WASHINGTON HIGHER EDUCATION COORDINATING BOARD

PRELIMINARY BOARD MEETING AGENDA

State Investment Board Room
2100 Evergreen Park Drive SW, Olympia 98502
March 26, 2009

9:00	Welcome and Introductions Jesus Hernandez, chair	***Tab***
	Consent Agenda • **Approval of February Meeting Minutes**	**1**
	• **A Skilled and Educated Workforce - Joint Report** ***Res. 09-05*** This is the second joint report published by the HECB, SBCTC and WTECB. The report was presented at the Board's February meeting.	**2**
9:15	Report of the Executive Director Ann Daley, executive director	
9:20	**Information & Discussion: System Design Study**	**3**
10:05	**College Bound Scholarship and GEAR UP Update**	
10:15	**2009 Legislative Session Update** A report will be presented on legislative activities in the 2009 legislative session.	**4**
10:30	**Technology Panel** The panel discussion will cover strategic technology planning, improved student learning through technology, and technology innovation in higher education. • Tom Lewis, Director of Online Technologies, Learning & Scholarly Technologies, University of Washington • Todd B. Mildon, University Registrar, Director of Student Academic Data Management, University of Washington • Gary L. Pratt, Chief Information Officer, Eastern Washington University • Clark C. Westmoreland, Assistant Vice Provost, Educational Outreach, University of Washington	**5**
12:00	The Board will recess for lunch	

1:00 Fiscal Committee **6**
Charley Bingham, chair

Information and Discussion:

- **State Economic and Revenue Outlook**
  Arun Raha, Executive Director, State Economic & Revenue Forecast Council
- **President Obama's Fiscal Year 2010 Budget Overview**
- **Budget Comparisons /Preliminary Budget**
- **Tuition and Fee Report**

3:00 Education Committee
Sam Smith, chair

Status Report on Program Approvals **7**

The HECB is charged with planning and coordinating academic programs and off-campus facilities. Pursuant to this charge the HECB approves new degree programs and extensions to existing programs offered at the baccalaureate and graduate level. This report summarizes approval activity from March 2008 to February 2009. No Board action is required.

Amendment to HECB Program and Facility Approval Policies and Procedures **8**

Res. 09-06

As institutions adapt programs to better serve the needs of students, employers and the community, they often propose changes that under current policy would require a new degree proposal, but do not represent a substantial change from currently offered programs. The Board will be asked to consider a policy change that would streamline the approval process for these "Moderate Degree Changes."

Public Comment - *A sign-in sheet is provided for public comment on any of the items above.*

4:00 Adjournment

Meeting Accommodations: *Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.*

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

2009 MEETING CALENDAR

DATE	MEETING	LOCATION
January 23, Fri **9:00 – 5:00**	**Regular Board Meeting**	**State Investment Board**
February 17, Tue **9:00 – 12:00**	**Advisory Council Meeting**	**State Investment Board**
February 17, Tue **1:00 – 5:00**	**Regular Board Meeting**	
March 26, Thu **9:00 – 5:00**	**Regular Board Meeting**	**State Investment Board**
May 12, Tue **9:00 – 12:00**	**Advisory Council Meeting**	**State Investment Board**
May 12, Tue **1:00 – 5:00**	**Regular Board Meeting**	
June 23, Tue **9:00 – 5:00**	**Regular Board Meeting**	**WSU Pullman** **Compton Union Bldg**
July 28, Tue **9:00 – 5:00**	**Regular Board Meeting** *(tentative joint meeting with SBCTC, 9-12 noon)*	**Clover Park Technical** **Bldg 3**
Aug. 27, Thu **8:00 a.m. – 5:00 p.m.**	**Board Retreat**	**SSCC Georgetown Campus** **Gene J. Colin Bldg.**
September 29, Tue **9:00 – 12:00**	**Advisory Council Meeting**	**Seattle University** **Student Center 160**
September 29, Tue **1:00 – 5:00**	**Regular Board Meeting**	
October 27, Tue **9:00 – 12:00**	**Advisory Council Meeting**	**UW Tacoma** **Assembly Hall**
Oct. 27, Tue **1:00 – 5:00**	**Regular Board Meeting**	
November 19, Thu **9:00 – 5:00**	**Regular Board Meeting** *(confirmed joint meeting with WTECB, 9-12 noon)*	**Renton Technical College** **Business Technology Bldg** **(H103-104)**
December 15, Tue 9:00 a.m. – 5:00 p.m.	Tentative Board Meeting	Seattle tbd

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

Draft Minutes of February 17, 2009 Board Meeting

Board members present

Charley Bingham
Ethelda Burke
Gene Colin
Bill Grinstein
Earl Hale, Vice Chair
Jesus Hernandez, Chair
Sasha Sleiman
Sam Smith

Welcome and introductions

Chairman Jesus Hernandez opened the meeting at 9:00 a.m. and asked the Board, Advisory Council, and the members of the audience to introduce themselves.

Referring to the Governor's directive to eliminate 150 boards and commissions statewide, including the Advisory Council in 2010, Hernandez and Ann Daley reassured the members of the Council that the Board will continue to engage them in its work. "We can't be a coordinating board without this kind of consultation," Hernandez said.

Federal Funding Proposals for Washington State

Dick Thompson, OFM director under Gov. Gary Locke and Chief of Staff to Gov. Booth Gardner, has been asked by Gov. Gregoire to lead the state's efforts to protect existing jobs and accelerate job creation through the federal economic recovery packages.

In discussing the various components of the federal funding allocation, Thompson emphasized that the state's ability to influence where the money goes is very limited. The bulk of funds would go directly to specific federal agencies and programs, leaving probably no more than two billion dollars in state discretionary funds, he said.

Under the State Fiscal Stabilization Fund, $818 million is allocated for education. Part of this will be used to restore or backfill budget cuts in higher education to the 2008 level. According to Thompson, there is no other direct benefit to higher education beyond the backfill. The unused portion of the 800 plus million stabilization account funnels out to K-12.

On the plus side, Thompson said there will be opportunities for the colleges to provide training to implement some of the new or expanded programs; it may be worth pursuing some of the grants (education technology); and some of the reductions may be temporary rather than permanent.

Evolution of Tuition Policy

David Longanecker, president of the Western Interstate Commission on Higher Education (WICHE), discussed the philosophical underpinnings of tuition policy in the country as it has evolved through time.

Tuition was first viewed as a modest revenue supplement, a necessary inconvenience to provide higher education access for the middle class. Through time, increasing demand for higher education led to reduced affordability, and further expansion required financial aid.

Three dominant philosophies emerged in the 70s and 80s:

- Stay the course: low tuition = access
- Get rational and efficient: high tuition/high aid
- Be benevolent: low tuition/high aid

Further refinement in the 90s led to a comfortable middle ground: moderate tuition/high aid. In this model, Washington State leads.

Then the idea that the principal beneficiary (the individual) should shoulder the cost of education, led to reduced public support. Institutions were encouraged to find the right price pinch point, allowing the market to prevail. Institutions gained more autonomy but also were held accountable.

Today the prevailing philosophy states that everyone who wants higher education gets it. In these times of limited resources, this has meant a tuition policy based on appropriations, tuition, and financial aid. The best example of this philosophy is the Oregon system with its concept of shared responsibility, tuition restraints, and institutional support.

According to Longanecker, a good tuition policy is: affordable, predictable, transparent, and understandable; blends well with appropriations and financial aid policies; maintains the public trust; and has staying power.

Differentiated Tuition Policies

Proposed budget cuts for higher education have generated intense interest in the kinds of tuition policies the state should adopt for the coming biennium. Sara Norris, HECB policy analyst, presented a report on issues surrounding the adoption of various types of tuition policies in American higher education. Differentiated tuition policies include policies based on income (sliding scale or graduated); the number of credits taken; upper/lower division coursework; by program or discipline; and by resident or nonresident status.

The report notes that high-tuition/high-aid policies are correlated with higher dropout rates among lower- and middle-income students; and that income-based tuition models can make it difficult for families to plan for college and for institutions to predict future revenue.

Violet Boyer, president and CEO of the Independent Colleges of Washington, said other research data show that states with the highest tuitions also serve the highest number of underserved students. Longanecker cautioned against high tuition, saying not all students can get financial aid. He also said graduated tuition can lead to unintended consequences: (a) it may erode grant programs, and (b) possibly spell the end of financial aid.

Technology Presentation

Members of a panel of eLearning and technology experts discussed ways in which technology can be mobilized to increase student access and success better, faster, and at less cost. Bob Billings, HECB chief information officer, said the state needs to focus on the linkages between the two- and four-year systems. "The immediate challenge is to determine how we can achieve greater collaboration in areas where it makes sense… and how we can diverge and meet our needs."

Fellow panelists Viji Murali**,** vice president for information services and CIO at Washington State University and Cable Green, director of eLearning at the State Board for Community and Technical Colleges, described initiatives that have improved student services, administrative processes, and teaching and learning at institutions of higher education.

Murali sees technology as a transformative tool that can be used to support faculty and students. She agreed that collaboration is the key, but said different approaches are possible. For example, Arizona State University has a prescriptive model, while Michigan is highly collaborative. In Michigan, 14 universities established a non-profit corporation, shared costs, and saved the universities a bundle of money. The consortium was able to provide broadband to a remote area with sparse population and enabled students to use laboratories from one institution to another with no trouble.

Green asked himself the question, "If we were starting over, what would I recommend we build?" His answer: one common system for all the colleges where everyone can go for admissions, registration, online learning, conferencing, etc. There are many challenges to building such a collaborative system but Green thinks that "…it will not be that hard to get there."

HB 1946 will serve as a much needed catalyst to start this process in Washington. Sponsored by Rep. Reuven Carlyle, the bill directs the HECB to convene a task force to improve the efficiency, effectiveness, and quality of education through the strategic and operational use of technology. Green said the state system already has a lot of fiber, but funds to acquire additional bandwidth will be needed to increase the utility of the system and spur faculty use.

The panel discussion touched on other ongoing and emerging uses of technology in higher education, including *open textbooks* on the web. In India, book content is available to all through expanded broadband to rural areas and $10 - $20 laptops for students. Other examples of providing limitless and boundless access to content are books in USB drives provided to all students, and totally wireless schools.

The panel agreed with Charley Bingham that to be truly transformational, the change has to start with K-12.

Consent agenda items approved

- January meeting minutes
- Transfer and Articulation Report -- ***Resolution 09-04***

Action: Gene Colin moved for approval of the consent agenda items. **Sam Smith** seconded the motion, which was unanimously approved.

Legislative update

Chris Thompson, director of government, college & university relations, summarized the status of some of the bills the Board has been following through the session.

Higher Education Retirement Plans – Agency-request legislation (Senate Bill 5308/House Bill 1545) authorizing the HECB to offer higher education annuities and retirement income plans, is before the fiscal committees. The HECB is the only higher education entity in the state that does not have a higher education retirement plan. The House Ways and Means Committee held a hearing on the bill but has not yet passed it. The Senate version has not yet received a public hearing.

Tuition – Another HECB-request legislation (Senate Bill 5734/House Bill 1235) would authorize the governing boards of public baccalaureate institutions and the state board for community and technical colleges to *continue* to set tuition for all students *except resident undergraduate students*.

Both bills were passed by the respective policy committees. The House committee amended the bill so that it sets a new sunset date for this authority. The senate committee also changed the sunset date.

Belt-tightening bill – Senate Bill 5460 would prohibit state agencies and higher education institutions from granting any salary increases to exempt employees for 12 months. The bill also prohibits, until July 1, creating new positions or filling vacant positions, spending on out-of-state travel, and signing any personal service contracts or purchasing any equipment costing more than $5,000. The bill passed both the Senate and the House and goes back to the Senate for concurrence.

Re-branding of financial aid – Efforts to brand all financial aid programs as "Opportunity Fund" or "Opportunity Passport" have been introduced as House Bill 2021 and Senate Bill 6044. In the House bill, the Educational Opportunity Grant program would be phased out over two years and the Washington Scholars program would be scaled back to a maximum two-year grant. The bill also permits institutions to use 3.5 percent institutional aid funds for high school students enrolled in dual credit programs. Non-resident students become ineligible for the state work study program after the 2013-14 academic year. The Senate bill does not contain any provisions on the work study program. The House Higher Education Committee has passed HB 2021. The Senate committee has scheduled a public hearing on SB 6044.

Expanding higher education access – Several bills have been introduced to expand college offerings in Bellevue and Snohomish County.

- HB 1467/SB 5864 will establish a third branch campus of the University of Washington in Snohomish County.
- Senate Bill 5106 would create a new unaffiliated polytechnic baccalaureate institution in Snohomish County.
- Senate Bill 5625 would establish a baccalaureate institution in Snohomish County.
- Senate Bill 5575/House Bill 1726 would authorize Bellevue College to award baccalaureate degrees while continuing as a two-year institution.

In her testimony to the Legislature on all four bills, Ann Daley stressed the potential for the upcoming system design study being led by HECB to provide a valuable systemic framework for consideration of such proposals. House Policy chair Rep. Deb Wallace has written a resolution commending the HECB for the system design initiative.

Legislation (HB 1328/SB 5007) authorizing technical colleges to offer two-year academic transfer degrees was approved by policy committees in both the House and Senate and are likely to be assigned to the Rules Committee.

Current law limiting the provision of degree programs in several engineering disciplines to UW and WSU would be repealed under HB 1312 and SB 5276. Both the House and Senate policy committees approved the bills.

System Design initiative

Daley reported on the status of the system design work. A study group has been established, made up of representatives from the four-year public and private institutions and the two-year community and technical colleges. Earl Hale will co-chair the study group with a representative from the public four-year institutions. The group will have its first meeting on March 2. A steering committee made up of members from business and government will be formed to serve as a sounding board for the study group.

Guaranteed Education Tuition (GET) program update

Betty Lochner, director of the Guaranteed Education Tuition program, gave a brief report about how tuition increases would affect the program's long-term stability. One hundred GET units equal one year's tuition at the highest priced Washington public university. Lochner said sharp tuition increases play havoc with the program's actuarial calculations and if continued over time, would undermine its solvency. On the other hand, measured and moderate tuition increases over time help secure the program's stability. This is good for the state because although the program is self-sustaining, it is backed by the full faith and credit of the state of Washington.

Joint report on "A Skilled and Educated Workforce"

The report on employer demand for degrees, certificates, and high demand occupations is developed jointly by the HECB, the State Board for Community and Technical Colleges (SBCTC), and the Workforce Training and Education Coordinating Board (WTECB). HECB Academic Affairs Director Randy Spaulding presented the report with Bryan Wilson, deputy director with WTECB and Deborah Stephens, research manager with SBCTC.

The report looked at the annual supply and demand of workers by education level, and degree gaps by educational level. Where are the gaps and is progress being made? The data indicated the following:

- Between 2006 and 2008, supply gaps grew in every area except medical professionals and human/protective service professionals.

- In many areas, growth in forecast demand outpaced growth in supply over the last two years.
- High demand funding in FY 07-09 is beginning to show results in the increased number of students in public 4-year institutions majoring in high demand fields. But despite the growth, shortages persist in healthcare occupations.
- Demand for engineers varies by specialty area. Industrial, environmental, civil, and aerospace engineering exhibit the greatest shortages through 2016. The current supply may be sufficient in mechanical, electrical, electronics, and computer engineering.
- Despite an adequate supply of teachers in the aggregate, persistent and long-standing shortages exist for special education, math, and science teachers.

In order to improve the process for developing future reports, the panelists will look into:

- Establishing a technical advisory committee to advice on methodology and data sources;
- Developing clearer plans on how the three agencies will incorporate the results into program plans and accountability systems; and
- Making greater use of the results to guide resource allocation decisions.

The joint report will be brought back to the Board's March meeting for adoption.

State budget principles

Daley presented a revised set of principles to help guide the Governor and the Legislature in making higher education budget decisions in the face of a continuing downward spiral in state revenue.

1. Any cuts made to higher education budgets should be in proportion to cuts in the general state budget.
2. Fully fund any new enrollments and any other enhancements.
3. Limit tuition increases to those allowed within current law and policy.
   - A sunset clause on tuition increases should be included.
   - Any increase should be treated as a surcharge, not as policy.
4. Set State Need Grant funding at a level sufficient to offset tuition increases impacting students at the lowest income levels.
5. Provide institutions the flexibility to manage their budget cuts to the level of appropriation provided, and adjust accountability for outcomes to reflect the new realities these cuts would create.

The Board voted unanimously in favor of the revised principles, and said the principles should be sent to the members of the Legislature.

The **meeting adjourned** at 5:00 p.m.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

A Skilled and Educated Workforce: An Assessment of Higher Education and Training Credentials Required to Meet Employer Demand

Executive Summary

When the Legislature and Governor enacted House Bill 3103 in 2004, they intended to improve the quality of information available to help policymakers determine how well our state's higher education system was meeting employer demand for skilled workers. A key section of HB 3103 directed the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board to produce every other year:

> "…an assessment of the number and type of higher education and training credentials required to match employer demand for a skilled and educated work force. The assessment shall include the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings."

This is the second joint report published by the three agencies in response to the 2004 statute; the first report was released in 2006. The report includes an updated analysis of the workforce supplied by higher education institutions in Washington, employer demand for higher education as measured by the number of projected job openings, and the match between supply and demand. This update also includes new detailed analysis of specific occupations within the following areas: engineering, health professions, and education.

This report also serves as part of the state needs assessment process which will include a forthcoming statewide and regional analysis of student, employer, and community demand for education and training at the baccalaureate level and above. It compares forecast employment openings through 2016 with the current output of students who have completed one year of college through post-baccalaureate education.

The results of the report indicate:

- The state's current supply of workers who have completed mid-level preparation—more than one year but less than four years of postsecondary training or education—are estimated to prepare only 87 percent of the number needed to be competitive in the labor market during 2011-2016. Corresponding statistics for the baccalaureate and graduate levels are 88 percent and 67 percent, respectively.

- At the mid-level, there is a mismatch between the supply and demand of workers prepared for positions in science technology, manufacturing and production, some health occupations, early childhood education, construction, aircraft mechanics and technicians, and accounting and bookkeeping. The size of the mismatch is quite significant in several instances. The largest gap is in health occupations.
- At the baccalaureate level and above, there is a mismatch in supply and demand for positions in research and science occupations, human and protective service professionals, editors and writers, medical professionals, computer science occupations, and engineering. The largest gaps are in the engineering and computer science occupations and the medical professions.
- Degree production has steadily increased at all levels in the health occupations and professions. There has been slight growth in the engineering, computer science, and information technology programs of study. However, there may be reason to expect additional growth, as the number of students selecting these major fields has recently increased.
- The higher education system will need to expand at all levels in the technical and professional fields listed above to meet employer demand. Also needed are increased numbers of students who are prepared and interested in pursuing careers in fields including science technology, engineering, and computer science.

It is important to note that this report is based on forecasts of economic trends existing prior to the current economic crisis. These long-term projections could be inaccurate if the recession and recovery periods unexpectedly last for an extended number of years or if the recession causes long-term structural changes in the state economy. Otherwise, we can expect these trends to hold, and for the supply gaps in high demand programs of study to continue to remain a problem for the Washington economy.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

A Skilled and Educated Workforce: An Assessment of Higher Education and Training Credentials Required to Meet Employer Demand

Introduction and Background

Purpose of the Report

The purpose of this report is to identify the degrees required to ensure a supply of well-qualified workers to meet the forecast skill needs of Washington employers. The report identifies forecast demand for degrees by education level, as well as the specific fields of study where supply falls short of employer demand - the high demand programs of study. In addition, the report will be used as a means to update and track progress toward the state's overall goals for degree and certificate production.

This report also serves as part of the state needs assessment process which will include a forthcoming statewide and regional analysis of student, employer, and community demand for education and training at the baccalaureate level and above. The report compares forecast employment openings through 2016 with the current output of students who have completed one year of college through post-baccalaureate education. The analysis does not take into account issues related to student or community demand, nor does it fully account for emerging industries that have not yet resulted in actual job growth.[1]

This report is an essential tool in the identification of high employer demand programs of study. Degree production in high employer demand programs of study are tracked though a series of measures in Governor's Management for Accountability and Performance (GMAP) initiative to assess progress in closing the gaps in these fields. In the GMAP process, a logic model is employed to describe the connection between agency activities and the desired policy outcomes (see Appendix A). The term "high demand program of study" or "high employer demand program of study" is used throughout this report to refer to programs in which the number of students

[1] Student demand is the need for degrees and certificates expressed by students, typically based on historic participation rates, population projections, and student preferences regarding major field of study. Community demand is the demand for institutions, degrees, or programs expressed by communities. This may include regional or statewide economic development plans (especially those related to new or emerging industries), the recruitment/expansion, or exit of a major employer, the development of a key technology, or other demand factors not covered by either employment forecasts or student demand.

prepared for employment per year (from in-state institutions) is substantially less than the number of projected job openings per year in that field. The focus on expanding high demand programs of study is part of a state strategy to ensure that Washington maintains a vital and innovative economy.

The first release of this report in January of 2006 followed the HECB's development of the *State and Regional Needs Assessment*[2], a comprehensive assessment of student, community, and employer needs. The 2006 report found a substantial gap in production of degrees at the mid-level and substantial gaps in key occupations including computer science, engineering, and health professions at the baccalaureate and above.

Since the report was first published, several important publications have been released that help shape and inform this update (described below). Many Washington organizations and policymakers have studied and expressed concern about gaps between the state's production of, and the economic demand for, workers with specific academic degrees (and associated skills, knowledge, and abilities).

Recent Reports on High Demand

Washington has conducted a number of recent studies that demonstrate a common theme. The state's supply of workers in specific fields and at the postsecondary level is insufficient to meet the demand of the available jobs employers need filled. The number of students completing degrees and certificates needs to increase at a rate faster than population growth. If not, the gap is projected to grow wider in the next decade.

Task Force on the Supply and Demand of Math and Science Teachers

In reviewing workforce supply and demand numbers, the *2006 Joint Report* suggested that, in the aggregate, the supply of educators of all types is sufficient to meet demand. However, a more sharply focused analysis revealed some important exceptions. The Professional Educator Standards Board (PESB) estimated that hundreds of additional math teachers were needed to implement the new graduation requirement of three years of math in the state's public high schools. In addition, enrollment growth also required the addition of about 30 full-time equivalent math and science teachers each year, on top of replacement needs for teachers leaving the workforce.[3]

All indications are that the need in these areas will continue, and possibly even grow, as the shortages that already exist are compounded by the federal teacher qualification rules and the implementation of more rigorous state high school math and science graduation requirements.

[2] See http://www.hecb.wa.gov/research/Issues/NeedsAssessment.asp for access to these reports.

[3] PESB (2008) Ensuring an Adequate Supply of Well-Qualified Math and Science Teachers, Olympia, Washington.

Health Care Personnel Shortage Task Force

The report of the Health Care Personnel Shortage Task Force, *Progress 2007,* presents a detailed account of another area in which demand exceeds supply for Washington workers: health care. Data from a 2006 job vacancy survey show that Washington was short more than 12,000 health care professionals.[4] The Task Force report also recounts the results of a 2007 hospital workforce survey that showed high vacancy rates for registered nurses and physicians in various important specialties. Thirty percent of the needed cardiology positions, for example, went unfilled, as did 16 percent of the needed pediatrics positions.[5]

In addition to the vacancy rate, the Task Force also analyzed the projected gap between occupational forecasts and the expected supply of health care graduates. By 2014, the Task Force predicts that Washington will need to produce an additional 3,500 registered nurses, more than 2,000 physicians, and almost 600 physical therapists to fill all the positions that will be needed.[6] In fact, if there is no increase in the numbers of graduates of nursing programs, by 2025, Washington is expected to need an additional 25,000 registered nurses.[7]

Common Definitions Work Group

In response to concerns by the Washington Legislature and the Governor's Office, a Common Definitions Work Group was established in 2007 engaging several state agencies in the task of developing common definitions relating to high demand programs. The group developed several definitions for commonly used terms that had often been interpreted or defined inconsistently by state agencies in a program-specific context (see Appendix B). Among the terms defined by the group were "high employer demand program of study," "high demand occupation," and "high student demand program of study." The WTECB has taken the lead in proposing legislation that would modify the authorizing statutes of several state programs to better align with the common definitions developed by the work group.

The Council on Competitiveness

In 2008, the national Council on Competitiveness released *Thrive, the Skills Imperative* outlining an agenda to ensure that the United States remains competitive in the global economy. The report outlines four critical strategies. First, the nation must meet the mid-level skill needs of the U.S. economy. The report points out that the largest number of total openings will be at this mid-level (defined in our state as an apprenticeship or other sub-baccalaureate post-secondary credential requiring at least one year of education or training). These jobs may not require a degree, but in most cases will require some postsecondary training.

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[4] Employment Security Department, *Job Vacancy Survey*, April 2006; cited in Health Care Personnel Shortage Task Force report, *Progress 2007*, p. 5

[5] Health Workforce Institute and the Washington State Hospital Association, "Results of the 2007 Hospital Work Force Survey," June 2007; cited in *Progress 2007*, pp. 5-6.

[6] Workforce Training and Education Coordinating Board, *Progress 2007: Report of the Health Care Personnel Shortage Task Force*, pp. 6-7; June 2008.

[7] The Center for Health Workforce Studies, "Washington State Registered Nurse Supply and Demand Projections: 2006-2025," Final Report #12, June 2007; cited in *Progress 2007*, p. 7.

Second, the report emphasizes the need to prepare workers for success in the service sector. Increasingly, this sector requires workers with "more complex and creative skill sets—including problem solving, communications, entrepreneurship, computational analysis, collaboration, and teamwork".[8]

Next, the report calls for building on our traditional strengths. The U.S. must not simply produce more engineers and scientists, but foster and develop the "entrepreneurial, creative, and interdisciplinary talent" of students in these programs.

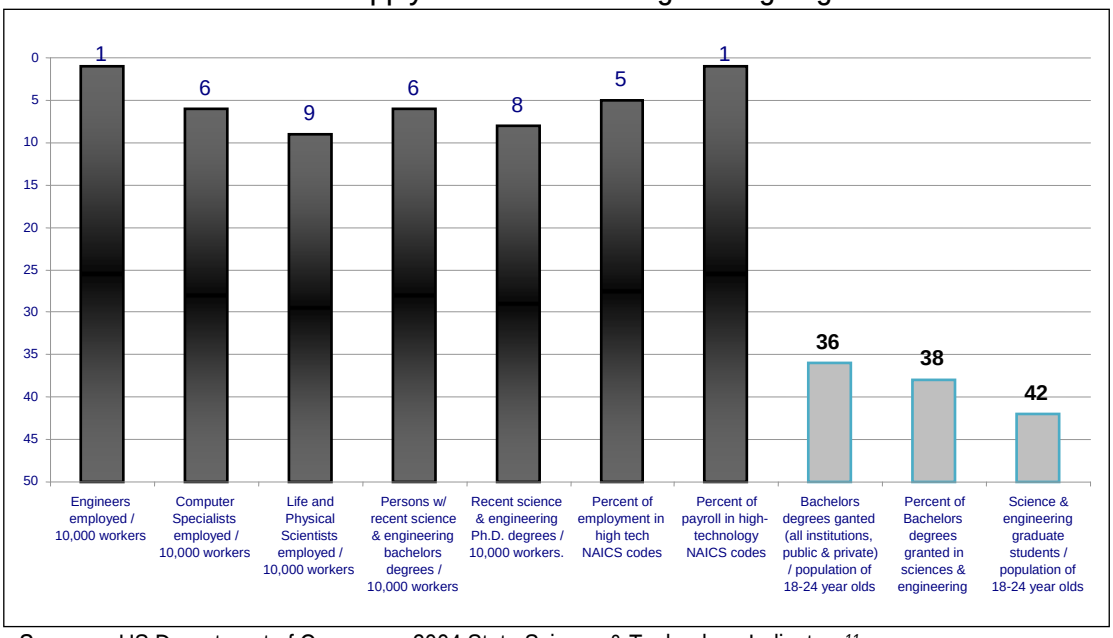
Finally, the report also mentions the importance of recognizing local talent, noting that firms will locate where the talent is found; and each region needs to ensure that a strong pool of local talent is available. [9]

Prosperity Partnership Analysis

Another significant recent contribution was the analysis conducted by the Puget Sound Regional Council's Prosperity Partnership initiative,[10] which produced the following chart that highlights those areas where degree demand is out of sync with degree production capacity:

Figure 1

Washington's Ranking among U.S. States on the Use and Supply of Science and Engineering Degrees



Source: US Department of Commerce 2004 State Science & Technology Indicators[11]

[8] The Council on Competitiveness, *Thrive, the Skills Imperative*, 2008, p. 5.

[9] *Ibid.*, pp. 12-13.

[10] See http://www.collegeworkready.org/ for more information on the initiative.

[11] Prosperity Partnership. *Increasing bachelor production will improve the economic health of our state's people.* Seattle, Washington. http://collegeworkready.org/downloads/prosperity_ba_production_data.ppt. Retrieved on 3/5/2009

The chart suggests underproduction of degrees in Washington at the bachelors and graduate levels, in science and engineering fields, when compared to other states and the overall demand for these degrees.

Systemic Commitment to Improved Alignment of Higher Education and Workforce Needs

A key outcome of the joint work of the three agencies has been greater understanding of the role that each of education and training sectors play in preparing workers for careers that support a vital economy. This shared understanding is reflected in the strategic plans of the respective agencies:

- "Promote economic growth and innovation…Fill unmet needs in high-demand fields…Promote student enrollment in STEM fields…" HECB strategic master plan.[12]
- "Meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need." SBCTC strategic direction.[13]
- "Meet the workforce needs of industry by preparing students, current workers, and dislocated workers with the skills employers need"**.** WTECB strategic plan.[14]

It is important to note that the analysis that follows is based on forecasts of economic trends existing prior to the current economic crisis. These long-term projections could be inaccurate if the recession and recovery periods unexpectedly last for an extended number of years or if the recession causes long-term structural changes in the state economy. Otherwise, we can expect these trends to hold, and for the supply gaps in high demand programs of study to continue to remain a problem for the Washington economy.

[12] Washington Higher Education Coordinating Board. (2008). *2008 Strategic Master Plan for Higher Education in Washington.* Olympia, Washington.

[13] State Board for Community and Technical Colleges (2006). System Direction: Creating Opportunities for Washington's Future. Olympia, Washington.

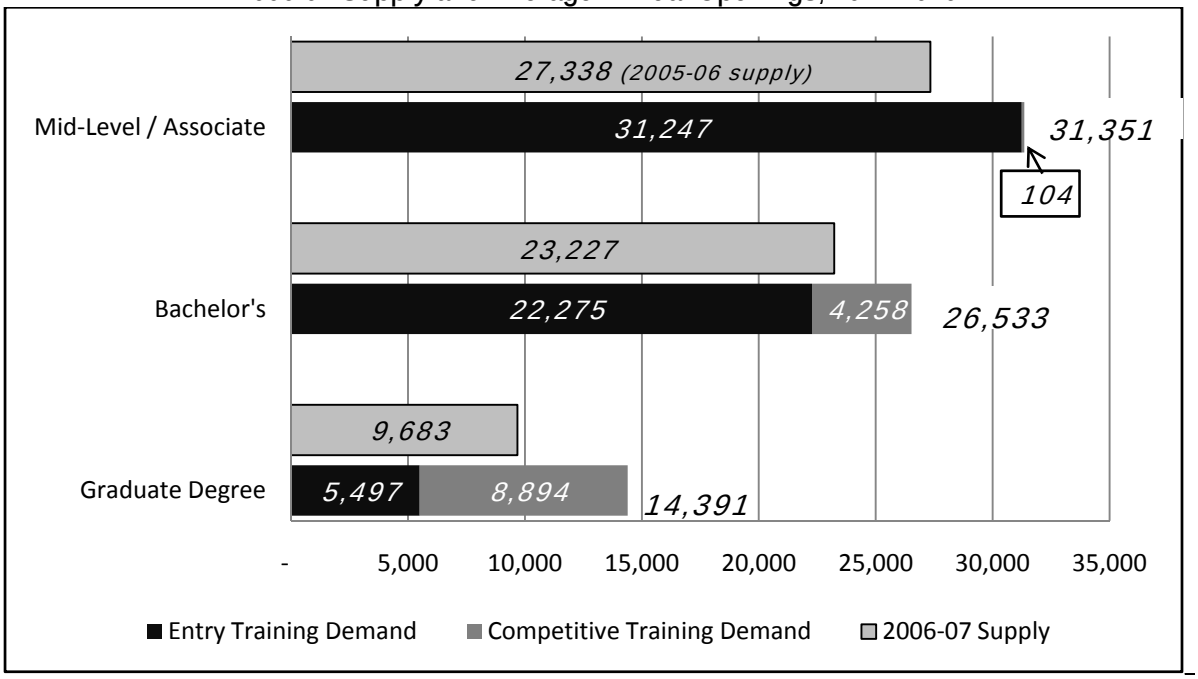
[14] Workforce Training and Education Coordinating Board (2008). High Skills, High Wages 2008-2018: Washington's Strategic Plan for Workforce Development. Olympia, Washington.

Supply-Demand Gap by Education Level

To understand the responsiveness of our higher education system to the needs of employers, we compare total supply at three levels of education to the demand for workers trained at those levels. Figure 2 below shows the current annual supply and forecast annual demand by education level. The supply is based on in-state production of degrees, certificates, and apprenticeship completions at each of the three levels.

Figure 2

Annual Supply and Demand of Workers by Education Level
2006-07 Supply and Average Annual Openings, 2011-2016



Note: Mid-Level includes postsecondary education leading to an apprenticeship, one-year certificate, or Associate Degree.

Source: HECB, WTECB, SBCTC joint analysis of June 2008 Washington ESD long -term employment forecast; Bureau of Labor Statistics Training levels; 2000 Census PUMS data.

The two components of demand - entry training demand and competitive training demand - correspond to two different methods for allocating forecast employment opportunities to the three training levels. The black portions of the bars in Figure 2 represent entry-training levels, as defined by the Bureau of Labor Statistics.

The dark grey portions of the bars show the additional demand for workers who have more advanced skill levels than those required for entry-level workers, such as nurses who hold a bachelor's degree, K-12 teachers with a master's degree, or sales managers with an MBA. This method allocates forecast job growth for each occupation based on the actual level of education held by employed workers in Washington (in 2000). It includes workers who obtained their degree in Washington as well as those who migrated here with a degree or certificates and entered

the labor force. Adjustments are made to reallocate outlier data, such as workers with advanced degrees working as short-order cooks, or chief executives lacking post-secondary education. A further adjustment is made to compensate for the likely increase in training requirements for state economy (upskilling of the workforce) between 2000 and 2016, based on historic trends.

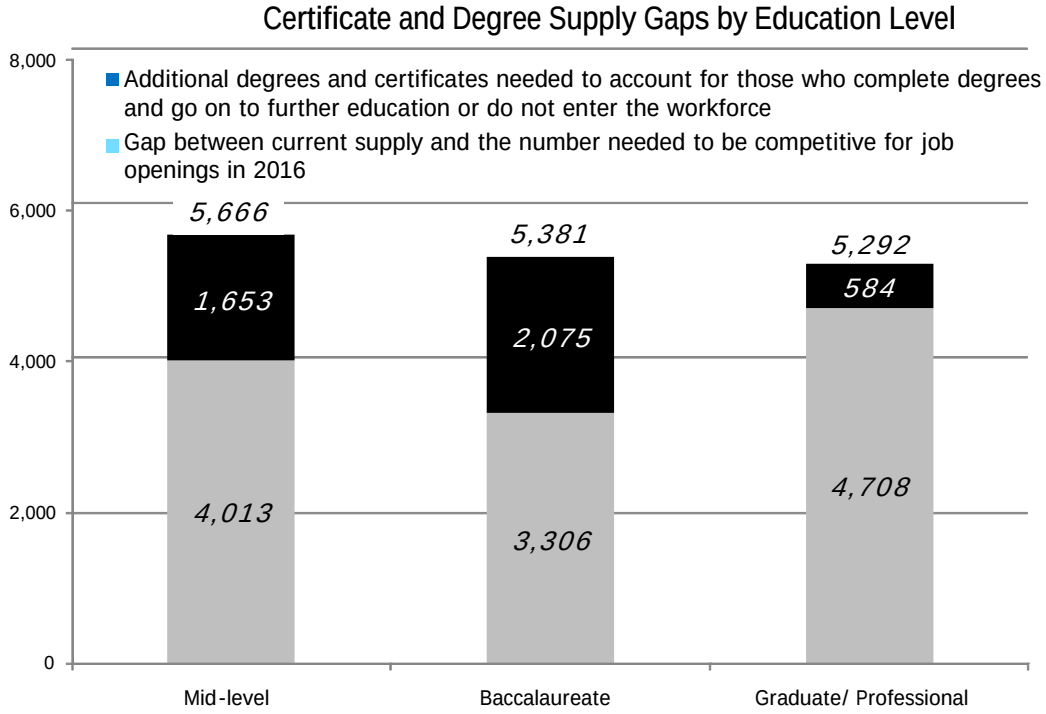
In short, the black portion of the bar in Figure 2 showing the demand component, is based on the level of training needed by the majority of workers to enter an occupation; and the dark grey portion is the level of training needed to be competitive in Washington labor markets, taking into account professional development and net immigration of skilled workers. Together the black and dark grey portion of the bars show a demand range corresponding to the observation that workers with the same occupational title often exhibit varying levels of responsibility and skills.

It is important to note that there is a component of the workforce that is not graphically represented on Figure 2 - the supply and demand for workers with little or no training requirements. Changing from an entry-training level to a competitive-training level represents a "net" shift. For example, at the mid-level, the competitive demand for workers with little or no training decreases, as many of those jobs now require a two-year degree or certificate to be competitive (increasing the demand at the mid-level). Similarly, many jobs with a two-year degree or certificate entry-training requirement move to the baccalaureate level. The increase in mid-level demand from little to no training offsets the shift from a two-year degree or certificate to the baccalaureate degree, resulting in a small "net" increase in mid-level competitive demand. The same increases and decreases occur at the baccalaureate level, resulting in somewhat larger net gain for competitive training demand.

When the current supply is expressed as a percentage of forecast demand, we can calculate that the supply is 87 percent of forecast competitive training demand at the mid-level, 88 percent at the baccalaureate level, and 67 percent at the graduate level.

Figure 2 compares current Washington degree and certificate production for the labor market with future demand based on forecast new and replacement jobs. We found gaps at all three levels when using U.S. Census Bureau data to allocate jobs to specific training levels. Figure 3 translates these "degree-job" gaps into "degree-degree" gaps by determining how many additional degrees will be needed to fill the gaps identified in Figure 2.

Figure 3



Source: HECB, SBCTC, WTECB analysis.

In Figure 3, the light grey component shows the gap between current supply and the competitive training demand. The black component includes the additional degrees that will be needed to replace students who leave the labor force after getting their degrees, or who must continue for further education to meet the additional demand at the next level (based on historic rates of transfer between each level). Figure 3 shows that to prepare Washingtonians to meet employer demand and be competitive in the labor market by 2016, we need to increase degree production by over 5,000 degrees at each level[15].

[15]The analysis considers number of degrees and certificates we need to produce to respond to anticipated openings in Washington. In a forthcoming policy brief, the HECB takes an additional step to reconcile these numbers with the Strategic Master Plan degree production goals. The additional analysis also considers the effect of improving the educational attainment level of the entire workforce, in addition to the narrower objective of responding to forecast job openings.

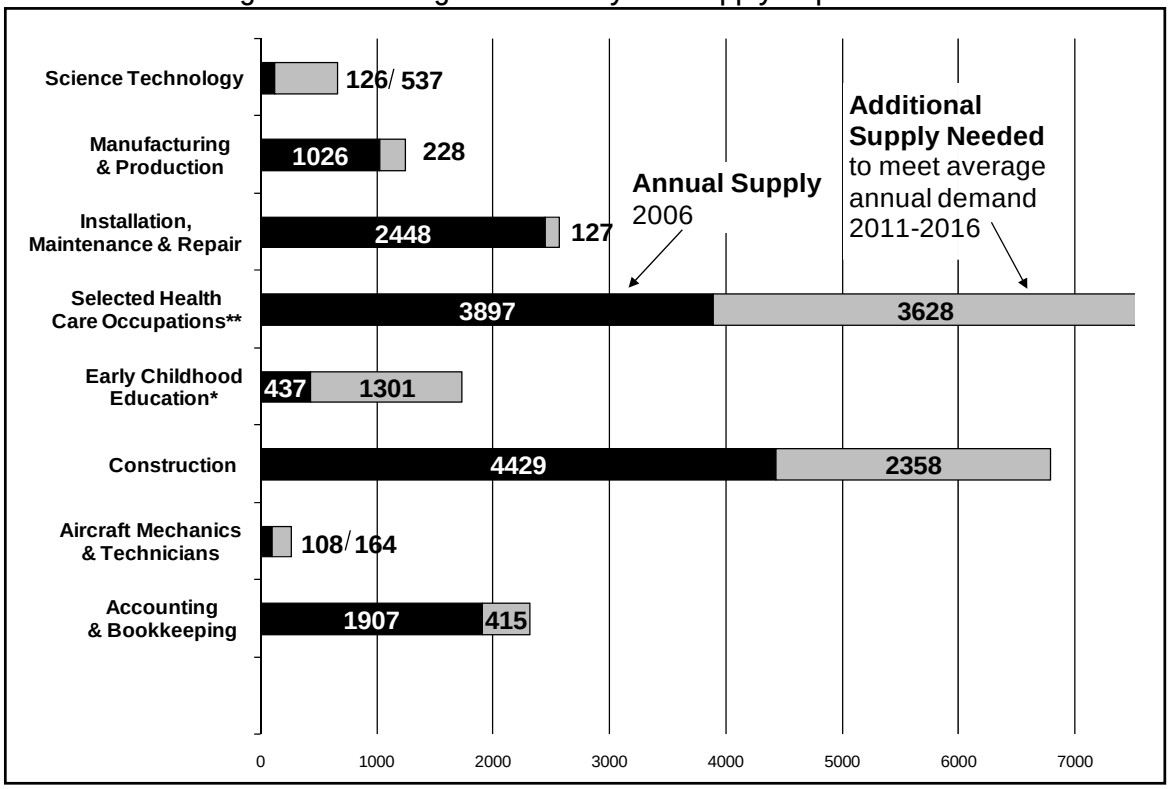
Measuring Gaps in High Demand Programs of Study

To identify high demand programs of study, it is essential to look beyond the need for additional degrees and certificates by education level and consider the number of workers prepared to enter specific occupations. Consistent with the 2006 version of this same report, this update provides more solid evidence of an insufficient supply of degrees and certificates to support Washington's high employer demand occupations. The updated analysis uses 2006-07 as the base supply year, and average annual forecast demand is for the period 2011-2016. The analysis finds gaps in the same occupational clusters as the 2006 study, which used 2003-04 as the base supply year and 2007-12 for the forecast demand period. The results are shown below for the mid-level and the "baccalaureate-plus" level.

The results in Figure 4 are for mid-level skills. The analysis shows that several high-demand occupations exhibit large gaps between current supply and forecast demand. In some cases, more than twice as many workers are needed annually as are currently graduating with the requisite mid-level credentials. Among the areas with the largest relative gaps expressed as supply as a percentage of forecast demand, are science technology, aircraft mechanics and technicians, selected health care occupations, and construction - all showing current supply well below forecast demand.

Figure 4

High Demand Programs of Study and Supply Gaps at the Mid-Level



*Data from 2007 analysis of Health Care Occupations

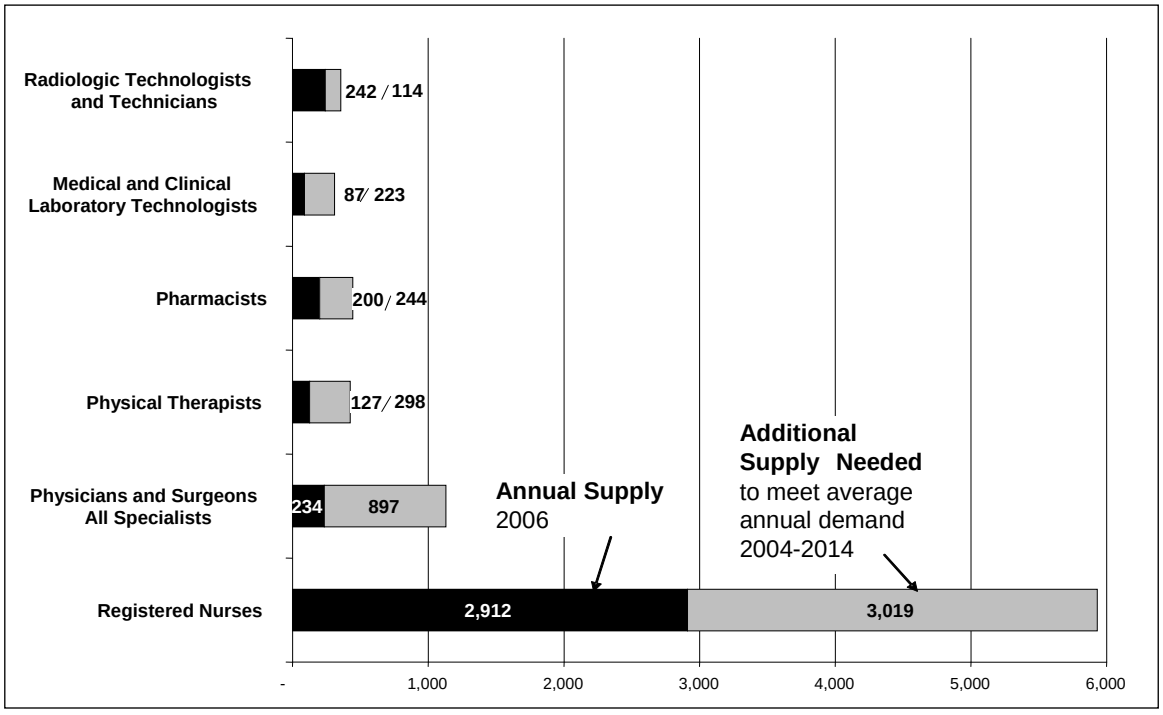
**Calculation of additional supply needed derived from 2009-2014 workforce gap analysis forecast

Source: WTECB 2009 Major Occupation Group Supply and Demand Analysis

Figure 5 breaks out the selected health care bar in Figure 4 and also includes occupations that require higher level degrees, providing more detail about the specific gaps included in that occupational cluster. In this chart, a nearer-term forecast shows projections to 2014. The detailed look shows that in five of the six specialties, that is, all except radiologic technologists, current production is less than half of forecast future demand. By far, the largest gap is found for registered nurses where future annual demand exceeds current production by over 3,000 nurses.

Figure 5

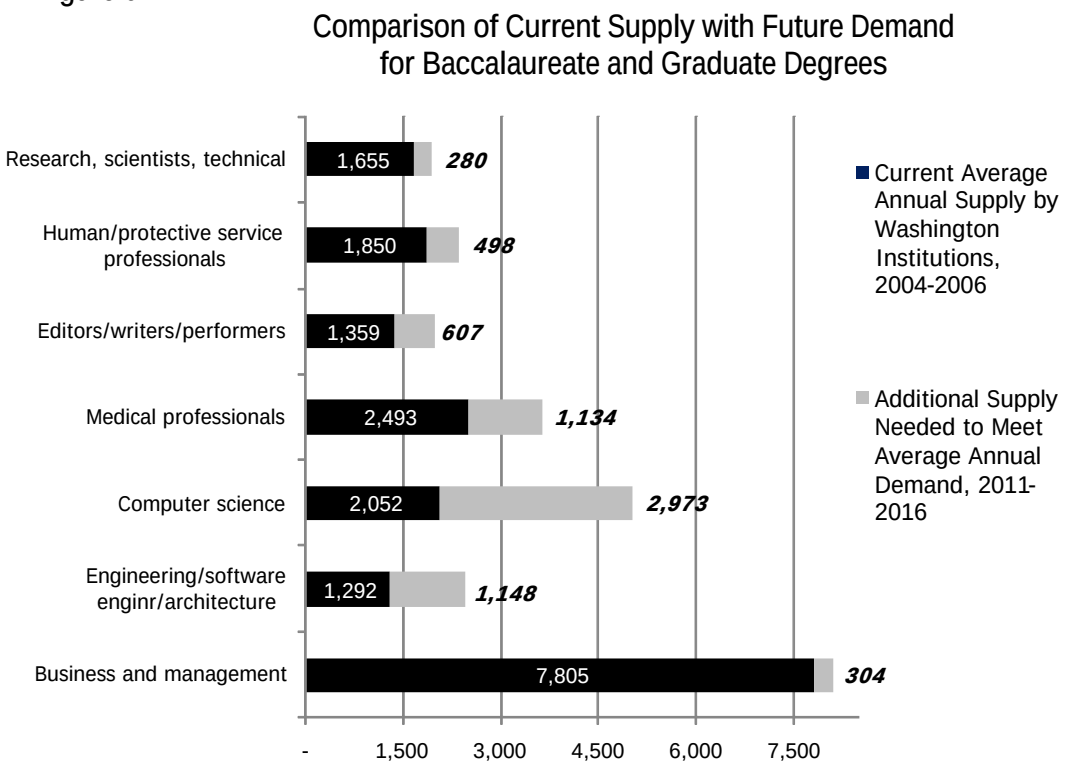
High Demand Occupations and Supply Gaps in Health Care Occupations



Source: Workforce Training and Education Coordinating Board

The results for baccalaureate and graduate degrees in Figure 6 also show persistent gaps in many of the same occupational clusters that were identified in 2006. The largest gaps are in the science, technology, engineering, and mathematics (STEM) disciplines and in health sciences including engineers, computer science, and medical professions. In addition, gaps persist for editors/writers/performers, and human/protective services occupations. Business and management is new to the list this year, with a slight gap.

Figure 6



Source: Openings: Washington ESD June 2008 Long Term Employment Forecast
Supply: HECB Analysis of IPEDS data. Current supply is a three-year annual average of degree awards, 2006 -2008, adjusted for entry into the labor market.

A comparison of the updated data in Figure 6 with the 2006 analysis indicates that in areas such as engineering and computer science, the gaps between current supply and forecast demand have grown. Below, Table 1 shows that the occupations with the largest gaps requiring at least a baccalaureate degree remain engineers, computer science, medical professions, editors/writers/performers, and human/protective services.

The supply of workers has increased in most occupations, but projected future demand has also shifted, sometimes dramatically. Some of those dramatic changes in the demand forecasts can be explained by industry events occurring during or near the base year used for the employment forecasts. In almost all occupational clusters, supply remained steady or grew over the last two years, but projected future demand grew at a faster rate. Over the last three years, forecast business and management demand rose significantly taking it from a "surplus" status to rough equilibrium. Because of the sizable shift in demand, the field warrants ongoing monitoring.

Table 1

Estimates of Available Current Supply and Future Demand
by Occupational Cluster
Comparison between 2006 and 2009 Analyses

Baccalaureate and Above Occupational Clusters	**Gap (Current supply as a percentage of future demand)** **2006**	**2009**	**Percentage Change in Estimate of Current Supply Between Analyses**	**Percentage Change in Estimate of Future Demand Between Analyses**
Business and management	116%	96%	7%	28%
Engineering/software engineer/architecture	67%	53%	1%	28%
Computer science	56%	41%	3%	41%
Medical professionals	65%	69%	16%	9%
Editors/writers/performers	75%	69%	6%	15%
Human/protective service professionals	75%	79%	8%	2%
Research, scientists, technical	89%	86%	9%	13%

Note: The supply estimates are based on average annual supply for 2001-2004 for the 2006 analysis and 2004-2006 for the 2009 analysis. The future demand estimates were based on annual average forecast demand for 2007-2012 in the 2006 analysis and 2011-2016 in the 2009 analysis.

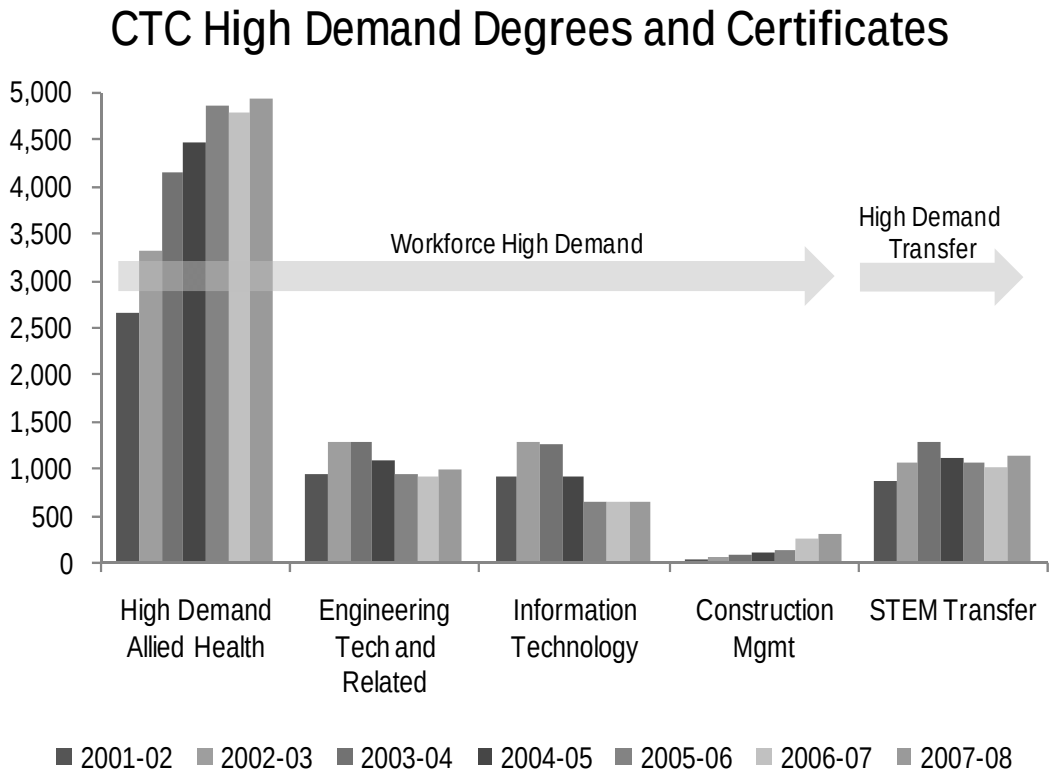
Source: HECB Analysis, 2006 Gaps as reflected in "A Skilled and Educated Workforce (2006)".

Degree Production Trends in High Employer Demand Programs of Study

As mentioned earlier in this document, degree production in high employer demand programs of study are tracked though a series of measures in the Governor's Management for Accountability and Performance (GMAP) initiative to assess progress in closing the gaps in these fields. Some of the data recently reported to the Governor through the GMAP process is shown below. The data indicate that mixed progress is being made to increase degree and certificate production in high employer demand fields of study. However, as indicated in the previous section, the growth in supply over the last two years has not been sufficient to close, or even prevent, the widening of gaps for some occupations.

Figure 7 provides annual degree and certificate production in mid-level high demand fields where the State Board for Community and Technical Colleges (SBCTC) provided high demand funding. Degrees and certificates in Allied Health fields have grown sharply over the decade. Construction management also has grown significantly, though on a much smaller scale. Engineering Tech and STEM transfer are up in the most recent year, and expected to continue to grow as more focus is placed on growing STEM transfer enrollments and enrollment growth overall. Information technology degree production decreased, following the dot com bust in the early part of the decade.

Figure 7

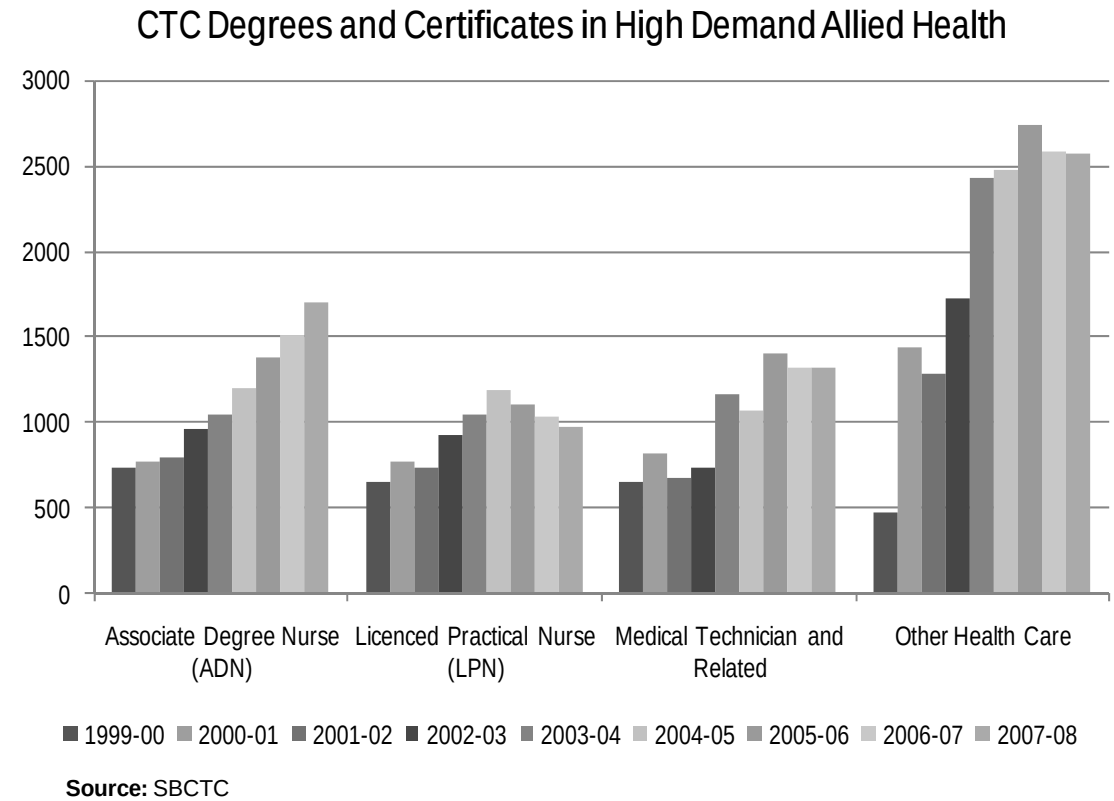


Source: SBCTC

Changes in supply over time result when colleges respond to employer demand by modifying their program mix. For example, in 2001, information technology was a high employer demand program of study at the mid-level. Since that time, supply and demand have come into balance, removing IT from the list of high employer demand programs at the mid-level. Consequently, after 2003, the community and technical colleges no longer focused resources on increasing the supply of IT completers.

Figure 8 provides additional detail about the high demand allied health cluster. Growth in Associate Degree Nurses has been steady and sharp. As many health care providers, particularly hospitals, continue to replace practical nurses with registered nurses, the number of LPN certificates is declining. Other health care fields have also seen tremendous growth over the decade.

Figure 8

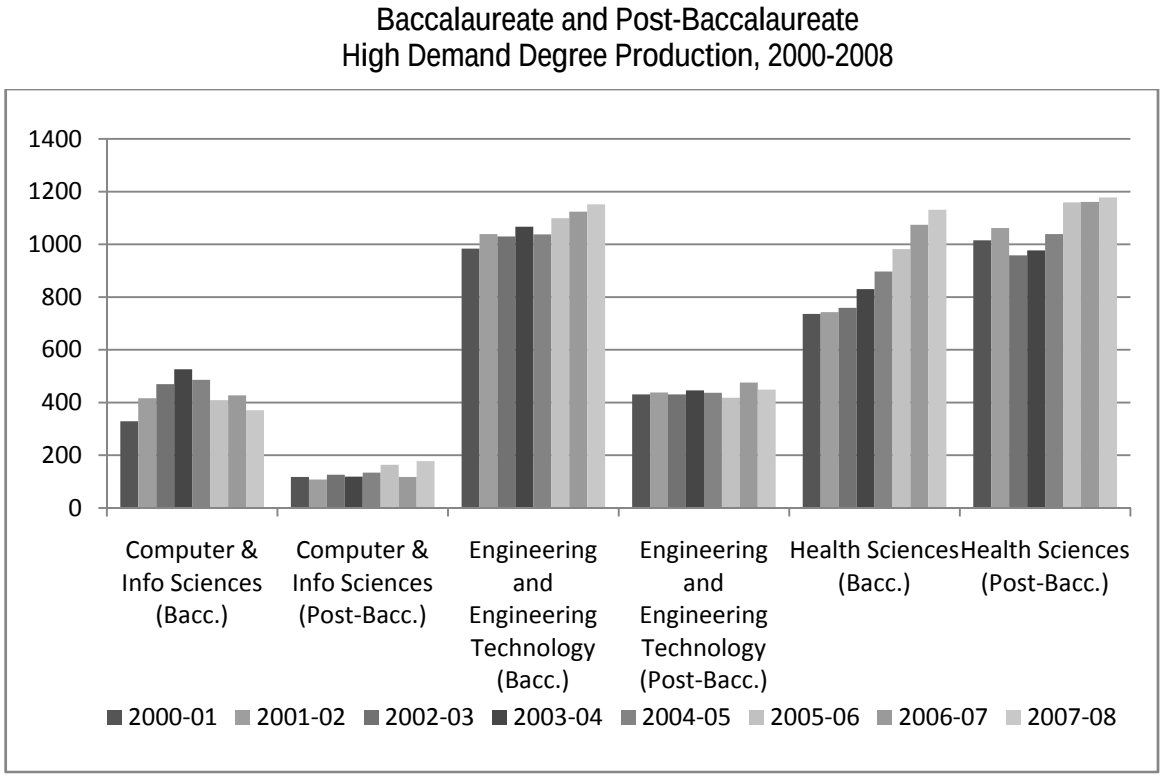


Source: SBCTC

Figure 9 shows the same information as above for the baccalaureate and graduate levels, focusing on engineering, computer science, and health occupations. Here again, we see steady and consistent growth in health sciences at the baccalaureate level. We also see declines in degree production over the last three years in computer sciences at the baccalaureate level. Results in

engineering are mixed, with some recent growth at the baccalaureate level and flat production at the post-baccalaureate level. The State Board for Community and Technical provides funding to two-year colleges to increase the number of students preparing to transfer in a STEM field, including teacher preparation in STEM areas. As shown in an earlier section, STEM transfers are on an upward trend since 2006.

Figure 9

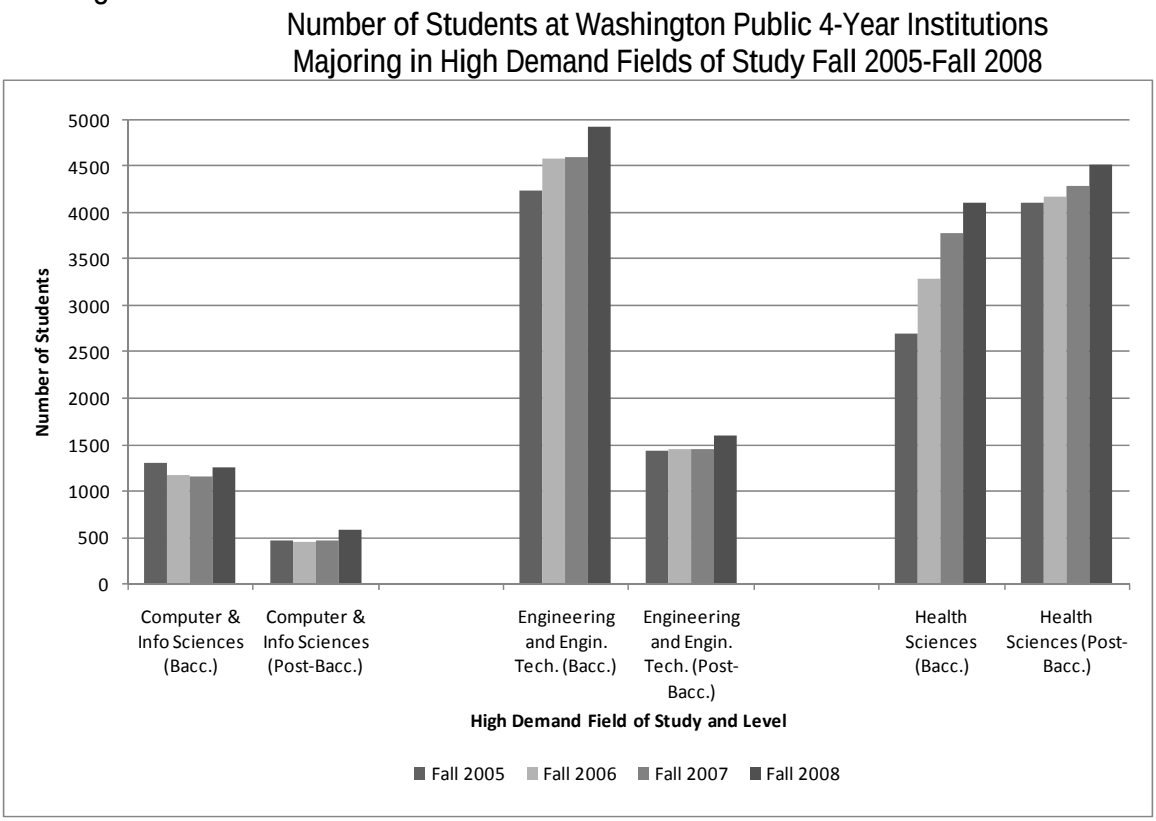


Source: Integrated Postsecondary Education Data System (IPEDS).

Putting this data together, we conclude that while we have had some considerable success in the last few years increasing degree production in some health care professions, especially nursing, we continue to see low or no progress in fields such as engineering, computer science, and other STEM fields. However, there may be some reason for optimism that progress may be coming.

Figure 10, below, tracks students at public four-year institutions who have declared majors in the high demand fields shown above. This information is encouraging, since it shows some progress in the current academic year and the prospect of degree production growth to come. The majority of these students are juniors and seniors and should be graduating in the next year or two.

Figure 10

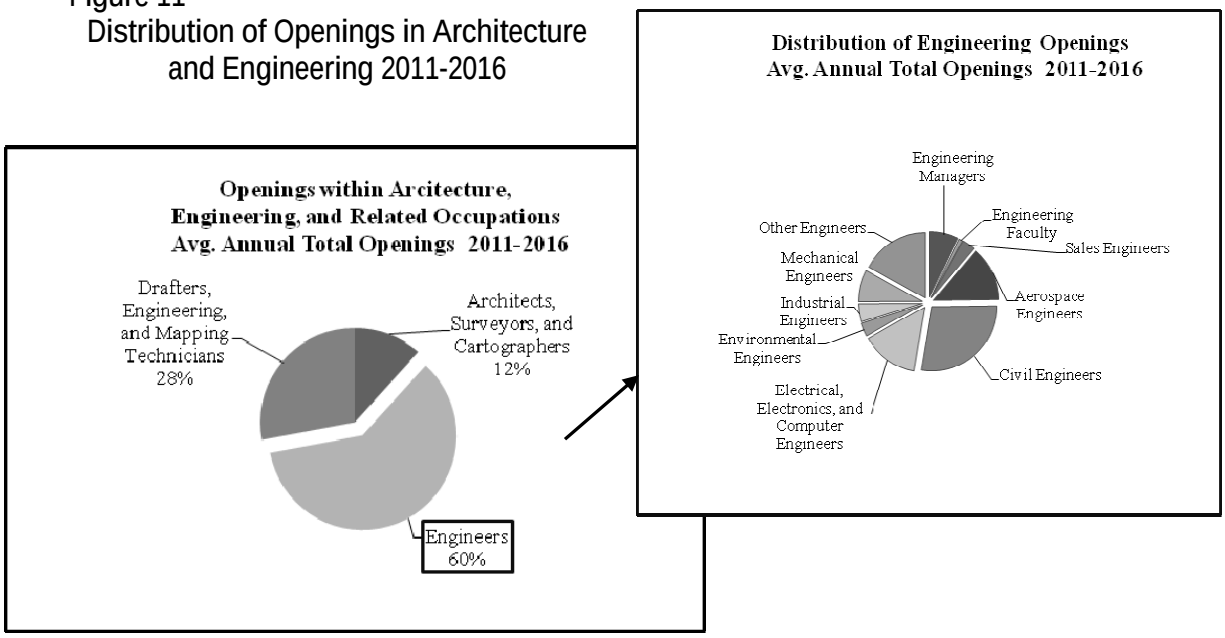


Source: Washington Public Centralized Higher Education Enrollment System (PCHEES).

Additional Analysis of Selected High Demand Occupations Engineering, Software Engineering and Architecture

The engineering, software engineering, and architecture cluster includes a broad range of occupations such as engineers, software engineers, engineering technologists, architects, and drafters. By far, the largest group in terms of openings is engineers, who account for 60 percent of the anticipated openings for the cluster. However, although smaller in terms of total openings, architects, surveyors, and cartographers represent the fastest growing set of occupations within this cluster.

Figure 11
Distribution of Openings in Architecture and Engineering 2011-2016



Source: Degree Data as reported in IPEDS; Openings as reported in ESD June 2008 Long-term Employment forecast for Washington.

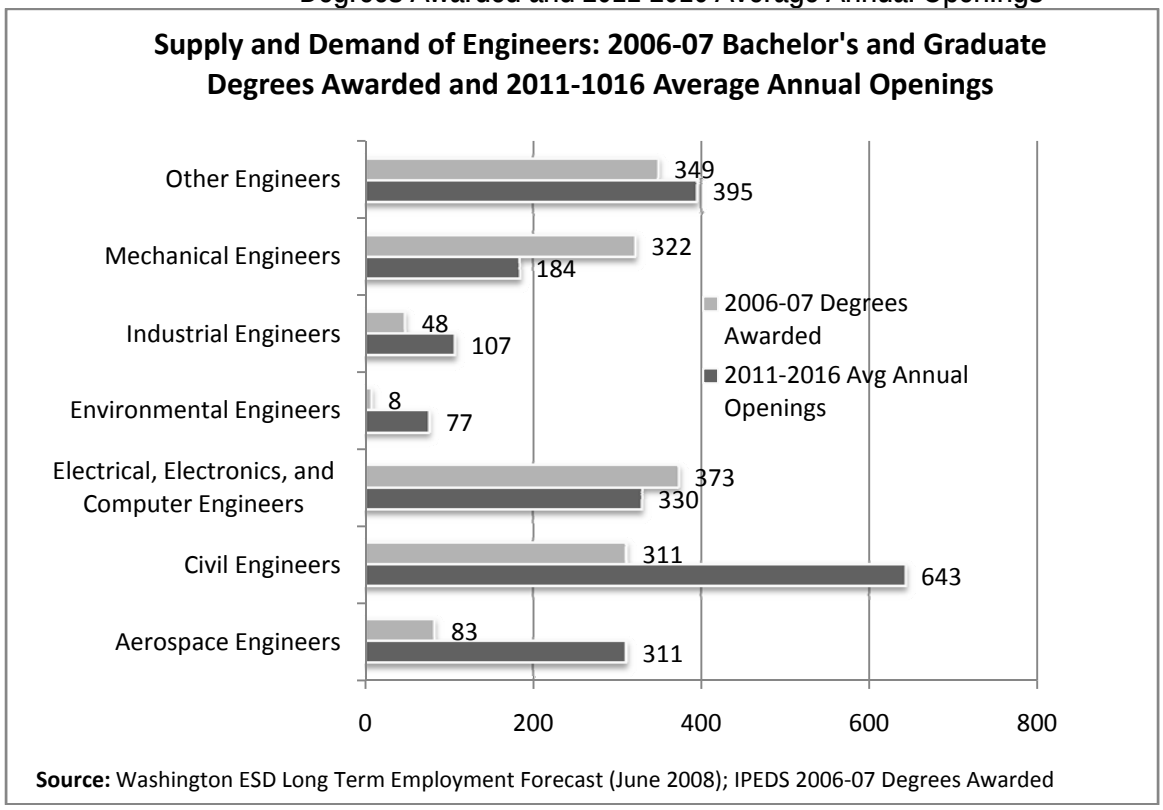
In Figure 11, engineering occupations are further broken down into eight disciplinary categories. In Washington, the greatest number of anticipated openings will be in civil engineers, aerospace engineers, and mechanical engineers. Overall, 1,905 openings in engineering are anticipated each year between 2011 and 2016. In the 2006-07 academic year, 1,494 bachelor's and graduate degrees were awarded in engineering in Washington for an overall gap of more than 400 annual openings.

Figure, 12 on the following page, provides more detailed information on the specific gaps between current supply and forecast demand for each engineering discipline. In relative terms, the largest gaps are found for industrial, environmental, civil, and aerospace engineers, where current production is less than half of forecast demand. The latest data show that current supply may be sufficient in mechanical, electrical, electronics, and computer engineering. It is important to note that engineers share a common set of core competencies and may find work in a different specialty area other than the one in which they were trained. For example, some electrical engineers may

find work designing computers or computer components. In addition, the analysis does not take into account that as many as half of engineering graduates enter other occupations, most often business, computer science, and research[16].

Figure 12

Supply and Demand of Engineers: 2006-07 Bachelor's and Graduate Degrees Awarded and 2011-2016 Average Annual Openings



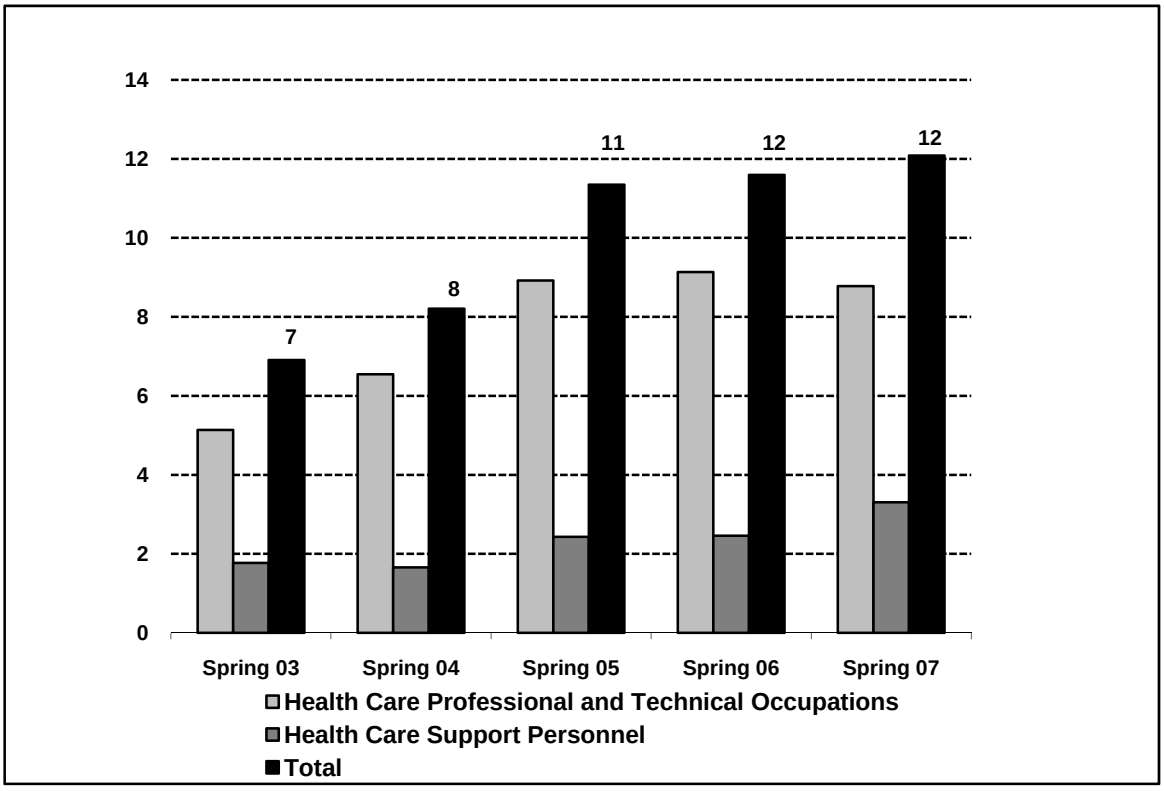
Health Professionals

A 2007 progress report from the Washington State Health Care Personnel Shortage Task Force shows the pressing need to train, attract, and retain health care workers. Cited in the report is a Washington Employment Security Department job vacancy survey that shines a spotlight on this personnel problem. In the spring of 2007, employers reported nearly 8,800 vacancies for health care professional and technical personnel and more than 3,300 vacancies for health care support personnel (see Figure 13). All told, the nearly double vacancy rate was reported just four years ago.

[16] 2005 State and Regional Needs Assessment Table G.11

Figure 13

Job Vacancies for Health Care Personnel (in thousands), 2003-2007



Source: Employment Security Department job vacancy surveys for spring 2003, 2004, 2005, 2006, and 2007. These surveys represent vacancies during a point in time and do not represent vacancies for the whole year.

From community care to primary care and from pediatrics to geriatrics, personnel shortages are having an impact on every aspect of health care. Much of the focus has been on nurses, whose vital frontline work cuts across all segments of society, in hospitals, community centers, and increasingly, inside homes. Indeed, the largest number of vacancies in 2007 of any occupation was for registered nurses. A 2007 Hospital Workforce Survey reveals that vacancies rates "rose or remained unacceptably high in 16 of 21 nursing and allied health professions."

Meanwhile, physician vacancy rates were extremely high across 11 specialties, including cardiology (30 percent), pediatrics (16 percent) oncology (12 percent), and emergency medicine (12 percent).

The Future Need for Health Care Personnel: Workforce Board Gap Analysis

Since 2004, the Workforce Board has produced a gap analysis of supply and demand for health care personnel. Unlike the vacancy rates, which provide a snapshot of hiring needs at one particular point in time, a gap analysis compares occupational forecasts with the supply of graduates from educational programs over a span of several years.

The gap analysis makes clear that even with the recent expansion of our state programs, the state must invest in many more educational slots at our community colleges and universities to prepare an additional 500 registered nurses, 300 physicians, and more than 275 medical and clinical laboratory technologists and technicians each and every year, to meet forecast demand (Table 2). In order to boost the number of health care professionals in these areas, the State also must find ways to give newly trained health care professionals the clinical placements and supervised training they need to become credentialed.

Table 2

The Gap Between Supply and Demand for Health Care Professionals

Health Care Occupation	Annual Increase of Additional Newly Prepared Workers to Close the Gap by 2014
Registered Nurses	512
Physicians and Surgeons, All Specialists	311
Medical and Clinical Laboratory Technologists	186
Medical and Clinical Laboratory Technicians	93
Medical Equipment Preparers	83
Physical Therapists	78
Speech-Language Pathologists	78
Chiropractors	63
Dentists, Including All Specialists	61
Respiratory Therapists	56
Physical Therapist Aides	53
Surgical Technologists	52
Radiologic Technologists and Technicians	51
Pharmacists	48
Occupational Therapists	42
Dietitians and Nutritionists	40
Optometrists	40
Cardiovascular Technologists and Technicians	30
Psychiatric Technicians	16
Diagnostic Medical Sonographers	14

Source: Progress 2007: Report of the Health Care Personnel Shortage Task Force, Olympia, Washington.

While the Workforce Board gap analysis shows the state needs to expand education programs to accommodate and prepare more than 3,000 additional registered nurses to meet forecast demand, a 2007 University of Washington report extrapolates further. The report from the Center for Health Workforce Studies suggests that if the number of registered nurse graduates remains constant from 2006 to 2025, the demand for nurses will far outnumber supply by at least 25,000. The major reason for this increase in demand is due to the growth in our elderly population which not only requires more health care services but also is living longer, further compounding demand.

Education

The Professional Educator Standards Board (PESB) has estimated that in order to implement the new graduation requirement of three years of math in the state's public high schools, about 450 additional math teachers (full-time equivalent) than are currently employed will be required. In addition, current enrollment growth will also require the addition of about 30 full-time equivalent math and science teachers each year, on top of our replacement needs for teachers leaving the workforce.[17] All Educational Service Districts in Washington already report shortages of math and science teachers.[18] Additional evidence of this undersupply can be seen in the endorsement records the Standards Board collects. Where teachers are assigned to teach outside of their endorsement areas, the area to which unendorsed teachers are most frequently assigned is math.[19]

Much of Washington's teacher training capacity is focused on training teachers who will likely teach in other states. Of the 906 endorsements issued for math, biology, chemistry, earth science, science, physics, and mid-level math/science, 343 (or almost 38 percent) were issued to out-of-state teachers, rather than Washington residents.[20]

All indications are that the need in these areas will continue, and possibly even grow, as the shortages that already exist are compounded by the federal teacher qualification rules and the pending implementation of changes in the state's high school math and science graduation requirements. In addition to math and science teaching shortages, the Office of the Superintendent of Public Instruction (OSPI) finds some shortages of middle and high school principals and superintendents and considerable shortages of school psychologists, occupational therapists, school nurses, and speech and language pathologists.

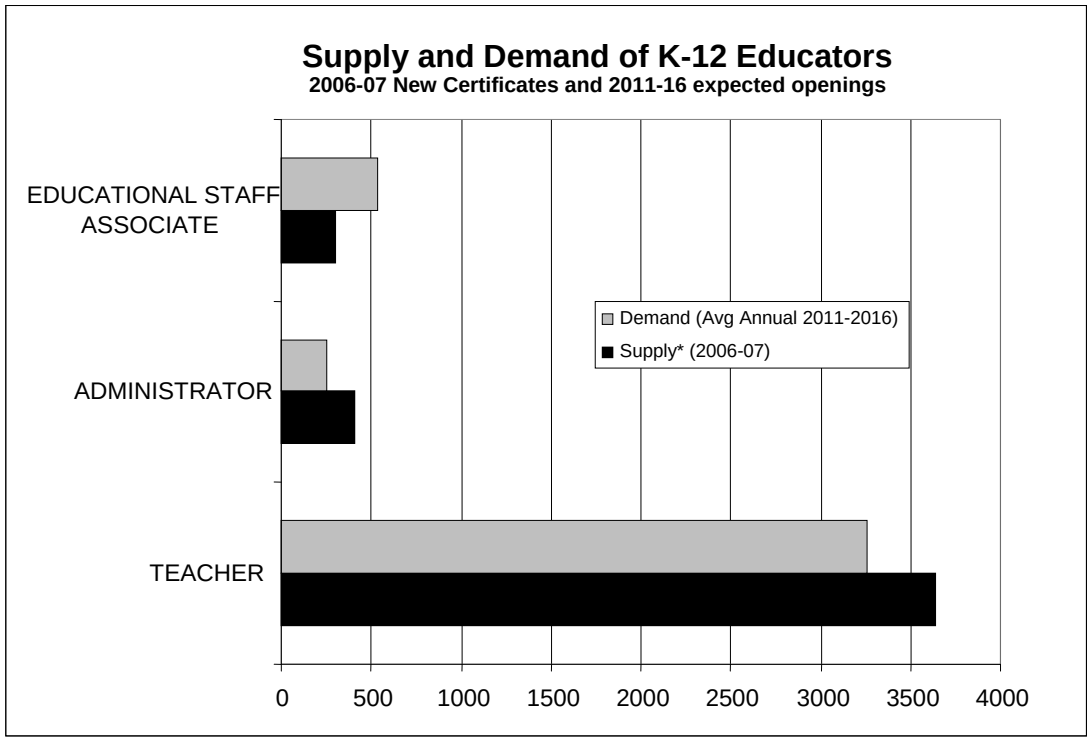
[17] PESB (2008) Ensuring an Adequate Supply of Well-Qualified Math and Science Teachers, Olympia, Washington.

[18] Jennifer Wallace, presentation by the PESB Executive Director to the *Ensuring an Adequate Supply of Well-Qualified Math and Science Teachers Task Force*, August 15, 2008. Slide 3.

[19] Wallace presentation, PESB, slide 10.

[20] Wallace presentation, PESB, slide 7.

Figure 14



Source: Supply databased on OSPI Records of Certificates Issued[21] Demand databased on ESD June 2008 Long Term Employment Forecast.

The education cluster includes openings for educators at all levels. In previous reports,[22] the cluster did not include educational administrators and educational staff associates[23]. These occupations are added to the detailed analysis in Figure 14. Overall, 41 percent of the anticipated openings for educators will be for primary and secondary teachers; however, data related to the relative supply and demand for teachers in specific disciplines is quite limited. Despite the known gaps for sub-disciplines within the administrator and teacher categories, we do not find an aggregate gap in these areas. The available data does provide evidence of a demand for educational staff associates. Figure 14 shows the gap for school psychologists, school counselors, and school social workers. The category also includes speech language pathologists, occupational therapists, physical therapists, and school nurses; however, neither the occupational forecast nor the licensing data separates out those working in schools from the general supply and demand for these occupations in other places of employment[24].

[21] Based on OSPI records of certificates issued before June 30, 2007.

[22] HECB (2006) State and Regional Needs Assessment and HECB, SBCTC, WTECB (2006) A Skilled and Educated Workforce (2006).

[23] Educational Staff Associates include School Psychologists, Educational, Vocational, and School Counselors, Child, Family and School Social Workers.

[24] Four categories of Educational Staff Associates (ESAs) receive certification by completing degree programs approved by appropriate national accrediting agencies, holding valid Washington State licenses (if required), and completing a 30 clock hour course approved by the State Board of Education (SBE). They do not complete SBE approved preparation programs, so they are not included on this chart in either supply or demand indicators. Those

Math and Science

Despite the limited utility of the Educational Service District (ESD) projections in identifying gaps for educators, we do find ample evidence that shortages exist in key fields. For example, the Professional Educator Standard's Board estimates that the newly adopted high school math requirements will require an additional 450 trained math teachers[25]. This is on top of a current and persistent shortage in these fields. The Office of the Superintendent of Public Instruction regularly conducts a survey of school districts to identify areas where districts are having the greatest difficulty filling positions. The most recent report also included information on endorsements earned to get a better sense of the needs in specific shortage fields.

The 2006 analysis found that the degree of shortages in most areas had *increased* since 2004. The study further found that although the fields in the serious shortage list had varied somewhat from survey to survey, three clusters of fields had shown deep and persistent shortages since 2000:

1. Special Education Teachers
2. Math and Science Teachers
3. Educational Staff Associates

All evidence suggests that the need in these areas will continue. The need possibly will become even greater, as the shortages that already exist are being compounded by the federal highly qualified rules, a change in the high school math requirement, and potential change in the high school science requirement.

In addition to the teaching positions, the OSPI report finds some shortages for middle and high school principals and superintendent positions and considerable shortages for school psychologists, occupational therapists, school nurse, and speech and language pathologists.

It is important to note that shortages result from a number of causes. OSPI cites three major types of shortages: recruitment/retention, training, and distribution.

A *training shortage* is the most relevant to the subject of this report. Training shortages occur when there are not enough accessible preparation programs to produce the number of educators needed for a particular role. This may be the case for some of the educational staff associate positions. For example, certification as a speech language pathologist requires a master's degree in that field, but there are only two such programs in Washington, both of which have a highly competitive admission process. Thus, there are capable individuals who want to become certified in this area, but are unable to find a pathway; where this is the case, policy options may need to focus on adding programs or improving delivery systems for existing programs.

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four ESA categories are School Speech Language Pathologist or Audiologist, School Nurse, School Occupational Therapist, and School Physical Therapist. These specialties are addressed more generally in the Healthcare section of this report.

[25] Professional Educator Standards Board found that 446.91 – 466.48 Additional Math Teachers (FTE) would be required based upon district reports (289 districts reported (97%) as of 4/3/08).

Teachers of visually impaired (TOVI) and orientation and mobility (O&M) teachers also appear to face a training shortage. While the PESB has recently adopted endorsement standards for these specialties there are currently no training programs available or planned in Washington. In fact, despite demand for these specialties in Washington (and nationally), only 50 programs are available nationally for TOVI and 17 programs for O&M. Of those, only a handful is available on the West Coast.

Summary of Findings

This analysis relies on our best estimate of the preparation needs of workers required to meet the labor needs of Washington employers. The assessment finds that the higher education system in Washington is not graduating enough students at all levels with the skills required to be competitive for forecasted job openings.

The state's current supply of workers who have completed mid-level preparation - more than one year but less than four years of postsecondary training or education - prepares only 87 percent of the number needed to be competitive in the labor market in 2011-2016. Corresponding statistics for the baccalaureate and graduate levels are 88 percent and 67 percent, respectively. Population growth alone will not increase the supply of these workers at these education levels to close the gap and meet employer demand. It will take policy changes to sufficiently increase post-secondary degree production.

There is a significant mismatch between supply and demand of workers prepared for specific high demand occupations. Washington does not produce enough graduates to meet demand for workers in a number of fields, most notably science technology, manufacturing and production, some health occupations, early childhood education, construction, aircraft mechanics and technicians, and accounting and bookkeeping at the mid-level; and research and science occupations, human and protective service professionals, editors and writers, medical professionals, computer science occupations, and engineering at the baccalaureate level and above.

Continued growth and development of the higher education system in Washington is critical to the continuing economic prosperity of the state and its residents. The preparation of workers with the skills and abilities employers demand relies on a strong public education system that can provide increasing numbers of students with learning opportunities of the appropriate depth and breadth to effectively compete in the labor force.

Future Updates of this Report

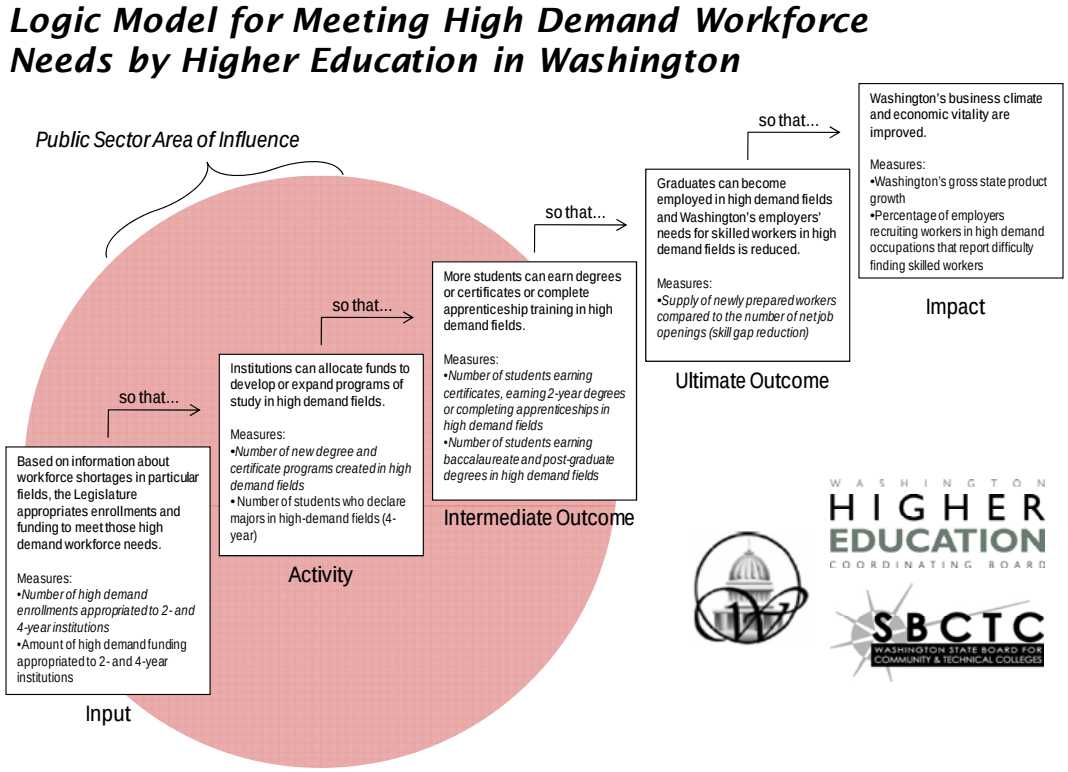
Based on the recommendations of the Economic Needs Assessment Working Group convened in the summer of 2008, the Higher Education Coordinating Board endorsed a plan to improve the process for developing and using this report. These recommendations will be implemented in the 2010 update of this report and thereafter, including:

- Establishing a technical advisory committee to advise the three agencies responsible for this report on methodology and data sources,
- Surveying employers and reviewing industry publications to validate the report results, and
- Developing clearer plans on how the three agencies will incorporate the analysis results into program plans and accountability systems, and making greater use of the results to guide resource allocation decisions.

Appendix A: High Demand Logic Model

The Higher Education Coordinating Board, State Board for Community and Technical Colleges, and the Workforce Education and Training Coordinating Board have jointly developed a logic model to clarify to policymakers how high demand enrollment programs support the state's goals around economic vitality.

Figure 15



First, this report and other analyses help determine what academic programs are in greatest need to support the continued economic health of the state. Based on these analyses, the agencies and institutions make budget recommendations to the Governor and the Legislature.

Second, the three agency boards have a role in the approval of new programs and new institutions that will be required to provide the education and training to fill identified gaps. Enrollments at institutions and in new programs are also monitored.

Third, the agencies measure outcomes, which include the measures in the various accountability systems and most of the higher education indicators in the GMAP economic vitality dashboard.

Next, broader outcomes are tracked. Have we closed the gaps? Are we preparing enough graduates in the right fields? That information is then looped back into the next round of assessment and budget recommendations.

Finally, the economic health of the state is assessed, and that informs the broad policy direction for the next update to the policy agendas described in master plans and other documents.

Appendix B: Common Definitions Relating to High Demand

In 2007, a workgroup of state agencies and other institutional representatives participated in a Governor's Office led effort to develop a set of common definitions relating to targeted industries and occupations. These definitions were designed to be used by legislators and state agencies in program design and implementation. Subsequently, legislation and program guidelines have been modified to incorporate these definitions.

High Employer Demand Program of Study: Undergraduate or graduate certificate, apprenticeship or degree program in which the number of students prepared for employment per year (from in-state institutions) is substantially less than the number of projected job openings per year in that field statewide, or in a sub-state region.

High Demand Occupation: An occupation with a substantial number of current or projected employment opportunities.

High Student Demand Program of Study: Undergraduate or graduate certificate or degree program in which student demand substantially exceeds program capacity.

Sector: a group of industries with similar business processes, products, or services such as construction or health services; formerly categorized by the Standard Industrial Classification (SIC) system, now categorized by the North American Industry Classification System (NAICS).

Industry Cluster: A geographic concentration of interdependent competitive firms that do business with each other, including firms that sell inside and outside of the geographic region as well as support firms that supply new materials, components, and business services (RCW 43.330.090), and other institutions including government and education.

Targeted Industries or Clusters: Industries and industry clusters that are identified based on a strategic economic development consideration or other public concerns.

Appendix C: Selected Recent Publications on Skill Demand and Supply Gaps in Washington

General

Council on Competitiveness (2008), *Thrive: The Skills Imperative.* Council on Competitiveness, Washington, D.C. Retrieved from www.compete.org/publications/detail/472/thrive/

Educational Needs Index (2006), "Washington State Report." Retrieved from www.educationalneedsindex.com/

Governor's Management Accountability Program (2008), "High Demand Enrollment Presentation, March 26, 2008." Retrieved from www.accountability.wa.gov/reports/economy/20080326/Tab6HighDemandEnrollment.pptm.pdf.

Higher Education Coordinating Board, State Board for Community and Technical Colleges, Workforce Training and Education Coordinating Board (2006), "A Skilled and Educated Workforce: An assessment of the number and type of higher education and training credentials required to meet employer demand," Olympia, Washington. Retrieved from www.hecb.wa.gov/research/Issues/documents/ASkilledandEducatedWorkforceJanuary2006final.pdf.

Higher Education Coordinating Board, (2006), *State and Regional Needs Assessment*, Olympia, Washington. Retrieved from www.hecb.wa.gov/research/Issues/NeedsAssessmentbychapters.asp.

Higher Education Coordinating Board (2008), *Strategic Master Plan for Higher Education in Washington: Moving the Blue Arrow, Pathways to Educational Opportunity*. Retrieved from www.hecb.wa.gov/research/masterplans/documents/2008MasterPlan-fromPRT.pdf

Higher Education Coordinating Board (2008). *Opportunity for Change: Implementing the 2008 Strategic Master Plan for Higher Education.* Retrieved from www.hecb.wa.gov/news/documents/Opportunities-Implementation-printversion.pdf

Prosperity Partnership, Puget Sound Regional Council (2006), "Educating Washington Citizens for High-Demand Jobs," Seattle, Washington. Retrieved from www.prosperitypartnership.org/foundation/education/whitepaper_final.pdf

Sommers, P., Gardner, M., and Scarpa, J. (2008), "Accessible Middle Wage Jobs in Seattle and the Puget Sound Region." Seattle Jobs Initiative. Retrieved from www.seattlejobsinitiative.com/policy/publications/index.html

Spaulding, Randy (2008), "Interstate Migration: Washington's Reliance on Imported Workers to meet Employer's Human Resource Needs," in *WICHE Fellows White Paper Compilation: a collection of higher education-related policy research and analysis papers written by 2006-08 Policy Fellows,* Retrieved from www.wiche.edu/policy/Ford/FellowsCompilation2008.pdf

State Board for Community and Technical Colleges (2006). *System Direction: Creating Opportunities for Washington's Future. Olympia, Washington. Retrieved from* www.sbctc.ctc.edu/docs/sbctc_system_direction_final.pdf

Workforce Training and Education Coordinating Board (2008). *High Skills, High Wages 2008-2018: Washington's Strategic Plan for Workforce Development.* Olympia, Washington. Retrieved from www.wtb.wa.gov/Documents/HSHW2008.pdf

Workforce Training and Education Coordinating Board (2008), "Employer Needs and Practices Survey Results, 2007." Retrieved from www.wtb.wa.gov/Documents/Tab4PDFEmployerSurvey.pdf

Washington State Legislature, "Report of the Joint Committee on the Education of Students in High Demand Fields," Olympia, Washington. Retrieved from www.leg.wa.gov/documents/Senate/SCS/HIE/FinalRptESHDF.pdf.

Education

Professional Educator Standards Board (2008), *Ensuring an Adequate Supply of Well-Qualified Math and Science Teachers,* Olympia, Washington. Retrieved from www.pesb.wa.gov/Publications/reports/documents/Final-recruit12-31-08.pdf.

Engineering

AeA Washington Council, "2008 Washington State Education Policy Priorities." Retrieved from www.aeanet.org/AeACouncils/wadz_IP_2008_Education.asp

Health Sciences

Health Work Force Institute and the Washington Association of Community and Migrant Health Centers (2007), *Results of the 2006-2007 Community Health Work Force Survey,* Seattle, Washington. Retrieved from healthcarepersonnel.org/publications/2006-07_Community_Health_Center_Workforce_Survey_07-11-08.pdf.

Health Work Force Institute and the Washington State Hospital Association (2007), *Results of the 2007 Hospital Work Force Survey*, Seattle, Washington. Retrieved from http://healthcarepersonnel.org/publications/07HospitalSurveyReport_FINAL.pdf

Skillman, Susan, et.al. (2008), "Demographic, Education, and Practice Characteristics of Registered Nurses in Washington State: Results of a 2007 Survey." WWAMI Center for Health Workforce Studies. Retrieved from depts.washington.edu/uwrhrc/uploads/CHWS%20FR120%20Skillman.pdf

Workforce Training and Education Coordinating Board, *Progress 2007: Report of the Health Care Personnel Shortage Task Force*, Olympia, Washington. Retrieved from www.wtb.wa.gov/Documents/Progress2007-Section1.pdf.

WWAMI Center for Health Workforce Studies (2007), "Washington State Registered Nurse Supply and Demand Projections: 2006-2025," Seattle, Washington. Retrieved from www.wcnursing.org/faqs/WA-RN-Suuply-Demand.pdf.

Washington Center for Nursing (2008), *A Master Plan for Nursing Education in Washington State*. Retrieved from www.wcnursing.org/faqs/WCN%20MP%204.2.08.pdf/at_download/file

RESOLUTION NO. 09-05

WHEREAS, RCW 28B.76.230 directs the Higher Education Coordinating Board to develop a comprehensive and ongoing process to analyze the need for additional degrees and programs, additional off-campus centers and locations for degree programs, and consolidation or elimination of programs by the (public) four-year institutions; and

WHEREAS, As part of this needs assessment process, RCW 28B.76.230 directs the Higher Education Coordinating Board to regularly produce, jointly with the State Board for Community and Technical Colleges and the Workforce Training and Education Coordinating Board, an assessment of the number and type of higher education and training credentials required to match employer demand for a skilled and educated workforce; and

WHEREAS, This joint report, consistent with these statutory requirements, contains the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings; and

WHEREAS, The report identifies high employer demand programs of study in which the number of students prepared for employment per year (from in-state institutions) is substantially less than the number of projected job openings per year in that field;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the methodology, findings, and recommendations of the 2009 update of the joint agency report entitled, *A Skilled and Educated Workforce: An assessment of higher education and training credentials required to meet employer demand*.

Adopted:

March 26, 2009

Attest:

_____

Jesus Hernandez, Vice Chair

_____

Roberta Greene , Secretary

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

System Design Study: Work Plan

Nearly 30 years ago, the newly formed HECB undertook a study of Washington's higher education system, which resulted in the plan to establish branch campuses and define the "territory" of existing institutions, as well as other system policies. Since then, the HECB has conducted a number of regional studies, but has not conducted a study of the entire *system* of higher education.

Demand for higher education is currently increasing at the same time that institutional capacity to deliver the additional education is under pressure. What Washington needs is a facile system that allows the state to achieve its long-term educational objectives. Designing such a system can only be accomplished through a coordinated effort. Deciding when and where to build new educational centers or campuses, when and where to use eLearning, and how to best use existing resources to expand on demand and increase educational attainment levels and promote economic growth throughout Washington are issues that need to be addressed from a systemic perspective.

The Higher Education Coordinating Board's (HECB) *2008 Strategic Master Plan for Higher Education in Washington* calls for a sustained, statewide effort to raise educational attainment throughout Washington. The companion *Implementation Plan* calls for a comprehensive review of higher education's delivery system. As a result, a System Design Study group has been established, comprised of representatives from the HECB, public two- and four-year institutions and the independent colleges of Washington.

At their first meeting on March 2, 2009, the System Design Study group reviewed the goals of the 2008 *Strategic Master Plan* and current implementation activities and discussed the purpose for the group's work, that is, to develop recommendations for a coordinated—not ad hoc—response to regional and institutional demands for higher education.

Attached is the System Design Study Work Plan, which was developed at the March meeting and contains the purpose and scope of the study, research questions, proposed elements of analysis, and timelines to complete the work.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

System Design Study

Work Plan, March 9, 2009 *Revised*

Background

In 2008, the Higher Education Coordinating Board developed its 10-year Strategic Master Plan for higher education. The plan called for a sustained, statewide effort to raise educational attainment throughout the state of Washington. Specific targets set in the Master Plan, and adopted by the 2008 Legislature, call for increasing degree and certificate attainment by more than 40% by 2018. Specific targets were set for increases in mid-level degree and certificate production (9,400), bachelor's degree production (13,800), and advanced degree production (8,600), to reach a total increase of an additional 31,800 degrees and certificates by 2018. Raising educational attainment levels will also promote economic growth, another important goal of the *2008 Strategic Master Plan for Higher Education in Washington.*

In a companion piece, the Board also developed a process to implement the Master Plan Goals. This Implementation Plan includes four key priorities, as outlined in the introduction (p. *ii*) and described throughout the document:

1) Preserve the progress we have made by sustaining current levels of support for higher education.
2) Build a larger pipeline to postsecondary education that captures more students graduating from K-12 schools and more working adults.
3) Expand on demand by targeting growth and tailoring institutional plans to respond to known demographic, regional and workforce needs (pp. 11-12).
4) Redesign the delivery system for higher education by creating a new process to determine whether and where to build new campuses or centers, develop new programs, expand eLearning and other delivery modes, and change college and university missions (p. 11).[1]

The Work Plan described in this document outlines the study to design the delivery system for higher education so that the goals of the 2008 Master Plan can be achieved.

Purpose of the Study

The purpose of this study is to examine Washington's higher education system and develop recommendations for its design so that the Master Plan goals to raise educational attainment levels and to promote economic growth can be achieved. To accomplish these goals, higher education may need to do

[1] Washington Higher Education Coordinating Board. (2008). *Opportunities for Change: Implementing the 2008 Strategic Master Plan for Higher Education.* Olympia, Washington.

things differently, to consider innovative new approaches and to discern where and how these innovations can best be applied to deliver higher education throughout the state.

In particular, three purposes will guide the work of Study Group members:

1) to develop recommendations on how to best deliver undergraduate and graduate education throughout Washington,
2) to develop recommendations on how to best use Washington higher education system's capacity to deliver mid-level, baccalaureate and graduate degree programs and certificates, and
3) to develop rational rules for growth and change, using existing resources efficiently and identifying areas that need new or expanded resources.

Problem Statement

Over time, higher education systems grow and change in response to internal and external prompts from policy-makers, institutions, and leaders. The ways in which higher education systems evolve have been studied for some time. Issues arise when

> . . . educationally under-served areas experience[e] rapid population growth and need[ ] access to graduate and professional programs. Senior colleges exhibit too few differences in mission and purpose. "To many governors and legislators, all institutions look and sound alike and compete for the same programs and students" (Mingle, 1988, p. 3). Lawmakers wonder whether all programs offered are needed in all institutions. At the same time, needs may be unmet that the state or campus could fulfill.[2]

Nearly 30 years ago at the end of the 1980's, the newly formed HECB undertook a study of Washington's higher education system. Entitled "Building a System. Foundation Elements," this study resulted in the plan to establish branch campuses and define the "territory" of existing institutions, as well as other system policies. There have been other studies – studies to determine whether to establish a new campus to serve Skagit, Snohomish and Island Counties, for example. Although these regional studies have documented local needs, none have looked at the entire *system* of higher education throughout Washington to determine whether it was meeting the needs of the state and its citizens. With demand for higher education increasing at the same time that institutional capacity to deliver the additional education is under pressure, Washington needs a comprehensive review of its delivery system.

Washington's public higher education system is shaped like an "hour glass," with research universities and community colleges delivering the bulk of undergraduate education and the comprehensive universities delivering a much smaller portion (15%). Deciding when and where to build new educational centers or campuses, when and where to use eLearning, and how to best use existing resources to expand on demand and increase educational attainment levels throughout Washington are decisions that need to be based upon statewide and regional data and information. What Washington needs is a facile system that allows the state to achieve its long-term educational objectives. Designing such a system can only be accomplished through a coordinated effort.

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[2] Hines, Edward R. (1988). State leadership in higher education. *Higher education and state government: Renewed partnership, cooperation or competition?* ASHE-ERIC Higher Education Report #5, Washington, D.C.: Association for the Study of Higher Education.

Significance of the Study

The recommendations that will result from the HECB's System Design Study will shape higher education throughout Washington for the next decade. Recommendations will provide a coordinated—not ad hoc—response to current regional and institutional demands for additional campuses, new degree programs, and expanded missions, such as the community college baccalaureate. Included in this study are public and private two-year and four-year institutions.

It should be noted that this study is *not* an assessment of the needs for higher education in Washington. That work has already been done and results presented in the 2008 *Statewide Master Plan for Higher Education* and its *Implementation Plan.* Rather, this System Design Study will culminate in recommendations in how higher education resources should be aligned throughout Washington to meet the needs already identified in the *Statewide Master Plan.*

Study Questions

To accomplish the three purposes of this System Design Study, the following questions should serve as guides:

1) How and where should graduate and undergraduate degree and certificate programs throughout Washington be developed?
    a. What is the profile of the potential student demand? Who is a potential student?
    b. What is the appropriate size and mix of programs, including those delivered via technology, to address Washington's need for an educated workforce?
2) Where should these programs be developed to reach all areas of demand—urban/suburban/rural?
3) What are the rational rules for growth in the concept of "expand on demand," that is, the demonstrated points at which students' demand for higher education warrants expansion, contraction, or elimination?
    a. Where are students currently being served, including educational centers, regional, and main campuses and alternative delivery systems for these existing structures?
    b. What critical mass of students constitutes demand for a new educational center or campus or expansion of an existing one?
    c. What are the points at which employers' demand for higher education warrants expansion?
    d. What are the points at which employers' lack of demand for higher education warrants contraction or elimination?
4) How can Washington's system of higher education, in concert with K-12 and dual credit programs, be transformed to provide resources to new student populations?
    a. Are there innovative, flexible structures and partnerships that can deliver new educational opportunities to students?
    b. Can programs be more strategically aligned and nimble (such as 3-year baccalaureate degrees, 18-month associate degrees, or creative scheduling options for short-term sessions that, collectively, add up to a full-term course) to provide greater educational opportunities for students?
    c. How many institutional missions should be represented within Washington's system of higher education?

5) How can new learning modalities be developed or integrated to optimize access and success for different types of learners in college?

Scope of Study/Elements of Analysis

To carry out the System Design Study, Study Group members will need to review the following data and information, much of which has already been collected through the 2008 Master Plan initiative:

Institutions and Programs

- History and description of the current structure of Washington's higher education system, including institutional and sector roles and missions
- Location, size (student FTE), and program offerings of existing two- and four-year institutions
- Analysis of state and regional degree production needs to describe existing institutional size, location, role and mission
- Analysis of performance output (enrollment and degree production), by institutional mission(s) and student demographics
- Identification of the strengths and weaknesses of the current higher education delivery system
- Options for expanding baccalaureate and graduate education programs
- Options for expanding mid-level degrees, certificates and apprenticeships
- Options for enhancing existing baccalaureate programs at regional centers (such as additional support from main campuses)

Students

- Current and projected participation rates through 2018, by student characteristics (income levels, underrepresented groups, "placebound" and commuter students, and so forth)
- Average time-to-degree, by student characteristics (recent high school graduates, returning adults, and so forth)
- Graduation rates by sector, by student characteristics
- Stop-out and drop-out rates, by sector, by student characteristics

Faculty

- Current and projected faculty demographics, including field of study
- Faculty reward structures, by institutional type

Policy Environment and Governance Structures

- Description and history of governance of Washington's public higher education institutions, including regional and local mission differentiation and the current "hour-glass" shape of the overall system
- Description and timeline of key policy actions affecting the size and shape of the higher education system, including consideration of issues of organizational inertia
- Description of current fiscal climate, its potential to delay the pursuit of the Master Plan goals for educational attainment, and the resultant effects

- Policies affecting institutions in the future, including new land use and transportation imperatives that would affect future education investments, climate change recovery initiatives, and economic recovery initiatives
- Current legislative and public interest in our System Design Study, including fiscal, transportation, and planning issues
- Current fiscal implications surrounding possible recommendations of the System Design Study, including graduate education, online learning, and so forth

2008 Needs Assessment: Foundational Data

- Higher education attainment goals according to the *2008 Strategic Master Plan*
- Demographic projections according to the 2008 *Strategic Master Plan* by geographic/census areas
- Occupational needs assessment according to the *2008 Implementation Plan*
- Identification of workforce shortages in specific mid-, baccalaureate, and graduate/professional programs as presented in the 2006 HECB Report and analyses for *2008 Strategic Master Plan*
- Operating and capital cost projections presented in the *2008 Implementation Plan*

Recommendations on System Alignment and Performance

- Institutional and sector roles and missions
- Policies and procedures to plan and authorize growth and change
- Needs of unique geographical/regional areas, along with any alternative delivery methods

Process

System Design Study Group Members

Members will include HEC Board members, representatives from public two- and four-year institutions and the independent colleges of Washington.

Meetings and Timelines

March 2 (Monday) 9:30 a.m. – 12:30 p.m., SBCTC, 4th floor, Cascade A
Review background information (purpose, consistent with Master Plan implementation), Work Plan and timelines for the System Design Study.

(Mid-April, Proposed System Design Steering Study Committee meeting)

May 4 (Monday) 9:30 a.m. – 4:00 p.m., WSU-West, 12th floor Conference Room, 520 Pike St., Seattle 98101
Review analysis for institutions & programs and discuss implications for system design.
HECB Education Committee Meeting: April 23
HECB Executive and Fiscal Committee Meetings: April 30
HECB meeting: May 12

June 15 (Monday) 9:30 a.m. – 4:00 p.m.
Review analyses on student and faculty characteristics and discuss implications for system design.

HECB Education Committee Meeting: June 9
HECB Executive and Fiscal Committee Meetings: June 11
HECB meeting: June 23 (WSU Pullman)
(NOTE: June 10-11 SBCTC meeting: State Board will discuss overall findings of SBCTC mission study and draft recommendations. June 26 SBCTC Task Force will meet to discuss final recommendations for the SBCTC mission study.)

(End of June, Proposed System Design Study Steering Committee meeting)

July 20 (Monday) 9:30 a.m. – 4:00 p.m.
Discuss policy environment and governance structures and 2008 needs assessment data and discuss implications for system design.

HECB Education Committee Meeting: July 9
HECB Executive and Fiscal Committee Meetings: July 16
HECB joint meeting with SBCTC: July 28 at Clover Park
HECB Board Retreat: August 27

September 16, (Wednesday) 9:30 a.m. – 4:00 p.m.
Draft recommendations on system alignment and performance

HECB Education Committee Meeting: September 10
HECB Executive and Fiscal Committee Meetings: September 17
HECB meeting with Advisory Council: September 29

(End of September, Proposed System Design Study Steering Committee meeting)

October 19 (Monday) 9:30 a.m. – 4:00 p.m.
Review and revise recommendations on system alignment and performance

HECB Education Committee Meeting: October 8
HECB Executive and Fiscal Committee Meetings: October 15
HECB meeting with Advisory Council: October 27

November 19 (Thursday) 9:00 a.m. – 5:00 p.m.

HECB meeting: Adopt recommendations (Renton Tech)

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

2009 Legislative Session Update

This report will be provided during the meeting on March 26 as a board information and discussion item.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

Strategic Information Technology Planning for Results

Description
Four technology leaders from two of Washington State's baccalaureate institutions will present on technology initiatives underway at their institutions that focus on strategic planning, improving student learning through the use of technology, and technology innovation.

Strategic Technology Planning for Administrative Systems
Todd B. Mildon, University Registrar and Director of Student Academic Data Management at the University of Washington, will present an executive summary of the university's Strategic Roadmap for Information Management and Administrative Systems and discuss the university's Founding Partner role in the Kuali Foundation and their work towards sustaining and evolving administrative software that meets the needs of higher education institutions.

Developing an eLearning Framework
Gary L. Pratt, Chief Information Officer, Eastern Washington University, will present an executive summary of the university's recently updated Information Technology Strategic Plan and discuss the university's strategy for developing a comprehensive, collaborative support structure for E-Learning design and development.

An Integrative Approach to Online Learning, Communication, and Collaboration
Tom Lewis, Director of Online Technologies in the Learning & Scholarly Technologies department at the University of Washington, will discuss the university's strategic approach to unbundling and unlocking the value of online learning, communication, and collaboration tools.

Building Partnerships to Enable Effective Online Teaching and Learning
Clark C. Westmoreland, Assistant Vice Provost of Educational Outreach at the University of Washington, will discuss the university's online learning strategy and its focus on building partnerships that enable effective teaching and learning.

2008-09

TUITION AND FEE RATES

A National Comparison

Washington Higher Education Coordinating Board

March 2009

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

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(continued)

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

2008-09 Tuition and Fee Rates

A National Comparison

Introduction

This is the 40th annual report of tuition and fee rates at public institutions in the 50 states. Data contained in this report were compiled using Washington Higher Education Coordinating Board (HECB) surveys of state agencies or individual institutions. HECB staff greatly appreciates the continued cooperation and assistance of survey respondents. Their efforts to provide accurate and timely data have enabled these reports to serve as source documents for many states as they develop their own tuition and fee analyses.

With each annual survey, respondents have an opportunity to review and revise previously reported data. Though small in number, such revisions slightly affect the national averages reported in prior editions. Revisions explained with footnotes or endnotes are included in the report.

Data represent average undergraduate tuition at over 200 state public institutions, as well as average graduate tuition at over 190 public institutions with graduate programs. Not all public institutions are included in this survey; newly founded public institutions are not added to the survey in order to keep the data comparable over time.

Full-time undergraduate tuition and required fee amounts were based on 45 quarter hours or 30 semester hours and full-time graduate tuition and required fees were based on 30 quarter hours or 20 semester hours per year. Tuition and required fees include total academic year tuition and required fees for full-time students. Optional fees are not included unless they are paid by all full-time students.

Appendix A, page 55, contains a listing of institutions by state included in Tables 1-8.

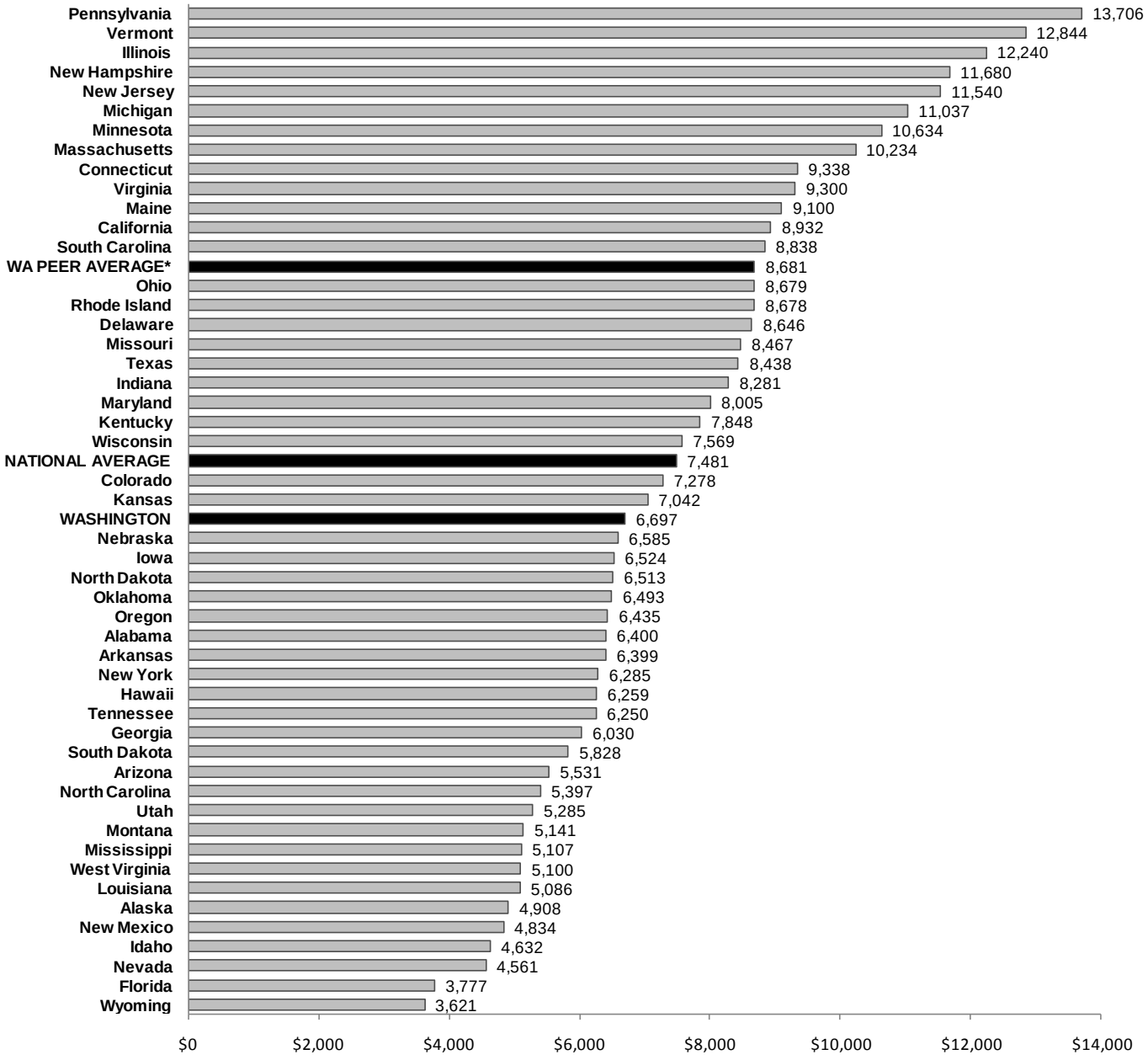
For more information, please contact Sarah Norris at (360) 596-4815 or by e-mail at sarahn@hecb.wa.gov.

Part One

Resident Undergraduate Tuition and Required Fees by State

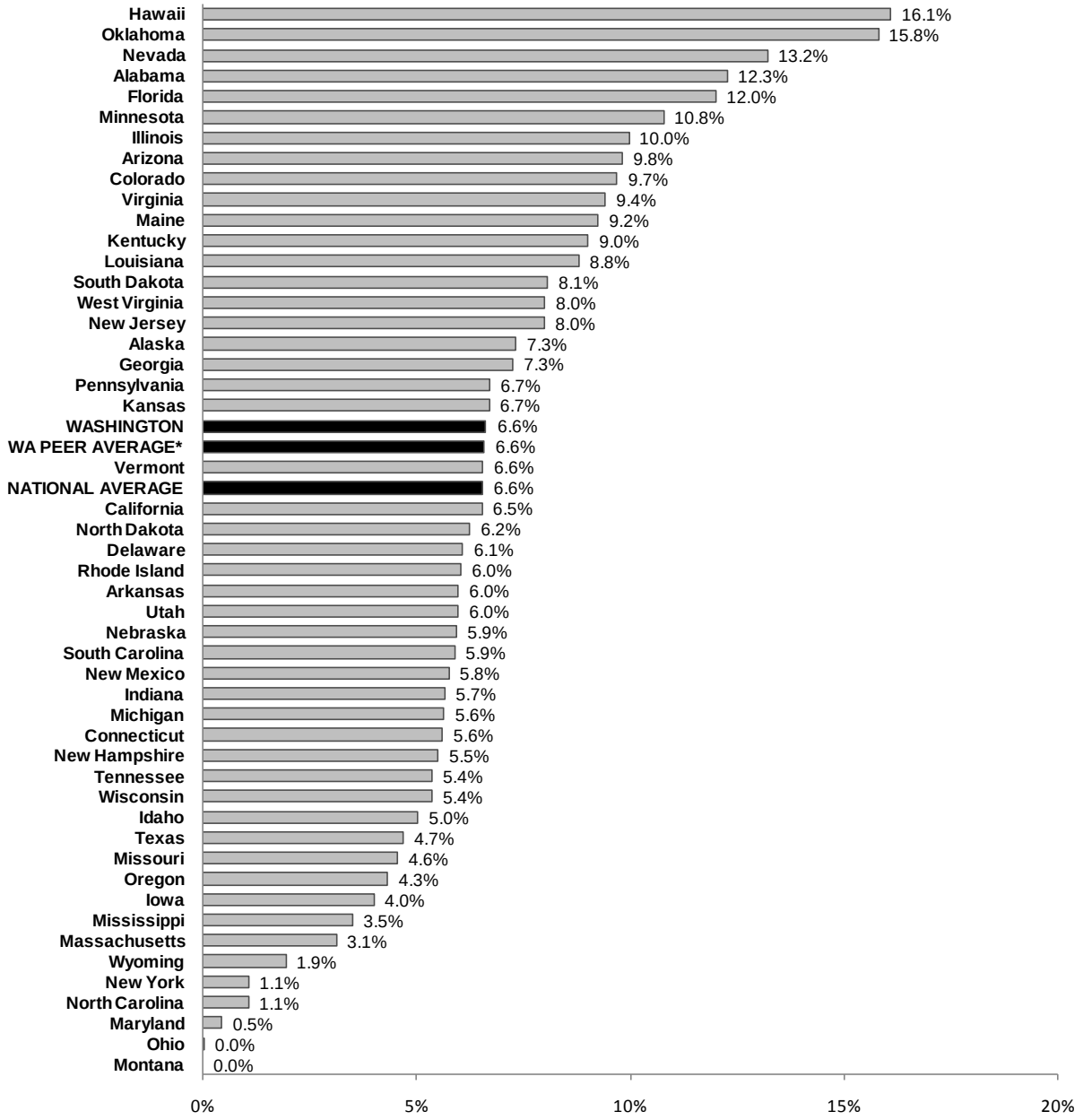
Charts 1 through 6 present data on the 2008-09 resident undergraduate tuition and required fees. The charts also report the percentage change in tuition and required fees from 2007-08 to 2008-09 by state for flagship universities, the average of comprehensive colleges and universities, and the average of community colleges. These data are included in the National Tables 1, 5, and 9. Charts 1 through 6 are listed in decreasing order of magnitude.

Chart 1
Flagship Universities
Resident Undergraduate Tuition and Required Fees
2008-09



*For a list of Washington peers included in the WA Peer Average , see Peers - Table 1, page 26.

Chart 2
Flagship Universities
Percentage Change in Resident Undergraduate Tuition and Required Fees
2007-08 to 2008-09



*For a list of Washington peers included in the WA Peer Average , see Peers - Table 1, page 26.

Chart 3
Comprehensive Colleges and Universities
Resident Undergraduate Tuition and Required Fees
2008-09

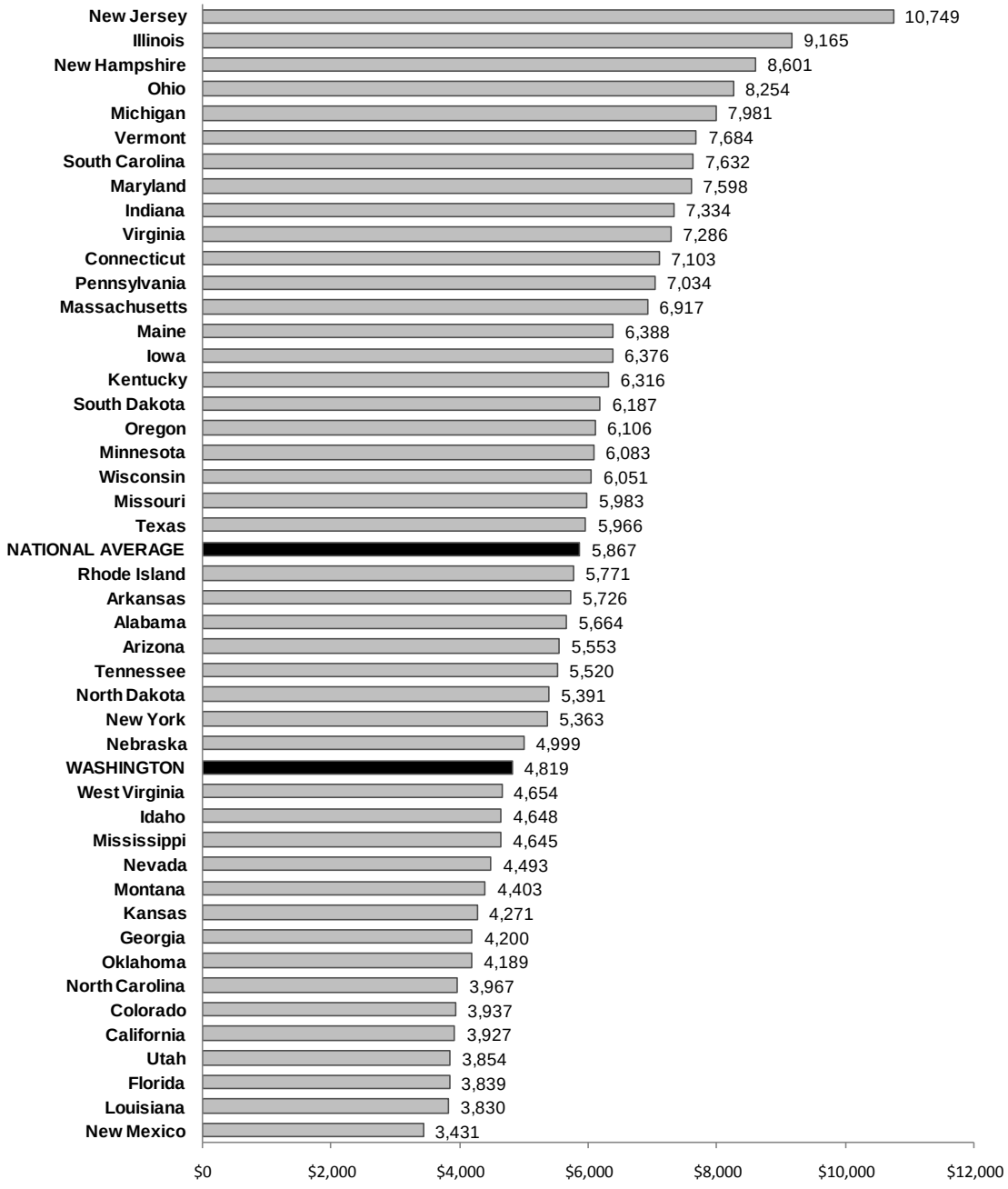


Chart 4
Comprehensive Colleges and Universities
Percentage Change in Resident Undergraduate Tuition and Required Fees
2007-08 to 2008-09

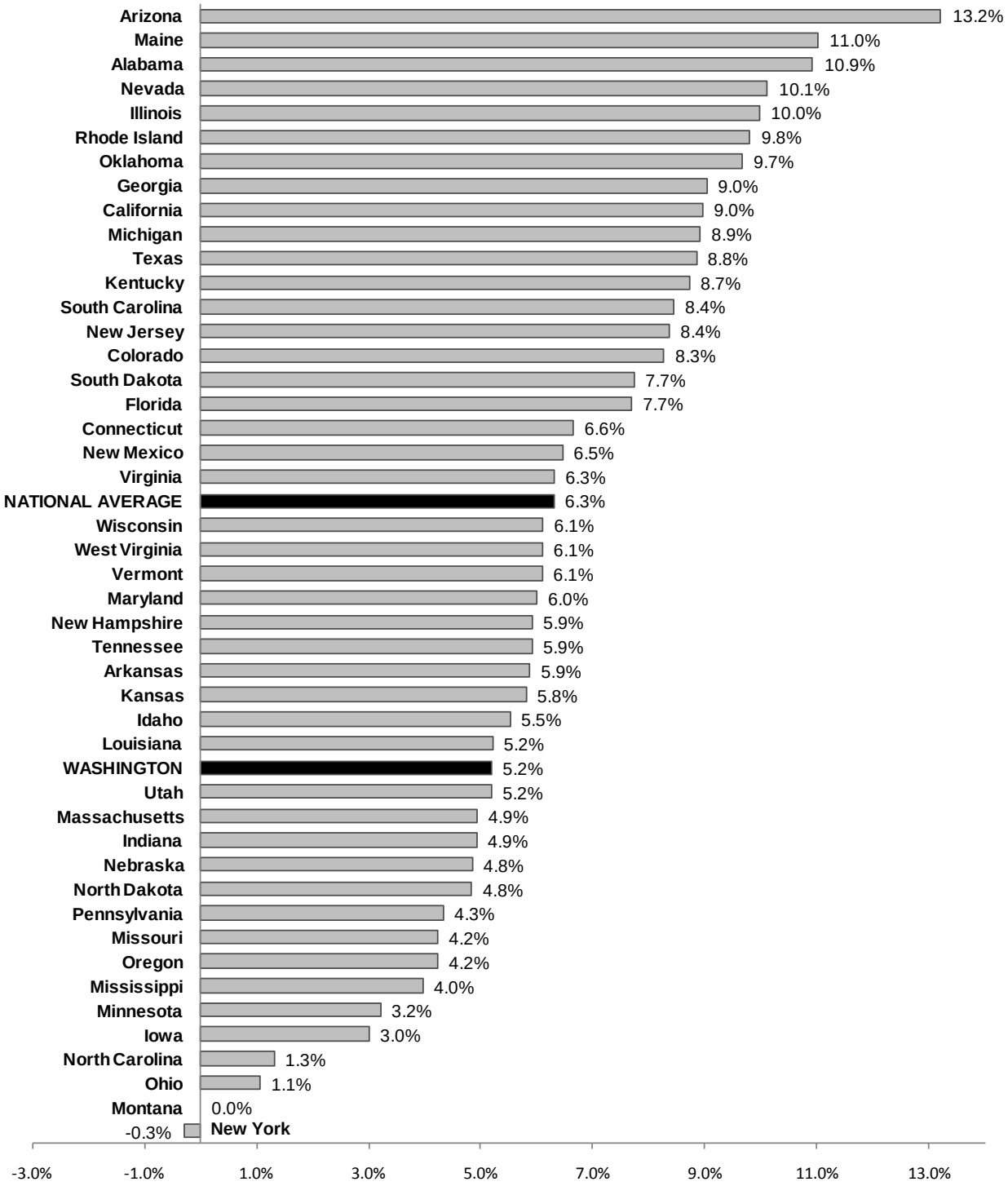


Chart 5
Community Colleges
Resident Undergraduate Tuition and Required Fees
2008-09

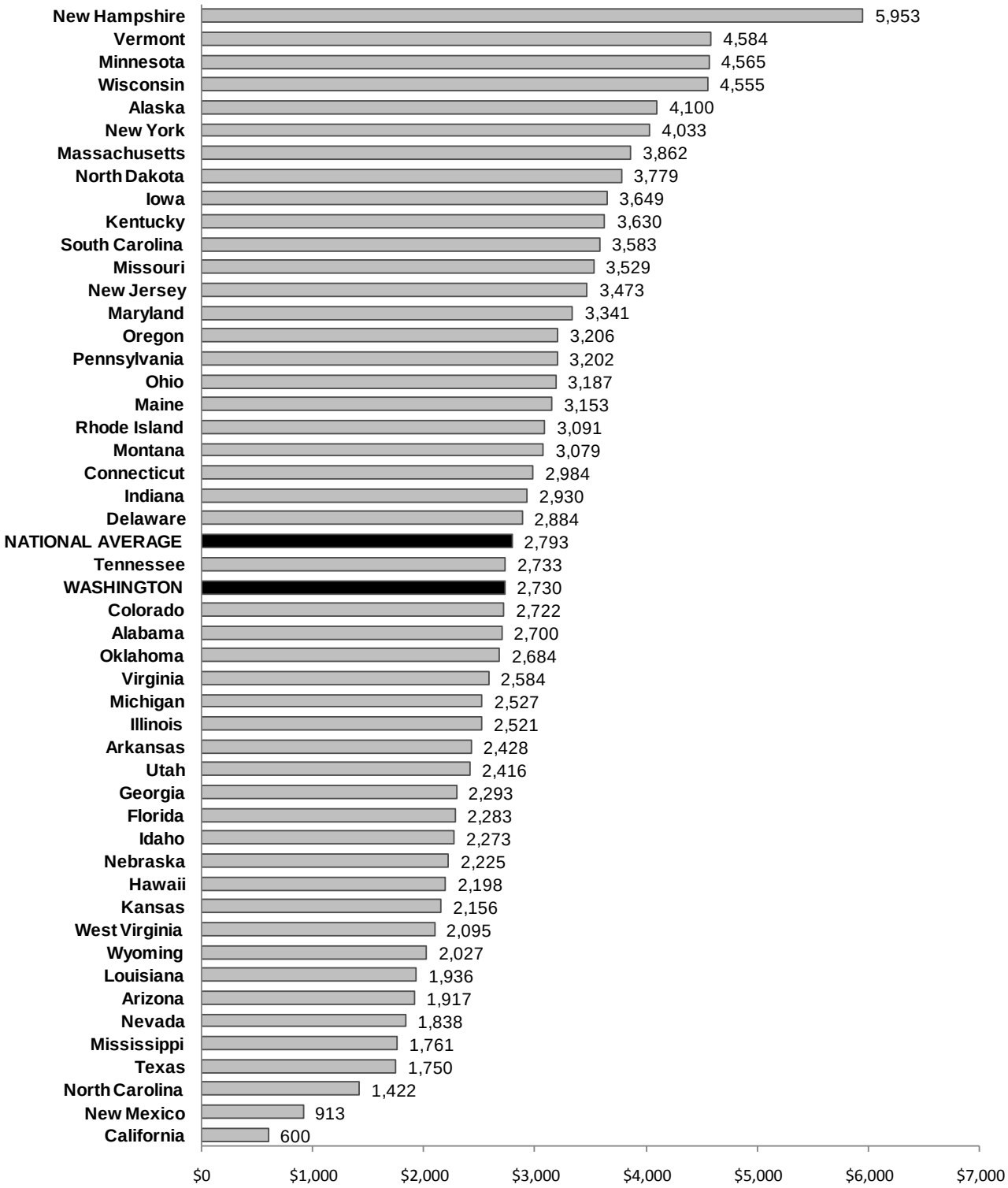
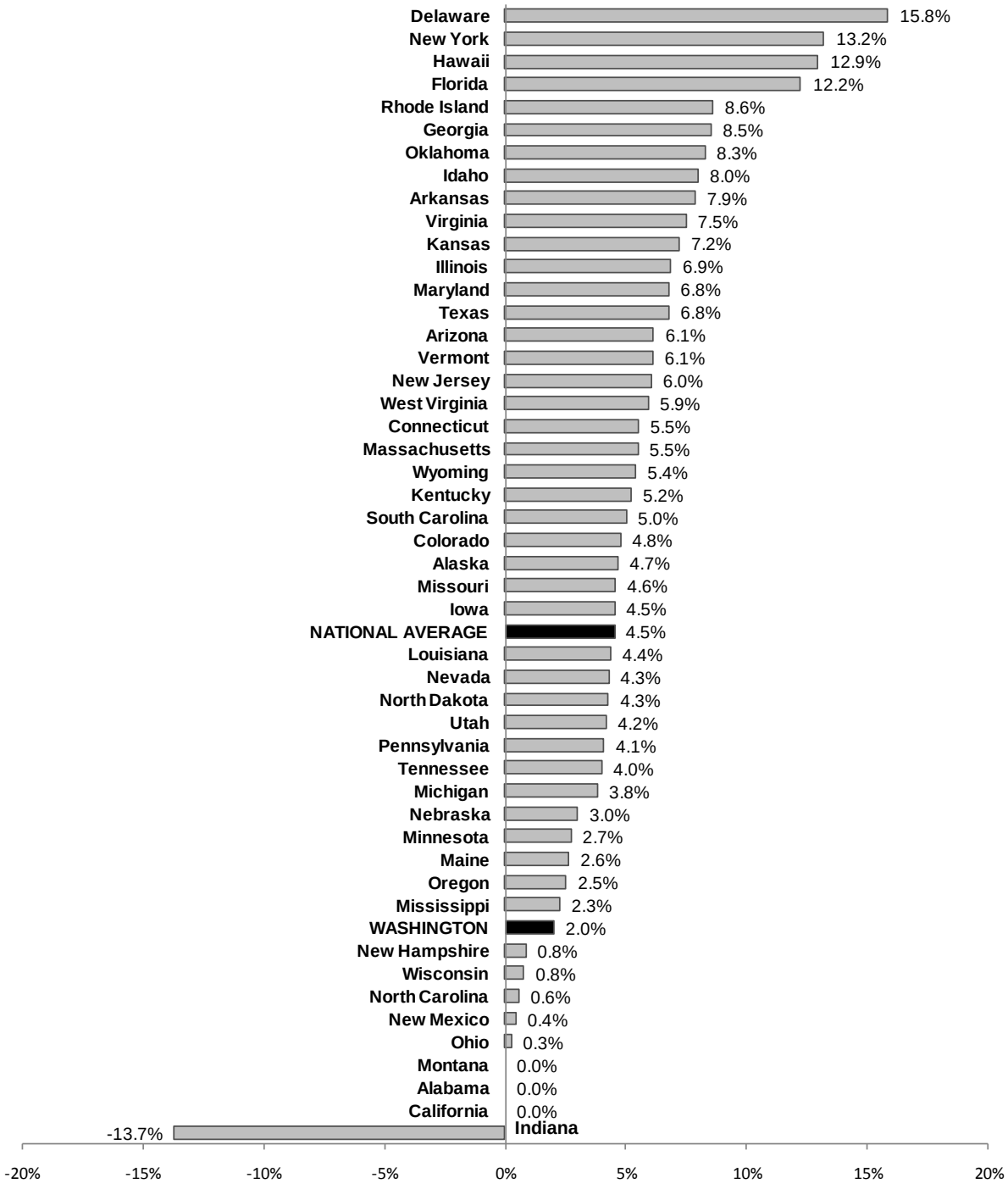


Chart 6
Community Colleges
Percentage Change in Resident Undergraduate Tuition and Required Fees
2007-08 to 2008-09



Part Two

National Comparisons of Tuition and Required Fees By State

2004-05 through 2008-09

Tables 1 through 10 provide tuition and required fee rates and changes over the last five academic years. National Tables 1 through 8 display tuition and required fee rates for full-time undergraduate and graduate students at public four-year institutions. National Tables 9 and 10 display state-reported averages for community colleges. Tables 1 through 10 are listed in alphabetical order by state.

NATIONAL - TABLE 1
FLAGSHIP UNIVERSITIES
RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
Alabama	4,630	4,864	5,278	5,700	6,400	12.3%	38.2%
Alaska	3,580 ^	3,951	4,308	4,573	4,908	7.3%	37.1%
Arizona	4,087	4,393	4,754	5,037	5,531	9.8%	35.3%
Arkansas	5,135	5,495	5,808	6,038	6,399	6.0%	24.6%
California	5,956	7,434	7,800	8,385	8,932	6.5%	50.0%
Colorado	4,557	5,372	5,643	6,635	7,278	9.7%	59.7%
Connecticut	7,490	7,912	8,362	8,842	9,338	5.6%	24.7%
Delaware	6,954	7,318	7,940	8,150	8,646	6.1%	24.3%
Florida	2,955	3,094	3,206	3,372 *	3,777	12.0%	27.8%
Georgia	4,272	4,628	4,964	5,622 *	6,030	7.3%	41.2%
Hawaii	3,581	3,697	4,523	5,391	6,259	16.1%	74.8%
Idaho	3,632	3,968	4,200	4,410	4,632	5.0%	27.5%
Illinois	7,944	8,634	9,882	11,130 *#	12,240	10.0%	54.1%
Indiana	6,307	7,161	7,513	7,837	8,281	5.7%	31.3%
Iowa	5,396	5,612	6,115	6,273	6,524	4.0%	20.9%
Kansas	4,737	5,413	6,153	6,600	7,042	6.7%	48.7%
Kentucky	5,239	5,896	6,604	7,199 *	7,848	9.0%	49.8%
Louisiana	4,292	4,509	4,621	4,675 #	5,086	8.8%	18.5%
Maine	6,394	6,910	7,494	8,330	9,100	9.2%	42.3%
Maryland	7,426	7,821	7,906	7,969	8,005	0.5%	7.8%
Massachusetts	9,008	9,278	9,600	9,924	10,234	3.1%	13.6%
Michigan	8,201	9,213	9,723	10,447	11,037	5.6%	34.6%
Minnesota	8,029	8,622	9,432	9,598	10,634	10.8%	32.4%
Mississippi	4,110	4,320	4,603	4,934	5,107	3.5%	24.3%
Missouri	7,100	7,415	7,784	8,098	8,467	4.6%	19.3%
Montana	4,546	4,894	5,227	5,141 #	5,141	0.0%	13.1%
Nebraska	4,988	5,526	5,867	6,216	6,585	5.9%	32.0%
Nevada	3,034	3,476	3,684	4,029	4,561	13.2%	50.3%
New Hampshire	9,226	9,778	10,401	11,070	11,680	5.5%	26.6%
New Jersey	8,564	9,237	9,958	10,686	11,540	8.0%	34.8%
New Mexico	3,685	4,108	4,337	4,571	4,834	5.8%	31.2%
New York	5,977	6,068	6,129	6,218	6,285	1.1%	5.2%
North Carolina	4,451	4,613	5,033	5,340	5,397	1.1%	21.3%
North Dakota	4,828	5,327	5,792	6,130	6,513	6.2%	34.9%
Ohio	7,446	7,795	8,667	8,676 *	8,679	0.0%	16.6%
Oklahoma	4,140	4,408	5,110	5,607	6,493	15.8%	56.8%
Oregon	5,121	5,193	5,970	6,168	6,435	4.3%	25.7%
Pennsylvania	10,856	11,508	11,905	12,844	13,706	6.7%	26.3%
Rhode Island	6,752	7,284	7,724	8,184	8,678 *	6.0%	28.5%
South Carolina	6,416	7,314	7,808	8,346	8,838	5.9%	37.7%
South Dakota	4,452	4,829	5,072	5,393	5,828	8.1%	30.9%
Tennessee	4,749	5,290	5,576	5,932	6,250	5.4%	31.6%
Texas	5,735	7,438	7,986	8,060	8,438	4.7%	47.1%
Utah	4,000	4,298	4,663	4,987	5,285	6.0%	32.1%
Vermont	10,226	10,748	11,324	12,054	12,844	6.6%	25.6%
Virginia	6,600	7,180	7,845	8,500	9,300	9.4%	40.9%
WASHINGTON	**5,181**	**5,505**	**5,880**	**6,280 ***	**6,697 ***	**6.6%**	**29.3%**
West Virginia	3,938	4,164	4,476	4,722	5,100	8.0%	29.5%
Wisconsin	5,862	6,280	6,726	7,184	7,569	5.4%	29.1%
Wyoming	3,243	3,426	3,515	3,552	3,621	1.9%	11.7%
National Average	**5,701**	**6,172**	**6,618**	**7,021**	**7,481**	**6.5%**	**31.2%**
Washington Rank	25	26	27	25	25		
CHANGES FROM PREVIOUS YEAR:							
National Average		**8.3%**	**7.2%**	**6.1%**	**6.5%**		
Washington		**6.3%**	**6.8%**	**6.8%**	**6.6%**		

^Fees reduced from prior academic year. *See Endnotes.
#Revised from 2007-08 Report.

NATIONAL - TABLE 2
FLAGSHIP UNIVERSITIES
NONRESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
Alabama	12,664	13,516	15,294	16,518	18,000	9.0%	42.1%
Alaska	10,579	11,724	12,845	13,722	14,328	4.4%	35.4%
Arizona	13,067	13,023 ^	14,960	16,271	18,665	14.7%	42.8%
Arkansas	12,425	13,222	13,942	14,492	15,276	5.4%	22.9%
California	22,912	25,254	26,484	28,005	29,540	5.5%	28.9%
Colorado	21,669	22,826	23,539	24,797	26,756	7.9%	23.5%
Connecticut	19,322	20,416	21,562	22,786	24,050	5.5%	24.5%
Delaware	16,640	17,474	18,450	19,400	21,126	8.9%	27.0%
Florida	15,672	16,610	17,791	18,686	20,831	11.5%	32.9%
Georgia	15,588	16,848	18,040	20,726 *	22,342	7.8%	43.3%
Hawaii	10,061	10,177	12,395	14,655	16,915	15.4%	68.1%
Idaho	11,652	12,738	13,800	14,490	14,712	1.5%	26.3%
Illinois	20,864	22,720	23,968	25,216 *#	26,024	3.2%	24.7%
Indiana	18,085	19,558	20,522	22,316	24,769	11.0%	37.0%
Iowa	16,048	16,998	18,339	19,445	20,638	6.1%	28.6%
Kansas	12,691	13,866	15,123	16,107	17,119	6.3%	34.9%
Kentucky	12,019	12,884	14,063	14,995 *	15,990	6.6%	33.0%
Louisiana	11,092	12,809	12,921	12,975 #	13,800	6.4%	24.4%
Maine	15,784	17,050	18,444	20,540	22,510	9.6%	42.6%
Maryland	18,726	20,145	21,345	22,208	23,076	3.9%	23.2%
Massachusetts	17,861	18,397	19,322	20,502	21,732	6.0%	21.7%
Michigan	26,027	27,601	29,131	29,131	33,069	13.5%	27.1%
Minnesota	19,659	20,252	21,062	21,228	14,634	-31.1%	-25.6%
Mississippi	9,264	9,744	10,566	11,438	12,467	9.0%	34.6%
Missouri	16,547	17,192	18,050	18,754	19,558	4.3%	18.2%
Montana	12,787	13,883	15,032	16,558	16,558	0.0%	29.5%
Nebraska	13,478	14,436	15,317	16,236	17,205	6.0%	27.7%
Nevada	11,708	12,943	13,595	14,839	15,656	5.5%	33.7%
New Hampshire	20,256	21,498	22,851	24,030	25,160	4.7%	24.2%
New Jersey	15,599	16,835	18,463	19,855	21,488	8.2%	37.8%
New Mexico	12,447	13,437	14,132	14,942	15,708	5.1%	26.2%
New York	12,237	12,328	12,389	12,478	12,545	0.5%	2.5%
North Carolina	17,549	18,411	19,681	20,988	22,295	6.2%	27.0%
North Dakota	11,522	12,659	13,786	14,523	15,325	5.5%	33.0%
Ohio	18,033	19,018	20,562	21,285 *	21,918	3.0%	21.5%
Oklahoma	11,658	12,301	13,399	14,721	16,474	11.9%	41.3%
Oregon	13,065 ^	16,569	18,768	19,332	19,992	3.4%	53.0%
Pennsylvania	20,784	21,744	22,453	23,712	24,940	5.2%	20.0%
Rhode Island	18,338	19,926	21,424	23,038	24,776 *	7.5%	35.1%
South Carolina	16,784	18,956	20,236	21,632	22,908	5.9%	36.5%
South Dakota	9,296	9,816	6,263 ^	6,630	7,148	7.8%	-23.1%
Tennessee	14,529	16,360	17,142	18,714	19,208	2.6%	32.2%
Texas	13,634	16,636	16,710	17,816	19,136	7.4%	40.4%
Utah	12,410	13,371	14,593	15,662	16,600	6.0%	33.8%
Vermont	23,866	24,934	26,308	27,938	29,682	6.2%	24.4%
Virginia	22,700	24,100	25,945	27,750	29,600	6.7%	30.4%
WASHINGTON	**17,811**	**19,802**	**21,178**	**22,026 ***	**23,114 ***	**4.9%**	**29.8%**
West Virginia	12,060	12,874	13,840	14,600	15,770	8.0%	30.8%
Wisconsin	19,862	20,280	20,726	21,434	21,818	1.8%	9.8%
Wyoming	9,273	9,816	10,055	10,392	11,031	6.1%	19.0%
National Average	**15,572**	**16,720**	**17,736**	**18,811**	**19,880**	**5.7%**	**27.7%**
Washington Rank	17	14	12	13	12		
CHANGES FROM PREVIOUS YEAR:							
National Average		**7.4%**	**6.1%**	**6.1%**	**5.7%**		
Washington		**11.2%**	**6.9%**	**4.0%**	**4.9%**		

^Fees reduced from prior academic year. *See Endnotes.
#Revised from 2007-08 Report.

NATIONAL - TABLE 3
FLAGSHIP UNIVERSITIES
RESIDENT GRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
Alabama	3,858	4,864	5,278	5,700	6,400	12.3%	65.9%
Alaska	5,044	5,574	6,083	6,491	6,928	6.7%	37.4%
Arizona	4,337	4,733	5,440	5,757	6,321	9.8%	45.7%
Arkansas	6,617	7,009	6,165 ^	6,423	6,784	5.6%	2.5%
California	7,457	8,440	8,868	9,579	10,214	6.6%	37.0%
Colorado	5,580	6,956	7,659	8,247	8,934	8.3%	60.1%
Connecticut	8,476	8,970	9,510	10,052	10,594	5.4%	25.0%
Delaware	6,954	7,180	7,546	7,994	8,466	5.9%	21.7%
Florida	4,570	4,792	5,689	6,232	6,826	9.5%	49.4%
Georgia	4,948	5,358	5,658	6,170	6,670	8.1%	34.8%
Hawaii	4,805	5,013	6,055	7,139	8,223	15.2%	71.1%
Idaho	4,172	4,508	4,740	4,950	5,212	5.3%	24.9%
Illinois	6,080	6,492	7,378	9,346	10,293	10.1%	69.3%
Indiana	5,796	6,258	6,594	7,207	7,870	9.2%	35.8%
Iowa	6,182	6,424	6,959	7,158	7,436	3.9%	20.3%
Kansas	4,150	4,638	5,181	5,569	5,949	6.8%	43.3%
Kentucky	5,652	6,318	7,036	7,670	8,360	9.0%	47.9%
Louisiana	4,187	4,407	4,501	4,563	4,919	7.8%	17.5%
Maine	5,632	6,072	6,564	7,368	8,070	9.5%	43.3%
Maryland	8,313	8,861	9,320	9,721	10,132	4.2%	21.9%
Massachusetts	9,279	9,557	9,884	10,095	10,408	3.1%	12.2%
Michigan	13,585	14,271	14,991	15,747	16,541	5.0%	21.8%
Minnesota	9,525	9,655	11,146	11,388	12,608	10.7%	32.4%
Mississippi	4,110	4,320	4,603	4,934	5,107	3.5%	24.3%
Missouri	6,864	7,171	7,532	7,804	8,154	4.5%	18.8%
Montana	4,285	4,613	4,882	5,828	5,828	0.0%	36.0%
Nebraska	4,410	4,906	5,207	5,517	5,839	5.8%	32.4%
Nevada	2,754	3,232	3,487	3,937	4,552	15.6%	65.3%
New Hampshire	8,765	9,296	9,883	10,506	11,166	6.3%	27.4%
New Jersey	10,839	11,681	12,840	13,836	14,976	8.2%	38.2%
New Mexico	4,057	4,517	4,765	5,023	5,306	5.6%	30.8%
New York	7,840 ^	8,170	8,219	8,289	8,341	0.6%	6.4%
North Carolina	4,651	5,014	5,680	6,236	6,693	7.3%	43.9%
North Dakota	5,132	5,659	6,154	6,510	6,912	6.2%	34.7%
Ohio	8,205	8,832	9,438	9,972	10,440	4.7%	27.2%
Oklahoma	3,379	3,579	4,130	4,521	5,175	14.5%	53.2%
Oregon	9,918	10,548	11,055	11,577	12,144	4.9%	22.4%
Pennsylvania	11,796	13,003	13,483	14,508	15,468	6.6%	31.1%
Rhode Island	6,378	7,308	7,858	8,444	9,080 *	7.5%	42.4%
South Carolina	7,150	8,138	8,688	9,288	9,836	5.9%	37.6%
South Dakota	3,735	4,008	4,202	4,448	4,795	7.8%	28.4%
Tennessee	5,377	6,000	6,320	6,720	7,074	5.3%	31.6%
Texas	5,364	5,656	6,421	6,448	7,126	10.5%	32.8%
Utah	3,441	3,787	4,105	4,390	4,653	6.0%	35.2%
Vermont	8,444	8,596	11,158	11,880	12,664	6.6%	50.0%
Virginia	9,200	9,800	10,550	11,240	12,140	8.0%	32.0%
WASHINGTON	**7,761**	**8,402**	**8,963**	**9,812 ***	**10,442 ***	**6.4%**	**34.5%**
West Virginia	4,274	4,582	4,926	5,196	5,612	8.0%	31.3%
Wisconsin	8,316	8,734	9,180	9,638	10,023	4.0%	20.5%
Wyoming	3,573	3,766	3,875	4,014	3,933	-2.0%	10.1%
National Average	**6,304**	**6,793**	**7,317**	**7,822**	**8,353**	**6.8%**	**32.5%**
Washington Rank	15	15	14	12	10		
CHANGES FROM PREVIOUS YEAR:							
National Average		**7.8%**	**7.7%**	**6.9%**	**6.8%**		
Washington		**8.3%**	**6.7%**	**9.5%**	**6.4%**		

^Fees reduced from prior academic year. *See Endnotes.

NATIONAL - TABLE 4
FLAGSHIP UNIVERSITIES
NONRESIDENT GRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
Alabama	10,553	13,516	15,294	16,518	18,000	9.0%	70.6%
Alaska	9,711	10,755	11,755	12,590	13,208	4.9%	36.0%
Arizona	13,317	13,381	15,230	16,564	18,958	14.5%	42.4%
Arkansas	14,549	15,417	13,540 ^	14,089	14,833	5.3%	2.0%
California	22,396	23,401	23,829	24,567	25,220	2.7%	12.6%
Colorado	21,462	22,436	22,865	23,161 #	24,126	4.2%	12.4%
Connecticut	19,844	21,030	22,290	23,534	24,814	5.4%	25.0%
Delaware	16,645	17,336	17,336	19,244	20,946	8.8%	25.8%
Florida	17,698	17,799	18,293	18,836	19,430	3.2%	9.8%
Georgia	18,282	19,758	20,778	21,424	22,078	3.1%	20.8%
Hawaii	11,021	11,301	13,927	16,595	19,263	16.1%	74.8%
Idaho	12,192	13,278	14,340	15,030	15,292	1.7%	25.4%
Illinois	13,156	15,052	15,938	19,813	20,921	5.6%	59.0%
Indiana	15,562	16,657	17,669	19,390	21,271	9.7%	36.7%
Iowa	16,666	17,328	18,353	19,144	18,120	-5.3%	8.7%
Kansas	9,756	10,589	11,490	12,257	13,038	6.4%	33.6%
Kentucky	13,092	13,968	15,154	16,158	17,228	6.6%	31.6%
Louisiana	10,987	12,707	12,801	12,862	13,633	6.0%	24.1%
Maine	15,032	16,232	17,544	19,588	21,490	9.7%	43.0%
Maryland	14,913	17,401	18,820	19,601	20,412	4.1%	36.9%
Massachusetts	17,481	18,006	18,910	19,178	20,140	5.0%	15.2%
Michigan	27,311	28,689	30,137	31,657	33,255	5.0%	21.8%
Minnesota	16,624	17,330	18,244	18,486	19,701	6.6%	18.5%
Mississippi	9,264	9,744	10,566	11,438	12,467	9.0%	34.6%
Missouri	16,522	17,167	18,027	18,697	19,414	3.8%	17.5%
Montana	11,589	12,583	13,579	17,224	17,224	0.0%	48.6%
Nebraska	11,140	11,666	12,372	13,117	13,894	5.9%	24.7%
Nevada	11,428	12,699	13,398	14,747	15,647	6.1%	36.9%
New Hampshire	19,795	21,016	22,333	23,476	24,646	5.0%	24.5%
New Jersey	15,295	16,762	18,430	19,862	21,528	8.4%	40.8%
New Mexico	12,851	13,814	14,575	15,361	16,146	5.1%	25.6%
New York	11,860	12,190	12,239	12,309	12,361	0.4%	4.2%
North Carolina	17,899	19,012	19,678	20,234	21,091	4.2%	17.8%
North Dakota	12,338	13,547	14,752	15,537	16,390	5.5%	32.8%
Ohio	20,088	21,429	22,791	24,126	25,302	4.9%	26.0%
Oklahoma	9,553	10,061	10,936	12,005	13,369	11.4%	39.9%
Oregon	14,211	15,138	15,591	16,341	17,166	5.0%	20.8%
Pennsylvania	21,946	23,488	24,323	25,710	27,084	5.3%	23.4%
Rhode Island	16,024	17,778	19,114	20,552	22,102 *	7.5%	37.9%
South Carolina	15,180	17,156	18,316	19,580	20,736	5.9%	36.6%
South Dakota	8,116	8,521	8,895	9,329	10,006	7.3%	23.3%
Tennessee	15,157	17,070	17,886	18,962	20,032	5.6%	32.2%
Texas	10,684	11,604	13,162	12,774 ^	13,574	6.3%	27.0%
Utah	10,668	11,809	12,885	13,829	14,658	6.0%	37.4%
Vermont	19,804	20,416	26,142	27,764	29,502	6.3%	49.0%
Virginia	20,200	20,400	20,550	21,240	22,140	4.2%	9.6%
WASHINGTON	**17,961**	**19,452**	**20,786**	**21,609 ***	**22,914 ***	**6.0%**	**27.6%**
West Virginia	12,442	13,282	14,278	15,064	16,270	8.0%	30.8%
Wisconsin	23,586	24,004	24,450	24,908	24,944	0.1%	5.8%
Wyoming	9,053	9,586	9,815	10,134	9,765	-3.6%	7.9%
National Average	**15,058**	**16,095**	**17,088**	**18,124**	**19,115**	**5.5%**	**26.9%**
Washington Rank	12	12	10	10	10		
CHANGES FROM PREVIOUS YEAR:							
National Average		**6.9%**	**6.2%**	**6.1%**	**5.5%**		
Washington		**8.3%**	**6.9%**	**4.0%**	**6.0%**		

^Fees reduced from prior academic year. *See Endnotes.
#Revised from 2007-08 Report.

NATIONAL - TABLE 5
COMPREHENSIVE COLLEGES AND UNIVERSITIES
RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES (State Averages)

	Number of Institutions in Survey	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
							One Year	Four Year
Alabama	5	4,413	4,570	4,627	5,107	5,664	10.9%	28.4%
Arizona	2	4,067	4,446	4,616	4,905	5,553	13.2%	36.5%
Arkansas	4	4,575	4,951	5,188	5,409	5,726	5.9%	25.2%
California	11	2,993	3,225	3,228	3,604	3,927	9.0%	31.2%
Colorado	5	2,951	3,212	3,287	3,636 #	3,937	8.3%	33.4%
Connecticut	3	5,630	5,925	6,231	6,660	7,103	6.6%	26.2%
Florida	**	3,111	3,288	3,383	3,565 *	3,839	7.7%	23.4%
Georgia	8	3,019	3,245	3,434	3,852 *	4,200	9.0%	39.1%
Idaho	2	3,610	3,936	4,172	4,405	4,648	5.5%	28.8%
Illinois	5	5,968	6,780	7,511	8,335 *	9,165	10.0%	53.6%
Indiana	2	5,390	6,171	6,643	6,990	7,334	4.9%	36.1%
Iowa	1	5,387	5,602	6,112	6,190	6,376	3.0%	18.4%
Kansas	4	3,285	3,538	3,771	4,037	4,271	5.8%	30.0%
Kentucky	7	4,189	4,813	5,367	5,810	6,316	8.7%	50.8%
Louisiana	7	3,260	3,412	3,570	3,641	3,830	5.2%	17.5%
Maine	3	4,496	4,836	5,259	5,754	6,388	11.0%	42.1%
Maryland	6	6,252	6,755	6,942	7,168	7,598	6.0%	21.5%
Massachusetts	7	5,556	5,882	6,286	6,592	6,917	4.9%	24.5%
Michigan	6	5,584	6,256	6,687	7,328	7,981	8.9%	42.9%
Minnesota	**	5,098	5,251	5,656	5,894	6,083	3.2%	19.3%
Mississippi	5	3,801	3,982	4,231	4,468	4,645	4.0%	22.2%
Missouri	5	4,941	5,112	5,386	5,740	5,983	4.2%	21.1%
Montana	2	4,140	4,403	4,615	4,403 #	4,403	0.0%	6.4%
Nebraska	2	3,930	4,234	4,479	4,768	4,999	4.8%	27.2%
Nevada	1	3,210	3,270	3,732	4,081	4,493	10.1%	40.0%
New Hampshire	2	6,759	7,190	7,639	8,121	8,601	5.9%	27.3%
New Jersey	7	7,875	8,653	9,269	9,919	10,749	8.4%	36.5%
New Mexico	1	2,687	2,864	3,065	3,223	3,431	6.5%	27.7%
New York	10	5,171	5,238	5,318	5,379	5,363	-0.3%	3.7%
North Carolina	5	3,129	3,244	3,652	3,915	3,967	1.3%	26.8%
North Dakota	4	4,138	4,530	4,882	5,142	5,391	4.8%	30.3%
Ohio	4	7,139	7,567	8,162	8,167 *	8,254	1.1%	15.6%
Oklahoma	6	3,027	3,284	3,500	3,820	4,189	9.7%	38.4%
Oregon	4	4,538	4,727	5,551	5,858	6,106	4.2%	34.5%
Pennsylvania	14	6,103	6,263	6,464	6,743	7,034	4.3%	15.3%
Rhode Island	1	4,340	4,676	4,958	5,256	5,771 *	9.8%	33.0%
South Carolina	1	5,540	5,984	6,512	7,038	7,632	8.4%	37.8%
South Dakota	2	4,566	4,793	5,351	5,743	6,187	7.7%	35.5%
Tennessee	6	4,200	4,629	4,808	5,212	5,520	5.9%	31.4%
Texas	9	4,338	4,682	5,121	5,481	5,966	8.8%	37.5%
Utah	1	2,876	3,165	3,432	3,664	3,854	5.2%	34.0%
Vermont	2	6,146	6,484	6,828	7,243	7,684	6.1%	25.0%
Virginia	5	5,479	5,906	6,426	6,854	7,286	6.3%	33.0%
WASHINGTON	**3**	**3,947**	**4,178**	**4,419**	**4,572** *	**4,819** *	**5.4%**	**22.1%**
West Virginia	7	3,576	3,886	4,141	4,387	4,654	6.1%	30.1%
Wisconsin	4	4,730	5,072	5,334	5,703	6,051	6.1%	27.9%
National Average^^		**4,547**	**4,872**	**5,201**	**5,517**	**5,867**	**6.3%**	**29.0%**
Washington Rank		31	32	32	31	31		
CHANGES FROM PREVIOUS YEAR:								
National Average			**7.1%**	**6.8%**	**6.1%**	**6.3%**		
Washington			**5.8%**	**5.8%**	**3.4%**	**5.4%**		

^Fees reduced from prior academic year. *See Endnotes.

^^Alaska, Delaware, Hawaii and Wyoming are not included.

** Florida and Minnesota reported a single state comprehensive college and university tuition and required fees rate.

#Revised from 2007-08 Report.

NATIONAL - TABLE 6
COMPREHENSIVE COLLEGES AND UNIVERSITIES
NONRESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES (State Averages)

	Number of Institutions in Survey	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
							One Year	Four Year
Alabama	5	8,485	8,722	8,803	9,582	10,536	9.9%	24.2%
Arizona	2	12,755	14,382	14,666	15,748	17,246	9.5%	35.2%
Arkansas	4	8,986	9,763	10,224	10,591	11,231	6.0%	25.0%
California	11	13,151	13,393	13,398	13,774	14,097	2.3%	7.2%
Colorado	5	10,784	11,530	11,609	12,448 #	13,774	10.7%	27.7%
Connecticut	3	13,146	13,864	14,553	15,380	16,240	5.6%	23.5%
Florida	**	15,540	15,778	15,845	16,083	16,513	2.7%	6.3%
Georgia	8	10,298	10,923	11,524	13,071 *	14,143	8.2%	37.3%
Idaho	2	10,678	11,490	12,196	12,831	13,538	5.5%	26.8%
Illinois	5	11,239	12,276	13,479	14,852 *	16,457	10.8%	46.4%
Indiana	2	13,334	14,549	15,539	16,451	17,363	5.5%	30.2%
Iowa	1	12,705	13,214	14,028	14,282	14,596	2.2%	14.9%
Kansas	4	9,949	10,591	10,990	11,634	12,278	5.5%	23.4%
Kentucky	7	10,697	12,209	13,318	14,263	15,407	8.0%	44.0%
Louisiana	7	8,708	9,059	9,218	9,288	9,692	4.3%	11.3%
Maine	3	10,476	11,446	12,369	13,884	15,508	11.7%	48.0%
Maryland	6	13,877	14,971	15,701	16,413	17,681	7.7%	27.4%
Massachusetts	7	13,288	13,765	14,321	14,736	15,221	3.3%	14.5%
Michigan	6	12,617	14,039	15,205	16,560	17,617	6.4%	39.6%
Minnesota	**	8,498	8,730	8,643 ^	9,240	9,371	1.4%	10.3%
Mississippi	5	8,718	9,134	9,824	10,499	11,444	9.0%	31.3%
Missouri	5	9,156	9,434	9,887	10,318	10,864	5.3%	18.7%
Montana	2	12,193	12,547	12,876	13,244	13,244	0.0%	8.6%
Nebraska	2	7,061	7,620	8,053	8,578	9,034	5.3%	27.9%
Nevada	1	11,884	12,737	13,643	14,891	15,588	4.7%	31.2%
New Hampshire	2	13,199	14,030	14,909	15,331	16,451	7.3%	24.6%
New Jersey	7	12,537	13,384	15,110	16,720	18,162	8.6%	44.9%
New Mexico	1	9,695	10,424	11,321	11,887	12,718	7.0%	31.2%
New York	10	11,431	11,498	11,546	11,639	11,623	-0.1%	1.7%
North Carolina	5	12,504	12,859	13,297	13,560	13,675	0.8%	9.4%
North Dakota	4	9,292	10,173	10,004 ^	10,521	11,039	4.9%	18.8%
Ohio	4	14,731	15,372	16,185	16,191 *	16,277	0.5%	10.5%
Oklahoma	6	7,386	8,044	8,556	9,322	10,235	9.8%	38.6%
Oregon	4	11,122 ^	11,537	14,071	14,403	15,014	4.2%	35.0%
Pennsylvania	14	12,196	12,492	13,405	13,198 ^	13,720	4.0%	12.5%
Rhode Island	1	11,110	11,988	12,888	13,664	14,482 *	6.0%	30.4%
South Carolina	1	10,945	11,833	12,839	13,841	14,979	8.2%	36.9%
South Dakota	2	9,410	9,780	6,542 ^	6,980	7,507	7.6%	-20.2%
Tennessee	6	12,650	13,934	14,503	15,488	16,431	6.1%	29.9%
Texas	9	12,327	12,831	13,330	13,702	14,356	4.8%	16.5%
Utah	1	8,736	9,599	10,415	11,135	11,161	0.2%	27.8%
Vermont	2	13,086	13,804	14,556	15,427	16,348	6.0%	24.9%
Virginia	5	13,927	14,800	16,040	17,150	18,271	6.5%	31.2%
WASHINGTON	**3**	**12,751**	**13,363**	**13,939**	**14,352** *	**14,875** *	**3.6%**	**16.7%**
West Virginia	7	8,576	9,194	9,958	10,461	11,038	5.5%	28.7%
Wisconsin	4	14,776	15,119	12,809	13,276	13,624	2.6%	-7.8%
National Average^^		**11,318**	**12,005**	**12,525**	**13,193**	**13,928**	**5.6%**	**23.1%**
Washington Rank		13	16	16	17	20		
CHANGES FROM PREVIOUS YEAR:								
National Average			**6.1%**	**4.3%**	**5.3%**	**5.6%**		
Washington			**4.8%**	**4.3%**	**3.0%**	**3.6%**		

^Fees reduced from prior academic year. *See Endnotes.
^^Alaska, Delaware, Hawaii and Wyoming are not included.
** Florida and Minnesota reported a single state comprehensive college and university tuition and required fees rate.
#Revised from 2007-08 Report.

NATIONAL - TABLE 7
COMPREHENSIVE COLLEGES AND UNIVERSITIES
RESIDENT GRADUATE TUITION AND REQUIRED FEES (State Averages)

	Number of Institutions in Survey	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
							One Year	Four Year
Alabama	5	3,766	3,888	3,925	5,075	5,747	13.2%	52.6%
Arizona	2	4,700	5,250	5,462	5,793	6,325	9.2%	34.6%
Arkansas	4	4,537	4,774	4,209 ^	4,384	4,644	5.9%	2.3%
California	11	3,508	3,808	3,810	4,246	4,635	9.2%	32.1%
Colorado	5	3,431	4,743	5,376	4,388 ^#	4,776	8.8%	39.2%
Connecticut	3	6,285	6,622	6,965	7,436	7,919	6.5%	26.0%
Florida	**	4,675	4,926	5,080	5,370	5,663	5.5%	21.1%
Georgia	8	3,504	3,757	3,938	4,356	4,709	8.1%	34.4%
Idaho	2	4,306	4,682	4,937	5,200	5,489	5.6%	27.5%
Illinois	5	4,223	4,679	5,295	6,102	6,286	3.0%	48.8%
Indiana	2	5,666	6,539	7,000	7,389	7,748	4.9%	36.7%
Iowa	1	6,173	6,420	6,962	7,084	7,298	3.0%	18.2%
Kansas	4	3,330	3,623	3,866	4,125	4,361	5.7%	31.0%
Kentucky	7	4,654	5,343	5,838	6,377	6,999	9.8%	50.4%
Louisiana	7	2,919	3,259	3,395	3,466	3,650	5.3%	25.1%
Maryland	6	6,352	6,835	7,497	8,044 #	8,539	6.1%	34.4%
Massachusetts	7	7,149	7,439	7,805	8,117	7,559	-6.9%	5.7%
Michigan	6	7,105	7,667	8,173	8,985	9,694	7.9%	36.4%
Minnesota	**	5,034	5,258	5,615	5,927	6,035	1.8%	19.9%
Mississippi	5	3,755	3,982	4,231	4,468	4,645	4.0%	23.7%
Missouri	5	5,305	5,598	5,900	6,255	6,555	4.8%	23.6%
Montana	2	4,495	4,791	5,017	5,930	5,930	0.0%	31.9%
Nebraska	2	3,420	3,516	3,669	3,860	4,184	8.4%	22.3%
Nevada	1	2,795	3,010	3,545	3,999	4,544	13.6%	62.6%
New Hampshire	2	6,438 ^	6,907	7,232	8,089	8,169	1.0%	26.9%
New Jersey	7	10,046	11,338	11,903	12,909	13,712	6.2%	36.5%
New Mexico	7	2,831	3,008	3,233	3,391	3,623	6.8%	28.0%
New York	10	7,361 ^	7,642	7,666	7,720	7,681	-0.5%	4.3%
North Carolina	5	3,215	3,636	4,044	4,310	4,394	1.9%	36.7%
North Dakota	4	4,732	5,210	5,715	6,035	6,311	4.6%	33.4%
Ohio	4	8,532	9,042	9,653	9,872	10,207	3.4%	19.6%
Oklahoma	6	2,472	2,699	2,872	3,127	3,421	9.4%	38.4%
Oregon	4	7,301	7,470	8,512	8,910	9,255	3.9%	26.8%
Pennsylvania	14	7,050	7,201	7,403	7,702	8,012	4.0%	13.6%
Rhode Island	1	4,152	4,462	4,790	5,078	5,370 *	5.8%	29.3%
South Carolina	1	5,540	6,184	6,712	7,238	7,832	8.2%	41.4%
South Dakota	2	3,811	3,984	4,495	4,792	4,808	0.3%	26.1%
Tennessee	6	5,151	5,673	5,896	6,369	6,514	2.3%	26.5%
Texas	9	3,514	3,862	4,152	4,528	4,638	2.4%	32.0%
Utah	1	2,948	3,147	3,413	3,642	3,833	5.2%	30.0%
Vermont	2	7,475	7,896	8,508	9,019	9,566	6.1%	28.0%
Virginia	5	6,095	6,255	6,284	6,672	7,159	7.3%	17.5%
WASHINGTON	**3**	**5,610**	**5,958**	**6,323**	**6,470** *	**6,812** *	**5.3%**	**21.4%**
West Virginia	7	4,084	4,333	4,611	4,854	5,186	6.8%	27.0%
Wisconsin	4	5,911	6,251	6,613	6,963	7,309	5.0%	23.6%
National Average^^		**5,008**	**5,390**	**5,723**	**6,090**	**6,394**	**5.0%**	**27.7%**
Washington Rank		16	17	16	17	18		
CHANGES FROM PREVIOUS YEAR:								
National Average			**7.6%**	**6.2%**	**6.4%**	**5.0%**		
Washington			**6.2%**	**6.1%**	**2.3%**	**5.3%**		

^Fees reduced from prior academic year. *See Endnotes.

^^Alaska, Delaware, Hawaii and Wyoming are not included.

** Florida and Minnesota reported a single state comprehensive college and university tuition and required fees rate.

#Revised from 2007-08 Report.

NATIONAL - TABLE 8
COMPREHENSIVE COLLEGES AND UNIVERSITIES
NONRESIDENT GRADUATE TUITION AND REQUIRED FEES (State Averages)

	Number of Institutions in Survey	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change One Year	Percentage Change Four Year
Alabama	5	7,437	7,504	7,562	9,653	10,806	11.9%	45.3%
Arizona	2	13,220	14,872	15,235	16,480	17,788	7.9%	34.6%
Arkansas	4	9,205	9,616	8,396 ^	8,679	9,219	6.2%	0.1%
California	11	13,678	13,977	13,980	14,416	14,805	2.7%	8.2%
Colorado	5	11,415	13,510	14,729	11,946 ^#	12,988	8.7%	13.8%
Connecticut	3	13,767	14,525	15,250	16,116	17,015	5.6%	23.6%
Florida	**	17,400	17,657	17,281 ^	17,947	17,576	-2.1%	1.0%
Georgia	8	12,237	12,970	13,533	15,036	16,179	7.6%	32.2%
Idaho	2	11,374	12,236	12,961	13,625	14,379	5.5%	26.4%
Illinois	5	7,686	8,702	9,402	11,110	11,789	6.1%	53.4%
Indiana	2	13,234	14,527	15,476	16,403	17,310	5.5%	30.8%
Iowa	1	13,697	14,244	15,100	15,892	15,726	-1.0%	14.8%
Kansas	4	8,861	9,619	10,130	10,719	11,313	5.5%	27.7%
Kentucky	7	11,053	12,527	13,469	14,192	15,315	7.9%	38.6%
Louisiana	7	7,828	8,416	8,552	8,751 #	8,850	1.1%	13.1%
Maryland	6	10,084	10,763	10,860	11,682 #	11,925	2.1%	18.3%
Massachusetts	7	14,018	14,308	14,673	15,027	11,832	-21.3%	-15.6%
Michigan	6	13,461	14,167	15,070	15,958	16,913	6.0%	25.6%
Minnesota	**	6,965	7,051	7,729	8,089	8,174	1.1%	17.4%
Mississippi	5	8,438	9,134	9,824	10,499	11,444	9.0%	35.6%
Missouri	5	9,819	10,265	10,750	11,288	11,816	4.7%	20.3%
Montana	2	11,396	11,658	11,892	14,506	14,506	0.0%	27.3%
Nebraska	2	6,060	6,286	6,640	7,073	7,586	7.3%	25.2%
Nevada	1	11,469	12,477	13,456	14,809	15,639	5.6%	36.4%
New Hampshire	2	9,955	10,381	11,209	12,204	12,187	-0.1%	22.4%
New Jersey	7	14,171	15,627	16,230	17,737	18,848	6.3%	33.0%
New Mexico	7	9,863	10,616	11,513	12,079	12,911	6.9%	30.9%
New York	10	11,374	11,662	11,685	11,740	11,638	-0.9%	2.3%
North Carolina	5	12,727	13,148	13,556	13,822	14,085	1.9%	10.7%
North Dakota	4	11,712	12,855	13,375	14,078	14,757	4.8%	26.0%
Ohio	4	15,046	15,706	16,467	16,754	17,289	3.2%	14.9%
Oklahoma	6	5,918	6,467	6,932	7,533	8,172	8.5%	38.1%
Oregon	4	12,389 ^	11,254 ^	12,709	13,031	13,494	3.6%	8.9%
Pennsylvania	14	10,601	10,836	11,096	11,561	12,003	3.8%	13.2%
Rhode Island	1	8,400	8,926	9,596	10,226	10,842 *	6.0%	29.1%
South Carolina	1	10,945	12,233	13,239	14,214	15,379	8.2%	40.5%
South Dakota	2	8,192	8,497	9,188	9,673	10,019	3.6%	22.3%
Tennessee	6	13,601	14,978	15,591	16,645	17,425	4.7%	28.1%
Texas	9	8,620	9,289	9,742	10,098	9,826	-2.7%	14.0%
Utah	1	9,010	9,644	10,464	11,186	11,211	0.2%	24.4%
Vermont	2	16,150	17,040	18,156	19,243	20,404	6.0%	26.3%
Virginia	5	13,826	14,165	14,893	15,885	17,176	8.1%	24.2%
WASHINGTON	**3**	**15,123**	**15,490**	**15,886**	**16,072** *	**16,355** *	**1.8%**	**8.1%**
West Virginia	7	10,867	11,659	12,314	12,762	13,507	5.8%	24.3%
Wisconsin	4	16,521	16,861	17,223	17,573	17,656	0.5%	6.9%
National Average^^		**11,307**	**11,963**	**12,511**	**13,200**	**13,691**	**3.7%**	**21.1%**
Washington Rank		4	6	6	10	12		
CHANGES FROM PREVIOUS YEAR:								
National Average			**5.8%**	**4.6%**	**5.5%**	**3.7%**		
Washington			**2.4%**	**2.6%**	**1.2%**	**1.8%**		

^Fees reduced from prior academic year. *See Endnotes.

^^Alaska, Delaware, Hawaii and Wyoming are not included.

** Florida and Minnesota reported a single state comprehensive college and university tuition and required fees rate.

#Revised from 2007-08 Report.

NATIONAL - TABLE 9
COMMUNITY COLLEGES
RESIDENT TUITION AND REQUIRED FEES (Estimated State Averages)**

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
Alabama	2,700	2,700	2,700	2,700	2,700	0.0%	0.0%
Alaska	3,000	3,335	3,672	3,917	4,100	4.7%	36.7%
Arizona	1,407	1,584	1,718	1,806	1,917	6.1%	36.2%
Arkansas	1,982	2,088	2,233	2,251	2,428	7.9%	22.5%
California	780	780	690 ^	600 ^	600	0.0%	-23.1%
Colorado	2,274	1,980 ^	2,024	2,598 #	2,722	4.8%	19.7%
Connecticut	2,406	2,536	2,672	2,828	2,984	5.5%	24.0%
Delaware	1,998	2,196	2,364	2,490	2,884	15.8%	44.3%
Florida	1,777	1,915	2,034	2,034	2,283	12.2%	28.5%
Georgia	1,688	1,733	1,938	2,113	2,293	8.5%	35.8%
Hawaii	1,458	1,520	1,731	1,946	2,198	12.9%	50.8%
Idaho	1,816	1,894	1,996	2,105	2,273	8.0%	25.2%
Illinois	1,993	2,237	2,307	2,359	2,521	6.9%	26.5%
Indiana	2,661	2,822	3,232	3,396	2,930 *	-13.7%	10.1%
Iowa	2,920	3,056	3,467	3,491 ^#	3,649	4.5%	25.0%
Kansas	1,819	1,939	1,988	2,011	2,156	7.2%	18.5%
Kentucky	2,208	2,940	3,270	3,450	3,630	5.2%	64.4%
Louisiana	1,837	1,918	1,940	1,855 ^#	1,936	4.4%	5.4%
Maine	2,420	2,732	2,972	3,072	3,153	2.6%	30.3%
Maryland	2,875	3,057	3,093	3,129	3,341	6.8%	16.2%
Massachusetts	3,385	3,477	3,526	3,661	3,862	5.5%	14.1%
Michigan	1,873 ^	2,185	2,311	2,434 #	2,527	3.8%	34.9%
Minnesota	3,822	4,042	4,283	4,444	4,565	2.7%	19.4%
Mississippi	1,562	1,692	1,712	1,722	1,761	2.3%	12.7%
Missouri	2,911	3,051	3,092	3,375	3,529	4.6%	21.2%
Montana	2,318	2,503	2,744	3,079	3,079	0.0%	32.8%
Nebraska	1,748	1,884	1,998	2,160	2,225	3.0%	27.3%
Nevada	1,590	1,643	1,695	1,763	1,838	4.3%	15.6%
New Hampshire	5,283	5,689	5,537 ^	5,903	5,953	0.8%	12.7%
New Jersey	2,771	2,934	3,115	3,275	3,473	6.0%	25.3%
New Mexico	896	1,191	1,243	909 ^	913	0.4%	1.9%
New York	3,080	3,257	3,425	3,563	4,033	13.2%	30.9%
North Carolina	1,216	1,264	1,334	1,414	1,422	0.6%	16.9%
North Dakota	2,969	3,202	3,442	3,624	3,779	4.3%	27.3%
Ohio	2,876	3,011	3,169	3,179	3,187	0.3%	10.8%
Oklahoma	2,041	2,165	2,294	2,479	2,684	8.3%	31.5%
Oregon	2,834	2,980	3,108	3,127	3,206	2.5%	13.1%
Pennsylvania	2,635	2,849	2,980	3,076	3,202	4.1%	21.5%
Rhode Island	2,310	2,470	2,686	2,846	3,091	8.6%	33.8%
South Carolina	2,978	3,132	3,295	3,412	3,583	5.0%	20.3%
Tennessee	2,193	2,393	2,482	2,628	2,733	4.0%	24.6%
Texas	1,433	1,493	1,722	1,639 ^	1,750	6.8%	22.1%
Utah	1,929	2,096	2,220	2,319	2,416	4.2%	25.2%
Vermont	3,696	3,912	4,104	4,320	4,584	6.1%	24.0%
Virginia	2,006	2,135	2,269	2,404	2,584	7.5%	28.8%
WASHINGTON	**2,313**	**2,445**	**2,586**	**2,676** *	**2,730** *	**2.0%**	**18.0%**
West Virginia	1,785	1,803	1,892	1,978	2,095	**5.9%**	17.4%
Wisconsin	3,945	4,237	4,511	4,520	4,555	0.8%	15.5%
Wyoming	1,724	1,818	1,836	1,923	2,027	5.4%	17.6%
Average^^	**2,329**	**2,488**	**2,626**	**2,735**	**2,859**	**4.5%**	**17.6%**
Washington Rank	28	26	26	26	25		
CHANGES FROM PREVIOUS YEAR:							
National Average		**6.8%**	**5.5%**	**4.2%**	**4.5%**		
Washington		**5.7%**	**5.8%**	**3.5%**	**2.0%**		

**In-district rates for Arizona, Arkansas, Colorado, Montana, Oregon and Pennsylvania.
^^Does not include South Dakota.
^Fees reduced from prior academic year. *See Endnotes.
#Revised from 2007-08 Report.

NATIONAL - TABLE 10
COMMUNITY COLLEGES
NONRESIDENT TUITION AND REQUIRED FEES (Estimated State Averages)**

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
Alabama	4,830	4,830	4,830	4,830	4,830	0.0%	0.0%
Alaska	9,999	11,108	12,209	13,066	13,709	4.9%	37.1%
Arizona	5,975	6,917	7,485	7,847	7,975	1.6%	33.5%
Arkansas	3,685	3,839	3,960	4,026	4,259	5.8%	15.6%
California	5,250	5,310	5,490	5,790	5,409	-6.6%	3.0%
Colorado	9,788	7,880 ^	7,504 ^	9,072 #	9,507	4.8%	-2.9%
Connecticut	7,178	7,568	7,976	8,444	8,912	5.5%	24.2%
Delaware	4,770	5,130	5,470	5,740	6,194	7.9%	29.9%
Florida	6,566	7,011	7,323	7,325	8,386	14.5%	27.7%
Georgia	6,092	6,397	6,926	7,481	8,081	8.0%	32.6%
Hawaii	7,308	7,310	7,659	8,010	8,399	4.9%	14.9%
Idaho	5,626	5,840	6,072	6,281	6,589	4.9%	17.1%
Illinois	9,433 ^	7,455 ^	8,062	7,933 ^	8,010	1.0%	-15.1%
Indiana	6,416	6,705	6,973	7,516	5,879 *	-21.8%	-8.4%
Iowa	4,206	4,379	4,893	4,821 ^#	4,971	3.1%	18.2%
Kansas	2,872	3,014	3,101	3,144	3,094	-1.6%	7.7%
Kentucky	6,624	8,820	9,810	10,350	11,700	13.0%	76.6%
Louisiana	4,154	4,255	4,282	4,279 ^#	4,365	2.0%	5.1%
Maine	4,850	5,162	5,402	5,502	5,613	2.0%	15.7%
Maryland	7,008	7,162	7,378	7,534	7,890	4.7%	12.6%
Massachusetts	N/A	7,160	10,087	10,380	10,298	-0.8%	N/A
Michigan	3,810	4,300	4,609	4,910 #	5,295	7.8%	39.0%
Minnesota	6,117	5,783 ^	6,353	5,379 ^	5,400	0.4%	-11.7%
Mississippi	3,532	3,662	3,682	3,734	3,773	1.0%	6.8%
Missouri	3,959	4,151	4,202	4,524	4,723	4.4%	19.3%
Montana	6,369	6,835	7,439	8,273	8,273	0.0%	29.9%
Nebraska	2,295	2,445	2,589	2,786	2,870	3.0%	25.1%
Nevada	6,282	6,558	6,657	7,148	7,547	5.6%	20.1%
New Hampshire	11,811	12,955	12,321 ^	13,103	13,153	0.4%	11.4%
New Jersey	5,442 ^	5,709	5,982	6,317	6,705	6.1%	23.2%
New Mexico	2,110 ^	2,989	3,209	2,174 ^	2,114	-2.8%	0.2%
New York	6,073	6,469	6,767	6,915	7,201	4.1%	18.6%
North Carolina	6,752	7,024	7,094	7,536	7,544	0.1%	11.7%
North Dakota	5,735	6,157	6,664	6,311 ^*	6,601	4.6%	15.1%
Ohio	6,113	6,317	6,413	6,424	6,424	0.0%	5.1%
Oklahoma	4,971	5,273	5,544	5,964	6,403	7.4%	28.8%
Oregon	6,362	6,710	7,061	7,127	7,258	1.8%	14.1%
Pennsylvania	7,393	7,935	8,258	8,480	8,728	2.9%	18.1%
Rhode Island	6,262	6,700	7,296	7,766	8,216	5.8%	31.2%
South Carolina	6,236	6,578	6,961	7,249	7,632	5.3%	22.4%
Tennessee	8,039	8,807	9,158	9,704	10,273	5.9%	27.8%
Texas	3,022	3,286	3,629	3,722	3,945	6.0%	30.5%
Utah	6,752	7,187	7,562	7,937	6,914	-12.9%	2.4%
Vermont	7,392	7,824	8,208	8,640	9,168	6.1%	24.0%
Virginia	6,429	6,581	7,221	7,659	7,839	2.4%	21.9%
WASHINGTON	**7,521**	**7,653**	**7,794**	**7,884** *	**7,944** *	**0.8%**	**5.6%**
West Virginia	6,382	6,533	6,739	6,910	7,116	3.0%	11.5%
Wisconsin	12,645	12,937	11,495 ^	11,503	11,539	0.3%	-8.7%
Wyoming	4,364	4,574	4,692	4,907	5,110	4.1%	17.1%
Average^^	**6,100**	**6,392**	**6,704**	**6,946**	**7,138**	**2.8%**	**17.0%**
Washington Rank	7	9	11	15	18		
CHANGES FROM PREVIOUS YEAR:							
National Average		**4.8%**	**4.9%**	**3.6%**	**2.8%**		
Washington		**1.8%**	**1.8%**	**1.2%**	**0.8%**		

**In-district rates for Arizona, Arkansas, Colorado, Montana, Oregon and Pennsylvania.
^^Does not include South Dakota.
^Fees reduced from prior academic year. *See Endnotes.
#Revised from 2007-08 Report.

Part Three

Washington Peer Group Comparisons of Tuition and Required Fees

2004-05 through 2008-09

Tables 1 through 20 are listed in alphabetical order by state.

Peer Institution Comparison Groups

In 1988, the HECB undertook a study to develop peer groups reflecting a national perspective. Concurrently, a special joint legislative and executive study group was appointed to review the higher education master plan funding recommendations, with peer comparison groups identified as one of its areas of study. The addition of the peer group tables in the late 1980s was done to fulfill state law related to HECB duties and is continued today for the report's consistency.

The Joint Study Group and the board worked together and adopted the following peer policies:

1. The Carnegie Foundation's classification of institutions was used as the basis for selecting comparison groups for Washington institutions of higher education in 1988.

2. The national comparison group for the **University of Washington** is all public institutions in the Carnegie classification Research Universities category I with medical schools. These institutions typically offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate.

3. The national comparison group for **Washington State University** is all public land grant universities in the Carnegie classification Research Universities categories I and II with veterinary schools. Research category II differ from category I by the fewer number of doctoral degrees offered.

4. The national comparison group for **Central, Eastern, and Western Washington Universities** is all public institutions in the Carnegie classification Comprehensive Colleges and Universities category I. These institutions typically offer a wide range of baccalaureate programs and are committed to graduate education through the master's degree.

5. The national comparison group for the **Washington community college system** is all state community college systems.

The Carnegie Foundation's classification system has changed multiple times since 1988. In 2005-06, the system was changed extensively. For example, research institutions are now differentiated by the amount of research activity using a multi-measure index for very high research activity (RU/VH), high research activity (RU/H), and doctoral/research universities (DRU). The new categories are not directly comparable to the categories in previous classification schemes (Research I and II, Doctoral I and II, and Doctoral/Research – Extensive and Intensive). Nevertheless, while institutions' classifications may have changed over the years, peer groups in this report have not to ensure comparability across annual surveys.

In 1990, the HECB adopted a peer group for **The Evergreen State College** using the Carnegie Foundation classification of institutions. The board screened a composite category of public institutions in the Comprehensive I and Liberal Arts II classification. (Institutions in the Liberal Arts II classification are primarily undergraduate colleges with major emphasis on baccalaureate programs.) The selected peer institutions were also based on size, similarities of degrees awarded, and other characteristics common to The Evergreen State College.

PEERS - TABLE 1
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of Arizona	4,087	4,393	4,754	5,037	5,531	9.8%	35.3%
University of California-Davis	6,936	8,129	8,323	8,925	9,497	6.4%	36.9%
University of California-Irvine	6,313	7,475	7,514	8,348	8,775	5.1%	39.0%
University of California-Los Angeles	6,028	7,062	7,141	7,713	8,310	7.7%	37.9%
University of California-San Diego	6,223	7,975	7,426 ^	8,305	8,906	7.2%	43.1%
University of Florida	2,955	3,094	3,206	3,372	3,777	12.0%	27.8%
University of Hawaii at Manoa	3,581	3,697	4,523	5,391	6,259	16.1%	74.8%
University of Illinois at Chicago	7,824	8,498	9,742	10,546	11,716	11.1%	49.7%
University of Iowa	5,396	5,612	6,115	6,273	6,524	4.0%	20.9%
University of Kentucky	5,239	5,896	6,604	7,199 *	7,848	9.0%	49.8%
Michigan State University	7,352	8,107	8,887	9,912	10,690	7.8%	45.4%
University of Michigan-Ann Arbor	8,201	9,213	9,723	10,447	11,037	5.6%	34.6%
University of Minnesota-Twin Cities	8,029	8,622	9,432	9,598	10,634	10.8%	32.4%
University of Missouri-Columbia	7,100	7,415	7,784	8,098	8,467	4.6%	19.3%
University of New Mexico-Main Campus	3,685	4,108	4,337	4,571	4,834	5.8%	31.2%
Cornell University-NY State Statutory Colleges	16,037	17,367	18,241	19,291	20,364	5.6%	27.0%
University of North Carolina at Chapel Hill	4,451	4,613	5,033	5,340	5,397	1.1%	21.3%
Ohio State University-Main Campus	7,446	7,795	8,667	8,676 *	8,679	0.0%	16.6%
University of Cincinnati-Main Campus	8,379	8,877	9,399	9,399	9,399	0.0%	12.2%
University of Pittsburgh-Main Campus	10,830	11,436	12,138	12,876	13,642	5.9%	26.0%
Texas A & M University	5,948	6,234	6,968	7,326	7,899	7.8%	32.8%
University of Utah	4,000	4,298	4,663	4,987	5,285	6.0%	32.1%
University of Virginia-Main Campus	6,600	7,180	7,845	8,500	9,300	9.4%	40.9%
UNIVERSITY OF WASHINGTON	**5,181**	**5,505**	**5,880**	**6,280 ***	**6,697 ***	**6.6%**	**29.3%**
University of Wisconsin-Madison	5,862	6,280	6,726	7,184	7,569	5.4%	29.1%
Average (25 institutions)	**6,547**	**7,155**	**7,643**	**8,144**	**8,681**	**6.6%**	**32.6%**
University of Washington Rank	19	19	19	18	18		
CHANGES FROM PREVIOUS YEAR							
25 Institution Average:							
$		**608**	**488**	**501**	**538**		
% Increase		**9.3%**	**6.8%**	**6.6%**	**6.6%**		
University of Washington:							
$		**324**	**375**	**400**	**417**		
% Increase		**6.3%**	**6.8%**	**6.8%**	**6.6%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 2
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
NONRESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of Arizona	13,067	13,023 ^	14,960	16,271	18,665	14.7%	42.8%
University of California-Davis	23,892	25,949	27,007	28,545	30,105	5.5%	26.0%
University of California-Irvine	23,269	25,295	26,198	27,968	29,383	5.1%	26.3%
University of California-Los Angeles	22,984	24,882	25,825	27,333	29,918	9.5%	30.2%
University of California-San Diego	23,179	25,138	26,110	27,925	29,813	6.8%	28.6%
University of Florida	15,672	16,610	17,791	18,686	20,831	11.5%	32.9%
University of Hawaii at Manoa	10,061	10,177	12,395	14,655	16,915	15.4%	68.1%
University of Illinois at Chicago	19,072	20,888	22,132	22,936	24,106	5.1%	26.4%
University of Iowa	16,048	16,998	18,339	19,445	20,638	6.1%	28.6%
University of Kentucky	12,019	12,884	14,063	14,995 *	15,990	6.6%	33.0%
Michigan State University	18,148	19,808	21,476	23,714	26,084	10.0%	43.7%
University of Michigan-Ann Arbor	26,027	27,601	29,131	29,131	33,069	13.5%	27.1%
University of Minnesota-Twin Cities	19,659	20,252	21,062	21,228	14,634	-31.1%	-25.6%
University of Missouri-Columbia	16,547	17,192	18,050	18,754	19,558	4.3%	18.2%
University of New Mexico-Main Campus	12,447	13,437	14,132	14,942	15,708	5.1%	26.2%
Cornell University-NY State Statutory Colleges	28,567	30,367	31,881	33,681	35,404	5.1%	23.9%
University of North Carolina at Chapel Hill	17,549	18,411	19,681	20,988	22,295	6.2%	27.0%
Ohio State University-Main Campus	18,033	19,018	20,562	21,285 *	21,918	3.0%	21.5%
University of Cincinnati-Main Campus	21,351	22,629	23,922	23,922	23,922	0.0%	12.0%
University of Pittsburgh-Main Campus	20,200	20,784	21,456	22,386	23,290	4.0%	15.3%
Texas A & M University	12,863	13,914	15,217	15,666	22,330	42.5%	73.6%
University of Utah	12,410	13,371	14,593	15,662	16,600	6.0%	33.8%
University of Virginia-Main Campus	22,700	24,100	25,945	27,750	29,600	6.7%	30.4%
UNIVERSITY OF WASHINGTON	**17,811**	**19,802**	**21,178**	**22,026 ***	**23,114 ***	**4.9%**	**29.8%**
University of Wisconsin-Madison	19,862	20,280	20,726	21,434	21,818	1.8%	9.8%
Average (25 institutions)	**18,537**	**19,712**	**20,953**	**22,053**	**23,428**	**6.2%**	**26.4%**
University of Washington Rank	15	14	12	12	12		
CHANGES FROM PREVIOUS YEAR							
25 Institution Average:							
$		**1,175**	**1,241**	**1,100**	**1,375**		
% Increase		**6.3%**	**6.3%**	**5.2%**	**6.2%**		
University of Washington:							
$		**1,991**	**1,376**	**848**	**1,088**		
% Increase		**11.2%**	**6.9%**	**4.0%**	**4.9%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 3
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
RESIDENT GRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of Arizona	4,337	4,733	5,440	5,757	6,321	9.8%	45.7%
University of California-Davis	8,407	8,960	9,142	9,651	10,618	10.0%	26.3%
University of California-Irvine	8,566	9,395	9,669	10,716	11,262	5.1%	31.5%
University of California-Los Angeles	7,479	8,110	8,276	8,968	9,670	7.8%	29.3%
University of California-San Diego	7,867	8,612	8,669	9,376	10,076	7.5%	28.1%
University of Florida	4,570	4,792	5,689	6,232	6,826	9.5%	49.4%
University of Hawaii at Manoa	4,805	5,013	6,055	7,139	8,223	15.2%	71.1%
University of Illinois at Chicago	6,202	6,650	7,348	9,088	10,210	12.3%	64.6%
University of Iowa	6,182	6,424	6,959	7,158	7,436	3.9%	20.3%
University of Kentucky	5,652	6,318	7,036	7,670	8,360	9.0%	47.9%
Michigan State University	8,108	8,855	9,426	10,330	11,300	9.4%	39.4%
University of Michigan-Ann Arbor	13,585	14,271	14,991	15,747	16,541	5.0%	21.8%
University of Minnesota-Twin Cities	9,525	9,655	11,146	11,388	12,608	10.7%	32.4%
University of Missouri-Columbia	6,864	7,171	7,532	7,804	8,154	4.5%	18.8%
University of New Mexico-Main Campus	4,057	4,517	4,765	5,023	5,306	5.6%	30.8%
Cornell University-NY State Statutory Colleges	18,032	19,362	20,868	20,868	28,070	34.5%	55.7%
University of North Carolina at Chapel Hill	4,651	5,014	5,680	6,236	6,693	7.3%	43.9%
Ohio State University-Main Campus	8,205	8,832	9,438	9,972	10,440	4.7%	27.2%
University of Cincinnati-Main Campus	9,975	10,773	11,661	12,111	12,354	2.0%	23.8%
University of Pittsburgh-Main Campus	13,028	13,774	14,622	15,530	16,462	6.0%	26.4%
Texas A & M University	5,171	5,371	5,747	6,229	6,752	8.4%	30.6%
University of Utah	3,441	3,787	4,105	4,390	4,653	6.0%	35.2%
University of Virginia-Main Campus	9,200	9,800	10,550	11,240	12,140	8.0%	32.0%
UNIVERSITY OF WASHINGTON	**7,761**	**8,402**	**8,963**	**9,812 ***	**10,442 ***	**6.4%**	**34.5%**
University of Wisconsin-Madison	8,316	8,734	9,180	9,638	10,023	4.0%	20.5%
Average (25 institutions)	**7,759**	**8,293**	**8,918**	**9,523**	**10,438**	**9.6%**	**34.5%**
University of Washington Rank	13	13	12	10	10		
CHANGES FROM PREVIOUS YEAR							
25 Institution Average:							
$		**534**	**625**	**605**	**915**		
% Increase		**6.9%**	**7.5%**	**6.8%**	**9.6%**		
University of Washington:							
$		**641**	**561**	**849**	**630**		
% Increase		**8.3%**	**6.7%**	**9.5%**	**6.4%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 4
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
NONRESIDENT GRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of Arizona	13,317	13,381	15,230	16,564	18,958	14.5%	42.4%
University of California-Davis	23,346	23,921	24,103	24,639	25,624	4.0%	9.8%
University of California-Irvine	23,505	24,356	24,631	25,704	26,268	2.2%	11.8%
University of California-Los Angeles	22,418	23,071	23,237	23,956	24,676	3.0%	10.1%
University of California-San Diego	22,806	23,573	23,630	24,364	25,082	2.9%	10.0%
University of Florida	17,698	17,799	18,293	18,836	19,430	3.2%	9.8%
University of Hawaii at Manoa	11,021	11,301	13,927	16,595	19,263	16.1%	74.8%
University of Illinois at Chicago	12,824	14,648	15,346	18,826	20,209	7.3%	57.6%
University of Iowa	16,666	17,328	18,353	19,144	18,120	-5.3%	8.7%
University of Kentucky	13,092	13,968	15,154	16,158	17,228	6.6%	31.6%
Michigan State University	15,980	17,387	18,648	20,440	22,310	9.1%	39.6%
University of Michigan-Ann Arbor	27,311	28,689	30,137	31,657	33,255	5.0%	21.8%
University of Minnesota-Twin Cities	16,624	17,330	18,244	18,486	19,701	6.6%	18.5%
University of Missouri-Columbia	16,522	17,167	18,027	18,697	19,414	3.8%	17.5%
University of New Mexico-Main Campus	12,851	13,814	14,575	15,361	16,146	5.1%	25.6%
Cornell University-NY State Statutory Colleges	18,032	19,362	20,868	20,868	28,070	34.5%	55.7%
University of North Carolina at Chapel Hill	17,899	19,012	19,678	20,234	21,091	4.2%	17.8%
Ohio State University-Main Campus	20,088	21,429	22,791	24,126	25,302	4.9%	26.0%
University of Cincinnati-Main Campus	18,405	19,878	21,495	21,945	22,383	2.0%	21.6%
University of Pittsburgh-Main Campus	24,864	25,592	26,412	27,570	28,686	4.0%	15.4%
Texas A & M University	11,291	11,491	12,247	11,789 ^	12,372	4.9%	9.6%
University of Utah	10,668	11,809	12,885	13,829	14,658	6.0%	37.4%
University of Virginia-Main Campus	20,200	20,400	20,550	21,240	22,140	4.2%	9.6%
UNIVERSITY OF WASHINGTON	**17,961**	**19,452**	**20,786**	**21,609 ***	**22,914 ***	**6.0%**	**27.6%**
University of Wisconsin-Madison	23,586	24,004	24,450	24,908	24,944	0.1%	5.8%
Average (25 institutions)	**17,959**	**18,806**	**19,748**	**20,702**	**21,930**	**5.9%**	**22.1%**
University of Washington Rank	12	11	11	10	10		
CHANGES FROM PREVIOUS YEAR							
25 Institution Average:							
$		**848**	**941**	**954**	**1,228**		
% Increase		**4.7%**	**5.0%**	**4.8%**	**5.9%**		
University of Washington:							
$		**1,491**	**1,334**	**823**	**1,305**		
% Increase		**8.3%**	**6.9%**	**4.0%**	**6.0%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 5
WASHINGTON STATE UNIVERSITY AND PEER INSTITUTIONS
RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change One Year	Percentage Change Four Year
Auburn University-Main Campus	5,068	5,278	5,496	5,834	6,500	11.4%	28.3%
University of California-Davis	6,936	8,129	8,323	8,925	9,497	6.4%	36.9%
Colorado State University	3,790	4,442	4,597	5,419	5,874	8.4%	55.0%
University of Florida	2,955	3,094	3,206	3,372	3,777	12.0%	27.8%
University of Georgia	4,272	4,628	4,964	5,622 *	6,030	7.3%	41.2%
University of Illinois at Urbana	7,944	8,634	9,882	11,130	12,240	10.0%	54.1%
Purdue University-Main Campus	5,819	6,458	7,096	7,416	7,750	4.5%	33.2%
Iowa State University	5,426	5,634	6,060	6,161	6,360	3.2%	17.2%
Kansas State Univ of Ag and App Sci	4,665	5,124	5,779	6,235	6,627	6.3%	42.1%
Louisiana St Univ A&M	4,292	4,509	4,621	4,675	5,086	8.8%	18.5%
Michigan State University	7,352	8,107	8,887	9,912	10,690	7.8%	45.4%
University of Minnesota-Twin Cities	8,029	8,622	9,432	9,598	10,634	10.8%	32.4%
Mississippi State University	4,105	4,312	4,595	4,978	5,150	3.5%	25.5%
University of Missouri-Columbia	7,100	7,415	7,784	8,098	8,467	4.6%	19.3%
Cornell University-NY State Statutory Colleges	16,037	17,367	18,241	19,291	20,364	5.6%	27.0%
North Carolina State University at Raleigh	4,282	4,338	4,783	5,117	5,274	3.1%	23.2%
Ohio State University-Main Campus	7,446	7,795	8,667	8,676 *	8,679	0.0%	16.6%
Oklahoma State University-Main Campus	4,071	4,365	4,997	5,491	6,201	12.9%	52.3%
University of Tennessee-Knoxville	4,749	5,290	5,576	5,932	6,250	5.4%	31.6%
Texas A & M University	5,948	6,234	6,968	7,326	7,899	7.8%	32.8%
Virginia Tech	5,838	6,378	6,973	7,397	8,198	10.8%	40.4%
WASHINGTON STATE UNIVERSITY	**5,154**	**5,506**	**5,887**	**6,290**	**6,720 ***	**6.8%**	**30.4%**
University of Wisconsin-Madison	5,862	6,280	6,726	7,184	7,569	5.4%	29.1%
Average (23 institutions)	**5,963**	**6,432**	**6,937**	**7,395**	**7,906**	**6.9%**	**32.6%**
Washington State University Rank	9	10	11	11	11		
CHANGES FROM PREVIOUS YEAR							
23 Institution Average:							
$		**470**	**504**	**458**	**511**		
% Increase		**7.9%**	**7.8%**	**6.6%**	**6.9%**		
Washington State University							
$		**352**	**381**	**403**	**430**		
% Increase		**6.8%**	**6.9%**	**6.8%**	**6.8%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 6
WASHINGTON STATE UNIVERSITY AND PEER INSTITUTIONS
NONRESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change One Year	Percentage Change Four Year
Auburn University-Main Campus	14,288	14,878	15,496	16,334	18,260	11.8%	27.8%
University of California-Davis	23,892	25,949	27,007	28,545	30,105	5.5%	26.0%
Colorado State University	14,377	15,404	16,125	18,859	21,590	14.5%	50.2%
University of Florida	15,672	16,610	17,791	18,686	20,831	11.5%	32.9%
University of Georgia	15,588	16,848	18,040	20,726 *	22,342	7.8%	43.3%
University of Illinois at Urbana	20,864	22,720	23,968	25,216	26,024	3.2%	24.7%
Purdue University-Main Campus	18,413	19,824	21,266	22,224	23,224	4.5%	26.1%
Iowa State University	15,128	15,724	16,554	16,919	17,350	2.5%	14.7%
Kansas State Univ of Ag and App Sci	13,425	14,454	15,514	15,970	16,932	6.0%	26.1%
Louisiana St Univ A&M	11,092	12,809	12,921	12,975	13,800	6.4%	24.4%
Michigan State University	18,148	19,808	21,476	23,714	26,084	10.0%	43.7%
University of Minnesota-Twin Cities	19,659	20,252	21,062	21,228	14,634	-31.1%	-25.6%
Mississippi State University	9,304	9,769	10,551	11,469	12,501	9.0%	34.4%
University of Missouri-Columbia	16,547	17,192	18,050	18,754	19,558	4.3%	18.2%
Cornell University-NY State Statutory Colleges	28,567	30,367	31,881	33,681	35,404	5.1%	23.9%
North Carolina State University at Raleigh	16,180	16,536	16,981	17,315	17,572	1.5%	8.6%
Ohio State University-Main Campus	18,033	19,018	20,562	21,285 *	21,918	3.0%	21.5%
Oklahoma State University-Main Campus	11,361	12,389	13,569	14,916	16,556	11.0%	45.7%
University of Tennessee-Knoxville	14,529	16,360	17,142	18,714	19,208	2.6%	32.2%
Texas A & M University	12,863	13,914	15,217	15,666	22,330	42.5%	73.6%
Virginia Tech	16,581	17,837	19,049	19,775	20,825	5.3%	25.6%
WASHINGTON STATE UNIVERSITY	**13,572**	**14,514**	**15,527**	**16,604 ***	**17,756 ***	**6.9%**	**30.8%**
University of Wisconsin-Madison	19,862	20,280	20,726	21,434	21,818	1.8%	9.8%
Average (23 institutions)	**16,432**	**17,542**	**18,542**	**19,609**	**20,723**	**5.7%**	**26.1%**
Washington State University Rank	18	18	17	17	16		
CHANGES FROM PREVIOUS YEAR							
23 Institution Average:							
$		**1,109**	**1,001**	**1,067**	**1,114**		
% Increase		**6.8%**	**5.7%**	**5.8%**	**5.7%**		
Washington State University							
$		**942**	**1,013**	**1,077**	**1,152**		
% Increase		**6.9%**	**7.0%**	**6.9%**	**6.9%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 7
WASHINGTON STATE UNIVERSITY AND PEER INSTITUTIONS
RESIDENT GRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
Auburn University-Main Campus	4,157	4,332	5,416	5,754	6,452	12.1%	55.2%
University of California-Davis	8,407	8,960	9,142	9,651	10,618	10.0%	26.3%
Colorado State University	4,237	4,751	5,379	6,167 #	6,970	13.0%	64.5%
University of Florida	4,570	4,792	5,689	6,232	6,826	9.5%	49.4%
University of Georgia	4,948	5,358	5,658	6,170	6,670	8.1%	34.8%
University of Illinois at Urbana	6,080	6,492	7,378	9,346	10,293	10.1%	69.3%
Purdue University-Main Campus	5,819	6,458	7,096	7,416	7,750	4.5%	33.2%
Iowa State University	6,172	6,410	6,866	7,009	7,236	3.2%	17.2%
Kansas State Univ of Ag and App Sci	4,358	4,778	5,310	5,657	5,968	5.5%	36.9%
Louisiana St Univ A&M	4,187	4,407	4,501	4,563	4,919	7.8%	17.5%
Michigan State University	8,108	8,855	9,426	10,330	11,300	9.4%	39.4%
University of Minnesota-Twin Cities	9,525	9,655	11,146	11,388	12,608	10.7%	32.4%
Mississippi State University	4,105	4,312	4,595	4,978	5,150	3.5%	25.5%
University of Missouri-Columbia	6,864	7,171	7,532	7,804	8,154	4.5%	18.8%
Cornell University-NY State Statutory Colleges	18,032	19,362	20,868	20,868	28,070	34.5%	55.7%
North Carolina State University at Raleigh	4,501	4,857	5,302	5,636	5,693	1.0%	26.5%
Ohio State University-Main Campus	8,205	8,832	9,438	9,972	10,440	4.7%	27.2%
Oklahoma State University-Main Campus	3,304	3,544	3,786	4,161	4,574	9.9%	38.4%
University of Tennessee-Knoxville	5,377	6,000	6,320	6,720	7,074	5.3%	31.6%
Texas A & M University	5,171	5,371	5,747	6,229	6,752	8.4%	30.6%
Virginia Tech	7,512	7,977	8,540	8,986	9,735	8.3%	29.6%
WASHINGTON STATE UNIVERSITY	**6,404**	**6,724**	**7,065**	**7,550 ***	**8,068 ***	**6.9%**	**26.0%**
University of Wisconsin-Madison	8,316	8,734	9,180	9,638	10,023	4.0%	20.5%
Average (23 institutions)	**6,450**	**6,875**	**7,451**	**7,923**	**8,754**	**10.5%**	**35.7%**
Washington State University Rank	9	9	11	10	10		
CHANGES FROM PREVIOUS YEAR							
23 Institution Average:							
$		**425**	**576**	**472**	**831**		
% Increase		**6.6%**	**8.4%**	**6.3%**	**10.5%**		
Washington State University							
$		**320**	**341**	**485**	**518**		
% Increase		**5.0%**	**5.1%**	**6.9%**	**6.9%**		

^Fees reduced from prior academic year. *See Endnotes.
#Revised from 2007-08 Report.

PEERS - TABLE 8
WASHINGTON STATE UNIVERSITY AND PEER INSTITUTIONS
NONRESIDENT GRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change One Year	Percentage Change Four Year
Auburn University-Main Campus	11,840	12,332	15,416	16,254	18,212	12.0%	53.8%
University of California-Davis	23,346	23,921	24,103	24,639	25,624	4.0%	9.8%
Colorado State University	14,959	16,019	16,773	17,704	18,603	5.1%	24.4%
University of Florida	17,698	17,799	18,293	18,836	19,430	3.2%	9.8%
University of Georgia	18,282	19,758	20,778	21,424	22,078	3.1%	20.8%
University of Illinois at Urbana	13,156	15,052	15,938	19,813	20,921	5.6%	59.0%
Purdue University-Main Campus	18,413	19,824	21,266	22,224	23,224	4.5%	26.1%
Iowa State University	15,798	16,422	17,280	17,669	18,120	2.6%	14.7%
Kansas State Univ of Ag and App Sci	10,378	11,244	11,930	12,277	12,975	5.7%	25.0%
Louisiana St Univ A&M	10,987	12,707	12,801	12,862	13,633	6.0%	24.1%
Michigan State University	15,980	17,387	18,648	20,440	22,310	9.1%	39.6%
University of Minnesota-Twin Cities	16,624	17,330	18,244	18,486	19,701	6.6%	18.5%
Mississippi State University	9,304	9,769	10,551	11,469	12,501	9.0%	34.4%
University of Missouri-Columbia	16,522	17,167	18,027	18,697	19,414	3.8%	17.5%
Cornell University-NY State Statutory Colleges	18,032	19,362	20,868	20,868	28,070	34.5%	55.7%
North Carolina State University at Raleigh	16,549	16,905	17,350	17,684	17,741	0.3%	7.2%
Ohio State University-Main Campus	20,088	21,429	22,791	24,126	25,302	4.9%	26.0%
Oklahoma State University-Main Campus	9,604	10,474	11,186	12,296	13,517	9.9%	40.7%
University of Tennessee-Knoxville	15,157	17,070	17,886	18,962	20,032	5.6%	32.2%
Texas A & M University	11,291	11,491	12,247	11,789 ^	12,372	4.9%	9.6%
Virginia Tech	11,682	12,835	14,057	15,351	16,866	9.9%	44.4%
WASHINGTON STATE UNIVERSITY	**15,598**	**16,378**	**17,203**	**18,398 ***	**19,676 ***	**6.9%**	**26.1%**
University of Wisconsin-Madison	23,586	24,004	24,450	24,908	24,944	0.1%	5.8%
Average (23 institutions)	**15,429**	**16,377**	**17,308**	**18,138**	**19,359**	**6.7%**	**25.5%**
Washington State University Rank	13	14	14	13	11		
CHANGES FROM PREVIOUS YEAR							
23 Institution Average:							
$		**948**	**931**	**830**	**1,221**		
% Increase		**6.1%**	**5.7%**	**4.8%**	**6.7%**		
Washington State University							
$		**780**	**825**	**1,195**	**1,278**		
% Increase		**5.0%**	**5.0%**	**6.9%**	**6.9%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 9
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
RESIDENT MEDICAL TUITION AND REQUIRED FEES**

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of Arizona	12,834	14,452	15,946	17,725	18,765	5.9%	46.2%
University of California-Davis	21,176	22,820	25,565	25,754	27,414	6.4%	29.5%
University of California-Irvine	20,901	22,896	23,446	24,329	25,795	6.0%	23.4%
University of California-Los Angeles	19,784	21,503	22,085	22,551	24,173	7.2%	22.2%
University of California-San Diego	20,172	21,891	22,541	22,959	24,701	7.6%	22.5%
University of Florida	16,640	18,391	19,863	21,849	25,126	15.0%	51.0%
University of Hawaii at Manoa	15,595	16,263	18,457	20,693	22,929	10.8%	47.0%
University of Illinois at Chicago	24,680	26,420	27,728	28,624	30,308	5.9%	22.8%
University of Iowa	18,982	19,736	20,819	25,094	26,113	4.1%	37.6%
University of Kentucky	16,688	18,826	21,312	23,752	26,344	10.9%	57.9%
Michigan State University	14,600	15,865	16,996	18,640	20,272	8.8%	38.8%
University of Michigan-Ann Arbor	21,581	22,433	23,565	24,755	26,006	5.1%	20.5%
University of Minnesota-Twin Cities	18,574	19,220	20,555	20,466 ^	32,360	58.1%	74.2%
University of Missouri-Columbia	21,016	21,896	22,987	23,847	24,856	4.2%	18.3%
University of New Mexico-Main Campus	10,454	12,933	13,281	13,995	14,671	4.8%	40.3%
University of North Carolina at Chapel Hill	8,877	10,740	11,373	11,919	12,891	8.2%	45.2%
Ohio State University-Main Campus	21,960	25,206	27,093	29,034	30,363	4.6%	38.3%
University of Cincinnati-Main Campus	21,831	23,580	25,965	26,910	27,987	4.0%	28.2%
University of Pittsburgh-Main Campus	31,264	32,798	33,834	35,990	N/A *	N/A	N/A
Texas A & M University	8,468	9,012	9,012	10,532	11,231	6.6%	32.6%
University of Utah	15,932	17,647	19,272	20,692	21,933	6.0%	37.7%
University of Virginia-Main Campus	26,074	28,700	30,100	31,305	32,650	4.3%	25.2%
UNIVERSITY OF WASHINGTON	**13,211**	**14,354**	**15,767**	**17,320 ***	**19,017 ***	**9.8%**	**43.9%**
University of Wisconsin-Madison	21,760	21,814	22,260	22,718	23,102	1.7%	6.2%
Average (24 institutions)	**18,461**	**19,975**	**21,243**	**22,561**	**22,875**	**1.4%**	**23.9%**
University of Washington Rank	20	21	21	21	19		
CHANGES FROM PREVIOUS YEAR							
24 Institution Average:							
$		**1,514**	**1,268**	**1,318**	**315**		
% Increase		**8.2%**	**6.3%**	**6.2%**	**1.4%**		
University of Washington							
$		**1,143**	**1,413**	**1,553**	**1,697**		
% Increase		**8.7%**	**9.8%**	**9.8%**	**9.8%**		

**Medical Degrees are not offered at Cornell University Statutory Colleges.
^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 10
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
NONRESIDENT MEDICAL TUITION AND REQUIRED FEES**

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of California-Davis	33,421	35,065	37,810	37,999	39,659	4.4%	18.7%
University of California-Irvine	33,146	37,857	35,691 ^	36,574	38,040	4.0%	14.8%
University of California-Los Angeles	32,029	33,748	34,330	34,796	36,418	4.7%	13.7%
University of California-San Diego	32,417	34,136	34,787	35,204	36,944	4.9%	14.0%
University of Florida	47,537	48,425	49,103	51,089	54,366	6.4%	14.4%
University of Hawaii at Manoa	29,299	29,967	35,257	40,589	45,921	13.1%	56.7%
University of Illinois at Chicago	54,312	54,532	55,782	57,520	60,650	5.4%	11.7%
University of Iowa	37,450	38,942	40,889	41,124	41,927	2.0%	12.0%
University of Kentucky	35,160	37,687	41,322	45,155	49,220	9.0%	40.0%
Michigan State University	31,800	34,465	36,996	40,560	43,748	7.9%	37.6%
University of Michigan-Ann Arbor	32,801	34,785	36,889	39,119	41,486	6.1%	26.5%
University of Minnesota-Twin Cities	33,338	33,817	25,289 ^	25,342	39,893	57.4%	19.7%
University of Missouri-Columbia	41,039	42,620	44,749	46,433	48,368	4.2%	17.9%
University of New Mexico-Main Campus	29,890	37,072	38,144	40,101	42,043	4.8%	40.7%
University of North Carolina at Chapel Hill	34,243	34,406	35,039	35,585	36,957	3.9%	7.9%
Ohio State University-Main Campus	47,991	38,037 ^	40,695	43,452	45,501	4.7%	-5.2%
University of Cincinnati-Main Campus	37,965	41,004	45,132	46,077	42,987	-6.7%	13.2%
University of Pittsburgh-Main Campus	37,172	37,536	38,714	39,854	N/A *	N/A	N/A
Texas A & M University	20,896 ^	21,568	24,512	23,782 ^	24,331	2.3%	16.4%
University of Utah	29,589	32,806	35,864	38,529	40,840	6.0%	38.0%
University of Virginia-Main Campus	36,633	38,700	40,100	41,305	42,650	3.3%	16.4%
UNIVERSITY OF WASHINGTON	**31,411**	**34,192**	**37,589**	**41,324 ***	**45,422 ***	**9.9%**	**44.6%**
University of Wisconsin-Madison	32,884	32,938	33,384	33,842	34,226	1.1%	4.1%
Average (23 institutions)	**35,323**	**36,709**	**38,177**	**39,798**	**42,345**	**6.4%**	**19.9%**
University of Washington Rank	19	16	12	7	7		
CHANGES FROM PREVIOUS YEAR							
24 Institution Average:							
$		**1,386**	**1,468**	**1,621**	**2,547**		
% Increase		**3.9%**	**4.0%**	**4.2%**	**6.4%**		
University of Washington							
$		**2,781**	**3,397**	**3,735**	**4,098**		
% Increase		**8.9%**	**9.9%**	**9.9%**	**9.9%**		

**Medical Degrees are not offered at Cornell University Statutory Colleges.
University of Arizona Medical School does not charge nonresident tuition.
^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 11
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
RESIDENT DENTAL TUITION AND REQUIRED FEES**

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of California-Los Angeles	15,877 ^	22,167	25,715	26,266	28,093	7.0%	76.9%
University of Florida	14,494	16,138	18,094	19,904	22,889	15.0%	57.9%
University of Illinois at Chicago	18,724	21,374	23,374	26,590	29,172	9.7%	55.8%
University of Iowa	18,079	20,796	21,927	25,854	26,681	3.2%	47.6%
University of Kentucky	15,248	17,267	19,534	21,274	22,780	7.1%	49.4%
University of Michigan-Ann Arbor	21,581	23,387	24,567	26,543	27,884	5.1%	29.2%
University of Minnesota-Twin Cities	18,917	20,326	22,381	22,325 ^	34,514	54.6%	82.4%
University of North Carolina at Chapel Hill	10,932	12,795	14,461	14,517	16,474	13.5%	50.7%
Ohio State University-Main Campus	18,360	23,619	25,638	27,627	29,550	7.0%	60.9%
University of Pittsburgh-Main Campus	29,760	30,342	33,404	33,110 ^	N/A *	N/A	N/A
University of Utah	15,932	17,647	19,272	20,692	21,933	6.0%	37.7%
UNIVERSITY OF WASHINGTON	**13,211**	**14,354**	**15,767**	**17,320 ***	**19,017 ***	**9.8%**	**43.9%**
Average (12 institutions)	**17,593**	**20,018**	**22,011**	**23,502**	**25,362**	**7.9%**	**44.2%**
University of Washington Rank	11	11	11	11	10		
CHANGES FROM PREVIOUS YEAR							
12 Institution Average:							
$		**2,425**	**1,994**	**1,491**	**1,861**		
% Increase		**13.8%**	**10.0%**	**6.8%**	**7.9%**		
University of Washington							
$		**1,143**	**1,413**	**1,553**	**1,697**		
% Increase		**8.7%**	**9.8%**	**9.8%**	**9.8%**		

****Dental degrees are not offered by the following University of Washington peer universities:**
University of Arizona
University of California-Davis
University of California-Irvine
University of California-San Diego
University of Hawaii at Manoa
Michigan State University
University of Missouri-Columbia
University of New Mexico Main Campus
Cornell University Statutory College
University of Cincinnati Main Campus
Texas A&M University Main Campus
University of Virginia Main Campus
University of Wisconsin-Madison

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 12
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
NONRESIDENT DENTAL TUITION AND REQUIRED FEES**

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of California-Los Angeles	28,122 ^	34,412	35,975	36,393	36,067	-0.9%	28.3%
University of Florida	42,033	43,278	44,575	46,385	49,370	6.4%	17.5%
University of Illinois at Chicago	47,710	47,872	49,872	51,948	55,872	7.6%	17.1%
University of Iowa	33,494	36,828	38,681	43,480	44,871	3.2%	34.0%
University of Kentucky	36,102	38,465	42,114	44,854	46,470	3.6%	28.7%
University of Michigan-Ann Arbor	35,767	37,573	39,469	41,461	43,554	5.0%	21.8%
University of Minnesota-Twin Cities	30,947	32,356	37,359	37,977	56,528	48.8%	82.7%
University of North Carolina at Chapel Hill	29,614	29,777	29,943	29,999	30,856	2.9%	4.2%
Ohio State University-Main Campus	42,762	49,485	53,055	56,688	60,063	6.0%	40.5%
University of Pittsburgh-Main Campus	37,352	38,086	42,490	40,438 ^	N/A *	N/A	N/A
University of Utah	29,589	32,806	35,864	38,529	40,840	6.0%	38.0%
UNIVERSITY OF WASHINGTON	**31,411**	**34,192**	**37,589**	**41,324 ***	**45,422 ***	**9.9%**	**44.6%**
Average (12 institutions)	**35,409**	**37,928**	**40,582**	**42,456**	**46,356**	**9.2%**	**30.9%**
University of Washington Rank	8	9	8	7	6		
CHANGES FROM PREVIOUS YEAR							
12 Institution Average:							
$		**2,519**	**2,655**	**1,874**	**3,899**		
% Increase		**7.1%**	**7.0%**	**4.6%**	**9.2%**		
University of Washington							
$		**2,781**	**3,397**	**3,735**	**4,098**		
% Increase		**8.9%**	**9.9%**	**9.9%**	**9.9%**		

****Dental degrees are not offered by the following University of Washington peer universities:**
University of Arizona
University of California-Davis
University of California-Irvine
University of California-San Diego
University of Hawaii at Manoa
Michigan State University
University of Missouri-Columbia
University of New Mexico Main Campus
Cornell University Statutory College
University of Cincinnati Main Campus
Texas A&M University Main Campus
University of Virginia Main Campus
University of Wisconsin-Madison

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 13
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
RESIDENT LAW TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of Arizona	12,587	13,191	16,190	17,544	19,571	11.6%	55.5%
University of California-Davis	21,224	23,524	24,358	25,489	28,515	11.9%	34.4%
University of California-Los Angeles	22,123	24,581	25,457	27,056	31,103	15.0%	40.6%
University of Florida	6,144	6,444	7,889	8,647	9,871	14.2%	60.7%
University of Hawaii at Manoa	11,611	12,303	13,081	13,901	14,721	5.9%	26.8%
University of Illinois at Urbana	15,926	17,488	20,458	25,972	31,152	19.9%	95.6%
University of Iowa	12,348	13,211	14,542	16,341	17,916	9.6%	45.1%
University of Kentucky	10,268	11,385	12,842	13,998	15,258	9.0%	48.6%
University of Michigan-Ann Arbor	29,357	32,919	35,501	38,949	41,500	6.5%	41.4%
University of Minnesota-Twin Cities	17,148	18,422	21,965	21,684 ^	25,253	16.5%	47.3%
University of Missouri-Columbia	12,791	13,614	14,295	14,824	15,462	4.3%	20.9%
University of New Mexico-Main Campus	7,514	8,816	9,566	10,562	11,593	9.8%	54.3%
University of North Carolina at Chapel Hill	11,119	11,981	12,947	13,004	15,045	15.7%	35.3%
Ohio State University-Main Campus	14,340	17,624	17,450 ^	19,246	20,920	8.7%	45.9%
University of Cincinnati-Main Campus	14,084	16,210	18,032	18,982	19,362	2.0%	37.5%
University of Pittsburgh-Main Campus	19,074	20,182	21,408	22,756	N/A *	N/A	N/A
University of Utah	7,170 ^	7,926	8,636	9,261	9,815	6.0%	36.9%
University of Virginia-Main Campus	26,100	28,300	30,700	33,500	36,800	9.9%	41.0%
UNIVERSITY OF WASHINGTON	**13,411**	**14,702**	**16,150**	**17,741 ***	**19,480 ***	**9.8%**	**45.3%**
University of Wisconsin-Madison	10,730	11,654	12,649	13,704	14,730	7.5%	37.3%
Average (20 institutions)	**14,753**	**16,224**	**17,706**	**19,158**	**19,903**	**3.9%**	**34.9%**
University of Washington Rank	10	10	11	10	9		
CHANGES FROM PREVIOUS YEAR							
20 Institution Average:							
$		**1,470**	**1,482**	**1,452**	**745**		
% Increase		**10.0%**	**9.1%**	**8.2%**	**3.9%**		
University of Washington							
$		**1,291**	**1,448**	**1,591**	**1,739**		
% Increase		**9.6%**	**9.8%**	**9.9%**	**9.8%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 14
UNIVERSITY OF WASHINGTON AND PEER INSTITUTIONS
NONRESIDENT LAW TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change One Year	Percentage Change Four Year
University of Arizona	21,567	22,171	25,980	28,351	32,208	13.6%	49.3%
University of California-Davis	33,469	35,769	36,603	37,734	40,760	8.0%	21.8%
University of California-Los Angeles	33,168	35,545	36,381	37,849	41,624	10.0%	25.5%
University of Florida	22,554	22,692	23,380	24,139	25,363	5.1%	12.5%
University of Hawaii at Manoa	19,771	20,967	22,825	24,725	26,625	7.7%	34.7%
University of Illinois at Urbana	28,262	28,392	31,664	35,972	39,152	8.8%	38.5%
University of Iowa	26,556	27,989	29,986	32,589	34,684	6.4%	30.6%
University of Kentucky	19,868	21,244	23,272	24,804	26,436	6.6%	33.1%
University of Michigan-Ann Arbor	34,357	35,919	38,501	41,949	44,500	6.1%	29.5%
University of Minnesota-Twin Cities	27,242	28,516	31,465	31,148 ^	35,656	14.5%	30.9%
University of Missouri-Columbia	24,530	25,986	27,285	28,306	29,496	4.2%	20.2%
University of New Mexico-Main Campus	19,901	21,393	23,213	24,467	25,693	5.0%	29.1%
University of North Carolina at Chapel Hill	23,037	24,199	25,365	25,422	27,863	9.6%	20.9%
Ohio State University-Main Campus	27,172	31,226	31,868	33,946	35,870	5.7%	32.0%
University of Cincinnati-Main Campus	26,190	29,284	32,152	33,102	33,764	2.0%	28.9%
University of Pittsburgh-Main Campus	27,970	28,790	29,706	31,012	N/A *	N/A	N/A
University of Utah	15,252 ^	16,897	18,454	19,815	21,003	6.0%	37.7%
University of Virginia-Main Campus	31,100	33,300	35,700	38,500	41,800	8.6%	34.4%
UNIVERSITY OF WASHINGTON	**19,711**	**21,632**	**23,773**	**26,126 ***	**28,704 ***	**9.9%**	**45.6%**
University of Wisconsin-Madison	26,948	28,866	30,812	32,770	34,654	5.7%	28.6%
Average (20 institutions)	**25,431**	**27,039**	**28,919**	**30,636**	**31,293**	**2.1%**	**23.0%**
University of Washington Rank	19	16	15	14	13		
CHANGES FROM PREVIOUS YEAR							
20 Institution Average:							
$		**1,608**	**1,880**	**1,717**	**656**		
% Increase		**6.3%**	**7.0%**	**5.9%**	**2.1%**		
University of Washington							
$		**1,921**	**2,141**	**2,353**	**2,578**		
% Increase		**9.7%**	**9.9%**	**9.9%**	**9.9%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 15
WASHINGTON STATE UNIVERSITY AND PEER INSTITUTIONS
RESIDENT VETERINARY MEDICINE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change One Year	Percentage Change Four Year
Auburn University-Main Campus	9,048	9,418	9,816	10,374	11,620	12.0%	28.4%
University of California-Davis	20,131	21,701	22,233	22,403	24,263	8.3%	20.5%
Colorado State University	11,068	12,199	12,547	14,407 #	16,448	14.2%	48.6%
University of Florida	12,205	13,735	15,596	17,155	19,728	15.0%	61.6%
University of Georgia	10,196	11,376	11,978	12,492	13,222	5.8%	29.7%
University of Illinois at Urbana	14,858	15,958	17,566	20,282	21,392	5.5%	44.0%
Purdue University-Main Campus	12,050	12,194	12,926	15,052	15,730	4.5%	30.5%
Iowa State University	11,024	12,692	14,834	15,391	15,886	3.2%	44.1%
Kansas State Univ of Ag and App Sci	6,238 ^	6,964	7,674	8,327	8,780	5.4%	40.8%
Louisiana St Univ A&M	11,307	11,677	11,789	11,859 #	12,533	5.7%	10.8%
Michigan State University	14,800	16,065	17,196	18,860	20,476	8.6%	38.4%
University of Minnesota-Twin Cities	17,142	18,416	20,729	20,847	23,071	10.7%	34.6%
Mississippi State University	7,000 ^	8,050	9,258	12,968	14,008	8.0%	100.1%
University of Missouri-Columbia	14,284	14,930	15,677	16,862	17,746	5.2%	24.2%
Cornell University-NY State Statutory Colleges	20,562	22,062	23,068	24,068	26,500	10.1%	28.9%
North Carolina State University at Raleigh	9,445	9,801	10,246	10,580	10,637	0.5%	12.6%
Ohio State University-Main Campus	16,368	17,955	19,629	21,342	23,307	9.2%	42.4%
Oklahoma State University-Main Campus	10,675	11,445	12,072	13,129	14,295	8.9%	33.9%
University of Tennessee-Knoxville	10,175	11,612	13,326	14,590	15,348	5.2%	50.8%
Texas A & M University	11,714 ^	11,607 ^	12,891	12,764 ^	14,399	12.8%	22.9%
Virginia Tech	12,867	13,769	14,738	15,951	17,336	8.7%	34.7%
WASHINGTON STATE UNIVERSITY	**12,654**	**13,776**	**15,003**	**16,044 ***	**17,156** *	**6.9%**	**35.6%**
University of Wisconsin-Madison	15,878	15,932	16,378	16,836	17,220	2.3%	8.5%
Average (23 institutions)	**12,682**	**13,623**	**14,660**	**15,764**	**17,004**	**7.9%**	**34.1%**
Washington State University Rank	10	9	10	10	11		
CHANGES FROM PREVIOUS YEAR							
23 Institution Average:							
$		**941**	**1,036**	**1,105**	**1,240**		
% Increase		**7.4%**	**7.6%**	**7.5%**	**7.9%**		
Washington State University							
$		**1,122**	**1,227**	**1,041**	**1,112**		
% Increase		**8.9%**	**8.9%**	**6.9%**	**6.9%**		

^Fees reduced from prior academic year. *See Endnotes.
#Revised from 2007-08 Report.

PEERS - TABLE 16
WASHINGTON STATE UNIVERSITY AND PEER INSTITUTIONS
NONRESIDENT VETERINARY MEDICINE TUITION AND REQUIRED FEES**

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
Auburn University-Main Campus	26,708	27,778	28,936	30,434	34,100	12.0%	27.7%
University of California-Davis	32,376	33,946	34,478	34,648	36,508	5.4%	12.8%
Colorado State University	34,816	37,099	37,947	40,707 #	43,648	7.2%	25.4%
University of Florida	34,774	35,661	36,571	38,130	40,704	6.8%	17.1%
University of Illinois at Urbana	35,322	36,422	37,030	37,746	39,856	5.6%	12.8%
Purdue University-Main Campus	29,790	30,968	32,828	35,918	37,535	4.5%	26.0%
Iowa State University	27,986	31,278	35,172	36,171	37,082	2.5%	32.5%
Kansas State Univ of Ag and App Sci	15,898 ^	17,064	17,890	18,817	19,880	5.6%	25.0%
Louisiana St Univ A&M	28,107	30,277	32,189	34,259 #	34,933	2.0%	24.3%
Michigan State University	31,000	33,665	31,996 ^	39,464	42,544	7.8%	37.2%
University of Minnesota-Twin Cities	32,931	34,206	38,165	39,505	41,676	5.5%	26.6%
Mississippi State University	23,500 ^	35,075	40,338	32,750 ^	34,830	6.4%	48.2%
University of Missouri-Columbia	27,513	28,619	30,048	31,812	33,461	5.2%	21.6%
Cornell University-NY State Statutory Colleges	29,062	31,562	33,068	35,068	39,500	12.6%	35.9%
North Carolina State University at Raleigh	32,208	32,564	33,009	33,343	33,400	0.2%	3.7%
Ohio State University-Main Campus	41,592	44,691	47,970	51,762	54,852	6.0%	31.9%
Oklahoma State University-Main Campus	26,820	28,721	29,348	30,404	31,570	3.8%	17.7%
University of Tennessee-Knoxville	28,395	32,578	37,392	38,658	40,724	5.3%	43.4%
Texas A & M University	22,514	22,407 ^	23,691	23,564 ^	25,199	6.9%	11.9%
Virginia Tech	29,139	30,969	33,692	35,896	38,270	6.6%	31.3%
WASHINGTON STATE UNIVERSITY	**31,212**	**34,004**	**37,052**	**39,636 ***	**42,400 ***	**7.0%**	**35.8%**
University of Wisconsin-Madison	23,912	23,966	24,450	24,908	25,292	1.5%	5.8%
Average (22 institutions)	**29,344**	**31,524**	**33,330**	**34,709**	**36,726**	**5.8%**	**25.2%**
Washington State University Rank	8	7	6	3	4		
CHANGES FROM PREVIOUS YEAR							
22 Institution Average:							
$		**2,179**	**1,806**	**1,379**	**2,017**		
% Increase		**7.4%**	**5.7%**	**4.1%**	**5.8%**		
Washington State University							
$		**2,792**	**3,048**	**2,584**	**2,764**		
% Increase		**8.9%**	**9.0%**	**7.0%**	**7.0%**		

**University of Georgia does not report nonresident tuition and required fees for nonresident veterinary medicine students.
^Fees reduced from prior academic year. *See Endnotes.
#Revised from 2007-08 Report.

PEERS - TABLE 17
THE EVERGREEN STATE COLLEGE AND PEER INSTITUTIONS
RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of Montevallo	5,474	5,664	5,664	6,080	6,650	9.4%	21.5%
Sonoma State University	3,408	3,616	3,648	3,946	4,272	8.3%	25.4%
Eastern Connecticut State University	5,556	5,964	6,442	6,961	7,406	6.4%	33.3%
Fort Hays State University	2,901	3,053	3,192	3,356	3,540	5.5%	22.0%
Coppin State University	4,454	4,714	4,745	4,980	6,614	32.8%	48.5%
Saint Mary's College of Maryland	9,617	10,896	11,418	11,989	12,604	5.1%	31.1%
University of Minnesota-Morris	8,950	9,721	10,640	9,331 ^	10,006	7.2%	11.8%
Missouri Western State University	4,778	4,778	5,168	5,330	5,560	4.3%	16.4%
Keene State College	6,900	7,352	7,822	8,298	8,778	5.8%	27.2%
SUNY College at Fredonia	5,391	5,441	5,482	5,542	5,588	0.8%	3.7%
SUNY College at Geneseo	5,335 ^	5,520	5,560	5,606	5,658	0.9%	6.1%
SUNY College at Oneonta	5,332	5,362	5,397	5,405	5,502	1.8%	3.2%
SUNY College at Potsdam	5,239	5,279	5,357	5,401	5,457	1.0%	4.2%
North Carolina Central University	3,042	3,096	3,396	3,606	3,729	3.4%	22.6%
Winston-Salem State University	2,675	2,805	3,108	3,300	3,389	2.7%	26.7%
Southern Oregon State University	4,604	4,909	5,233	5,502	5,739	4.3%	24.7%
East Stroudsburg University of Pennsylvania	6,224	6,399	6,577	6,809	7,090	4.1%	13.9%
University of Pittsburgh-Johnstown	9,932	10,540	10,876	11,332	11,754	3.7%	18.3%
College of Charleston	6,202	6,668	7,234	7,778	8,400	8.0%	35.4%
Francis Marion University	5,540	5,984	6,512	7,038	7,632	8.4%	37.8%
University of South Carolina Upstate	6,060	6,636	7,218	7,760	8,342	7.5%	37.7%
Longwood University	6,441	7,020	7,589	8,058	8,499	5.5%	32.0%
University of Mary Washington	5,127	5,634	6,084	6,494	6,774	4.3%	32.1%
THE EVERGREEN STATE COLLEGE	**3,900**	**4,130**	**4,372**	**4,590 ***	**4,797 ***	**4.5%**	**23.0%**
University of Wisconsin-Green Bay	5,154	5,425	5,716	5,959	6,308	5.9%	22.4%
University of Wisconsin-River Falls	4,748	5,080	5,323	5,752	6,077	5.7%	28.0%
University of Wisconsin-Superior	4,802	5,182	5,572	5,911	6,360	7.6%	32.4%
Average (27 institutions)	**5,474**	**5,810**	**6,124**	**6,375**	**6,760**	**6.0%**	**23.5%**
The Evergreen State College Rank	23	23	23	23	23		
CHANGES FROM PREVIOUS YEAR							
27 Institution Average:							
$		**336**	**314**	**251**	**386**		
% Increase		**6.1%**	**5.4%**	**4.1%**	**6.0%**		
The Evergreen State College							
$		**230**	**242**	**218**	**207**		
% Increase		**5.9%**	**5.9%**	**5.0%**	**4.5%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 18
THE EVERGREEN STATE COLLEGE AND PEER INSTITUTIONS
NONRESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of Montevallo	10,664	11,124	11,124	11,930	12,800	7.3%	20.0%
Sonoma State University	13,578	13,786	13,818	14,116	14,442	2.3%	6.4%
Eastern Connecticut State University	13,072	13,903	14,764	15,681	16,543	5.5%	26.6%
Fort Hays State University	9,026	9,575	10,038	10,544	11,124	5.5%	23.2%
Coppin State University	10,626	11,235	11,768	12,753	16,810	31.8%	58.2%
Saint Mary's College of Maryland	17,097	19,773	21,260	22,323	23,454	5.1%	37.2%
University of Minnesota-Morris	8,950	9,721	10,640	9,331 ^	10,006	7.2%	11.8%
Missouri Western State University	8,406	8,406	9,008	9,290	9,688	4.3%	15.3%
Keene State College	13,340	14,192	15,092	15,848	16,628	4.9%	24.6%
SUNY College at Fredonia	11,651	11,701	11,742	11,802	11,848	0.4%	1.7%
SUNY College at Geneseo	11,595	11,780	11,820	11,867	11,918	0.4%	2.8%
SUNY College at Oneonta	11,592	11,622	11,657	11,715	11,762	0.4%	1.5%
SUNY College at Potsdam	11,499	11,539	11,617	11,661	11,717	0.5%	1.9%
North Carolina Central University	12,486	12,840	13,140	13,350	13,473	0.9%	7.9%
Winston-Salem State University	11,015	11,445	11,748	11,940	12,029	0.7%	9.2%
Southern Oregon State University	13,841	14,686	16,918	17,580	18,285	4.0%	32.1%
East Stroudsburg University of Pennsylvania	13,490	13,822	14,200	14,664	15,220	3.8%	12.8%
University of Pittsburgh-Johnstown	19,802	20,428	20,468	20,912	21,314	1.9%	7.6%
College of Charleston	14,140	15,342	16,800	18,732	20,418	9.0%	44.4%
Francis Marion University	10,945	11,833	12,839	13,841	14,979	8.2%	36.9%
University of South Carolina Upstate	12,304	13,474	14,656	15,752	16,684	5.9%	35.6%
Longwood University	12,951	13,754	15,259	16,378	17,112	4.5%	32.1%
University of Mary Washington	13,533	14,776	15,964	16,968	17,942	5.7%	32.6%
THE EVERGREEN STATE COLLEGE	**14,515**	**14,537**	**14,558**	**14,934 ***	**15,657 ***	**4.8%**	**7.9%**
University of Wisconsin-Green Bay	15,200	15,471	13,191 ^	13,532	13,881	2.6%	-8.7%
University of Wisconsin-River Falls	14,794	15,126	12,798 ^	13,324	13,650	2.4%	-7.7%
University of Wisconsin-Superior	14,848	15,228	13,046 ^	13,484	13,933	3.3%	-6.2%
Average (27 institutions)	**12,776**	**13,375**	**13,701**	**14,232**	**14,938**	**5.0%**	**16.9%**
The Evergreen State College Rank	6	9	10	10	11		
CHANGES FROM PREVIOUS YEAR							
27 Institution Average:							
$		**598**	**326**	**530**	**706**		
% Increase		**4.7%**	**2.4%**	**3.9%**	**5.0%**		
The Evergreen State College							
$		**22**	**21**	**376**	**723**		
% Increase		**0.2%**	**0.1%**	**2.6%**	**4.8%**		

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 19
THE EVERGREEN STATE COLLEGE AND PEER INSTITUTIONS
RESIDENT GRADUATE TUITION AND REQUIRED FEES**

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change	
						One Year	Four Year
University of Montevallo	3,902	4,035	4,054	5,204	5,762	10.7%	47.7%
Sonoma State University	3,894	4,198	4,230	4,588	4,980	8.5%	27.9%
Eastern Connecticut State University	6,260	6,710	7,225	7,784	8,269	6.2%	32.1%
Fort Hays State University	2,663	2,811	2,943	3,093	3,263	5.5%	22.5%
Coppin State University	6,111	6,395	6,639	7,335	7,891	7.6%	29.1%
Saint Mary's College of Maryland	N/A	N/A	11,418	11,989	12,604	5.1%	N/A
Keene State College	6,900	7,352	7,822	8,298	8,778	5.8%	27.2%
SUNY College at Fredonia	7,463 ^	7,991	8,032	8,092	8,138	0.6%	9.0%
SUNY College at Geneseo	7,405 ^	7,506	7,531	7,554	7,574	0.3%	2.3%
SUNY College at Oneonta	7,423 ^	7,912	7,657 ^	7,685	7,710	0.3%	3.9%
SUNY College at Potsdam	7,659	7,699	7,767	7,811	7,847	0.5%	2.5%
North Carolina Central University	3,190	3,544	3,844	4,054	4,243	4.7%	33.0%
Winston-Salem State University	2,734	3,164	3,467	3,659	3,830	4.7%	40.1%
Southern Oregon State University	8,153	8,701	9,526	9,936	10,434	5.0%	28.0%
East Stroudsburg University of Pennsylvania	7,008	7,201	7,401	7,655	7,981	4.3%	13.9%
College of Charleston	6,202	6,668	7,234	7,778	8,820	13.4%	42.2%
Francis Marion University	5,540	6,184	6,712	7,238	7,832	8.2%	41.4%
Longwood University	8,305	7,480 ^	5,619 ^	5,619	6,128	9.1%	-26.2%
University of Mary Washington	4,620	5,080	5,500	5,840	6,080	4.1%	31.6%
THE EVERGREEN STATE COLLEGE	**6,501**	**6,523**	**6,544**	**6,567 ***	**6,597 ***	**0.5%**	**1.5%**
University of Wisconsin-Green Bay	6,496	6,767	7,058	7,301	7,650	4.8%	17.8%
University of Wisconsin-River Falls	5,972	6,305	6,665	7,022	7,347	4.6%	23.0%
University of Wisconsin-Superior	5,994	6,374	6,764	7,104	7,495	5.5%	25.0%
Average (23 institutions)	**5,927**	**6,209**	**6,594**	**6,922**	**7,272**	**5.1%**	**22.7%**
The Evergreen State College Rank	9	12	16	16	16		
CHANGES FROM PREVIOUS YEAR							
23 Institution Average:							
$		**282**	**384**	**328**	**350**		
% Increase		**4.8%**	**6.2%**	**5.0%**	**5.1%**		
The Evergreen State College							
$		**22**	**21**	**23**	**30**		
% Increase		**0.3%**	**0.3%**	**0.4%**	**0.5%**		

****Graduate Degrees are not offered at the following TESC peer institutions:**
Missouri Western State University
University of Minnesota-Morris
University of Pittsburgh-Johnstown
University of South Carolina Upstate

^Fees reduced from prior academic year. *See Endnotes.

PEERS - TABLE 20
THE EVERGREEN STATE COLLEGE AND PEER INSTITUTIONS
NONRESIDENT GRADUATE TUITION AND REQUIRED FEES**

	2004-05	2005-06	2006-07	2007-08	2008-09	Percentage Change One Year	Percentage Change Four Year
University of Montevallo	7,582	7,915	7,934	10,196	11,042	8.3%	39.5%
Sonoma State University	14,064	14,368	14,400	14,758	15,150	2.7%	5.4%
Eastern Connecticut State University	13,742	14,613	15,510	16,464	17,365	5.5%	18.8%
Fort Hays State University	6,992	7,422	7,782	8,173	8,623	5.5%	16.2%
Coppin State University	9,131	9,595	9,999	10,995	8,831	-19.7%	-8.0%
Saint Mary's College of Maryland	N/A	N/A	11,418	11,989	12,604	5.1%	N/A
Keene State College	13,340	14,192	15,092	15,848	16,274	2.7%	14.7%
SUNY College at Fredonia	11,483 ^	12,011	12,052	12,112	12,158	0.4%	1.2%
SUNY College at Geneseo	11,425	11,526	11,551	11,574	11,594	0.2%	0.6%
SUNY College at Oneonta	11,443	11,932	11,677 ^	11,705	11,730	0.2%	-1.7%
SUNY College at Potsdam	11,679	11,719	11,785	11,831	11,867	0.3%	1.3%
North Carolina Central University	12,771	13,125	13,425	13,635	14,064	3.1%	7.2%
Winston-Salem State University	11,227	11,657	11,960	12,152	12,663	4.2%	8.6%
Southern Oregon State University	13,571	14,389	15,724	16,341	17,061	4.4%	18.6%
East Stroudsburg University of Pennsylvania	10,522	10,798	11,094	11,474	11,931	4.0%	10.5%
College of Charleston	14,140	15,342	16,800	18,732	21,438	14.4%	39.7%
Francis Marion University	10,945	12,233	13,239	14,241	15,379	8.0%	25.7%
Longwood University	14,691	12,933 ^	12,133 ^	12,179	13,328	9.4%	3.1%
University of Mary Washington	10,680	11,660	12,520	13,296	14,056	5.7%	20.5%
THE EVERGREEN STATE COLLEGE	**19,938**	**19,960**	**19,981**	**20,004 ***	**20,004 ***	**0.0%**	**0.2%**
University of Wisconsin-Green Bay	17,106	17,377	17,668	17,911	17,995	0.5%	3.6%
University of Wisconsin-River Falls	16,582	16,914	17,275	17,632	17,692	0.3%	4.6%
University of Wisconsin-Superior	16,604	16,984	17,374	17,714	18,840	6.4%	10.9%
Average (23 institutions)	**12,712**	**13,121**	**13,408**	**13,955**	**14,421**	**3.3%**	**9.9%**
The Evergreen State College Rank	1	1	1	1	2		
CHANGES FROM PREVIOUS YEAR							
23 Institution Average:							
$		**409**	**287**	**546**	**467**		
% Increase		**3.2%**	**2.2%**	**4.1%**	**3.3%**		
The Evergreen State College							
$		**22**	**21**	**23**	**0**		
% Increase		**0.1%**	**0.1%**	**0.1%**	**0.0%**		

****Graduate Degrees are not offered at the following TESC peer institutions:**
Missouri Western State University
University of Minnesota-Morris
University of Pittsburgh-Johnstown
University of South Carolina Upstate

^Fees reduced from prior academic year. *See Endnotes.

ENDNOTES FOR

NATIONAL AND PEER TABLES

Endnotes

Pertinent information about the tuition and fee data reported in all tables of this document is included below. Only tables with endnotes are included in this listing.

National - Table 1: *Flagship Universities: Resident Undergraduate Tuition and Required Fees*	• Florida: there was a 5 percent increase effective January 2008. • Georgia: reflects entry-level rates that are fixed for four years of undergraduate study. • Illinois: tuition and fees reflect entry-level rates. • Kentucky: tuition and fees reflect average of upper- and lower-divisions. • Ohio: tuition and fees (beginning in 2006-07) reflect entering students in that year. • Rhode Island: includes one-time assessment fee of $200 ($250 for University of Rhode Island students) in spring 2009 due to decreases in state appropriations to higher education. • Washington: required fees only reflect services and activities, and technology fees.
National - Table 2: *Flagship Universities: Nonresident Undergraduate Tuition and Required Fees*	• Georgia: reflects entry-level rates that are fixed for four years of undergraduate study. • Illinois: tuition and fees reflect entry-level rates. • Kentucky: tuition and fees reflect average of upper- and lower-divisions. • Ohio: tuition and fees (beginning in 2006-07) reflect entering students in that year. • Rhode Island: includes one-time assessment fee of $200 ($250 for University of Rhode Island students) in spring 2009 due to decreases in state appropriations to higher education. • Washington: required fees only reflect services and activities, and technology fees.
National - Table 3: *Flagship Universities: Resident Graduate Tuition and Required Fees*	• Washington: required fees only reflect services and activities, and technology fees. University of Washington rates are for the Tier II graduate level.
National - Table 4: *Flagship Universities: Nonresident Graduate Tuition and Required Fees*	• Washington: required fees only reflect services and activities, and technology fees. University of Washington rates are for the Tier II graduate level.

Endnotes (continued)

National - Table 5: *Comprehensive Colleges and Universities: Resident Undergraduate Tuition and Required Fees (State Averages)*	• Florida: there was a 5 percent increase effective January 2008. • Georgia: reflects entry-level rates that are fixed for four years of undergraduate study. • Illinois: tuition and fees reflect entry-level rates. • Ohio: tuition and fees (beginning in 2006-07) reflect entering students in that year. • Rhode Island: includes one-time assessment fee of $200 ($250 for University of Rhode Island students) in spring 2009 due to decreases in state appropriations to higher education. • Washington: required fees only reflect services and activities, and technology fees.
National - Table 6: *Comprehensive Colleges and Universities: Nonresident Undergraduate Tuition and Required Fees (State Averages)*	• Georgia: reflects entry-level rates that are fixed for four years of undergraduate study. • Illinois: tuition and fees reflect entry-level rates. • Ohio: tuition and fees (beginning in 2006-07) reflect entering students in that year. • Rhode Island: includes one-time assessment fee of $200 ($250 for University of Rhode Island students) in spring 2009 due to decreases in state appropriations to higher education. • Washington: required fees only reflect services and activities, and technology fees.
National - Table 7: *Comprehensive Colleges and Universities: Resident Graduate Tuition and Required Fees (State Averages)*	• Washington: required fees only reflect services and activities, and technology fees.
National - Table 8: *Comprehensive Colleges and Universities: Nonresident Graduate Tuition and Required Fees (State Averages)*	• Washington: required fees only reflect services and activities, and technology fees.
National - Table 9: *Community Colleges: Resident Tuition and Required Fees (Estimated State Averages)*	• Indiana: tuition and fees reflect those at Ivy Tech Community College of Indiana. In prior reports, Indiana reported a blended tuition that included Vincennes University (two-year). • Washington: required fees only reflect services and activities, and technology fees.

Endnotes (continued)

National - Table 10: *Community Colleges: Nonresident Tuition and Required Fees (Estimated State Averages)*	• Indiana: tuition and fees reflect those at Ivy Tech Community College of Indiana. In prior reports, Indiana reported a blended tuition that included Vincennes University (two-year). • North Dakota: Nonresident rates now charged at 1.5 times resident rate (previously, the charge was 2.67 of resident rate). • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 1: *University of Washington and Peer Institutions: Resident Undergraduate Tuition and Required Fees*	• Kentucky: tuition and fees reflect average of upper- and lower-divisions. • Ohio: tuition and fees (beginning in 2006-07) reflect entering students in that year. • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 2: *University of Washington and Peer Institutions: Nonresident Undergraduate Tuition and Required Fees*	• Kentucky: tuition and fees reflect average of upper- and lower-divisions. • Ohio: tuition and fees (beginning in 2006-07) reflect entering students in that year. • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 3: *University of Washington and Peer Institutions: Resident Graduate Tuition and Required Fees*	• Washington: required fees only reflect services and activities, and technology fees. University of Washington rates are tier II.
Peers - Table 4: *University of Washington and Peer Institutions: Nonresident Graduate Tuition and Required Fees*	• Washington: required fees only reflect services and activities, and technology fees. University of Washington rates are tier II.
Peers - Table 5: *Washington State University and Peer Institutions: Resident Undergraduate Tuition and Required Fees*	• Georgia: reflects entry-level rates that are fixed for four years of undergraduate study. • Ohio: tuition and fees (beginning in 2006-07) reflect entering students in that year. • Washington: required fees only reflect services and activities, and technology fees.

Endnotes (continued)

Peers - Table 6: *Washington State University and Peer Institutions: Nonresident Undergraduate Tuition and Required Fees*	• Georgia: reflects entry-level rates that are fixed for four years of undergraduate study. • Ohio: tuition and fees (beginning in 2006-07) reflect entering students in that year. • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 6: *Washington State University and Peer Institutions: Nonresident Undergraduate Tuition and Required Fees*	• Georgia: reflects entry-level rates that are fixed for four years of undergraduate study. • Ohio: tuition and fees (beginning in 2006-07) reflect entering students in that year. • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 7: *Washington State University and Peer Institutions: Resident Graduate Tuition and Required Fees*	• Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 8: *Washington State University and Peer Institutions: Nonresident Graduate Tuition and Required Fees*	• Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 9: *University of Washington and Peer Institutions: Resident Medical Tuition and Required Fees*	• University of Pittsburgh: not reporting medical tuition and fees. • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 10: *University of Washington and Peer Institutions: Nonresident Medical Tuition and Required Fees*	• University of Pittsburgh: not reporting medical tuition and fees. • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 11: *University of Washington and Peer Institutions: Resident Dental Tuition and Required Fees*	• University of Pittsburgh: not reporting dental tuition and fees. • Washington: required fees only reflect services and activities, and technology fees.

Endnotes (continued)

Peers - Table 12: *University of Washington and Peer Institutions: Nonresident Dental Tuition and Required Fees*	• University of Pittsburgh: not reporting dental tuition and fees. • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 13: *University of Washington and Peer Institutions: Resident Law Tuition and Required Fees*	• University of Pittsburgh: not reporting law tuition and fees. • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 14: *University of Washington and Peer Institutions: Nonresident Law Tuition and Required Fees*	• University of Pittsburgh: not reporting law tuition and fees. • Washington: required fees only reflect services and activities, and technology fees.
Peers - Table 15 through Table 20: *Washington Institutions and Peer Institutions: Resident and Nonresident Tuition and Required Fees*	• Washington: required fees only reflect services and activities, and technology fees.

APPENDIX A

LIST OF INCLUDED COLLEGES AND UNIVERSITIES

NATIONAL TABLES 1 through 10

Appendix A

National Tables: Colleges and Universities

*Indicates the state flagship university reflected in Tables 1, 2, 3, and 4; tuition and fee data from the other state colleges and universities are averaged and presented in Tables 5, 6, 7, and 8.
**State university system represents an average of comprehensive institutions in the state.

Note: The names of some colleges and universities have changed over time. The most current names are listed.

ALABAMA

*University of Alabama/Tuscaloosa
Alabama State University
University of North Alabama
University of West Alabama
University of Montevallo
University of South Alabama

ALASKA

*University of Alaska, Fairbanks

ARIZONA

*University of Arizona
Northern Arizona University
Arizona State University – Main Campus

ARKANSAS

*University of Arkansas/Fayetteville
Arkansas Tech University
University of Central Arkansas
University of Arkansas/Monticello
Arkansas State University

CALIFORNIA

*University of California/Berkeley
California Polytechnic State University/San Luis Obispo
California State College/San Bernadino
Sonoma State University
California State University/Chico
California State University/Fresno
California State University/Fullerton
California State University/Northridge
California State University/Long Beach
California State University/Los Angeles
California State University/Sacramento
Humboldt State University

COLORADO

*University of Colorado/Boulder
Adams State College
Fort Lewis State College
Metropolitan State College of Denver
University of Northern Colorado
Western State College Colorado

CONNECTICUT

*University of Connecticut/Storrs
Central Connecticut State University
Southern Connecticut State University
Western Connecticut State University

DELAWARE

*University of Delaware

FLORIDA

*University of Florida/Gainesville
**State University System Comprehensive

GEORGIA

*University of Georgia
Albany State University
Armstrong Atlantic State University
Augusta State University
Columbus State University
Georgia College & State University
Georgia Southern University
Valdosta State University
University of West Georgia

National Tables: Colleges and Universities
(continued)

HAWAII

*University of Hawaii/Manoa

IDAHO

*University of Idaho
Idaho State University
Boise State University

ILLINOIS

*University of Illinois/Urbana
Eastern Illinois University
Illinois State University
Northern Illinois University
Northeastern Illinois University
Western Illinois University

INDIANA

*Indiana University/Bloomington
Ball State University
Indiana State University

IOWA

*University of Iowa
University of Northern Iowa

KANSAS

*University of Kansas/Lawrence – Main Campus
Fort Hays State University
Pittsburg State University
Emporia State University
Wichita State University

KENTUCKY

*University of Kentucky/Lexington
Eastern Kentucky University
Morehead State University
Murray State University
Northern Kentucky University
Western Kentucky University
University of Louisville
Kentucky State University

LOUISIANA

*Louisiana State University/
Baton Rouge
Louisiana Technical University
McNeese State University
Nicholls State University
University of Louisiana/Monroe
Northwestern State University
Southeastern Louisiana University
Grambling State University

MAINE

*University of Maine
University of Maine/Machias
University of Maine/Fort Kent
University of Maine/Presque Isle

MARYLAND

*University of Maryland/College Park
Bowie State University
Coppin State University
Morgan State University
St. Mary's College of Maryland
Towson State University
Frostburg State University

MASSACHUSETTS

*University of Massachusetts/Amherst
Fitchburg State College
Framingham State College
Massachusetts College of Art
Massachusetts College of Liberal Arts
University of Massachusetts/
Dartmouth
Worcester State College
Salem State College

MICHIGAN

*University of Michigan/Ann Arbor
Central Michigan University
Eastern Michigan University
Grand Valley State University
Northern Michigan University
Oakland University
Western Michigan University

National Tables: Colleges and Universities
(continued)

MINNESOTA

*University of Minnesota/Twin Cities
**State University System Comprehensive

MISSISSIPPI

*University of Mississippi/Oxford
Alcorn State University
Jackson State University
Mississippi University for Women
University of Southern Mississippi
Mississippi Valley State University

MISSOURI

*University of Missouri/Columbia
University of Central Missouri
Missouri Southern State University
Missouri Western State University
Truman State University
Missouri State University

MONTANA

*University of Montana/Missoula
Montana State University/Billings
Western Montana College/University of Montana

NEBRASKA

*University of Nebraska/Lincoln
University of Nebraska/Kearney
Wayne State College

NEVADA

*University of Nevada/Reno
University of Nevada/Las Vegas

NEW HAMPSHIRE

*University of New Hampshire/Durham
Keene State College
Plymouth State College

NEW JERSEY

*Rutgers/New Brunswick
Rowan University
New Jersey City University
Montclair State University
New Jersey Institute of Technology
Ramapo College of New Jersey
Richard Stockton College of NJ
The College of New Jersey

NEW MEXICO

*University of New Mexico/Albuquerque
Western New Mexico University

NEW YORK

*State University of NY/Buffalo
Empire State College
State U of NY College/Brockport
State U of NY College/Buffalo
State U of NY College/Fredonia
State U of NY College/Geneseo
State U of NY College/New Paltz
State U of NY College/Oswego
State U of NY College/Plattsburgh
State U of NY College/Potsdam
State U of NY College/Old Westbury

NORTH CAROLINA

*University of North Carolina/Chapel Hill
Appalachian State University
East Carolina University
North Carolina Central University
Western Carolina University
Winston Salem State University

National Tables: Colleges and Universities
(continued)

NORTH DAKOTA

*University of N Dakota/Grand Forks
Dickinson State University
Mayville State University
Minot State University
Valley City State University

OHIO

*Ohio State University/Columbus
Bowling Green State University – Main Campus
University of Akron – Main Campus
University of Toledo
Wright State University – Main Campus
University of Cincinnati – Main Campus

OKLAHOMA

*University of Oklahoma/Norman
University of Central Oklahoma
East Central University
Northeastern State University
Northwestern OK State University
Southeastern OK State University
Southwestern OK State University

OREGON

*University of Oregon/Eugene
Eastern Oregon State University
Southern Oregon State University
Portland State University
Oregon Institute of Technology

PENNSYLVANIA

*PA State University – Main Campus
Bloomsburg University of PA
California University of PA
Cheyney University of PA
Clarion University of PA
East Stroudsburg University of PA
Edinboro University of PA
Indiana University of PA
Kutztown University of PA
Lock Haven University of PA
Mansfield University of PA
Millersville University of PA
Slippery Rock University of PA
Shippensburg University of PA
University of Pittsburgh/Johnstown
University of Pittsburgh – Main Campus
West Chester University of PA

RHODE ISLAND

*University of Rhode Island
Rhode Island College

SOUTH CAROLINA

*University of South Carolina/Upstate
University of South Carolina/Columbia
Francis Marion College
College of Charlestown

SOUTH DAKOTA

*University of S Dakota/Vermillion
Black Hills State University
Dakota State University

TENNESSEE

*University of Tennessee/Knoxville
Austin Peay State University
East Tennessee State University
University of Memphis
Middle Tennessee State University
University of Tennessee/Chattanooga
University of Tennessee/Martin

TEXAS

*University of Texas/Austin
Angelo State University
Midwestern State University
University of North Texas
Sam Houston State University
Texas State University/San Marcos
Stephen F. Austin State University
Texas A & M/Kingsville
West Texas State University
Texas A&M/Commerce

UTAH

*University of Utah
Weber State University

VERMONT

*University of Vermont and State College
Castleton State College
Lyndon State College

National Tables: Colleges and Universities
(continued)

VIRGINIA

*University of Virginia – Main Campus
George Mason University
Longwood College
James Madison University
Old Dominion University
Radford University

WASHINGTON

*University of Washington
Central Washington University
Eastern Washington University
Western Washington University

WEST VIRGINIA

*West Virginia University/Morgantown
Bluefield State College
Concord College
Fairmont State College
Marshall University
Shepherd College
West Liberty State College
West Virginia Institute of Technology

WISCONSIN

*University of Wisconsin/Madison
University of Wisconsin/Eau Claire
University of Wisconsin/Oshkosh
University of Wisconsin/River Falls
University of Wisconsin/Stevens Point

WYOMING

*University of Wyoming

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

2008-09 Tuition and Fee Rates

A National Comparison

40th Edition

Higher Education Coordinating Board Meeting

March 2009

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

What is this report?

Data compendium of tuition and required fee rates

Five academic years: 2004-05 through 2008-09

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Methodology

- Survey - State Higher Education Executive Officers (SHEEO)
- Enter data from WA and other state agencies - HECB staff receive completed surveys & enter data
- Prepare Report - HECB staff

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Who is included in the report?

- National comparisons – all states, selected institutions
  - Flagship universities
  - Comprehensive colleges and universities – state averages
  - Community colleges – state-averages

- Peer group comparisons of institutional-level data
  - University of Washington
  - Washington State University
  - The Evergreen State College
  - Regional University Peer Group: Mean of comprehensive colleges and universities in national tables

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Which tuition and required fee rates are included?

National Comparisons

- Resident undergraduate
- Nonresident undergraduate
- Resident graduate
- Nonresident graduate

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Which tuition and required fee rates are included?

Peer Group Comparisons

- Resident and nonresident undergraduate
- Resident and nonresident graduate
- UW resident and nonresident
  - Medical, Dental, Law
- WSU resident and nonresident
  - Veterinary medicine

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Discoveries from delving into the data

On **resident undergraduate** tuition & required fees

- Flagships – 2008-09

State	Tuition & Required Fees	Rank
Pennsylvania	$13,706	1
Wyoming	$ 3,621	50
Washington	$ 6,697	25

- Flagships – Percentage change 2007-08 to 2008-09
  - Hawaii, the largest increase at 16.1%
  - Montana, the lowest at 0.0% change
  - **Washington, 6.6% increase (21st out of 50)**

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

More discoveries. . . .

On **resident undergraduate** tuition & required fees

- Comprehensive Colleges & Universities Mean – 2008-09

State	Mean Tuition & Required Fees	Rank
New Jersey	$10,749	1
New Mexico	$ 3,431	46
Washington	$ 4,819	31

- Comprehensive Colleges and Universities Mean – Percentage change 2007-08 to 2008-09
  - Arizona, the largest increase at 13.2%
  - New York, the lowest at -0.3% change
  - **Washington, 5.2% increase (30th out of 46)**

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

More discoveries. . . .

On **resident undergraduate** tuition & required fees

- Community College Average – 2008-09

State	Average Tuition & Required Fees	Rank
New Hampshire	$5,953	1
California	$ 600	49
Washington	$2,730	25

- Community College Average –
  Percentage change 2007-08 to 2008-09
  - Delaware, the largest increase at 15.8%
  - Indiana, the lowest at -13.7% change
  - **Washington, 2.0% increase (40th out of 49)**

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

More discoveries. . . .

On **resident graduate** tuition & required fees

- Flagships – 2008-09

State	Tuition and Required Fees	Rank
Michigan	$16,541	1
Wyoming	$ 3,933	50
Washington	$10,442	10

- Flagships – Percentage change 2007-08 to 2008-09
  - Nevada, the largest increase at 15.6%
  - Wyoming, the lowest at -2.0% change
  - **Washington, 6.4% increase (27th out of 50)**

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

More discoveries. . . .

On **resident graduate** tuition & required fees...

- Comprehensive Colleges & Universities Mean – 2008-09

State	Mean Tuition & Required Fees	Rank
New Jersey	$13,712	1
Oklahoma	$ 3,421	46
Washington	$ 6,812	18

- Comprehensive Colleges and Universities Mean – Percentage change 2007-08 to 2008-09
  - Nevada, the largest increase at 13.6%
  - Massachusetts, the lowest at -6.9% change
  - **Washington , 5.3% increase (24th out of 46)**

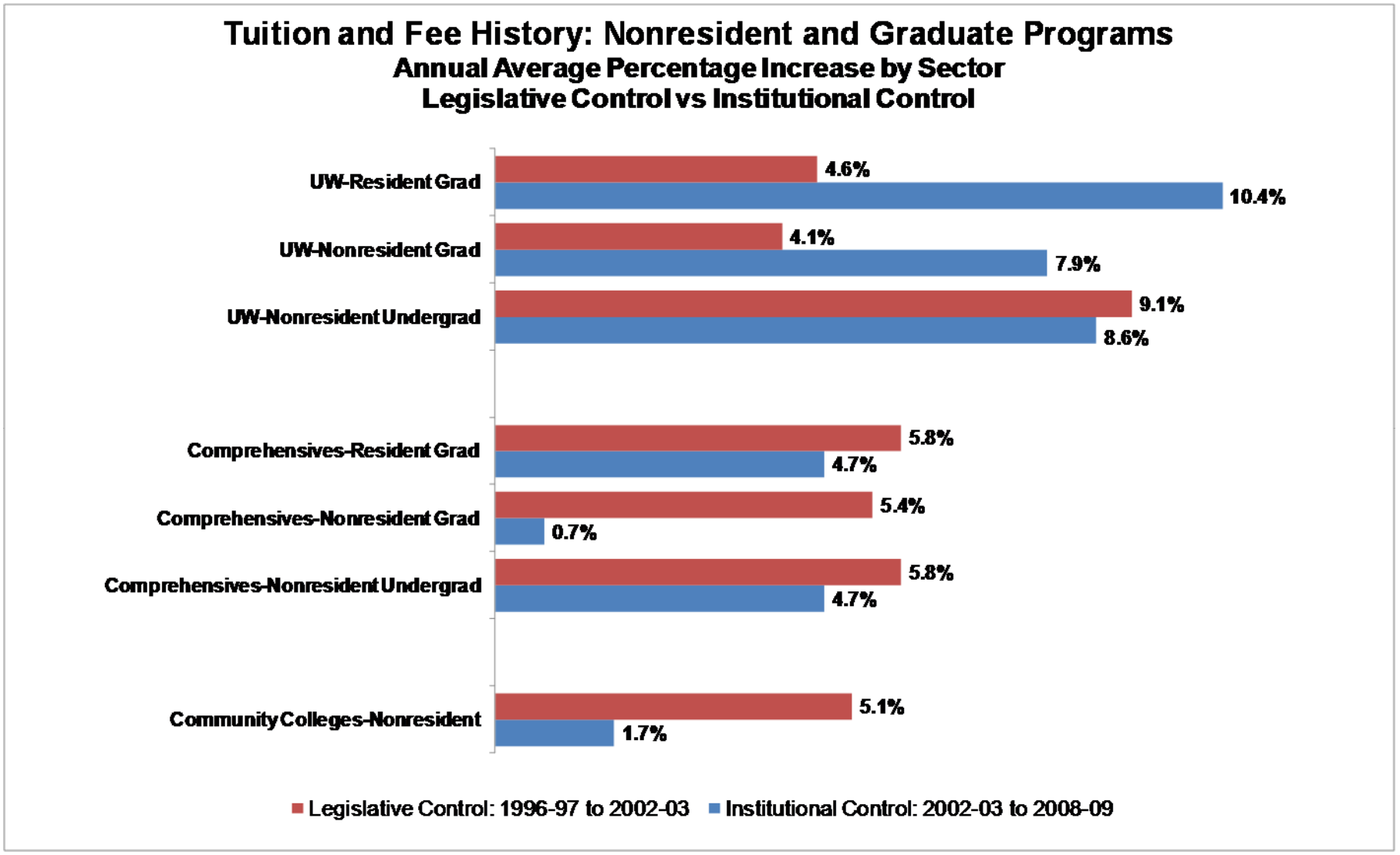
WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Dramatic discoveries . . .

- Washington flagship university **nonresident undergraduate** tuition & required fees ranked 12th in 2008-09 compared to 17th in 2004-05
- Washington comprehensive colleges and universities **nonresident undergraduate** tuition & required fees ranked 20th in 2008-09 compared to 13th in 2004-05
- Washington comprehensive colleges and universities **nonresident graduate** tuition & required fees ranked 12th in 2008-09 compared to 4th in 2004-05
- Washington community college **nonresident undergraduate** tuition & required fees ranked 18th in 2008-09 compared to 7th in 2004-05

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Trends over time ...



WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

Status Report on Program Approvals March 2008 through February 2009

Information Item

This is an informational report to the members of the Higher Education Coordinating Board at its March 26, 2009 meeting. No Board action is necessary at this time.

Background

The Higher Education Coordinating Board is charged with planning and coordinating academic programs and off-campus facilities, including teaching sites and centers.

In September 2005, the Board adopted revised policies and procedures contained in the *Program and Facility Approval Policies and Procedures*. The revised polices and procedures clearly define the criteria used to approve programs and off-campus facilities and offer ample opportunity for interested parties to provide feedback on program proposals. However, in response to a need for greater flexibility for new programs that evolve and only moderately differ from existing programs, the Board is currently considering further revising the policies and procedures.

Under the *Program and Facility Approval Polices and Procedures*, the Board approves:

- New degree programs by any public four-year college or university;
- Applied bachelor's degree programs developed by a community or technical college;
- Creation of any off-campus programs by a public four-year college or university;
- Agreements between a community or technical college and one or more regional universities, branch campuses, or state colleges to offer bachelor's degree programs;
- New degree programs and creation of off-campus programs by an independent college or university, in collaboration with a community or technical college;
- Purchase or lease of major off-campus facilities by a public four-year college or university or a community or technical college; and
- Creation of higher education centers and consortia.

New Degree Programs by Any Public Four-Year College or University and Applied Bachelor's Degree Programs by a Community or Technical College

The HECB approves initial plans for new baccalaureate and graduate degree programs. Planning authority expires two years from approval. Once institutional planning is complete, the HECB approves new baccalaureate and graduate degree program proposals. The institution must enroll students within three years following approval or approval is rescinded. *RCW 28B.76.230(5)(a)*

The HECB also approves applied baccalaureate degree programs offered by Washington community and technical colleges. *RCW 28B76.230(5)(f) (HB1794)*

In 2005, the Legislature took an important step in expanding access to baccalaureate degree programs through the passage of House Bill 1794. The Bill included several provisions aimed at increasing access to baccalaureate degree programs, including a pilot project at the community and technical colleges that would allow up to four institutions to offer a baccalaureate degree program in an applied field. In the 2007-09 budget, the Legislature authorized the development of three additional pilot programs. The HECB approved three additional pilot programs at it's July 21, 2008 meeting.

Program Planning Notification of Intent (PNOI) Under Review as of 2/28/09

University of Washington - Master of Pharmaceutical Bioengineering
Comment period ended February 16, 2009

University of Washington Bothell - Bachelor of Science in Electrical Engineering
Comment period ended March 24, 2009

University of Washington Tacoma - Master of Arts in Community and Metropolitan Studies
Comment period ended March 20, 2009

Programs Granted Permission to Develop Full Proposals

Central Washington University - Bachelor of Arts in Middle Level Mathematics and Science Teaching
Anticipated FTE: Year One (2008-09) 15 FTE; Full (2012-13) 45 FTE
HECB Staff Action: Approval to plan granted 3/12/08 Sunset: 3/12/10

This program would build on an existing minor and would serve students who wish to teach middle school math and science without having to spend an extra year to meet the requirements of both an education major and a math or science major. It would take advantage of interdisciplinary teaching connections between math and science.

University of Washington - Bachelor of Clinical Paramedicine
Harborview Medical Center in Seattle
Anticipated FTE: Year One (2008-2009) 20 FTE; Full (2008-2009) 20 FTE
HECB Staff Action: Approval to plan granted 3/17/08 Sunset: 3/17/10

This program would train non-physicians in the principles of the medical resuscitation of urgently ill or severely injured individuals. It would also train them to use, under the remote guidance of a physician, physician-level techniques which these patients might require. Although the University of Washington already has an existing Emergency Medical Services (EMS) training program, it does not offer a degree.

University of Washington - Bachelor of Science in Integrated Sciences
Anticipated FTE: Year One (2008-2009) 20 FTE; Full (2011-2012) 80 FTE
HECB Staff Action: Approval to plan granted 8/21/08 Sunset: 8/21/10

This program would serve undergraduates who are interested in teaching careers at the middle and high school level or who are interested in careers in informal education (e.g. museums and science centers), science writing, technical management, or technology law. It would be an interdisciplinary program including a thorough grounding in the foundations of mathematics, chemistry, physics, biology, and the earth and space sciences.

University of Washington - Bachelor of Science in Magnetic Resonance Technology
Seattle campus and various clinical sites
Anticipated FTE: Year One (2009-10) 15 FTE; Full (2010-2011) 25 FTE
HECB Staff Action: Approval to plan granted 12/19/08 Sunset: 12/19/10

This program would allow students interested in becoming certified as a magnetic resonance technologist to complete a training program that would qualify them to sit for the magnetic resonance certification exam offered by the American Registry of Radiologic Technologists (ARRT). It is responsive to a 2006 decision by the ARRT to offer primary certification in magnetic resonance technology.

University of Washington - Master of Prosthetics-Orthotics
Seattle campus and various clinical sites
Anticipated FTE: Year One (2011-12) 12 FTE; Full (2012-2013) 24 FTE
HECB Staff Action: Approval to plan granted 7/25/08 Sunset: 7/25/10

UW proposes to convert an existing bachelor's degree into a master's degree. The change is being driven by an external accrediting body, the National Commission on Orthotic and Prosthetic Education (NCOPE). NCOPE requires that all entry-level education programs be at the master's level by 2012. The existing bachelor's degree program is the only one serving the Washington-Alaska-Montana-Idaho (WAMI) region.

University of Washington - Ph.D. in Hispanic Studies
Anticipated FTE: Year One (2010-11) 6 FTE; Full (2018-19) 18 FTE
HECB Staff Action: Approval to plan granted 1/16/09 Sunset: 1/16/11

This program would allow students pursuing Hispanic Studies beyond the master's level, to do so in Washington State. It would feature a strong emphasis on the development of projects that directly involve students with the local Hispanic community and encourage them to discover applications for their research outside of the confines of academia.

University of Washington Bothell - Bachelor of Arts in Interdisciplinary Arts Conversion
Anticipated FTE: Year One (2009-10) 701 FTE; Full (2009-10) 701 FTE
HECB Staff Action: Approval to plan granted 8/21/08 Sunset: 8/21/10

UWB proposes to convert several options within its existing Bachelor of Arts in Interdisciplinary Studies into degrees. The new degrees are listed below:

- Bachelor of Arts in American Studies
- Bachelor of Arts in Community Psychology
- Bachelor of Arts in Culture, Literature, and the Arts
- Bachelor of Arts in Environmental Studies
- Bachelor of Arts in Global Studies
- Bachelor of Arts in Interdisciplinary Arts
- Bachelor of Arts in Science, Technology and Society
- Bachelor of Arts in Society, Ethics and Human Behavior

The conversions would represent a response to campus priorities and institutional research showing that current and potential students desire a greater range of degree choices.

University of Washington Bothell - Master of Education in Educational Leadership
Bothell, clinical (workplace), hybrid delivery
Anticipated FTE: Year One (2008-2009) 4 FTE; Full (2010-2011) 22 FTE
HECB Staff Action: Approval to plan granted 8/21/08 Sunset: 8/21/10

This program would serve students who have teaching experience and wish to become principals. It would integrate scholarly study of schooling and leadership with skill development for the practical challenges of leading Pre-K-12 schools. The program, which would feature a partnership between UWB, school districts, and professional support organizations, would include all requirements for Washington's residency principal certification as well as the requirements for the M.Ed. degree.

University of Washington Tacoma - Bachelor of Arts in Health Care Leadership
Hybrid delivery
Anticipated FTE: Year One (2009-10) 10 FTE; Full (2012-2013) 30 FTE
HECB Staff Action: Approval to plan granted 10/3/08 Sunset: 10/3/10

This program would serve students interested in pursuing careers in leadership positions across a spectrum of healthcare settings. It would use an interdisciplinary approach and include internship opportunities. Its curriculum would include coverage of communication and relationship management, leadership, professionalism, the healthcare environment, and business skills and knowledge.

University of Washington Tacoma - Bachelor of Arts in Human Rights
Anticipated FTE: Year One (2008-09) 17 FTE; Full (2013-2014) 54 FTE
HECB Staff Action: Approval to plan granted 10/3/08 Sunset: 10/3/10

This program would be the first in Washington to offer students interested in human rights an undergraduate degree in the subject. It would use an interdisciplinary approach and include coursework in international human rights, political theory of human rights, and international humanitarian law.

University of Washington Tacoma - Bachelor of Arts in Sustainable Urban Development
Anticipated FTE: Year One (2008-09) 15 FTE; Full (2009-2010) 30 FTE
HECB Staff Action: Approval to plan granted 10/3/08 Sunset: 10/3/10

This program would be the first such program in Washington, and perhaps the nation. It aims to provide students in the South Sound Region with critical and rigorous training designed to help them understand and manage the ecological and social aspects of urban development processes. It would use an interdisciplinary approach, and would include coursework in sustainable planning and design, urban ecology, and urban systems and sustainability.

University of Washington Tacoma - Bachelor of Arts in Writing Studies
Anticipated FTE: Year One (2008-09) 8 FTE; Full (2012-2013) 70 FTE
HECB Staff Action: Approval to plan granted 10/3/08 Sunset: 10/3/10

This program aims to prepare graduates to communicate effectively, think critically and creatively, and demonstrate proficiency with technology integral to the writing profession. Its interdisciplinary approach would differentiate it from discipline-based programs in English offered by University of Washington (UW) and other institutions. It would also feature professional and technical writing components that emphasize writing for industry.

University of Washington Tacoma - Bachelor of Science in Information Technology and Systems
Anticipated FTE: Year One (2009-10) 15 FTE; Full (2013-2014) 120 FTE
HECB Staff Action: Approval to plan granted 10/3/08 Sunset: 10/3/10

The proposed program would complement existing programs in Computing and Software Systems (CSS) and Computer Engineering Systems (CES). CSS students learn how to use computer hardware and software to solve specific problems and typically work as computer programmers. CES students focus on how to present a problem to a computer and typically work as software or hardware design engineers.

ITS students, on the other hand, would work as system administrators, database administrators, security administrators, system integrators and in related occupations that drive information systems to meet the larger needs of organizations. Students would be taught how to develop new solutions with existing software tools, frameworks and engines. The rapid growth of complex organizational computing systems is driving increased demand for individuals with the more macro-level skills provided by this program.

Washington State University - Bachelor of Science in Athletic Training
Anticipated FTE: Year One (2009-10) 45 FTE; Full (2009-10) 45 FTE
HECB Staff Action: Approval to plan granted 1/23/09 Sunset: 1/23/11

WSU proposes to convert an existing option within its existing Bachelor of Science in Kinesiology degree into a standalone degree. The change is being driven by an external accrediting body, the Commission on Accreditation of Athletic Training Education (CAATE). By academic year 2014-2015, CAATE will require that individuals entering the profession have an athletic training degree. Neither the curriculum nor the faculty for the program would change as a result of the conversion.

Washington State University - Doctor of Nursing Practice
Spokane, Vancouver, Tri-Cities, Walla Walla, Yakima, and distance learning
Anticipated FTE: Year One (2009-2010) 16 FTE; Full (2010-2011) 27 FTE
HECB Staff Action: Approval to plan granted 10/22/08 Sunset: 10/22/10

This program would serve post-BSN nurses who seek preparation for roles in advanced practice, education, administration, policy, and research. The program would be designed to be accessible to students using Academic Media Services to televise courses and employ video streaming of courses to serve students on multiple campuses and in rural areas. Many courses would be fully or partially Web-based. The program would be available part-time to accommodate nurses who need to continue working while enrolled in graduate school.

Programs Granted Permission to Develop Full Proposals Prior to March 1, 2009

Washington State University - Master of Science and Ph.D. in Bioengineering
Anticipated FTE: Year One (2008-2009) 3 FTE; Full (2012-1013) 12 FTE
HECB Staff Action: Approval to plan granted 1/24/08 Sunset: 1/24/10

These programs would prepare students to integrate biological research with technical expertise and quantitative engineering analysis, and provide them with skills to work in industries such as the biotechnology industry or the medical device industry.

Full Proposals Under Review as of 2/28/09

Currently, no proposals are under review

Programs That Have Sunset

University of Washington - Bachelor of Arts in Community, Leadership, and Social Justice

Washington State University - Master of Liberal Studies

Approved New Baccalaureate Degree Programs

Central Washington University - Bachelor of Fine Arts in Theatre
Degree approved 5/22/08, Resolution 08-11

Central Washington University - Bachelor of Science in Environmental Studies
Degree approved 7/21/08, Resolution 08-22

Central Washington University - Bachelor of Science in General Science Teaching
Degree approved 7/21/08, Resolution 08-21

Central Washington University - Bachelor of Science in Global Wine Studies
Degree approved 5/22/08, Resolution 08-12

Columbia Basin College - Bachelor of Applied Science in Applied Management
Degree approved 7/21/08, Resolution 08-23

Eastern Washington University - Bachelor of Arts in Technical Communication
Degree approved 3/19/08, Resolution 08-04

Lake Washington Technical College - Bachelor of Technology in Applied Design
Degree approved 7/21/08, Resolution 08-24

Seattle Central Community College - Bachelor of Applied Science in Applied Behavioral Science
Degree approved 7/21/08, Resolution 08-25

University of Washington - Bachelor of Arts in Biochemistry
Degree approved 3/19/08, Resolution 08-05

University of Washington - Bachelor of Arts in Finnish
Degree approved 12/17/08, Resolution 08-43

Approved New Graduate Degree Programs

Central Washington University - Master of Science in Nutrition
Degree approved 5/22/08, Resolution 08-13

Central Washington University - Master of Science in Primate Behavior
Degree approved 7/21/08, Resolution 08-20

Eastern Washington University - Master of Arts in Teaching K-9 Mathematics
Degree approved 7/21/08, Resolution 08-19

Eastern Washington University - Master of Science in Dental Hygiene
Degree approved 5/22/08, Resolution 08-14

University of Washington - Extended Master of Clinical Health Services
Degree approved 1/23/09, Resolution 09-02
Note: jointly approved with the Master of Clinical Health Services

University of Washington - Master of Clinical Health Services
Degree approved 1/23/09, Resolution 09-02
Note: jointly approved with the Extended Master of Clinical Health Services

University of Washington - Master of Laws in Health Law
Degree approved 9/18/08, Resolution 08-28

University of Washington - Master of Science in Biology
Degree approved 3/19/08, Resolution 08-06
Note: jointly approved with the Ph.D. in Biology

University of Washington - Ph.D. in Biology
Degree approved 3/19/08, Resolution 08-06
Note: jointly approved with the Master of Science in Biology

Creation of Any Off-campus Programs by a Public Four-year College or University

The HECB approves the extension of existing degree programs to new locations or via distance delivery. *RCW 28B.76.230(5)(b)*

Location Notification of Intent (LNOI) under Review as of 2/28/09

Western Washington University
University Center of North Puget Sound
Bachelor of Arts in Planning and Environmental Policy
Bachelor of Science in Environmental Science
Status: Comment period closed

Program Extensions Approved

Central Washington University - Bachelor of Science in Interdisciplinary Studies – Social Sciences
Everett Community College, Moses Lake, Skagit Valley College, Wenatchee (Moses Lake and Skagit Valley College courses presented primarily via ITV from Everett Community College and Wenatchee)
Anticipated FTE: Year One (2008-2009) 40 FTE; Full (2009-2010) 60 FTE
HECB Staff Action: Approval of program extension granted 8/21/08

CWU was approved to extend its existing Bachelor of Science in Interdisciplinary Studies – Social Sciences degree program to Everett Community College, Skagit Valley College, and its teaching sites in Moses Lake and Wenatchee. The program provides students with information and skills useful in a variety of social science fields. It also allows students flexibility in choosing an emphasis among various disciplines.

Eastern Washington University - Bachelor of Arts in Psychology
Bellevue Community College
Anticipated FTE: Year One (2007-2008) 15 FTE; Full (2010-2011) 35 FTE
HECB Staff Action: Approval of program extension granted 4/30/08

EWU was approved to extend its Bachelor of Arts in Psychology by offering it at Bellevue Community College. The program responds to interest expressed by BCC students, faculty, and administration.

Eastern Washington University - Bachelor of Science in Electrical Engineering
North Seattle Community College
Anticipated FTE: Year One (2009-2010) 20 FTE; Full (2010-2011) 40 FTE
HECB Staff Action: Conditional approval of program extension granted 11/19/08

EWU was approved to extend its Bachelor of Science in Engineering degree program to the campus of North Seattle Community College (NSCC) in Seattle. The program will serve transfer students and other nontraditional students. The curriculum will be highly lab intensive relative to other electrical engineering curricula. Approval is subject to the following conditions:

- EWU will report to HECB on the placement results of the first graduating cohort of the BSEE program at NSCC;
- At least three months prior to any future increase in program size, which would be above 40 annual average FTE students at the North Seattle Community College location, EWU will demonstrate student need sufficient to justify the increase.

University of Washington - Master of Science in Engineering with a Major in Mechanical Engineering
Distance Learning
Anticipated FTE: Year One (2007-2008) 2 FTE; Full (2009-2010) 5 FTE
HECB Staff Action: Approval of program extension granted 6/17/08

University of Washington was approved to extend its Master of Science in Engineering by offering it through distance learning via Web-based streaming video. The program will add a distance-learning component to an existing Master of Science in Engineering (MSE) program. This addition will allow working or homebound students without an undergraduate mechanical engineering background to pursue graduate-level study in mechanical engineering. The MSE program differs from UW's Master of Science in Mechanical Engineering (MSME) program in that the latter is a professional degree which implies that the holder entered the program with all the training associated with a BS in Mechanical Engineering degree.

University of Washington Bothell - Master of Business Administration
Bellevue
Anticipated FTE: Year One (2009-2010) 30 FTE; Full (2012-13) 75 FTE
HECB Staff Action: Approval of program extension granted 10/10/08

University of Washington Bothell was approved to extend its Master of Business Administration by offering it at the UW Extension Office facilities in Bellevue. The curriculum will be less focused on technology and more focused on gaining overall business knowledge and skills than the curriculum at Bothell. The Bellevue location is expected to draw a wide variety of students from diverse industries and educational backgrounds.

Washington State University - Bachelor of Arts in Women's Studies
Distance Learning
Anticipated FTE: Year One (2008-2009) 35 FTE; Full (2011-2012) 80 FTE
HECB Staff Action: Approval of program extension granted 7/25/08

Washington State University was approved to extend its Bachelor of Arts in Women's Studies by offering it on-line. The program will be delivered as part of WSU's Distance Delivery Program (DDP). The majority of DDP students are women. The BA in Women's Studies has been successfully delivered on the Pullman campus since 1998. It currently has 60 majors and continues to show steady growth.

Washington State University Vancouver - Bachelor of Science in Electrical Engineering
Anticipated FTE: Year One (2008-2009) 25 FTE; Full (2013-2014) 80 FTE
HECB Staff Action: Approval of program extension granted 6/20/08

WSU was approved to extend its Bachelor of Science in Electrical Engineering by offering it at the Vancouver campus. The program will serve students and employers in Southwest Washington. Southwest Washington is home to Washington's Silicon Forest, a concentration of high technology industries in the Vancouver/Portland metropolitan area. This technology cluster is unique in the nation in that it did not evolve in proximity or collaboration with a major research university.

Washington State University - Executive Master of Business Administration
Spokane
Anticipated FTE: Year One (2008-2009) 21 FTE; Full (2010-2011) 40 FTE
HECB Staff Action: Approval of program extension granted 8/21/08

WSU was approved to extend its Executive Master of Business Administration program to the Riverpoint location in Spokane. The program's curriculum consists of modules focused on core business knowledge and delivery of innovation in a global society.
The program allows for the addition of specialized modules over time in order to customize the curriculum to different markets or changing market demand.

Washington State University - Master in Teaching; Master of Education; Master of Arts in Education
Spokane
Anticipated FTE: 116
HECB Staff Action: Conditional approval of program extension granted 6/11/08

WSU was approved to extend its Master in Teaching, Master of Education, and Master of Arts in Education programs to Spokane. The extensions would provide access for place bound students and allow students to continue in their professional careers while enrolled as graduate students. The curriculum for all Pullman/Spokane programs would be identical for students based at both campuses. Approval is subject to the condition that WSU work closely with area public and private institutions prior to any expansion in enrollments.

Agreements between a Community or Technical College and One or More Regional Universities, Branch Campuses, or State Colleges to Offer Bachelor's Degree Programs

The HECB approves agreements between community or technical colleges and regional universities, state colleges or branch campuses to offer baccalaureate degree programs. *RCW 28B.50 (HB 1794 Section 12)*

Everett Community College, Skagit Valley College, and Central Washington University Bachelor of Science in Interdisciplinary Studies – Social Sciences
Anticipated FTE: Year One (2008-2009) 25 FTE; Full (2009-2010) 35 FTE
HECB Staff Action: Approval of the Contract 9/10/08

CWU has entered into an agreement with Everett Community College and Skagit Valley College to provide instruction for its Interdisciplinary Studies – Social Sciences degree program at those campuses.

New Degree Programs and Creation of Off-campus Programs by an Independent College or University, in Collaboration with a Community or Technical College

The HECB approves new degree programs and creation of off-campus programs by an independent college/university in collaboration with a community or technical college. *RCW 28B.76.230(5)(e)*

No new agreements were approved.

Miscellaneous Notifications from Institutions

Central Washington University
CWU notified the HECB about relocating a teaching site from Green River Community College in Auburn to Green River Community College in Kent. In addition, CWU notified the HECB of its intent to begin offering additional specializations (Flight Officer, Commercial Pilot, Airway Science, and Aviation Maintenance Management) associated with its Bachelor of Science in Flight Technology program at Moses Lake.

The Evergreen State College
TESC notified the HECB of its intent to change the title of its Master of Environmental Studies degree to Master of Environmental Study and to rename the Graduate Program in Environmental Studies, which will become the Graduate Program on the Environment.

Western Washington University
WWU notified the HECB about changing the title of its post-baccalaureate Certificate in Disability Management to Certificate in Rehabilitation Services. WWU also notified the HECB about relocating this program and its Master's Degree in Rehabilitation Counseling program from Mountlake Terrace to Everett Community College. Additionally, WWU notified the HECB about changing the title of the Master of Education – Elementary program to Master of Education - Literacy.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

Amendment to the HECB Program and Facility Approval Policies and Procedures - Moderate Degree Changes

Background

The Higher Education Coordinating Board (HECB) is charged with coordinating state higher education resources. A key aspect of this role is the approval of new academic programs offered by the state's public baccalaureate institutions. In 2005, the HECB revised the policies that guide the approval of new degree programs and changes to existing programs. That revision was driven by a need to align the policies with changes in the law and the direction of the *Strategic Master Plan* to create a system that would allow institutions to respond more quickly to the needs of students and employers.

Those issues remain important; and as institutions have responded to these needs, we have seen an increase in program approval activity. Much of that activity has been in the form of changes to existing programs that were not anticipated at the time the policies were revised. The institutions and HECB staff have been frustrated with a policy framework that does not provide enough flexibility to distinguish between different kinds of program changes. In an effort to identify the "critical questions" associated with certain kinds of program changes, we have determined that some program modifications require a different analysis than the current questions used to assess new degree programs. To that end, we have developed a new policy related to "moderate degree changes."

Moderate Degree Changes

Moderate degree changes would be those changes that under current policy would require a new degree proposal, but do not represent a substantial change from currently offered programs. These changes would include:

- Conversions of existing degree options, specializations, or concentrations (e.g. conversion of options within a Bachelor of Arts degree to separate BA Degrees)

- Consolidation of two or more existing degrees into a single new degree (e.g. consolidation of two separate Ph.D. degrees into a single Ph.D. degree)
- Certain changes in the level of an existing degree program's degree designation (e.g. upgrading a professional bachelor's degree to a Master's degree in response to a requirement by a licensing authority)

In addition, the policy would allow institutions to make a case for a particular change that does not fall into one of these categories but represents a similar kind of reasonable, moderate change. The policy further distinguishes externally mandated changes from changes that respond to institutional preferences. Specifically, if an external accrediting or licensing body requires the change as a condition of continued accreditation or licensing of program graduates, the revised policy would accept that externally mandated requirement as sufficient rationale for the change. Institutions requesting approval of changes that do not meet this criterion would be required to provide a detailed rationale for the change.

Proposals would be reviewed by staff and presented to the Board for a decision. The Board could decide to:

- Grant full approval of the change
- Grant conditional approval of the change
- Deny the change
- Require the institution to submit a full proposal for a new degree program[1]

Once approval is granted, the institution would have three years to begin offering the revised degree program. If this does not occur, approval would revert to the original degree program(s).

Recommendation

Higher Education Coordinating Board staff recommend that the Board adopt the proposed revision to the *Program and Facility Approval Policies and Procedures*. Staff also recommend that the Board delegate authority to the executive director to amend the procedures and forms as needed to efficiently implement the revision.

The proposed revision has been reviewed by the institutions and has received support of the Council of Presidents. In addition, at the March 12 meeting, the Board's Education Committee recommended that the Board adopt the revision.

[1] It is anticipated that if the recommendation to the board would be submission of a full proposal, the institution would withdraw the moderate degree change proposal following discussion with the education committee and the proposal would not go to the board for a vote. Submission of the moderate degree change would be considered to have already satisfied the "Planning Notice" requirement so the institution could immediately begin preparation of a full proposal.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2009

Proposed Revisions to Policy A-5 – New Degree Proposal

Recommended Text Added to the Current Policy

The following text would be added before the first paragraph of policy A-5:

New degree programs can have a variety of origins. Some evolve from an existing program or programs, and some develop independently. In recognition of this, the amount of information required by the new degree proposal policies and procedures (below) is a function of the extent to which a new program represents a significant departure from related existing programs, if any. In other words, the policies require more information from a proposal for a program starting from scratch than they do from a proposal for a program that evolved and differs only moderately from a high quality existing program with an established track record of responding to student, employer, and community need.

Accordingly, the Higher Education Coordinating Board (HECB) will consider two broad categories of new degree proposals:

1) Moderate degree change proposals (MDCP); and
2) Full proposals for new degrees.

For moderate changes to eligible programs, institutions may submit either a MDCP or a full proposal for a new degree, whichever they prefer. Eligible programs are existing options, concentrations, specializations, or degree programs that have enrolled and graduated students for at least five years. Moderate changes do not represent significant departures from eligible programs and include the following:

- Conversion of eligible options, specializations, or concentrations to degrees (such as the conversion of options within a Bachelor of Arts degree into separate BA degrees);
- Consolidation of two or more eligible degrees into a single new degree (such as the consolidation of two separate Ph.D. degrees into a single Ph.D. degree); or

- Certain changes in the level of an eligible program's degree designation (such as upgrading a professional bachelor's degree to a master's degree in response to a requirement by a licensing authority).

Generally, institutions must submit full proposals for new degrees for all other changes not specifically described above. However, the HECB recognizes that circumstances may arise under which an MDCP may be appropriate even if the type of change is not listed above, or if the type of change is listed, but the program(s) involved do not meet the eligibility requirements.

In such cases, an institution may submit an MDCP accompanied by an exception request letter:

- Summarizing the proposed change, including what is changing and why;
- Indicating what aspects of the proposed change make the exception letter necessary;
- Formally requesting the HECB to treat the proposed change as a moderate degree change; and
- Providing a brief summary explanation of why the HECB should do so.

Any such exception request letter must undergo all appropriate institutional review processes and be on institutional letterhead signed by the institution's chief academic officer. The MDCP and exception request letter will be posted to the HECB's Web site for 30 days for public comment.

An institution must submit each MDCP no less than nine months prior to the proposed start date of the program and no less than two months prior to the Board meeting it would like the HECB to consider the MDCP. Upon receipt of an MDCP, the HECB will follow the same public notice and other review process procedures employed for full proposals. Decisions regarding MDCP proposals include:

- Full approval of the change;
- Conditional approval of the change;
- Denial of the change; or
- Requirement of submission of a full proposal for a new degree.

If the HECB approves the moderate degree change, the institution must begin to enroll students in the revised program within three years, unless extended by the Board. If this does not occur, approval will sunset and revert to the original degree program(s). If the HECB requires submission of a full proposal for a new degree program, the MDCP will be considered to have satisfied the requirement for a Planning Notification of Intent, and the institution may immediately begin preparation of a full proposal.

Moderate Degree Change Proposals

To increase efficiency and decrease the time institutions spend preparing proposals, the HECB will allow each institution making a moderate degree change to choose to submit an MDCP, rather than a full proposal for a new degree. The MDCP is a questionnaire (Form 11) consisting of two parts, Part A and Part B. Part A is required for all MDCPs, but part B is not required for externally mandated changes that do not involve a degree level change. An institution's MDCP must undergo all appropriate institutional review processes and be signed by the institution's chief academic officer.

HECB staff will review all MDCPs and prepare an executive summary for the Board highlighting information about whether there is sufficient evidence to conclude the following:

- The option, specialization, concentration, or degree program targeted for change has met all eligibility criteria to the extent appropriate, given the facts and circumstances of the proposed change;
- The proposed change is either required by a regulating, licensing, or program-specific accrediting authority or is justified by other information provided in the MDCP;
- The proposed change is the result of an appropriate institutional analysis based on program review, program-specific accreditation review, or other institutional review;
- The proposed change is aligned with or implements the current *Strategic Master Plan for Higher Education in Washington* and is justified by the HECB's *State and Regional Needs Assessment* (such justification will be inferred from data provided in the forms listed above);
- The curriculum and faculty are changing only to a moderate extent;
- The proposed program demonstrates a coherent design, with appropriate depth, breadth, curriculum, degree level, and degree title; and
- The start-up and ongoing cost, if any, of the change is reasonable.

Full Proposals for New Degrees

At this point, the existing text in policy A-5 begins.

Recommended Additions to Glossary

Consolidation: The merger of two or more existing degree programs into a single degree program. The programs must be existing degree programs rather than existing options within degree programs. For purposes of the HECB *Program and Facility Approval Policies and Procedures*, consolidation of existing options into degree programs is treated as a type of conversion (see below).

Conversion: A conversion is a change of an existing option, specialization, or concentration within an approved degree program into a degree. It includes the merger of two or more existing options into a single degree.

Eligible Program: an existing option, concentration, specialization or degree program that has enrolled and graduated students for at least five years.

New Degree Program: A new degree program is any proposed degree program that differs from any other offered by the proposing department or unit in one or more of the three degree title specifications (level, type, or major). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval of the HECB. An area of study that is one-half or more of the total credits needed at the upper-division (e.g. 45 or more quarter credits or 30 or more semester credits) or one-half or more of the credits needed for a graduate program (including thesis, professional project, clinical, internship, or dissertation credits) will generally be considered a new Major and thus would require HECB approval. Though a program may not be new to the institution, if it is to be offered at a new location, it will be considered a new degree program to that location and will require HECB approval.

Definitions of the degree programs that fall under this policy are as follows:

- The degree or certificate program is a course of study with a prescribed set of requirements, which a student must complete. It is identified by a specific degree title and a specialized body of knowledge reflected normally as a major subject matter area. The name of the degree major or certificate must reflect accurately the skills, competencies, and knowledge to be attained in the course of study.
- A baccalaureate degree program normally represents about four years of full-time college study (no fewer than 120 semester or 180 quarter credits) or its equivalent in depth and quality of learning experience.
- A credit-based certificate program reviewed by the HECB is of a depth and/or length that approaches or exceeds the requirements of an undergraduate major or a Masters degree. Baccalaureate level certificates of at least 45 quarter credits or 30 semester credits and graduate level certificates of at least 36 quarter credits or 24 semester credits which contain a recognizable body of instruction for which a certificate is awarded and transcripted are subject to review by the HECB.
- A master's degree program normally represents about one to two years of full time post-baccalaureate study (no fewer than 24 semester hours or 36 quarter hours beyond a bachelor's degree) or its equivalent in depth and quality. Some degrees emphasize research while others emphasize practical application of knowledge in the field. A professional master's program normally requires up to two years or the equivalent of coursework beyond the baccalaureate level.
- *A* doctoral degree program normally requires three years or more of graduate level coursework. Some degrees emphasize research and require an original research thesis or project. A professional doctoral degree emphasizes application of knowledge in the field.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Form 11 Moderate Degree Change Proposal Questionnaire

PART A Fundamental Information Required for all Moderate Degree Change Proposals

1 Institution Name: _____

2 Institutional Endorsement of Moderate Degree Change Proposal by Chief Academic Officer

_____ _____

Endorsement by Chief Academic Officer (Signature) Date

Print Name and Title _____

3 Contact Information (Academic Department Representative):

Name: _____

Title: _____

Address: _____

E-mail: _____

Telephone: _____

Fax: _____

4 Degree Title Change:

Current title (pre-change): _____

Proposed title (post-change): _____

Start date(s) for new degree(s): _____

End date(s) for old degree(s): _____

Note: the degree title consists of three elements: level, type, and major. For example, a BA in Psychology is a bachelor (level) of arts (type) degree in Psychology (major).

5 Type of Change Requested (Check One):

- ☐ Conversion of eligible options, specializations, or concentrations into degrees
- ☐ Consolidation of two or more eligible degrees into a single new degree
- ☐ Change in level of an eligible program's degree designation
- ☐ Other (describe): _____

Note: "Other" changes need to be accompanied by a formal written exception request.

6 Rationale for Treatment of Change as a Moderate Degree Change

Why should the proposed degree change be categorized as a moderate degree change rather than a change requiring a full proposal for a new degree program?

7 Accreditation

7a What kind(s) of program-specific accreditation are available?

7b What program-specific has been obtained or will be obtained, and when?

(If program-specific accreditation is available but will not be obtained, explain.)

7c How will the proposed program change affect program-specific accreditation?

(For example, will the program's accreditation change? Will the program change allow the program to retain its existing accreditation?)

8 Other Basic Information

8a Will the degree-granting unit change?

☐ Yes ☐ No

If yes, what are the old and new degree-granting unit names?

_____

If no, what is the ongoing name?

_____

8b Will the CIP code change?

☐ Yes ☐ No

If yes, identify old and new CIP codes: _____

If no, identify ongoing CIP code: _____

8c Concentrations, options, or specializations

☐ Will not change

☐ Will change as follows: _____

8d Location(s) and mode(s) of delivery (check one):

☐ Will not change

☐ Will change as follows: _____

NOTE: Changes in location or addition of distance delivery must be accompanied by a Location Notification of Intent (LNOI).

8e Scheduling (day, evening, weekend) and attendance options (full-time, part-time):

☐ Will not change

☐ Will change as follows: _____

8f Have any of the programs involved in the change been involved in previous MDCPs?

☐ Yes ☐ No If yes, which programs, which MDCPs, and when?

_____

9 Short Form Questions for Externally Mandated Changes

9a ☐ Yes ☐ No The institution certifies that the proposed change is mandated by an external accrediting, licensing, or other regulatory authority and that the proposed change will not affect the program's degree level, curriculum, or faculty, and will not have an adverse impact on any student's learning experience.

If yes, describe the mandate and state its effective date:

_____

Important instruction:

*If the answer to question **#9a is yes**, answer question 9a and **skip the rest of the questionnaire, including #9b and all of Part B**.*

The intent here is to capture, as simply as possible, externally mandated changes requiring a stand-alone degree or new title, but not a change in degree level.

9b ☐ Yes ☐ No (For changes in degree level only.) Is the change in degree level externally mandated?

Important instruction:

*If the answer to question #**9b is yes**, then Part B question **#10 is optional**.*

*If the answer to question #**9b is no**, then Part B question **#10 is required**.*

*Part B questions **#11-16 are required** in both cases.*

PART B Additional Information Required for Certain Proposals

Important instruction:

For the sake of flexibility, the HECB will allow institutions the option of responding to Part B questions either by filling out the questionnaire completely, or by addressing the "yes or no" components of the Part B questions within the questionnaire form itself and addressing the other informational requirements by attaching a unified narrative response. If the institution chooses the unified narrative response approach, it must still submit Part B of the questionnaire, with answers to all "yes or no" questions clearly indicated.

For questions requiring more than just a "yes or no" answer, the institution may elaborate in an attached unified narrative response, rather than in the body of Part B of the questionnaire. All such ***narrative elaboration must be cross-referenced to specific questions in the questionnaire****.*

For example, an institution electing to use the unified narrative response approach would fill out question #14c by checking "yes" and making a cross-reference statement such as "See narrative, page 5, paragraphs one and two."

10 Rationale for Change

Provide a rationale for making the proposed change at the proposed time, including:

- An overview describing the proposed change (including what is changing and why).
- A history of relevant, existing, pre-change programs and a description of how they have evolved over time.
- A description of how the change will benefit students and employers in the changing workplace.
- A description of the community need for the proposed moderate degree change.
- A description of how the proposed change will align with or help implement the Statewide Strategic Master Plan for Higher Education.

11 Projected Enrollment:

Year 1 (enter year here _____) FTE: _____

Full Enrollment (year _____) FTE: _____

12 Cost of the Change:

Start-up $ _____ Explain: _____

Source: $ _____ State FTE

$ _____ Self Support

$ _____ Other - Explain: _____

Ongoing $ _____ Explain: _____

Source: $ _____ State FTE

$ _____ Self Support

$ _____ Other - Explain: _____

NOTE: Report only those start-up and ongoing costs attributable to the change.

13 Evidence for Student and Employer Need

(Enrollment/graduation data for existing program(s) and other data, if appropriate)

13a Name of Pre-Change Program _____

(one table for each program involved; submit additional tables as attachments, as needed)

Table 13.1 Enrollment and Graduation Statistical History

	Year	# of Qualified Applicants (If available)	# of Admission Offers (If available)	Total Enrollment (FTE)	# of Graduates (Headcount)	Job Placement Rate (If available)
Current Year						
1 Year Ago						
2 Years Ago						
3 Years Ago						
4 Years Ago						
5 Years Ago						

13b What percentage of program graduates, on average, pursues higher degrees after graduation (if available)? _____

13c What percentage of program graduates, on average, obtains employment appropriate to their training (if available)? _____

13d Provide other evidence of student and employer need, if appropriate (for example, if past need data may not be a good indicator of future need).

_____

13e If the proposed change involves a degree level change that is not externally mandated, provide additional evidence for student and employer need for degrees at the post-change degree level. The additional evidence must be similar to that which would be provided in a full proposal for a new degree.

_____

Notes:

13.1 The data in item 13 is intended to serve as a proxy for the student and employer need data required in a full proposal for a new degree.

13.2 The year column in table 13.1 is for academic years.

14 Pre- to Post-Change Comparisons

14a Will the target student audience change?

☐ Yes ☐ No If yes, compare and contrast the pre- and post-change target audience of students, noting any changes.

14b Will the admission requirements change?

☐ Yes ☐ No If yes, compare and contrast the pre- and post-change admission requirements, noting any changes. Also, if pre-requisite courses are changing, list and describe the changes.

14c Will the learning objectives change?

☐ Yes ☐ No If yes, compare and contrast the pre- and post-change learning objectives for students, noting any changes.

14d Will the normal time to graduate change?

☐ Yes ☐ No If yes, summarize changes.

14e Will the faculty change?

☐ Yes ☐ No

If yes, provide a paragraph or two summarizing faculty changes. Include a summary of significant anticipated changes in faculty personnel. Include a summary of significant anticipated changes in faculty qualifications. For example, if a degree program is changing level from a baccalaureate to a master's program, will the proposed new master's program feature a higher level of full-time tenure-track faculty holding doctoral degrees than the baccalaureate program that it is replacing?

_____

14f If the answer to 14e is yes, fill out the following program faculty qualifications table:

Table 14.1 Faculty FTE Changes

Number of FTE Provided for Program(s) by:	**Pre-Change # of FTE**	**Post-Change # of FTE**
Full-Time Tenure-Track Faculty with Highest Degree at:		
Doctoral Level		
Master's Level		
Other (describe other degrees or qualifications)		
Full-Time Non-Tenure-Track Faculty with Highest Degree at:		
Doctoral Level		
Master's Level		
Other (describe other degrees or qualifications)		
Part-Time Faculty with Highest Degree at:		
Doctoral Level		
Master's Level		
Other (describe other degrees or qualifications)		
Total FTE for program(s)		

Description of other degrees or qualifications, if applicable:

Full-time tenure-track faculty _____

Full-time non-tenure-track faculty _____

Part-time faculty _____

14g Will the facilities change?

☐ Yes ☐ No If yes, summarize changes.

_____

14h Will the curriculum change?

☐ Yes ☐ No

If yes, provide a paragraph or two summarizing curriculum changes. Include total number of credits pre- and post-change, and specify how many credits pre- and post-change are required and elective.

Attach a table such as example table 14.2, in which a Developmental Psychology option within a BA Psychology degree is being converted to a BA in Developmental Psychology.

_____

Table 14.2 Curriculum Changes - EXAMPLE

Required Courses for Post-Change Program		
Course Number		Credits
DPSY 300 (formerly PSYCH 300)	Intro to Developmental Psychology	5
*DPSY 305 (formerly PSYCH 305)	Early Development (formerly Early Childhood Psych)	5
*DPSY 307 (new course)	Psychology of Adolescence	4
Etc.		Etc.
	Total Required Credits	**45**
Elective Courses for Post-Change Program		
*SOC 310 (new elective)	Sociology of Families with Young Children	3
Etc.		Etc.
	Total Elective Credits	**45**
	Total Credits in Program	**90**

Important instructions for Table 14.2

- Please attach a similarly formatted table that includes all of the elements in table 14.2.
- For each course, note changes in parentheses.
- Put an asterisk (*) in front of new courses and courses with curricula that will change significantly.
- Add notes to describe changes not easily captured in a tabular format.

15 Internal Analysis

Briefly describe the internal analysis upon which the MDCP is based. Include:

- Dates of most recent program review and program-specific accreditation review.
- Indication of whether the analysis is based on a program review and/or program-specific accreditation review.
- Description of institutional personnel, committees, or other groups that have been involved with the change, and their roles.

Note: The analysis does not have to be based on program review or program-specific accreditation review, but if it is not, indicate what other information the analysis is based on.

16 External Expert

16a Attach a statement or report from an external expert from a peer institution or a program-specific accrediting body indicating whether the proposed changes:

- Would result in a program that:
  - Has an appropriate degree title and degree level.
  - Demonstrates a coherent design, with depth, breadth, and curriculum appropriate for the degree title and level.
  - (For conversions only) Makes sense as a separate major.
- Are consistent with trends in the field.
- Are responsive to recent or anticipated changes in regulatory, licensing, or accreditation requirements.

16b Attach a brief description of the external expert's qualifications. The external expert must be selected in accordance with the same guidelines used in selecting external experts to review full proposals for a new degree program.

RESOLUTION NO. 09-06

WHEREAS, State law (RCW 28.76.230) directs the Higher Education Coordinating Board to develop clear guidelines and objective decision-making criteria regarding approval of additional degrees and programs, additional off-campus centers and locations for degree programs, and consolidation or elimination of programs by the four-year institutions; and

WHEREAS, The Higher Education Coordinating Board adopted the revised policies, areas of authority, and procedures contained in the *Program and Facility Approval Policies and Procedures* at its September 22, 2005 regular meeting (Resolution 05-15); and

WHEREAS, Certain types of changes to existing degree programs subsequently emerged that were not anticipated when the *Program and Facility Approval Policies and Procedures* were revised in 2005; and

WHEREAS, In certain cases, changes do not substantially alter existing programs; and

W**HEREAS**, Requiring a full proposal in certain cases would result in an inefficient use of public resources; and

WHEREAS, These cases most often include: conversions of existing degree options, specializations, or concentrations to degrees; consolidation of two or more existing degrees into a single new degree; and certain changes in level of an existing program's degree designation; and

WHEREAS, The Higher Education Coordinating Board desires to promote efficiency by offering institutions the option of submitting a moderate degree change proposal in lieu of a full proposal for a new degree program under appropriate circumstances as outlined in the proposed revision to the *Program and Facility Approval Policies and Procedures*; and

WHEREAS, The public institutions and Council of Presidents have been consulted regarding the proposed revision and support it;

THEREFORE, BE IT RESOLVED, The Higher Education Coordinating Board adopts the proposed revision to the *Program and Facility Policies and Procedures*, and

BE IT FURTHER RESOLVED, That the Board delegates authority to the executive director to amend procedures and forms as needed to efficiently implement the revision.

Adopted:
March 26, 2009

Attest:

_____
Jesus Hernandez, Chair

_____
Roberta Greene, Secretary