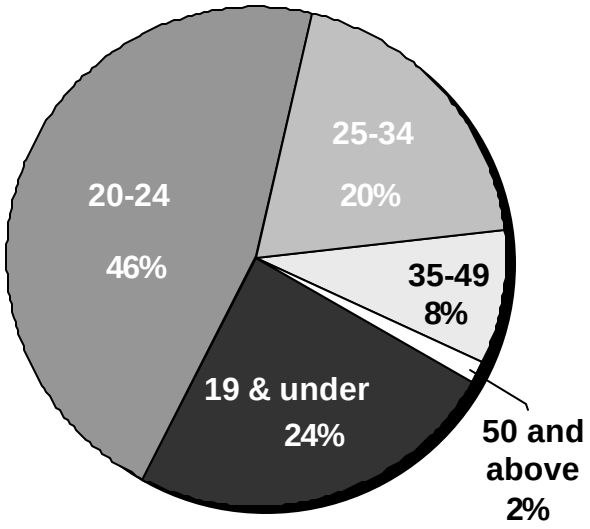
Students

Who are the students in higher education?

Age distribution

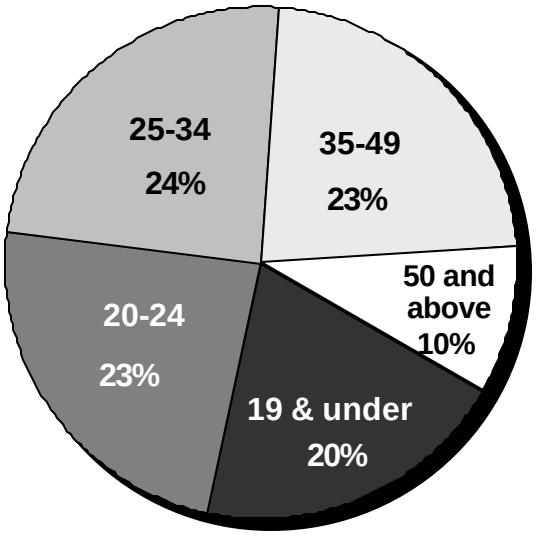
At public institutions, a larger proportion of younger students enroll at four-year institutions, while the two-year community and technical colleges have a higher number of older students.

Public four-year institutions: age distribution in fall 2000



Sources: Office of Financial Management, *Higher Education Enrollment Report.*

Community and technical colleges: age distribution in fall 2000



Source: State Board for Community and Technical Colleges, *Fall Enrollment Staffing Report, 2000.*

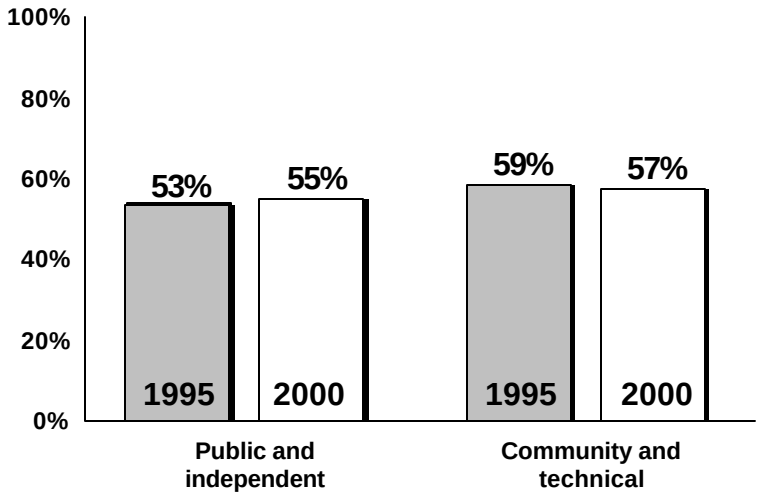
Note: Percentages based on fall headcounts.

Students

Gender

In the last five years, enrollments at institutions have shifted toward a higher percentage of female students. The distribution by gender, for 1995 and 2000, is shown here.

Female students continue to constitute more than half of enrollments: fall 1995 compared to fall 2000



Sources: Public four-year – Office of Financial Management, *Higher Education Enrollment Report, fall 1995 and fall 2000*; independent four-year – Integrated Postsecondary Education Data System; community and technical colleges – State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report, fall 2000.*

Note: Data reflect state-supported enrollments at public four-year and community and technical colleges. Percentages are based on fall headcounts.

Student characteristics

Race/ethnicity

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

Fall headcount enrollments by race/ethnicity fall 1995 and fall 2000

	Headcount enrollment			Percent distribution within each sector		
Fall 1995	**Public four-year**	**Independent four-year**	**Community and Technical Colleges**	**Public four-year**	**Independent four-year**	**Community and Technical Colleges**
Nonresident Alien	3,634	2,008	396	4.3%	5.4%	0.3%
Black	2,082	978	5,495	2.4%	2.6%	3.8%
Native American	1,309	534	2,656	1.5%	1.4%	1.9%
Asian/Pacific Islander	8,238	2,364	12,626	9.7%	6.4%	8.8%
Hispanic	2,860	1,088	7,392	3.4%	2.9%	5.2%
White	62,028	27,490	105,997	72.7%	74.1%	74.0%
Other/unknown	5,186	2,631	8,702	6.1%	7.1%	6.1%
TOTAL	**85,337**	**37,093**	**143,264**			
Fall 2000						
Nonresident Alien	3,883	1,899	404	4.2%	4.4%	0.2%
Black	2,121	1,339	7,746	2.3%	3.1%	4.3%
Native American	1,400	524	3,295	1.5%	1.2%	1.8%
Asian/Pacific Islander	9,205	3,628	15,189	10.0%	8.5%	8.3%
Hispanic	3,011	1,667	14,561	3.3%	3.9%	8.0%
White	65,014	29,166	122,971	70.7%	68.2%	67.6%
Other/unknown	7,370	4,572	17,749	8.0%	10.7%	9.8%
TOTAL	**92,004**	**42,795**	**181,915**			

Sources: Public four-year – Office of Financial Management, *Higher Education Enrollment Report, fall 1995 and fall 2000;* independent four-year – Integrated Postsecondary Education Data System; community and technical colleges – State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report, fall 2000*.

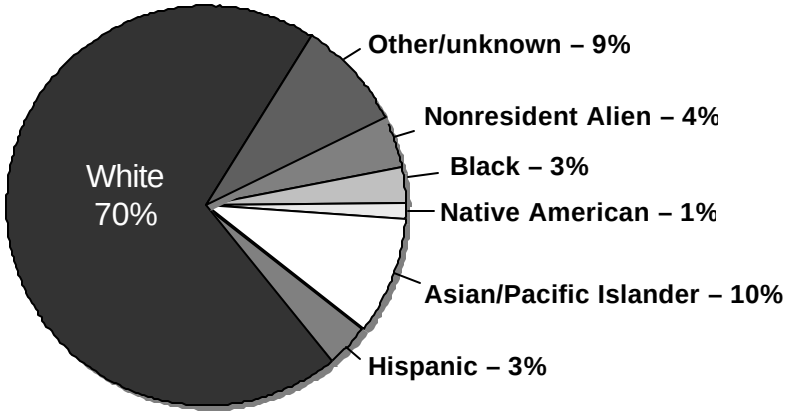
Note: Data reflect state-supported enrollments at public institutions.

Students

Race/ethnicity

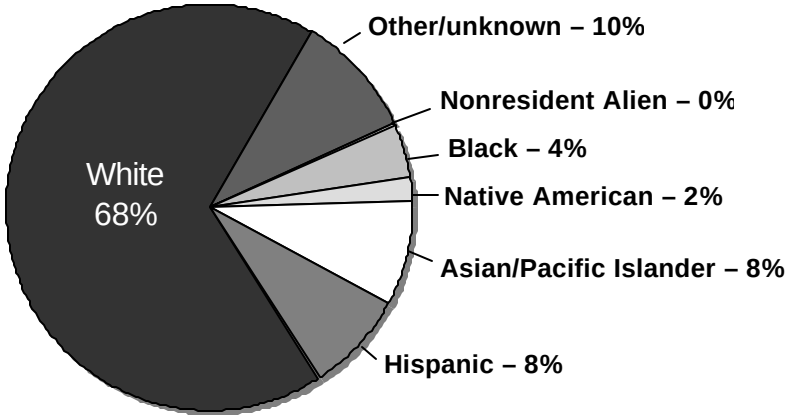
The graphs below illustrate enrollments by race/ethnicity among types of institutions for fall 2000. With the exception of Asian/Pacific Islanders, the community and technical colleges have slightly higher percentages of minority enrollments compared to four-year institutions.

Enrollment by race/ethnicity public and independent four-year fall 2000



Sources: Office of Financial Management, Higher Education Enrollment Report for public four-year (based on state-supported headcount); Integrated Postsecondary Education Data System for independent four-year.

Enrollment by race/ethnicity community and technical colleges fall 2000



Source: State Board for Community and Technical Colleges, based on state-supported fall headcount.
Note: Percentages based on fall headcount.

Faculty and staff

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

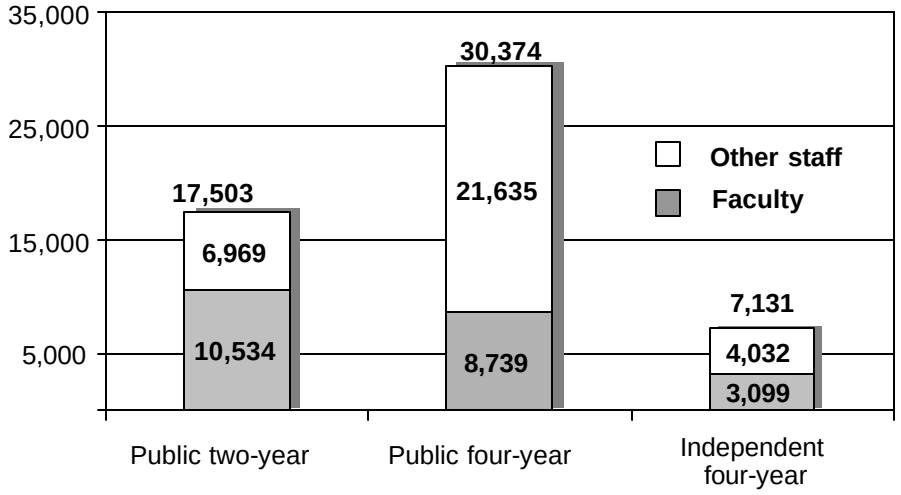
In fall 2001, the headcount of people employed by Washington higher education was more than 63,000. These employees are categorized as either faculty or staff.

At four-year institutions, staff includes executive, administrative, managerial, technical, clerical, secretarial, skilled crafts, and service and maintenance personnel. Faculty includes professors, associate professors, assistant professors, instructors, lecturers, and other non-ranked instructors.

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

In fall 2001, 60 percent of employees at public two-year, 29 percent at public four-year, and 43 percent at independent four-year institutions were faculty.

In fall 2001, public two-year community and technical colleges employed more faculty than other staff, while four-year institutions employed more staff than faculty



Sources: Public four-year and independents – Integrated Postsecondary Education Data System, Form IPEDS-S, Fall 2001; public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report, 2001*.

Faculty salaries

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

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

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

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

The group endorsed the new groups of peers and recommended using these new peer groups as external benchmarks to measure the adequacy of financial support for higher education. The JSG also established a funding goal for Washington institutions to achieve the 75th percentile level of the comparison groups over four biennia, beginning in 1989.

Concurrent with the actions of the Joint Study Group, the HECB adopted a new set of institutional comparison groups and adopted the 75th percentile for these groups as the funding goal for Washington institutions. The Special Joint Study Group report was presented to the 1989 Legislature.

Faculty

Peer groups

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

- The national comparison group for the University of Washington is all public institutions in the Carnegie classification "Research Universities category 1 with medical schools" (25 institutions).

- The national comparison group for Washington State University is all public land grant universities in the Carnegie classification "Research Universities categories 1 and 2 with veterinary schools" (23 institutions).

- The national comparison group for Central, Eastern, and Western Washington Universities is all public institutions in the Carnegie classification "Comprehensive Colleges and Universities category 1" (278 institutions).

- The national comparison group for The Evergreen State College is a group of public institutions in "Comprehensive category 1 and Liberal Arts category 2" selected based on size, similarities of degrees awarded, and other characteristics common to TESC (27 institutions). However, for salary comparison purposes, the peer group for the comprehensive universities is used.

- The national comparison group for the Washington community college system is all state community college systems in the country. National peer group comparisons for community colleges were discontinued in 1997-98.

Faculty

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

In 2000-01, average faculty salaries at Washington four-year institutions ranged from $50,215 at The Evergreen State College to $73,237 at the University of Washington.

Compared to their established peers, University of Washington and Western Washington University compared most favorably, with their average salaries at the 52nd percentile.

Washington State University compared least favorably, with its average salary at the 17th percentile of its peer group.

History of faculty salaries at Washington institutions relative to their peers for three levels of faculty: full, associate and assistant professors

(as reported each biennium by the HECB to the Legislature)

	1991-92	1993-94	1995-96	1997-98	1999-00	2000-01
University of Washington						
Average salary	$53,855	$57,486	$60,126	$63,130	$68,463	$73,237
Peer group percentile rank	56th	64th	48th	44th	44th	52nd
Washington State University						
Average salary	$45,482	$48,656	$51,209	$53,899	$58,533	$61,383
Peer group percentile rank	26th	22nd	22nd	17th	9th	17th
Eastern Washington University						
Average salary	$39,068	$43,414	$47,172	$49,755	$49,603	$52,735
Peer group percentile rank	30th	48th	59th	57th	42nd	43rd
Central Washington University						
Average salary	$42,391	$40,895	$44,314	$43,619	$46,618	$50,685
Peer group percentile rank	59th	28th	33rd	14th	23rd	27th
The Evergreen State College						
Average salary	$40,462	$43,016	$44,070	$44,866	$44,643	$50,215
Peer group percentile rank	41st	43rd	31st	20th	14th	24th
Western Washington University						
Average salary	$44,499	$46,987	$48,698	$48,560	$49,651	$54,606
Peer group percentile rank	71st	71st	67th	48th	43rd	52nd
Community and technical colleges						
Average salary	$35,329	$37,343	$39,309	n/a	n/a	n/a
Peer group percentile rank	65th	62nd	55th			

Sources: Integrated Postsecondary Education Data System; American Association of University Professors.

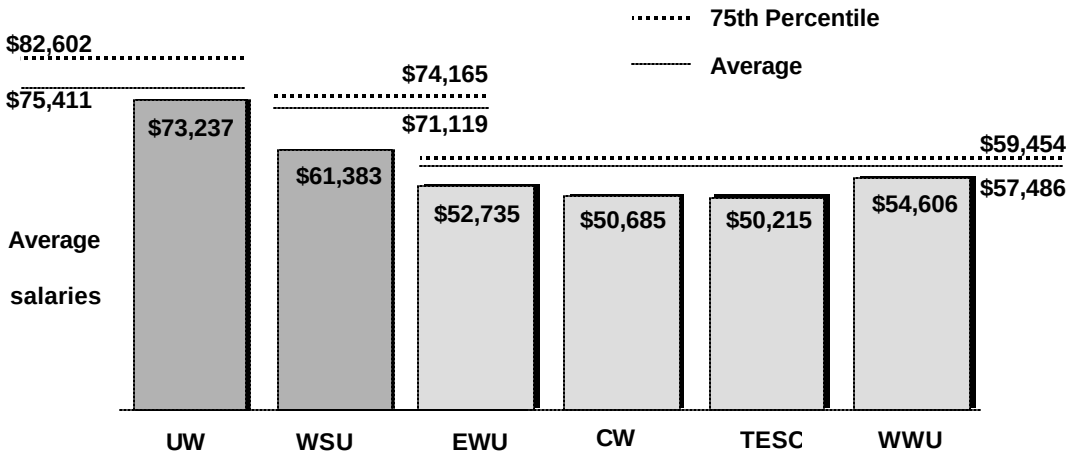
Notes: Average salary refers to the arithmetic mean of faculty salaries. A percentile rank represents the salary at which that percentage of institutions' salaries falls or below. For example, in the table above, in 1991-92, UW's average faculty salary of $53,855 was at the 56th percentile rank. This means that in 1991-92, 56 percent of UW's peer institutions' salaries fell at or below $53,855. Peer group comparisons for community and technical colleges were discontinued in 1997-98.

Faculty

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

In 2000-01, average faculty salaries at Washington's public four-year institutions were below the average salaries and the salaries at the 75th percentile of their established peer groups.

In 2000-01, average faculty salaries at Washington's public four-year institutions were below the average of their peers and below the 75th percentile
(for three levels of faculty: full, associate and assistant professors)



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

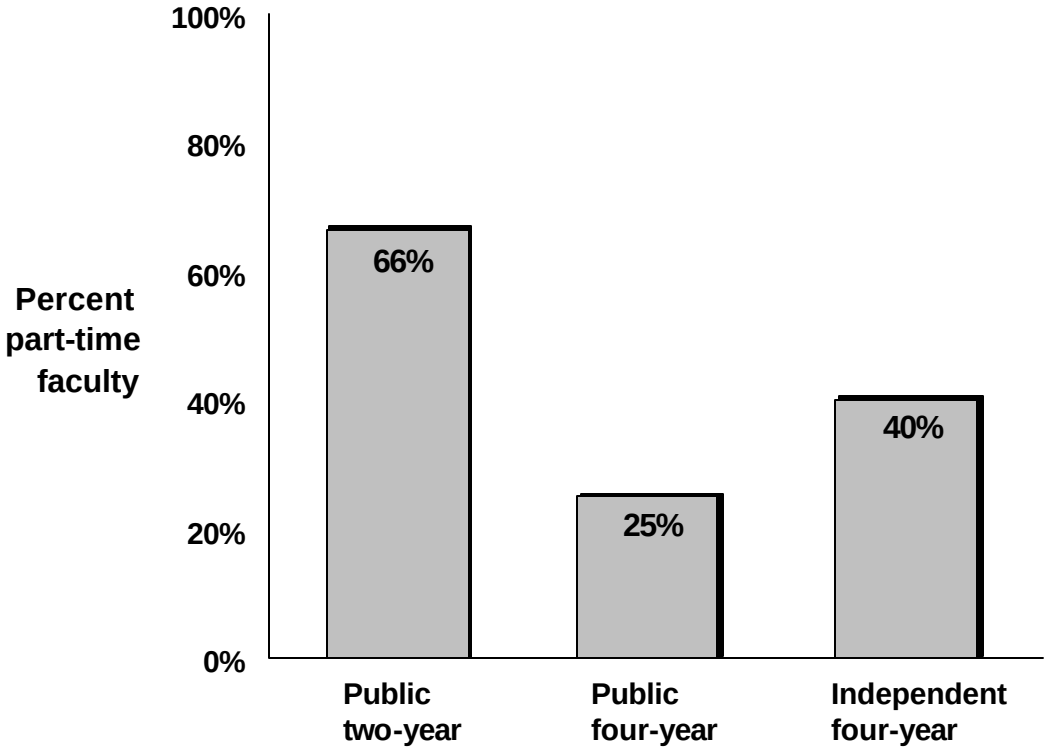
Faculty

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

Full-time faculty can be either nine-month or 12-month employees. Faculty at four-year institutions include professors, associate professors, assistant professors, instructors, lecturers, and other non-ranked instructors. At public two-year institutions, faculty include classroom instructors, counselors, and librarians.

In fall 2001, nearly two-thirds of faculty at community and technical colleges, one-fourth at public four-year institutions, and over one-third at independent four-year institutions, were part-time employees.

In fall 2001, the majority of all faculty in public two-year community and technical colleges were employed part-time, while in four-year institutions less than half were part-time



Sources: Public four-year and independents – Integrated Postsecondary Education Data System, Form IPEDS-S, Fall 2001; public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report, 2001*.

Faculty

What is the racial/ethnic breakdown of faculty in Washington's college institutions?

Faculty at four-year institutions include professors, associate professors, assistant professors, instructors, lecturers, and others non-ranked instructors. At public two-year institutions, faculty include classroom instructors, counselors, and librarians.

In fall 2001, about 10 percent of faculty in each of the higher education sectors was from racial/ethnic minority backgrounds.

In fall 2001, a small percentage of all faculty in Washington higher education was of racial/ethnic minority backgrounds

Racial/ethnic background	Public two-year	Public four-year	Independent four-year
African American	2%	2%	2%
Asian/Pacific Islander	4%	8%	5%
Hispanic	3%	2%	2%
Native American	1%	1%	1%
White	90%	87%	90%

Sources: Public four-year and independents – Integrated Postsecondary Education Data System, Form IPEDS-S, Fall 2001; public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report, 2001*.

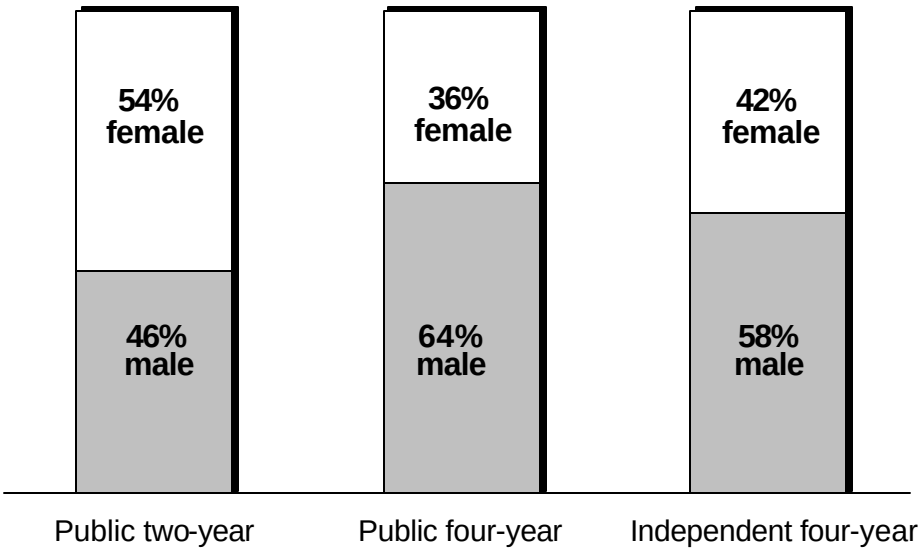
Faculty

What is the gender distribution of faculty in Washington's college institutions?

Faculty at four-year institutions include professors, associate professors, assistant professors, instructors, lecturers, and others non-ranked instructors. At public two-year institutions, faculty include classroom instructors, counselors, and librarians.

In fall 2001, males were 46 percent of the faculty at public two-year institutions, 64 percent at public four-year institutions, and 58 percent at independent four-year institutions.

In fall 2001, the majority of all faculty at community and technical colleges were women, while a majority at the four-year institutions were men



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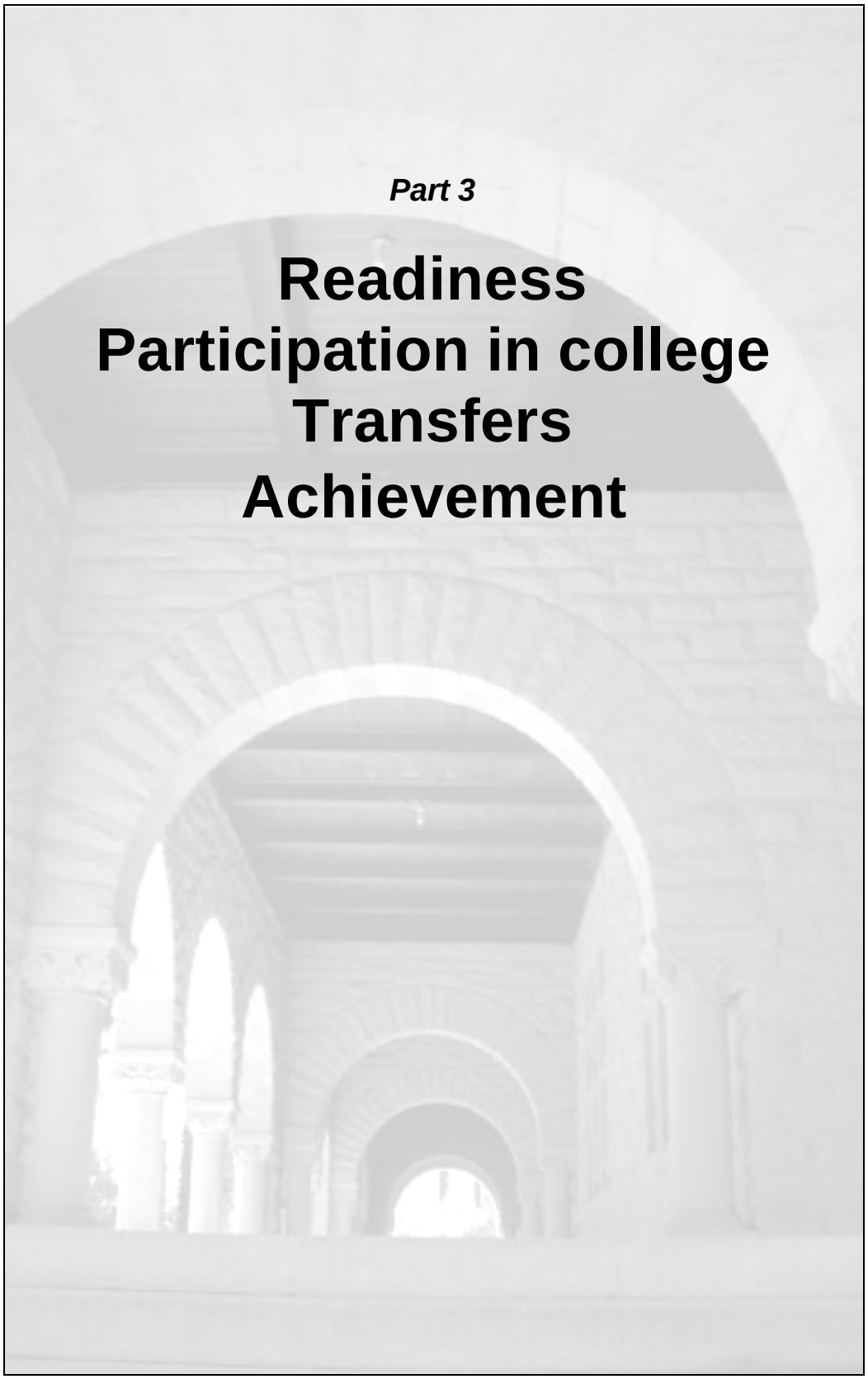


Part 3

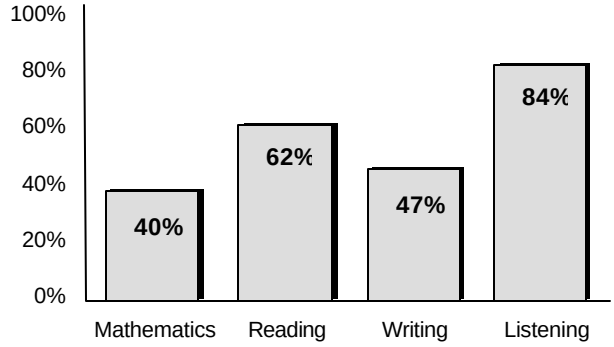
Readiness
Participation in college
Transfers
Achievement

Readiness

How well prepared for higher education are Washington students?

The statewide Washington Assessment of Student Learning (WASL) was not designed to measure college readiness. But beginning in 2006, students will have to meet WASL standards in four areas — mathematics, reading, writing, and listening — to earn the Certificate of Mastery and a high school diploma. Since most Washington students will need to attain the Certificate of Mastery before beginning college-level work, WASL performance is an important factor in college preparation. In 2000-01, 30 percent of Washington students met the statewide standards in all four subject areas.

2000-01 10th grade WASL scores: percent meeting statewide standards



There are discrepancies between and among racial and ethnic groups in the percentage of students achieving WASL standards.

African-American, Hispanic, and Native American students lag behind their Asian/Pacific Islander and white peers in WASL performance

	Mathematics	Reading	Writing	Listening
African-American	12%	41%	28%	75%
Asian/Pacific Islander	48%	66%	50%	84%
Hispanic	15%	38%	27%	71%
Native American	20%	44%	23%	71%
White	44%	68%	52%	88%

Source: Office of the Superintendent of Public Instruction: http://www.k12.wa.us/edprofile/stateReport.asp?sReport=stateWASLEthTrend.

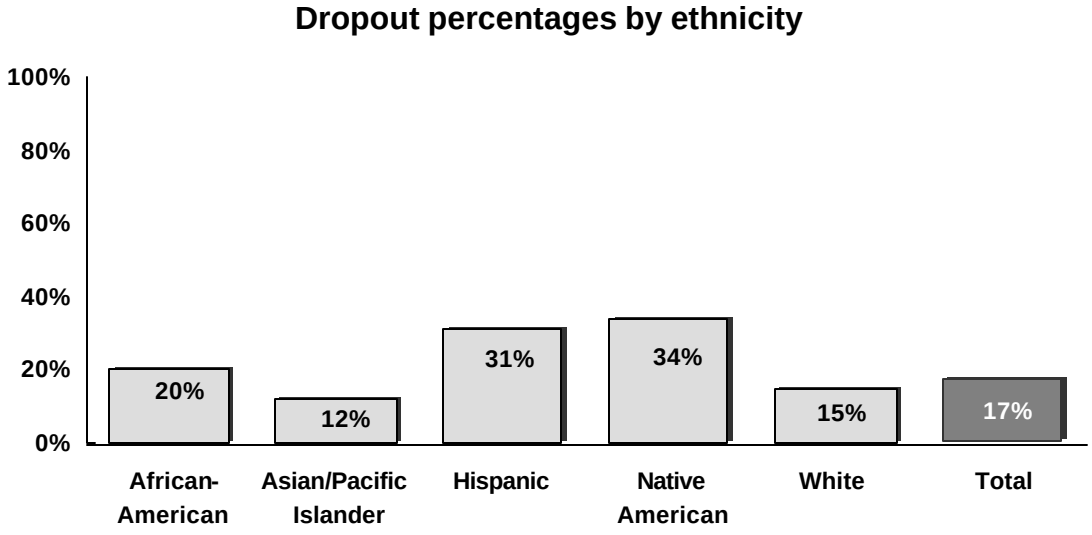
Readiness

What is the high school dropout rate in Washington?

Students who fail to complete secondary education have little chance to continue onto college, so the dropout rate is of considerable importance. Among the 45 states that report dropout data to the National Center for Education Statistics, the average dropout rate in 1995 was 23 percent. Washington's was approximately 17 percent; therefore, the state's dropout rate has been considerably below the national average.

There are many different approaches to calculating dropout rates. The Office of the Superintendent of Public Instruction (OSPI) calculates an annual dropout rate by dividing the number of students known to have dropped out during the school year by the total number of students enrolled. By this calculation, the annual dropout rate increases from 4 percent in the 9th grade to 7 percent in the 12th grade. Annually, 6 percent of students in grades 9-12 leave school without indicating whether they are transferring or choosing an alternative route to graduation. Many of these students are likely to be dropouts, but these "unknowns" are not counted in OSPI dropout calculations.

Washington's dropout rate is below the national average, but there are significant differences in dropout rates across racial and ethnic groups — Class of 2000



Source: Litzenberger Consulting, *Graduation and Dropout Analysis.*

Readiness

How many students are engaged in college-level learning while in high school?

Approximately 18 percent of Washington students participate in college-level learning while in high school. Students find these opportunities in programs such as Running Start, Advanced Placement, International Baccalaureate (IB), College in the High School, and Tech Prep.

Roughly 15 percent of high school students take a Tech Prep course that would count for college credit if they passed the course, and two percent of students participate in College in the High School. There are no student-level data on IB, but 11 high schools across the state offer the program.

Running Start

The Running Start program enables 11th and 12th grade students to take college courses at the state's community and technical colleges and Washington State, Eastern Washington, and Central Washington universities. School districts pay tuition costs, while students are responsible for books and other expenses. After some initial pilot projects, the program was expanded statewide in the 1992-93 academic year.

Source: Higher Education Coordinating Board, http://www.hecb.wa.gov/intro/packets/FebMtg02.pdf

Advanced Placement

The Advanced Placement (AP) program offers high school students the opportunity to take college-level courses in their high schools. High school students participating in AP may earn college credit, depending on their scores on their AP examinations. Advanced Placement courses are taught by high school teachers following guidelines published by the College Board.

Source: College Board, Inc., http://apcentral.collegeboard.com/program

International Baccalaureate

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

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

College in the High School

College in the High School programs provide college-level courses in high school locations to serve 11th and 12th grade students. Unlike Running Start, these courses are offered at the high schools and may be taught by high school faculty with appropriate appointments at a community college. The courses must be college level, included in the college's catalog or an appropriate supplement, and taught as part of the college curriculum.

Source: State Board for Community and Technical Colleges, http://www.icrc.wwu.edu/text/format/ap/text_hs.html

Tech Prep

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

Source: Various community and technical colleges

Source: Washington State Institute for Public Policy, *Educational Opportunities in Washington's High Schools Under Education Reform,* Vol. 2, Appendix H.

Readiness

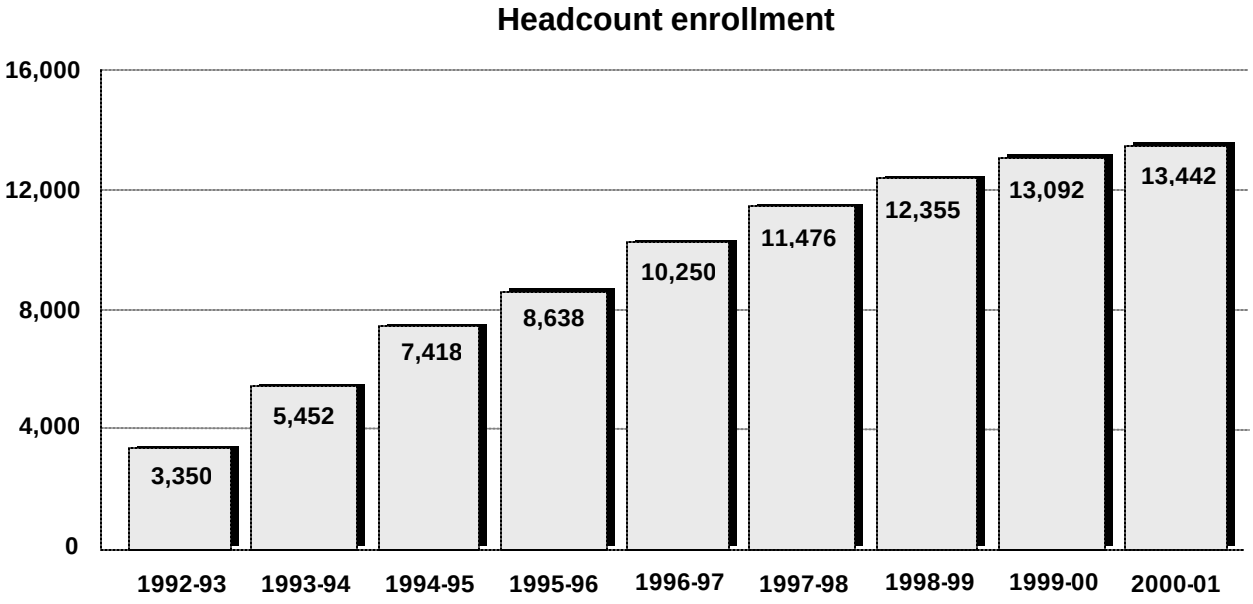
What is Running Start? How many students are enrolled in the program?

The Running Start program enables qualified high school juniors and seniors to simultaneously earn college and high school credit by taking courses free of charge at community and technical colleges. About 9 percent of all high school juniors and seniors are taking at least one college course through Running Start.

High school students are tested before being admitted to the two-year colleges to determine whether they are capable of doing college-level work. Most Running Start students graduate from high school having earned 45 college credits. Research has shown that Running Start students who transfer to four-year universities perform as well or better than traditional college students.

The number of students involved in the Running Start program has grown steadily. In 2000-01, 13,442 students participated, generating more than 7,700 full-time equivalent enrollments. For most of its history, Running Start enrollments grew faster than the high school student population, but recently this growth has slowed. Between 1999-00 and 2000-01, growth was about equal to the expansion of the high school population.

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



Source: State Board for Community and Technical Colleges, *Running Start: 2000-01 Annual Progress Report*, http://www.sbctc.ctc.edu/Pub/runstarta01.doc.

Readiness

What is Advanced Placement? How many students participate in the program?

Students take Advanced Placement (AP) examinations for college credit after completing year-long courses, typically among the highest level courses offered in high schools.

In 2001, Washington had 11,447 high school students — around 8 percent of high school juniors and seniors — enrolled in AP.

These students took 17,365 exams, and 11,008 of these (63 percent) had passing scores of 3 or higher. Sixty-five percent of Washington high schools offer at least one AP course.

Sources: The College Board; Office of the Superintendent of Public Instruction, Bulletin No. 76-01.

Readiness

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

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

Most Washington students seeking admission to four-year colleges take one (or both) of two college entrance examinations — the Scholastic Aptitude Test (SAT) or the American College Test (ACT).

- Approximately 53 percent of Washington high school seniors in 2001 took the SAT I sometime during their high school years. Their average score was 1054, 34 points above the national average of 1020. Washington's average score ranked first among the 10 states with similar percentages of students taking the SAT.

- Around 17 percent of Washington high school graduates took the ACT in 2000-01. Their average composite score of 22.4 ranked second among the nine states with similar percentages of students taking the ACT, and second nationally.

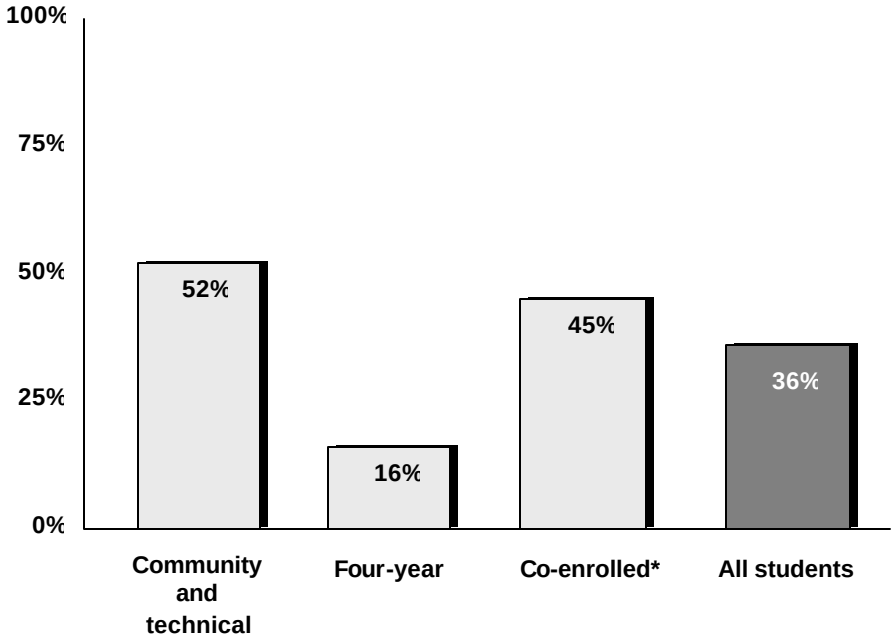
Sources: The College Board and ACT, Inc.

Readiness

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

Remedial courses are basic education courses that do not carry college-level credit. Of the 1998 public high school graduates who began postsecondary education at Washington's two-year and four-year colleges and universities in 1999, just over one-third (36.3 percent) enrolled in remedial mathematics or English courses during their first year of studies. Students are far more likely to need remedial mathematics courses than remedial English.

1999 college remediation:
percent of students enrolled in at least one remedial course, by institution type



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

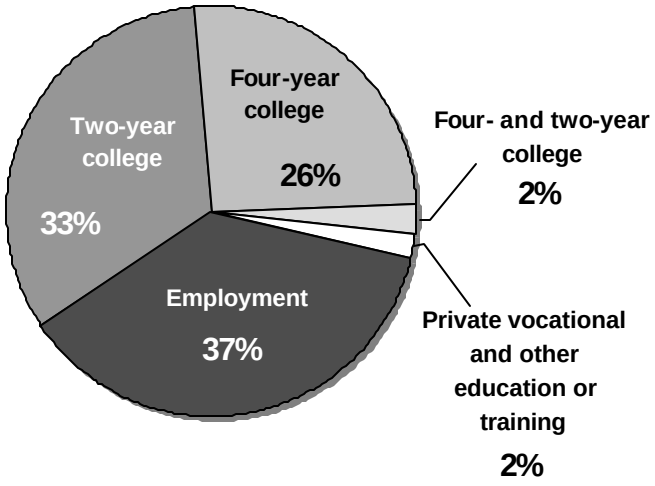
Source: Graduate Follow-Up Study, High School Class of 1998, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction

Participation in college

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

Approximately 63 percent of Washington high school students continue their education or training within one year of graduation from high school.

Pursuits after graduating from high school: Class of 1998



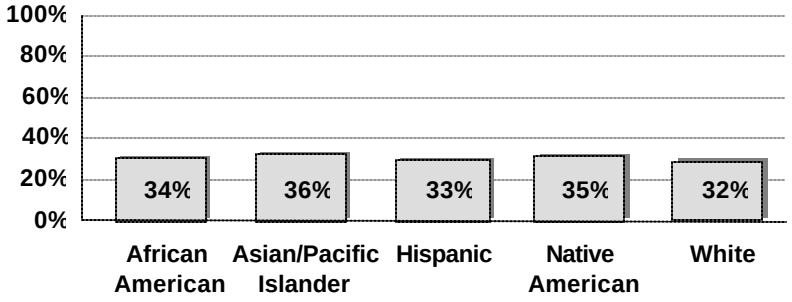
Source: Graduate Follow-Up Study, High School Class of 1998, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.

Participation in college

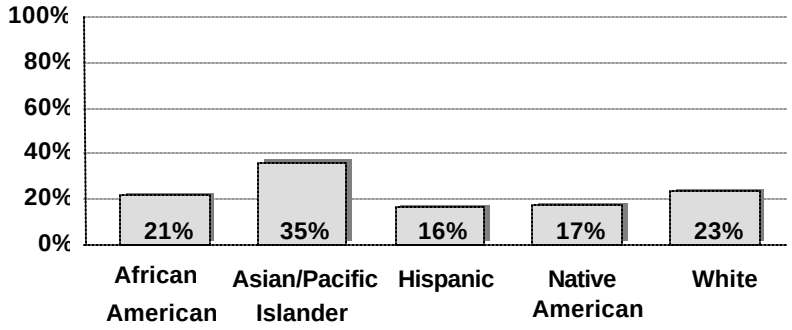
Are there differences among high school graduates of different races or ethnic groups?

There are differences in continuation rates for racial and ethnic groups.

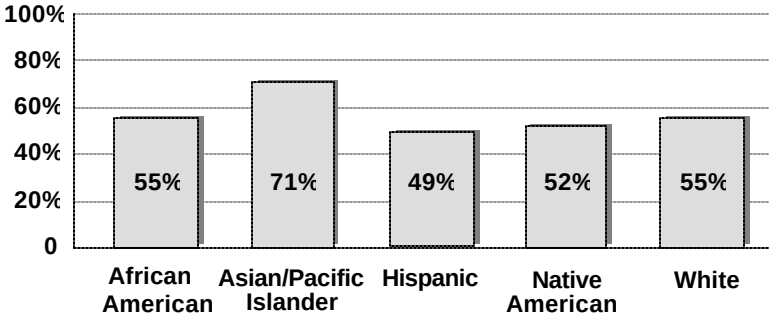
About one-third of graduates from all racial and ethnic groups enroll in two-year colleges within a year of graduation



Rates of enrollment at four-year institutions vary widely



Enrollment at two- or four-year colleges shows some variation by race/ethnicity



Source: Graduate Follow-Up Study, High School Class of 1998, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.

Transfers

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

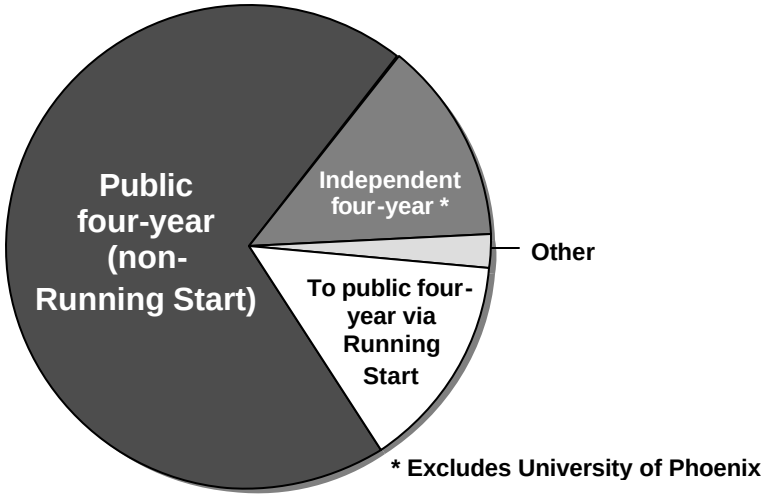
About 12,500 Washington community and technical college students transfer to four-year institutions each year.

Nearly 9,000 post-high school community and technical college students transfer to public four-year institutions, along with another 1,800 Running Start students.

Another 2,000 transfer to independent baccalaureate institutions or out-of-state schools.

According to the State Board for Community and Technical Colleges, the number of students who transfer mirrors the number of 19- to 23-year-old students in the state population. While other age groups have been increasing, this group has remained relatively static due to birthrates 19 to 23 years ago.

About 12,500 community and technical college students transfer every year to four-year institutions



Source: State Board for Community and Technical Colleges, academic year 2000-01.

Transfers

What percent of community and technical college students transfers to a four-year institution?

Not all community college students with degrees transfer to baccalaureate institutions; and not all students who transfer have community college degrees. About 50,000 students with reported transfer goals leave the community and technical college system each year.

Of the transfer-oriented community college students leaving in 1997-98, the following occurred:

- 23 percent enrolled at another postsecondary institution within a year (1998-99).
- Students with associate degrees were most likely to transfer immediately; 46 percent of those who transferred had earned degrees.
- Of the transfer-oriented community college students who earned associate degrees, 53 percent transfer in the following year.
- Those completing at least a year of credits (45+) were only half as likely to transfer within a year (27 percent).
- Those earning fewer credits were less likely to transfer.
- The State Board for Community and Technical Colleges estimates that another 5 percent transfer after two years.

The following summarizes the experiences of transfer-oriented community college students in the class of 1997-98.

Immediate transfers of transfer-oriented community college students by credits completed: class of 1997-98

	Category of college-level credits completed				
	Less than 10	10-45	45+	Degree	All
Class of 1997-98 who left community colleges	14,900	15,247	9,803	10,216	50,166
Transfer immediately	1,361	2,326	2,653	5,402	11,742
% Transfer immediately	9%	15%	27%	53%	23%
% of total transfers	12%	20%	23%	46%	100%

Source: State Board for Community and Technical Colleges.

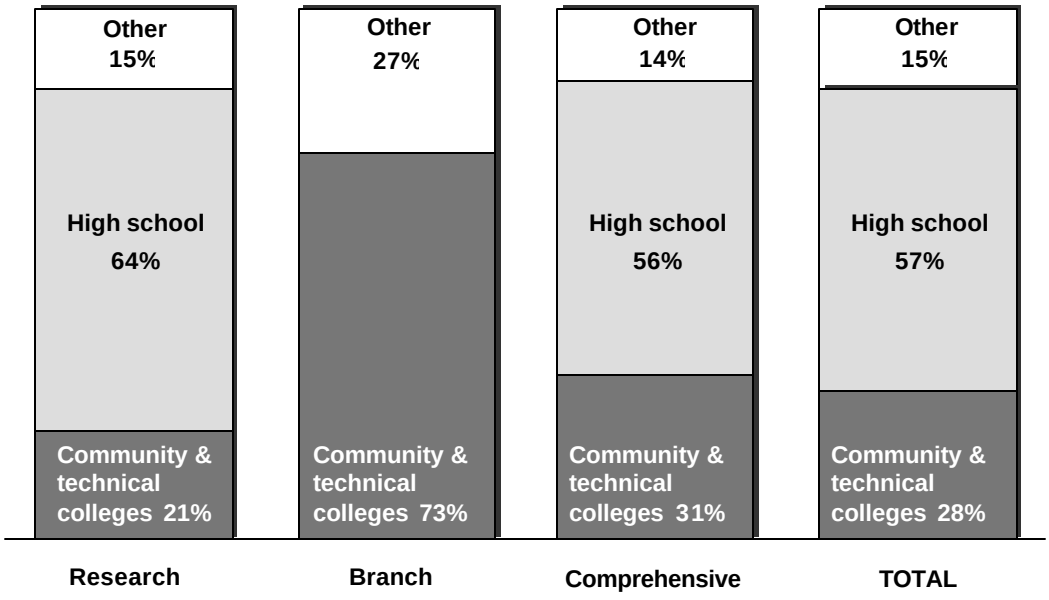
Transfers

What percent of new students at public four-year institutions transfers from community and technical colleges?

Overall in Washington's public baccalaureate institutions, transfer students from Washington community and technical colleges make up 28 percent of the new entering undergraduates.

The share at the research universities is 21 percent; at branch campuses, it is 73 percent; and at the comprehensive institutions, it is 31 percent.

Community college transfers make up a significant share of new undergraduates at public four-year institutions



Source: Office of Financial Management, *Higher Education Enrollment Report, fall 2000.*

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

Achievement

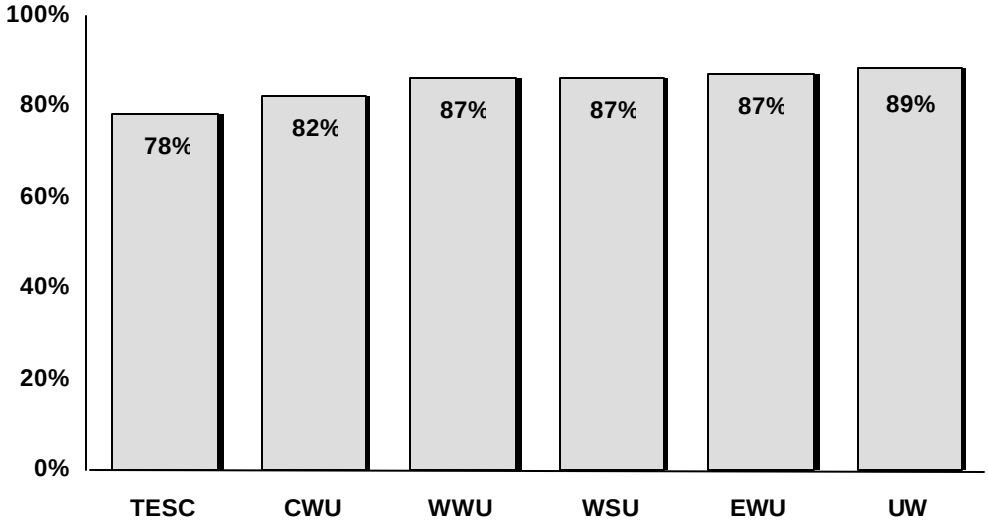
How well do students progress toward their goals in college?

What proportion of students returns to school from year to year?

Entering college is only the beginning of the post-secondary journey for the state's students. How well do these students proceed to graduation?

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

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



Source: Higher Education Coordinating Board, 2000-01 Performance Accountability Reports.

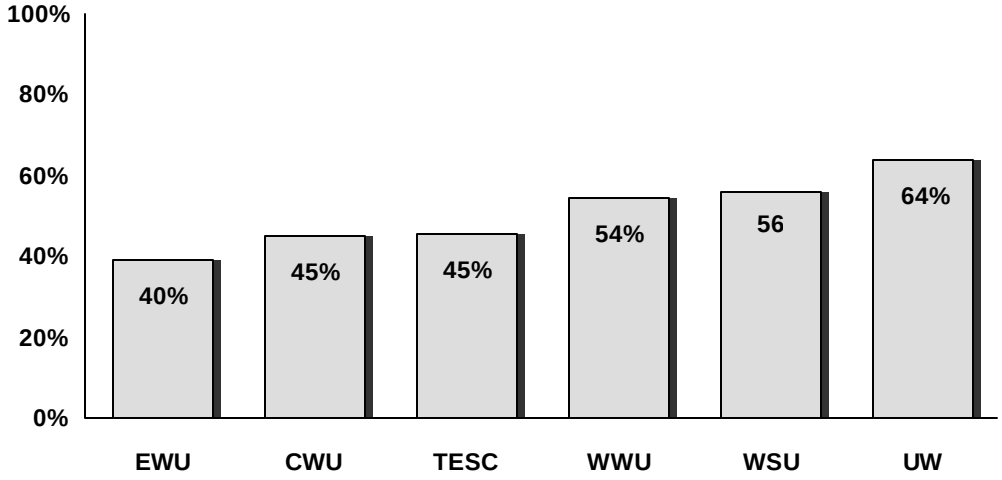
Achievement

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

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

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

Five-year graduation rates at the four-year public institutions 2000-01



Source: Higher Education Coordinating Board, 2000-01 Performance Accountability Reports.

Note: Table shows the percentage of students who entered public baccalaureate institutions as freshmen in 1996 and graduated in 2001.

Achievement

How well do students progress in the community and technical colleges?

The State Board for Community and Technical Colleges has developed several measures of student progress and achievement in the two-year college system.

1. Progress of students who enroll with the intention of earning a two-year degree: Nearly half of these students meet the criterion of "substantial progress."

SBCTC definition	Achievement
"Substantial progress" Graduate or attend four or more quarters in a two-year period	49 percent of those enrolled make "substantial progress"
"Some progress" Attend two or three quarters over a two-year period	29 percent of those enrolled make "some progress"
"Early leavers" Attend only one quarter and do not return in two years	23 percent are "early leavers"

2. Transfers to four-year institutions: Approximately 12,500 community and technical college students transfer to four-year institutions each year.

3. Transfer-readiness: The two-year colleges aim to increase the number of students eligible to transfer to four-year institutions. In 2000-01, 38,534 students achieved "transfer-ready" status: those who have earned 45 or more college-level credits with a GPA of 2.0 or higher in the last quarter of enrollment for the year.

4. Basic skills: Many students enroll in community colleges to gain basic skills rather than postsecondary skills, certificates or degrees. To measure these students' progress, SBCTC calculates a "substantive skills gain rate," reporting the proportion of Adult Basic Education and English as a Second Language students who make significant skills gains. On average, 41 percent of students in basic skills courses made "substantive skills gains" in 2000-01, with a system target of 48 percent for 2001-03.

Sources: State Board for Community and Technical Colleges, *AcademicYear Report, 1999-2000*; SBCTC, *Academic Year Report, 2000-01*, http://www.sbctc.ctc.edu/Pub/PubAYR.htm; Higher Education Coordinating Board, *Postsecondary Opportunity and Achievement in Washington*, May 2001, http://www.hecb.wa.gov/policy/Reports/OppAch2001.pdf.

Achievement

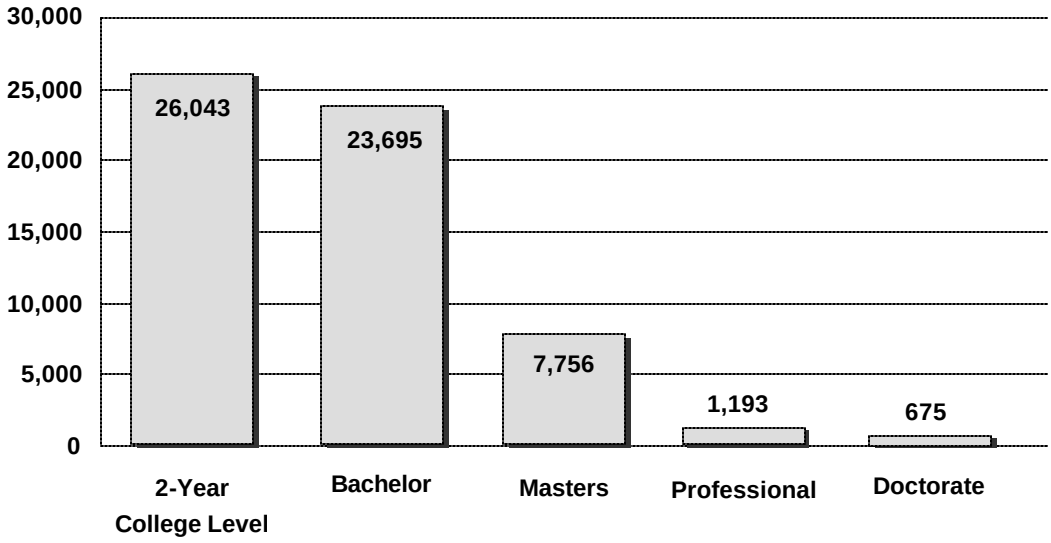
How many degrees and certificates are awarded each year?

Each year, Washington's higher education institutions award more than 50,000 degrees and certificates.

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

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

Degrees and college-level certificates awarded by all higher education institutions in Washington, by degree type 2000-01



Sources: Integrated Postsecondary Education Data System; State Board for Community and Technical Colleges, *Academic Year Report, 2000-01,* http://www.sbctc.ctc.edu/Pub/PubAYR.htm.

Achievement

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

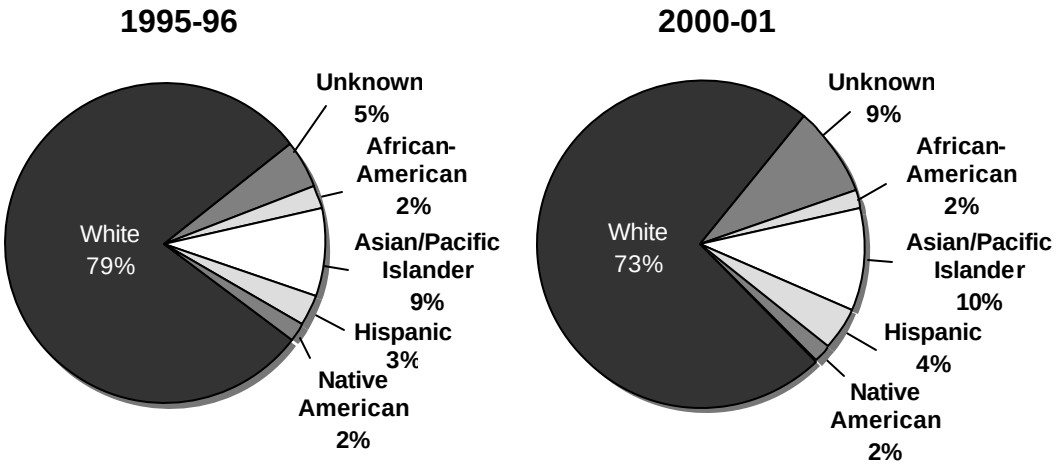
Women earn a larger share of bachelor's degrees than men. Over time, there have been small increases in the proportion of bachelor's degrees earned by minority students.

Percent of students, by gender, earning bachelor's degrees

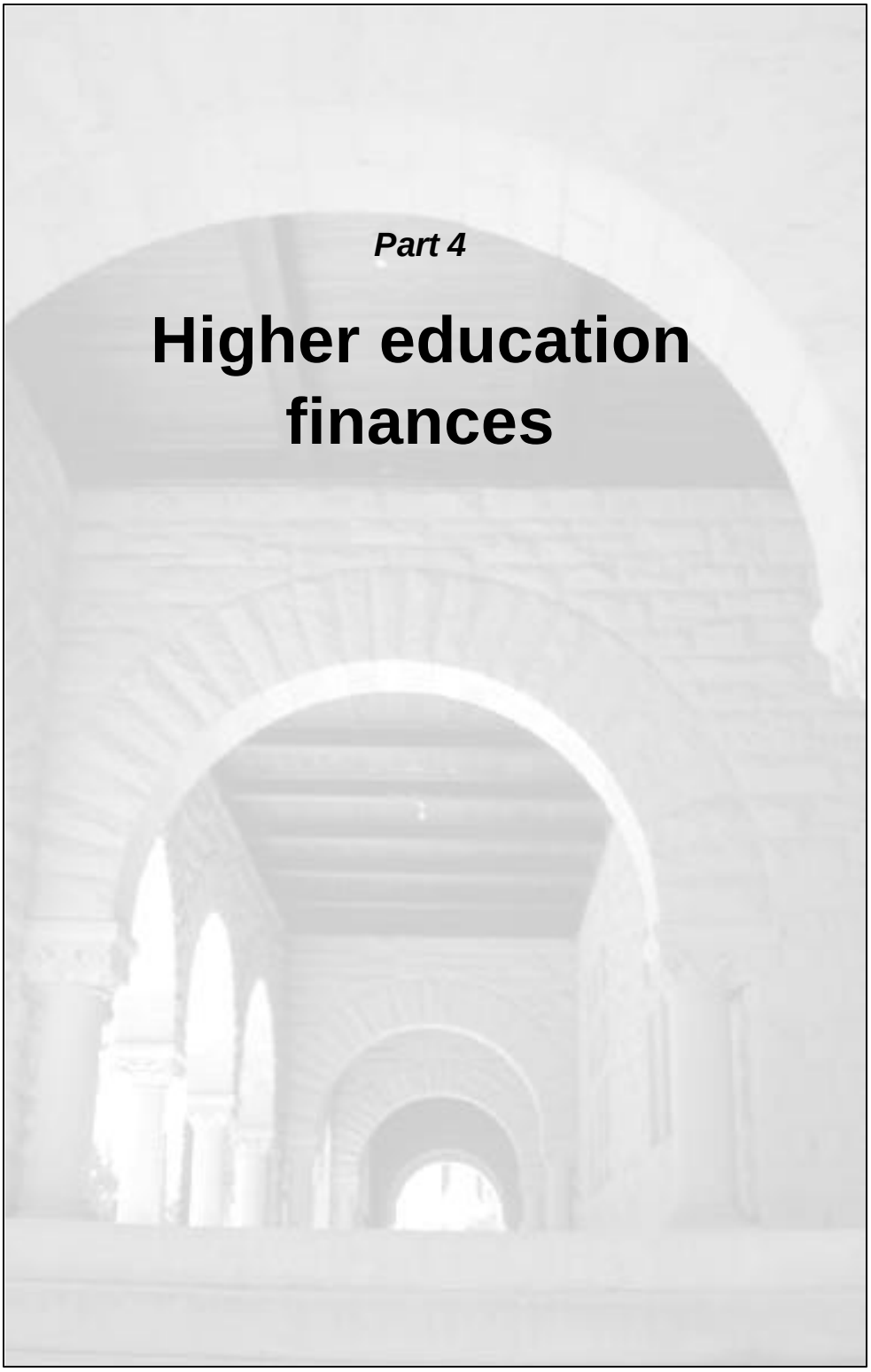
	1995-96	2000-01
Women	54.8%	57.6%
Men	45.2%	42.4%

Source: Integrated Postsecondary Education Data System.

Percent of students, by race and ethnicity, earning bachelor's degrees



Source: Integrated Postsecondary Education Data System.



Part 4

Higher education finances

Costs

What is the cost of instruction?

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

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

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

- Lower-division (freshman and sophomore) courses are generally less costly than upper-division (junior and senior) courses; and upper-division courses are generally less costly than graduate instruction.

- Lower-division students generally pay a greater share of their instructional costs than do upper-division students – except at The Evergreen State College and the community and technical colleges.

- The cost of instruction for lower-division students is slightly lower at the community and technical colleges, while state support is lowest at the University of Washington and Washington State University.

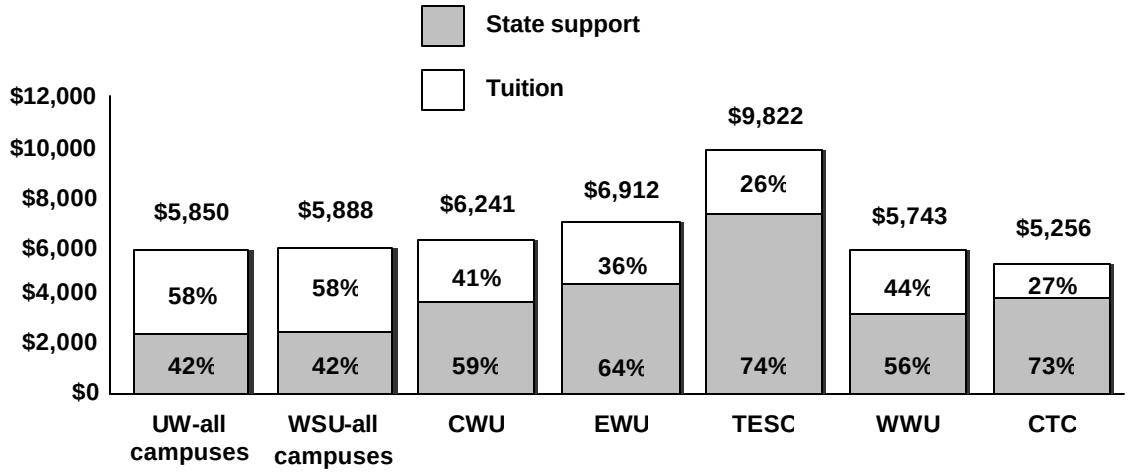
- The cost of instruction for upper-division students is lowest at the comprehensive institutions, as is the state support.

Costs

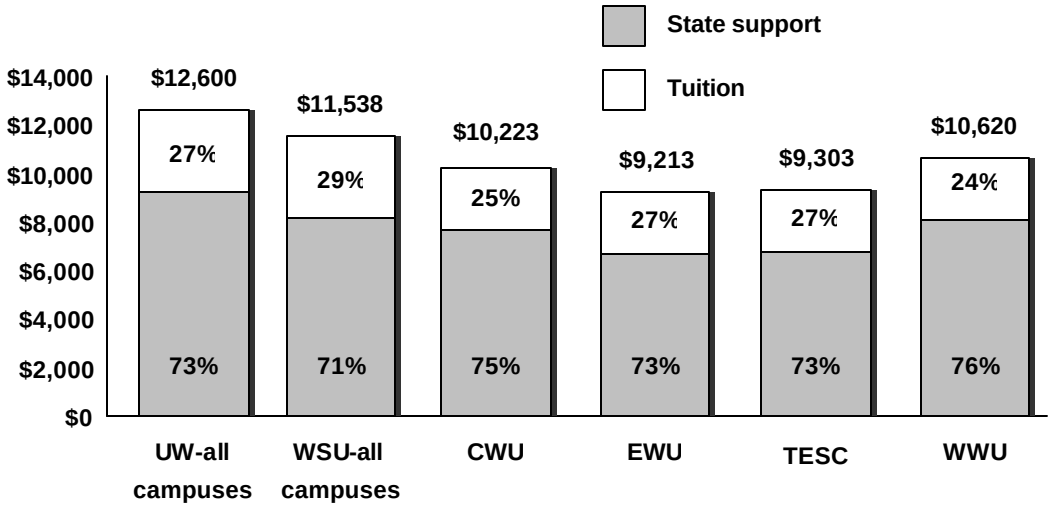
The total cost of instruction for lower-division (freshmen and sophomores) is slightly less at the community and technical colleges compared to four-year institutions. However, the state support portion is lowest at UW and WSU.

The cost of instruction for upper-division (juniors and seniors) is lowest at the comprehensives, as is the portion of state support.

Cost of instruction: lower-division
2001-02 academic year



Cost of instruction: upper-division
2001-02 academic year



Note: Tuition = operating fee only; does not include building fee, services & activities fee, or other fees.
Source: Higher Education Coordinating Board, December 2001.

Costs

Trends in cost of instruction

Tuition paid by resident undergraduate students and their families covers about 40 percent of undergraduate instructional costs at the research institutions, and about 30 percent at the comprehensive institutions and the community and technical colleges.

Prior to 1995, tuition at the public colleges and universities was based on a percentage of the cost of instruction. For example, in 1977-78, the Legislature and governor set resident undergraduate statutory tuition (operating fee plus building fee) at the research universities at 25 percent of the cost of instruction.

Since 1995, the Legislature and governor have set (or capped) tuition in the state operating budget.

Since 1999, the Legislature and governor have allowed colleges' and universities' boards of trustees and the State Board for Community and Technical Colleges to set tuition within limits established in the budget.

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

	1977-78 to 1980-81	1981-82 to 1991-92	1993-1994	1994-1995	2001-2002
Research universities:					
Resident undergraduate	25.0%	33.3%	36.3%	41.1%	41.6%
Nonresident undergraduate	100.0%	100.0%	109.3%	122.9%	138.3%
Comprehensive universities & college:					
Resident undergraduate	*	25.0%	27.7%	31.5%	31.1%
Nonresident undergraduate	*	100.0%	109.4%	123.0%	120.5%
Community & technical colleges:					
Resident undergraduate	*	23.0%	25.4%	28.8%	29.8%
Nonresident undergraduate	*	100.0%	109.3%	122.7%	127.2%

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

Notes:
Tuition = "operating fees" and "building fees." Does not include "services and activities fees" or other fees.
Proportion calculated as tuition divided by cost of instruction.

Tuition increases for 1995-96 to current were not based on a specified proportion of cost, but were increased by a percentage specified in the appropriations act.
Calculations for 1995-96 forward reflect budgeted enrollments and allotment data.

Source: Higher Education Coordinating Board, December 2001.

Tuition and fees

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

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

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

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

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

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

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

Tuition and fees

What are tuition and fees at public institutions?

Tuition and fees vary by type of institution and by level of enrollment. Undergraduates, for example, pay lower tuition and fees than graduate students. And, residents of Washington experience lower rates compared to nonresidents.

Resident tuition and fees for full-time students at public higher education institutions 2002-03 academic year

	TUITION			S & A	TOTAL	Technology fee	OVERALL TOTAL
RESIDENT	Operating fee	Building fee	**Statutory tuition** (sum of operating and building fees)	Services and Activities (S & A) fee	**Tuition plus S & A fees**	(Optional)	**OVERALL TUITION AND FEES**
UW - Seattle *							
Undergraduate	3,958	209	4,167	288	4,455	111	4,566
Graduate							
Tier I	5,857	182	6,039	288	6,327	111	6,438
Tier II	6,100	189	6,289	288	6,577	111	6,688
Tier III	6,342	197	6,539	288	6,827	111	6,938
Pharm D	7,070	219	7,289	288	7,577	111	7,688
Business Masters Program	7,760	240	8,000	288	8,288	111	8,399
Law	9,468	293	9,761	288	10,049	111	10,160
Professional (MD, DDS)	10,404	548	10,952	288	11,240	111	11,351
UW - Bothell							
All charges same as above except S & A and Technology:				249		120	
UW - Tacoma							
All charges same as above except S & A and Technology:				273		120	
WSU - all campuses							
Undergraduate	3,939	206	4,145	375	4,520		4,520
Graduate	5,590	173	5,763	325	6,088		6,088
Pharm D	8,767	271	9,038	358	9,396		9,396
Professional (Veterinary Med.)	10,163	535	10,698	358	11,056		11,056
CWU							
Undergraduate	2,906	121	3,027	396	3,423	75	3,498
Graduate	4,631	115	4,746	396	5,142	75	5,217
EWU							
Undergraduate	2,860	116	2,976	381	3,357	105	3,462
Graduate	4,900	122	5,022	381	5,403	105	5,508
TESC							
Undergraduate	2,908	121	3,029	411	3,440		3,440
Graduate	4,980	128	5,108	411	5,519		5,519
WWU							
Undergraduate	2,907	120	3,027	381	3,408	45	3,453
Graduate	4,502	111	4,613	368	4,981	45	5,026
Community/Technical Colleges							
Undergraduate	1,588	195	1,784	199	1,983	varies	

* UW - Seattle: Data do not include the new S & A fee II of $35 effective winter quarter 2003.

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

Tuition and fees

Nonresident tuition and fees are higher than for residents of the Washington.

Error!

Nonresident tuition and fees for full-time students at public higher education institutions 2002-03 academic year

	TUITION			S & A	TOTAL	Technology fee	OVERALL TOTAL
NONRESIDENT	Operating fee	Building fee	**Statutory tuition** (sum of operating and building fees)	Services and Activities (S & A) fee	**Tuition plus S & A fees**	(Optional)	**OVERALL TUITION AND FEES**
UW - Seattle *							
Undergraduate	14,198	670	14,868	288	15,156	111	15,267
Graduate							
Tier I	14,596	530	15,126	288	15,414	111	15,525
Tier II	14,837	539	15,376	288	15,664	111	15,775
Tier III	15,079	547	15,626	288	15,914	111	16,025
Pharm D	15,561	565	16,126	288	16,414	111	16,525
Business Masters Program	16,501	599	17,100	288	17,388	111	17,499
Law	16,887	613	17,500	288	17,788	111	17,899
Professional (MD, DDS)	26,265	813	27,078	288	27,366	111	27,477
UW - Bothell							
All charges same as above except S & A and Technology:				249		120	
UW - Tacoma							
All charges same as above except S & A and Technology:				273		120	
WSU - all campuses							
Undergraduatee	11,403	537	11,940	330	12,270		12,270
Graduate	14,091	511	14,602	316	14,918		14,918
Pharm D	16,864	612	17,476	348	17,824		17,824
Professional (Veterinary Med.)	26,259	813	27,072	348	27,420		27,420
CWU							
Undergraduate	10,581	435	11,016	396	11,412	75	11,487
Graduate	14,810	457	15,267	396	15,663	75	15,738
EWU							
Undergraduate	10,811 ~~15,134~~	448 ~~466~~	11,259 ~~15,600~~	375 ~~375~~	11,634 ~~15,975~~	105 ~~105~~	11,739
Graduate							16,080
TESC							
Undergraduate	11,379	474	11,853	411	12,264		12,264
Graduate	15,924	493	16,417	411	16,828		16,828
WWU							
Undergraduate	10,779	447	11,226	381	11,607	45	11,652
Graduate	14,387	445	14,832	368	15,200	45	15,245
Community/Technical Colleges							
Undergraduate	6,399	593	6,992	199	7,191	varies	

* UW - Seattle: Data do not include the new S & A fee II of $35 effective winter quarter 2003.

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

Tuition and fees

What is tuition in the current biennium?

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

Undergraduate statutory tuition at the state's public universities and colleges generally increased 6.7 percent at the four-year institutions and 6.2 percent at the community and technical colleges in 2001-02 over the prior year.

The tuition increase for 2002-03 authorized in the 2001-03 budget was revised in the 2002 Supplemental Budget to authorize governing boards and the State Board for Community and Technical Colleges to increase undergraduate tuition up to 16 percent for research institutions, 14 percent for comprehensive institutions and 12 percent for community and technical colleges. Each four-year institution and the SBCTC determined tuition for nonresident and graduate students.

Statutory tuition (operating and building fees only) for undergraduate residents and non-residents

		2000-01	2001-02	2002-03
UW	Resident	$ 3,368	$ 3,593	$ 4,167
	Nonresident	12,060	12,868	14,868
WSU	Resident	3,351	3,574	4,145
	Nonresident	10,267	10,955	11,940
CWU	Resident	2,490	2,658	3,027
	Nonresident	9,741	10,395	11,016
EWU	Resident	2,451	2,613	2,976
	Nonresident	9,261	9,879	11,259
TESC	Resident	2,490	2,657	3,029
	Nonresident	9,744	10,397	11,853
WWU	Resident	2,490	2,655	3,027
	Nonresident	9,744	10,398	11,226
CTC	Resident	1,476	1,568	1,784
	Nonresident	6,294	6,686	6,992

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

Tuition and fees

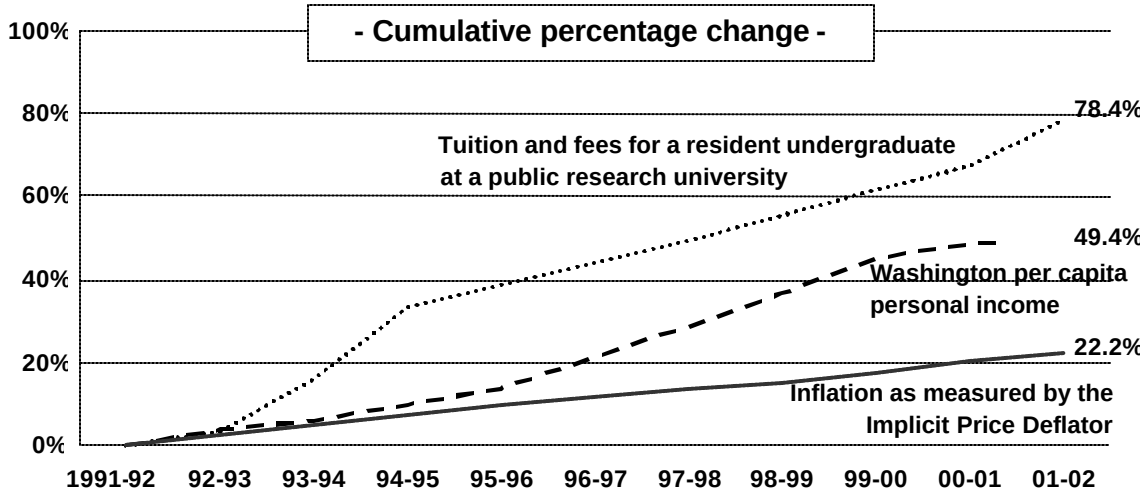
What have been the trends in tuition growth, and other expenses, in Washington?

From 1991-92 to 2001-02, tuition and fees have increased 78 percent at the state's public research universities.

This increase occurred when prices of most other consumer goods increased an average of 22 percent.

Per capita personal income in this state increased 49 percent during this period.

Increases in tuition have outpaced per capita personal income and inflation



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

Change in tuition and fees: 1991-92 to 2001-02

	1991-92	2001-02	Percent change
Tuition and fees			
Public research universities	$ 2,178	$ 3,885	78%
Public comprehensive institutions	1,698	3,007	77%
Community colleges	945	1,743	84%
Independent – lowest	3,720	6,000	61%
Independent – wgt. average	10,171	17,598	73%
Independent – highest	13,110	22,796	74%
Other expenses			
Room and board/ books/ trans/misc.	6,570	9,204	40%
Inflation			
Inflation (Implicit Price Deflator) – 1991-92=100	100%	122%	22%
Income			
WA per capita personal income	21,160	31,611	49%

Sources: Tuition and fees – HECB databases; other expenses – Washington Financial Aid Administrators; inflation and income – U.S. Dept. of Commerce via the Office of the Forecast Council.

Tuition and fees

How do Washington tuition and fees compare to other states?

Washington resident undergraduate students at public universities and colleges pay less than the national average for tuition and fees.

National comparison of resident undergraduate tuition and required fees 2001-02 academic year

	University of Washington	Washington State University	Comprehensive institutions	Community and technical colleges
Resident undergraduate tuition and fees	$3,983	$3,898	$3,071	$1,743
National comparison				
National average	$4,260	$4,260	$3,385	$1,807
Dollar difference	- $277	- $362	- $314	- $64
Percent difference	- 6.5%	- 8.5%	- 9.3%	- 3.6%
Washington rank	25th	N/A	28th	25th

Source: Higher Education Coordinating Board survey.

Tuition and fees

How do Washington tuition and fees compare to peer institutions?

Washington resident undergraduate students at public universities and colleges pay lower tuition and fees than students attending peer institutions.

Peer institution comparison of resident undergraduate tuition and required fees 2001-02 academic year

	University of Washington	Washington State University	Comprehensive institutions	Community and technical colleges
Resident undergraduate tuition and fees	$3,983	$3,898	$3,071	$1,743
Peer institution comparison				
Peer average	$4,680	$4,287	$3,385	$1,807
Dollar difference	- $697	- $389	- $314	- $64
Percent difference	- 14.9%	- 9.1%	- 9.3%	- 3.6%
Peer rank	15th of 25	10th of 23		

Source: Higher Education Coordinating Board survey.

Peers:

UW – The comparison group for the University of Washington is the 25 public institutions classified as research universities (category 1) with medical schools.

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

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

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

Tuition and fees

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

Washington resident undergraduate students at public universities and colleges:

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

Western states comparison of resident undergraduate tuition and required fees 2001-02 academic year

	University of Washington	Washington State University	Comprehensive institutions	Community and technical colleges
Resident undergraduate tuition and fees	$3,983	$3,898	$3,071	$1,743
WICHE states (15 Western states) comparison				
WICHE average	$3,281	$3,281	$2,731	$1,472
Dollar difference	$ 702	$ 617	$ 340	$ 271
Percent difference	21%	19%	12%	18%
Washington rank	3rd	N/A	4th	6th

Source: Higher Education Coordinating Board survey.

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

Tuition and fees

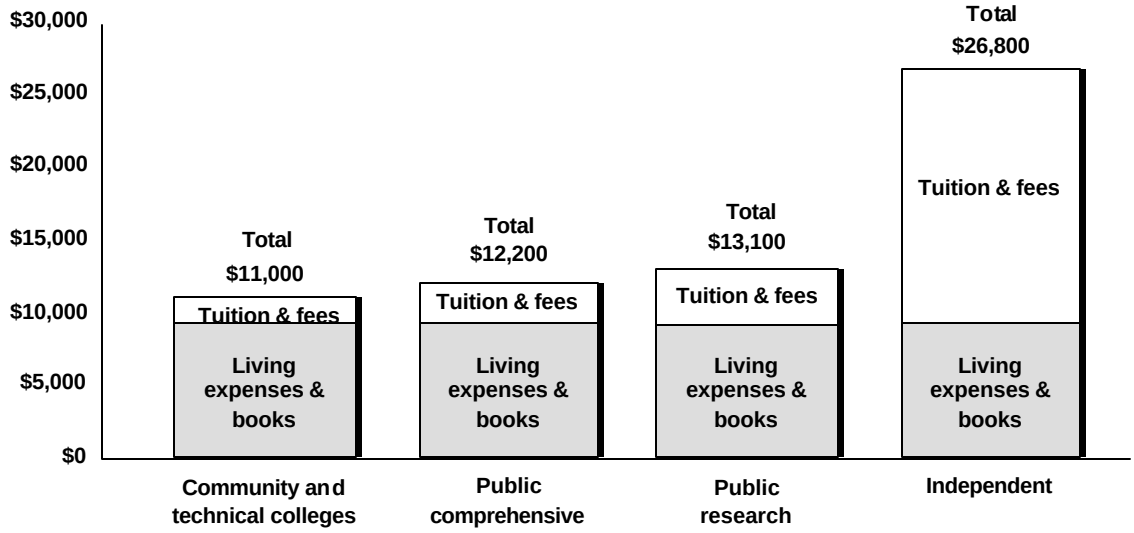
What total price do students pay to attend college?

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

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

Living expenses include items like books and supplies, room and board, and transportation. Most students experience these living costs regardless of the type of institution attended. Students living with their parents experience lower living expenses.

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



Source: Washington Financial Aid Administrators.

State operating budget

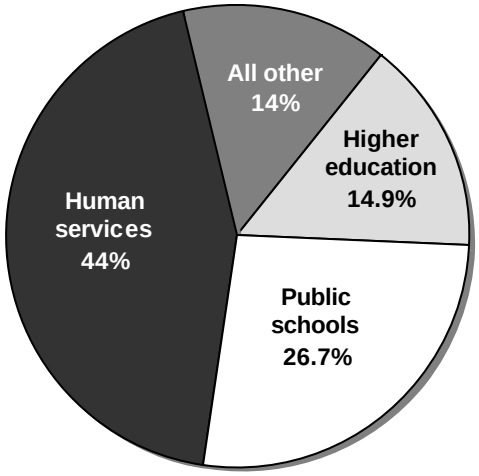
How much is the higher education budget?

The state's operating budget includes more than just the general fund. At $6.4 billion, higher education makes up nearly 15 percent of all the funds in the state's operating budget.

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

In higher education, the $6.4 billion comes from a variety of sources, including the state's general fund, tuition (operating fees), higher education grants and contracts, dedicated local revenues and the University of Washington hospital.

State operating budget: 2001-03 biennium
Total all funds - $43.1 billion



Source: Legislative Budget Summary, 2002 session.

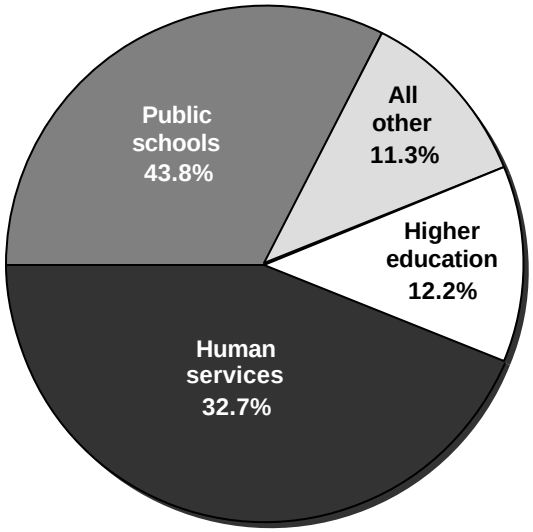
State operating budget

General fund

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

The state general fund equals $22.4 billion in the current biennium. Higher education makes up 12.2 percent of the total, equaling $2.7 billion.

State general fund: 2001-03 biennium
Total - $22.4 billion



Source: Legislative Budget Summary, 2002 session.

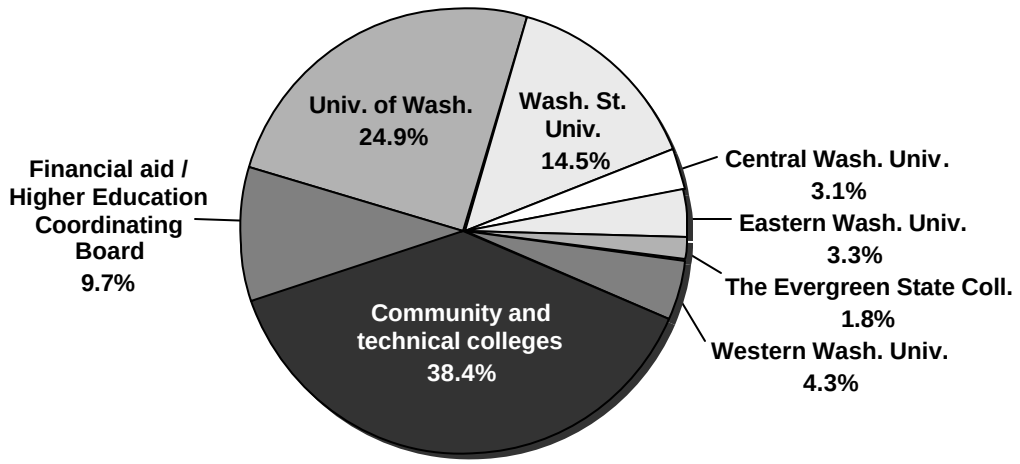
State operating budget

General fund

Of the $2.7 billion appropriated to higher education, the community and technical colleges received 38 percent ($1 billion); the University of Washington received 25 percent ($680 million); and Washington State University received 15 percent ($395 million).

Student financial aid was another significant share of the higher education budget, with the Higher Education Coordinating Board receiving 10 percent ($264 million); 98 percent ($259 million) of that amount was targeted for financial aid.

State general fund: 2001-03 biennium
Distribution of $2.7 billion for higher education



Source: Legislative Summary, 2002 session

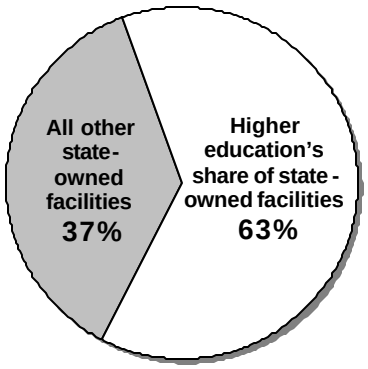
Higher education 2001-03 operating budget
State general fund
(dollars in millions)

Community and technical colleges	$1,048
University of Washington	680
Washington State University	395
Financial aid/Higher Education Coordinating Board	264
Western Washington University	118
Eastern Washington University	89
Central Washington University	85
The Evergreen State College	50
Total	$2,729

Capital budget

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

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



Higher education facilities are used for two primary purposes:

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

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

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

Capital budget

How are capital funds appropriated?

Funds for major repairs, renovation, and new facilities are appropriated in the capital budget, while funds for building maintenance and operations are in the operating budget.

Since 1991, 73 percent of all higher education capital appropriations have come from borrowing through the sale of General Obligation Bonds. The remaining 27 percent of all capital appropriations are from local, dedicated sources.

State law limits the amount of state borrowing from the sale of General Obligation Bonds. The state constitution limits the amount of this type of debt by requiring debt service payments to be no greater than 9 percent of the average of general state revenues for the past three years.

State law further limits the debt service ceiling to 7 percent of the average of general state revenues for the past three years.

Washington does not use an allocation formula or model to distribute capital funds among the sectors or individual institutions of public higher education. Rather, the biennial capital budgets reflect choices or decisions about the relative need and priority of specific projects.

By examining the "aggregate" of these discrete decisions over time, trends in state capital budgeting decisions emerge that reflect changing areas of state capital priorities.

Capital budget

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

Total (all funds) biennial capital appropriations to higher education have fluctuated significantly over time. Appropriation amounts have ranged from a low of $415 million in the 1995-97 biennium to a high of $752 million in the 1999-01 biennium (unadjusted dollars).

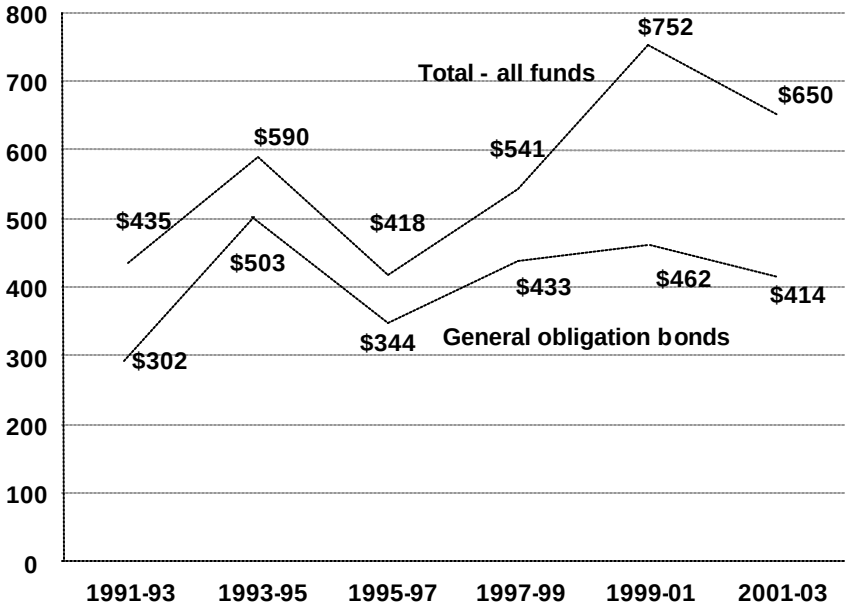
State bond appropriations to higher education reveal a much different pattern, with less fluctuation throughout the years.

Since 1991, the state has invested about $12 billion in all state facilities. Nearly half of this total investment ($5.4 billion) came from borrowing through the sale of General Obligation Bonds.

Over that same time period, 73 percent ($2.5 billion) of higher education's capital appropriations ($3.4 billion) came from these total bond authorizations.

While total capital appropriations fluctuated, state bonds showed a more stable pattern

- Millions of dollars -

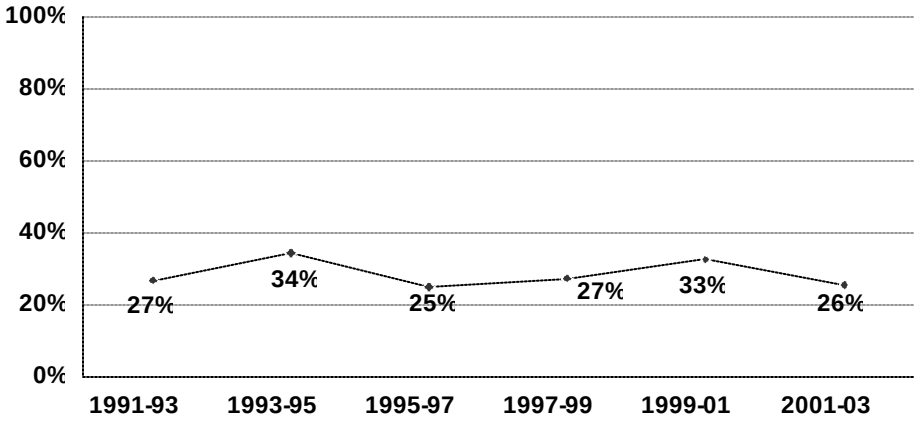


Sources: Legislative Evaluation and Accountability Program Committee; Legislative Budget Notes.

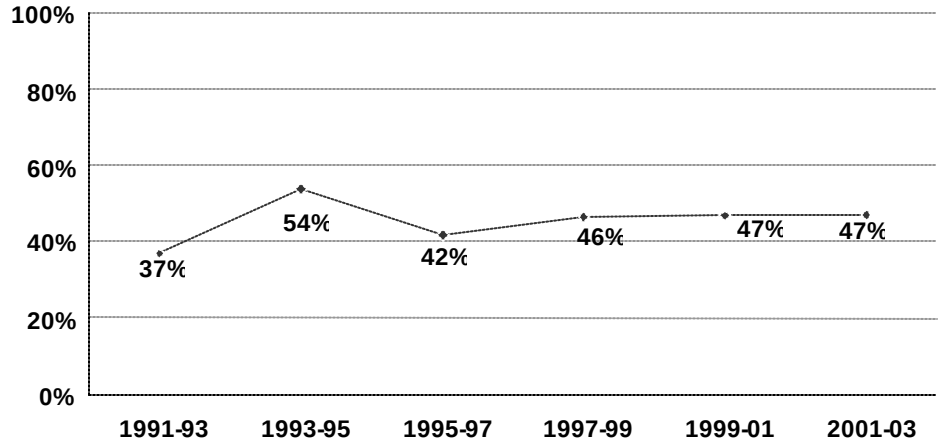
Capital budget

Historically, capital budgets for higher education have been basically stable.

Higher education has accounted for about 30 percent of the total state capital budget



Higher education has averaged about 46 percent of total biennial bond authorizations since 1991-93



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

Capital budget

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

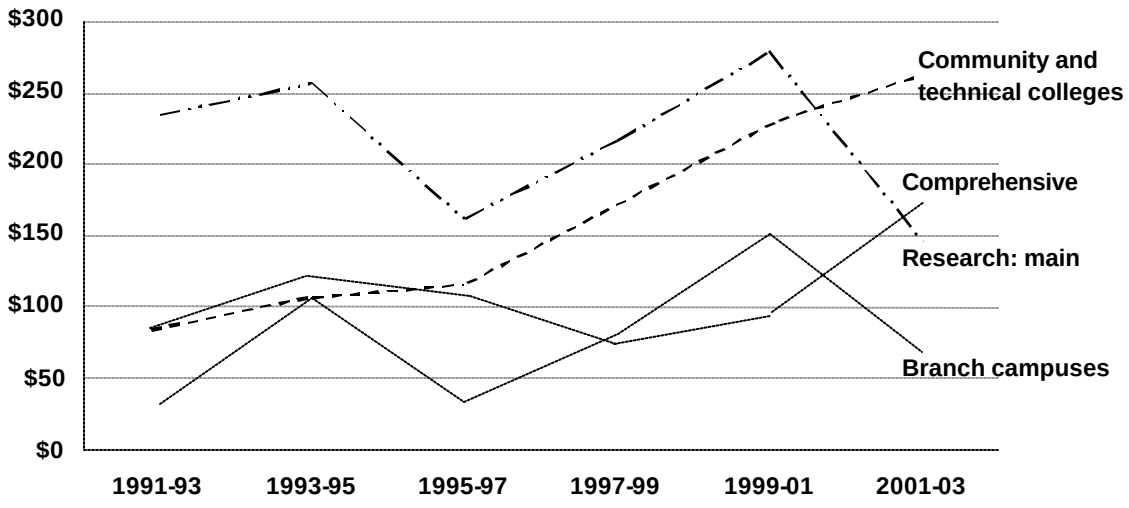
Three key trends in higher education's capital funding since 1991 have emerged:

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

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

Capital funding levels have varied by sector

- Millions of dollars -



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

Capital budget

Historically, what types of capital projects have been funded?

Through the 1993-95 biennium, the state committed a significant portion of higher education's capital spending to modernize science facilities. This priority was most evident at the University of Washington, but was also demonstrated at Central Washington University.

The period between the 1995-97 and 1999-01 biennia reflected the commitment of significant capital to finance the construction phase of the branch campuses of the University of Washington and Washington State University.

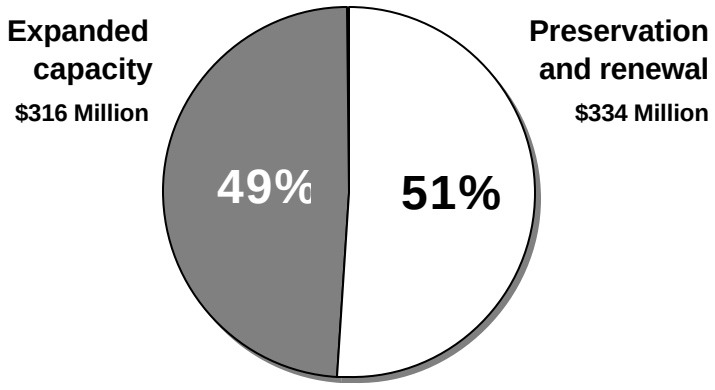
In the 2001-03 biennium, three of the state's comprehensive institutions (The Evergreen State College, Western Washington University, and Central Washington University) received construction dollars for new facilities to house additional students or replace obsolete facilities.

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

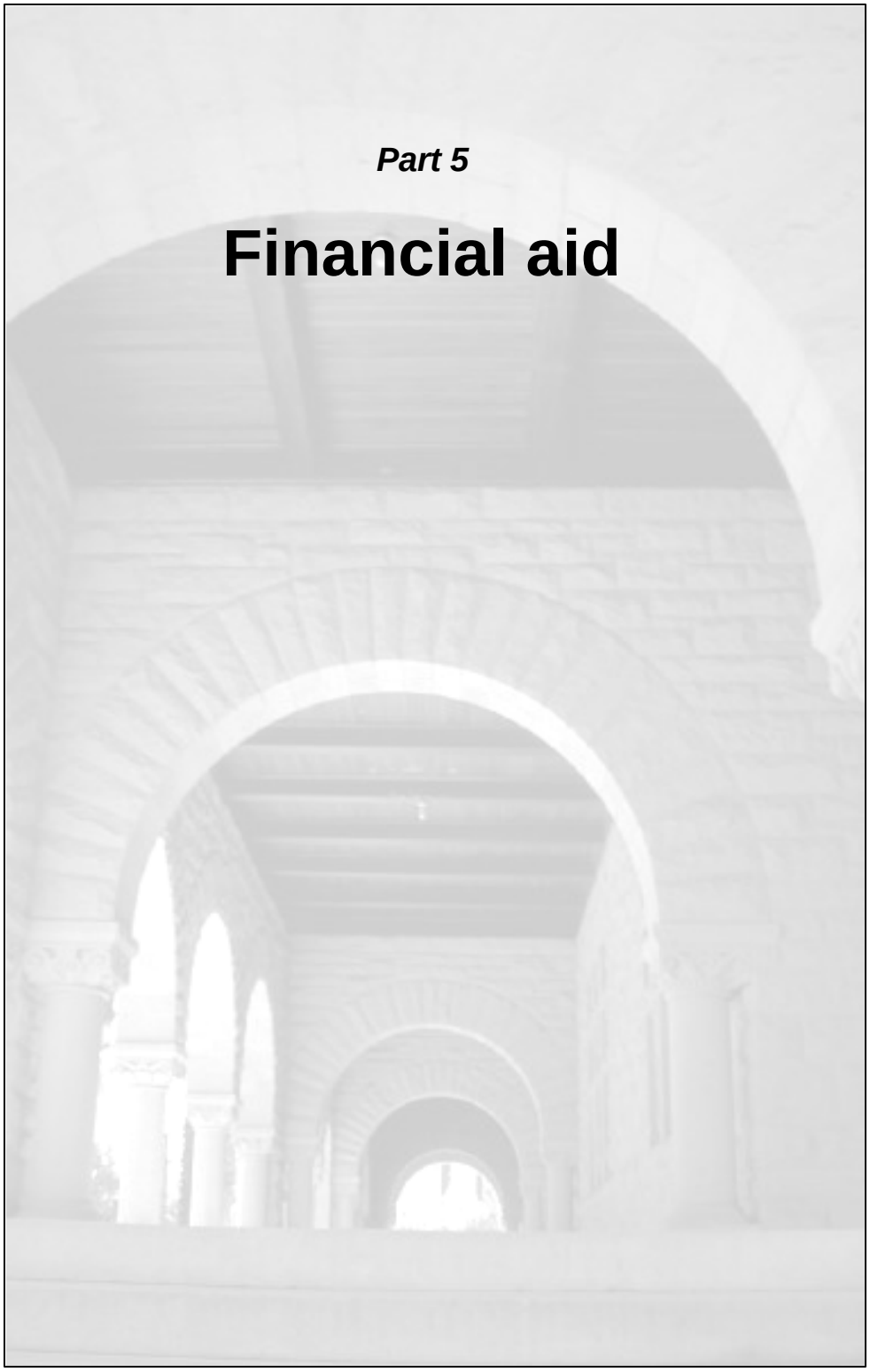
How does the 2001-03 capital budget for higher education balance the needs for preserving existing buildings and adding new facilities?

The 2001-03 capital budget reflects roughly equal investments in both the need to preserve/renew facilities and the need to provide additional capacity.

2001-03 higher education capital budget



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



Part 5

Financial aid

Financial aid

What is need-based financial aid?

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

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

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

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

HECB financial aid and grant programs
General fund state appropriations for fiscal year 2003
(dollars in thousands)

Program name	Estimated number of students served	Appropriations
State Need Grant	53,000	$104,913
State Work Study	8,900	17,360
Washington Promise Scholarship	6,700	6,300
Educational Opportunity Grant	1,000	2,920
Health Professional Loan Repayment and Scholarship Programs	70	1,140
Washington Scholars Program	360	1,428
Washington Award for Vocational Excellence (WAVE)	260	589
WICHE Professional Student Exchange	13	137

Source: Higher Education Coordinating Board.

Financial aid

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

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

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

Student college costs (price of attendance)
(-) Expected family contribution
= Financial need/eligibility

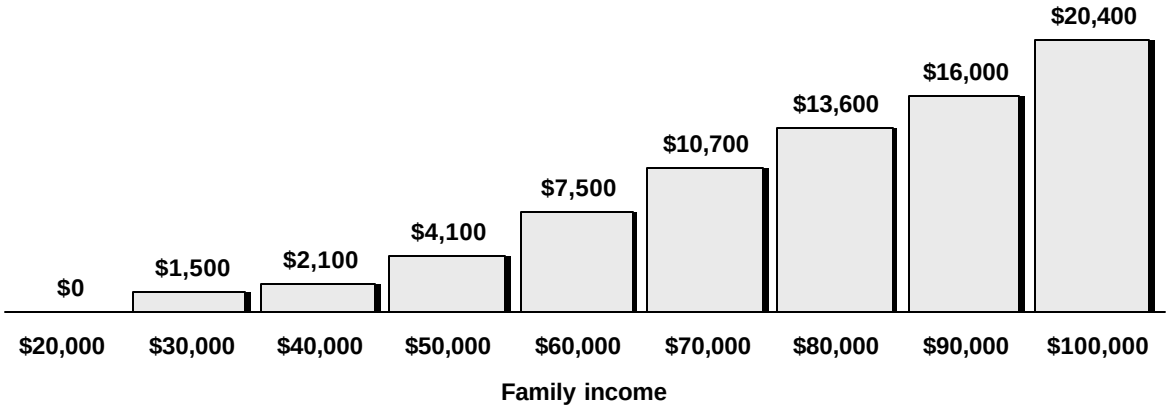
To determine the "expected family contribution," the student must complete a "Free Application for Federal Student Aid" (FAFSA).

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

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

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

Expected annual family contribution by income level*



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

Sources: Peterson's Four-Year Colleges 2000.

Financial aid

How much financial aid can a student expect to qualify for?

The amount of financial aid a student qualifies for is a function of two main measures:

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

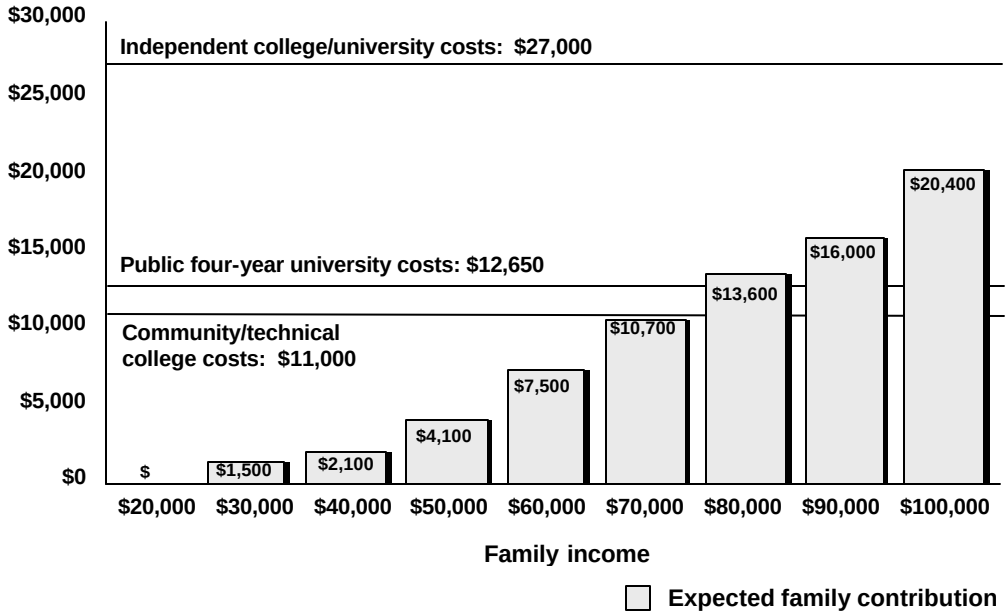
As the chart below shows, generally as family income goes up, the expected family contribution goes up. Consequently, eligibility for financial aid decreases.

The gap between the "price of attendance" and the "expected family contribution" represents the amount of aid the student is eligible to receive.

However, very few students — even the poorest — get enough help through grants and scholarships to pay for all their college costs. A system of combining or "packaging" different types of aid ensures that each student is offered a mix of "gift" assistance (like grants and waivers) and "self-help" (loans and work study).

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

Price of attendance compared to expected family contribution by income level*



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

Sources: Peterson's Four-Year Colleges 2000, and 2001-02 tuition rates.

Financial aid

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

About three of every 10 students enrolled in Washington receive some form of need-based financial aid.

In Washington, more than 114,000 students received need-based aid in 2000-2001. These students represent about 30 percent of the reported enrolled students. These 114,000 students include those attending accredited private career schools that received aid but for whom no enrollment data was included.

Each year, the HECB collects data from institutions on each student who receives need-based aid. This collection of data or records is referred to as the "Unit Record Report."

Type of institution	Number receiving aid 2000-01
Community and technical colleges	46,667 students
Four-year research	23,032 students
Four-year independent	18,531 students
Four-year comprehensive	16,310 students
Private career schools	9,609 students

Source: Higher Education Coordinating Board, *Unit Record Report, 2000-01*.

Financial aid

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

Types of programs
Grant
Work study
Loan

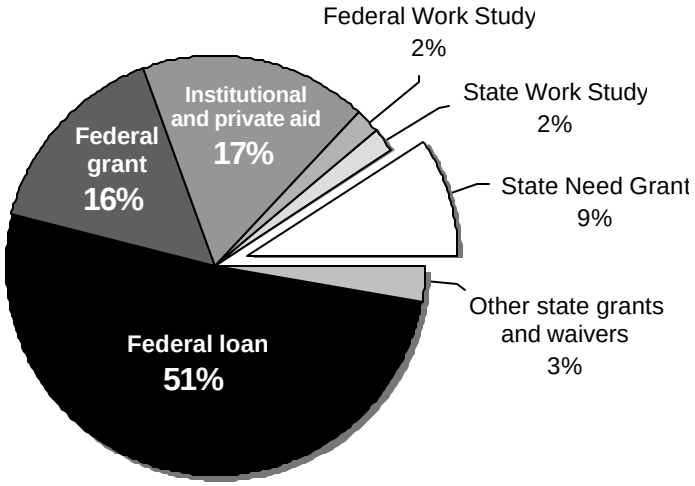
Sources of funding
Federal
State
Institutional and private

Grants are gifts with an obligation to make academic progress, but they do not need to be repaid. ***Work Study*** is a part-time employment opportunity. ***Loans*** are given with the requirement that they be repaid with interest in the future, usually after graduation. There are many individual programs within each of these general categories, each with its own policy, purpose or targeted population.

Much of the direct student financial aid comes from the federal government. And, today most of that federal assistance is in the form of loans. State programs were created to complement and coordinate with the federal effort. Washington state programs focus mainly on the provision of need-based grant and work study programs, such as the state's largest program, the **Washington State Need Grant**, created in 1969, and the **Washington State Work Study** program, created in 1974.

The State Need Grant program represents 9 percent of the total need-based financial aid available. The remainder of the available assistance is from institutional and private sources. In addition to this assistance, it is estimated that another $90 million in aid (mostly loans) was delivered to students who did not qualify for need-based aid.

Need-based student financial aid available to students attending Washington institutions in 2000-01
Total - $944.5 million



Source: Higher Education Coordinating Board, *Unit Record Report, 2000-01*.

Financial aid

Which financial aid programs does Washington provide?

State Need Grant (RCW 28B.10.800)

State Work Study (RCW 28B.12.010)

Promise Scholarship (SL 2001 2nd Special Session C&S611)

Educational Opportunity Grant (RCW 28B.101)

Washington Scholars (RCW 28A.600 and 28B.543)

Washington Award for Vocational Excellence (RCW 28B.272 and 28C.04)

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

Future Teachers Conditional Scholarship (WAC 250-63)

WICHE Professional Student Exchange (RCW 28B.80.160)

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

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

Programs designed for equal opportunity and access

State Need Grant
These grants help the state's lowest-income undergraduate students pursue degrees. To be eligible, a student's family income cannot exceed 55 percent of the state's median family income — currently $35,000 for a family of four.

Maximum grant amounts vary by type of institution (for FY 2002-03)

Community and technical colleges	$1,908
Private career colleges	$1,908
Public comprehensive universities	$3,026
Public research universities	$3,798
Independent universities	$4,032

Programs designed for access and affordability

State Work Study
Through part-time employment, students from low- and middle-income families earn money for college while gaining experience whenever possible in jobs related to their academic and career goals. State Work Study provides a significant alternative to high levels of student borrowing. Typical awards range from $2,000 to $5,000 per year.

Educational Opportunity Grant
This program provides $2,500 grants to encourage financially needy "placebound" students to complete a bachelor's degree. To be considered placebound, students must be unable to continue their education without the assistance of this grant because of family or work commitments, health concerns, financial need, or other similar factors. Students must be Washington residents, live in one of 13 counties, and have completed two years of college.

Financial aid programs

Program based on affordability and merit

Washington Promise Scholarship
The Washington Promise Scholarship provides college scholarships to students in recognition of their academic achievements in high school. Students are from low- and middle-income families, and either graduate in the top 15 percent of their classes or score at least 1,200 on the SAT on the first attempt or score 27 on the ACT on the first try. Family income cannot exceed 135 percent of the state's median family income, or about $85,900 for a family of four. While the maximum award for spring 2002 graduates is $1,000, the maximum award for *any* student may not exceed the value of tuition and fees at a community and/or technical college. The award for all students may be prorated.

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

Programs based on merit

Washington Scholars
This program honors the accomplishments of three high school students from each of the state's 49 legislative districts. Scholars receive state grants that equal up to four years of public undergraduate resident tuition. High school principals nominate the top 1 percent of each school's graduating senior class on the basis of academic achievement, leadership, and community service. The maximum award is equal to the value of public-sector tuition and fees. The actual award may be prorated.

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

Financial aid programs

Targeted programs

Health Professional Conditional Scholarship and Loan Repayment Program
These programs address the critical shortage of qualified health care professionals statewide. Participating health care professionals agree to provide primary health care service for three to five years in medically underserved areas, or in areas with a shortage of health care professionals. In exchange, they receive either a conditional scholarship or help in repaying school loans. Recipients do not have to be state residents to apply. In 2000, more than 180 health professionals worked in underserved areas in Washington as a result of these programs.

WICHE Professional Student Exchange
This program pays support fees that approximate the nonresident tuition differential for selected Washington residents going out of state to study in two professional degree programs not offered in Washington – optometry and osteopathy. Annual awards for 2002-03 range from $10,300 to $15,100 and may be awarded for up to four years.

Other programs

These student aid programs are either not accepting new applications, are not supported by appropriated funds, or are not direct aid to students.

Future Teachers Conditional Scholarship. This program encourages public K-12 classified employees to become teachers by offering conditional scholarships. The program stipulates that the state will forgive one year of loan, up to $4,000, for every two years of service.

American Indian Endowed Scholarship. This program helps students with close ties to the Native American community attend college. State funds, together with private contributions, provide about 15 scholarships each year, ranging from $1,000 to $1,500.

Community Scholarship Matching Grant. Community organizations that locally raise at least $2,000 for college scholarships receive a state-matching grant of $2,000 to be spent for the same purpose. In 2002-03, 123 grants were offered.

Financial aid

Which students are served in the major state aid programs?

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

State Need Grant, 2000-2001

- The program served 53,154 undergraduates.
- On average, these students received $1,627 in State Need Grant funds.
- The average recipient was 22 years old.
- 62 percent of students were female.
- 88 percent were enrolled full time.
- 34 percent of students were dependent on their families for support. The average parental income of these families was $24,071.
- 66 percent of the students were independent, meaning they had their own households and were not financially dependent on their parents. For these students, the average household income was $12,631.
- 65 percent of all recipients were white; 10 percent were Asian/Pacific Islander; 7 percent were Hispanic; 6 percent were Black/African American; 12 percent were either of other ethnic backgrounds or did not disclose.

State Work Study, 2000-2001

- The program served 8,458 students.
- The average amount earned was $2,379.
- The average recipient was 21 years old.
- 64 percent of the students were female.
- 87 percent were undergraduates.
- 95 percent were enrolled full time.
- 44 percent were dependent on their families for support. The average parental income of these families was $36,671.
- 56 percent of the students were independent, meaning they had their own households and were not financially dependent on their parents. For these students, the average household income was $11,813.
- 69 percent of all recipients were white; 10 percent were Asian/Pacific Islanders; 6 percent were Hispanic; 5 percent were Black/African American; and 10 percent were either of other ethnic backgrounds or did not disclose.

Financial aid

Students served

Washington Promise Scholarship, 2001-02

- About 3,300 students applied, met the income and enrollment criteria and were awarded scholarships.
- New awards for class of 2001, plus second-year awards for class of 2000, totaled about 6,600 students.
- By definition, the program serves students in their first two years of higher education.
- The maximum grant amount can be the cost of tuition at a public community college but is subject to appropriation. This year, the prorated annual award amount is $1,404 per student.
- 65 percent of the students served were female.

Sources: Higher Education Coordinating Board, *Unit Record Report, 2000-2001;* and program statistics.

Financial aid

Does Washington offer a prepaid college tuition program?

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

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

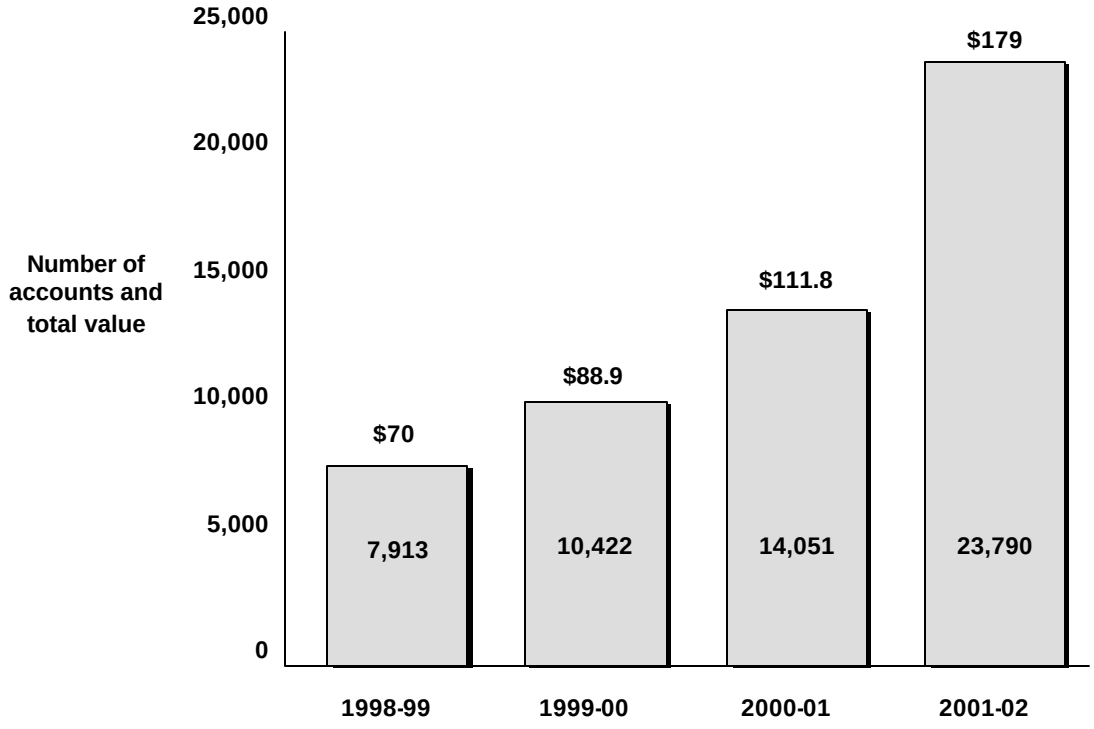
The Committee on Advanced Tuition Payment, commonly referred to as the GET Committee, governs the program. The committee is composed of the executive director of the Higher Education Coordinating Board, the state treasurer, the director of the Office of Financial Management, and two citizen members. The Higher Education Coordinating Board administers the GET program, while the State Investment Board oversees its investments.

The GET Committee annually sets the price of a GET unit, currently $52. Families can buy units by setting up a customized monthly payment plan or making lump sum purchases. The enrollment period for 2002-03 is Sept. 15. 2002 through March 31, 2003.

Financial aid

As of June 30, 2002, Washington families have opened 23,790 accounts, valued at $179 million in total value. A total of 4.07 million units have been purchased at a price of $118 million.

GET accounts continue to grow at a healthy pace
- millions of dollars -



Glossary

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

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

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

Ethnicity/race categories – IPEDS:
Nonresident Alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Black, Non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

American Indian or Alaskan Native (Native American): A person having origins in any of the original peoples of North America or who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White, Non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Race/Ethnicity Unknown: This category is used ONLY if the student did not select a racial/ethnic designation, and the postsecondary institution finds it impossible to place the student in one of the aforementioned racial/ethnic categories.

Note: For this publication, six race/ethnic categories are used: Nonresident Alien, Black, Native American/Alaskan Native, Asian/Pacific Islander, Hispanic, and White/Unknown. This final category is a total of White, Unknown, and Other Race or Ethnicity.

Field of study: "Degrees awarded by field of study" are a series of tables in the "Degrees Granted" section. Information for these tables is taken from the Integrated Postsecondary Education Data System (IPEDS). IPEDS codes degrees by Classification of Instructional Programs (CIP) categories. For field-of-study tables, the CIP codes have been aggregated into 13 major fields (delineated by the Office of Financial Management), as follows:

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

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

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

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

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

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

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

IPEDS: The Integrated Postsecondary Education Data System 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 General State 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, and fourth-year and beyond, and half of the unclassified undergraduates. "Graduate" students and "first-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 first-professional enrollment.

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

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

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

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

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

Participation rate: This calculation compares enrollment to population. Specifically, the rate is calculated by dividing the number of persons enrolled by the population aged 17 and over. The result is the percent of the 17 and above population actually enrolled in various sectors (public and independent four-year and public community colleges) of the higher education system. The participation rate in Washington can be compared to rates in other states.

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

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

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