Key facts about higher education in Washington

January 2004

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

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Introduction

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

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

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

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

HECB responsibilities

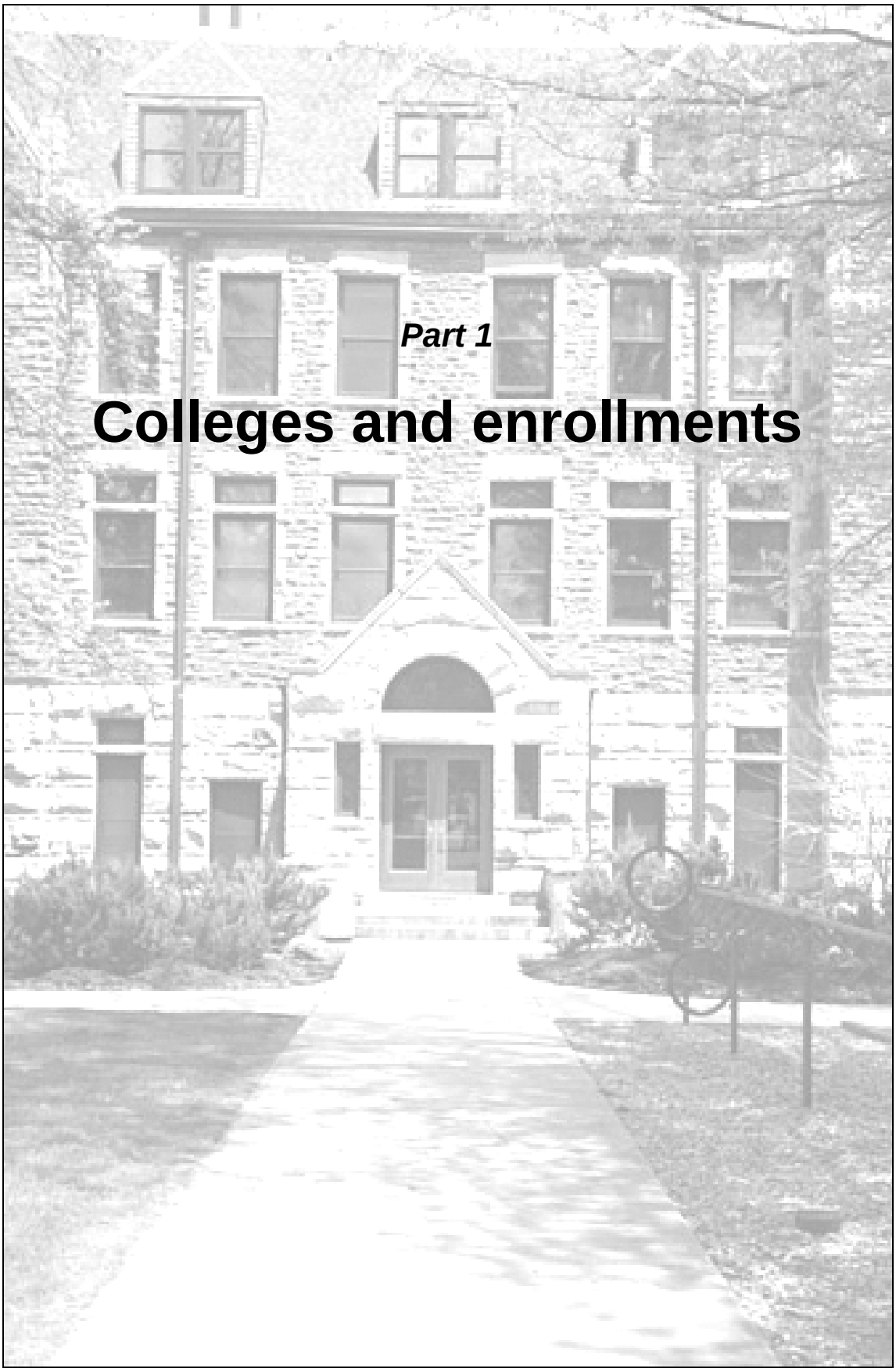
The Higher Education Coordinating Board is a 10-member citizen board that administers the state's student financial aid programs and provides planning, coordination, monitoring and policy analysis for higher education in Washington.

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

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

Major functions of the board include:

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



Part 1

Colleges and enrollments

Colleges and enrollments

Who is providing higher education in Washington?

Public four-year institutions:

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

Public community and technical colleges

Independent institutions

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, each of which is governed by a board of regents or trustees appointed by the governor and approved by the Senate. In addition to the main campus location, many have branch campuses or centers in other parts of the state.

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

Research institutions

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

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

Comprehensive institutions

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

Data for public four-year institutions are taken from the federal Integrated Postsecondary Education Data System (U.S. Department of Education).

Colleges and enrollments

Community and technical colleges (public two-year)

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

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

Independent four-year schools

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

Data for 30 independent four-year institutions are reported using information gathered through the annual federal survey conducted by the U.S. Department of Education's National Center for Education Statistics, the Integrated Postsecondary Education Data System.

In addition to these 30 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 30 institutions reflected in this document include the vast majority of independent four-year enrollments in Washington.

Other independent schools

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

Colleges and enrollments

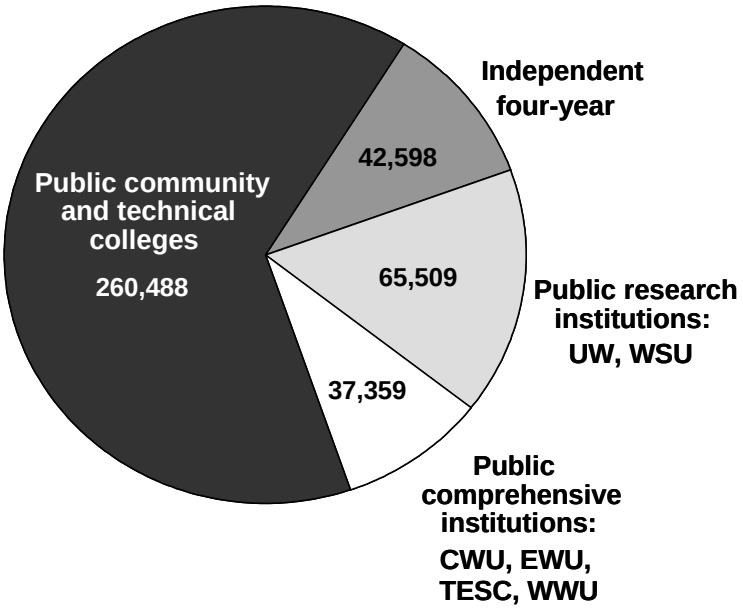
Public four-year

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 2002 headcount shows the largest enrollments at community and technical colleges



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

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 2002 enrollment (headcount)
University of Washington (main campus)	Seattle	39,882
University of Washington Bothell	Bothell	1,636
University of Washington Tacoma	Tacoma	2,111
Washington State University (main campus)	Pullman	18,372
Washington State University Vancouver	Vancouver	1,751
Washington State University Tri-Cities	Tri-Cities	1,086
Washington State University Spokane	Spokane	671
Central Washington University	Ellensburg	9,203
Eastern Washington University	Cheney	9,924
The Evergreen State College	Olympia	4,367
Western Washington University	Bellingham	13,865
Total: Public four-year		**102,868**

Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2002.

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

Colleges and enrollments

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

Enrollments reflect all funding sources:	Primary location	Fall 2002 enrollment (headcount)
Bates Technical College	Tacoma	7,250
Bellevue Community College	Bellevue	20,603
Bellingham Technical College	Bellingham	3,901
Big Bend Community College	Moses Lake	2,753
Cascadia Community College	Bothell	2,743
Centralia College	Centralia	4,633
Clark College	Vancouver	13,454
Clover Park Technical College	Tacoma	9,191
Columbia Basin College	Pasco	7,304
Edmonds Community College	Lynnwood	11,025
Everett Community College	Everett	9,743
Grays Harbor College	Aberdeen	3,303
Green River Community College	Auburn	9,024
Highline Community College	Des Moines	9,857
Lake Washington Technical College	Kirkland	4,559
Lower Columbia College	Longview	4,291
Olympic College	Bremerton	6,852
Peninsula College	Port Angeles	5,233
Pierce District:		
Pierce College Puyallup	Puyallup	3,289
Pierce College Fort Steilacoom	Fort Steilacoom	9,712
Renton Technical College	Renton	6,262
Seattle District:		
Seattle Central Community College	Seattle	11,230
North Seattle Community College	Seattle	9,625
South Seattle Community College	Seattle	8,577
Shoreline Community College	Shoreline	8,644
Skagit Valley Community College	Mount Vernon	7,004
South Puget Sound Community College	Olympia	5,972
Spokane District:		
Spokane Community College	Spokane	7,822
Spokane Falls Community College	Spokane	14,367
Tacoma Community College	Tacoma	9,217
Walla Walla Community College	Walla Walla	6,028
Wenatchee Valley College	Wenatchee	4,046
Whatcom Community College	Bellingham	6,562
Yakima Valley Community College	Yakima	6,412
Total: Community & technical colleges		**260,488**

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. Seattle Vocational Institute's enrollments are included in the Seattle Central Community College total.

Colleges and enrollments

Independent four-year

	Primary location	Fall 2002 enrollment (headcount)
Antioch University	Seattle	770
Argosy University	Seattle	209
Bastyr University	Kenmore	1,154
City University	Seattle	3,590
Cornish College of the Arts	Seattle	665
Crown College	Tacoma	141
Devry University	Federal Way	943
Golden Gate Baptist Theological Seminary Northwest	Vancouver	82
Gonzaga University	Spokane	5,254
Henry Cogswell College	Everett	249
Heritage College	Toppenish	1,276
ITT Technical Institute	Seattle	460
ITT Technical Institute	Bothell	268
ITT Technical Institute	Spokane	481
Mars Hill Graduate School	Bothell	161
Northwest Baptist Seminary	Tacoma	80
Northwest College of Art	Poulsbo	117
Northwest College of the Assemblies of God	Kirkland	1,120
Pacific Lutheran University	Tacoma	3,385
Puget Sound Christian College	Edmonds	159
Saint Martin's College	Lacey	1,705
Seattle Institute of Oriental Medicine	Seattle	28
Seattle Pacific University	Seattle	3,684
Seattle University	Seattle	6,270
Trinity Lutheran College	Issaquah	150
University of Phoenix	Seattle	1,826
University of Puget Sound	Tacoma	2,846
Walla Walla College	College Place	1,865
Whitman College	Walla Walla	1,454
Whitworth College	Spokane	2,206
Total: Independent four-year		**42,598**

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

Enrollments

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

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

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

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

Enrollments

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

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Research institutions								
UW Main campus	30,743	31,503	31,765	31,785	32,036	32,661	33,863	34,065
UW Bothell	509	638	799	844	959	1,041	1,228	1,236
UW Tacoma	559	717	834	963	1,063	1,264	1,556	1,662
UW total	31,811	32,858	33,398	33,592	34,058	34,966	36,647	36,963
WSU Main campus	16,954	16,971	16,961	17,390	17,010	17,257	17,607	17,830
WSU Spokane	317	364	288	383	432	526	567	628
WSU Tri-Cities	619	656	647	591	596	639	631	627
WSU Vancouver	636	722	828	948	970	1,076	1,150	1,226
WSU total	18,526	18,713	18,724	19,312	19,008	19,498	19,955	20,311
Comprehensive institutions								
CWU	7,339	7,448	7,474	7,471	7,463	7,287	7,672	8,106
EWU	7,364	6,945	6,907	7,244	7,712	8,081	8,421	8,700
TESC	3,387	3,489	3,728	3,822	3,697	3,786	4,009	4,054
WWU	9,668	10,118	10,374	10,550	10,840	11,214	11,265	11,377
Four-year total	**78,095**	**79,571**	**80,605**	**81,991**	**82,778**	**84,832**	**87,969**	**89,511**
Community and technical colleges	**118,075**	**118,515**	**117,925**	**121,302**	**125,131**	**128,093**	**133,962**	**139,753**
Public total	**196,170**	**198,086**	**198,530**	**203,293**	**207,909**	**212,925**	**221,931**	**229,264**

Sources: Office of Financial Management, *Higher Education Enrollment Statistics*; budget driver reports (as of July 2003).

Enrollments

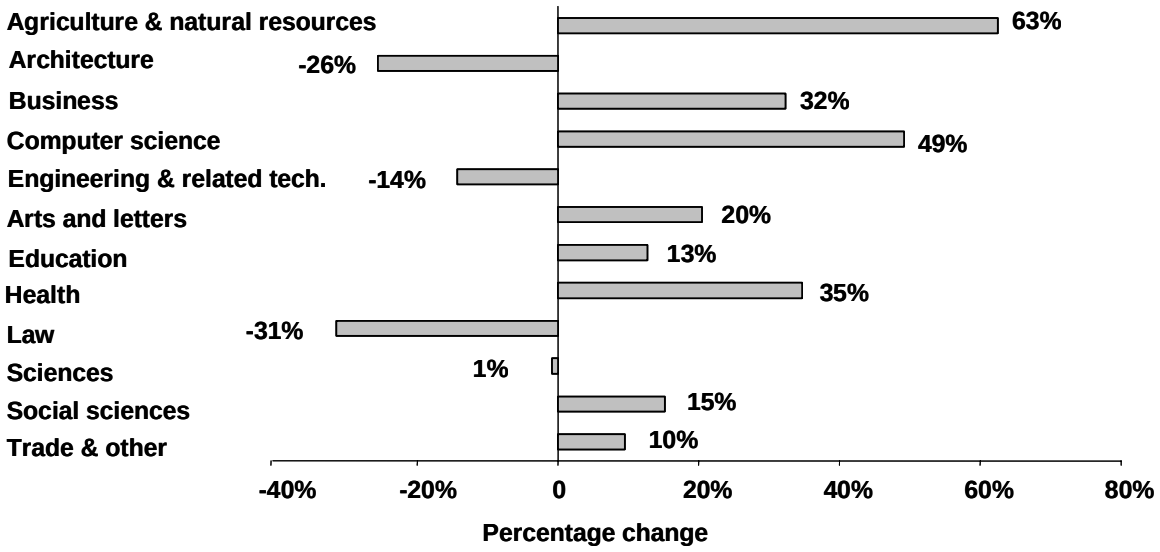
What fields of study are students pursuing?

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

FTE enrollments by discipline: 2001-02 public four-year institutions

	FTEs	Share of total
Agriculture & natural resources	3,339	4%
Architecture, law & trade	2,008	2%
Business	8,387	10%
Computer science	2,330	3%
Engineering & related technologies	3,094	4%
Arts and letters	24,775	27%
Education	5,769	7%
Health	6,032	7%
Sciences	14,366	16%
Social sciences	17,869	20%
TOTAL	**87,969**	**100%**

Percentage change in FTEs by discipline between 1993-94 and 2001-02



Source: Office of Financial Management, *Higher Education Trends and Highlights*, June 2003.

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

Enrollments

Looking more closely at community and technical colleges

Four main areas

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

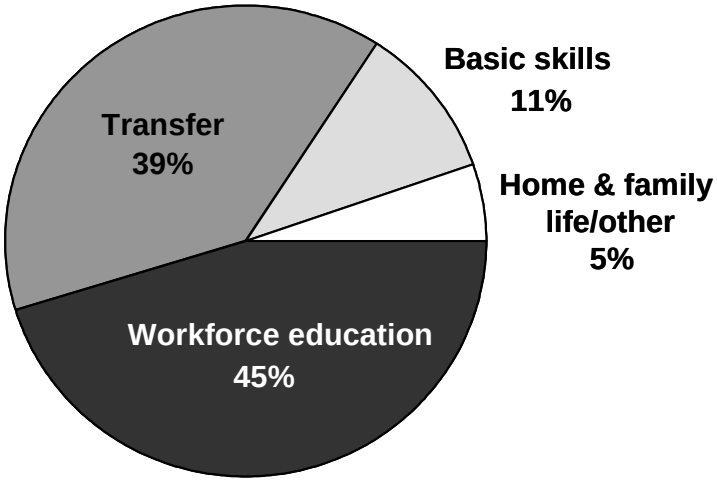
Workforce education: Preparing for jobs or upgrading job skills.

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

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

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

Most state-supported FTE enrollments at the two-year colleges are in workforce training and academic transfer programs: 2001-02



Percentage distributions have remained fairly stable over time

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

Source: State Board for Community and Technical Colleges, *Academic Year Reports*, 1999-2000 and 2001-02.

Enrollments

Community and technical colleges: FTEs by purpose for attending 2001-02 academic year (state supported)

	Workforce education	Transfer	Basic skills	Home & family life/other	Total
Bates	3,585	0	38	988	4,611
Bellevue	2,378	4,137	302	799	7,616
Bellingham	1,580	1	4	57	1,642
Big Bend	641	738	174	47	1,600
Cascadia	269	977	12	18	1,277
Centralia	611	757	458	332	2,158
Clark	2,583	2,904	708	286	6,481
Clover Park	3,422	4	536	129	4,091
Columbia Basin	1,475	2,709	249	127	4,560
Edmonds	1,545	2,209	675	289	4,718
Everett	1,863	1,936	548	155	4,504
Grays Harbor	901	539	307	82	1,829
Green River	1,764	2,331	979	232	5,306
Highline	1,405	2,661	1,591	282	5,938
Lake Washington	2,280	185	144	122	2,732
Lower Columbia	1,318	806	211	183	2,519
Olympic	1,969	1,981	263	302	4,514
Peninsula	738	514	161	226	1,639
Pierce Puyallup	518	1,083	171	64	1,836
Pierce Steilacoom	1,410	2,009	104	74	3,597
Renton	2,979	123	399	82	3,582
Seattle Central	1,897	2,645	895	272	6,428
Seattle North	1,582	1,669	385	161	3,797
Seattle South	2,386	908	476	184	3,954
Shoreline	2,121	2,361	470	233	5,185
Skagit Valley	1,588	1,452	261	240	3,540
South Puget Sound	1,417	1,599	45	181	3,243
Spokane	4,290	1,594	0	184	6,068
Spokane Falls	2,026	3,345	1,590	402	7,363
Tacoma	1,557	2,471	566	128	4,721
Walla Walla	1,775	960	183	114	3,031
Wenatchee Valley	1,096	973	203	68	2,340
Whatcom	606	1,752	134	53	2,545
Yakima Valley	1,901	1,451	711	59	4,122
System Total	60,191	51,781	13,959	7,157	133,089

Source: State Board for Community and Technical Colleges, *Academic Year Report 2001-02.*

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. Seattle Vocational Institute's enrollments are included in Seattle Central Community College's total.

Enrollments:

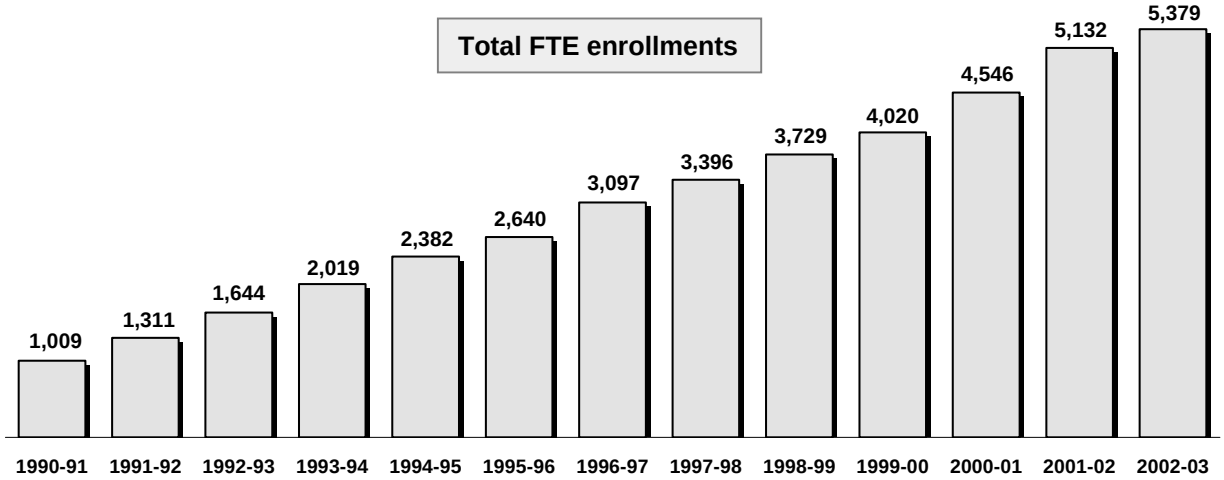
New developments

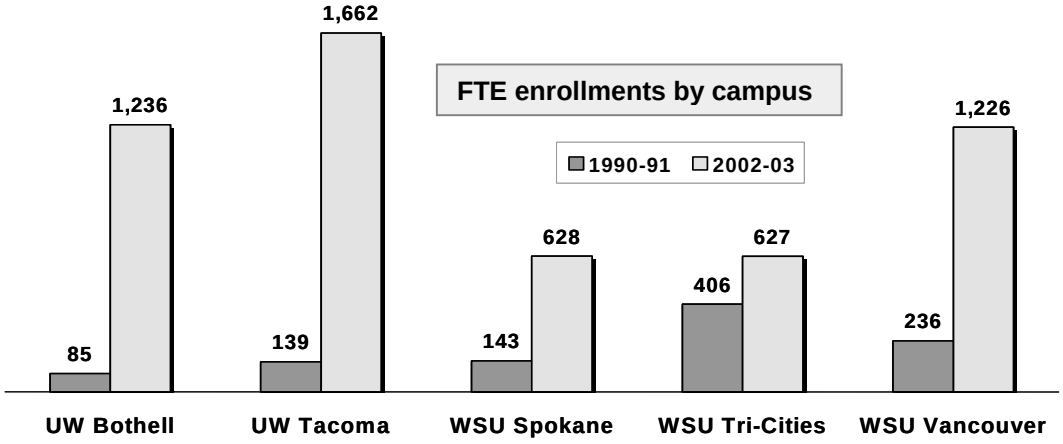
A key change is the emergence of branch campuses and distance education

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

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

Branch campus enrollments have grown steadily





Source: Office of Financial Management, budget driver reports.

Enrollments: New developments

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

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

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

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

The portion of total instruction that can be characterized as "distance learning" has averaged about 2 percent in the four-year institutions and 4 percent in the two-year system since data collection began in fall 2000.

Distance learning enrollment as a percentage of total enrollment public two-year and four-year institutions: fall 2000, 2001, 2002

Fall term	Four-year percentage of total	Two-year percentage of total	Total four-year distance FTEs	Total two-year distance FTEs
2000	2.0%	3.4%	1,787	4,085
2001	2.4%	4.0%	2,205	4,914
2002	1.7%	4.7%	1,621	6,046

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

Source: Office of Financial Management, *Higher Education Trends and Highlights*, June 2003.

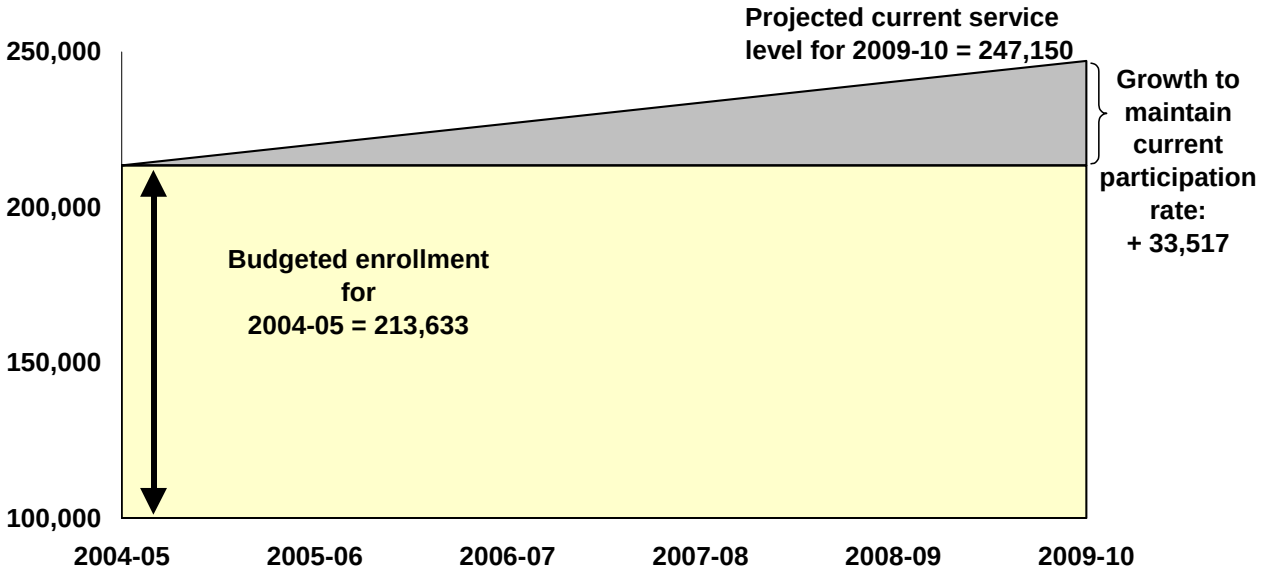
Enrollments

What should the state anticipate for future higher education enrollments?

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 247,150. This would allow the same proportion of the state's population to continue to enroll at public higher education institutions.

Maintaining the 2002 public higher education participation rate will require more than 33,000 additional state-funded enrollment slots by 2010



Sources: 2003-05 Operating Budget; Office of Financial Management.

Enrollments

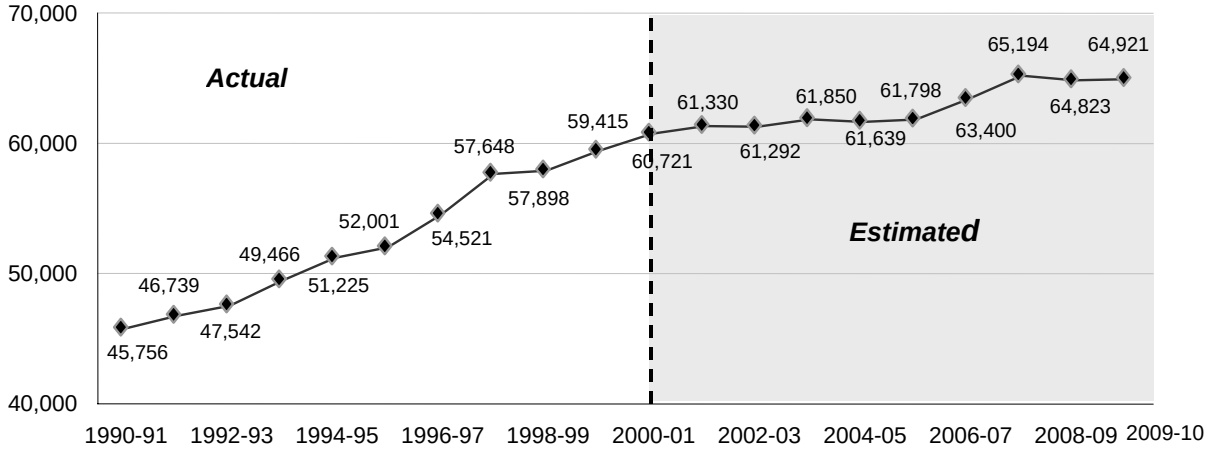
Projections of high school graduates

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

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

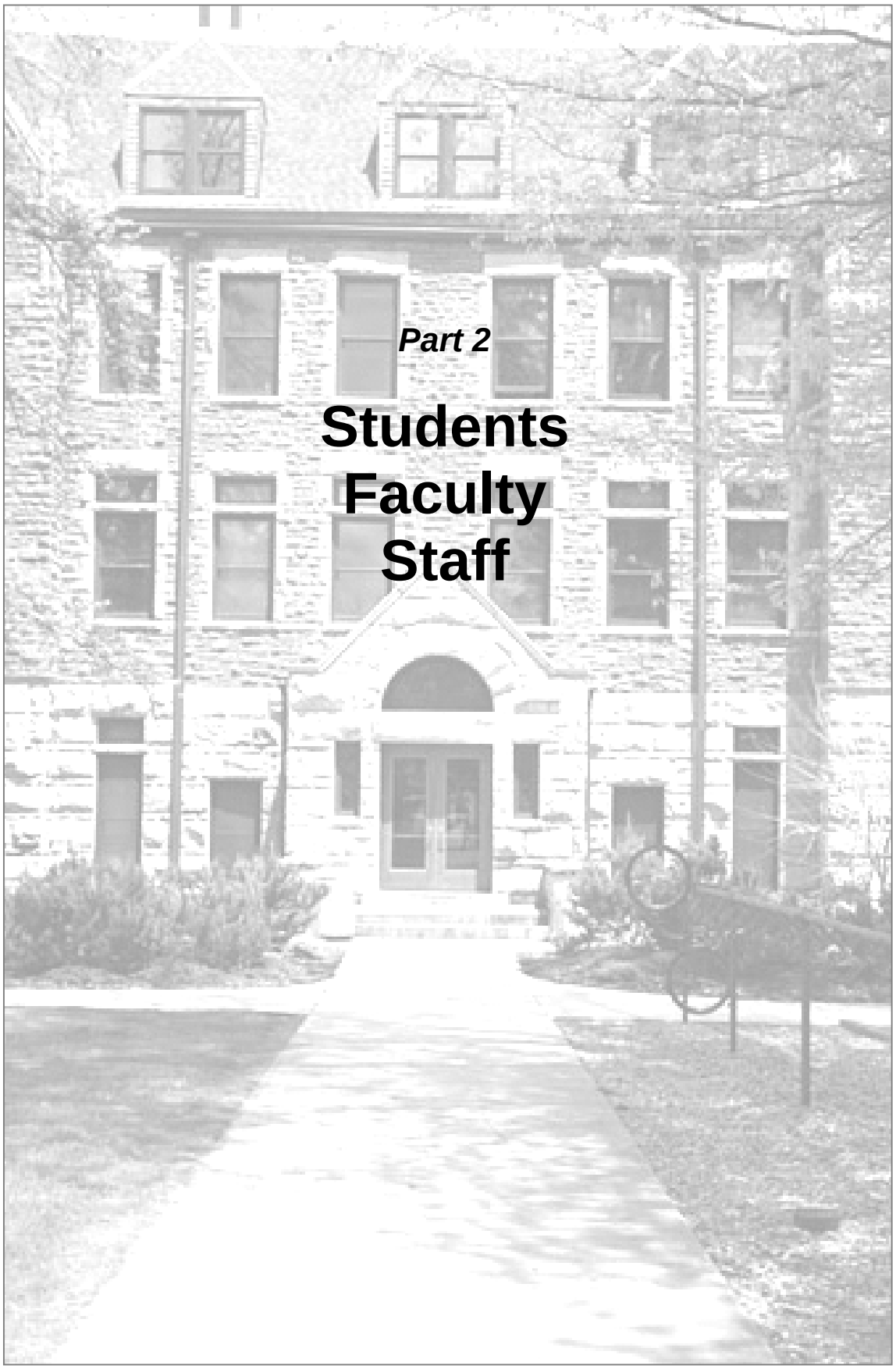
Currently, about 61 percent of Washington's high school graduates continue directly to an institution of higher education and most enroll in colleges and universities within this state. If this percentage remains constant, or increases, the number of high school graduates wanting to enter Washington's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

Number of high school graduates in Washington: historical and projected



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

Note: Data include public and private high school graduates.



Part 2

Students
Faculty
Staff

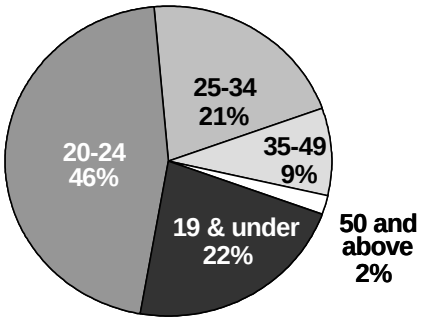
Students

Who are the students in higher education?

Age distribution

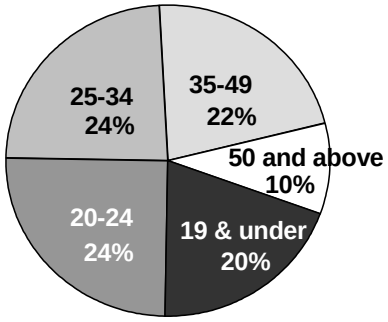
At public institutions, a larger proportion of younger students enroll at four-year institutions, while the two-year community and technical colleges have a higher number of older students.

Public four-year institutions: age distribution in fall 2002



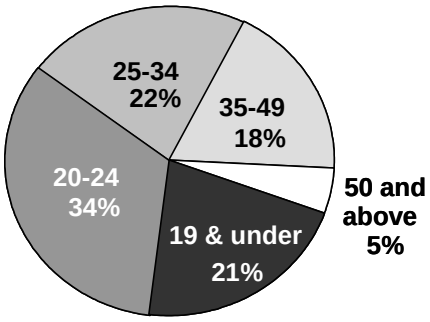
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2002.

Community and technical colleges: age distribution in fall 2002



Source: State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, 2002. Note: Percentages based on fall headcounts of those who reported age.

Independent four-year institutions: age distribution in fall 2002



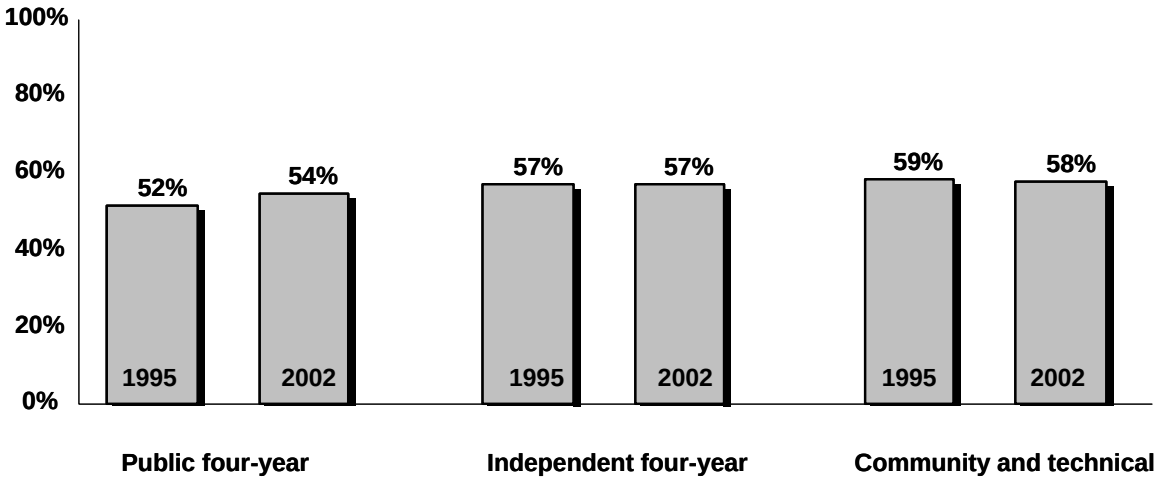
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2002.

Students

Gender distribution

Since 1995, enrollments at institutions have maintained a higher percentage of female students. The distribution by gender, for 1995 and 2002, is shown here.

Female students continue to constitute more than half of enrollments: fall 1995 and fall 2002



Sources: Public four-year and independent four-year institutions – Integrated Postsecondary Education Data System (U.S. Department of Education); community and technical colleges – State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, fall 2002.

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

Students

Race/ethnicity

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

Fall headcount enrollments by race/ethnicity: fall 1995 and fall 2002

	Headcount enrollment			Percentage 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**
Black	2,127	978	6,704	2.5%	2.6%	4.0%
Native American	1,375	534	3,015	1.6%	1.4%	1.8%
Asian/Pacific Islander	8,366	2,364	14,311	9.7%	6.4%	8.5%
Hispanic	2,920	1,088	7,914	3.4%	2.9%	4.7%
White	65,041	27,490	122,217	75.6%	74.1%	72.2%
Nonresident Alien	3,604	2,008	432	4.2%	5.4%	0.3%
Other/unknown	2,647	2,631	14,697	3.1%	7.1%	8.7%
TOTAL	**86,080**	**37,093**	**169,290**			
Fall 2002						
Black	2,492	1,389	8,622	2.4%	3.3%	4.5%
Native American	1,609	578	3,276	1.6%	1.4%	1.7%
Asian/Pacific Islander	11,171	3,161	16,573	10.9%	7.4%	8.7%
Hispanic	3,573	1,804	16,485	3.5%	4.2%	8.6%
White	68,547	29,571	125,864	66.6%	69.4%	66.0%
Nonresident Alien	4,416	1,889	278	4.3%	4.4%	0.1%
Other/unknown	11,060	4,206	19,550	10.8%	9.9%	10.3%
TOTAL	**102,868**	**42,598**	**190,648**			

Sources: Public four-year and independent four-year institutions – Integrated Postsecondary Education Data System (U.S. Department of Education); community and technical colleges – State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, fall 2002.

Notes: At community and technical colleges, data reflect only state-supported enrollments.

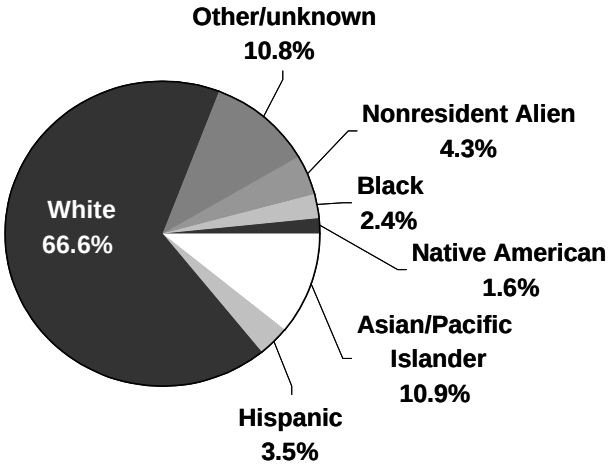
The definition of a nonresident alien is a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Students

Race/ethnicity

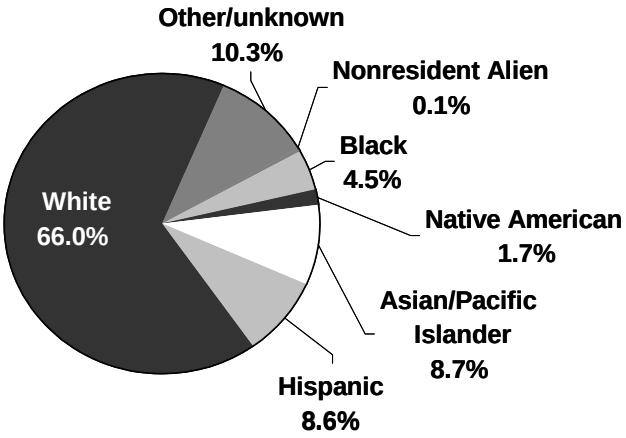
The graphs below illustrate enrollments by race/ethnicity among types of institutions for fall 2002. With the exception of Asian/Pacific Islanders, the community and technical colleges have slightly higher percentages of minority enrollments compared to four-year institutions.

Public four-year institutions: enrollment by race/ethnicity fall 2002



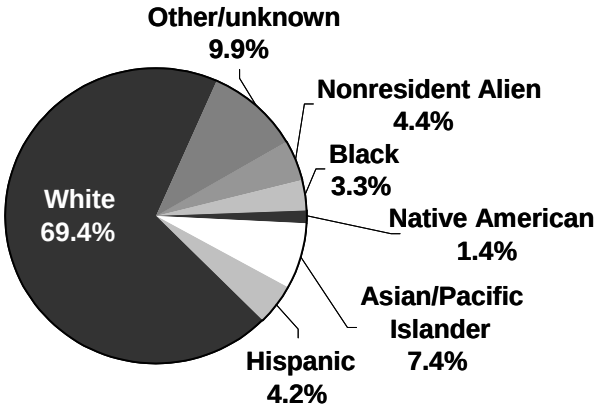
Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2002.

Community and technical colleges: enrollment by race/ethnicity fall 2002



Source: State Board for Community and Technical Colleges, *Fall Enrollment and Staffing Report*, 2002 (based on state-supported enrollment).

Independent four-year institutions: enrollment by race/ethnicity fall 2002



Source: Integrated Postsecondary Education Data System (U.S. Department of Education), fall 2002.

Faculty and staff

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

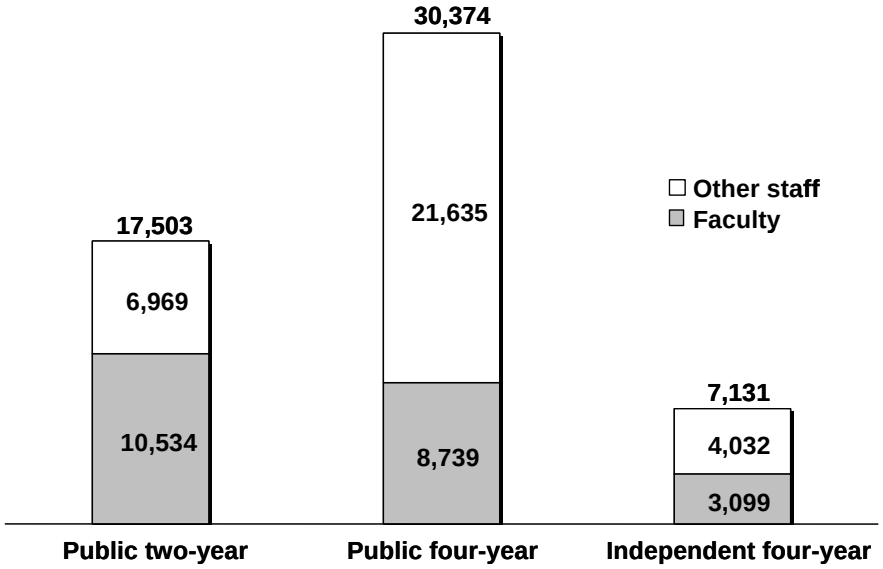
In fall 2001, more than 55,000 people were employed by Washington's higher education system. These employees are categorized as either faculty or staff.

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 (U.S. Department of Education), Form IPEDS-S, Fall 2001; public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report*, 2001.

Note: 2001 is the most recent year for four-year data.

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 peers?

In 2002-03, average faculty salaries at Washington four-year institutions ranged from $52,832 at Central Washington University to $77,613 at the University of Washington.

Compared to its established peers, Western Washington University compared most favorably, with its average salary at the 50th percentile.

Washington State University compared least favorably, with its average salary at the 14th 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)

	1995-96	1997-98	1999-00	2000-01	2001-02	2002-03
University of Washington						
Average salary	$60,126	$63,130	$68,463	$73,237	$76,777	$77,613
Peer group percentile rank	48th	44th	44th	52nd	50th	38th
Washington State University						
Average salary	$51,209	$53,899	$58,533	$61,383	$64,707	$64,901
Peer group percentile rank	22nd	17th	9th	17th	18th	14th
Central Washington University						
Average salary	$44,314	$43,619	$46,618	$50,685	$52,828	$52,832
Peer group percentile rank	33rd	14th	23rd	27th	28th	23rd
Eastern Washington University						
Average salary	$47,172	$49,755	$49,603	$52,735	$55,340	$55,333
Peer group percentile rank	59th	57th	42nd	43rd	46th	35th
The Evergreen State College						
Average salary	$44,070	$44,866	$44,643	$50,215	$53,548	$54,014
Peer group percentile rank	31st	20th	14th	24th	32nd	29th
Western Washington University						
Average salary	$48,698	$48,560	$49,651	$54,606	$57,017	$57,448
Peer group percentile rank	67th	48th	43rd	52nd	54th	50th
Community and technical colleges						
Average salary	$39,309	$40,518	$42,371	$44,162	$46,247	$47,916
Peer group percentile rank	55th	n/a	n/a	n/a	n/a	n/a

Sources: Integrated Postsecondary Education Data System (U.S. Department of Education); American Association of University Professors.

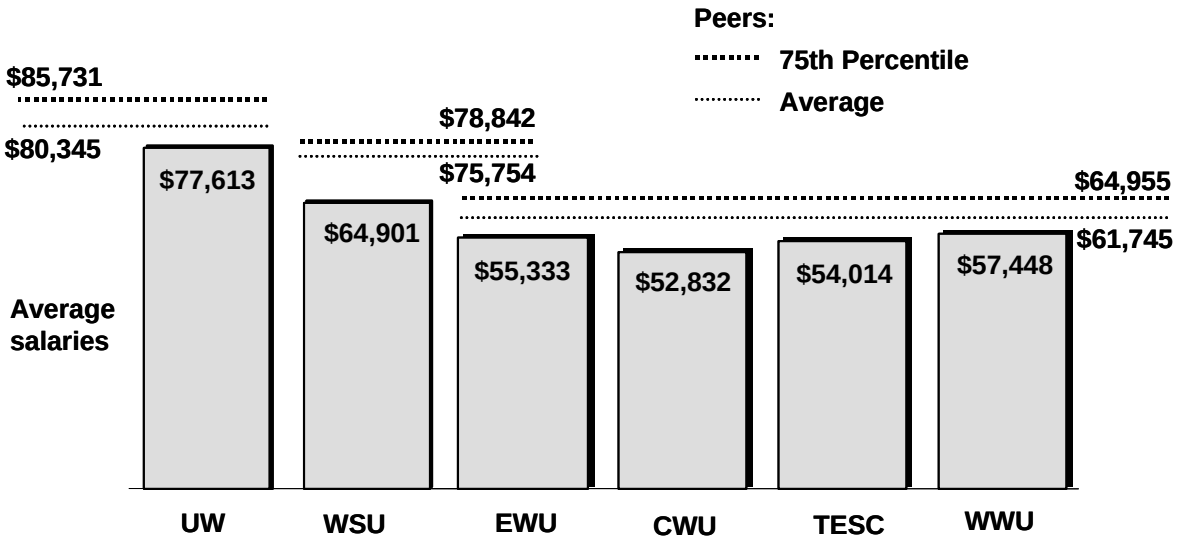
Notes: Average salary refers to the arithmetic mean of faculty salaries. A percentile rank represents the salary at which that percentage of institutions' salaries falls at or below. For example, in the table above, in 2001-02, the UW's average faculty salary of $76,777 was at the 50th percentile rank. This means that in 2001-02, 50 percent of the UW's peer institutions' salaries fell at or below $76,777. Peer group comparisons for community and technical colleges were discontinued in 1997-98.

Faculty

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

In 2002-03, 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 2002-03, average faculty salaries at Washington's public four-year institutions were below average
(for three levels of faculty: full, associate, and assistant professors)



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

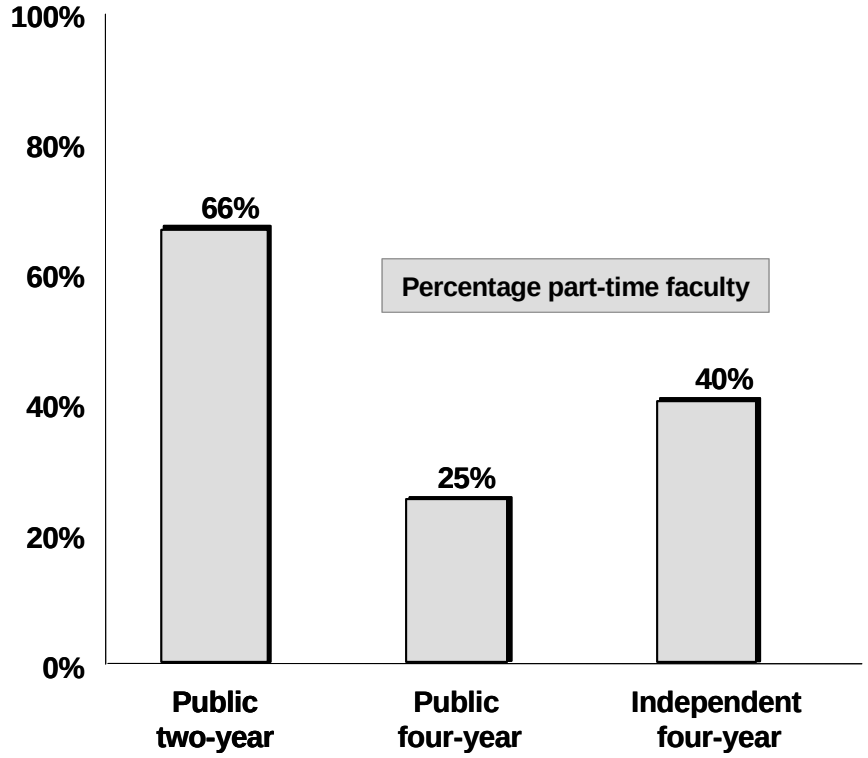
Faculty

What percentage 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 faculty in public two-year community and technical colleges were employed part-time, while in four-year institutions less than half were part-time



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Note: 2001 is the most recent year for four-year data.

Faculty

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

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, about 10 percent of faculty in each of the higher education sectors were 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
Black	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 (U.S. Department of Education), Form IPEDS-S, Fall 2001; public two-year – State Board for Community and Technical Colleges, *Fall Enrollment & Staffing Report*, 2001.

Note: 2001 is the most recent year for four-year data.

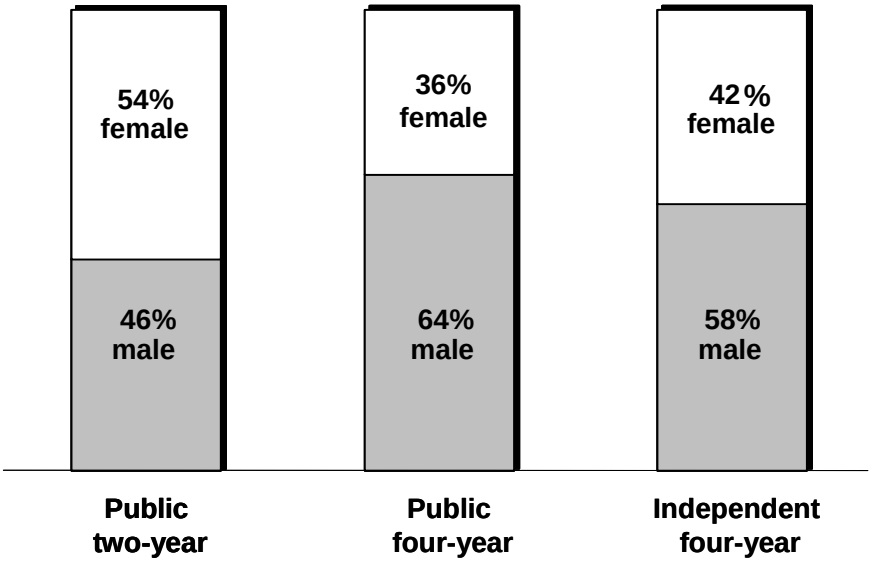
Faculty

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

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, 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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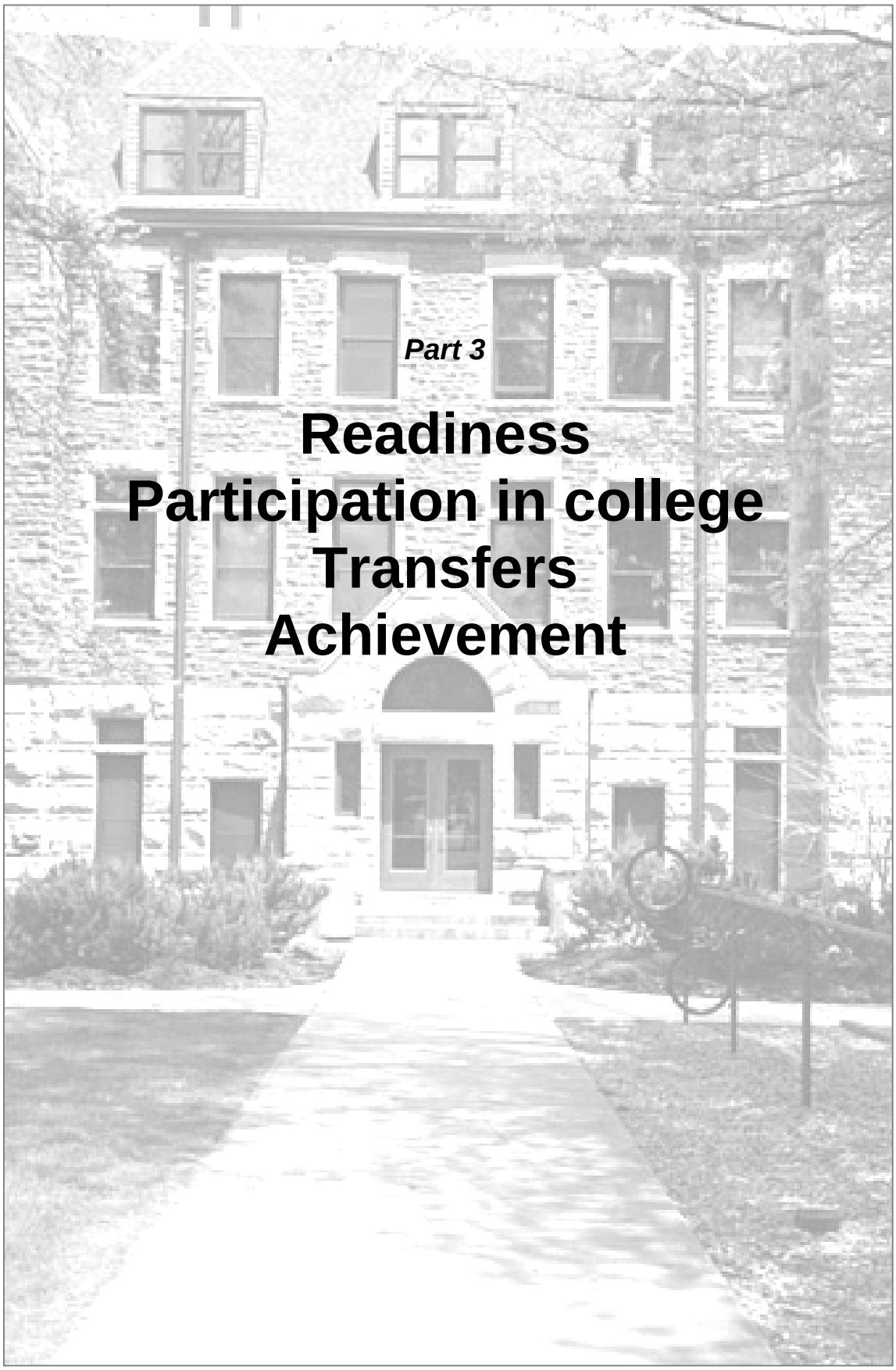
Note: 2001 is the most recent year for four-year data.



Part 3

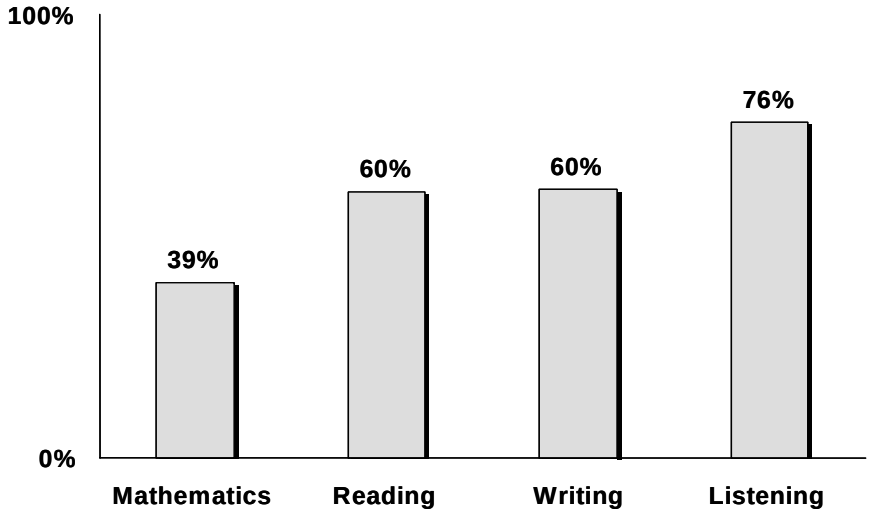
Readiness
Participation in college
Transfers
Achievement

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 2008, 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. Because 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 2002-03, 33.5 percent of 10th grade Washington students met the statewide standards in all four subject areas. Black, Hispanic, and Native American students lag behind their Asian/Pacific Islander and white peers in 10th grade WASL performance.

2002-03 10th grade WASL scores: percentage meeting statewide standards



2002-03 10th grade WASL scores: percentage of students meeting statewide standards by race/ethnicity

	Mathematics	Reading	Writing	Listening
Black	14.4%	37.3%	39.5%	56.7%
Asian/Pacific Islander	47.0%	64.4%	66.2%	75.1%
Hispanic	16.4%	34.8%	34.5%	53.0%
Native American	22.0%	42.5%	41.1%	59.8%
White	44.0%	65.1%	65.5%	80.9%

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

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. Programs include 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 counts for college credit if they pass the course, and approximately 2 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. Students participating in AP may earn college credit, depending on how they score on their AP examinations. Advanced Placement courses are taught by high school teachers following guidelines published by the College Board.

In 2002, Washington had 15,736 high school students – about 10.5 percent of high school juniors and seniors – enrolled in AP. These students took 24,447 exams, and 15,180 of these (62 percent) had passing scores of 3 or higher. Sixty-five percent of Washington high schools offer at least one AP course.

Source: College Board, Inc., http://apcentral.collegeboard.com/program, Office of the Superintendent of Public Instruction.

(continued next page)

Readiness

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

(continued)

International Baccalaureate

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

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

College in the High School

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

Source: State Board for Community and Technical Colleges, http://www.icrc.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 that they earn a B grade; students pay a $15 application fee to the college awarding the credit. Tech Prep credit is awarded for many types of courses, ranging from accounting to auto body repair to drafting and Web site design.

Source: Various community and technical colleges.

Readiness

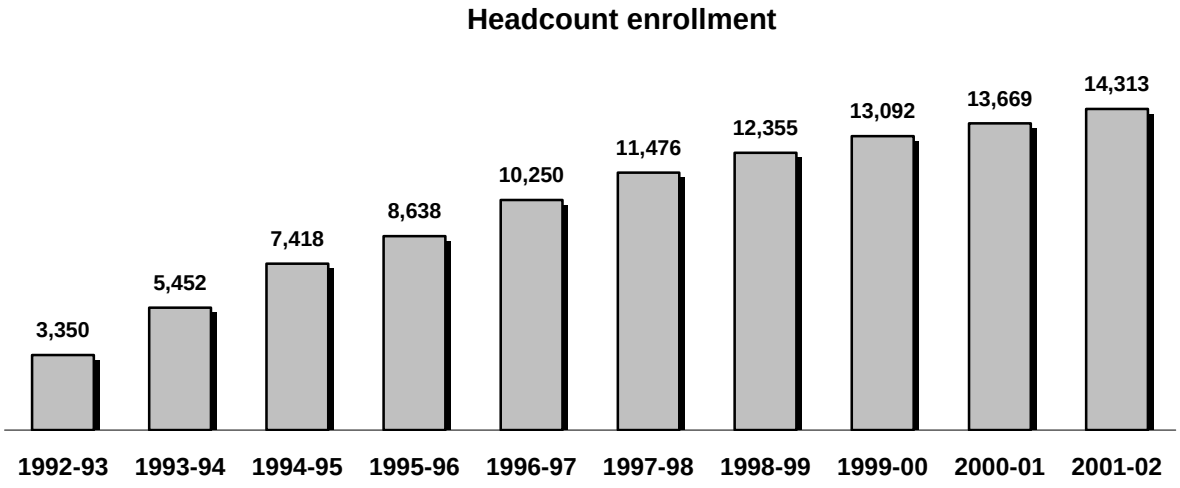
What is Running Start? How many students are enrolled in the program?

The Running Start program enables qualified high school juniors and seniors to simultaneously earn college and high school credit by taking courses free of charge at community and technical colleges, Central, Eastern, or Washington State University. Evergreen is authorized to offer Running Start as well, but to date has not chosen to do so. About 9 percent of all high school juniors and seniors in public schools are taking at least one college course through Running Start.

High school students are tested before being admitted to the two-year colleges to determine whether they are capable of doing college-level work. In fact, the grade point average for Running Start students is comparable to that of similar two-year college students. Research has shown that Running Start students who transfer to four-year universities perform as well or better than traditional college students.

The number of students involved in the Running Start program has grown steadily. In 2001-02, 14,313 students participated. Between 2000-01 and 2001-02 there was a 4.7 percent increase in participation, which is about equal to the overall growth in 11th and 12th grade enrollments.

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: 2001-02 Annual Progress Report.*

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

Readiness

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

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

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

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

  Approximately 55 percent of Washington high school graduates in 2002-03 took the SAT sometime during their high school years. Their average score was 1062 (out of 1600), 36 points above the national average of 1020.

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

  About 16 percent of Washington high school graduates took the ACT in 2002-03. Their average composite score of 22.5 (out of 36) was 1.7 points above the national average.

Sources: The College Board and ACT, Inc.

Washington SAT and ACT mean scores compared to national mean scores: 2002-03

	Washington	Nation
2003 SAT	1062	1026
2003 ACT	22.5	20.8

Sources: The College Board and ACT, Inc.

Readiness

How do Washington students' test scores compare by gender?

Females do not score as well as males on the SAT, both nationally and in Washington state. In Washington, males achieved a mean score of 551 on the math portion of the SAT, compared to 515 for females. The pattern is similar with the verbal exam scores. One explanation is that fewer males take the SAT, so the pool of male candidates is more narrowly defined. The larger the pool of test takers, the broader the range of academic achievement.

SAT mean scores by gender: 2002-03

	Math		Verbal	
	Males	Females	Males	Females
Nation	537	503	512	503
Washington	551	515	533	527

The gap between males and females is less pronounced on the ACT than the SAT. In Washington, for example, females outscored males on English and reading, while trailing in math and science. This pattern was true at the national level as well.

ACT scores by gender and subject area: 2002-03

	Washington		Nation	
	Males	Females	Males	Females
English	21.5	22.3	19.8	20.7
Math	23.1	21.5	21.2	20.1
Reading	23.1	23.4	21.0	21.4
Science	22.7	21.6	21.3	20.4
Composite	22.7	22.3	21.0	20.8

Sources: The College Board and ACT, Inc.

Readiness

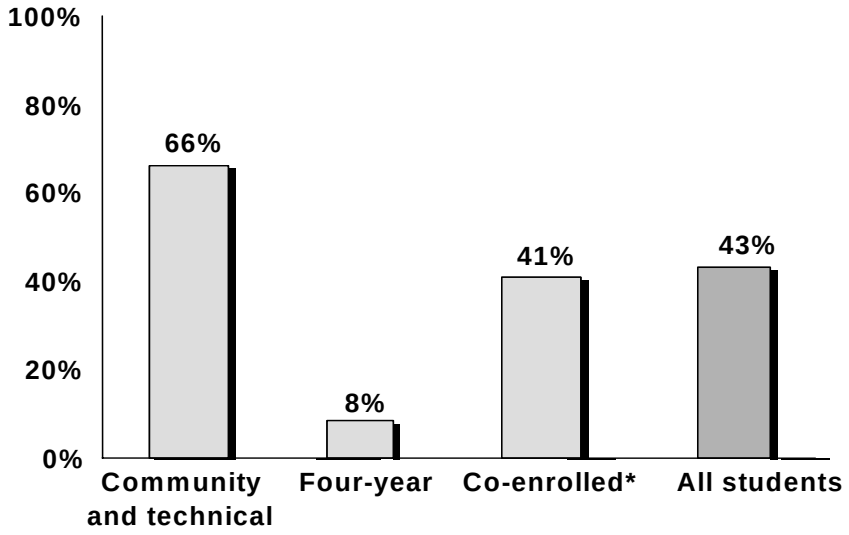
How much remediation do Washington high school graduates need when they get to college?

Remedial courses are basic education courses that do not carry college-level credit. Of the 2001 high school graduates who began postsecondary education at Washington's two-year and four-year colleges and universities within a year after graduating from high school, 43 percent enrolled in remedial mathematics or English courses. Remediation has increased significantly over the past few years. In 1998, only 36 percent of college students were enrolled in remediation classes.

More students enroll in remedial math than in remedial English. More than one-third (39%) of the students attending college in the 2001-02 school year enrolled in remedial math courses, 16 percent enrolled in remedial English and about 12 percent took both remedial English and math.

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

2001 college remediation:
percentage of students enrolled in at least one remedial course, by institution type



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

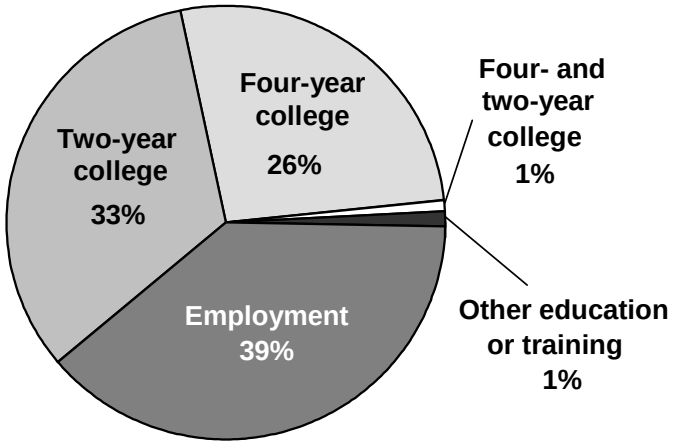
Source: *Graduate Follow-Up Study, High School Class of 2001*, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.

Participation in college

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

Approximately 61 percent of Washington high school students continue their education or training within one year of graduating from high school.

Pursuits after graduating from high school: class of 2001



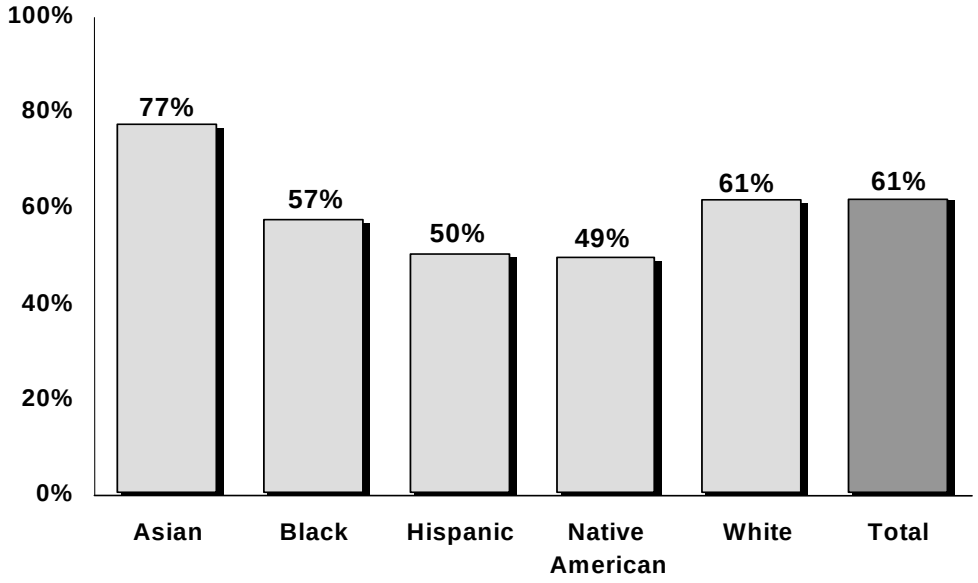
Source: *Graduate Follow-Up Study, High School Class of 2001*, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.

Participation in college

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

There are differences in the college-going rates for racial and ethnic groups.

Percentage of high school graduates going to college, by race and ethnicity: 2001



Source: *Graduate Follow-Up Study, High School Class of 2001*, WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.

Transfers

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

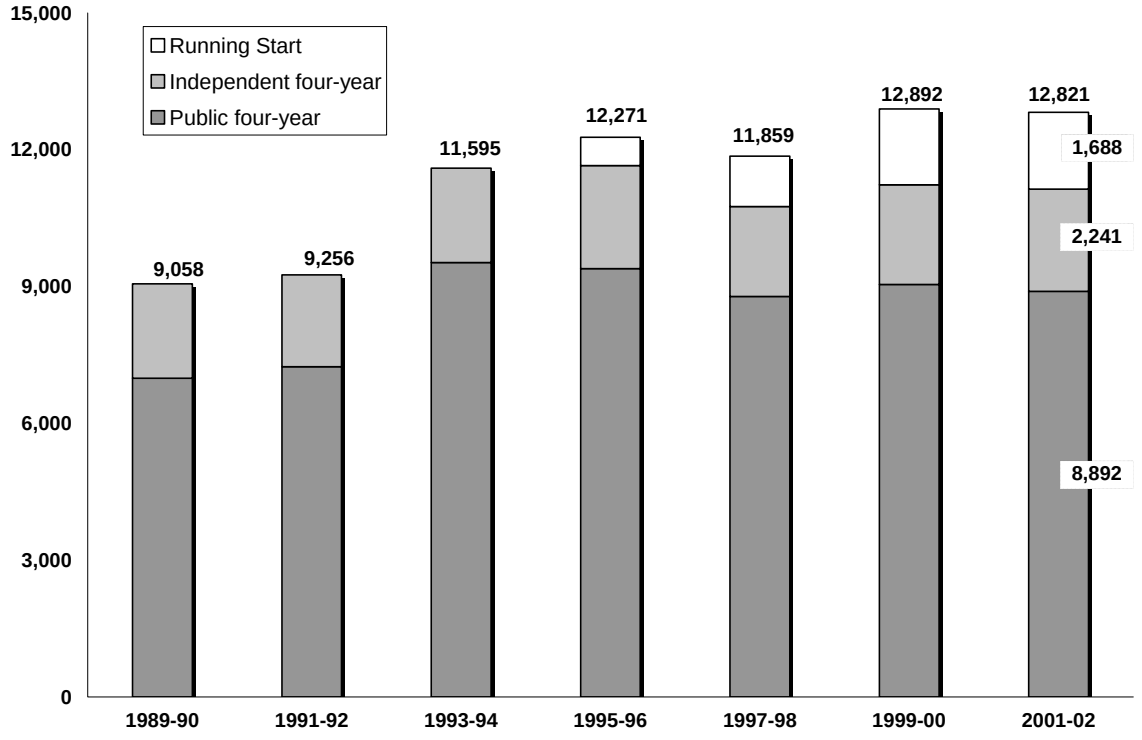
Not all community college students with degrees transfer to baccalaureate institutions, and not all students who transfer have community college degrees.

About 12,800 Washington community and technical college students transferred to four-year institutions in 2001-02.

The majority – nearly 9,000, or about 70 percent – transferred to public four-year institutions, along with about 1,688 Running Start students. Over 2,000 students transferred to independent baccalaureate institutions, either in-state or out-of-state.

Over time, the percentage of community and technical college students who transfer to four-year schools has remained about the same.

Over the past 15 years, most students transferring from the community and technical colleges have entered the public four-year institutions



Source: State Board for Community and Technical Colleges.

Note: Independent four-year excludes University of Phoenix.

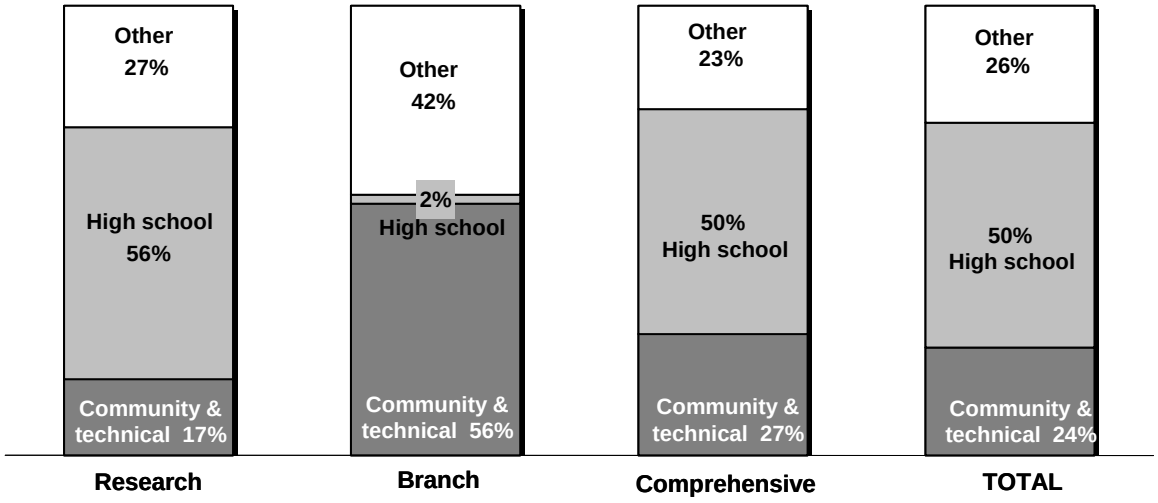
Transfers

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

Overall in Washington's public baccalaureate institutions, transfer students from Washington community and technical colleges make up 24 percent of the new entering undergraduates.

The share at the research universities is 17 percent; at branch campuses, it is 56 percent; and at the comprehensive institutions, it is 27 percent.

Community college transfers make up about a quarter of all new undergraduates at public four-year institutions



Source: Office of Financial Management, *Higher Education Enrollment Report,* Table 7, fall 2002.

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

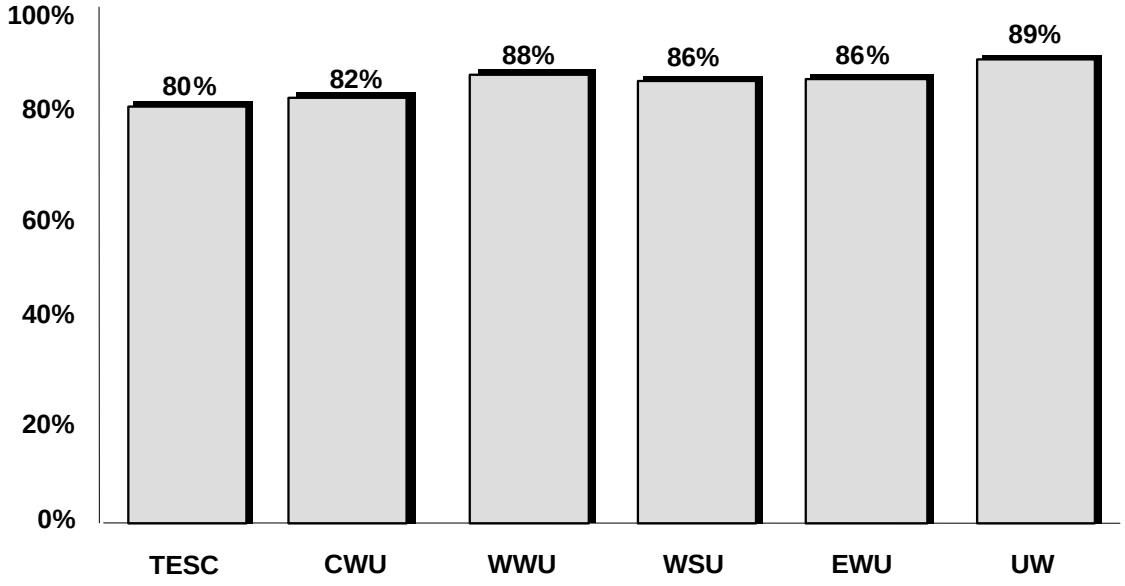
Achievement

What proportion of students 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 percent to 90 percent at the four-year institutions



Source: Higher Education Coordinating Board, 2001-02 Performance Accountability Reports.

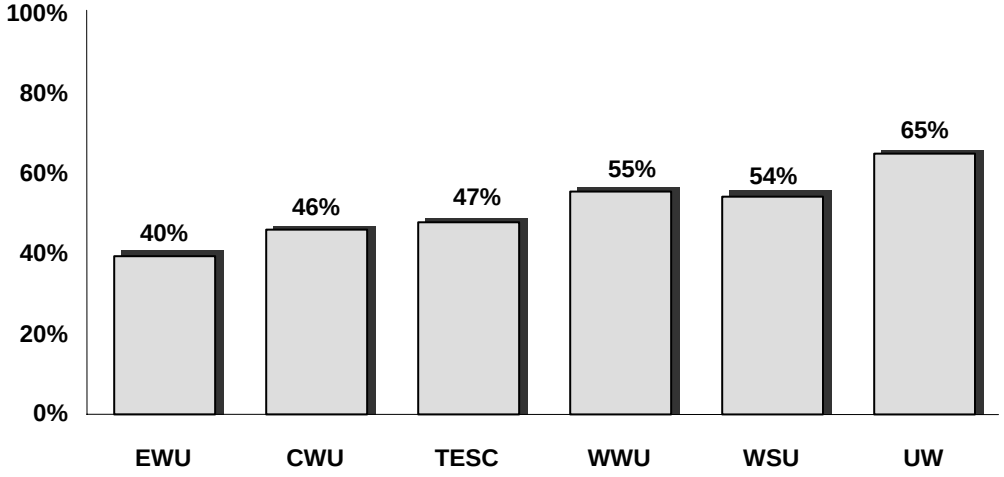
Achievement

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 their studies — vary widely across the four-year public institutions in the state.

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

Five-year graduation rates at the four-year public institutions: 2001-02



Source: Higher Education Coordinating Board, 2001-02 Performance Accountability Reports.

Note: Table shows the percentage of students who entered public baccalaureate institutions as freshmen in 1997 and graduated in 2002.

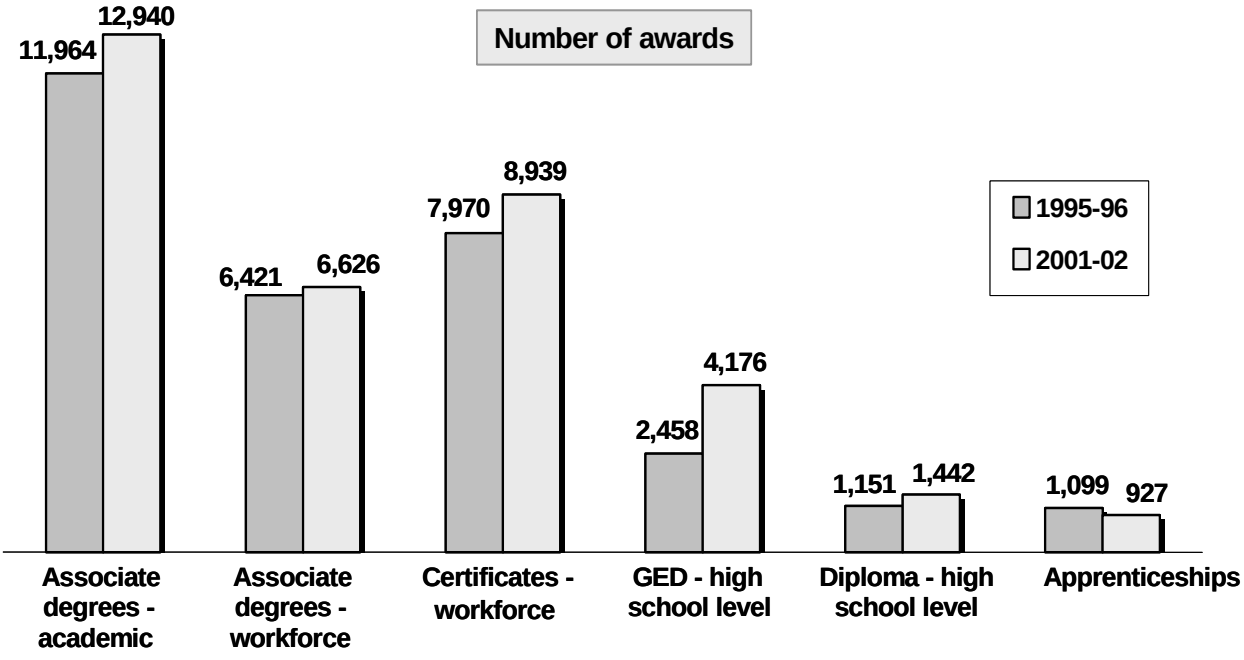
Achievement

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

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

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

Degrees, college-level certificates, and other awards from community and technical colleges: 1995-96 and 2001-02



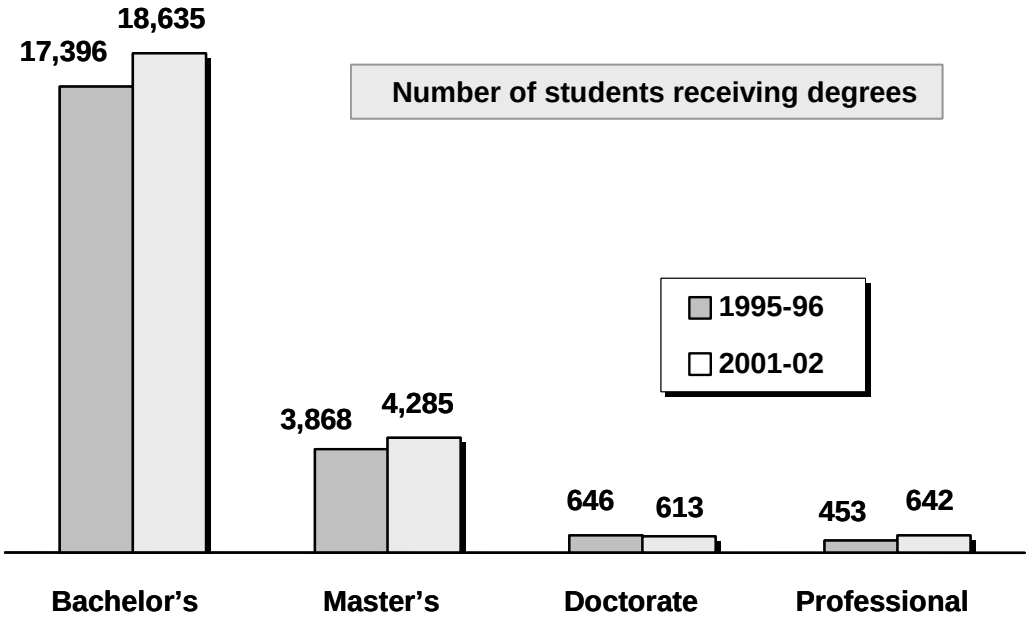
Sources: Integrated Postsecondary Education Data System (U.S. Department of Education); State Board for Community and Technical Colleges, *Academic Year Report*, 1999-2000 and 2001-2002.

Achievement

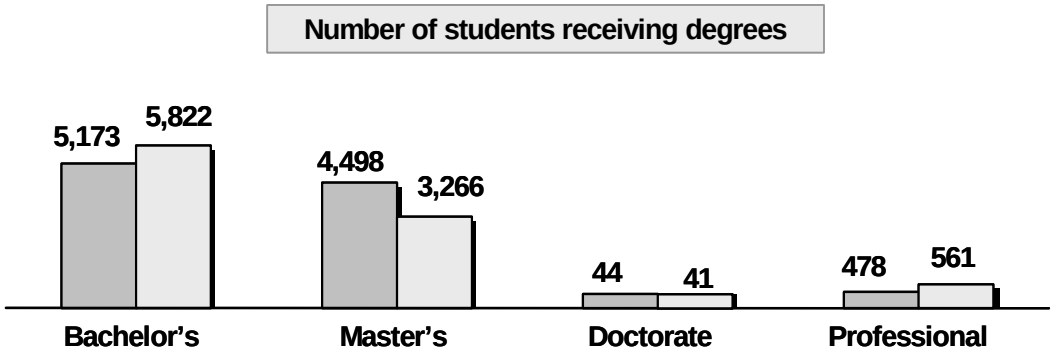
How many degrees are awarded each year at four-year institutions?

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

Awards at public four-year institutions have increased for bachelor's, master's, and professional degrees: 1995-96 and 2001-02



Awards at independent four-year institutions have increased for bachelor's and professional degrees: 1995-96 and 2001-02



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

Achievement

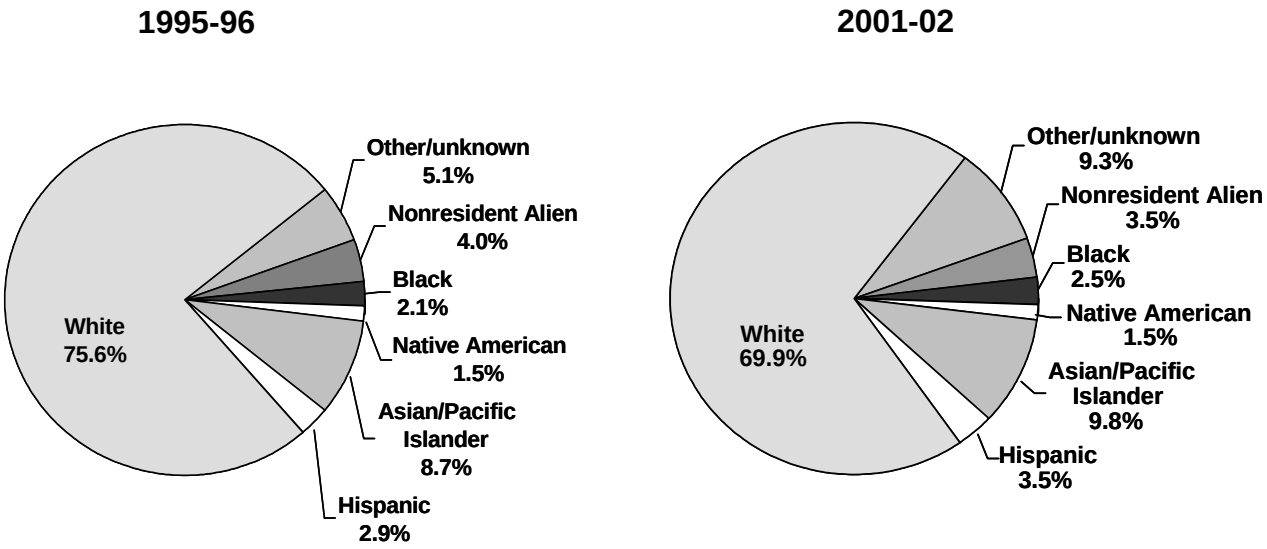
Have women and minorities made gains in bachelor's degree completion at the four-year colleges?

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

Percentage of students, by gender, earning bachelor's degrees: 1995-96 and 2001-02

	1995-96	2001-02
Women	54.8%	57.1%
Men	45.2%	42.9%

Percentage of students, by race and ethnicity, earning bachelor's degrees: 1995-96 and 2001-02



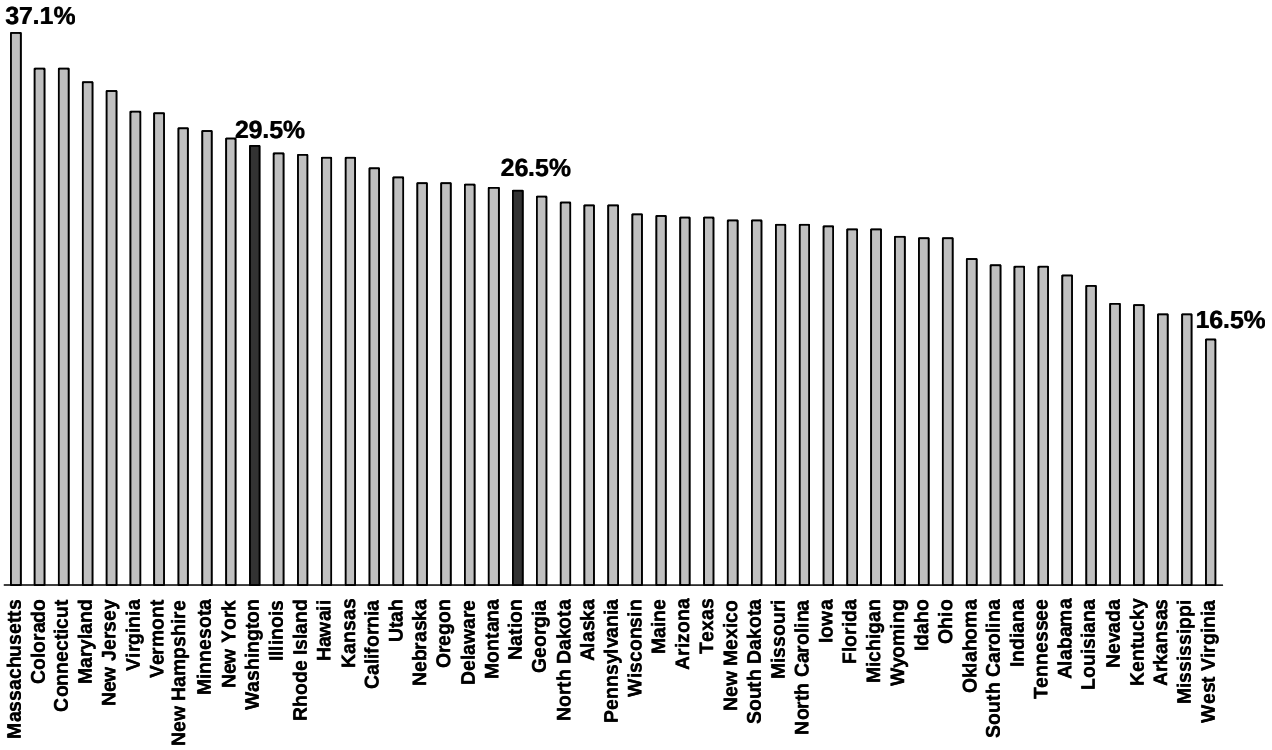
Source: Integrated Postsecondary Education Data System (U.S. Department of Education).

Achievement

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

Washington ranks 11th nationwide in the number of state residents with a bachelor's degree or higher.

Percentage of 25 – 64 year olds with a bachelor's degree or higher



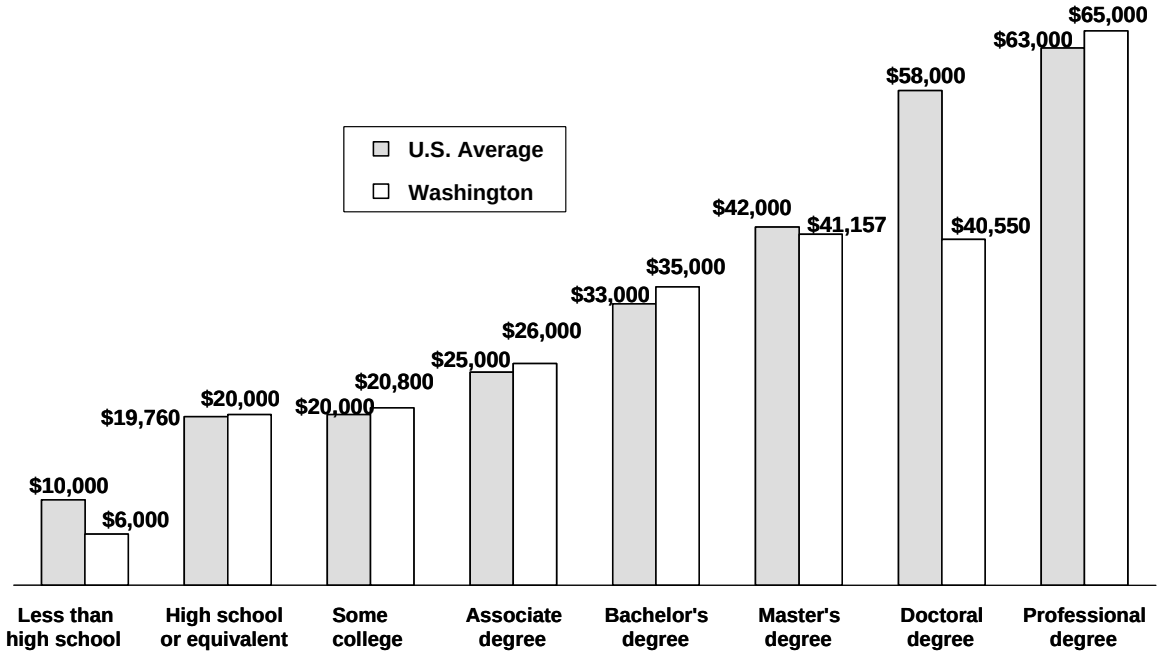
Source: 2000 U.S. Census.

Achievement

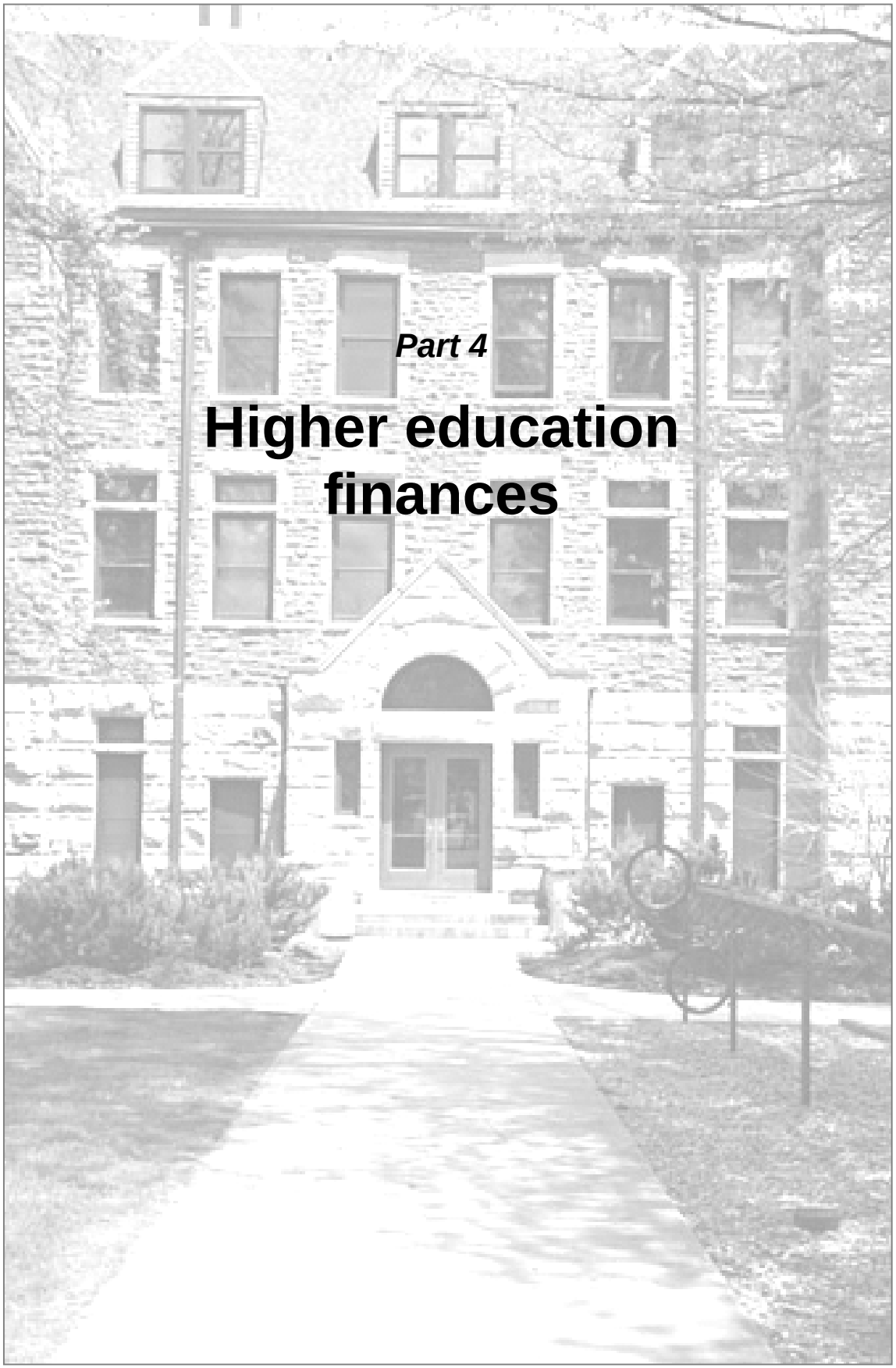
How does education level affect income?

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

Average income compared to education attainment



Source: 2000 U.S. Census.



Part 4

Higher education finances

Costs

What is the cost of instruction?

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

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

The table on the next page shows how much of the cost of undergraduate 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.

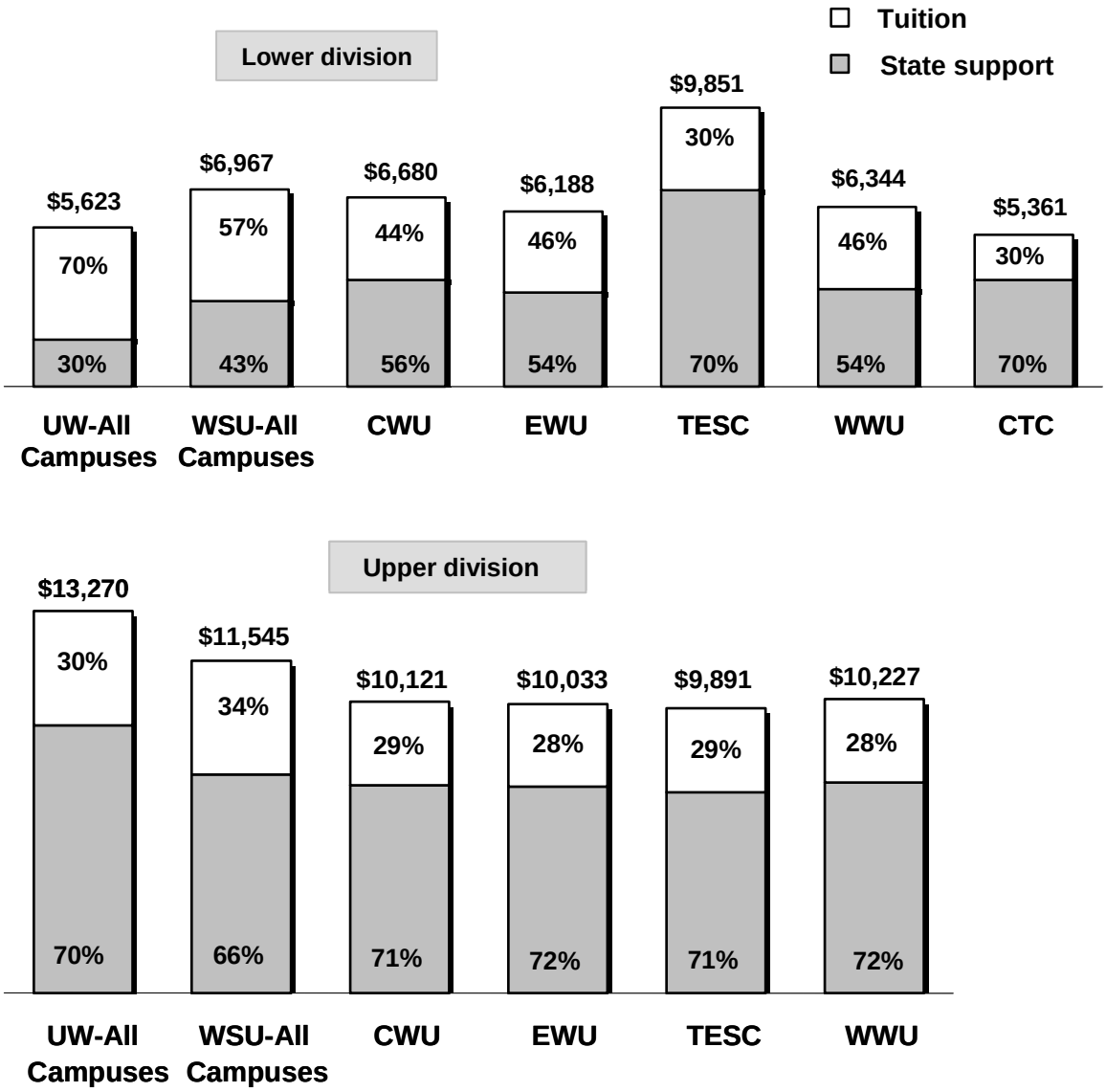
- The cost of instruction for upper-division students is lowest at the comprehensive institutions, as is state support.

Costs

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

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

Cost of instruction: 2002-03 academic year



Source: Higher Education Coordinating Board.

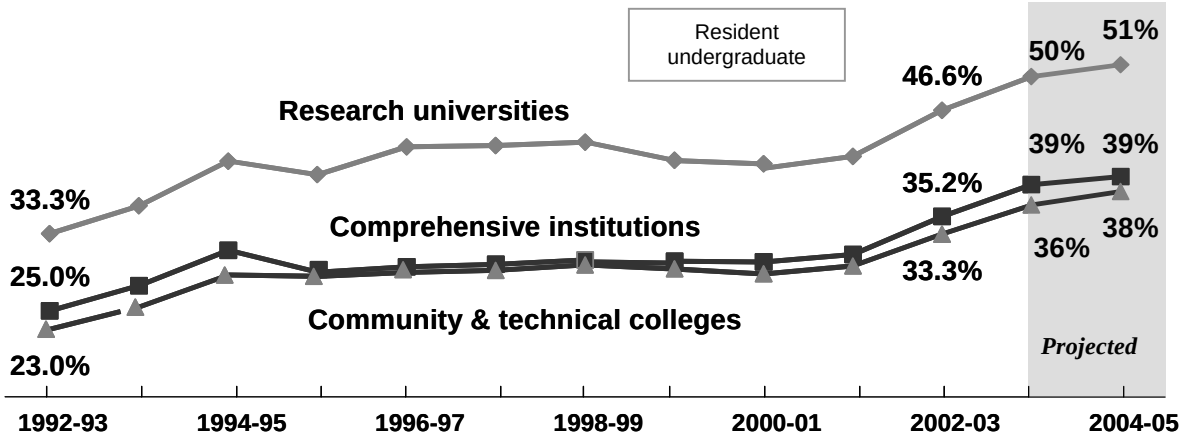
Note: Tuition reflects operating fee only; does not include building fee, services & activities fee, or other fees.

Costs

Trends in cost of instruction

Tuition paid by resident undergraduate students and their families covers nearly 47 percent of undergraduate instructional costs at the research institutions, and about one-third 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 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 1992-93	1993-1994	1994-1995	2001-2002	2002-2003
Research universities:						
Resident undergraduate	25.0%	33.3%	36.3%	41.1%	41.6%	46.6%
Nonresident undergraduate	100.0%	100.0%	109.3%	122.9%	138.3%	150.2%
Comprehensive institutions:						
Resident undergraduate	*	25.0%	27.7%	31.5%	31.1%	35.2%
Nonresident undergraduate	*	100.0%	109.4%	123.0%	120.5%	132.2%
Community and technical colleges:						
Resident undergraduate	*	23.0%	25.4%	28.8%	29.8%	33.3%
Nonresident undergraduate	*	100.0%	109.3%	122.7%	127.2%	130.4%

*Resident undergraduate rates at the comprehensive institutions were set at 80% of the research universities. Community college resident rates were set at 45% of research universities; nonresidents at 50% of research.
Note: Projections for 2003-04 and 2004-05 are based on 7 percent annual tuition increases and 2003-05 budget.

Source: Higher Education Coordinating Board.

Tuition and fees

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

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

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

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

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

Total price of attendance 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

Public institutions: resident students

Tuition and fees vary by institution and by type of enrollment. Undergraduates, for example, pay lower tuition and fees than graduate students. And, students in some graduate programs pay more tuition than others.

Resident tuition and fees for full-time students: academic year 2003-04

RESIDENT	TUITION			S & A	TOTAL	Tech. fee	TOTAL
	Operating fee	Building fee	**Statutory tuition** (operating & building)	Services and Activities (S & A) fee	**Tuition plus S & A fees**	Tech-nology fee (Optional)	**OVERALL TUITION AND FEES**
UW - Seattle							
Undergraduate (UG)	4,235	223	4,458	291	4,749	114	4,863
Postbaccalaureate (UG courses)	4,235	223	4,458	291	4,749	114	4,863
Postbaccalaureate (Grad courses)	6,470	341	6,811	291	7,102	114	7,216
Nonmatriculated (UG courses)	4,235	223	4,458	291	4,749	114	4,863
Nonmatriculated (Grad courses)	6,470	341	6,811	291	7,102	114	7,216
Graduate (Tier I)	6,121	190	6,311	291	6,602	114	6,716
Graduate (Tier II)	6,364	197	6,561	291	6,852	114	6,966
Graduate (Tier III)	6,606	205	6,811	291	7,102	114	7,216
Pharm D (incoming student)	8,767	272	9,039	291	9,330	114	9,444
Pharm D (2nd year)	7,423	230	7,653	291	7,944	114	8,058
Pharm D (3rd & 4th years)	6,658	206	6,864	291	7,155	114	7,269
Business Master's Program	9,312	288	9,600	291	9,891	114	10,005
Law (incoming student)	12,610	390	13,000	291	13,291	114	13,405
Law (2nd year)	10,670	330	11,000	291	11,291	114	11,405
Law (3rd year)	9,215	285	9,500	291	9,791	114	9,905
Professional (MD, DDS)	11,341	597	11,938	291	12,229	114	12,343
UW - Bothell							
All charges same as above except S & A and Technology:				258		120	
UW - Tacoma							
All charges same as above except S & A and Technology:				291		120	
WSU - all campuses							
Undergraduate	4,215	220	4,435	401	4,836		4,836
Graduate	5,701	176	5,877	401	6,278		6,278
Graduate (Nursing)	6,364	197	6,561	401	6,962		6,962
Pharm D (class of 2007)	8,768	271	9,039	401	9,440		9,440
Pharm D (class of 2006)	7,493	232	7,725	401	8,126		8,126
Pharm D (class of 2004 & 2005)	6,608	205	6,813	401	7,214		7,214
Professional (Veterinary Med.)	10,873	572	11,445	401	11,846		11,846
CWU							
Undergraduate	3,108	132	3,240	414	3,654	75	3,729
Graduate	4,956	123	5,079	414	5,493	75	5,568
EWU							
Undergraduate	3,060	123	3,183	399	3,582	105	3,687
Graduate	5,243	130	5,373	399	5,772	105	5,877
TESC							
Undergraduate	3,110	130	3,240	411	3,651		3,651
Graduate	5,429	139	5,568	411	5,979		5,979
WWU							
Undergraduate	3,110	128	3,238	400	3,638	45	3,683
Graduate	4,637	114	4,751	400	5,151	45	5,196
Community/Technical Colleges							
Undergraduate	1,716	211	1,927	215	2,142	varies	

Source: Higher Education Coordinating Board (as reported by institutions).
Note: Community/technical college data reflect tuition and fees for a student taking 15 credit hours.

Tuition and fees

Public institutions: nonresident students

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

Nonresident tuition and fees for full-time students: academic year 2003-04

NONRESIDENT	TUITION Operating fee	TUITION Building fee	TUITION Statutory tuition (operating & building)	S & A Services and Activities (S & A) fee	TOTAL Tuition plus S & A fees	Tech. fee Tech-nology fee (Optional)	TOTAL OVERALL TUITION AND FEES
UW - Seattle							
Undergraduate (UG)	14,908	703	15,611	291	15,902	114	16,016
Postbaccalaureate (UG courses)	14,908	703	15,611	291	15,902	114	16,016
Postbaccalaureate (Grad courses)	15,789	745	16,534	291	16,825	114	16,939
Nonmatriculated (UG courses)	14,908	703	15,611	291	15,902	114	16,016
Nonmatriculated (Grad courses)	15,789	745	16,534	291	16,825	114	16,939
Graduate (Tier I)	15,472	562	16,034	291	16,325	114	16,439
Graduate (Tier II)	15,714	570	16,284	291	16,575	114	16,689
Graduate (Tier III)	15,955	579	16,534	291	16,825	114	16,939
Pharm D (incoming student)	17,250	626	17,876	291	18,167	114	18,281
Pharm D (2nd year)	16,339	593	16,932	291	17,223	114	17,337
Pharm D (3rd & 4th years)	15,580	566	16,146	291	16,437	114	16,551
Business Master's Program	18,667	678	19,345	291	19,636	114	19,750
Law (all students)	17,370	630	18,000	291	18,291	114	18,405
Professional (MD, DDS)	28,011	867	28,878	291	29,169	114	29,283
UW - Bothell							
All charges same as above except S & A and Technology:				258		120	
UW - Tacoma							
All charges same as above except S & A and Technology:				291		120	
WSU - all campuses							
Undergraduate	11,973	564	12,537	401	12,938		12,938
Undergraduate (Distance Degree)	6,323	330	6,653	401	7,054		7,054
Graduate	14,372	521	14,893	401	15,294		15,294
Graduate (Distance Degree)	8,551	264	8,815	401	9,216		9,216
Graduate (Nursing)	15,713	570	16,283	401	16,684		16,684
Pharm D (class of 2007)	17,249	626	17,875	401	18,276		18,276
Pharm D (class of 2006)	16,118	585	16,703	401	17,104		17,104
Pharm D (class of 2004 & 2005)	15,267	554	15,821	401	16,222		16,222
Professional (Veterinary Med.)	28,010	867	28,877	401	29,278		29,278
CWU							
Undergraduate	10,581	435	11,016	414	11,430	75	11,505
Graduate	10,581	435	11,016	414	11,430	75	11,505
EWU							
Undergraduate	11,568	477	12,045	393	12,438	105	12,543
Graduate	16,193	499	16,692	393	17,085	105	17,190
TESC							
Undergraduate	12,404	517	12,921	411	13,332		13,332
Graduate	17,358	537	17,895	411	18,306		18,306
WWU							
Undergraduate	11,534	478	12,012	400	12,412	45	12,457
Graduate	14,819	458	15,277	400	15,677	45	15,722
Community/Technical Colleges							
Undergraduate	6,529	606	7,135	215	7,350	varies	

Source: Higher Education Coordinating Board (as reported by institutions).
Note: Community/technical college data reflect tuition and fees for a student taking 15 credit hours.

Tuition and fees

What 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 was 6.7 percent. Law and graduate business programs were allowed to increase statutory tuition 12 percent per year, except for the graduate business program at the University of Washington, which could increase tuition by 15 percent in 2001-02.

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

The 2003-05 budget authorized all public institutions to increase tuition for resident undergraduate students by 7 percent in each of the next two years.

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

		2000-01	2001-02	2002-03	2003-04
UW	Resident	$ 3,368	$ 3,593	$ 4,167	$ 4,458
	Nonresident	12,060	12,868	14,868	15,611
WSU	Resident	3,351	3,574	4,145	4,435
	Nonresident	10,267	10,955	11,940	12,537
CWU	Resident	2,490	2,658	3,027	3,240
	Nonresident	9,741	10,395	11,016	11,016
EWU	Resident	2,451	2,613	2,976	3,183
	Nonresident	9,261	9,879	11,259	12,045
TESC	Resident	2,490	2,657	3,029	3,240
	Nonresident	9,744	10,397	11,853	12,921
WWU	Resident	2,490	2,655	3,027	3,238
	Nonresident	9,744	10,398	11,226	12,012
CTC	Resident	1,476	1,568	1,784	1,927
	Nonresident	6,294	6,686	6,992	7,135

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

Tuition and fees

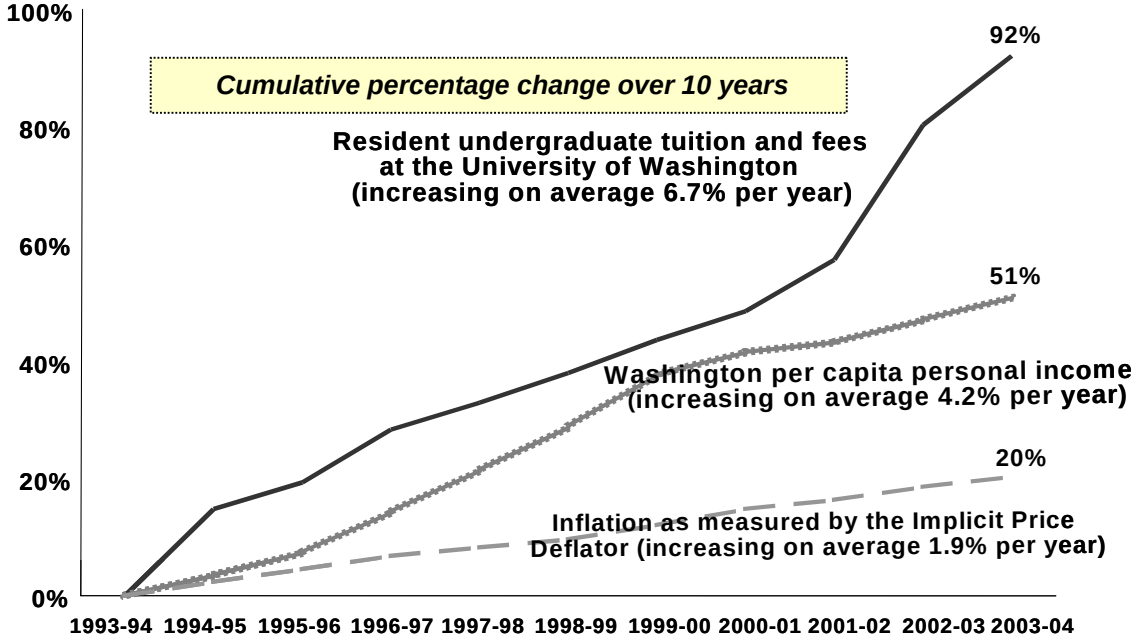
What have been the trends compared to other expenses?

Over the past 10 years, tuition and fees have increased 89 percent at the state's public research universities.

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

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

Increases in Washington's public tuition and fees have outpaced per capita personal income and inflation



Change in tuition and fees, other expenses, inflation and income: 1993-94 to 2003-04

	1993-94	2003-04	Change
Tuition and fees (resident undergraduate)			
Public research universities (average)	$ 2,532	$ 4,793	89%
Public comprehensive institutions (average)	1,971	3,631	84%
Community colleges	1,126	2,142	90%
Independent – lowest	4,320	6,720	56%
Independent – weighted average	11,659	20,015	72%
Independent – highest	15,800	25,626	62%
Other expenses			
Room and board/books/transportation/miscellaneous	7,236	9,774	35%
Inflation			
Inflation (Implicit Price Deflator) – Base year 1993-94 = 1.00	1.00	1.20	20%
Income			
Washington per capita personal income	$22,451	$33,880	51%

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

Tuition and fees

How do Washington tuition and fees compare to other states?

Washington resident undergraduate students pay less than the national average for tuition and fees at four-year public universities, and more than the national average at community and technical colleges.

National comparison of resident undergraduate tuition and fees: 2002-03 academic year

	University of Washington	Washington State University	Comprehensive institutions	Community and technical colleges
Resident undergraduate tuition and fees	$4,566	$4,520	$3,471	$1,982
National comparison				
National average	$4,675	$4,675	$3,718	$1,957
Dollar difference	- $109	- $155	- $247	+ $25
Percentage difference	- 2.3%	- 3.3%	- 6.6%	+ 1.3%
Washington rank	21st	N/A	28th	23rd

Source: Higher Education Coordinating Board survey.

Tuition and fees

How do Washington tuition and fees compare to peer institutions?

Washington resident undergraduate students at four-year public universities pay lower tuition and fees than students attending peer institutions. Students at Washington community and technical colleges pay slightly more than the average.

Peer institution comparison of resident undergraduate tuition and fees: 2002-03 academic year

	University of Washington	Washington State University	Comprehensive institutions	Community and technical colleges
Resident undergraduate tuition and fees	$4,566	$4,520	$3,471	$1,982
Peer institution comparison				
Peer average	$5,175	$4,776	$3,718	$1,957
Dollar difference	- $609	- $256	- $247	+ $25
Percentage difference	- 1.2%	- 5.4%	- 6.6%	- 1.3%
Peer rank	13th of 25	10th of 23		

Source: Higher Education Coordinating Board survey.

Peers:

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

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

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

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

Tuition and fees

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

Washington resident undergraduate students at public universities and colleges:

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

Western states comparison of resident undergraduate tuition and fees: 2002-03 academic year

	University of Washington	Washington State University	Comprehensive institutions	Community and technical colleges
Resident undergraduate tuition and fees	$4,566	$4,520	$3,471	$1,982
WICHE states (15 Western states) comparison				
WICHE average	$3,522	$3,522	$2,967	$1,584
Dollar difference	$1,044	$ 998	$ 504	$ 398
Percentage difference	+ 30%	+ 28%	+ 17%	+ 25%
Washington rank	1st	N/A	4th	5th

Source: Higher Education Coordinating Board survey.

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

Tuition and fees

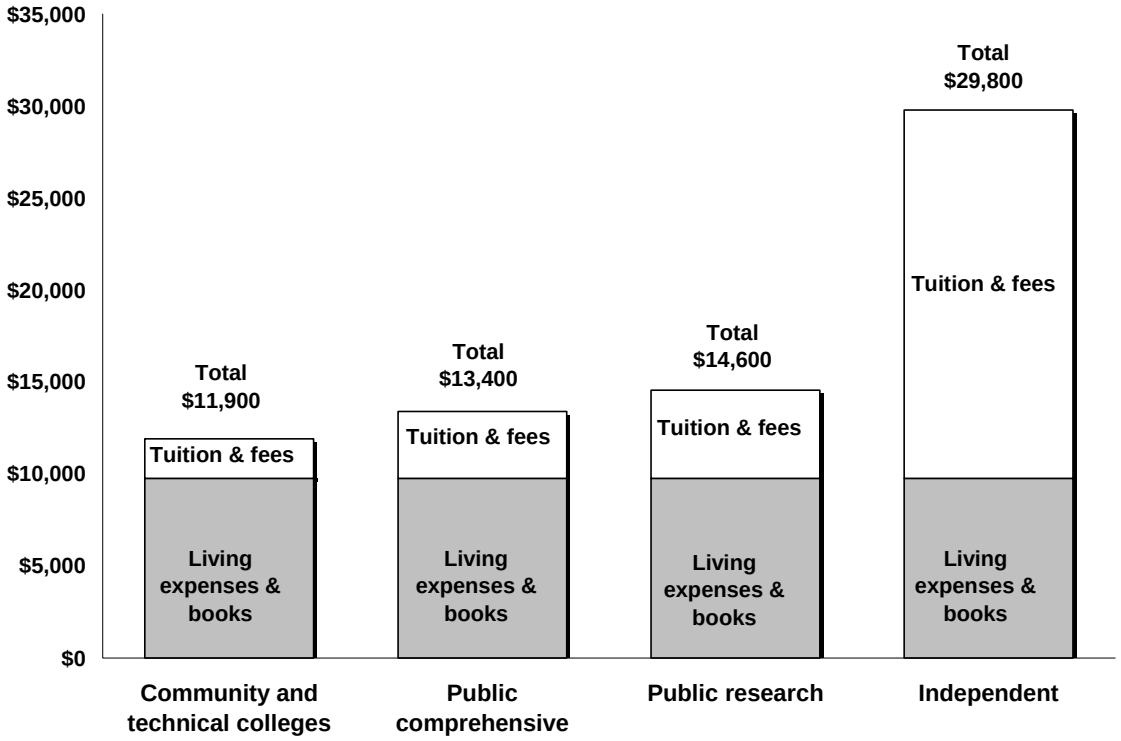
What total price do students pay to attend college?

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

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

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

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



Source: Washington Financial Aid Administrators.

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

State operating budget

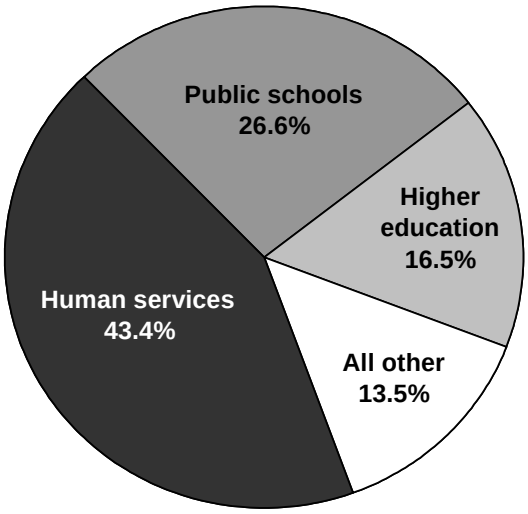
How much of the total operating budget is earmarked for higher education?

The state's $44.8 billion operating budget includes more than just the general fund. At $7.4 billion, higher education makes up more than 16 percent of all the funds in the state's operating budget.

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

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

State operating budget 2003-05 biennium: Total - $44.8 billion



Source: Legislative Evaluation and Accountability Program Committee.

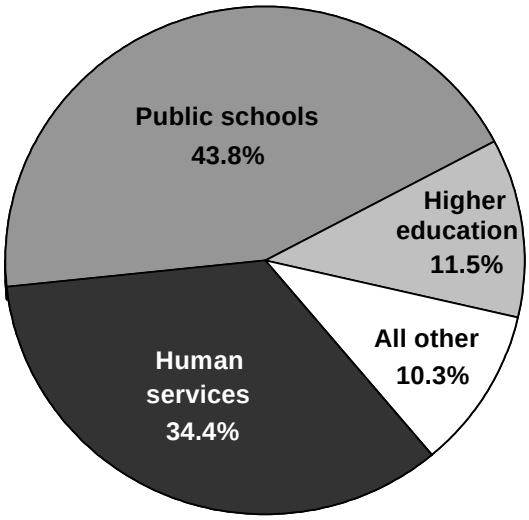
State operating budget

General fund

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

The state general fund equals $23.1 billion in the current biennium. Higher education makes up 11.5 percent of the total, equaling $2.7 billion.

State general fund 2003-05 biennium:
Total - $23.1 billion



Source: Legislative Evaluation and Accountability Program Committee.

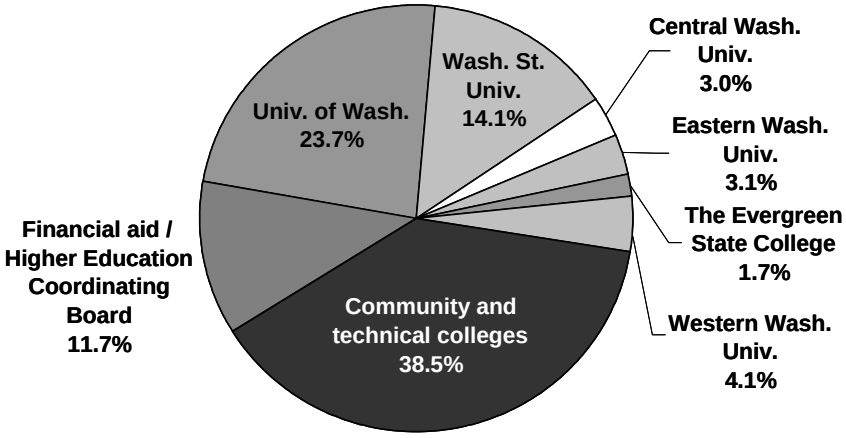
State operating budget

General fund

Of the $2.7 billion appropriated to higher education in 2003-05, the community and technical colleges received 38.5 percent ($1 billion); the University of Washington received 24 percent ($631 million); and Washington State University received 14 percent ($375 million).

Student financial aid comprises another significant share of the higher education budget. The Higher Education Coordinating Board received 11.7 percent ($312 million); 96 percent ($300 million) of that amount was targeted for financial aid.

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



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

Community and technical colleges	$1,026
University of Washington	631
Washington State University	375
Financial aid/Higher Education Coordinating Board	312
Western Washington University	109
Eastern Washington University	83
Central Washington University	81
The Evergreen State College	47
Total	$2,664

Source: Legislative Evaluation and Accountability Program Committee.

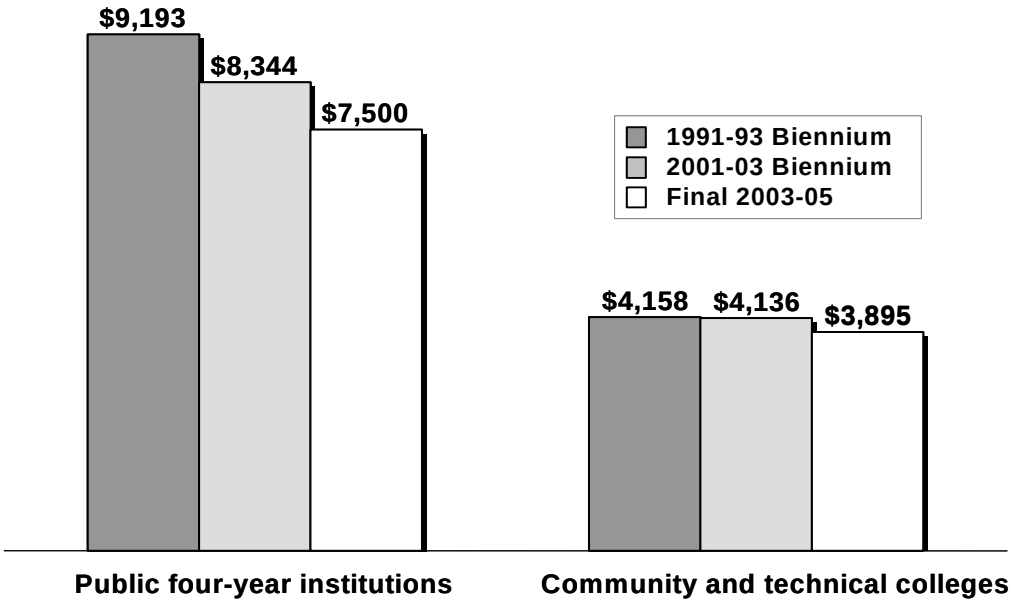
State operating budget

General fund

What are the trends in state funding?

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

State general fund appropriations per budgeted FTE student adjusted for inflation (2001-03 dollars)

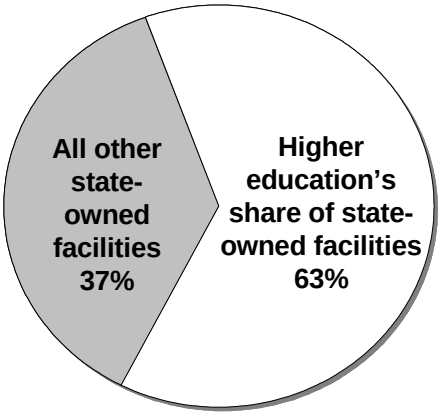


Sources: Legislative Evaluation and Accountability Program Committee (historical appropriation FTE data); 2003-05 operating budget; and Office of the Forecast Council (inflation).

Capital budget

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

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



Higher education facilities are used for two primary purposes:

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

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

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

Capital budget

How are capital funds appropriated?

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?

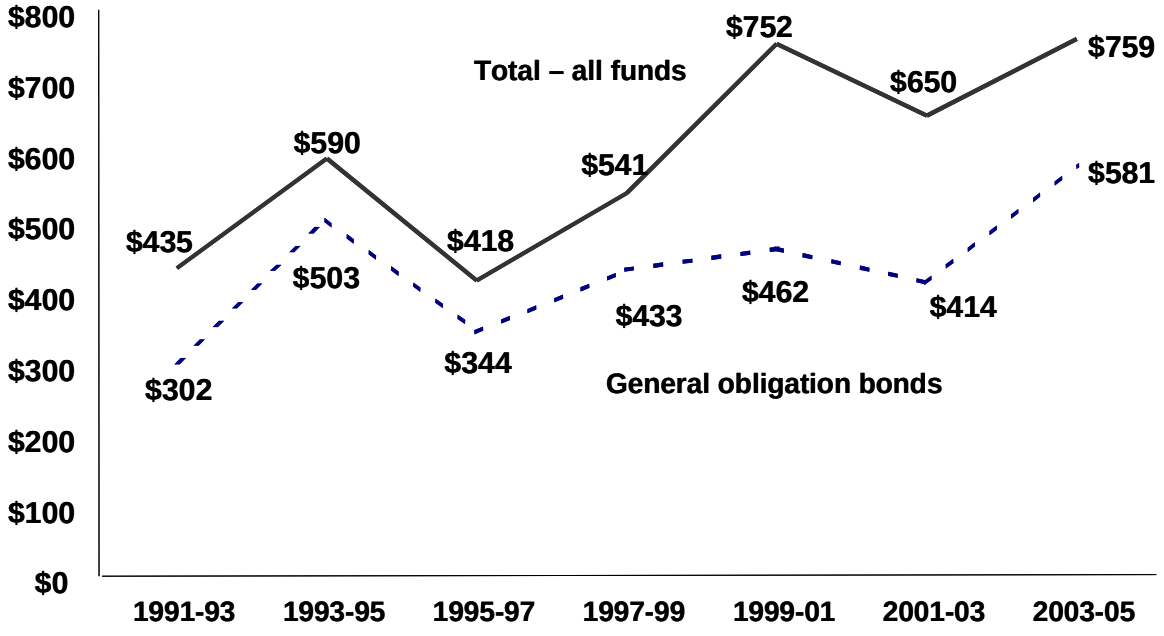
Total (all funds) biennial capital appropriations to higher education have fluctuated significantly over time. Appropriation amounts have ranged from a low of $415 million in the 1995-97 biennium to a high of $759 million in the 2003-05 biennium (unadjusted dollars).

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

Since 1991, the state has invested about $14.4 billion in all state facilities. Nearly half of this total investment ($6.7 billion) came from borrowing through the sale of general obligation bonds.

Over that same time period, 73 percent ($3.03 billion) of higher education's capital appropriations ($4.1 billion) came from these total bond authorizations.

While total capital appropriations fluctuated, state bonds showed a more stable pattern
(dollars in millions)



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

Capital budget

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

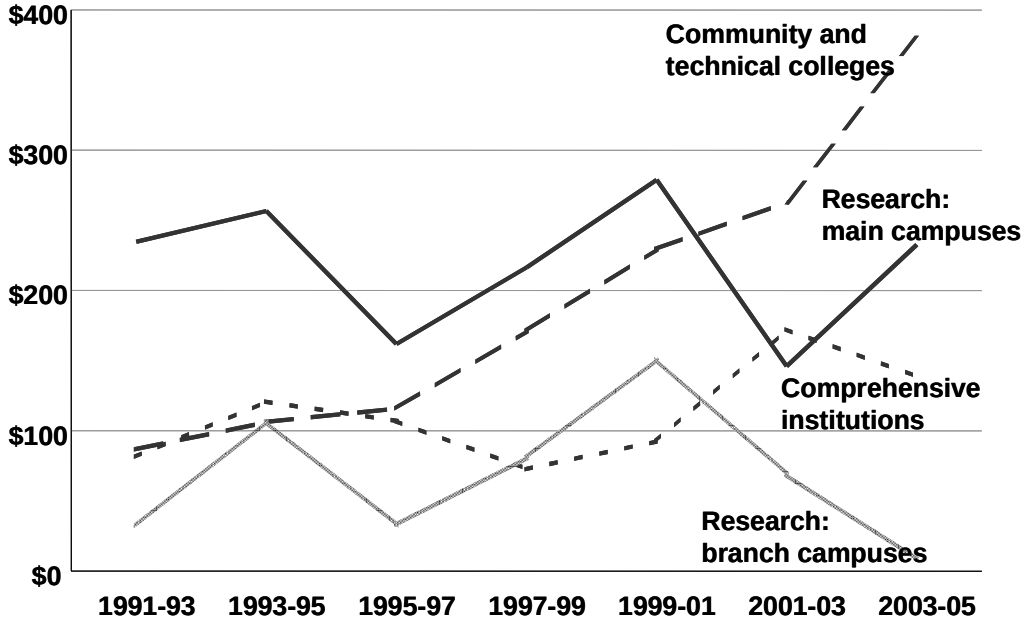
Historically, capital budgets for higher education have been basically stable, accounting for about 30 percent of the total state capital budget.

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

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

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

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



Sources: Legislative Evaluation and Accountability Program Committee; 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.

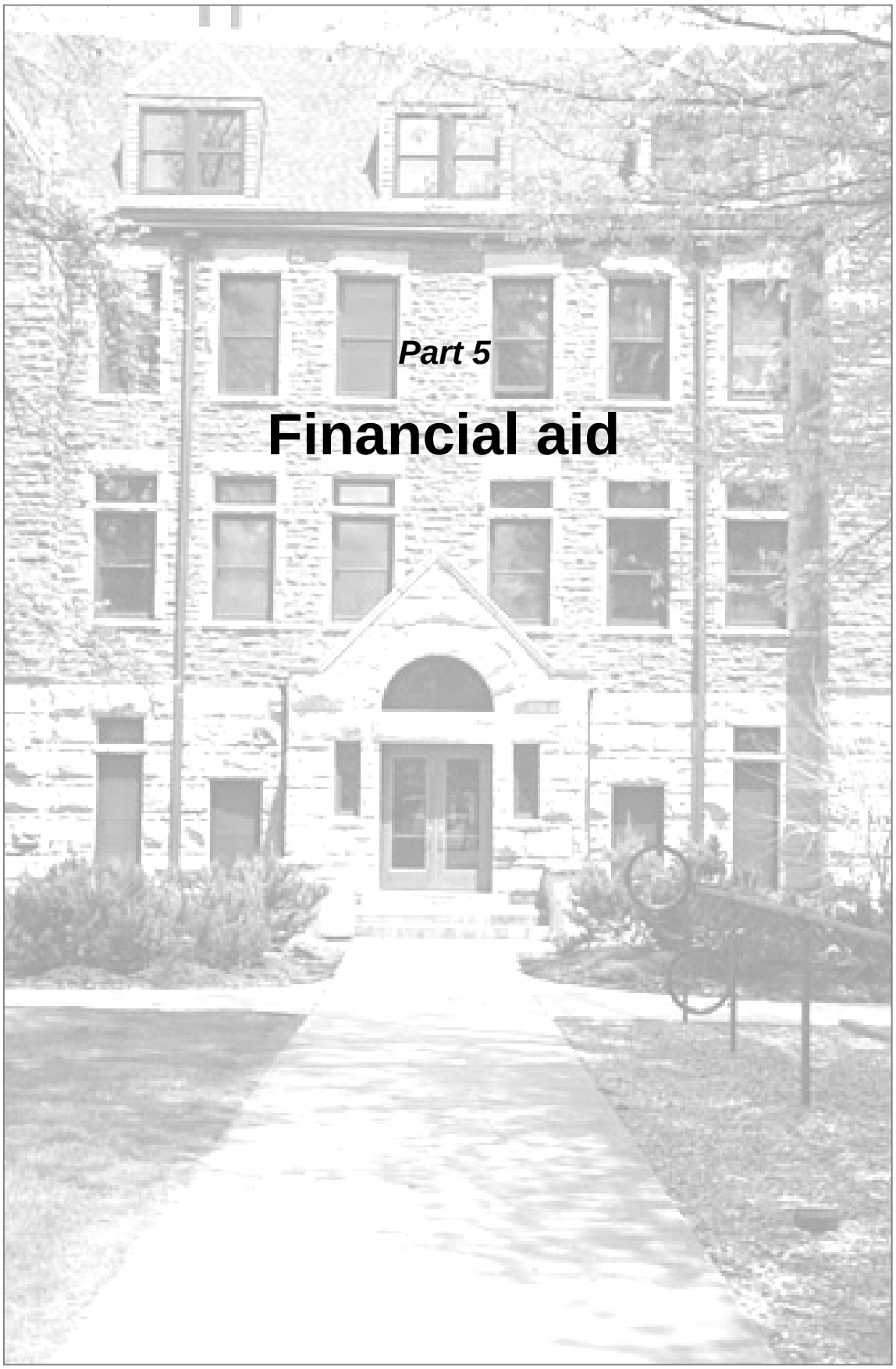
In the 2001-03 biennium, three of the state's comprehensive institutions (The Evergreen State College, Western Washington University, and Central Washington University) received construction dollars for new facilities to house additional students or replace obsolete facilities.

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 2003-05 capital budget for higher education balance restoration with new construction?

2003-05 capital funds:
In response to a proposal by former Governors Dan Evans and Booth Gardner, the 2003 Legislature increased the state's debt limit to provide additional capital funds for higher education facilities over the next six years. These funds, totaling $773 million (including $170 million appropriated for 2003-05), are earmarked for projects that will modernize and restore existing facilities, as well as provide additional capacity for future enrollment demand.

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



Part 5

Financial aid

Financial aid

What is need-based financial aid?

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

HECB financial aid and grant programs
State general fund appropriations for fiscal year 2004
(dollars in thousands)

Program name	Estimated number of students served	Appropriation
State Need Grant	53,500	$111,628
State Work Study	8,000	17,048
Washington Promise Scholarship	7,031	6,050
Educational Opportunity Grant	1,262	2,877
Health Professional Loan Repayment and Scholarship Programs	73	1,100
Washington Scholars Program	444	1,919
Washington Award for Vocational Excellence (WAVE)	277	794
WICHE Professional Student Exchange	14	186

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**

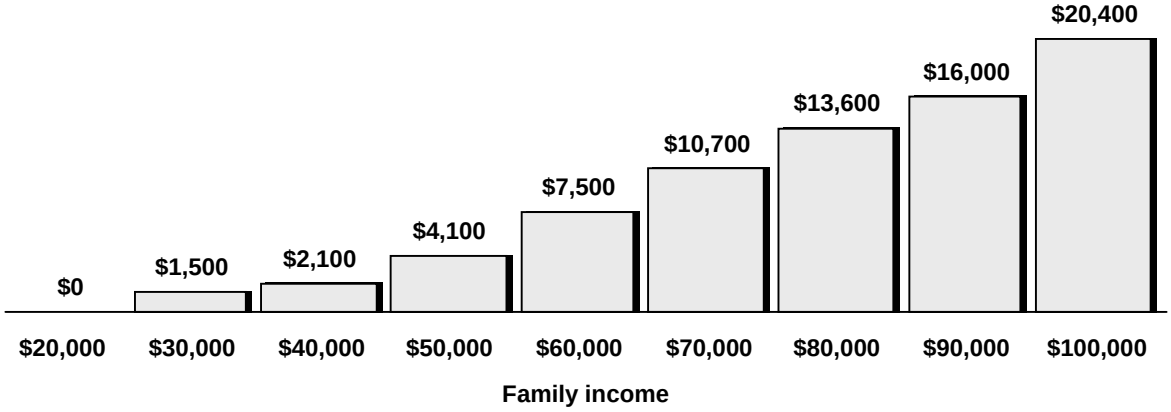
To determine the "expected family contribution," the student must complete a "Free Application for Federal Student Aid" (FAFSA).

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 every year.

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

Expected annual family contribution by income level*



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

Source: Peterson's Four-Year Colleges 2003.

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:

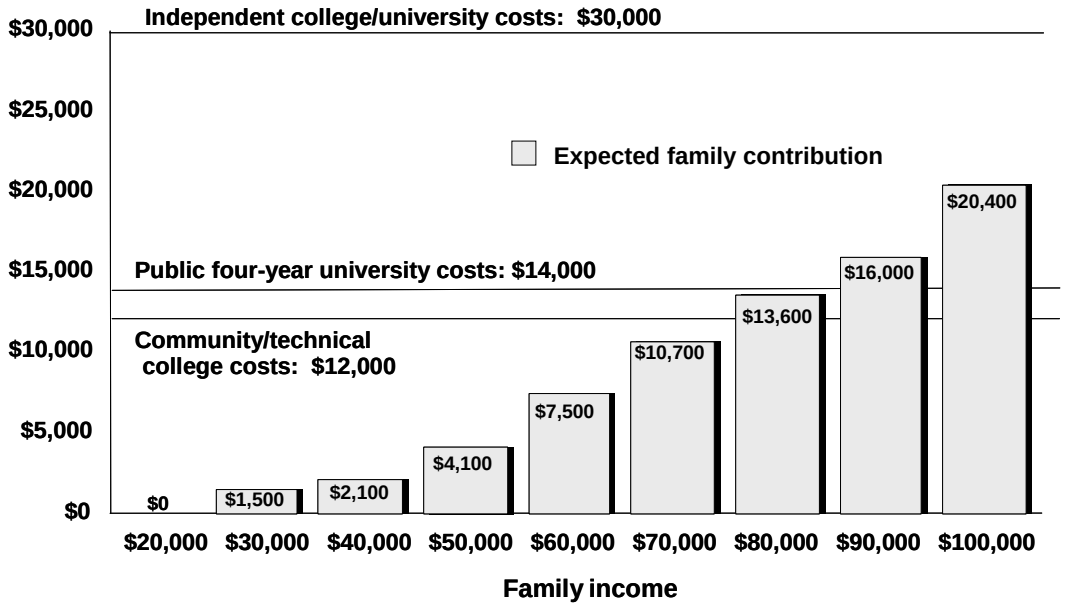
- The cost to attend the institution; and
- The amount the family is expected to contribute.

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 serve all eligible students. This means that in addition to receiving aid, students may also need to reduce expenses, find employment on their own, or take out personal loans to meet remaining college costs. This chart also explains that at higher-cost colleges and universities, even students from middle- and upper-middle income families may be eligible for some help in meeting college costs.

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



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

Sources: Peterson's Four-Year Colleges 2003; Washington Financial Aid Association 2003-04 maintenance budgets; and 2003-04 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 colleges and universities receive some form of need-based financial aid.

In Washington, about 131,000 students received need-based aid in 2002-2003. These students represent about 30 percent of the reported enrolled students. These 131,000 students include those attending accredited private career schools that received financial aid.

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

Type of institution	Number receiving aid 2002-03
Community and technical colleges	54,790 students
Four-year public	44,378 students
Four-year independent	21,721 students
Private career schools	10,241 students

Source: Higher Education Coordinating Board, *Unit Record Report, 2002-03.*

Financial aid

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

Types of programs
Grant
Work study
Loan

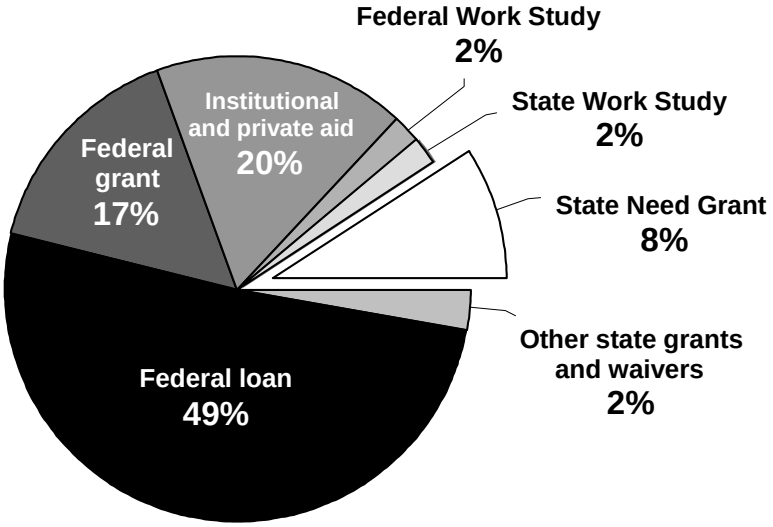
Sources of funding
Federal
State
Institutional and private

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 2002-03
Total - $1.23 billion



Source: Higher Education Coordinating Board, *Unit Record Report, 2002-03.*

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 $36,500 for a family of four.

Maximum grant amounts vary by type of institution (for 2003-04)

Community and technical colleges	$2,062
Private career colleges	$2,062
Public comprehensive universities	$3,237
Public research universities	$4,081
Independent universities	$4,315

Programs designed for access and affordability

State Work Study
Through part-time employment, students from low- and middle-income families earn money for college while gaining experience whenever possible in jobs related to their academic and career goals. State Work Study provides a significant alternative to high levels of student borrowing. The average amount earned in 2002-03 was $2,480.

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

Financial aid programs

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 $89,100 for a family of four. The amount of the award depends on the number of eligible students. In 2003-04, students are eligible to receive up to $930.

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.

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 2002, about 150 health professionals worked in underserved areas in Washington as a result of these programs.

WICHE Professional Student Exchange
The Western Interstate Commission for Higher Education program pays support fees that approximate the nonresident tuition differential for selected Washington residents going out of state to study in two professional degree programs not offered in Washington – optometry and osteopathy. In 2003-04, awards range from $10,700 to $15,700 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 $2,000.

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, 2002-2003

- The program served approximately 53,500 undergraduates.
- On average, these students received $1,973 in State Need Grant funds.
- The average recipient was 24 years old.
- 62 percent of students were female.
- 33 percent of students were dependent on their families for support. The average parental income of these families was $22,427.
- 67 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 $12,080.
- 66 percent of all recipients were white; 10 percent were Asian/Pacific Islander; 8 percent were Hispanic; 7 percent were black; 7 percent were either of other ethnic backgrounds or did not disclose.

State Work Study, 2002-2003

- The program served approximately 9,300 students.
- The average amount earned was $2,480.
- The average recipient was 23 years old.
- 65 percent of the students were female.
- 87 percent were undergraduates.
- 45 percent were dependent on their families for support. The average parental income of these families was $38,422.
- 55 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 $12,223.
- 69 percent of all recipients were white; 9 percent were Asian/Pacific Islander; 7 percent were Hispanic; 5 percent were black; and 8 percent were either of other ethnic backgrounds or did not disclose.

Financial aid

Students served

Washington Promise Scholarship, 2002-03

- About 3,400 students applied, met the income and enrollment criteria and were awarded scholarships.
- New awards for the class of 2002, plus second-year awards for the class of 2001, totaled about 6,560 students.
- By definition, the program serves students in their first two years of higher education.
- The maximum grant amount can be the cost of tuition at a public community college but is subject to appropriation. For FY 2003-04, the prorated annual award amount is $930 per student.
- 65 percent of the students served were female.

Sources: Higher Education Coordinating Board, *Unit Record Report, 2001-2002;* and program statistics.

Financial aid

Does Washington offer a prepaid college tuition program?

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

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

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

The Committee on Advanced Tuition Payment, commonly referred to as the GET Committee, governs the program. The committee is comprised of the executive director of the Higher Education Coordinating Board, the state treasurer, the director of the Office of Financial Management, and two citizen members. The Higher Education Coordinating Board administers the GET program, while the State Investment Board oversees its investments. To date, Washington families have opened more than 36,000 accounts valued at over $366 million.

The GET Committee annually sets the price of a GET unit, currently $57. Families can buy units by setting up a customized monthly payment plan or making lump sum purchases. The enrollment period for 2003-04 is Sept. 15, 2003 through March 31, 2004.

For more information, visit www.get.wa.gov or call 1-877-438-8848.

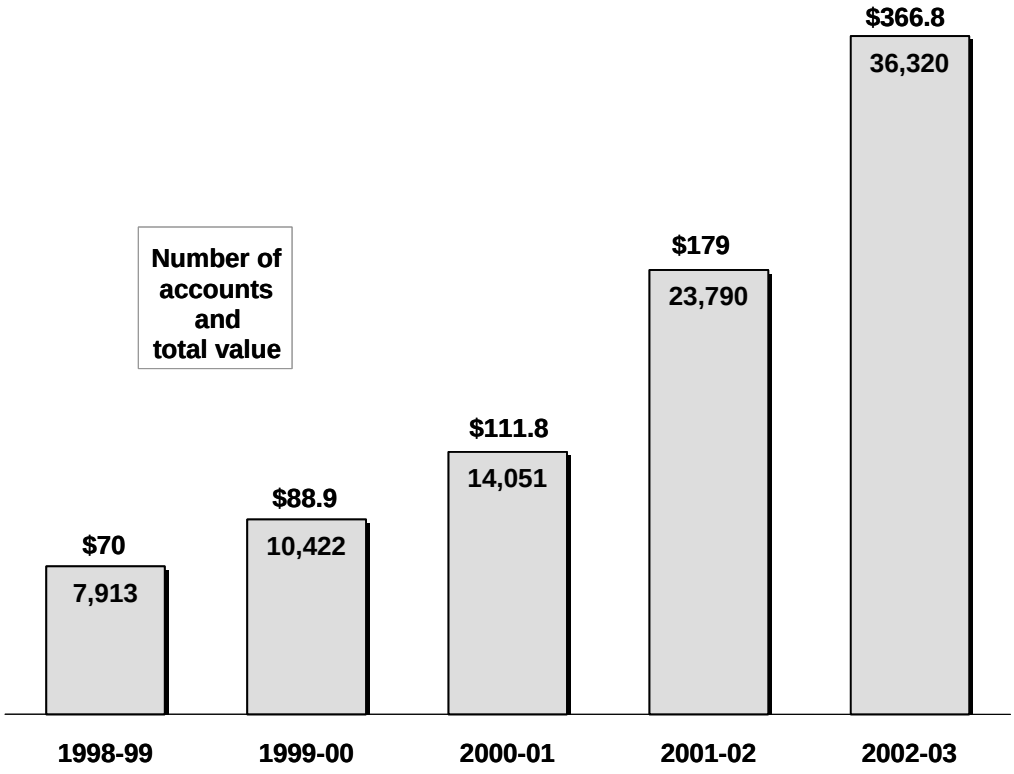
Financial aid

Guaranteed Education Tuition (GET)

As of August 31, 2003, Washington families have opened more than 36,300 accounts, valued at more than $366 million. About 7.5 million units have been purchased, with payments totaling $262 million.

GET accounts continue to grow at a healthy pace

(dollars in millions)



Glossary

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

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

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

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

1. Agriculture and natural resources (includes agribusiness, agricultural sciences, natural resources, home economics, vocational home economics, and parks and recreation);
2. Architecture (includes architecture and environmental design);
3. Business (includes business and management, business and office, marketing and distribution, and consumer, personal, and miscellaneous services);
4. Computer science (includes computer and information science);
5. Engineering and related technologies;
6. Arts and letters (includes area and ethnic studies, communications, communications technologies, foreign languages, letters, liberal/general studies, library and archival sciences, multi/interdisciplinary studies, philosophy and religion, theology, and visual and performing arts);
7. Education;
8. Health (includes allied health and health sciences);
9. Law;
10. Sciences (includes life sciences, mathematics, physical sciences, science technologies);
11. Social sciences (includes psychology, protective services, public affairs, and social sciences);
12. Trades (includes construction trades, mechanics and repair, precision and production, and transportation and material moving); 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 full-time load is 15 credit hours for undergraduates and 10 credit hours for graduate students.

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

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

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

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

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

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

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

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

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

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

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

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

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

- ***Nonresident Alien:*** A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

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

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

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

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

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

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

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

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

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