WASHINGTON HIGHER EDUCATION COORDINATING BOARD

PRELIMINARY BOARD MEETING AGENDA

State Investment Board Room

2700 Evergreen Parkway NW, Olympia 98505

January 23, 2009

9:00	Welcome and Introductions Jesus Hernandez, chair	***Tab***
	Tribute to Chancellor Charles Mitchell *Res. 09-01*	
9:30	**Basic Education Finance Task Force** Dan Grimm, Chair The 2007 Legislature created a Joint Task Force on Basic Education Finance to "review the definition of basic education and all current basic education funding formulas" (SB 5627). The Task Force was to "develop options for a new funding structure and all the necessary formulas, and propose a new definition of basic education" by December 1, 2008. Grimm will report on the recommendations of the task force and ways of partnering with higher education.	**1**
10:15	Executive Committee Jesus Hernandez, HECB chair Consent Agenda • **Approval of December Meeting Minutes** • **New Degree Program for Approval: Master of Clinical Health Services and Extended Master of Clinical Health Services, UW** *Res. 09-02* The University of Washington seeks simultaneous approval to establish a Master of Clinical Health Services degree program and an Extended Master of Clinical Health Services degree program. The Master of Clinical Health Services program would train entry-level physician assistants and would graduate 75 students per year at full enrollment. The Extended Master of Clinical Health Services program would serve students who are already certified physician assistants, but who seek a master's degree to make themselves more marketable in the changing healthcare environment. At full enrollment, it would graduate 40 students per year.	 **2** **3**

Report of the Executive Director
Ann Daley will present an update on agency programs and activities.

Information & Discussion: 2009 Legislative Briefing **4**
A report will be presented on legislative activities thus far in the 2009 legislative session and legislation concerning higher education including HECB request bills.

11:15 Financial Aid Committee
Gene Colin, chair

Student Financial Aid Programs: 2008 Annual Update **5**
An overview of state, federal, and institutional financial aid in Washington will be presented along with a detailed accounting of state aid program expenditures in the 2007-08 academic year and projected spending for the 2008-09 academic year.

12:00 Board lunch (small conference room)

1:00 **Ensuring an Adequate Supply of Well-Qualified Math & Science Teachers**
Jennifer Wallace, Executive Director, Professional Educator Standards Board.

Over the past year the Professional Educator Standards Board has been developing a comprehensive analysis of math and science teacher supply and demand issues. The report provides analysis of available data as well as a review of various policy strategies to improve the supply of math and science teachers.

2:00 Fiscal Committee
Charley Bingham, chair

Information and Discussion:

Washington Tuition and Fee Study **6**

- History of legislative and board action on tuition
- Comparison to Global Challenge States and national peer groups
- Tuition costs through time

Governor's Proposed Supplemental Budget and 2009-11 Budget **7**
Overview of the Governor's budget proposal as well as a comparison of the Governor's budget to institutional budget requests and HECB budget request.

	The Benefits of Investing in Higher Education: A Return on Investment (*draft white paper*) Higher education provides benefits to individuals, society, and the economy. This discussion draft identifies and describes higher education's return on investment and how higher education funding is part of the solution to building a strong economy, reducing social costs, and generating payrolls and tax revenues.	**8**
4:00	Education Committee Sam Smith, chair	
	Information: Articulation and Transfer Report Improving students' ability to transfer successfully is an important strategy in increasing the number of bachelor's degrees granted in Washington. This draft report fulfills biennial legislative requirements to submit a progress report on development of new transfer associate degrees and provide other information on improvements in transfer efficiency. The report is framed in the context of goals and action items related to transfer and articulation identified in the *2008 Strategic Master Plan for Higher Education in Washington*.	**9**
	Discussion and Action: Accountability Report *Res. 09-03* Staff will present performance data submitted by the baccalaureate institutions and the State Board for Community and Technical Colleges. The accountability framework developed collaboratively by the HECB, the Office of Financial Management, the Council of Presidents and the baccalaureate institutions, and the SBCTC includes several performance measures. The report fulfills the statutory requirement that the HECB biennially report to the Legislature on the achievements in the higher education system.	**10**
	Public Comment - *A sign-in sheet is provided for public comment on any of the items above.*	
5:00	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

RESOLUTION NO. 09-01

WHEREAS, Dr. Charles Mitchell has served as Chancellor of Seattle community colleges since 2003; and

WHEREAS, Chancellor Mitchell has served Seattle community colleges for 27 years, and previously served the public in positions with Seattle University, King County, and the State of Colorado; and

WHEREAS, Chancellor Mitchell has led the largest two-year college system in Washington, which provides education and training to 57,000 students each year at Seattle North, South, and Central Community Colleges, the Seattle Vocational Institute, and six specializing training centers; and

WHEREAS, Chancellor Mitchell has fostered collaboration across the Seattle Community College District to support instruction, planning, efficiency, and outreach; and

WHEREAS, From 1987 to 2003, Chancellor Mitchell provided management and educational leadership not only to Seattle Central Community College's main urban campus, but also to the Seattle Vocational Institute, Wood Construction, and the Maritime Academy; and

WHEREAS, Under Chancellor Mitchell's leadership, Seattle Central developed a quality Foundation Board that tripled in its contributions; and

WHEREAS, The YWCA has honored Chancellor Mitchell by naming him one of its first male board members nationally, while Chancellor Mitchell also serves on the Executive Committee of the Prosperity Partnership, and on the Seattle Mayor's Task Forces on Education and Economic Opportunity; and

WHEREAS, Charles Mitchell's tireless efforts to support collaboration, innovation, and student achievement have significantly contributed to the ongoing success and increasingly positive reputation of the Seattle community colleges;

THEREFORE, BE IT RESOLVED, That the members of the Higher Education Coordinating Board express their appreciation and admiration to Dr. Charles Mitchell for his outstanding contributions as Chancellor of the Seattle Community College District and wish him many years of enjoyment in his retirement.

Adopted:

January 23, 2009

Attest:

_____

Jesus Hernandez, Chair

_____

Roberta Greene, Secretary

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

Joint Task Force on Basic Education Finance

The 2007 Legislature created a Joint Task Force on Basic Education Finance to "review the definition of basic education and all current basic education funding formulas" (SB 5627). The Task Force was to "develop options for a new funding structure and all the necessary formulas, and propose a new definition of basic education" by December 1, 2008.

Background

In 2005 the Legislature established the Washington Learns initiative, with a steering committee comprised of legislators, the Governor, and others, as well as three advisory committees focused on early learning, K-12, and higher education. The Washington Learns committees were directed to conduct a comprehensive education study; to develop recommendations on how the state can best provide stable funding for early learning, public schools, and public colleges and universities; and to develop recommendations on specified policy issues.

Task Force

A joint task force was created to review the current basic education definition and funding formulas and to develop a new definition and funding structure that aligns with the basic education provisions in current law and with the final report of Washington Learns. The task force consists of eight legislators, the Superintendent of Public Instruction, a representative of the Governor's Office or the Office of Financial Management, and four members appointed by the Governor. The Washington Institute for Public Policy (WSIPP) provided research support.

January 23 Board Meeting

Dan Grimm, chair of the task force, will present information on the work of the group, including its final recommendations and suggestions for partnership with higher education.

MEMBERS

Dan Grimm, Chair

2816 10th Street Ct SE
Puyallup, WA 98374-1301
Phone: (253) 845-2408 / (253) 848-6119
Fax: (253) 845-2838
dan.grimm@prodigy.net

Representative Glenn Anderson

House of Representatives
PO Box 40600
Olympia, WA 98504-0600
Phone: (360) 786-7876
Fax: (360) 786-1066
Anderson.Glenn@leg.wa.gov

Superintendent Terry Bergeson

Office of Superintendent of Public Instruction
PO Box 47200
Olympia, WA 98504-7200
Phone: (360) 725-6000
Fax: (360) 753-6712
Terry.Bergeson@k12.wa.us

Senator Lisa Brown

Washington State Senate
PO Box 40482
Olympia, WA 98504-0482
Phone: (360) 786-7604
Fax: (360) 786-1999
Brown.Lisa@leg.wa.gov

Interim
35 W Main Ave., Ste. 375
Spokane, WA 99201-3130
Phone: (509) 456-2760
Fax: (509) 835-3867

Cheryl Chow

School Board President
Seattle School District
2445 3rd Avenue S, Mail Stop: 11-010
PO BOX 34165
Seattle, WA 98124-1165
Phone: (206) 252-0040
Fax:
cheryl.chow@seattleschools.org

Laurie Dolan

Governor's Executive Policy Office Director
PO Box 43113
Olympia, WA 98504-3113
Phone: (360) 902-0640
Fax:
laurie.dolan@gov.wa.gov

Senator Mike Hewitt

Washington State Senate
PO Box 40482
Olympia, WA 98504-0482
Phone: (360) 786-7630
Fax: (360) 786-1999
Hewitt.Mike@leg.wa.gov

Senator Janea Holmquist

Washington State Senate
PO Box 40482
Olympia, WA 98504-0482
Phone: (360) 786-7624
Fax: (360) 786-7819
Holmquist.Janea@leg.wa.gov

Representative Ross Hunter	House of Representatives PO Box 40600 Olympia, WA 98504-0600 Phone: (360) 786-7936 Fax: (425) 671-0615 Hunter.Ross@leg.wa.gov	Interim 1611-116th Ave. NE, Ste. 206 Bellevue, WA 98004-3063 Phone: (425) 453-3064 Fax: (425) 671-0615
Superintendent Bette Hyde	Bremerton School District 134 Marion Avenue N Bremerton, WA 98312-3542 Phone: (360) 473-1004 Fax: (360) 478-6082 bette.hyde@bsd.wednet.edu	
Superintendent Jim Kowalkowski	Davenport School District 801 7th Street Davenport, WA 99122-8676 Phone: (509) 725-1481 Fax: (509) 725-2260 jimkowalkowski@davenport.wednet.edu	
Representative Skip Priest	House of Representatives PO Box 40600 Olympia, WA 98504-0600 Phone: (360) 786-7830 Fax: (360) 786-1247 Priest.Skip@leg.wa.gov	
Representative Pat Sullivan	House of Representatives PO Box 40600 Olympia, WA 98504-0600 Phone: (360) 786-7858 Fax: Sullivan.Pat@leg.wa.gov	
Senator Rodney Tom	Washington State Senate PO Box 40482 Olympia, WA 98504-0482 Phone: (360) 786-7694 Fax: Tom.Rodney@leg.wa.gov	

ALTERNATES

Representative Kathy Haigh	House of Representatives PO Box 40600 Olympia, WA 98504-0600 Phone: (360) 786-7966 Fax: Haigh.Kathy@leg.wa.gov
Representative Fred Jarrett	House of Representatives PO Box 40600 Olympia, WA 98504-0600 Phone: (360) 786-7894 Jarrett.Fred@leg.wa.gov

Staff to the Committee	Roxanne Lieb, (360) 586-2768, liebr@wsipp.wa.gov Steve Aos, (360) 586-2740, saos@wsipp.wa.gov Annie Pennucci, (360) 586-3952, pennuccia@wsipp.wa.gov Washington State Institute for Public Policy 110 Fifth Avenue Southeast PO Box 40999 Olympia, WA 98504-0999

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

Draft Minutes of Special Meeting - December 17, 2008

The Board held an abbreviated December meeting by phone after snow and ice forced cancellation of the regularly scheduled meeting at the Georgetown campus of South Seattle Community College. The Board met to take action on several December agenda items. Information and discussion items on the agenda were rescheduled to January.

Board members present

Charley Bingham
Ethelda Burke
Gene Colin
Roberta Greene, secretary
Bill Grinstein, chair
Earl Hale
Jesus Hernandez, vice chair
Sasha Sleiman
Sam Smith

Chairman Bill Grinstein opened the meeting at 1:00 p.m. Joining the Board on the phone were Ann Daley, executive director; Ann Anderson, CWU director of government relations; Robert Corbett, UW coordinator of new programs; Gary Larson, HECB senior communications specialist; and Belma Villa, executive assistant and secretary to the Board.

Consent agenda items for approval

- November meeting minutes
- Bachelor of Arts in Finnish, UW – **Resolution 08-43**

Action: Sam Smith moved for approval of the consent agenda items. **Jesus Hernandez** seconded the motion, which was unanimously approved via roll call.

Executive Director's report

Executive Director Ann Daley said the Board's January 2009 meeting in Olympia will include some items that had been scheduled for December, including a report from the Joint Task Force on Basic Education Finance. Also in January, the Board is expected to review a draft white paper discussing the benefits of higher education for individuals, society, and the state economy. The Board also will receive the annual report on student financial aid programs and a briefing on the 2009 legislative session.

She said the proposed 2009-11 budget cuts present a serious challenge for state higher education institutions as they attempt to maintain their current level of core services. The cuts could result in severe consequences for some institutions and would stop progress toward the long-term goal of

educating more Washingtonians, a key goal of the 2008 Strategic Master Plan for Higher Education. Larger class sizes, reduced access, cuts in student services, and employee layoffs can be expected, she added.

UW North report

Daley reminded everyone that at the Board's November meeting, Bill Wilkerson, the mediator for the UW North study, reported on the progress of his work to convene all interested parties in the Snohomish, Island, and Skagit counties region. The HECB's task is to facilitate discussion and report to the Legislature if the communities reach an agreement on a preferred site. Wilkerson's report to the Board dated December 17, 2008, states that the "…discussions with leaders in the two primary areas of consideration, Everett and Marysville, have not resulted in a consensus at this time as to a *single preferred site*."

Action: Charley Bingham moved for approval of **Resolution 08-41**, accepting the report, and directing the Executive Director to transmit it to the Legislature and the Governor. **Roberta Greene** seconded the motion, which was unanimously approved via roll call.

2009 Board officers elected
The Executive Committee of the Board met as a Nominating Committee and proposed the following slate for 2009:

Jesus Hernandez, chair
Earl Hale, vice chair
Roberta Greene, secretary

Action: Gene Colin moved for approval of the 2009 Board slate. **Sam Smith** seconded the motion, which was unanimously approved via roll call.

Hernandez, 2008 Board vice chair and financial aid committee chair, will take over the chairmanship duties from outgoing Chair Bill Grinstein. Charley Bingham and Sam Smith will continue to serve as chairs of the Fiscal and Education committees respectively. Gene Colin will assume the duties of Financial Aid Committee chair.

According to board by-laws, the chair, vice chair, and secretary of the Board shall each serve one-year terms, which terminate on December 31 of each year and until successors are elected. Officers shall serve no more than two consecutive one-year terms.

Smith and Hernandez thanked Grinstein for his leadership, inclusiveness, and collaborative work with individuals, groups, institutional representatives and state agencies.

Colin ended the meeting with greetings of "Feliz Navidad!"

The meeting adjourned at 1:30 p.m.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

DRAFT: Master of Clinical Health Services and Extended Master of Clinical Health Services University of Washington

Introduction

The University of Washington (UW) seeks approval to establish a Master of Clinical Health Services (MCHS) degree program and an Extended Master of Clinical Health Services (EMCHS) degree program. The MCHS program would train entry-level physician assistants (PAs),[1] based on a curriculum expanded from UW's existing Bachelor of Clinical Health Services (BCHS) program. The EMCHS program would serve certified PAs who seek a master's degree to make themselves more marketable in the changing healthcare environment.

The MCHS program would be offered on campus in Seattle and Spokane, and the EMCHS program would be offered primarily on line, except for three weeks on campus in Seattle. The BCHS program, currently offered on campus in Seattle, Yakima, and Spokane, would continue to be offered in Yakima and would be extended to Anchorage, Alaska. All three programs include a decentralized clinical component offered at various clinical locations, including rural and under-served areas.

Both the MCHS and EMCHS programs would be housed in the MEDEX[2] Northwest unit of the Department of Medical Education and Biomedical Informatics within the School of Medicine. The MCHS program would enroll 75 headcount (122 FTE) students in summer 2009 and would achieve full enrollment of 150 headcount (270 FTE) by 2010. The EMCHS program would enroll 30 headcount (27.8 FTE) students in summer 2009 and achieve full

[1] PAs practice medicine under the supervision of physicians and surgeons. They should not be confused with medical assistants, who perform routine clinical and clerical tasks. PAs are formally trained to provide diagnostic, therapeutic, and preventive health care services. Working as health care team members, they take medical histories; order and interpret laboratory tests and x-rays; and examine, diagnose, and treat patients. In some establishments, a PA is responsible for managerial duties such as ordering medical supplies or equipment and supervising technicians and assistants. Although PAs work under the supervision of a physician, they may be the principal care providers in rural or inner city clinics where a physician is present for only one or two days each week. (Adapted from US Bureau of Labor Statistics description)

[2] The word MEDEX was coined by the program's founder, Dr. Richard Smith, who combined the first letters of two words: the French médecin" (for "physician") and "extension" into "MEDEX." Historically, the word MEDEX in upper case was used to denote the training program, and medex using lower case referred to individual practitioners. The profession has since settled on the term "physician assistant" for its practitioners, but the UW program retains the MEDEX name.

enrollment of 40 headcount (33.6 FTE) by 2010. At full enrollment, the MCHS program would graduate 75 students per year, and the EMCHS program would graduate 40 students per year. MCHS graduates would be prepared for national certification and state licensure as physician assistants. EMCHS graduates, who are already practicing physician assistants, would gain additional skills to allow them to add investigative functions and certain leadership and policy functions[3] to their current clinical role in our changing healthcare system. Although both proposed master's programs would give graduates more flexible employment choices throughout their careers than the exclusively clinical roles common for baccalaureate degree holders, the EMCHS program would provide more leadership and policy training than the MCHS program.

Relationship to Institutional Role and Mission and the Strategic Master Plan for Higher Education in Washington

The University of Washington's primary mission is the preservation, advancement, and dissemination of knowledge; and a primary mission of the School of Medicine is to meet the health care needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations. The proposed programs would support both missions by training physician assistants and expanding their skill sets at the entry and practice levels to make them adaptable in new roles and settings and enhance their ability to respond to gaps in our healthcare system.

The proposed program also would support the *Strategic Master Plan for Higher Education* by expanding access to postsecondary degrees in a field which will help drive greater economic prosperity, innovation, and opportunity. In particular, it supports a Master Plan policy goal to "Expand bachelors and advanced degree programs in science, technology, engineering, mathematics, and health sciences. . . ."[4]

[3] For example, graduates would be able to use their investigative skills as a tool to help them play a role in managing clinical quality. Graduates would also be equipped to participate in leadership teams composed of decision makers who each have an area of expertise such as finance, legal, health workforce utilization, state policy, federal policy, reimbursement policy, etc.

[4] 2008 Strategic Master Plan for Higher Education in Washington, page 27.

Diversity

In addition to participating in university-wide diversity initiatives, the department would:

- Engage in outreach activities to specific rural and urban medically underserved communities, military bases, migrant and community health centers, and Indian Health Service facilities;
- Deploy students back into medically underserved communities during the clinical phase of training;
- Emphasize the eradication of disparities in health care delivery in all phases of the curriculum;
- Work with other universities that have counseling groups similar to UW's Collaborative Access Network on Diversity (CANDO);
- Increase MEDEX participation in UW's high school summer enrichment program known as U-DOC;
- Expand on MEDEX's history of reaching out to applicants by utilizing community resources such as the African Americans in Healthcare organization, as well as reaching out to other workforce or professional organizations serving underrepresented groups;
- Enhance the pipeline by working directly with military educational advisers to identify pathways for appropriate bachelor's degrees for military applicants;
- Build on existing links with MEDEX graduates; and
- Specific to the EMCHS program: recruit from MEDEX graduates, a population with a high level of diversity.

Program Need

The *State and Regional Needs Assessment* notes, "All fields are becoming more complex and require workers prepared with higher levels of education than in the past." It goes on to recommend increases in graduate-level preparation for individuals in several professions, including health care. Currently, no institution in Washington offers a PA graduate degree, and only UW offers an undergraduate program. Thus, the proposed programs would not unnecessarily duplicate existing programs in the state.

The proposed programs would benefit students by giving them investigative, analytic thinking, and writing skills beyond those that they would attain in a baccalaureate program, plus a clearer awareness of leadership, policy and administrative issues. This should make master's PA graduates more adaptable in new roles and settings than baccalaureate PA graduates. In short, a graduate degree should give students more flexible employment choices throughout their careers in a changing healthcare industry.

A January 2008 e-mail survey of 162 MEDEX students indicated a high level of student interest in a master's program. Of the 108 who responded, 86 percent were interested or very interested in such a program, 97 percent of whom said they would like to begin a master's program within two to five years of becoming a PA. This survey supports the idea that there is substantial student need for the EMCHS program. In addition, when MEDEX first announced tentative plans to convert its entry-level program to a master's level, many graduates phoned or emailed the program to ask about master's opportunities. This suggests that there is student need for an EMCHS among prior BCHS graduates as well as current undergraduate students.

To assess student need for the MCHS program, its planners conducted a survey in December 2008 which asked all 173 current MEDEX students whether they would prefer to be enrolled in a master's program instead of the undergraduate program. A majority of the 93 respondents, 53 percent, indicated that they would prefer to attend a master's-level PA program. Although the majority is small, it is important to keep in mind that only 40 percent of the respondents already hold bachelor's degrees and would therefore be eligible to enter a master's program. Of these, 72 percent would prefer to attend a master's program. Of the responders who did not already hold a bachelor's degree, 43 percent said that they would have earned one if it had been required to enter the program, and 34 percent said that if a bachelor's degree had been required to apply to MEDEX, they would not have been able to attend PA school at all. These statistics suggest that there is student need for both graduate and undergraduate entry-level PA pathways.

Compared to the evidence for student need presented above, evidence of employer need for master's PA programs is relatively weak. This is at least partly due to the difficulty in isolating the employer need for PAs holding master's degrees from the employer need for PAs in general. At the national level, the US Bureau of Labor Statistics states that employment of physician assistants is expected to grow 27% between 2006-2016, which is "much faster than average." At the state level, the Employment Security Department statistics indicate that the average annual growth rate from 2011-2016 for PAs is higher than the statewide average (1.6 percent versus 1.2 percent), but the projected number of job openings is small (61 average annual total openings, of which 33 are due to growth). However, many PAs get job offers during their clinical training phase, so those positions do not get listed as vacancies on the open market. Unfortunately, it is not clear how many national or state openings, if any, require or prefer master's degrees.

Furthermore, if employers value master's degrees more than bachelor's degrees, most are not showing it by compensating employees accordingly. A recent study in the *Journal of Physician Assistant Education* failed to find a relationship between income and degree level for new graduates of PA programs.[5] On the other hand, at least one employer appears to value master's degrees more than bachelor's degrees. The Veteran's Administration has announced that it will make a master's degree a job entry requirement for PAs beginning in 2015. It is possible that other employers may follow the Veteran's Administration's lead. The proposed programs would respond to community need by responding to a nationwide trend in PA training and by responding to the recommendations of the PA accrediting

[5] Snyder J, Zorn J, Nord A. Examination of New Graduate Income and Degree Obtained from Physician Assistant Programs 1998-2006. Journal of Physician Assistant Education. 2008;19(3):8–12.

commission and the primary national PA organizations. Historically, PA training has been competency based, and the national accreditation standards for PA programs focused on ensuring that students receive specific course content, rather than any specific academic degree. However, the PA profession has been moving toward a master's degree since 1998, when the PA Education Association (PAEA) formed a Degree Task Force, which advocated the transition to master's degrees for all PA programs. Subsequently, there has been a degree level debate within the PA academic community, during which MEDEX vocally opposed Master's degrees, fearing that they would create barriers for students from rural, military, and disadvantaged backgrounds.

As this degree debate went on, the field experienced a rapid expansion in PA programs, from 56 in 1991 to 142 in 2008, with most new programs offering master's degrees. For years, MEDEX refused to follow this trend, to the point where MEDEX is now in the minority since only 22% of PA programs nationwide do not currently offer graduate degrees.

However, one long-standing aim of MEDEX is to equip graduates with the tools, skills, and means to be highly competitive in the marketplace. As other PA programs nationwide have moved to a master's level and as nurse practitioners (who may compete with PAs for some jobs) have moved to higher degree levels, MEDEX has decided to offer master's degree PA programs.

Although the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has not yet required a specific degree at the end of PA school, the agency now formally "encourages sponsoring institutions to recognize the evolution of the profession as one that requires a graduate level of curricular intensity" and to "acknowledge it with an appropriate degree." The primary national PA organizations have also adopted formal statements that a master's degree is the appropriate terminal degree for PAs and PA educators.

Program Description – Master of Clinical Health Services

The MCHS program aims to prepare second-career students[6] for licensure and entry-level clinical practice, and to do so with additional content and more rigor than a bachelor's PA program would involve. The MCHS target audience includes former military medics and other second-career students, often from remote areas. Students would attend day and evening classes at the Seattle or Spokane Riverpoint campuses for five full-time quarters of didactic instruction, followed by four full-time quarters of clinical instruction in various communities around the Northwest and West.[7] The MCHS program would normally take nine quarters, including three summer quarters, to complete.

[6] Meaning students with prior hands-on healthcare experience

[7] Both the MCHS and EMCHS programs would serve students and offer clinical training in the WWAMI region served by the UW School of Medicine, plus Nevada, Oregon and Utah. WWAMI consists of Washington, Wyoming, Alaska, Montana, and Idaho. MEDEX maintains a database of over 400 clinical sites.

To be admitted to the MCHS program, students must have:

- A baccalaureate degree from a regionally accredited US institution (or equivalent foreign institution);
- A grade point average of 3.0 for the most recent two years of full-time equivalent coursework (90 quarter credits);
- Completed 10 quarter (6 semester) credits in human Anatomy and Physiology at 2.7 or higher;
- Completed 15 quarter (9 semester) credits in other medically related sciences (e.g., biology, microbiology, chemistry, etc.) at 2.7 or higher;
- Two years of hands-on clinical or allied health experience (e.g., nursing, paramedic, military corpsman, community health aide, surgical technology, athletic training, etc.); and
- Knowledge of and commitment to the PA role.
- International applicants must also take the TOEFL to demonstrate English proficiency.

While the BCHS and the MCHS would cover essentially the same clinical topics, the academic rigor in terms of research, analytic thinking, and writing would be significantly greater for MCHS students. MCHS students would take 162 credits, including 75 didactic, 76 clinical and 11 capstone project credits. The first five quarters would involve didactic classroom instruction in Seattle or Spokane, as well as hands-on workshops and patient simulations. The final four quarters would be devoted to clinical training at several of the more than 400 clinical training sites available in the region.[8] The program would culminate in a capstone project.

The curriculum would build on the existing BCHS program curriculum by adding new courses and by adding work to existing 400-level courses, which have been redesigned and recoded at the 500 level. The additional work in existing courses would range from students participating in moderated on-line discussion to submitting an evidence-based research paper, depending on the course. Additionally, the professional role development course would be specifically expanded to include more in-depth coverage of policy and leadership topics. In addition to changes in existing courses, the MCHS program would include 21 credits of new courses:

- Focused Study (5 credits) - a small group seminar that allows students to select from the following areas of special interest: rural healthcare and the medically underserved, healthcare administration and public health, academic medicine and specialty practice; and global health.
- Investigative Skills (5 credits) – includes assessing source material critically, identifying appropriate analytical and statistical models, applying models to data sets, interpreting results, and research ethics.

[8] Students would be encouraged to return to their home communities or local area for their clinical training.

- Capstone Project (11 credits) – students select a topic within their focused study area, design a project, obtain human subjects approval where necessary, implement the project, and report project results via a 10-page paper and a 10-15 minute oral presentation, including a conference-style poster presentation. Since the MCHS and EMCHS are both professional degrees, the capstone project would not be a thesis.

Like the BCHS program, the MCHS program would be accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), so MCHS and BCHS courses would have similar content in terms of clinical topics.[9] In contrast to the BCHS program, the MCHS program would have higher-level assignments through course work focusing on analysis, critical thinking, writing, and research skills.

MCHS courses would be taught primarily by full-time faculty, most of whom would be lecturers or senior lecturers, and about 60% of whom would hold a master's degree or higher.[10] The program would aim for students to achieve the following learning outcomes:

- Be prepared for clinical practice as culturally competent physician assistants in compliance with the Standards of the Accreditation Review Commission on Education for the Physician Assistant;
- Be able to use analytical and critical thinking skills to optimize patient care in a wide range of clinical settings;
- Be prepared for career trajectories as leaders and "change agents" in clinics, healthcare systems, organizations, agencies, and the community;
- Have investigative skills that will be demonstrated by the production of a capstone project, which applies these tools to a question or project relevant to clinical practice or the delivery of health care in the northwest region;
- Have new life-long learning patterns that will extend beyond traditional clinical practice settings; and
- Be aware of new "cultures" such as the health research community, policy environments, and complex medical education settings.

These student-learning outcomes would be measured using a variety of assessment tools including quizzes, exams, research papers, essays, performance exams (during which students must demonstrate maneuvers such as conducting a physical examination on a model patient),

---

[9] MEDEX has already received ARC-PA approval to offer the MCHS, pending HECB approval. The next ARC-PA site visit is scheduled for 2011.

[10] School of Medicine faculty are typically "wot," meaning "without tenure. Most PA faculty have traditionally been hired at the rank of lecturer or senior lecturer. Faculty who concentrate on publication rather than teaching may attain assistant or associate professor rank, but those ranks are without tenure in the School of Medicine. At the onset of the MCHS, nine of the 24 didactic faculty would not hold master's or higher degrees. Of these, four who are nearing retirement age would be "grandfathered" in acknowledgement of their experience and expertise: one has begun a master's program, two will begin master's programs in 2009, one would either begin a graduate program or be replaced by a faculty member holding a master's degree, and one 40 percent-time lecturer would be expected to enroll in a graduate program if her faculty role expands. For the clinical phase, instruction would be provided primarily by practicing physicians, PAs, and some nurse practitioners, all of whom would be volunteers.

simulated patient experiences, chart review, clinical supervision and evaluation by preceptors, and clinical phase site visits by advising faculty. Students would be assessed within their individual courses, based on learning outcomes identified for those courses. In addition to course work, there would be a national board certification practice test plus a capstone essay and oral presentation including a poster presentation.

The proposed program would employ multiple program assessment approaches including:

- Weekly student evaluations during the didactic phase;
- Student, preceptor, and site visitor evaluations during the clinical phase;
- End-of-quarter course evaluations;
- Written and oral exit surveys during graduation week;
- National board exam and board-preparatory exam results;
- Graduate surveys;
- Surveys of physicians supervising graduates;
- Monthly faculty meetings; and
- Discussion during annual faculty retreat.

Data from all of the above approaches would be used to make improvements to individual courses and the overall program, and would be disseminated to students, applicants and other stakeholders in suitable formats.

Program Description – Extended Master of Clinical Health Services

The EMCHS program aims to prepare currently practicing physician assistants for the healthcare world of the future by giving them knowledge and investigative tools useful to "change agents" and leaders. In addition to specific on-line course content in research, leadership, and health policy skills, the extended degree would give graduates clinical experience in focused areas such as healthcare administration and public health.

The EMCHS target audience consists primarily of MEDEX graduates, including 556 BCHS holders, but also includes practicing PAs who graduated from other programs. Although students would attend in-person at the Seattle Campus for two weeks during the first quarter and one week during the final quarter, the bulk of the curriculum would be delivered on-line and at clinical sites. The program, which is a cohort program, would normally take 5 quarters, including two summer quarters, to complete. At the end of the program, students would return to the Seattle campus for a week of final evaluation and graduation activities.

To be admitted to the EMCHS program, students must:

- Hold a baccalaureate degree from a regionally accredited US institution (or equivalent foreign institution);
- Have a grade point average of 3.0 for the most recent two years of full-time equivalent coursework (90 quarter credits); and
- Have current National Commission on Certification of Physician Assistants (NCCPA) certification.
- International applicants must also take the TOEFL to demonstrate English proficiency.

Students in the EMCHS program would take 42 credits, including 22 didactic, 9 clinical and 11 capstone project credits. The curriculum consists entirely of new courses and would not repeat educational components that were part of the BCHS program. The didactic portion of the program would include leadership skills (4 credits); healthcare policy (4 credits); investigative skills (5 credits); focused study (5 credits), and the PA profession (4 credits). The program would culminate in a capstone project (11 credits.)

The EMCHS courses would be taught primarily by full-time faculty, about half of whom would be professors or research scientists holding a Ph.D. or MD, and about half of whom would be lecturers or senior lecturers holding a master's degree or higher. The program would aim for students to achieve the following learning outcomes:

- Expand current clinical practice expertise through the acquisition of new knowledge and procedural skills;
- Be prepared to be leaders and "change-agents" in clinics, health care systems, organizations, agencies, and the community;
- Be able to apply analytical and critical thinking skills in current practice environments;
- Have investigative skills that will be demonstrated by the production of a capstone project, which applies these tools to a question or project relevant to clinical practice or the delivery of healthcare in the northwest region; and
- Have new life-long learning patterns that will extend beyond traditional clinical practice settings.

These student-learning outcomes would be measured using a variety of assessment tools including papers, structured group projects, exams, patient logs (for the clinical courses), quarterly progress reports for the capstone project, and final written and oral project presentations. Each course would have a participation component incorporated into its grading structure, since graduate seminar courses are richer when all students contribute to the group process. Students would be assessed within their individual courses, based on learning outcomes identified for those courses. In addition to course work, there would be a capstone essay and oral presentation including a poster presentation.

The proposed program would employ multiple program assessment approaches including:

- On-line evaluation tools;
- Individual seminar evaluations;
- Exit surveys;
- Faculty peer review;
- External evaluations (after the first and second years at a minimum) from the School of Medicine and other UW health professions schools; and
- External evaluation (after the first and second years at a minimum) from at least one nationally recognized expert in PA education.

The last two bullets are included because, unlike the MCHS program, there is no specialized accreditation available for the EMCHS program. Data from all of the above approaches would be used to make improvements to individual courses and the overall program, and would be disseminated to students, applicants and other stakeholders in suitable formats.

Program Costs

The MCHS program would attain full enrollment of 270 FTE students in Year Two. To implement the program, MEDEX has budgeted 12 FTE for administrative staff and 13 FTE for faculty. As a self-sustaining program, MEDEX would require leased facilities and additional equipment; and the budget includes those infrastructure items. The Year Two total cost of instruction[11] would be $3,610,165, or $13,371 per FTE. According to the *HECB 2005-06 Education Cost Study (July 2007)*, the total cost of instruction per average annual graduate health student FTE at UW Seattle is $31,705, and ranges from $8,831 at EWU to $37,252 at UW Bothell.

Total Year Two MCHS revenue, would be $4,192,604. The MCHS program would be primarily self-supporting through tuition and fees,[12] and would cost each student about $60,000, which is about $17,000 higher than what UW BCHS students currently pay. To see what peers were charging, program planners conducted an informal review of several peer-level PA programs around the country and found that tuition and fees ranged from $17,000 (in-state tuition, public institution) to over $75,000 (private institution.) The nearest geographic neighbor programs charged $50,000-$60,000.

Like the MCHS program, the EMCHS program would also attain full enrollment in Year Two; however, it would be much smaller, enrolling 33.6 FTE students. To implement the program, MEDEX has budgeted 1.3 FTE for administrative staff and 2.58 FTE for faculty. The EMCHS program would use technology and services provided by UW Educational Outreach (UWEO); and the program budget is based on the UWEO formula and fee structure. The Year Two total cost of instruction would be $716,695, or $21,330 per FTE. The EMCHS program would be entirely self-supporting through tuition and fees, and total year two EMCHS revenue would be $729,585.

---

[11] Total cost = total budgeted cost including institutional overhead.

[12] However, MCHS program total revenue does include $140,804 per year worth of state support for facility rent and other decentralized training costs.

External Review

Dr. Daniel L. McNeill, Professor and Director, Health Sciences Center, University of Oklahoma and Dr. Richard Rahr, Professor and Chair, Physician Assistant Studies, University of Texas Medical Branch, reviewed the program. It is worth noting that Dr. McNeill has had experience converting the University of Oklahoma Physician Associate Program from a Bachelor of Science to a Master of Health Science degree program in 1996.

Both reviewers supported the proposed programs. Dr. McNeill expressed confidence that ". . . the University, faculty, and students will find tremendous benefit in the transition." Similarly, Dr. Rahr said, "I am in total support and encourage the approval of both the MCHS and the EMCHS degrees."

Dr. McNeill, noted the University of Washington's long history of exceptional leadership, excellent national reputation for quality and innovation, and demonstrated ability to graduate competent PA clinicians. However, he questioned whether it was appropriate to offer the degrees through the Graduate School, in view of the programs' non-thesis format. Program planners responded that the UW Graduate School offers a clearly stated option for non-thesis professional graduate degrees, which they felt was a perfect fit for the MCHS and EMCHS programs.

Dr. McNeill also raised the possibility of allowing entry to applicants who do not hold an undergraduate degree. Program planners responded that such a practice might undermine the value of a UW graduate degree. Finally, Dr. McNeill suggested that the additional coursework to distinguish the master's level from the undergraduate program might be excessive or superfluous. Program planners responded that MEDEX had an obligation to uphold UW's standards of academic rigor and that MEDEX faculty have reviewed various aspects of the curriculum and believe that they have arrived at a reasonable and defensible distinction between the undergraduate and graduate degree programs.

Dr. Rahr, on the other hand, did not express any concerns or give any recommendations for changing any aspect of the programs. Several times during his review, Dr. Rahr noted the quality of the program's faculty and leadership, stating, for example, "The Program Director, faculty, and staff are the very best with a national reputation as being leaders, innovators, and overall solid performers." He also noted the rigor and comprehensiveness of the EMCHS program and stated that both the MCHS and EMCHS fit nicely into the current and future trends of the PA and health professions. In addition, he stated his belief that the two programs have innovative and creative designs that fit the needs of the Pacific Northwest.

Staff Analysis

The proposed programs would support the university's mission by training physician assistants and expanding their skill sets at the entry and practice levels to make them adaptable in new roles and settings and enhance their ability to respond to gaps in our healthcare system. Furthermore, they would support a *Strategic Master Plan* policy goal component of expanding advanced degree programs in science, technology, engineering, mathematics, and health sciences.

Student need for both programs is evident from survey responses of students enrolled in the existing undergraduate program. Students would gain investigative, analytic thinking, and writing skills beyond those that they would attain in a baccalaureate program, plus a clearer awareness of leadership, policy, and administrative issues. This should benefit both students and employers by making master's PA graduates more adaptable in new roles and settings than baccalaureate PA graduates. However, the evidence for specific employer need for PAs with graduate degrees is limited, and does not suggest that employers are willing to increase compensation for PAs with graduate degrees.

Both programs would respond to community need by responding to a national trend towards higher level PA degrees and by responding to the recommendations of the PA accrediting commission and the primary national PA organizations. Neither program would duplicate existing programs; and proposed budgets indicate that program costs would be reasonable.

Dr. Rahr spoke glowingly of the programs' faculty and leadership. Staff, however, was initially concerned that a number of MEDEX faculty would lack experience mentoring graduate students through a capstone project. Program planners responded that MEDEX would emulate a common practice for assembling master's level committees by requiring that less experienced faculty or faculty who have not yet completed graduate degrees would be paired with senior, experienced faculty for the purposes of capstone advising. Those providing leadership for the capstone project coursework would have prior experience mentoring graduate students.

For each program, planners provided sufficient evidence that students would study a curriculum with tasks and assignments at a higher cognitive level than a bachelor's program would demand. In fact, one reviewer implied that the programs were too rigorous, and staff commends program planners for defending the programs' rigor. Student assessment would employ multiple measures, including a capstone project. Program assessment would employ multiple measures as well.

Staff Recommendation

After careful review of the proposals and supporting materials, staff recommends approval of:

1. The Master of Clinical Health Services, to be offered in Seattle and Spokane, with a clinical component at various clinical sites; and
2. The Extended Master of Clinical Health Services, to be offered on-line and in Seattle, with a clinical component at various clinical sites.

The HECB's Education Committee discussed the proposals during its January 8, 2009 meeting and recommended approval by the full board.

RESOLUTION 09-02

WHEREAS, The University of Washington proposes to offer a Master of Clinical Health Services in Seattle and Spokane, with a clinical component at various clinical sites; and

WHEREAS, The University of Washington also proposes to offer an Extended Master of Clinical Health Services on-line and in Seattle, with a clinical component at various clinical sites; and

WHEREAS, The programs would support the unique role and mission of the institution by training physician assistants and expanding their skill sets at the entry and practice levels to make them adaptable in new roles and settings and enhance their ability to respond to gaps in our healthcare system; and

WHEREAS, The programs would support the *Strategic Master Plan* by expanding advanced degree programs in health sciences; and

WHEREAS, The programs would respond to student and community need without unnecessarily duplicating existing programs; and

WHEREAS, The programs' students would study curricula with tasks and assignments at an appropriate cognitive level, taught by faculty whose teaching and leadership in the field is well known and respected;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Master of Clinical Health Services and the Extended Master of Clinical Health Services at the University of Washington effective January 23, 2009.

Adopted:

January 23, 2009

Attest:

_____

Jesus Hernandez, Chair

_____

Roberta Greene, Secretary

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

2009 Legislative Briefing

The report on legislative activities thus far in the 2009 legislative session will be provided during the meeting on January 23 as a board information and discussion item.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

Annual Report on State Financial Aid Programs: 2007-08 Accounting, 2008-09 Estimates, and Notable Events and Activities

Summary

The state of Washington has a longstanding commitment to postsecondary education opportunities for all students, regardless of income. The purpose of this report is to provide the members of the Higher Education Coordinating Board with:

1. An overview of state, federal, and institutional financial aid in Washington.

2. A description of notable events and activities during the past year.

3. A detailed accounting of state aid program expenditures in the 2007-08 academic year and projected spending for the 2008-09 academic year.

4. A separate review of the GEAR UP program activity.

Overview of State, Federal, and Institutional Aid Programs

In 2007-08, a total of $1.62 billion was provided to about 135,000 needy Washington students from state, federal, and other sources. This is about a $10 million and 3,000 student increase from 2006-07.

This aid took the form of grants, work study awards, and loans. As in previous years, the federal government provided the majority of the aid. About 76 percent of the federal aid was in the form of loans.

The figures in Charts 1 and 2 represent state, federal, institutional, and other private sources of financial aid disbursed to Washington students for the 2007-08 academic year, as reported on the Unit Record Report. The Unit Record Report includes all aid received by needy students at the 68 colleges and universities currently participating in the State Need Grant program.

This report does not address alternative financing methods such as private loans, credit card debts, or federal tax credits that may be used by some students and their families. This report also does not routinely capture data about aid based solely on merit.

Sources and Types of Aid to Needy Students in Washington
(2007-08 academic year)

Chart 1
Financial Aid by Source

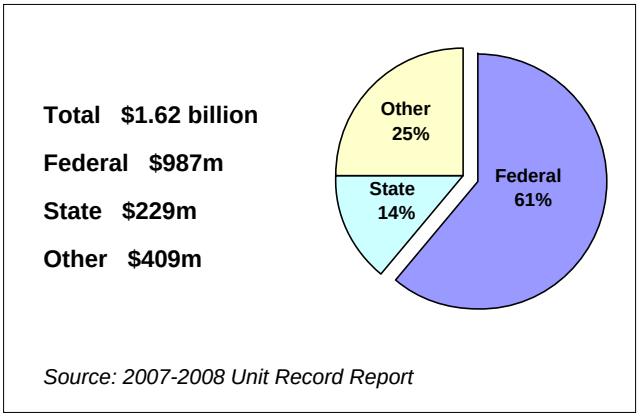
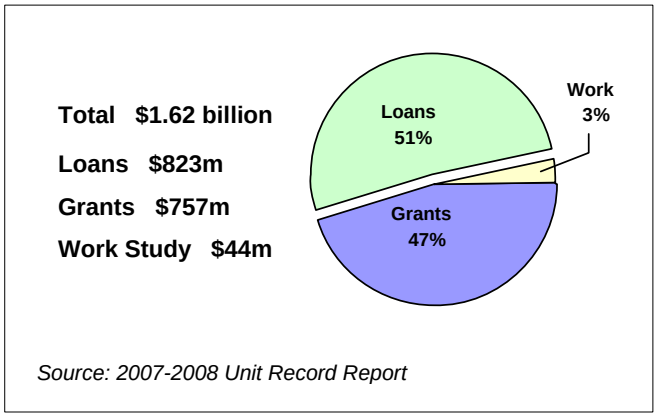


Chart 2
Financial Aid by Type



State Student Aid Funding in Perspective

In 2007-08, about $216 million in state aid was disbursed through programs administered by the Board. About 82,800 students attending 99 colleges and universities received some form of state assistance. In 2008-09, $236 million is available for state aid programs administered by the Board.

More than 88 percent of state aid is in the form of grants and scholarships. The remaining 12 percent is in the form of work study and a small percent representing forgivable loan programs and scholarships.

While it is difficult to adequately compare states to each other, the National Association of State Student Grant and Aid Programs (NASSGAP) supplies one measure of relative effort. According to the latest NASSGAP survey, Washington ranks fifth in the nation in terms of state student grant aid funding per undergraduate enrollment. This is one position lower than in the previous year. Above Washington are New York, New Jersey, Pennsylvania, and Illinois. Among the Global Challenge states, Washington ranks second only to New Jersey.

Implementation of New Program Features

State Need Grant

Less-than-Halftime Pilot Project Update

For the 2007-08 academic year, the Legislature expanded the SNG less-than-halftime pilot program to include all 68 participating schools. All but a few of the schools reported serving less-than-halftime students during 2007-08.

In the first year of the expanded pilot program (2007-08) 1,982 students received funds totaling $500,000 – the limit specified in the 2007-09 budget proviso. However, 1,124 eligible students remained un-served due to lack of funding. The cost of funding these additional students is $310,000.

Most of the students eligible for a less-than-halftime award (77%) enrolled for two or more terms during 2007-08. A majority (85%) of less-than-halftime students enrolled less-than-halftime for a single term while enrolling half-time or greater the remaining terms. This indicates that most students enroll at a less-than-halftime rate temporarily. Few students enroll at a less-than-halftime rate for prolonged periods of time.

There are demographic differences between the less-than-halftime students and the regular SNG program students. The most notable difference between the less-than-halftime population enrollment and the regular SNG population enrollment was in the community and technical college sector (80% vs. 59%). Private vocational schools have limited demand for less-than-halftime enrollment and consequently have the smallest percentage of this population.

In November 2008 the Board delivered a detailed report to the Legislature on the pilot program. The report supports the Board's initial recommendations from its 2006 study. The primary recommendation is that less-than-halftime student eligibility be made a permanent feature of the regular SNG program.

The 2008 Legislative report also suggests that the statute pertaining to the exclusion of child support income for these students be made permissive instead of mandatory. Institutions are concerned about their ability to comply with this requirement when computing less-than-halftime student eligibility. Adopting this recommendation will resolve the concern.

State Work Study

Future Teacher High-Demand Internships

The legislature appropriated $500,000 to fund work-study internships for prospective teachers. This program provides an opportunity for eligible students to gain direct experience in secondary school math or science classrooms. The goal is to better prepare students to make sound decisions about pursuing a teaching career and accepting other forms of dedicated aid such as the Future Teachers Conditional Scholarship.

In the initial year of the program, nine institutions, including four community colleges, were chosen for funding through a competitive application process. In 2008-09, 10 projects have been awarded to nine institutions.

In 2007-08, 68 students participated in the High Demand program and earned more than $116,000 in SWS wages. For 2008-09, approximately 150 students will participate and earn about $350,000 in SWS wages.

It is expected that the full appropriation will be expended by the end of 2008-09 fiscal year.

Teacher Conditional Loans

The Alternative Routes and Future Teachers Conditional Scholarship programs both received expanded funding for the 2007-09 biennium.

The Future Teachers Conditional Scholarship
The Future Teachers Conditional Scholarship program expanded from $750,000 in 2006-07 to $1,000,000 per year for the biennium. This funds about 225 new awards for the biennium. Despite this funding increase applications for the program far surpass the supply of awards.

Alternative Routes to Teaching Expansion Programs
The Alternative Routes to Teaching program expanded from $1,008,000 in 2006-07 to $4,733,000 in 2008-09. Some of the funding increase is meant for two new routes pertaining to paraprofessionals and educator retooling. These programs are administered by the Professional Educator's Standards Board. The HECB is the fiscal agent.

The Educator Re-tooling program is one of two new programs within Alternative Routes to Teaching. It is used to support teachers who add endorsements in shortage areas such as math, science, special education and bilingual education. Unemployed Washington certified Elementary Education teachers may also receive funding to add Middle Level Math and Science endorsements. About 500 teachers are expected to take advantage of this program by the end of the biennium.

The Para-Pipeline program is the second new program. This program was established for classified instructional employees (paraprofessionals) with a minimum of three years district experience and a letter of support, who wish to earn a Direct Transfer Agreement Math Education AA degree. Once an AA degree is earned, individuals will participate in a two year alternative route program at City University preparing to teach mathematics and special education or ESL. Only about seven para-professionals have taken advantage of this program for the 2007-09 biennium.

New Program Implementation Update

College Bound Scholarship
This program is intended to help improve the aspirations of younger students and families who otherwise might not consider college as an option because of cost. The scholarship provides the assurance of four years of tuition, fees, and funds for books to certain low-income students who sign a pledge during their seventh or eighth grade year. By so doing, these students promise to graduate from high school with at least a 2.0 grade point average and demonstrate good citizenship. Students whose families are eligible for free or reduced-price lunches may apply.

In its first year of operation, nearly 16,500 middle school students and their families applied for the scholarship. The scholarship will be awarded in coordination with the State Need Grant program. The first awards will be paid out in fall 2012, to students who currently are in middle school.

The Board conducted an extensive statewide promotional campaign that included two major sign up events sponsored by the Tacoma and Spokane school districts. The campaign also included multiple personal presentations by staff as well as multiple mailings of brochures and letters to superintendents, principals, and other school personnel.

The success of the first-year sign up campaign was also the result of the Board's strong, inclusive partnerships with the K-12 system, including the Washington Principal's Association, Washington Association of School Administrators, Office of the Superintendent of Public Instruction, and others. Other partners included college access programs such as GEAR UP, the College Success Foundation, TRIO, and foster youth-serving organizations.

An online application and program web site was developed, along with promotional materials. The 2008 Legislature granted an extension to the 8th graders in 2007-08 to sign-up in the 2008-09 academic year.

Passport to College Promise Program for Foster Youth

This six-year pilot program is designed to encourage and help foster youth prepare for, attend, and successfully complete college. The program will provide foster youth and foster parents with educational planning tools, college support services, and scholarship assistance.

The program also includes an incentive grant for institutions that provide special student services for foster youth. The first scholarships and incentive grants were awarded during the 2008-09 academic year.

A landmark data exchange program was developed between the Board and Department of Social and Health Services (DSHS) to verify eligible students. The data exchange is critical to the state's outreach efforts to promote student aspiration for college. Over 300 students have been identified and determined eligible at the time of this report. This slightly exceeds the early assumption about the number of students who could be identified.

A statewide training for institutions was offered in partnership with the DSHS, College Success Foundation and Casey Family Programs. Institutions have access to a secure web site to determine if students are eligible for Passport and request funding. In collaboration with an advisory committee, rules were developed for Passport regarding student eligibility and packaging the award.

Outreach materials were developed for students and for their foster parent providers. Funding has also been used to enhance the state's dedicated web site for foster youth, www.independence.wa.gov with information about Passport and college funding.

GET Ready for Math and Science Conditional Scholarship Program

This public-private partnership funds four-year need-based, conditional scholarships for the purpose of providing high school students who excel in math and science with an incentive to major in those subjects while in college. In exchange, scholarship recipients commit to work in a math or science occupation in Washington for three years after completing their baccalaureate degree.

The program is funded through state appropriations matched by an equal amount of private contributions. The College Success Foundation (CSF) is the non-profit partner that is both the "program administrator" as well as the entity responsible for raising the private match. The Board and CSF, working with an advisory committee have drafted policies regarding acceptable course work and professions.

In 2007-08 about $1,250,000 in private contributions were matched by an equal amount of state monies. The Board purchased GET units, which will fund the scholarships. The first application cycle is planned for April of 2009. Payments to students will begin in fall 2010.

Scholarship Clearinghouse

A coalition of private, non-profit, scholarship providers are working together to create a centralized web-based source of scholarship information for Washington students. The HECB will host the clearinghouse upon its completion in fall 2009.

To date the Coalition has raised over $500,000 in private funds for the development of a scholarship database and an advertisement-free website where students can search for scholarships. Development of the programming, database, and website will begin December 2008. The project is about eight months behind its original schedule however it is on track for delivery and use by students for fall 2009.

New aid programs administered by other agencies

Opportunity Grant

The State Board for Community and Technical Colleges administers the Opportunity Grant. Approximately $8,197,172 in grants was awarded to 3,871 low-income students enrolled in high-demand degree programs at Washington's community and technical colleges during the 2007-08 academic year. An additional $500,000 was also awarded to 159 students enrolled at eight private career colleges. Additional information can be obtained by contacting staff at the State Board for Community and Technical Colleges.

The Federal Academic Competitiveness Grant (ACG) and SMART Grant

These federal grants programs were newly implemented in 2006-07. The ACG is offered to Pell-eligible students during their freshman and sophomore years, if they complete a rigorous program of study in high school. About 4,649 students received about $3.65 million in 2007-08.

The SMART grant is offered to upper division college students majoring in science, math, or critical foreign language programs. About 1,526 students received about $4.54 million in 2007-08.

WHEFA student loan proposal

In the 2007 legislative session the Washington Higher Education Facilities Authority (WHEFA) received permission to use about $80 million in tax exempt state bonds to fund lower-cost, private student loans. However, the WHEFA board has placed development of the private loan program on hold pending the recovery of the bond market.

Other Major Activities

Enhancements to the Unit Record Report

During 2008, the Student Financial Aid Workgroup and a technical subcommittee agreed to a number of changes to the Unit Record. The changes include adding fields to accommodate new aid programs such as Passport to College Promise Program for Foster Youth and disaggregating current fields so that HECB can better address questions from the legislature and other stakeholders about specific types of aid. These enhancements will go into effect beginning with the submission of the 2008-09 report in fall 2009.

Federal College Access Challenge Grant

The HECB was directed by Gov. Gregoire to administer the $1.1 million in College Access Challenge Grant (CACG) money received by Washington in FY 2008-09. The goals of the CACG include helping schools provide information to low-income, first-generation college, and minority students and families about financial aid and the college application process. Efforts include support for the College Bound Scholarship program to increase sign-ups and provide support to students.

The following four non-profit organizations will receive funds to help prepare more low-income students for college: the College Success Foundation, Community Foundation of North Central Washington, Metropolitan Development Council, and Northwest Education Loan Association.

The CACG funding is for a two-year period ending on June 30, 2010.

IT system conversions

As part of the on-going improvement of information systems at the HECB, additional programs and functionality are being converted from the main-frame applications to the HECB's Portal. Converting systems to the web-based portal increases reliability and efficiency for schools and provides cost savings for the Board.

The Future Teachers Conditional Scholarship Program has been fully converted and Health Professions is currently being worked on. An improved payment/reporting program has been developed for private institutions in the State Need Grant program as well.

State Need Grant Repayment Policy

The HECB staff and Student Financial Aid Workgroup have collaborated on a new uniform state grant repayment policy. Prior to this, repayment policies varied from one institution to another and were sometimes confused with tuition refunds and federal repayment requirements.

The new guidance:

1. Applies to both SNG and Educational Opportunity Grant program.
2. Ensures that repayments are calculated in the same way among all schools and that students are being treated equitably for state grant repayment purposes.
3. Eliminates confusion with federal repayment policies.
4. Allows grant amounts to be fully earned at 50 percent of the term.
5. Will be mandatory for all schools starting in 2009-10 academic year.

Research Activities

Financial Aid Outreach and Awareness Study

Student aid staff is engaged in an on-going project to evaluate the extent to which quality information about the student aid application process and programs is readily available and accessible to Washington citizens.

As part of this effort, 47 financial aid office directors responded to a survey about their efforts to conduct financial aid workshops and events. During the 2007-08 academic year, 41 colleges and universities hosted or participated in more than 440 events.

Most of these events were targeted to high school students and their parents. During these events, financial aid office staff discussed the types and sources of financial aid and how to apply. Good publicity, effective presenters, ample materials, and adequate time for making personal contact most often characterized a successful event.

Most directors indicated a need and desire to engage in more outreach activities but are unable to do so because of limited staff and funds. Fourteen directors indicated that they denied at least 37 requests to participate in an outreach event primarily due to staffing constraints. Additional funds are also needed to pay for printing and travel expenses.

In 2009, HECB staff will continue to assess and pinpoint where there are gaps in the delivery of student aid information.

Unmet Need Study

One measure of affordability is the extent to which sufficient financial aid covers the calculated need of students. Need is the difference between a student's cost-of-attendance and the student's (and family's) ability to pay for those costs on his or her own. In many ways this seems to be an intuitive standard for assessing the adequacy of aid programs. However, because of substantial data limitations, an accurate picture of unmet need for all students is difficult to ascertain.

The primary data source is the HECB's annual Unit Record Report. This is the report from each institution of student-level data for all recipients of need-based aid.

The data limitations are most often found for part-time students and for those enrolled for less than a full academic year. Fewer problems with the data exist for students enrolled full-time for the entire academic year.

In preparation for more in-depth analyses, HECB student aid staff has conducted a preliminary review of the Unit Record data as a source for calculating unmet need. In 2007-08, about 62,500 undergraduate students, or about 52 percent of all undergraduate students who received need-based financial aid, enrolled full-time for a full year. The calculated need of this population was an estimated $1.03 billion. Approximately 90% or $927 million of their need was met through financial aid programs. About 10 percent of the demonstrated financial need was left unmet.

Student loans comprised 41% of the financial aid received by these undergraduates. About 59% of the need was met through grants and work study. This need met-by-aid result and the amount met by grant and work aid is virtually the same as the previous year's percentages.

However, this analysis does not explain how these students managed that unmet portion. It also does not address the adequacy of assistance for students enrolled at part-time rates or for a partial

year. Therefore, in 2009, staff plans to collaborate with aid administrators throughout the state to develop and conduct a study that will focus on gaining a sharper understanding of the extent to which the financial needs of all students are being met or are left unmet.

State Financial Aid Expenditures by Program

Table 1 provides a program-by-program accounting of state student aid programs.

Table 1 **State Financial Aid Program Funding and Recipients 2007-08 & 2008-09**

Public Purpose	Program	2007-08		2008-09	
		Total Dollars Expended[1]	Actual # of Recipients	Total Dollars Available[1]	Estimated # of Recipients
Opportunity for Equitable Access	**State Need Grant** Need-based grant for up to five years of study for low-income undergraduates whose current income is 70 percent or less of median family income	$182 million	70,085	$195 million	71,000
	State Work Study Part-time work for financially needy undergraduate and graduate students	$20.7 million	9,438	$21.8 million	9,549
	Educational Opportunity Grant Need-based grant for transfer students in their junior and senior years of college	$2.9 million	1,361	$2.9 million	1,361
	Passport to College Promise Program for Foster Youth Comprehensive scholarships and support program for eligible former foster youth	n/a	n/a	$566,687	120
Affordability & Merit	**Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Scholarships** Provides scholarships to needy or disadvantaged students who participate in an early awareness and outreach program	$1.3 million	464	$1.4 million	420
	American Indian Endowed Scholarship Endows a fund from which annual scholarships for financially needy undergraduate students with close social and cultural ties to American Indian community	$16,984	17	$24,100	17
Merit	**Washington Scholars** Four-year merit scholarships to three high school students from each of the 49 state legislative districts who are in the top 1% of their class	$2.4 million	412	$2.8 million	422
	Washington Award for Vocational Excellence[2] Two-year merit scholarship for three vocational students from each of the 49 state legislative districts for outstanding achievement in vocational/technical education	$953,051	275	$1.2 million	280
Targeted to	**Health Professional Loan Repayment** Provides loan repayment assistance to licensed primary care health professionals	$2.9 million	213	$3.7 million	224
	Alternative Routes to Teaching[2] Helps school districts recruit teachers in subject matter & geographic shortage areas	$1.2 million	292	$4.7 million	600

Employment Shortages	**Future Teachers Conditional Scholarship**[3] Conditional loans or repayments toward federal student loans for students pursuing teaching certificates or current teachers pursuing additional endorsement in select, high-demand subject areas	$910,362	171	$1 million	170
	Health Professional Scholarship[3] Provides scholarships to students training to become primary care health professionals	$218,667	41	$562,500	62
	WICHE Professional Student Exchange Conditional loans to study optometry or osteopathy, programs not offered in Washington	$221,900	14	$331,400	13
Other	**Washington Center Scholarships** Provides financial support for student to participate in internships in Washington, D.C.	$60,000	15	$60,000	15
Total		$216 million		$236 million	

[1] Includes federal LEAP and SLEAP funds, but does not include other activities assigned to the Board's oversight, but are only indirectly related to aid for students. Please see the next section.

[2] The HECB is the fiscal agent for these programs. Washington Award for Vocational Excellence is administered jointly with the Workforce Training and Education Coordinating Board. The Alternative Routes to Teacher Certification program is administered by the Professional Educator Standards Board.

[3] While in most cases the annual expenditure is closely related to the annual appropriation, for some programs the expenditure represents funds appropriated from previous years as well. Examples of this are the Future Teachers and Health Professional Conditional Scholarship programs. In these examples current year appropriations are committed to eligible students for the anticipated duration of their academic program which may extend over multiple years.

In 2007-08, the Higher Education Coordinating Board also was responsible for administering activities that indirectly benefit students, including:

- The **Community Scholarship Matching Grant**, provided $200,000 of state monies to 100 community-based 501(c)(3) organizations. The monies were used as matching dollars for scholarship raised by the organizations. In addition per budget proviso, $46,000 was provided to the Northwest Dollars for Scholars organization for its work to develop community-based scholarship programs.
- The **College Assistance Migrant Program**, provided $24,990 in state funds to supplement the federal CAMP program at four colleges. The funds are used for educational services to migrant and seasonal farm workers and their children.
- The **Child Care Grant Program**, provided $75,000 to four-year public institutions to help promote high-quality, accessible, and affordable child care for students. A separate program for the two-year public institutions was administered by the State Board for Community and Technical Colleges.

Fund Utilization

HECB staff strives to achieve a 100 percent expenditure of appropriated aid each year. This was achieved for the state's major grant and work programs.

The Board has the authority to transfer limited amounts between certain programs and the flexibility to carry unexpended funds forward into the next fiscal year. However, for the 2007-09 biennia, budget provisos instruct the Board to transfer certain unexpended student aid monies into the State Education Trust Account (SETA, RCW 28B.92.140).

The SETA account can be used to fund awards for any needy student but the first priority is to fulfill the state's scholarship commitment to GEAR UP students. A review of the GEAR UP program is provided in Appendix C.

Table 2 represents the transfer and carry forward of funds at the conclusion of the 2007-08 year:

Table 2 Transfers for 2007-08

Transfers	Amount
State Need Grant to State Education Trust Account	$1,430,610
State Need Grant to State Work Study	$195,029
State Work Study to Educational Opportunity Grant	$1,140
Washington Scholars to State Education Trust Account	$125,315
Washington Award for Vocational Excellence to State Education Trust Account	$105,948

Table 3 Carry Forward into 2008-09

Program	Amount
State Need Grant	$0
Educational Opportunity Grant	$0
Washington Scholars	$112,045*
State Work Study	$147,018*
Washington Award for Vocational Excellence	$10,000*

**The carry forward amounts for these programs originated in 2006-07 and therefore were not subject to the 2007-09 budget proviso that instructs unexpended funds be deposited into SETA. The SWS carry forward includes $133,658 in "High Demand" project funds which also were not subject to the SETA requirement.*

Award Amounts by Program

Tables 4A and 4B display the value of the award for each program. The value of the 2007-08 awards in the State Need Grant, Washington Scholars, Washington Award for Vocational Education, and Future Teachers programs kept pace with public sector tuition and fee increases. The value of awards in all other programs remained relatively unchanged compared to the previous year.

Table 4A Maximum Award Amounts by Program 2008-09

Program	*Award Range*
Alternative Routes to Teaching	$3,000 - $8,000
American Indian Endowed Scholarship	$1,000 - $2,000
Educational Opportunity Grant	$2,500
GEAR UP	$4,000
Health Professional Loan Repayment	up to $25,000
Health Professional Scholarship	$1,000 - $16,000
State Work Study	The award may not exceed the student's need

Table 4B Maximum Award Amounts by Program & Sector 2008-09

Sector	*Future Teachers*	*State Need Grant*	*Scholars / WAVE*
Research	$6,648	$6,000	$6,720
Comprehensive	$4,788	$4,416	$4,843
Private Four-Year	$6,648	$6,234	$6,720
Community & Technical Colleges	$2,736	$2,554	$2,730
Proprietary	n/a	$2,554	$6,720

Appendix A

State Need Grant Program Update

Overview

Included in this update of the State Need Grant (SNG) program's expenditures and activities is a summary of the 2007-08 disbursements and a report on 2008-09 funding, expenditures, and activities to date. This appendix also includes a history of State Need Grant expenditures and a breakdown of 2007-08 institutional expenditures, along with the most recent estimate of how much each institution will spend in 2008-09.

2007-08 Summary

In 2007-08, the Higher Education Coordinating Board had a total of $182 million available, including about $1.3 million in federal matching funds, for SNG awards to students (Table 5). The funding allowed the HECB to serve 70,085 students. The legislature has continued its support of increasing funding in the state financial aid programs to keep pace with tuition and fee increases for the last 16 years. All or nearly all of the general funds appropriated to the SNG program have been fully expended for the last several years and staff anticipates this trend will continue (Table 6).

Table 5 **State Need Grant Budget Summary**
2007-08

State Appropriation	$180,977,000
Federal LEAP/SLEAP Funds	$1,258,779
SNG Available for Grants	$182,235,779
Carry Forward SNG	$0

Table 6 **State Need Grant Percent of General Fund Expended**
FY 2001-02 through FY 2008-09
(in millions)

Year/Biennium	General Fund State Appropriation	Percent Expended
FY 2001-02	$ 90.6	100%
FY 2002-03	$104.9	99%
FY 2003-04	$111.6	100%
FY 2004-05	$124.9	100%
FY 2005-06	$153.3	99%
FY 2006-07	$166.1	100%
FY 2007-08	$181.5	100%
FY 2008-09	$193.8	n/a

SNG award amounts vary by sector, and as a percentage of tuition. The grant awards ranged from 98 percent of tuition at the community colleges to 89 percent of tuition at the public research institutions (Table 7). The governor and legislature provided sufficient funding to raise grant amounts to cover all public sector tuition increases on a dollar-for-dollar basis. However, there was no significant progress in closing the gaps between the total tuition costs and the grant award amounts. Additionally, schools reported the fewest number of eligible, but unserved students in the program over the last few years. The equivalent of 550 full-time SNG eligible went unserved due to lack of funds. This represents less than one percent of the total eligible population of students. Most of the unserved students were late enrollers and summer students.

Table 7 **State Need Grant Awards as a Percent of Public Tuition by Sector 2007-08**

Sector	Maximum SNG Award	Average Tuition	Tuition less SNG	SNG Award as % of Tuition
Research	$5,564	$6,224	$660	89%
Comprehensive	$4,188	$4,563	$375	92%
CTC/Private Voc	$2,502	$2,676[1]	$174	93%[1]
Private Four-year	$5,798	$6,224[2]	$426	93%[2]

[1]The community college amounts represent the tuition and award at 15 credits, only. The CTC sector has for the past several years been implementing a credit-by-credit tuition policy. Therefore there is a different tuition and SNG award for each credit level between 12 and 15 credits. In the CTC sector the average SNG award covers 97 percent of all full-time tuitions between 12 and 15 credits.

[2]The maximum tuition and fees that can be recognized for students in private four-year institutions is limited to the value of tuition and fees at the public four-year research institutions.

Student Profile

The following table profiles the students who received a State Need Grant award during the 2007-08 academic year. Approximately 71 percent of SNG recipients enrolled full-time during the fall semester and 62 percent of SNG recipients were considered to be financially independent from their parents, based on federal criteria. In addition, 46 percent of all SNG recipients were over the age of 23.

Table 9 **State Need Grant Student Profile 2007-08**

Age Categories			**Students with Families**	
< 21	36%		Married	15%
21 - 23	18%		Married with Children	10%
> = 24	46%		Single Parents	20%
Median age = 23				
Gender			**Race/Ethnicity**	
Female	62%		American Indian	3%
Male	38%		Asian/Pacific Islander	13%
			Black	8%
Dependent Students			Hispanic	9%
% Dependent	38%		Other/Unknown	9%
Average Parent Income	$30,574		White	57%
Independent Students				
% Independent	62%			
Average Income	$15,558			

Source: 2007-08 Unit Record Report

2008-09 SNG Update

For the 2008-09 academic year, the HECB has $195 million, including about $1.2 million in federal matching funds, available for grants to students at 68 participating institutions (Table 10). HECB staff expects to serve about 71,000 students. Included in this appendix is a table showing the breakdown of funding for each institution in 2008-09, known as an institution's "reserve" (Tables 11 & 12).

The legislature expanded less-than-halftime eligibility to students at all participating SNG schools. An annual appropriation of $500,000 was provided for each year of the 2007-09 biennium.

Estimated Growth in Eligible Students for 2008-09

For the 2008-09 year institutions are reporting significant increases in their enrollments. Somewhat surprisingly, many private four-year and two-year institutions are reporting a slight reduction in the enrollment of eligible students while most public two-year and four-year institutions are reporting significant increases in demand.

It is anticipated that the enrollment of SNG eligible students will also grow. Based on an early November 2008 report from the participating colleges, it appears that the eligible SNG population will grow by 4,000 or more students before the end of the academic year. Given current funding most of these students are likely to be left unserved.

Table 10 **State Need Grant Budget Summary**
2008-09

State Appropriation	$193,758,000
Federal LEAP/SLEAP Funds	$1,222,827
SNG Available for Grants	$194,980,827
Carry Forward SNG (est.)	$ 0

Table 11 **State Need Grant, by Sector**
2007-08 Awards & 2008-09 Reserves

	2007-08			2008-09
Sector	**Amount Awarded**	**Served FTEs[1]**		**Amount Reserved[2]**
Research	$54,351,243	11,168		$60,374,318
Comprehensive	$34,194,545	9,170		$36,239,304
Private Four-Year	$21,669,082	4,172		$23,563,177
Community & Technical Colleges	$66,422,682	29,291		$70,529,220
Private Career	$3,969,687	1,749		$3,934,290
Total	**$180,607,239**	**55,550**		**$194,640,309**

[1]Full-time equivalent enrollment, not actual headcount.
[2]Includes matching federal LEAP funds and excludes Less-Than-Half-Time Pilot Project
Source: 2007-08 Portal General Ledger and 2007-08 SNG Final Interim Report

Table 12 **State Need Grant, by Institution**
2007-08 Awards & 2008-09 Reserves

	2007-08		2008-09
	Amount Awarded	Served FTEs[1]	Amount Reserved[2]
Research			
University of Washington	$32,802,673	6,645	$36,055,985
Washington State University	$21,548,570	4,523	$24,318,333
Comprehensive			
Central Washington University	$10,004,282	2,628	$10,189,684
Eastern Washington University	$9,788,726	2,659	$10,654,741
The Evergreen State College	$5,004,916	1,360	$5,618,952
Western Washington University	$9,396,621	2,523	$9,775,927
Private Four-Year			
Antioch University	$293,409	61	$342,631
Bastyr University	$300,284	56	$357,428
Cornish College of the Arts	$885,983	166	$953,870
DigiPen	$356,740	66	$390,677
Gonzaga University	$2,171,563	419	$2,365,141
Heritage University	$2,685,868	497	$2,781,541
Northwest College of Art	$70,654	13	$76,588
Northwest University	$873,478	173	$970,151
Pacific Lutheran University	$3,291,399	648	$3,575,964
Saint Martin's University	$1,662,747	318	$1,765,588
Seattle Pacific University	$1,914,279	378	$2,212,739
Seattle University	$3,231,552	606	$3,491,579
University of Puget Sound	$839,218	161	$900,537
Walla Walla University	$825,392	156	$869,965
Whitman College	$389,601	79	$453,340
Whitworth College	$1,876,914	376	$2,055,438

[1]Full-time equivalent enrollment, not actual headcount
[2]Includes matching federal LEAP funds and excludes Less-Than-Half-Time Pilot Project
Source: 2007-08 Portal General Ledger and 2007-08 SNG Final Interim Report

Table 12 (Cont.) State Need Grant, by Institution
2007-08 Awards & 2008-09 Reserves

	2007-08		2008-09
	Amount Awarded	Served FTEs[1]	Amount Reserved[2]
Community & Technical Colleges			
Bellevue Community College	$1,998,789	893	$2,107,708
Big Bend Community College	$1,492,262	677	$1,605,979
Cascadia Community College	$389,988	175	$410,552
Centralia College	$1,283,101	569	$1,333,596
Clark College	$3,528,757	1,568	$3,840,195
Columbia Basin College	$2,366,404	1,080	$2,715,376
Edmonds Community College	$2,704,476	1,150	$2,739,871
Everett Community College	$1,868,906	797	$1,942,406
Grays Harbor College	$999,235	440	$1,036,292
Green River Community College	$1,936,698	880	$2,065,310
Highline Community College	$2,463,488	1,128	$2,669,324
Lower Columbia College	$1,867,857	797	$1,943,621
North Seattle Community College	$1,201,638	517	$1,214,017
Northwest Indian College	$316,934	128	$322,570
Olympic College	$1,670,519	746	$1,777,911
Peninsula College	$883,409	383	$909,338
Pierce College	$2,079,275	935	$2,294,712
Seattle Central Community College	$2,499,458	1,100	$2,609,480
Shoreline Community College	$1,668,976	753	$1,695,303
Skagit Valley College	$1,535,591	673	$1,660,048
South Puget Sound Community College	$1,831,328	783	$2,008,944
South Seattle Community College	$1,098,011	501	$1,180,931
Spokane Community College	$6,883,148	2,905	$7,129,209
Spokane Falls Community College	$4,560,230	1,941	$4,763,992
Tacoma Community College	$2,816,569	1,331	$3,206,402
Walla Walla Community College	$1,609,240	720	$1,702,638
Wenatchee Valley College	$2,543,024	1,108	$2,574,375
Whatcom Community College	$1,198,112	542	$1,303,710
Yakima Valley College	$3,269,502	1,501	$3,572,237
Bates Technical College	$977,577	421	$1,024,407
Bellingham Technical College	$927,039	425	$1,058,837
Clover Park Technical College	$1,967,053	859	$2,038,670
Lake Washington Technical College	$866,636	395	$936,643
Renton Technical College	$757,836	322	$777,908
Seattle Vocational Institute	$361,618	148	$356,708

[1]Full-time equivalent enrollment, not actual headcount
[2]Includes matching federal LEAP funds and excludes Less-Than-Half-Time Pilot Project
Source: 2007-08 Portal General Ledger and 2007-08 SNG Final Interim Report

Table 12 (Cont.) **State Need Grant, by Institution 2007-08 Awards & 2008-09 Reserves**

Proprietary	2007-08 Amount Awarded	2007-08 Served FTEs[1]	2008-09 Amount Reserved[2]
Art Institute of Seattle	$1,178,351	524	$1,145,426
Clare's Beauty School	$104,922	42	$106,577
Divers Institute of Technology	$48,169	20	$49,241
Everest College (formerly Bryman)	$352,462	149	$367,091
Gene Juarez Academy	$445,391	193	$401,416
Glen Dow Academy	$166,773	73	$172,433
Interface Computer School	$182,713	76	$190,980
International Air Academy	$77,176	33	$83,897
ITT Technical Institute-Seattle	$202,069	88	$185,372
ITT Technical Institute-Spokane	$672,084	316	$655,849
Perry Technical Institute	$539,578	235	$576,008

[1]Full-time equivalent enrollment, not actual headcount
[2]Includes matching federal LEAP funds and excludes Less-Than-Half-Time Pilot Project
Source: 2007-08 Portal General Ledger and 2007-08 SNG Final Interim Report

In the 2007-09 biennium, $4.75 million per year was appropriated for the expansion of SNG eligibility to student from families with incomes between 66 percent and 70 percent of the state's Median Family Income. Despite this change and the increased appropriation, the gaps between the award and tuition are expected to remain essentially unchanged for 2008-09 (Table 13).

Table 13 **State Need Grant Awards as a Percent of Public Tuition, by Sector, 2008-09**

Sector	Max. SNG Award	Avg. Tuition	Tuition less SNG	SNG Award as % of Tuition
Research	$6,000	$6,647	$647	90%
Comprehensive	$4,416	$4,782	$366	92%
CTC/Private Voc	$2,554[1]	$2,730[1]	$176	94%[1]
Private Four-year	$6,234	$6,647[2]	$413	94%[2]

[1]The community college amounts represent the tuition and award at 15 credits, only. The CTC sector has for the past several years been implementing a credit-by-credit tuition policy. Therefore there is a different tuition and SNG award for each credit level between 12 and 15 credits. In the CTC sector the average SNG award covers 97 percent of all full-time tuitions between 12 and 15 credits.

[2]The maximum tuition and fees that can be recognized for students in private four-year institutions is limited to the value of tuition and fees at the public four-year research institutions.

Appendix B

State Work Study Program Update

Overview

Included in this update on the State Work Study (SWS) program are detailed expenditures for fiscal year 2007-08, a summary of student earnings by institution, and descriptions of current and planned activities.

During 2007-08, 9,438 students earned $26.4 million, through the State Work Study program. With an increase in funding, the program expects to serve an additional one hundred students in 2008-09.

The State Work Study program is a form of *self-help* designed to assist a broader band of disadvantaged students than the State Need Grant program and to complement grant and scholarship aid. As a result, any financially needy student is eligible for work study rather than being limited to just students with the lowest family incomes.

State Work Study award amounts are determined by the student's institution based on each student's demonstrated financial need. The employer pays the student and is reimbursed for a portion of the student's earnings, typically between 65 and 80 percent. Currently, 55 institutions and approximately 3,000 employers contract to participate in the State Work Study program.

2007-08 Background and Summary

In 2007-08, 9,438 students earned more than $26.4 million through the State Work Study program. The employer matches accounted for about $6.5 million of this total. The remainder came from state appropriations and a small amount of federal matching dollars ($318,194). The average earnings were nearly $2,800 per student.

All or nearly all of the general funds appropriated to the SWS program have been fully expended for the last several years. Staff anticipates this trend will continue due to stable or decreased funding for the Federal Work Study program.

As college costs increase and the number of needy students grows, the ratio of needy students being served by the program has declined. During 1997-98, one in 12 financially needy students received a State Work Study award. The most recent ratio stands at one state work study award for every 14 financially needy students.

Tables 14, 15, 16, and 17 provide additional details about program operations and expenditures and a list of student earnings by sector and institution.

Table 14 SWS Program Operations, 2007-08

Resources:	
Total Wages Earned	$26,409,440
State Portion of Wages	$19,886,460
Employer Match	$6,522,980
Percent of Employer Match	25%
Funding Sources:	
SWS Appropriation	$20,318,000
SFA Transfer	193,889
Federal Funds	$318,194
Prior Year Carry Forward	$16,112
Total	**$20,846,195**
Expenditures:	
State Portion of Wages	$19,886,460
Grants to Institutions	$218,847
Admin. Allowance to Public Inst.	$390,690
HECB Administration	$203,180
Total	**$20,699,177**
Carry Forward to 2007-08	**$147,018***

**Includes SWS High Demand Carry Forward ($133,658)*

Table 15 State Work Study Percent of General Fund Expended FY 2001-02 through FY 2008-09

Year/Biennium	General Fund State Appropriation	Percent Expended
FY 2001-02	$17.4 million	100%
FY 2002-03	$17.04 million	100%
FY 2003-04	$17.0 million	100%
FY 2004-05	$17.9 million	100%
FY 2005-06	$17.9 million	99%
FY 2006-07	$19.4 million	100%
FY 2007-08	$20.3 million	100%
FY 2008-09	$21.3 million	n/a

Table 16 Earnings of State Work Study Students by Sector & Institution, 2007-08

Sector[1]	Amount Earned	# Students[2]	Avg. Earnings
Public Four-Year	$7,720,478	2,928	$2,637
Private Four-Year	$8,606,065	2,824	$3,047
Community & Technical Colleges	$10,082,897	3,705	$2,721
Total	**$26,409,440**	**9,438**	**$2,798**

[1] For-profit institutions are not eligible to participate
[2] Students who transfer between sectors are counted in each sector; the total is an unduplicated count
Source: 2007-08 Unit Record Report

Table 17 **Earnings of State Work Study Students, by Institution, 2007-08**

	Amount Earned	# of Students
Research		
University of Washington	$1,987,483	512
Washington State University	$1,972,900	1,160
Comprehensive		
Central Washington University	$1,194,049	352
Eastern Washington University	$888,577	294
The Evergreen State College	$491,955	200
Western Washington University	$1,185,514	410
Private Four-Year		
Antioch University	$13,967	7
Bastyr University	$228,697	171
Cornish College of the Arts	$370,245	179
Gonzaga University	$1,892,402	484
Heritage University	$192,642	82
Northwest University	$129,187	27
Pacific Lutheran University	$1,048,396	312
Saint Martin's University	$149,128	48
Seattle Pacific University	$1,038,038	283
Seattle University	$1,781,628	430
University of Puget Sound	$923,774	335
Walla Walla University	$244,066	71
Whitman College	$230,390	235
Whitworth University	$363,505	160
Community & Technical Colleges		
Bellevue Community College	$217,153	90
Big Bend Community College	$294,711	128
Cascadia Community College	$62,791	34
Centralia College	$111,833	35
Clark College	$856,091	263
Columbia Basin College	$442,144	153
Edmonds Community College	$281,428	84
Everett Community College	$282,772	135
Grays Harbor College	$112,457	45
Green River Community College	$5,091	3
Highline Community College	$179,069	93
Lower Columbia College	$787,124	314
North Seattle Community College	$282,561	105
Northwest Indian College	$23,220	13
Olympic College	$109,161	21
Peninsula College	$127,933	58
Pierce College	$282,468	79
Seattle Central Community College	$173,125	70
Shoreline Community College	$282,687	100
Skagit Valley College	$144,005	60
South Puget Sound Community College	$195,266	57
South Seattle Community College	$111,231	47
Spokane Community College	$1,134,248	318
Spokane Falls Community College	$697,062	279
Tacoma Community College	$833,585	210
Walla Walla Community College	$129,561	42
Wenatchee Valley Community College	$246,577	143
Whatcom Community College	$346,529	116
Yakima Valley College	$343,909	183
Bates Technical College	$186,600	79
Bellingham Technical College	$151,163	75
Clover Park Technical College	$294,830	117
Lake Washington Technical College	$197,275	64
Renton Technical College	$119,997	83
Seattle Vocational Institute	$19,260	14

Source: 2007-08 Unit Record Report

State Work Study High Demand Projects

The State Work Study High Demand program, established during the 2007 legislative session and implemented in fall 2007, provides eligible students with teaching experiences in secondary school math and/or science classrooms.

In the initial year of the program, nine institutions (including four community colleges) operated ten projects across the state. A total of 68 students earned $116,342 in SWS wages while gaining valuable classroom experience. For 2008-09, approximately 150 students will participate and earn about $350,000 in SWS wages.

1. Central Washington University
2. Clark College
3. Eastern Washington University (2 projects)
4. Everett Community College
5. Lower Columbia College
6. Pacific Lutheran University
7. Seattle Central Community College
8. The Evergreen State College
9. Walla Walla Community College

State Work Study Community Service Projects

For over a decade, the State Work Study program has funded colleges to conduct more than a hundred Community Service Projects. In 2007-08 about $400,000 in SWS funds were earned by students working in these projects.

The projects address pressing community needs across a wide range of service areas including: literacy advancement, first generation and ethnic minority outreach, elementary and middle school tutoring, community health and mental health care, drug education and public safety, and environmental improvement. Below is a table of the participating schools and project titles.

School Name	Project Title
Big Bend Community College	Counting on Literacy
Central Washington University	Expanding CWU Student Work-Study Participation to Environmental, Educational, Community Health, & Social Service Non-Profit Agencies
Clark College	Discover Vancouver's Historic Reserve
Eastern Washington University (4 projects)	• Exercise Self Management Program for Under-served Patients with Cardiovascular Disease • Project SELECT (Serving the Early Literacy Educational Needs of Children through Tutoring) • Science Ambassador Program: An Evidence Based Practice • Smile Spokane: It All Starts Here
Heritage University	Hand in Hand
Tacoma Community College	DAWN Project – A Domestic Abuse Network
The Evergreen State College	Evergreen Student Community Action Coordinators Project
University of Washington	Civic Fellows Project
Whatcom Community College	Developing Sustainable Communities

As an example, Eastern Washington University's "Exercise Self-Management" project mobilized a group of about 10 students to develop and implement an innovative educational program for under-served populations with cardiovascular disease. Students developed audio-visual materials designed to help patients who had limited access to cardiac rehabilitation services adopt and maintain exercise programs to support their own recovery.

This project exemplifies the learning potential of work study placements. Some projects have been adopted by colleges and communities even after SWS funding ends so that other students have an opportunity to make positive change in their communities while paying for their college education.

Student Profile

In 2007-08, 54 percent of students utilizing the State Work Study program met a definition of an "independent" or nontraditional student. Independent students are those who are older, have families of their own, or are former foster care youth. These students had an average family income of $13,006. For "dependent" students, family income averaged $45,884.

The median age of SWS recipients was 22. Sixty-six percent of the students were female and 27 percent reported themselves as being in an ethnic or racial minority. Though the program places a priority on serving Washington residents who enroll as undergraduate students, the program does serve a modest number of graduate students and some non-resident students. Additional information about last year's State Work Study recipients can be found in Table 18 below.

Table 18 **State Work Study Student Profile 2007-08**

Age Categories			**Students with Families**	
<21	41%		Married	12%
21-23	20%		Married with Children	8%
>=24	39%		Single Parents	14%
median age = 22				
Gender			**Race/Ethnicity**	
Female	66%		American Indian	2%
Male	34%		Asian/Pacific Islander	10%
			Black	6%
Dependent Students			Hispanic	9%
% Dependent	46%		Other/Unknown	12%
Average Parent Income	$45,884		White	61%
Independent Students				
% Independent	54%			
Average Income	$13,006			

Source: 2007-08 Unit Record Report

State Work Study Employers

Integral to the program are the participating employers. They not only provide jobs and earnings, but opportunities for students to build workplace skills and test career choices. More than 40 percent of the state work study students' dollars are earned in off-campus placements. Approximately 3,000 off-campus employers contract annually to accept State Work Study-eligible students. They include private for-profit, private non-profit and public and federal employers. Many provide opportunities in high-demand job areas.

Following are examples of off-campus State Work Study employers, by type of business:

Private For-Profit

- Amazon
- American Express Financial Services
- Law Office of William Harris
- Mid Columbia Engineering
- Northwest Medical Group
- Pullman Family Dentistry
- State Farm Insurance
- Sylvan Learning Center
- Zymogenetics

Private Non-Profit

- American Red Cross
- Big Brothers Big Sisters
- Boys and Girls Clubs
- Camp Fire USA
- Fred Hutchinson Cancer Research Center
- Salvation Army
- Seattle Children's Museum
- Seattle Institute for Biomedical Clinical Research
- Tulalip Tribe
- Washington Contemporary Ballet

Public / Federal Employers

- City of Seattle
- Government Accountability Services
- Kennewick General Hospital
- King County
- Pierce County Alliance
- School Districts-Seattle and Spokane Public School Districts
- State Agencies (e.g., DSHS, Fish & Wildlife)
- Timberland Regional Library
- U.S. Forest Service

2008-09 Update

For 2008-09, with an increase of $1,022,000 in the appropriation, the HECB has $21.8 million available for student wages from state and federal sources to serve an estimated 9,549 students. Staff anticipates that all funds will be fully expended again this year.

State Work Study High Demand

Project Directors gathered in October for a HECB-sponsored "lessons learned" meeting that focused on successful experiences from year one. The key lessons focused on proven recruitment strategies for eligible students, building effective relationships with institutional student employment offices and faculty departments, and methods for ensuring quality placements at local schools. The 07-09 biennial investment made in this program is poised to compound as institutions continue to strengthen individual projects in these areas.

State Work Study Community Service Projects

In 2008-09, five community service projects were funded at approximately $150,000 and will employ nearly fifty SWS students. This year's projects will focus on community improvements in the areas of health care, early education outreach, community service infrastructure improvement, local business sustainability, and other community needs.

School Name	Project Title
Clark College	Vancouver National Historic Reserve
Eastern Washington University	Smile Spokane - It All Starts Here
Heritage University	Hand in Hand
The Evergreen State College	Evergreen Student Community Action Coordinators Project
Whatcom Community College	Developing Sustainable Communities

Appendix C

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Overview

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal funded program administered by the Higher Education Coordinating Board. Washington's GEAR UP program encourages low-income middle and high school students to stay in school, study hard, have high expectations, and go to college. The Board conducts the program in partnership with the Office of the Governor, the University of Washington, College Success Foundation, and a number of local community organizations.

According to a 2008 study by the Social and Economic Sciences Research Center at Washington State University, "GEAR UP students have more positive outcomes on virtually all measures of enrollment, persistence, and degree attainment."

- First year college enrollment rates were substantially higher than the comparison group (72% vs. 45%).
- GEAR UP students persisted into the second year of college at higher rates by about four percentage points.
- Credential attainment within the five year period was proportionately greater among the GEAR UP students by over 65%.

In 2005, the state of Washington received a new six-year $21 million federal grant. The new program focuses on preparing 1,000 low-income seventh graders across the state for college success by providing intensive tutoring, mentoring, and college/career planning information throughout their middle and high school years.

Included in this update are measures of student success, a summary of the 2007-08 scholarship disbursements by sector for GEAR UP Grant I (1999-2005), and an update on new activities.

2007-08 Summary

The Washington State GEAR UP's Scholars Project sites are located in:

Bellingham	Okanagan
Federal Way	Inchelium
Monroe	Quincy
Vancouver	Wapato
West Valley	Wenatchee
Everett	East Wenatchee

GEAR UP provides several key enrichment activities for participating students. The program continues to enjoy a very high student and family participation rate in these activities.

- 88 percent of students received tutoring, homework assistance, and/or academic enrichment activities
- 86 percent of students and 65 percent of parents received counseling, advising, academic planning, and/or career counseling services
- 70 percent participated in college visits and/or college student shadowing opportunities and achieved measurable success
- 83 percent of students were performing at or above grade level in English or Language Arts classes
- 82 percent of students were performing at or above grade level in math classes

Currently, more than 400 students receive college scholarships as a result of participation in Washington State's GEAR UP program. The maximum scholarship award amount is $4,000. Following is a breakdown, by sector, of the scholarships awarded.

Table 19 GEAR UP Grant I (1999-2005)
Scholarship Recipients by Sector, 2007-08

Sector	Amount Paid	# of Students
Public Four-Year	$510,161	159
Private Four-Year	$129,560	39
Community & Technical Colleges	$661,274	254
Private Vocational	$27,663	12
Total	**$1,328,658**	**464**

Building Outreach and Access Networks

One of the primary goals of the Washington State GEAR UP program is to engage in outreach activities throughout the state, region, and nation. Some of the major activities completed during 2007-08 include the following:

- The Washington State GEAR UP program hosted the second annual GEAR UP Regional Conference in Vancouver in the fall of 2008. About 300 participants from Washington, Oregon, Nevada, Wyoming, Idaho, and Montana attended the two-day conference intended to create collaborations among states.

- The Washington State GEAR UP program organized statewide GEAR UP directors meetings to formulate policy for the GEAR UP community and to coordinate college awareness and readiness campaigns.

- The Washington State GEAR UP has developed a new web site with information that guides students, parents, school personnel in their preparation for post-secondary

education. The web site will include interactive elements and combine fun and education in getting the information to the target student population. The site can be found at: www.gearup.wa.gov.

- Working with other partners, the Washington State GEAR UP plays an important role in helping grassroots campaigns for national college access programs such as College Goal Sunday and KnowHow2GO.

"GEAR UP For Student Success" – A State Funded Expansion

In 2007, Washington became the first state to create a state-funded model to expand GEAR UP services beyond the federal programs. In the 2007-09 biennium, the HECB awarded $2.15 million in "Student Success" grants to 25 school districts. These are districts in which the majority of their student population is eligible for the free and reduced lunch program.

By targeting the high poverty districts lacking structured college awareness and preparation programs, GEAR UP served 3,400 students in a cohort of the Class of 2011. Each school demonstrated the ability and willingness to collaborate with the state's higher education institutions, businesses, and community-based organizations to address the needs of its student population. These organizations work together to raise high school graduation and college going rates.

The participating schools provide tutoring and mentoring services to prepare students academically for postsecondary education; provide college awareness and college experience to students and their families; and offer financial aid and college admissions information and assistance to students and their families. A summary of accomplishments is in the table below.

The GEAR UP for Student Success participating school districts are: Aberdeen, Blaine, Bremerton, Cape Flattery, Ephrata, Finley, Grand Coulee Dam, Grandview, Kettle Falls, Klickitat, Mansfield, Naselle-Grays River, Ocean Beach, Pateros, Raymond, Rosalia, Shelton, South Bend, Spokane, Tekoa, Toppenish, Wahkiakum, White Pass, Willapa Valley, and Wilson Creek School Districts. This chart indicates the first year, base-line activity summary:

GEAR UP For Student Success Year 1 Activity Summary for February 1 through June 30, 2008			
Category	**Total Activities**	**Total Hours**	**Total Participants***
Student Activities	199	2,193	14,653
Averages per school district	8	88	
Family Activities	81	355	2,767
Averages per school district	3	14	
Staff Activities	148	773	1,927
Averages per school district	6	31	
Grand Total	***428***	***3,321***	***19,347***
Cost per student, n = 3,400 **$220.68**			

**Participants numbers are total for all activities and include some duplication.*

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

Washington Higher Education Tuition Policy: Highlights of Policy and Budget Choices

Overview

This board item describes and summarizes, over time, how Washington's public higher education's tuition policies and practices have evolved. This paper is intended to provide the Board with background information for future discussions and decisions about the need for, and implications of, new alternative tuition policies.

The paper does not presume that there is a fundamental, or necessary, problem or flaw in Washington's existing and historical approach to student tuition. Specifically, Washington is often characterized as a "Low tuition, High aid" state. In this context, the goals and values of access and affordability are often considered as dependent upon this type of tuition model or policy.

The need for a discussion about tuition policy is timely and critical. College tuition in the U.S. has traditionally developed around a "cost sharing" philosophy, with students, institutions, and the state each paying a proportion of the cost of instruction. Over the last several decades, the percentage that students and parents pay compared to the percentage that the state pays has shifted, with many parents and students experiencing "sticker shock" regarding college tuition. Often contributing to public concern is a lack of clarify in the *cost* of education vs. the *price* of education. What students pay for college is the price of college, but it is by no means the total cost of going to college.

The discussion around who pays for college has also been heavily influenced by perceptions of who benefits from higher education. In other words, to what extent is a college education an *individual* good or a *public* good?[1] More recently, the public conversation about tuition policy has included concerns about relationships between cost, quality and access – termed "the iron triangle" – with changes in one inevitably producing an impact upon the other pieces.[2]

---

[1] J. Immerwahr & T. Foleno, (May 2000), *Great Expectations: How the Public and Parents—White, African-American and Hispanic—View Higher Education*, Report by Public Agenda.

[2] J. Immerwahr, J. Johnson & P. Gasberra, October 2008, *The Iron Triangle: College Presidents Talk about Costs, Access and Quality*, A Report from The National Center for Public Policy and Higher Education and Public Agenda

Legislative Tuition Policies

The state of Washington has used several approaches regarding tuition over the last 30 years, including "cost sharing" approaches and various sector-specific approaches. As early as 1975, the Legislature set tuition for all students based on a cost-sharing approach, which took into consideration the institution's sector of higher education, student residency status, and degree level. This policy was based on the belief that students and the state of Washington should share the costs because both benefit from higher education.

- From 1977 to 1981, tuition rates were set by the Legislature as a percentage of the cost of instruction at the research institutions. Students at comprehensive institutions and community colleges paid lower tuition than students at research institutions. Non-resident students paid higher tuition than resident students.

  In 1981, the Legislature modified the tuition policy by making the cost of instruction sector-specific—research, comprehensive, and community colleges— and increasing the percent of costs that was the students' responsibility. The Legislature also required that non-resident students pay 100 percent of the cost of instruction. With this policy, until 1995, the costs of instruction determined tuition increases and decreases.

- From 1995 to 1999, the Legislature allowed up to 4 percent increases in annual tuition for resident undergraduate students, with higher increases allowed for graduate and non-resident students.

- Through the 1999 to 2007 state budget, the Legislature authorized a maximum percent increase for resident undergraduates among the 3 sectors, with institutions allowed to set higher rates for graduate and professional and non-resident students. Institutions also retained tuition revenues, instead of depositing them into the state general fund. When tuition was held at the local institutional level, carry-over from year to year became possible.

- For the most recent 2007-09 biennial budget period, a new law held tuition to modest annual increases of 7 percent per year. As implemented, the institutions set the tuition rate increase for resident undergraduates at 7 percent for the research institutions, 5 percent for the comprehensive universities, and 2 percent for the community and technical colleges. Institutions were granted unlimited authority to raise tuition for non-residents and graduate and professional students.

- The Office of Financial Management (OFM) is required to develop a "funding trajectory" from current funding levels to achieve the 60th percentile goal of the Global Challenge States by 2017. OFM's first report is due by September 2008.

HECB Tuition Policy

The HECB tuition policies have reflected the Board's commitment to student access and affordability. Several different approaches have been in place over almost two decades, with recent approaches allowing institutions significantly greater flexibility to set tuition rates within broad state guidelines. In previous years, the Board has also shown interest in tying tuition to external benchmarks, such as per capita personal income.

In response to a legislative request in 1990, the Board reviewed the then-current tuition and fee structure that was based upon sectors and found "no significant problems" (Resolution 90-33). The only change recommended at that time was that the two research institutions charge the same tuition.

In late 1994, the Board's recommendations on tuition allowed for greater institutional flexibility, establishing a ceiling within which institutional governing boards would be free to set their own tuition rates. The Board recommended that all institutions increase tuition 3 percent per year, with the State Board for Community and Technical Colleges (SBCTC) and the governing boards of the public 4-year institutions free to increase tuition up to an additional 5 percent, for a total maximum increase of 8 percent.

From 1996 through the year 2000, the Board's recommendations linked tuition increases to changes in state per capita personal income. For the 1997-1999 biennium, the Board recommended that increases to base tuition not exceed increases in state per capita personal income. In addition, the Board recommended that an additional one percent per year be provided to institutions for student-centered enhancements, subject to the Board's approval. The one percent enhancement would expire at the end of the biennial period, unless renewed. The Board also proposed creating a pilot program to study differentiated tuition.

In 1998, the Board modified its recommendation linking tuition to per capita income. The new recommendation proposed that increases to base tuition not exceed the three-year average increase in the state per capita personal income. In addition, the Board's policies allowed the SBCTC and the public universities to further increase tuition up to 2 percent per year for the 1998-2000 biennial period. This 2 percent increase would not be carried forward in future biennia unless re-adopted by the institutions.

In the *2000 Strategic Master Plan*, the Board continued to link future tuition increases to "changes in state per capita income." In October 2000, the Board once again recommended that tuition increases not exceed the three-year average increase in per capita income.

In 2002, the HECB adopted Resolution 02-01 that significantly changed its long-term tuition policy. The resolution, which was not implemented, recommended that governing boards of public universities and the State Board for Community and Technical Colleges be given tuition-setting authority. Noting that tuition had increased 106 percent in a decade and that "student

debt is increasing, and many students are being priced out of college," the Board approved the resolution because "public higher education in Washington is facing a crisis" of years of restricted funding.

The Board also noted that although federal and state financial aid was available to students, institutions should also ensure that institutional financial aid to students "increased at a rate compatible with tuition increases." Further, institutions were advised to provide a process for public comment from the Governor, Legislature, the Board, students and the public to maintain the state's policy of affordable and predictable tuition.

The Board's *2004 Strategic Master Plan* called for a short-term tuition policy to limit tuition increases to 31 percent over four years (7 percent annually, compounded). Further, the Board specified that the four-year increase should be spread out as uniformly as possible, not to exceed 10 percent in any single year. For the longer-term, the *2004 Master Plan* recommended that tuition 1) be capped at 7 percent annual increases for low-income families, 2) be linked to families' ability to pay, and 3) ensure the state's commitment to the Guaranteed Education Tuition (GET) program.

The Board's most recent 2008 *Master Plan* notes that "although legislative appropriations for higher education have increased steadily over the years and were raised dramatically in 2007, the share of total state resources assigned to higher education has declined steadily,"[3] with students and parents now paying a greater proportion of their college expenses than ever before. Competition between higher education and other health and human services has been a key driver in the shift of the costs of college from state to students and parents.

Issues for Consideration

This brief review of the state of Washington's and the Board's tuition policies over several decades shows shifts in emphasis on the approach that has been taken, from fairly straightforward cost-sharing approaches, to those that emphasize differences in sector, to approaches that link tuition to external indices. This review also highlights efforts to balance the state's need for higher education with institutional autonomy in setting tuition policies.

In light of Washington's current fiscal crisis, it is not surprising that state-level discussion about tuition is once again taking center-stage. The Board's *2008 Master Plan* for higher education highlights the urgent need to raise educational levels of Washingtonians. The *Master Plan* goals can only be achieved by keeping college affordable for all and increasing college access to students from disadvantaged and under-represented groups.

[3] *2008 Strategic Master Plan for Higher Education in Washington: Moving the Blue Arrow*, (December 2007), Olympia: The Higher Education Coordinating Board, p. 6

Items to consider in the current discussion about tuition include:

1) Is there a problem with current policy concerning tuition?

2) Should tuition be tied to any particular external index, such as growth in personal income?

3) Should Washington continue its current modest tuition model, capping tuition increases for resident undergraduates to a set percent each year while granting institutions some flexibility to set annual increases?

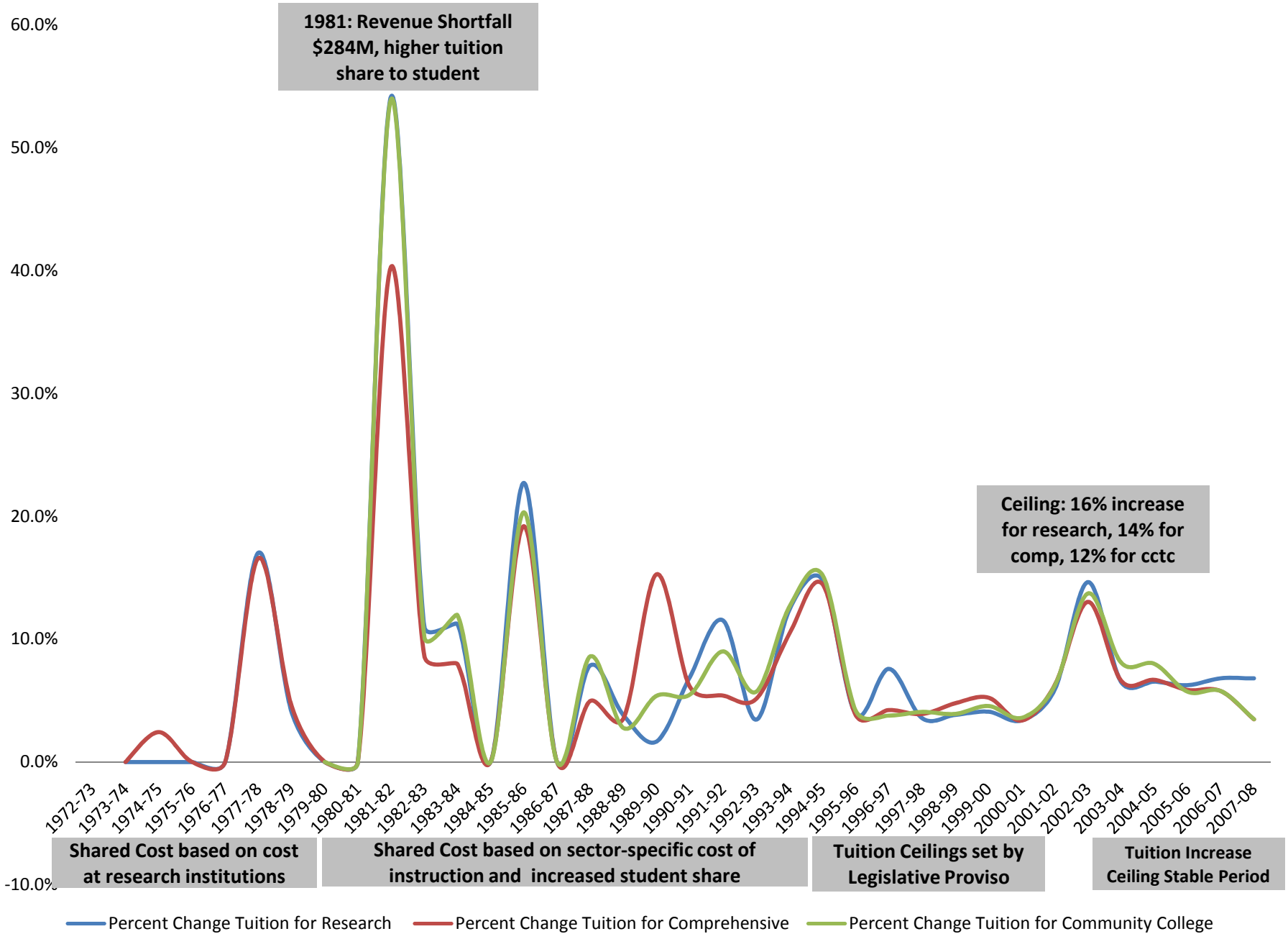
4) Should there be recommendations for maximums on cumulative year increases for a set period of time, such as three years, so that students and parents can plan for costs during college?

5) What are the implications of the GET program in the current tuition model? What are the implications of other models, such as high tuition/high aid?

6) What issues surround using GET to invest in future populations? Are there implications for such programs as the College-Bound Scholarship program and the GET Ready for Math and Sciences programs?

7) What are the implications for need-based financial aid programs?

8) Among the tuition models available (including the current one), what are the implications for access to college for disadvantaged students and/or students from underrepresented groups?


1981: Revenue Shortfall $284M, higher tuition share to student
Ceiling: 16% increase for research, 14% for comp, 12% for cctc
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
-10.0%
1972-73
1973-74
1974-75
1975-76
1976-77
1977-78
1978-79
1979-80
1980-81
1981-82
1982-83
1983-84
1984-85
1985-86
1986-87
1987-88
1988-89
1989-90
1990-91
1991-92
1992-93
1993-94
1994-95
1995-96
1996-97
1997-98
1998-99
1999-00
2000-01
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
Shared Cost based on cost at research institutions
Shared Cost based on sector-specific cost of instruction and increased student share
Tuition Ceilings set by Legislative Proviso
Tuition Increase Ceiling Stable Period
Percent Change Tuition for Research
Percent Change Tuition for Comprehensive
Percent Change Tuition for Community College

2007-08 Washington Tuition and Fee Rates by Sector as compared to National Peer Average, Global Challenge, and WICHE States

UNDERGRADUATE		National Peers		Global Challenge States[1]		WICHE States[2]	
	Washington	Average	% Gap[3]	Average	% Gap[3]	Average	% Gap[3]
Resident Undergraduate							
Research Universities	$6,280	$7,029	-11.9%	$8,706	-38.6%	$5,343	14.9%
Comprehensive	$4,572	$5,526	-20.9%	$6,328	-38.4%	$4,461	2.4%
Community and Technical Colleges	$2,676	$2,737	-2.3%	$2,639	1.4%	$2,284	14.6%
Non-Resident Undergraduate							
Research Universities	$22,026	$18,810	14.6%	$23,700	-7.6%	$16,058	27.1%
Comprehensive	$14,352	$13,183	8.1%	$15,164	-5.7%	$12,490	13.0%
Community and Technical Colleges	$7,884	$6,941	12.0%	$7,843	0.5%	$7,204	8.6%

GRADUATE		National Peers		Global Challenge States[1]		WICHE States[2]	
	Washington	Average	% Gap[3]	Average	% Gap[3]	Average	% Gap[3]
Resident Graduate							
Research Universities	$9,812	$7,824	20.3%	$10,396	-6.0%	$6,278	36.0%
Comprehensive	$6,470	$6,129	5.3%	$7,498	-15.9%	$5,194	19.7%
Non-Resident Graduate							
Research Universities	$21,609	$18,122	16.1%	$21,561	0.2%	$15,771	27.0%
Comprehensive	$16,072	$13,326	17.1%	$14,966	6.9%	$13,459	16.3%

1. Global Challenge State comparison includes only Global Challenge State Institutions in Joint Study Group Peer Groups. Global challenge states used are: California, Colorado, Connecticut, Maryland, Massachusetts, New Jersey, and Virginia

2. WICHE State comparison includes only Global Challenge State Institutions in Joint Study Group Peer Groups. Global challenge states used are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, and Wyoming.

3. Percentage Gap is defined as the difference between Washington tuiton rates and comparison groups or as percentage of Washington Tuition rates or:

$$\frac{\text{Washington Institutions Tuition - Comparison Group Tuition}}{\text{Washington Institutions Tuition}}$$

Source: 2007-08 Tuition and Fee Rates: A National Comparison. Washington State Higher Education Coordinating Board.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

Governor's Proposed Budgets for Higher Education

Guiding Principles

Facing an estimated $5.7 billion revenue shortfall in 2009-11, and with a commitment not to raise taxes, Governor Gregoire proposed cuts in the 2009 supplemental budget and reduced spending in the 2009-11 budget. Budget proposals were guided by five primary values:

1. Ensuring a solid foundation for the future by investing in and protecting our children.
2. Maintaining public safety.
3. Partnerships with communities to support and protect our most vulnerable citizens.
4. Laying the foundation for a strong quality of life and economy for the 21st century.
5. Working together to get through these tough times.

No area of the state's budget was left untouched by the Governor's 2009-11 proposed budgets, and she has indicated that cuts to higher education and social services were especially difficult.

Proposed 2009 Supplemental Operating Budget Bill for Higher Education
Beginning in August 2008, the Governor asked all state agencies – including all of higher education – to implement a series of spending reductions and budget cuts for the remainder of the 2007-09 biennium. The cuts were designed to reduce state spending by $240 million. Higher education cuts, which totaled $**68,368,000**, are summarized below.

Freeze on hiring, travel, equipment purchases, contracts **$35,863,000**
In August 2008, the Governor slowed government spending in anticipation of a revenue shortfall in September 2008, directing cuts in gasoline consumption and a freeze in new hiring, out-of-state travel, personal service contracts, and equipment purchases not related to public safety or other essential activities.

Direct budget reductions **$4,107,000**
In October 2008, following further declines in the nation's economy and continuing declines in state revenue, the Governor asked all state agencies to find additional savings in FY 09. These spending reductions totaled about $4.1 million in higher education.

Further budget reductions **$28,398,000**
In response to the November revenue forecast, the Governor asked agencies to find additional cuts for the 2009 supplemental budget. These spending cuts will total about $28.4 million in higher education.

Governor's Proposed 2009-11 Operating Budget for Higher Education

- Budgeted enrollments would remain at FY 09 levels.
- State funding is reduced from adjusted institutional carry-forward budgets by 12-13 percent for the research universities, and 6-7 percent for comprehensive universities.
- Management of the cuts to each institution's president and board of regents to maximize local control and minimize impacts on students.
- The community and technical college system received an overall increase in its proposed budget next biennium in anticipation of growing demand for its services as the economy declines.

High Demand Degree Targets – No Additional Funding

No additional funds for high demand programs were included. These programs include natural resources and conservation, computer science, mathematics, engineering, physical and biological sciences, and health professions.

Each institution is required to produce a specified number of graduates in these high demand fields. However, the appropriations bill does not offer a timeline for this requirement. The number of graduates targeted for each institution is a minimum target.

- University of Washington: 3,996 graduates
- Washington State University: 1,429 graduates
- Eastern Washington University: 463 graduates
- Central Washington University: 274 graduates
- Western Washington University: 534 graduates

Additionally, SBCTC programs were highlighted in the Governor's budget as being important drivers of our state economy. At least 22,000 students must complete job preparatory and apprenticeship programs.

Tuition Policy

- Resident undergraduate tuition increases would be limited to 7 percent at the research and regional institutions and 5 percent at the community and technical colleges.
- Additionally, the SBCTC may charge tuition on a per-credit basis, provided that the overall increase in average tuition is not greater than 5 percent. The SBCTC would also be authorized to raise tuition in applied baccalaureate programs to 7 percent.
- The governing boards of each institution would be allowed to set graduate and nonresident undergraduate tuition increases. The HECB has proposed amending RCW 28B.16.067 to authorize this.

Graduated Tuition Proviso
The Governor's budget calls for the HECB to work with the four-year institutions to review options and develop an approach to a graduated tuition policy, considering the needs and requirements of the state need grant and the guaranteed education tuition (GET) programs. Recommendations are due to the Governor and the Higher Education Ways and Means Committees by October 1, 2009.

Faculty Salaries
No salary increases were funded by the Governor's budget, including salaries negotiated during collective bargaining agreements. The budget also does not provide funding for the negotiated health benefit increases.

Performance Level - Policy Changes

Financial Aid Adjustments **$19,174,000**

- To offset anticipated tuition increases at all levels of higher education, the Governor's budget includes increased state support for the State Need Grant, State Work Study, and the Washington Award for Vocational Excellence awards.
- The income ceiling for the State Need Grant would be reduced from 70 to 65 percent under the Governor's budget.
- State Need Grant award amounts also would be reduced depending on family income brackets, and the maximum grant available to students at Washington private institutions would be held constant.
- In addition, there are a number of provisos related to financial aid programs in the Governor's budget legislation.

Transfer STARS Program to HECB **$4,400,000**
The budget calls for funding to be transferred from the Department of Community, Trade and Economic Development to the HECB for oversight and administration of the STARS program.

GET Math and Science **$3,000,000**
This program provides scholarships for students majoring in math and science programs who have demonstrated subject area aptitude.

Health Care Career Advancement – SBCTC **$1,500,000**
The Governor's budget bill added $1.5 million to a $3 million program to train incumbent health care workers to become certified registered nurses. These partnerships involve hospital management, workers, and the community colleges.

Fire Contract – Central Washington University **$250,000**
Funding was provided for continuation of fire and emergency medical service due to expected rate increases.

Summary

In summary, including carry forward, maintenance level adjustments, and performance level adjustments, the four-year institutions, the State Board of Community and Technical Colleges, and the Higher Education Coordinating Board requested $4.7 billion for the 2009-11 biennium; the HECB recommendations totaled $4.2 billion; and the Governor's proposed budget provides for $3.6 billion.

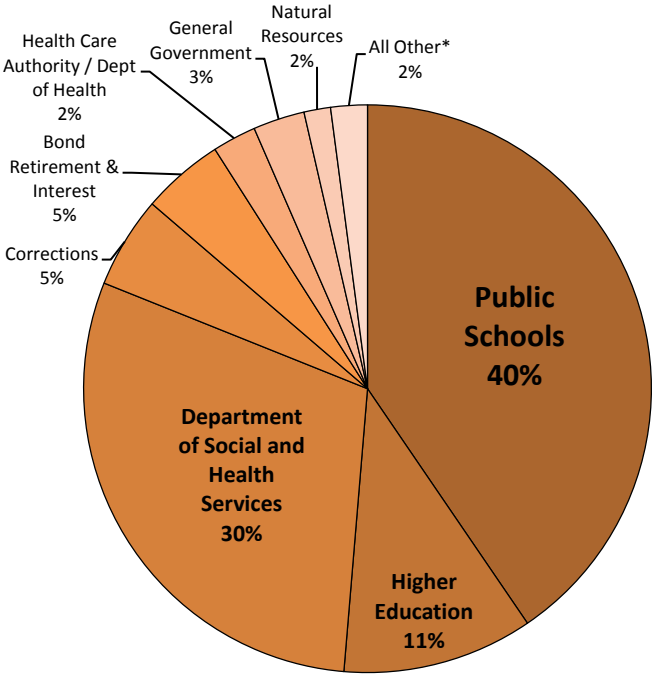
The attached charts display the Governor's budget proposed funding by institution.

Distribution of State Appropriations for 2007-09 Operating Budget and Governor's Proposed 2009-11 Operating Budget

Near General Fund State, All Dollars in Millions

2007-09 Budget (Enacted), Near General Fund State

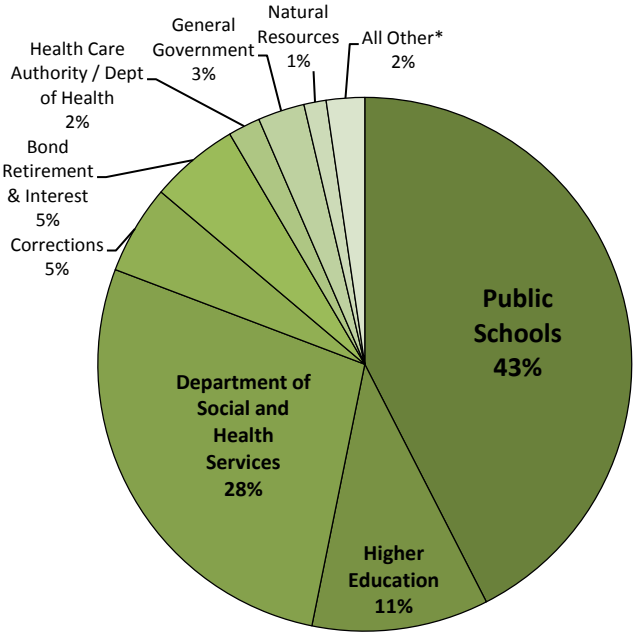
Includes 2008 Supplemental Changes



Category	Dollars in Millions
Public Schools	$13,621
Higher Education	$3,654
Department of Social and Health Services	$10,009
Corrections	$1,756
Bond Retirement & Interest	$1,576
Health Care Authority / Dept of Health	$840
General Government	$989
Natural Resources	$509
All Other*	$701
Total	$33,655

**All Other Includes Other Education, Transportation, Contributions to Retirement, Other Special Appropriations.*

Governor's Proposed 2009-11 Operating Budget, Near General Fund State

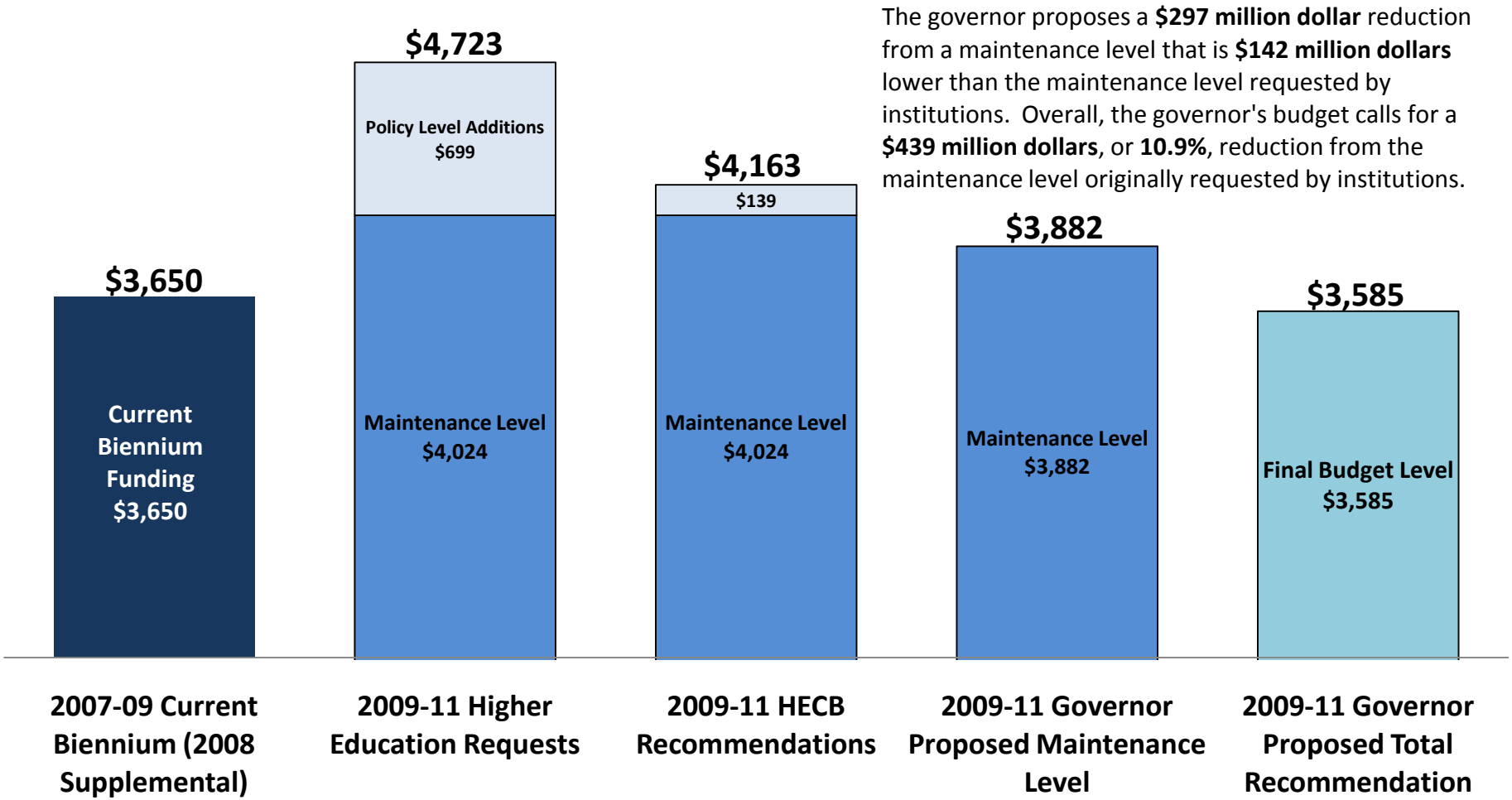


Category	Dollars in Millions
Public Schools	$14,232
Higher Education	$3,588
Department of Social and Health Services	$9,246
Corrections	$1,809
Bond Retirement & Interest	$1,805
Health Care Authority / Dept of Health	$653
General Government	$948
Natural Resources	$451
All Other*	$777
Total	$33,509

**All Other Includes Other Education, Transportation, Contributions to Retirement, Other Special Appropriations.*

2009-11 Higher Education Operating Budget Requests, HECB Recommendations, and Governor's Proposed Budget as Compared to Current Biennium Appropriations

Near General Fund- State, Dollars in Millions



The governor proposes a **$297 million dollar** reduction from a maintenance level that is **$142 million dollars** lower than the maintenance level requested by institutions. Overall, the governor's budget calls for a **$439 million dollars**, or **10.9%**, reduction from the maintenance level originally requested by institutions.

Governor's Proposed 2009-11 Operating Budget for Higher Education
Budget Totals

Near General Fund-State

	AMOUNT BUDGET TOTAL	$ CHANGE from Current Biennium	$ CHANGE from Carry Forward	$ CHANGE from Maintenance Level	% CHANGE from Current Biennium	% CHANGE from Carry Forward	% CHANGE from Maintenance Level
NEAR GENERAL FUND STATE							
University of Washington	$733,504,000	($58,913,000)	($102,697,000)	($100,382,000)	-7.43%	-12.28%	-12.04%
Washington State University	$466,749,000	($36,622,000)	($56,431,000)	($56,284,000)	-7.28%	-10.79%	-10.76%
Central Washington University	$109,231,000	($6,907,000)	($14,781,000)	($14,597,000)	-5.95%	-11.92%	-11.79%
Eastern Washington University	$108,149,000	($9,152,000)	($14,035,000)	($15,372,000)	-7.80%	-11.49%	-12.44%
The Evergreen State College	$56,249,000	($7,524,000)	($8,811,000)	($8,918,000)	-11.80%	-13.54%	-13.68%
Western Washington University	$134,025,000	($12,367,000)	($18,397,000)	($20,079,000)	-8.45%	-12.07%	-13.03%
Four Year Public Total	**$1,607,907,000**	**($131,485,000)**	**($215,152,000)**	**($215,632,000)**	**-7.56%**	**-11.80%**	**-11.82%**
Community/Technical College System	$1,464,699,000	$27,975,000	($65,186,000)	($106,341,000)	1.95%	-4.26%	-6.77%
Institutions Total	**$3,072,606,000**	**($103,510,000)**	**($280,338,000)**	**($321,973,000)**	**-3.26%**	**-8.36%**	**-9.48%**
Higher Education Coordinating Board	$512,504,000	$38,337,000	$25,268,000	$25,099,000	8.09%	5.19%	5.15%
Higher Education Total	**$3,585,110,000**	**($65,173,000)**	**($255,070,000)**	**($296,874,000)**	**-1.79%**	**-6.64%**	**-7.65%**

Anticipated Tuition Appropriations

	AMOUNT BUDGET TOTAL	$ CHANGE from Current Biennium	$ CHANGE from Carry Forward	$ CHANGE from Maintenance Level	% CHANGE from Current Biennium	% CHANGE from Carry Forward	% CHANGE from Maintenance Level
FUND 149-6: TUITION							
University of Washington	$505,307,000	$90,855,000	$65,669,000	$65,130,000	21.92%	14.94%	14.80%
Washington State University	$284,085,000	$36,935,000	$25,947,000	$28,321,000	14.94%	10.05%	11.07%
Central Washington University	$68,653,000	$11,863,000	$8,451,000	$8,462,000	20.89%	14.04%	14.06%
Eastern Washington University	$82,379,000	$11,639,000	$8,819,000	$8,783,000	16.45%	11.99%	11.93%
The Evergreen State College	$51,456,000	$6,935,000	$5,452,000	$5,448,000	15.58%	11.85%	11.84%
Western Washington University	$101,743,000	$15,260,000	$11,937,000	$11,980,000	17.65%	13.29%	13.35%
Four Year Public Total	**$1,093,623,000**	**$173,487,000**	**$126,275,000**	**$128,124,000**	**18.85%**	**13.05%**	**13.27%**
Community/Technical College System	$521,176,000	$36,957,000	$34,584,000	$34,461,000	7.63%	7.11%	7.08%
Institutions Total	**$1,614,799,000**	**$210,444,000**	**$160,859,000**	**$162,585,000**	**14.99%**	**11.06%**	**11.20%**
Higher Education Coordinating Board							
Higher Education Total	**$1,614,799,000**	**$210,444,000**	**$160,859,000**	**$162,585,000**	**14.99%**	**11.06%**	**11.20%**

NGF-S + Tuition, Total Net Change

	AMOUNT BUDGET TOTAL	$ CHANGE from Current Biennium	$ CHANGE from Carry Forward	$ CHANGE from Maintenance Level	% CHANGE from Current Biennium	% CHANGE from Carry Forward	% CHANGE from Maintenance Level
NGF-S + Tuition							
University of Washington	$1,238,811,000	$31,942,000	($37,028,000)	($35,252,000)	2.65%	-2.90%	-2.77%
Washington State University	$750,834,000	$313,000	($30,484,000)	($27,963,000)	0.04%	-3.90%	-3.59%
Central Washington University	$177,884,000	$4,956,000	($6,330,000)	($6,135,000)	2.87%	-3.44%	-3.33%
Eastern Washington University	$190,528,000	$2,487,000	($5,216,000)	($6,589,000)	1.32%	-2.66%	-3.34%
The Evergreen State College	$107,705,000	($589,000)	($3,359,000)	($3,470,000)	-0.54%	-3.02%	-3.12%
Western Washington University	$235,768,000	$2,893,000	($6,460,000)	($8,099,000)	1.24%	-2.67%	-3.32%
Four Year Public Total	**$2,701,530,000**	**$42,002,000**	**($88,877,000)**	**($87,508,000)**	**1.58%**	**-3.19%**	**-3.14%**
Community/Technical College System	$1,985,875,000	$64,932,000	($30,602,000)	($71,880,000)	3.38%	-1.52%	-3.49%
Institution Total	**$4,687,405,000**	**$106,934,000**	**($119,479,000)**	**($159,388,000)**	**2.33%**	**-2.49%**	**-3.29%**
Higher Education Coordinating Board	$512,504,000	$38,337,000	$25,268,000	$25,099,000	8.09%	5.19%	5.15%
Higher Education Total	**$5,199,909,000**	**$145,271,000**	**($94,211,000)**	**($134,289,000)**	**2.87%**	**-1.78%**	**-2.52%**

Source: OFM Budget Allotment and Support System, HECB analysis.

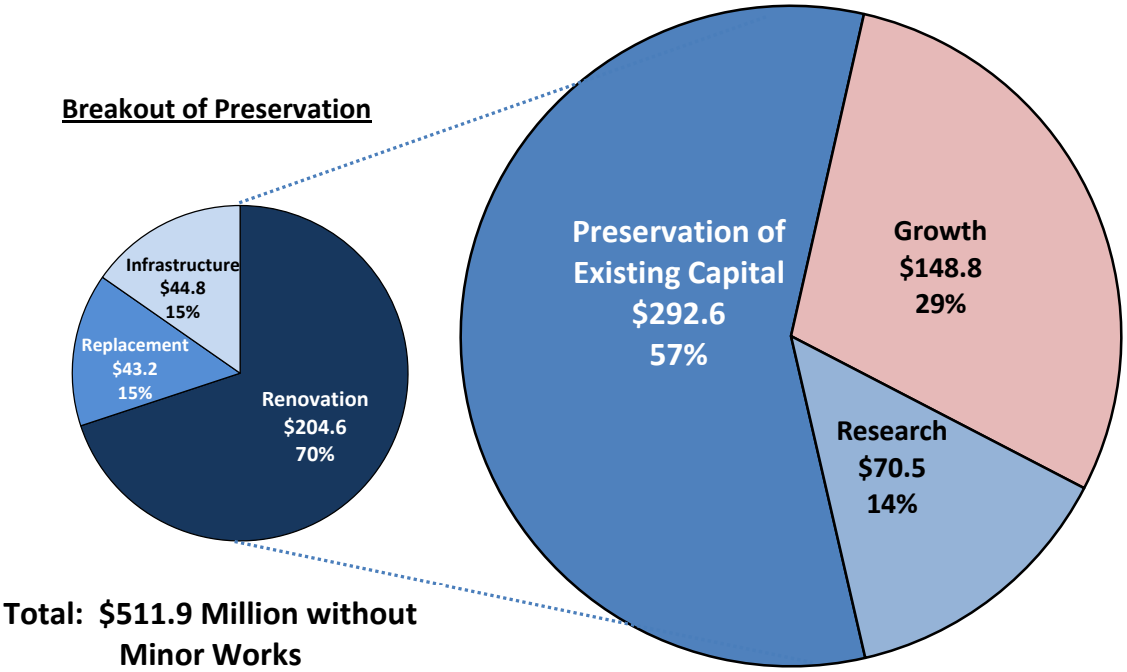
2009-11 HECB Capital Funding Recommendations as compared to Governor's Proposed Capital Budget

State Bond Funding of Major Projects, Baccalaureate Institutions by Category

Dollars in Millions

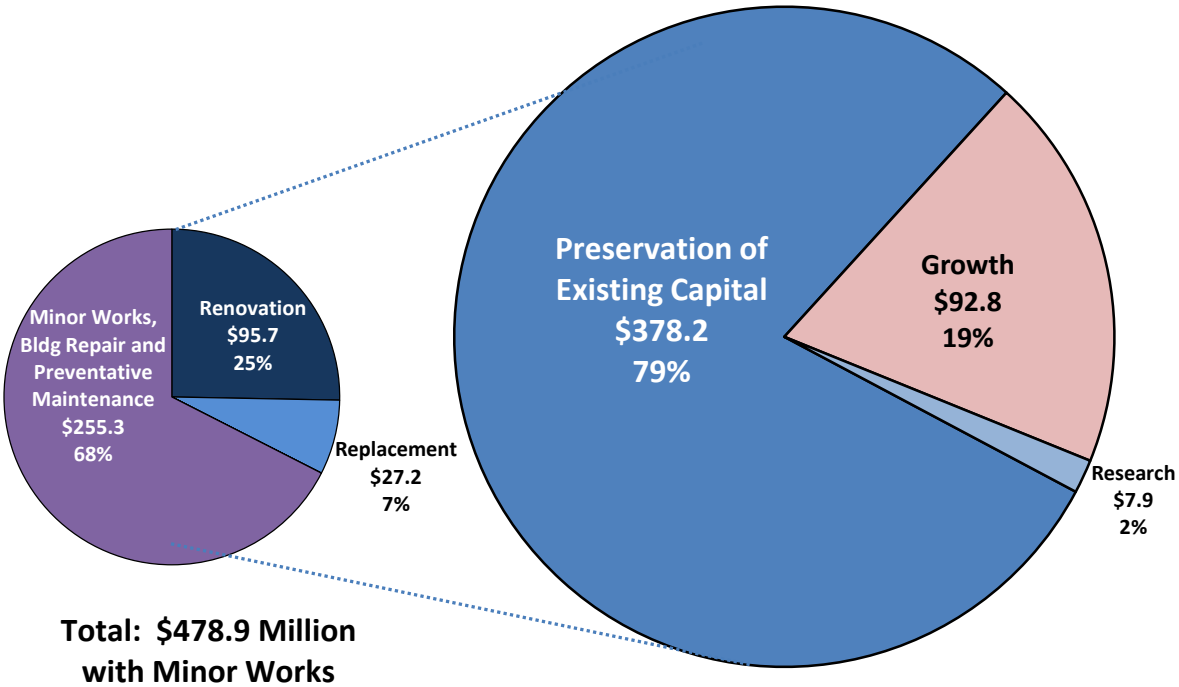
Source: HECB Capital Recommendations, OFM Data on Governor's Supplemental. HECB Analysis

HECB Capital Funding Recommendations (Minor Works Not Included)



Total: $511.9 Million without Minor Works

Governor's Proposed Capital budget (Minor Works Included)



Total: $478.9 Million with Minor Works

2009-11 Comparisons of Proposed Capital Funding Levels					
State Bond Funding of Major Projects, Baccalaureate Institutions					
Project Category	**IHE**	**Project Description**	**Institutions' Requests**	**HECB Recommendations**	**Governor's Proposed Budget**
Renovation Category	CWU	Samuelson Union Building Pre-design	$166,000	$166,000	$166,000
Renovation Category	CWU	Health and Counseling Center (3rd priority)	$4,968,000	$4,968,000	
Infrastructure Category	CWU	Combined Utilities	$8,031,000	$8,031,000	
Growth Category	CWU	Science Phase II -- Predesign (2nd priority)	$600,000	$600,000	$600,000
Growth Category	CWU	Hogue Hall Renovation/Addition (1st priority)	$47,000,000	$47,000,000	$18,202,000
		CWU Subtotal	***$60,765,000***	***$60,765,000***	***$18,968,000***
	CWU	Preventive Maintenance & Bldg Repairs + Minor Works			$16,522,000
		CWU Total	**$60,765,000**	**$60,765,000**	**$35,490,000**
Renovation Category	EWU	Patterson Hall Remodel (1st priority)	$28,000,000	$28,000,000	$28,000,000
Replacement Category	EWU	Biology-Chemistry Science Center (2nd priority)	$400,000	$400,000	$400,000
Infrastructure Category	EWU	Riverpoint Center	$0	$0	
		EWU Subtotal	***$28,400,000***	***$28,400,000***	***$28,400,000***
	EWU	Preventive Maintenance & Bldg Repairs + Minor Works			$17,817,000
		EWU Total	**$28,400,000**	**$28,400,000**	**$46,217,000**
Renovation Category	TESC	Laboratory/Art Annex Building Renovation (2nd priority)	$4,922,000	$4,922,000	$514,000
Renovation Category	TESC	Comm. Building Preservation and Renovation (1st priority)	$12,500,000	$12,500,000	$1,821,000
Renovation Category	TESC	Lecture Hall Building Renovation - Predesign (3rd priority)	$300,000	$300,000	$300,000
Renovation Category	TESC	College Recreation Center Renovation - Predesign	$325,000	$0	
Infrastructure Category	TESC	Clean Energy Systems Predesign	$500,000	$0	
		TESC Subtotal	***$18,547,000***	***$17,722,000***	***$2,635,000***
	TESC	Preventive Maintenance & Bldg Repairs + Health, Safety, Code Compliance + Infrastructure + Minor Works			$11,250,000
	TESC	**Total**	**$18,547,000**	**$17,722,000**	**$13,885,000**

2009-11 Comparisons of Proposed Capital Funding Levels					
State Bond Funding of Major Projects, Baccalaureate Institutions					
Project Category	**IHE**	**Project Description**	**Institutions' Requests**	**HECB Recommendations**	**Governor's Proposed Budget**
Renovation Category	UW	*Denny Hall (2nd priority)	$52,915,000	$52,915,000	
Renovation Category	UW	Miller Hall	$4,000,000	$4,000,000	$500,000
Renovation Category	UW	Anderson Hall	$2,500,000	$2,500,000	$200,000
Renovation Category	UW	Lewis Hall	$23,130,000	$23,130,000	
Replacement Category	UW	*Balmer Hall (3rd priority)	$42,800,000	$42,800,000	
Infrastructure Category	UW	Safe Campus	$8,000,000	$8,000,000	
Infrastructure Category	UW	Computing and Communications Infrastructure	$5,000,000	$0	
Growth Category	UW	Global Public Health and Pharmacy Building	$8,000,000	$8,000,000	$500,000
Growth Category	UW	Tacoma Phase 4	$500,000	$500,000	$500,000
Growth Category	UW	Tacoma Phase 3	$54,000,000	$54,000,000	$34,000,000
Growth Category	UW	Biological and Environmental Sciences Building	$8,000,000	$0	
Growth Category	UW	Tacoma Land Acquisition/Soils Remediation	$5,000,000	$0	
Growth Category	UW	House of Knowledge	$1,500,000	$0	$300,000
Research Category	UW	Molecular Engineering Building (1st priority)	$57,500,000	$57,500,000	
Research Category	UW	Guthrie Hall	$8,500,000	$0	
	UW	*Interdisciplinary Academic Bldg			$53,554,000
		UW Subtotal	***$281,345,000***	***$253,345,000***	***$89,554,000***
	UW	Preventive Maintenance & Bldg Repairs + Minor Works			$64,825,000
	UW	**UWTotal**	**$281,345,000**	**$253,345,000**	**$154,379,000**
		*Interdisciplinary Academic Bldg - allows UW flexibility in allocation			

2009-11 Comparisons of Proposed Capital Funding Levels					
State Bond Funding of Major Projects, Baccalaureate Institutions					
Project Category	**IHE**	**Project Description**	**Institutions' Requests**	**HECB Recommendations**	**Governor's Proposed Budget**
Renovation Category	WSU	Troy Hall Renovation	$1,800,000	$1,800,000	
Renovation Category	WSU	Riverpoint South Campus	$4,000,000	$4,000,000	
Renovation Category	WSU	Design Disciplines Facility	$16,100,000	$0	
Renovation Category	WSU	Biotechnology/Life Sciences	$15,100,000	$0	
Renovation Category	WSU	Sloan Hall HVAC Restoration (3rd priority)	$3,510,000	$0	
Renovation Category	WSU	Washington Building	$4,200,000	$0	
Renovation Category	WSU	Beasley Performing Arts Coliseum	$100,000	$0	
Renovation Category	WSU	Abelson Hall HVAC Restoration	$2,510,000	$0	
Renovation Category	WSU	EE/ME Building HVAC Restoration	$3,080,000	$0	
Infrastructure Category	WSU	Wastewater Reclamation Project	$15,750,000	$15,750,000	
Infrastructure Category	WSU	University-wide Infrastructure - Electrical & Lighting	$2,500,000	$2,500,000	
Infrastructure Category	WSU	University-wide Infrastructure - Underground Utilities	$2,500,000	$2,500,000	
Infrastructure Category	WSU	University-wide Infrastructure - Roadway Improvements	$2,100,000	$0	
Growth Category	WSU	Vancouver Applied Technology Classroom Building (1st priority)	$38,676,000	$38,676,000	$38,676,000
Research Category	WSU	Veterinary Medical Research Building (2nd priority)	$7,400,000	$7,400,000	$7,400,000
Research Category	WSU	Global Animal Health Building Phase II	$5,300,000	$5,300,000	$200,000
Research Category	WSU	Riverpoint Biomedical and Health Sciences Facility	$250,000	$250,000	$250,000
Research Category	WSU	Clean Technology Laboratory	$5,800,000	$0	
Research Category	WSU	Agricultural Animal Research Building	$100,000	$0	
		WSU Subtotal	***$130,776,000***	***$78,176,000***	***$46,526,000***
	WSU	Preventive Maintenance & Bldg Repairs + Minor Works			$58,343,000
	WSU	**WSU Total**	**$130,776,000**	**$78,176,000**	**$104,869,000**

2009-11 Comparisons of Proposed Capital Funding Levels					
State Bond Funding of Major Projects, Baccalaureate Institutions					
Project Category	**IHE**	**Project Description**	**Institutions' Requests**	**HECB Recommendations**	**Governor's Proposed Budget**
Renovation Category	WWU	WWU- Miller Hall Renovation (1st priority)	$57,500,000	$57,500,000	$57,500,000
Renovation Category	WWU	WWU- Carver Academic Renovation (2nd priority)	$7,676,000	$7,676,000	$7,676,000
Renovation Category	WWU	WWU- CFPA Armory Renovation (3rd priority)	$250,000	$250,000	$250,000
Infrastructure Category	WWU	WWU- Emergency Communications Infrastructure	$3,210,000	$3,210,000	
Infrastructure Category	WWU	WWU- Network Infrastructure/Switches	$4,815,000	$4,815,000	
Growth Category	WWU	WWU- Waterfront Facility - Huxley College of the Environment	$450,000	$0	
Growth Category	WWU	WWU- Land Acquisition - Waterfront	$6,300,000	$0	
		WWU Subtotal	***$80,201,000***	***$73,451,000***	***$65,426,000***
	WWU	Preventive Maintenance & Bldg Repairs + Minor Works			$21,091,000
		WWU Total	**$80,201,000**	**$73,451,000**	**$86,517,000**
	HECB	Higher Education Preservation Information			$300,000

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

The Benefits of Investing in Higher Education: Return on Investment

Executive Summary

In past recessions, Washington's higher education system often has sustained deep funding cuts to help the state meet its fiscal obligations. As the third largest component of the state operating budget, after K-12 education and human services, it is also the largest non-mandatory service of state government. While funding for higher education often bounces back after a recession, deep cuts can have effects that last long after funding is restored.

- It can take years to rebuild faculty, academic programs and student services. Needed building maintenance and construction also are deferred, creating inefficiencies and limiting opportunities.
- Funding reductions also can delay achieving critical state goals in higher education – like expanding college access to traditionally underserved groups.

Maintaining higher education funding levels in the current recession – or even increasing funding in certain strategic areas – offers distinct advantages to the state. This white paper examines the return on investment higher education produces.

The research shows that:

Higher education spending produces immediate economic benefits.

- College-related jobs and payrolls, capital expenditures, purchase of goods and services, and spending by community and technical college students contributed an estimated $86.1 million in labor and non-labor income to the state economy in 2004.

A more educated population earns higher wages and produces additional tax revenues.

- In Washington, individuals with a bachelor's degree earn, on average, 65 percent more annually than individuals with a high school degree or less.
- In a national study, the typical college graduate working full-time, year-round paid 134 percent more in federal income taxes and almost 80 percent more in total federal, state, and local taxes than the typical high school graduate.

Washington's research institutions serve as incubators for growth and innovation.

- Although Washington is only 15th in population compared to other states, it ranks ninth in the amount of industrial and federally funded research and development dollars it receives.
- The state's research institutions have spawned a vibrant life sciences research industry in the state, as well as many successful biotechnology and medical device firms.
- The state's colleges and universities – two- and four-year – provide a continuing supply of well-educated and trained workers for high-demand jobs – jobs that produce higher wages.

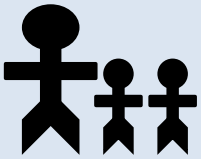
Higher education produces societal benefits that reduce the demand for state services.

- Washington workers who fill education-intensive jobs are more likely to have benefits such as sick leave and retirement programs, and to be covered by a company health insurance program.
- Increasing educational levels are associated with decreased poverty levels and reduced reliance on federal or state social service programs.
- People with at least some level of postsecondary education are less likely to require state-funded medical coverage.
- Increasing educational levels results in a reduction in crime and state correctional costs.
- People with higher levels of education are more likely to be engaged in community activities such as voting and community volunteering.

Millions of Washington residents have benefited, either directly or indirectly, from investments in our higher education system. Consistent funding is one way to ensure that the state's colleges and universities will continue to play a pivotal role in leading the state and its citizens to long-term economic success and stability.

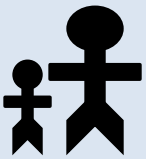
The Overall Effect of Educational Attainment on Washington Families

Data from the 2008 State Population Survey demonstrates that education level affects Washington families in significant ways. Single parent families, as well as dual parent families, benefit from the educational attainment level of parents.



Single parent families without a college degree

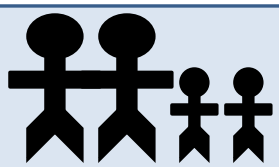
- **Median annual household income: $24,000**
- **Median number of kids: 2**
- **Percent reporting use of food stamps: 38.6%**
- **Percent using state or federal welfare: 18.3%**
- **Percent living below 200% of federal poverty guidelines: 66.3%**



Single parent families with a college degree

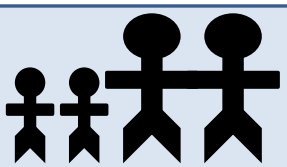
- **Median annual household income: $45,000**
- **Median number of kids: 1**
- **Percent reporting use of food stamps: 24.5%**
- **Percent using state or federal welfare: 9.1%**
- **Percent living below 200% of federal poverty guidelines: 32.8%**

Two parent families with higher levels of education earn more, typically do not rely on federal or state welfare, rarely live below federal poverty guidelines and rarely use food stamps. Families in which both parents have only earned a high school degree report using food stamps nearly three times as often, and federal or state welfare four times as often, three times as many families are living below federal poverty guidelines.



Two parent families where both parents have a high school degree

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



Two parent families where both parents have a bachelors degree

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

Source: 2008 Washington State Population Survey. HECB analysis of data downloaded on 11/21/08 from http://www.ofm.wa.gov/sps/default.asp

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

The Benefits of Investing in Higher Education: A Return on Investment

Higher education provides benefits to individuals, society, and the economy. This discussion draft identifies and describes higher education's return on investment and how higher education funding is part of the solution to building a strong economy, reducing social costs, and generating payrolls and tax revenues.

Introduction

Today, public agencies in Washington face enormous budget challenges caused by the significant decline in tax revenues that has accompanied the nation's financial crisis. State agencies, including public institutions of higher education, have been asked to cut spending and re-assess budgets and goals in light of these new economic circumstances.

If history is an indicator, the state's system of higher education – its students, faculty, administrators, and employees – will be significantly impacted by this crisis. Because higher education is not a constitutionally required service to citizens, it often faces cuts during economic downturns. This occurs at a time when demand for higher education is on the increase as young adults and mid-career workers seek to pursue college goals in lieu of work, and to update skills or retrain for new careers.

When the economy rebounds, investments in higher education often rebound as well. However, cuts deep enough to reach the bone of the higher education system can have effects long after tax revenues begin to recover from a recession. It takes years to rebuild programs and hire new faculty. In addition, cuts into the base can affect our ability to achieve longer term strategic goals, such as increasing degree production, improving academic quality, and expanding access to higher education for lower income families and underserved racial and ethnic populations.

Higher education in Washington is a multi-faceted delivery system, involving premier research institutions, highly regarded regional universities, and a strong, nationally-recognized community and technical college system. To sustain the efforts and achievements of the past, as well as make progress towards the goals in the *2008 Strategic Master Plan for Higher Education in Washington*, consistent funding of higher education is necessary. By preserving the progress we have made, we will help ensure that higher education makes a lasting contribution to our state's economic health and wellbeing.

Return on Investment

Investment in higher education has served as an engine for economic growth and recovery at other times in our nation's history. For example, record high unemployment rates plagued the U.S. during the 1930s, and U.S. leaders were concerned about a return to recession after World War II. Following the war in 1946, Congress passed the G.I. Bill, which enabled returning veterans to purse the goal of a college education. This massive investment in higher education at a time of feared recession resulted in "reduced projected unemployment rolls and, at the same time, restructured the U.S. labor market by producing a more skilled labor force."[1]

During previous economic downturns in Washington state, policymakers have sometimes chosen to slash higher education funding as a convenient short-term solution to the state's budget problems. However, such solutions arguably fail to give adequate weight to the long-term recuperative effects of sustained funding. Rather than view the higher education budget as a "rainy day fund" to be used in solving an immediate crisis, it can also be seen as a tool for achieving long-term economic success and stability. The Washington Learns Report submitted to Gov. Chris Gregoire in 2006, discussed education in terms of a return on investment that pays big dividends for individuals, communities, and the state as a whole. "We make these investments because we expect a high rate of return in the form of higher wages and social benefits for the graduates and thriving civic communities for all of us."[2]

The belief that higher education can play a pivotal role in the state's economic recovery is reflected in a set of principles the Higher Education Coordinating Board (HECB) adopted in November 2008, to assist policymakers in arriving at decisions on the state's 2009-11 biennial budget. The principles, which were adopted in consultation with public baccalaureate institutions and the State Board for Community and Technical Colleges (SBCTC), urged policymakers to:

- Fully fund the "carry-forward" spending level that will constitute the base of the next biennium's budget.
- Provide full funding for any new enrollments or enhancements.
- Limit tuition increases to those allowed within current law and policy.
- Provide full funding of the State Need Grant at a level sufficient to offset any tuition increases to ensure that higher education remains accessible to lower income people.

Accompanying language adopted by the HECB clearly recognizes that adequately funding Washington's higher education system is integral to improving the state's current and long-term economic condition. But higher education provides additional benefits to individuals and society as well. The purpose of this white paper is to identify and describe these benefits in order to more fully inform policymakers about the implications of significant cuts in state spending for higher education.

Higher Education: Part of the Solution

The public higher education system is funded both by individual students through tuition payments, and by taxpayers through state-budget allocations. Likewise, the benefits of postsecondary education accrue both to the individuals who obtain college educations, and to the community as a whole.[3] For individuals, a higher level of educational attainment leads to a greater likelihood of gainful employment, higher earnings and wages, increased job benefits such as vacation and sick leave, improved health, and a lifestyle that is more engaged and involved in the community.

A state with a more highly educated population generates more tax revenues per capita, experiences decreased demand for social services such as food stamps and public assistance, and increases potential for economic growth and vitality.

In broad terms, the benefits of higher education can be categorized as follows: creating a stronger economy, increasing personal earnings and benefits, reducing social costs, and creating a more engaged citizenry.

Strengthening the Economy

Studies commissioned by four-year institutions and by community and technical colleges demonstrate that public investments in higher education produce direct and immediate economic benefits for the state as a whole, and for the communities that host educational institutions:

- In FY 2006, Central Washington University generated more than $268.5 million in spending in the Washington economy. This included university spending on payroll, capital expenditures, and goods and services, as well as spending by students and visitors.[4]
- The effect of payroll spending by Eastern Washington University employees produced an additional $77 million in economic activity in Spokane County in 2004. This spending created the equivalent of 1,073 additional jobs, including 232 jobs in health care and social assistance, and 191 jobs in retail trade.[5]
- Western students spend more than $58 million annually in room and board off campus, and another $11 million on books and supplies.
- Adjusting for taxes and other monies withdrawn from the economy in support of community and technical colleges, college operations in 2004 contributed an estimated $86.1 million in labor and non-labor income to the state economy.
- University of Washington received $1.02 billion in grants and contracts in 2006-07, supporting over 6,800 FTE employees at the University.[6]
- Washington State University received $213 million in research expenditures in 2007, plus $111 million in sponsored public service expenditures, landing WSU among the most active and productive land-grand research universities in America.[7]

Economic activity resulting from the delivery of higher education services also produces increased tax revenues to state and local governments that at least partially offset the cost of providing educational programs. Eastern Washington University calculated that more than 17 percent of the $57.5 million in state appropriations received by Eastern in 2004 was "recaptured" by some public entity as the result of taxes paid on economic activities created by the initial appropriations.[8]

While spending on higher education generates immediate economic benefits, a more significant and lasting contribution results from growth in the number of educated workers who are capable of competing for high-demand jobs in the today's global economy. Investing in higher education also serves as an incubator for long term growth of high demand industries in our state.

A 2008 report prepared for the Higher Education Coordinating Board noted that six decades of federal investment in the University of Washington Medical School attracted additional private investment that has spawned a vibrant life sciences research industry in the state, as well as many successful biotechnology and medical device firms.[9] Though only 15th in population compared to other states, Washington ranks 9th in the amount of industrial and federally-funded research and development dollars it receives.[10]

Another report ranked Washington 5th among the 50 states in private-industry investment in research and development as a percentage of worker earnings.[11] The aerospace industry's propensity for research and development was cited as a reason for Washington's ranking. The report concluded that states with significant corporate research and development laboratory facilities or a large number of high-tech firms generally score well.[12]

A report by the Technology Alliance provides considerable evidence that business investments in high-tech fields such as computer science, engineering, and medicine have a profound impact on the state's economic health. In 2007, for example, the state's technology-based industries employed more than 340,000 people. With the multiplier effects that such jobs create, the tech industry accounted for 1.16 million jobs, or 40 percent of the covered employment in Washington.[13]

Jobs that pay higher wages – and require a higher level of educational attainment – also create strong secondary impacts in the economy as a result of increased expenditures for food, housing, and other goods and services. For example, this "multiplier effect" for technology-based industries has been estimated to be 3.39, higher than the average multiplier of 2.75 for all Washington industries.[14]

Many tech-oriented jobs require college degrees or professional certificates that must be obtained after high school and many of the fastest growing jobs in the United States require at least one year of postsecondary education.[15]

Employment projections suggest that high-tech fields will continue to play a significant role in Washington's economy for years to come. The Washington Employment Security Department forecasts that 45 percent of total job openings between now and 2016 will require a postsecondary degree, certificate, or formal apprenticeship. In keeping with similar projections at the national level, Employment Security projects that 23 percent of all job openings will require a mid-level credential and 22 percent will require a baccalaureate degree or above.[16]

Nationally, this is also true where written communication is considered a critical skill by most employers; 38 percent of employers surveyed found high school graduates "deficient" in reading comprehension. Remedial writing courses cost corporate employers $3.1 billion each year and $221 million for state employers.[17]

The result of producing insufficient numbers of educated workers hurts Washington businesses. The 2007 Workforce Training Board Employer Survey showed employers who had difficulty hiring indicated that the impacts on their businesses included lowered productivity, reduced product quality, and impeded development.

Washington's strategic master plan for higher education recognizes the central role that higher education plays in developing the state's economic potential. It outlines a plan for filling unmet educational needs in high-demand fields.

A master plan implementation strategy adopted by the HECB proposes to focus early efforts on expanding the pipeline of students entering high demand fields.

Increasing Family Earnings and Benefits

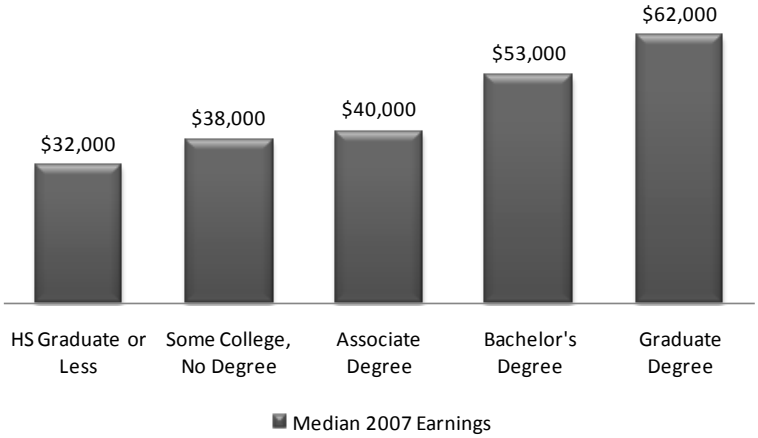
While spending on higher education generates immediate and long-term economic benefits for the community at large, individuals also have strong financial incentives to earn college degrees and certificates. The benefits that individuals gain with increasing levels of education include more generous workplace benefits and higher annual earnings throughout their working lives.[18]

One study has shown that nationally, the typical baccalaureate degree holder earns 61 percent more than the typical high school graduate and he or she has paid off student debt that covered full tuition by the age of 33, and surpassed the income they lost from four to six years of absence in the workforce. [19] Additionally, college educated workers are more likely to be offered pension plans by their employers are far more likely to participate than high school graduates. [20]

Washington's more educated workers follow the national pattern of higher income potential. The state Employment Security Department found that wages associated with unfilled positions grew with the level of education required to fill those positions. In an analysis of job vacancies in the spring of 2008, positions requiring a high school diploma paid $11 per hour, while those requiring a bachelor's degree paid $25.48 per hour.[21]

Chart 1 shows that Washington citizens aged 25-64 with high school degrees or less, had median incomes of $32,000 in 2007. Those from the same age group who had earned bachelor's degrees had median annual earnings of $53,000.

Chart 1
Median Annual Earnings Increase with Higher Levels of Educational Attainment
Washington citizens age 25-64, 2007 Earnings

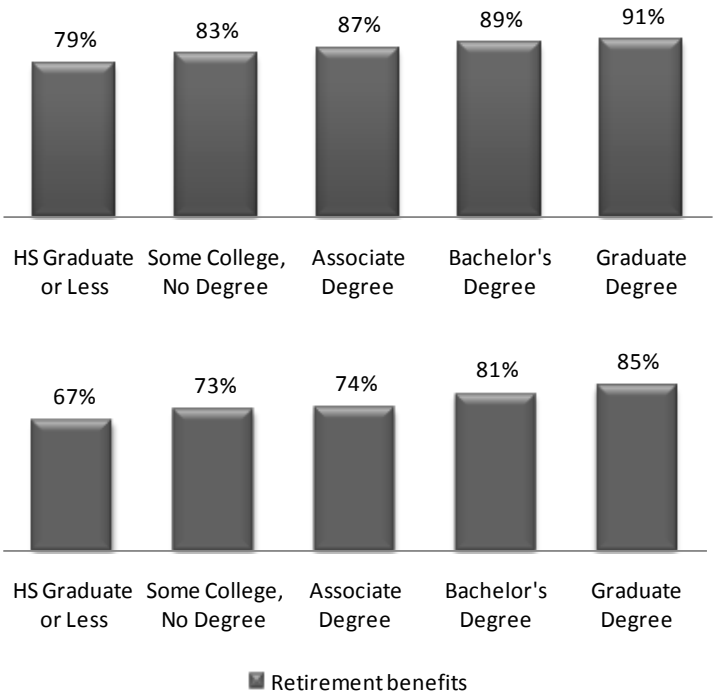


Source: 2008 Washington State Population Survey. HECB analysis of data downloaded on 11/21/08 from http://www.ofm.wa.gov/sps/default.asp

Evidence suggests that increasing the proportion of educated workers results in higher wages for other sectors of the population as well. One study has found that a 1 percentage point increase in the proportion of the population holding four-year college degrees leads to a 1.9 percent increase in the wages of workers without a high school diploma and a 1.6 percent increase in the wages of high school graduates.[22]

Besides higher annual wages, educational attainment provides other financial rewards for workers and their families. Chart 2 shows that Washington residents who attain higher levels of education are more likely to work for employers who provide employee benefits such as paid vacation or sick leave and retirement benefits.

Chart 2
Percent of Employees Offered Job Benefits Increases with Increasing Educational Attainment, Washington citizens age 25-64, Spring 2008

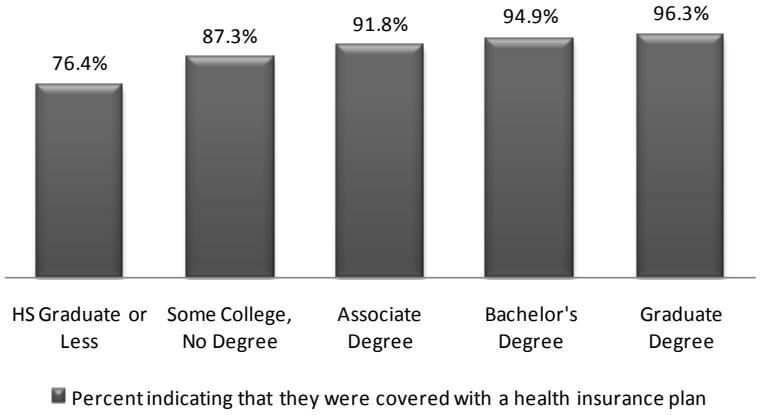


Source: 2008 Washington State Population Survey. HECB analysis of data downloaded on 11/21/08 from www.ofm.wa.gov/sps/default.asp

Finally, the higher wages and increased economic activity generated by a more educated population benefit the state as a whole by producing additional tax revenue. A national study has found that the typical college graduate working full-time year-round paid 134 percent more in federal income taxes and almost 80 percent more in total federal, state and local taxes than the typical high school graduate.[23] In Washington, tech-based industries generated an estimated $5.7 billion in business, sales, and use taxes for state and local government in 2003.[24]

Another corollary benefit of higher education to individuals and to our state is that individuals with higher levels of postsecondary education are more likely to hold health insurance coverage from a source other than the state basic health care plan.

Chart 3
Percent Indicating that they were Covered by Health Insurance Increases by Higher Educational Attainment
Washington citizens age 25-64, Spring 2008
Percent indicating that their health insurance was provided by their employer, union, the military, or self-purchased



Source: 2008 Washington State Population Survey. HECB analysis of data downloaded on 11/21/08 from http://www.ofm.wa.gov/sps/default.asp

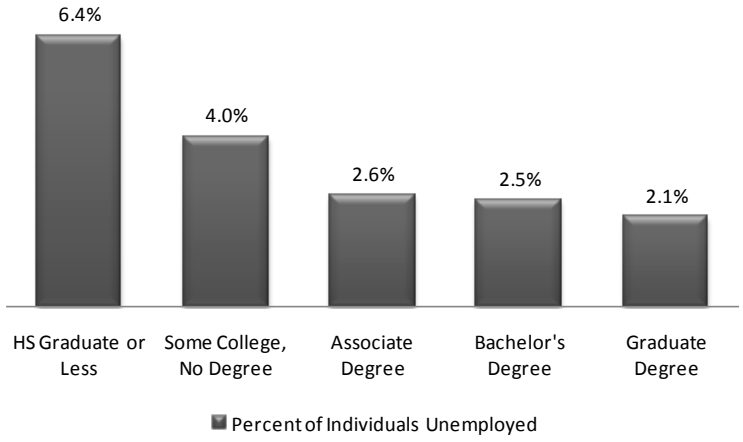
Reducing Social Costs

While raising the state's level of educational attainment benefits individuals and society through increased wages and expanded economic activity, it has another positive effect—reducing costs associated with social problems such as unemployment, crime, and poor health. Reducing the consequences of these social factors is another reason for maintaining a consistent level of investment in higher education, even when the state's economy is facing severe challenges.

Lower unemployment

Individuals who possess postsecondary degrees or certificates are in high demand in today's knowledge-driven economy. It follows that they are less likely to be unemployed at any given time than those with high school degrees or less. Chart 4 shows that the percentage of Washington residents who were unemployed in spring of 2008 declined as educational level increased. The data suggests that more highly educated individuals are less likely to require benefits such as unemployment insurance during their working lives.

Chart 4
Percent Unemployed Decreases as Educational Attainment Increases
Washington citizens age 25-64, Spring 2008

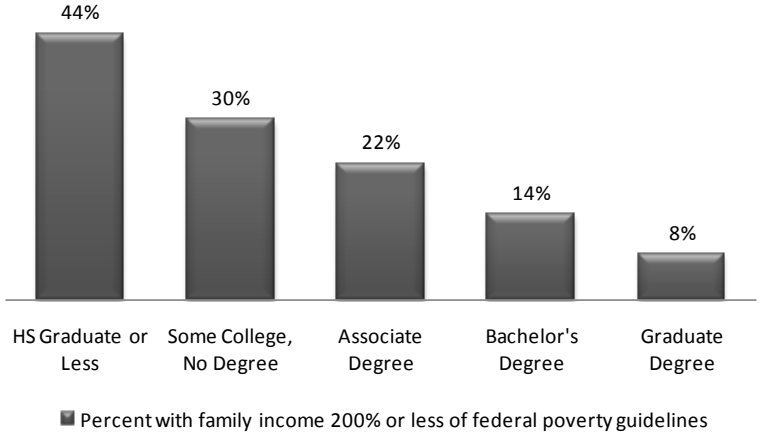


Source: 2008 Washington State Population Survey. HECB analysis of data downloaded on 11/21/08 from http://www.ofm.wa.gov/sps/default.asp

Reduced reliance on social services

The financial rewards that accompany higher levels of educational attainment mean that many college graduates live lives that are well above the poverty level. The poverty rate for households supporting bachelor's degree recipients is one-third the poverty rate of households supporting high school graduates only. [25]

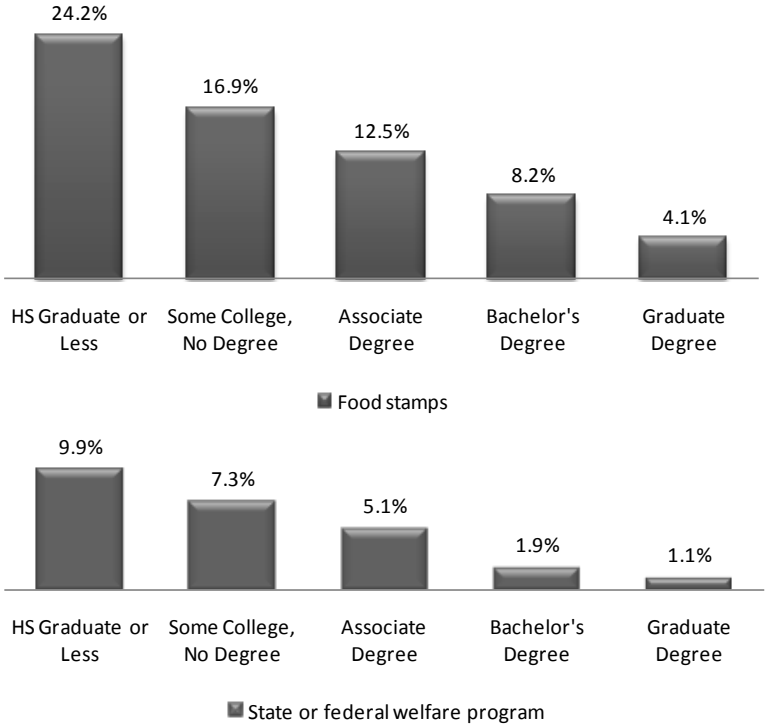
Chart 5
Percent of Families living at 200 Percent or Less of the Federal Poverty Guidelines
Decreases with Higher Educational Attainment
Washington citizens age 25-64, 2007 Family Income



Source: 2008 Washington State Population Survey. HECB analysis of data downloaded on 11/21/08 from http://www.ofm.wa.gov/sps/default.asp

Washingtonians with higher levels of degree attainment are far less likely to require social services such as food stamps or state and federal welfare programs. This trend carries nationally as bachelor's degree holders reported that someone in their household was using social services 13 percent less than high school graduates. [26]

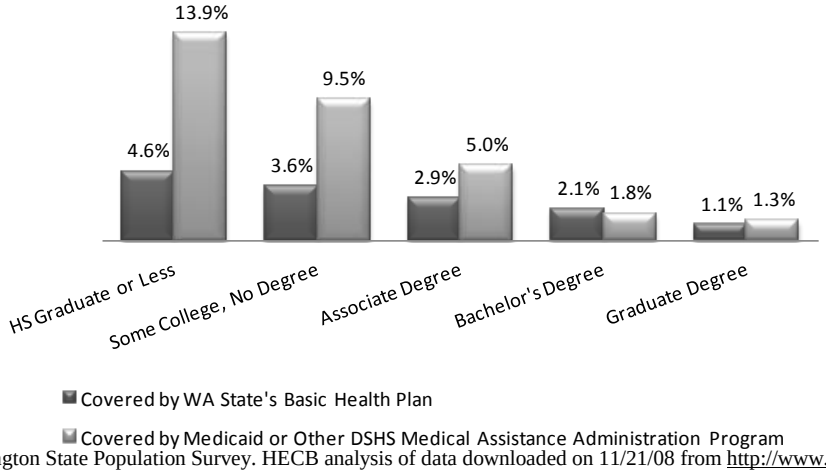
Chart 6
Percent of Individuals Participating in Federal or State Social Services Decreases with Increasing Educational Attainment
Washington citizens age 25-64, 2007 Participation
Percent indicating household used social services



Source: 2008 Washington State Population Survey. HECB analysis of data downloaded on 11/21/08 from http://www.ofm.wa.gov/sps/default.asp

Furthermore, persons with higher educational attainment are less likely to require publicly funded health plans such as Medicaid or other DSHS Medical Assistance Administration or Washington State's Basic Health Plan than those with higher levels of postsecondary education.

Chart 7
Participation in Washington State Basic Health Plan, Medicaid or other DSHS Medical Program Decreases with Increased Educational Attainment
Washington citizens age 25-64, Spring 2008
Percent indicating participation in state provided medical plan



Source: 2008 Washington State Population Survey. HECB analysis of data downloaded on 11/21/08 from http://www.ofm.wa.gov/sps/default.asp

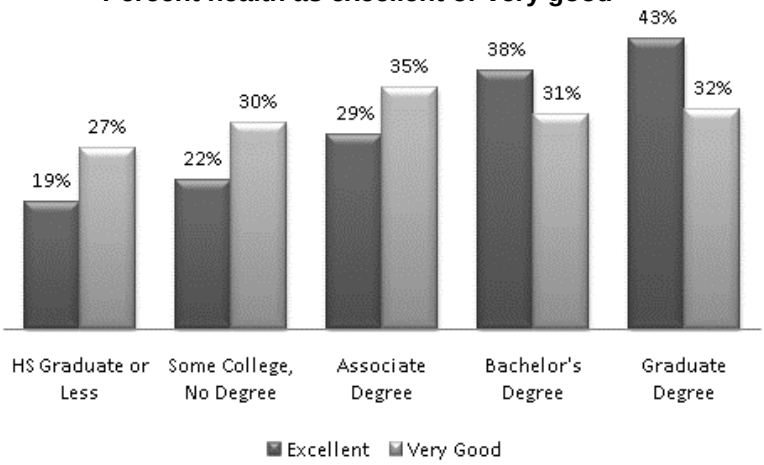
Improved health

Providing adequate health care for citizens continues to be a major challenge for state and federal governments. Efforts to reduce health-care costs and improve the overall health of the population have included anti-smoking campaigns and programs to encourage exercise and physical fitness.

Educational level appears to have a relationship to healthy behaviors and perceptions of overall health. Studies suggest that college graduates were more likely to heed widespread public warnings about the serious health effects of smoking than those with less education. By 1970, the smoking rate among college graduates had declined to 37 percent, compared to 44 percent for high school graduates.[27] Researchers have reported that 61 percent of four-year college graduates ages 25 to 34 exercised vigorously at least once a week, compared to 31 percent of high school graduates.[28]

Nationally, at every age and income level, individuals with higher degree attainment report better health than those with less postsecondary education.[29] Chart 8 shows that the perception of Washington citizens that their health as excellent or very good increases with higher levels of educational attainment.

Chart 8
Self Reported State of Health Improves with Increased Educational Attainment
Washington citizens age 25-64, Spring 2008
Percent health as excellent or very good

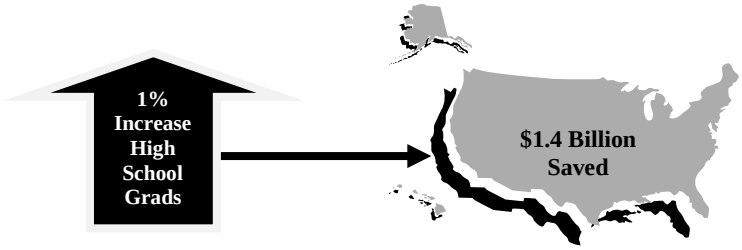


Source: 2008 Washington State Population Survey. HECB analysis of data downloaded on 11/21/08 from http://www.ofm.wa.gov/sps/default.asp

Lower correctional costs

Another benefit of increased educational levels in a society is its impact on reducing crime. Many studies suggest that increasing educational attainment results in a reduced need for taxpayer investments in corrections. In fact, several studies suggest that a 1 percent increase in the high school completion rate of men (ages 20-60) would save the United States as much as $1.4 billion per year in reduced costs from crime incurred by victims and society at large. In individual terms, these savings amount to $1,170-$2,100 per additional high school graduate.[30]

Chart 9
Increasing Educational Attainment Decreases Costs that Result from Crime
National Study, 2003



Creating a more engaged citizenry

A final category of benefits resulting from increased levels of educational attainment is perhaps the least tangible, but no less significant for society. Evidence suggests that personal engagement in social and political activities increases with level of education.
A national survey reported that, in the 2004 election, the percentage of U.S. citizens age 25 and older who voted increased with higher levels of postsecondary education.[31] Overall, in the 2004 election, voting rates differed most among younger people by education level. Only 25 percent of individuals without a high school degree reported voting, 38 percent of individuals with a high school degree voted, and 67 percent of individuals with a bachelor's degree voted between the ages of 18 and 24.

In a national survey, the percentage of individuals ages 25 and older who volunteered and the mean number of hours volunteered increased with higher levels of postsecondary education:[32]

Education Level	Percent Reporting Volunteerism
Not a high school graduate	9%
High school graduate	19%
Some college or associate degree	31%
Bachelor's degree	43%

Research has shown that this increased desire to give back to the community manifests itself in some less-than-obvious ways. For example, in 2005, about 9 percent of college graduates reported having given blood in the past year, compared to about 4 percent of high school graduates.[33]

Conclusion

Decades of public investment have created a system of higher education that has helped produce dramatic economic diversification and growth in Washington state. Millions of Washington residents have benefited, either directly or indirectly, from investments in our higher education system.

In 2009, Washington is facing a budget crisis spawned by the drop in consumer spending that has accompanied a recession of global proportions. In previous recessions, policymakers chose to significantly cut higher education funding and increase tuition in order to balance the state budget. While policy makers in 2009 will have to make difficult decisions about continued funding for many state-agency programs, an understanding of higher education's benefits to the state and its potential to help grow the economy out of its current downturn are important in order to make the most informed decisions concerning the budget.

Spending on higher education can be viewed in terms of a return on investment. And what are those returns? Certainly, a lifetime of financial rewards accrues to the majority of those who earn college degrees or certificates. But public spending on higher education also benefits the broader economy by creating additional jobs—both as a result of the daily operations of the higher education system, and as a product of new industries spawned through academic research. New or expanded industries in health and medicine, computers, and other fields are products of the state's earlier investments in higher education.

Higher education produces other benefits as well. A more highly educated population relies less on the social safety net. A workforce trained for high-demand jobs reduces unemployment and the costs associated with it. College-educated workers and their families are more likely to have health care and other employee benefits.

Providing sufficient resources to boost the level of educational attainment also produces citizens who are more engaged in society through their voting and volunteerism patterns.

The citizens of Washington expect that their investments in public education will reap strong returns for all the citizens of the state. Consistent funding is one way to ensure that the state's colleges and universities will play a pivotal role in leading the state to a more prosperous future.

Endnotes

[1] Douglass, J. (2008). College vs. Unemployment: Expanding Access to Higher Education is the Smart Investment during Economic Downturns." Center for Studies in Higher Education: University of California, Berkeley. Retrieved from http://cshe.berkeley.edu/.
[2] Washington Learns. (2006). World-Class, Learner-focused, Seamless Education, p. 13.
[3] Baum, S., & Ma, J. (2007). Education Pays. The Benefits of Higher Education for Individuals and Society. New York, New York: College Board.
[4] Bunting, D., Trulove, T., Wagner, M., & Jones, D., (2006). *The Economic Impact of Eastern Washington University*. January 2006, Retrieved from http://www.cwu.edu/president/cwu-econ-impact-fy06.pdf
[5] Bunting, D., Trulove, T., Wagner, M., and Jones, D., (2006).
[6] University of Washington. (2008). Snapshot. Retrieved from http://www.washington.edu/admin/factbook/OisAcrobat/UW-Profile_2008.pdf
[7] Washington State University. (2008). Office of Research Overview. Retrieved from http://research.wsu.edu/overview/index.html
[8] Bunting, D., Trulove, T., Wagner, M., & Jones, D., (2006).
[9] Economic Needs Assessment Work Group. (2008). Findings of the Economic Needs Assessment Work Group. Retrieved from http://www.hecb.wa.gov/boardmtgs/documents/TAB1A.ENAWorkGroupReportv11.pdf
[10] Beyers, W. (2008). The Economic Impact of Technology-Based Industries in Washington State: A report of the Technology Alliance, June 2008. Retrieved from http://www.technology-alliance.com/documents/economic_impact_2008.pdf
[11] Atkinson, R. & Andes, S., (2008). The 2008 State New Economy Index, Benchmarking Economic Transformation in the States, November 2008, p. 48. Available online http://www.itif.org/index.php?id=200
[12] Atkinson, R. & Andes, S. (2008).
[13]Beyers, W. (2008). Multiplier effects refer to the indirect employment of those results from an industry's forward and backward linkages to other industries, and the savings and consumption spending of the industry's workers.
[14] Beyers, W. (2008).
[15] Bureau of Labor Statistics. (2006) The 30 Fastest-Growing Occupations. Retrieved from http://www.bls.gov/news.release/ecopro.t06.htm
[16] Washington Employment Security Department, Employment Projections, Methodology, and Results. (2008).
[17] The National Commission on Writing. (2004). Writing: A ticket to work. As cited by "To Read or Not to Read? A Question of National Consequence." (2007). National Endowment for the Arts. http://www.nea.gov/research/ResearchReports_chrono.html.
[18] Baum, S., & Ma, J. (2007).
[19] Baum, S., & Ma, J. (2007).
[20] Baum, S., & Ma, J. (2007).
[21] Economic Needs Assessment Work Group. (2008).
[22] Moretti, E. (2004). Estimating the social return to higher education: Evidence from longitudinal and repeated cross-section data. Journal of Econometrics, 121. pp. 175-212. Retrieved from http://www.econ.berkeley.edu/~moretti/socret.pdf
[23] Baum, S., & Ma, J. (2007).
[24] Beyers, W. (2008).
[25] Baum, S., & Ma, J. (2007).
[26] Baum, S., & Ma, J. (2007).
[27] National Center for Health Statistics. (2005). National Health Interview Survey. As cited by Baum, S., & Ma, J. (2007).
[28] National Center for Health Statistics. (2005). National Health Interview Survey. As cited by Baum, S., & Ma, J. (2007).
[29] Baum, S., & Ma, J. (2007).
[30] Lochner, L and Moretti, E. (2003). The Effect of Education on Crime: Evidence from Prison Inmates, Arrests and Self Reports. Retrieved from http://www.econ.berkeley.edu/~moretti/lm46.pdf
[31] U.S. Census Bureau. (2004). As cited by Baum, S., & Ma, J. (2007).
[32] Bureau of Labor Statistics. (2006). As cited by Baum, S., & Ma, J. (2007).
[33] National Center for Health Statistics. (2005). National Health Interview Survey. As cited by Baum, S., & Ma, J. (2007).

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

DRAFT: HECB Transfer and Articulation Report

Introduction

This report fulfills the biennial requirements of RCW 28B.76.250 that directs the Higher Education Coordinating Board (HECB) "to submit a progress report on the development of transfer associate degrees to the higher education committees of the House of Representatives and Senate each odd-numbered year." Additionally, the HECB "must monitor progress on the indicators, describe development of additional transfer associate degrees, and provide other data on improvements in transfer efficiency."

The report is framed in the context of goals and action items related to transfer and articulation identified in the *2008 Strategic Master Plan for Higher Education in Washington*. It addresses both legislative requirements and the master plan goals and objectives by describing progress on policy initiatives conducted to improve Washington's transfer and articulation system since the submission of the last transfer report in December 2006. Included are responses to improvements identified by the Legislature in HB 2783 during the 2008 session and recommended by the Governor. Lastly, the report compiles useful information for those interested in the state of transfer and articulation within Washington.

The report is divided into the following sections:

- **Executive Summary –** an overview of the main points of this report
- **Context** – Master plan transfer and articulation goals, legislative background information, and groups serving transfer students in Washington.
- **Transfer Indicators –** How are we doing?
- **Progress on Policy Initiatives, Future Work to be Done** – What has been done to improve student transfer in Washington? What work remains to be done?
- **Reference –** Materials to improve transfer coordination and communication are included in the Appendix.

Executive Summary

Improving students' ability to transfer successfully is an important strategy in increasing the number of baccalaureate degrees granted in Washington. The Governor, Legislature, Higher Education Coordinating Board (HECB) and its collaborating institutions and organizations have placed a top priority on the continuous improvement of our transfer system. This report addresses both legislative requirements and Strategic Master Plan for Higher Education goals and objectives. A review of transfer measures and a summary of policies and practices being used and developed to increase the number of students who successfully transfer to baccalaureate institutions is provided. Next steps that are needed to continue improvement of student transfer in Washington, including responses to improvements identified by the Legislature in HB 2783 during the 2008 session and recommended by the Governor, are identified.

Transfer Indicators

Over the past 16 years, the number of students who have successfully transferred from a 2-year college to a four-year institution has steadily increased. By 2006-07, the number of transfer students had grown to over 15,000.

Even though the number of students transferring from the two-year to four-year institutions has increased, the rate at which they transfer has remained relatively static at approximately 20 percent per year. This transfer rate may be attributable to lack of capacity at the four-year institutions, lack of adequate preparation, financial issues, difficulty in navigating the system, or other reasons not fully understood at this time.

Students who transfer from two- to four-year institutions make up more than 40 percent of those earning degrees annually in Washington. More than 70 percent of the students who access higher education in our state do so first at a two-year institution.

One measure of success for transfer is the number of students who transfer and complete a bachelor's degree. In 2005-06, more than 70 percent of transfer students completed a bachelor's degree within three years, an improvement from 63 percent in a baseline average between 1998 and 2002.

Transfer is often described as a "pipeline" that flows in one direction from high school through postsecondary education. Sector to sector transfer data reflects considerable movement within our system that flows in several directions – termed "swirling." In 2005-2006, more than 32,000 students transferred from one Washington higher education institution to another and these students fell primarily into four categories: 15,000 from 2-year to 4-year colleges and universities, over 10,000 within two-year colleges, slightly more than 5,000 from 4-year universities to two-year colleges, and over 2,000 between 4-year colleges. Possible reasons for this transfer activity include common themes of convenience, financial challenges, course selection, and student preference.

Students planning to transfer in Washington follow several approaches or pathways. These include: the Direct Transfer Agreement associate degree (also called "the DTA") focusing on meeting lower-division general education requirements; the Associate of Science – Transfer (AS-T**)** focusing on preparation for biology, chemistry, earth science, physics, computer science, and engineering majors; and Major Related Programs (MRPs) that prepare students for majors that require careful selection of elective and general education courses.

For 2007-08 over 13,000 transfer degrees were awarded, with 95 percent being DTA and related MRPs. The number of students completing MRP associate degrees has grown 25 percent, from 800 students in 2006-07 to 1,072 in 2007-08. Over 97 percent of MRP completers followed Business, Nursing, and Elementary Education programs. The number of students earning AS-T based MRPs is very small. Many MRPs are recent additions and the number of participants in these pathways is expected to grow.

Progress on Policy Initiatives

One of four strategies in the 2008 Strategic Master Plan for Higher Education to raise educational attainment is to "create a system of support for lifelong learning" for a wide range of students. A goal of this strategy is to make transfer more user friendly so that greater numbers of students will successfully transfer and complete bachelor's and advanced degrees.

Statewide cross-sector groups and offices have worked (and continue to work) on numerous initiatives to address both legislative requirements and master plan goals and objectives to improve Washington's transfer and articulation system. Included in this work are responses to improvements identified by the Legislature in HB 2783 during the 2008 session and recommended by the Governor.

Initiatives addressed two separate but connected themes identified in the Master Plan: (1) further alignment of institutional policies and practice to ensure that students have flexibility in designing their path to a degree and (2) dissemination of the right information to students at the right time. These initiatives include:

- The Joint Access Oversight Group (JAOG) submitted a report in 2007 that addressed both themes. It explained and summarized transfer policy within the state, and noted, "The best designed transfer pathway does not work unless students can find and follow it." The group recommended better communication of transfer processes and procedures through a web-based statewide advising tool kit to help students, parents, and other stakeholders to find accurate and timely information.

- The Associate of Science-Transfer (AS-T) degree was modified to open it to more students and incorporate language that clarifies degree requirements. These changes improve this path towards a degree. Workgroups continue to clarify components of the Direct Transfer Agreement (DTA).

- Institutional policies were aligned when JAOG, in conjunction with the HECB, developed criteria for changing statewide transfer agreements – the DTA and AS-T. Four new DTA-based and three new AS-T based MRPs were developed and implemented since the last Transfer and Articulation Report in 2006. Two additional MRP workgroups are scheduled to complete work in 2009. The HECB, SBCTC, and JAOG have agreed to focus on assessment of current pathways before deciding on creating any additional MRPs.

- Several workgroups addressed initiatives that help to create a system of support for lifelong learning for a wide range of students and make transfer more user friendly so that greater numbers of students will successfully transfer. An environmental scan of Dual Credit and Dual Enrollment Programs like Running Start, Advanced Placement, and College in the High School was conducted and a report with recommendations for developing a coordinated plan will be issued in 2009. A review of institutional policies and procedures regarding Prior Learning Assessments was initiated and a pilot program between a community college and baccalaureate institution is in its preliminary stages of development; and the Department of Health, Department of Licensing, and HECB are jointly reporting to the 2009 Legislature on the transfer of Veterans skills and education for state licensure. Further work remains to be done in each of these areas and several suggestions are included in this report.

- Workgroups developed solutions in response to improvements identified by the Legislature in HB 2783 during the 2008 session and recommended by the Governor. A list of transfer student's rights and responsibilities was developed and is in the final stages of institutional review and approval. A taskforce continues to work on a set of frequently asked questions and responses that will disseminate the right information to transfer students at the right time. A proposal for a statewide transfer planning system and online tool to facilitate access to transfer information was created by a cross-sector group and became a component of the HECB Budget Request for 2010-2011. This Academic Guidance and Planning System (Academic GPS) proposal is broadly supported throughout the state and could address many of the issues outlined in the *Strategic Master Plan* and suggested by the Legislature.

The Governor and Legislature have placed a top priority on the continuous improvement of our transfer system. The HECB will continue to work closely with its collaborating institutions and organizations to improve students' ability to transfer successfully and increase the number of baccalaureate degrees granted in Washington.

Context

2008 Strategic Master Plan for Higher Education in Washington[1]

A goal of the *2008 Strategic Master Plan for Higher Education in Washington* is to "create a high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships." One of four strategies to raise educational attainment is to "create a system of support for lifelong learning" for a wide range of students. A goal of this strategy is to make transfer more user friendly so that greater numbers of students will successfully transfer and complete bachelor's and advanced degrees.

About 41 percent of the 16,800 students awarded degrees at Washington public baccalaureate institutions in the 2000-01 academic year had completed at least 40 credits at a community or technical college. Of these students, 67 percent (27 percent of those earning baccalaureate degrees) had completed an academic associate degree, and another 5 percent (2 percent of baccalaureate degree earners) had completed both an academic and a technical associate degree prior to transfer. Despite these successes, some students who begin their academic journey at community colleges with the intention of transferring and completing a baccalaureate degree never reach their goal.

In the 2004-05 academic year, about half of the students who had enrolled in 2001-02 intending to transfer in pursuit of a bachelor's degree actually had transferred to public four-year colleges in Washington.

Two separate but connected initiatives are being implemented to address increasing mobility among students: (1) further alignment of institutional policies and practice to ensure that students have flexibility in designing their path to a degree and (2) dissemination of the right information to students at the right time.

[1] The *2008 Strategic Master Plan for Higher Education in Washington* is available at http://www.hecb.wa.gov/research/masterplans/masterplansindex.asp.

The master plan identifies the following "needs" to provide students with maximum flexibility in planning their route to a degree and addressing these two initiatives:

- Design additional pathways that allow community and technical college students to prepare for entry into selective majors at more than one baccalaureate institution.
- Connect faculty and administrators across institutions and sectors more broadly and more regularly to ensure that pathways stay current with expectations of industry and that other obstacles can be dismantled.
- Regularly assess these pathways in greater depth to ensure they are providing students with the most efficient road to their educational goals.
- Create a clear communication system with students and their families to make transfer work well. A single, statewide Web site, with information on course articulation, transfer requirements, and other relevant information is needed.

Public and private higher education institutions work through the Joint Access and Oversight Group (JAOG) to continue and strengthen policy work that smoothes transfer pathways for current and future students. The expected outcome is an increase in the number of students who transfer successfully between two- and four-year institutions as measured under our current accountability framework.

Legislative Reference - Transfer and Articulation[2]

Community and technical colleges play a vital role for students obtaining baccalaureate degrees in Washington. Increased demand comes from larger numbers of students seeking access to higher education and greater expectations from employers for the knowledge and skills needed to expand the state's economy. Community and technical colleges are an essential partner in meeting this demand.

During the 2004 session, the Legislature expressed, through passage of HB 2382,[3] a need for the higher education system to expand its capacity to enroll transfer students in baccalaureate education. The Higher Education Coordinating Board was directed to take a leadership role in working with the community and technical colleges and four-year institutions to ensure efficient and seamless transfer across the state by:

- Building clearer pathways to baccalaureate degrees.
- Improving statewide coordination of transfer and articulation.
- Ensuring long-term capacity in the state's higher education system for transfer students.

[2] RCW related to Transfer and Articulation can be found in Appendix A.
[3] Codified as 28B.76.250

In the same year, the Legislature and Governor clarified the roles and responsibilities of the Higher Education Coordinating Board specific to transfer and articulation policies.[4] The HECB is directed to "adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two- and four-year institutions of higher education. The intent of the policies is to create a statewide system of articulation and alignment between two- and four-year institutions."

Together the bills outlined the requirements for a statewide transfer of credit policy and agreement and requirements for the development of transfer associate degrees for specific academic majors that will satisfy lower-division requirements at public four-year institutions of higher education.

HB 2783 was introduced during the 2008 session and would have required the HECB to develop work groups to address four issues related to student success that were aligned with strategic master plan objectives: a statewide transfer planning system; an online planning tool to facilitate access to this information; a means to identify, at time of registration, course applicability to degree goals; and a list of transfer students' rights and responsibilities. Although HB 2783 did not become law, the Governor directed the groups to continue work and submit a combined proposal for the 2009 legislative session.

The Higher Education Coordinating Board, the State Board for Community and Technical Colleges (SBCTC), and the institutions (through JAOG) developed work groups to address issues raised in HB 2783. The work groups met throughout 2008 and the progress to date is highlighted in the **Progress on Policy Initiatives** section of this report.

Organizations and Offices Addressing Transfer Issues in Washington

Both the strategic master plan for higher education and the Legislature direct the HECB to convene work groups to address transfer issues that include stakeholders from all sectors of education in Washington. These statewide cross-sector groups and offices are involved in every aspect of transfer and include within-sector groups that represent the public baccalaureates, public two-year colleges, and the Independent Colleges of Washington. These groups are referenced throughout this report and an updated list of groups and offices is located in Appendix B.[5]

[4] Codified as 28B.76.240

[5] A current list can be found on the HECB Transfer website: http://www.hecb.wa.gov/research/issues/transfer.asp .

Transfer Indicators

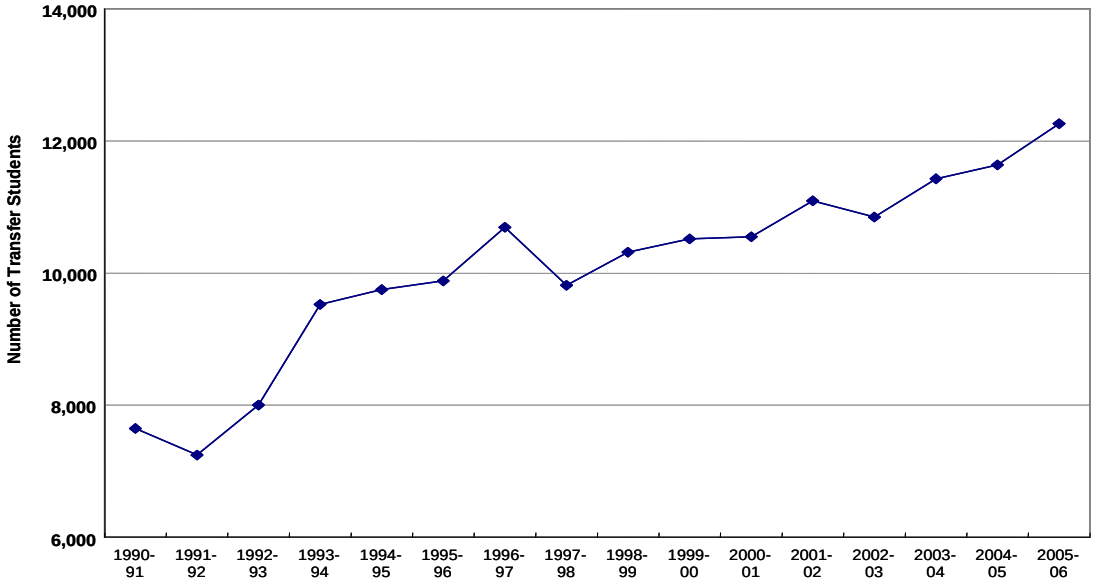
Trends in Student Transfer and Articulation

The *2008 Strategic Master Plan for Higher Education* outlines a policy goal to increase the total number of baccalaureate degree production by 13,800 annually so that citizens are able to compete for the best jobs in the state's economy – those that require bachelor's preparation or higher . A key strategy for increasing the number of bachelor's degrees is to improve the numbers of students who transfer successfully from the community and technical colleges to the four-year institutions.

Data collected over the last 16 years on student transfer shows the number of students who have successfully transferred from a community or technical college to a four-year institution has increased.

According to data compiled by the SBCTC, just over 7,600 students transferred from public community and technical colleges to public baccalaureate institutions in 1990. By 2005, the number of transfer students had grown to 12,262.[6]

Figure 1
Transfers from Community and Technical Colleges to Public Baccalaureate Institutions



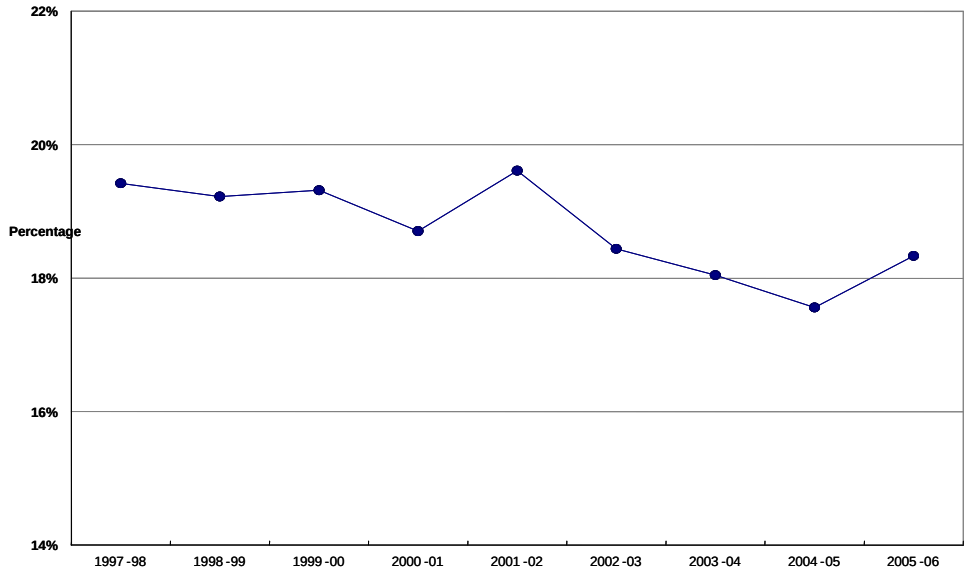
Source: HECB analysis of data provided by the State Board for Community and Technical Colleges.

[6] Figure includes Running Start and students transferring into self-sustaining programs.

Even though the number of students transferring from the two-year to four-year institutions has increased, the rate at which they transfer has remained relatively static, and actually declined this decade. The transfer rate measures the percentage of students who actually transfer after entering the community colleges saying they intend to transfer. In 2001-02, the transfer rate was about 20 percent and has fallen to 18 percent in the 2005-06 academic year (see Figure 2). This static transfer rate may be attributable to lack of capacity at the four-year institutions, lack of adequate preparation, financial issues, difficulty in navigating the system, or other reasons not fully understood. Although the transfer rate has begun to rebound and the number of students who transfer to four-year institutions has continued to increase, these gains have not yet improved the state's ranking in terms of bachelor's degrees awarded.

Figure 2

Percentage of Community and Technical College Students who Transfer Each Year



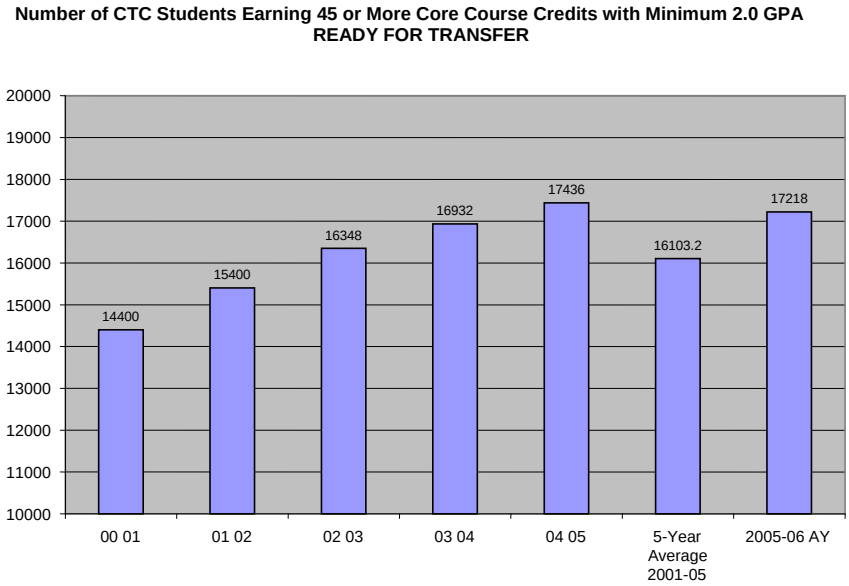
Source: HECB analysis of data provided by the SBCTC Student Data Warehouse. Transfer rate is calculated based on total transfers to public baccalaureate institutions, including Running Start, as a percentage of students who declared their intent to transfer (all funds).

Transfer Profile[7]

Students who transfer from two- to four-year institutions make up more than 40 percent of those earning degrees annually in Washington. More than 70 percent of the students who access higher education in our state do so first at a two-year institution. Seen from this perspective, the transfer process is a vital link in our state's higher education system.
As Washington's population has more than doubled in the last 20 years, the state has attempted to expand its four-year capacity by developing regional affiliates. However, transfer remains a principal element of the system and increasing transfer success rates a principal means of ensuring that more students earn bachelor's degrees.

The Washington higher education accountability framework contains three performance measures that are designed to track progress in transfer. One measure reports the number of students who complete at least 45 credits of core coursework with a GPA of 2.0 or higher; this data is displayed in Figure 3. Results show a steadily growing number of students reaching this benchmark between 2000 and 2005. There was a slight drop in the number of students deemed "ready for transfer" in 2006. However, even with this drop the 2006 level exceeded by 1,100 students the annual average over the previous five years

Figure 3



Another measure focuses on whether students are realizing their intent to transfer. To measure this, it is necessary to determine what happened within a three-year period of the time students enrolled in the two-year college sector indicating they intend to transfer to a four-year institution.

[7] Accountability for Student Success in Washington Higher Education available at http://www.hecb.wa.gov/news/newsreports/documents/AccountabilityPDF-Complete.pdf.

Baseline data are given for students who enrolled at Washington community and technical colleges in 2001-02 declaring their intention to transfer and pursue a four-year degree. Students who completed at least 15 college level credits were included. (Trend data is forthcoming).

Figure 4

Three-year outcomes for students who completed at least 15 credits at community colleges after enrolling in 2001-2002 indicating they intended to pursue a bachelor's degree.

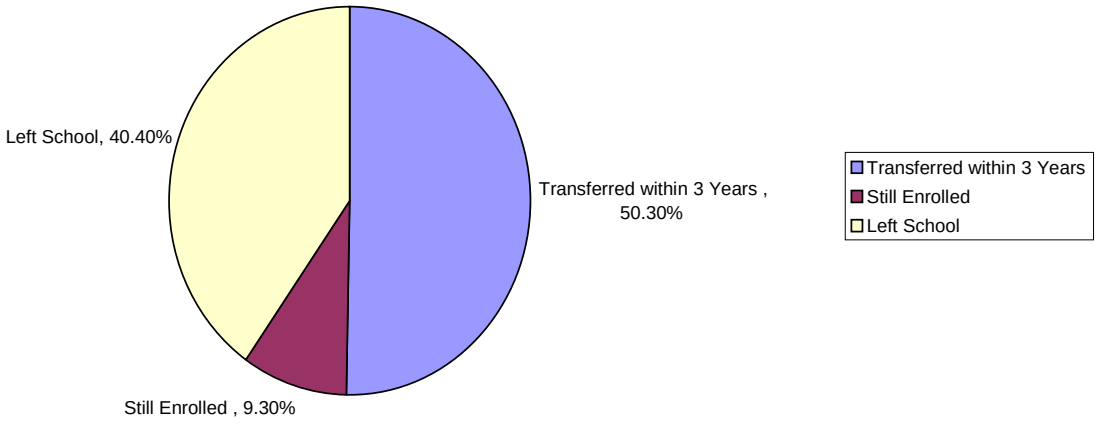


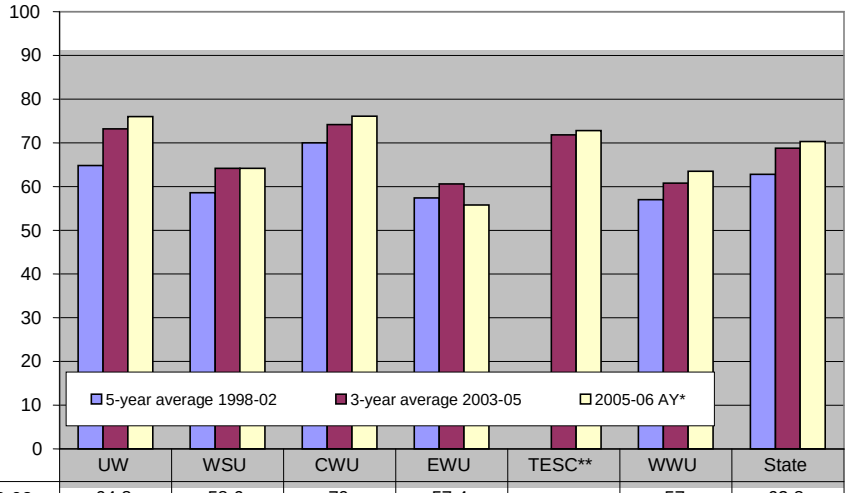
Figure 5 shows improvement in the outcomes of students who transfer. In 2005-06, more than 70 percent of transfer students completed a bachelor's degree within three years. This compares to just under 63 percent in the baseline year.

Figure 5

Percentage of students graduating within three years of earning their associate degree.

*Data for UW and State listed under 2005-06 AY is actually from 2004-05

** No data prior to 2003-04 available for TESC



	UW	WSU	CWU	EWU	TESC**	WWU	State
5-year average 1998-02	64.8	58.6	70	57.4		57	62.8
3-year average 2003-05	73.2	64.2	74.2	60.6	71.8	60.8	68.8
2005-06 AY*	76	64.2	76.1	55.8	72.8	63.5	70.3

Sector-to-Sector Transfer[8]

Transfer is often described as a "pipeline" that flows in one direction from high school through postsecondary education. Sector to sector transfer data suggests considerable movement within our system that flows in several directions. In academic year 2005-2006, more than 32,000 students transferred from one Washington higher education institution to another and these students fell primarily into four categories:

1. The largest number of students – 15,000 – followed the most common path of transferring from a community or technical college to a baccalaureate institution in Washington, either public or private.[9]
2. The second largest group – 10,810 – transferred among community and technical colleges. Students mention various reasons for this pattern of attendance:
    a. Convenience – completing prerequisite courses at a college close to work or home in preparation for a program offered at another community or technical college.

[8] Student Mobility Among Washington Institutions of Higher Education: 2005-06. See detailed report in Appendix C. https://fortress.wa.gov/hecb/portal/default.aspx/Common/Mobility%20Report/default.aspx. Accessed August 7, 2008.

[9] Data provided by the State Board for Community and Technical Colleges.

b. Selection – attending two or more colleges simultaneously in order to register for courses needed for graduation that are unavailable at a single campus, either due to limited offerings or registration scheduling.
c. Stop outs – students may 'stop out' for a quarter or more and re-enter at a different college for reasons of convenience or personal choice.

3. Over 5,000 students followed a path often referred to as "reverse transfer" – from baccalaureate institutions to community and technical colleges. Reasons students follow this path include:

   a. Financial – students decide to return to a community or technical college for the financial benefits of lower tuition.
   b. Environment – students go away to school and decide they would prefer to return home and be closer to family on a smaller community or technical college campus.
   c. Performance – students perform poorly and return to the open door community and technical college to regain their successful study habits and improve their grades.

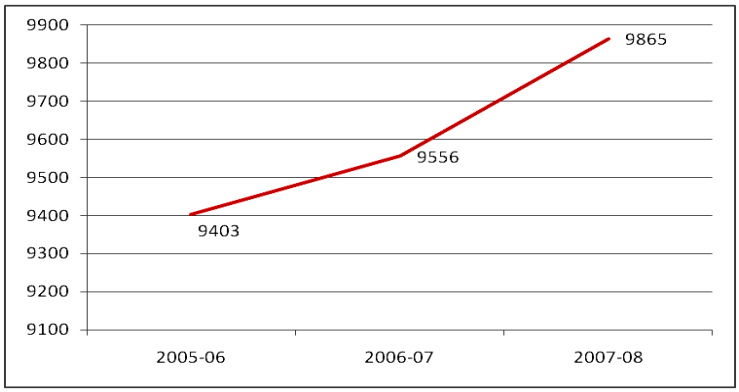
4. There were 2,000 transfers between baccalaureate institutions, including private-to-private, private to public, public to private, and public-to-public.

Sector-to-Sector Transfer - AY 2005-2006

From Institution Type	To Institution Type	Number of Students
CTC	CTC	10,810
CTC	Baccalaureate	15,000
Baccalaureate	CTC	5,104
Baccalaureate	Baccalaureate	2,266
Total Transfers		**33,180**

The largest transfer group – community and technical college to public baccalaureate Institution – demonstrates the continuing trend of increased transfer across and between all sectors. Between academic year 2005-06 and 2007-08, there was a 4.7% increase in the number of community and technical college students transferring to public baccalaureate institutions as shown in Figure 6 below on the next page.

Figure 6
Community and Technical College Transfers to Public Baccalaureates
Academic Year 2005/06 – 2007/08



Although the total number of students transferring from community and technical colleges to baccalaureate institutions continues to increase, there remains a large percent of students intending to transfer who never do. The Progress on Policy Initiatives section of this report documents progress on several initiatives designed to improve transfer in Washington.

Proportionality

Any higher education system that emphasizes the two-plus-two model for producing bachelor's degrees, as Washington's system of higher education does, relies heavily on the transfer process. This ensures the system functions effectively and provides access for students.

In 1994, the Higher Education Coordinating Board adopted the policy position that institutions of higher education would set individual proportionality agreements among themselves based on 1992-93 transfer levels between public community colleges and the public baccalaureate institutions. In 1992, the public baccalaureates established proportionality goals to provide assurance that students from the community and technical colleges wishing to transfer would be accommodated.

In the spring of 2005, the Washington Legislature passed, and the Governor signed HB 1794. This legislation-expanded authority of UW and WSU branch campuses to include lower-division offerings (freshman and sophomore) and reaffirmed the responsibility of these campuses to continue serving upper-division transfers from community and technical colleges. Proportionality agreements were signed at this time to ensure continued access for these students to baccalaureate instruction at these campuses.

The HECB maintains and continues to monitor the proportionality agreements established by the institutions and compare actual transfer numbers with the goals established for campuses in both the 1992 and 2005 agreements. Goals are specific to each institution.

Between 2001 and 2008, all but one of the public baccalaureate institutions exceeded their proportionality goals – meaning that transfer students made up a greater portion of their entering class. The only exception is the University of Washington Tacoma, a branch campus whose proportionality agreement was initiated in 2007.

In order to standardize reporting methodology, the HECB began using the Public Centralized Higher Education Enrollment System (PCHEES) to monitor proportionality for 2006-07. The calculation includes all transfer students from public community and technical colleges within a full academic year divided by the total number of new students, including running start students. Graduate and professional students are not included.

Institution	**Goal in Proportionality Agreement (1992-93)**	**2001-02**	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07** (HECB)	**2007-08** (HECB)
CWU	30%	32%	44%	44%	42%	43%	43%	42%
EWU	29%	34%	29%	34%	31%	31%	29%	29%[10]
TESC	29%	45%	45%	45%	49%	49%	45%	43%
WWU	32%	33%	35%	35%	34%	34%	37%[11]	32%[12]
UW Seattle[13]	30%	29%	32%	33%	35%	32%	31%	33%
UW Bothell	52%							63%
UW Tacoma	72%							65%
WSU Pullman	27%	29%	33%	30%	29%	29%	35%	32%[14]
WSU	NA*							69%

[10] EWU's own proportionality calculations use data drawn from Table 7 of the HEER report, excluding summer term numbers.

[11] Varies from a HECB figure of 29 percent due to the inclusion of Running Start data

[12] WWU proportion is decreasing for several reasons: transfer applications have decreased; freshman applicants with Running Start credit have leveled off; significant growth in freshman applicants with AP credit; and significant growth in the entire freshman applicant pool.

[13] UW Seattle identified proportionality numbers by reviewing records to assure all Running Start students with 40 or more credits were included. Four-year exchange students were eliminated (i.e., they are not degree-seeking students) from the total number of entering students. Revised calculations are reflected. In general, census day data was used except in the identification of Running Start students. For Running Start, data was collected from later in each of those terms to ensure that all transfer credit was entered in their transfer records. The addition of Running Start increases proportionality from HECB data of 24 percent for 2006-07 and 26 percent for 2007-08.

[14] A WSU Pullman proportionality query for 2007-08 produced a calculation of 32 percent compared to a HECB calculation of 33 percent. The criteria differ from the HECB set by eliminating "unclassified" and summer. New students in summer that enroll in fall are counted as new students in fall; therefore, inclusion of summer would produce duplication.

Tri-Cities								
WSU Vancouver	NA*							64%
**Two WSU system campuses – WSU Vancouver and WSU Tri-Cities – requested that they not be required to set proportionality targets, but rather agreed to accept all students in their special feeder CTC programs that assure joint advising. The SBCTC and HECB agreed to this approach, and to monitor outcomes. WSU Spokane is included in WSU Pullman calculations.*								

Future Work Related to Proportionality

- This new approach results in slight variances between 2006-08 data and data historically provided by campuses. Although footnotes clarify these variances, a review of methodology is required. The HECB is continuing to work with campuses to develop a single reporting methodology for future years.

Transfer Degrees by Category[15]

Students planning to transfer in Washington may follow several approaches or pathways. These include:

- **Direct Transfer Agreement associate degree (also called "the DTA"):** The DTA focuses on meeting the common lower-division general education requirements and preparation for the major.
- **Associate of Science – Transfer (AS-T):** This degree focuses on the math and science courses needed to prepare for biology, chemistry, earth science, physics, computer science, and engineering majors.
- **Major Related Programs (MRPs):** Students in some majors must carefully select their elective and general education courses to assure they will be eligible to apply for the major in their junior year. For these majors, colleges and universities have developed major specific agreements ("major related programs" or MRPs) that assure transfer students complete requirements in a manner parallel to university freshmen and sophomores. Each agreement follows either the DTA or AS-T structure.

The SBCTC reports information on transfer degrees by category on an annual basis. For the 2007-08 academic year 13,144 transfer degrees were awarded. As displayed below, the vast majority of transfer degrees was DTA and related MRPs – over 95%.

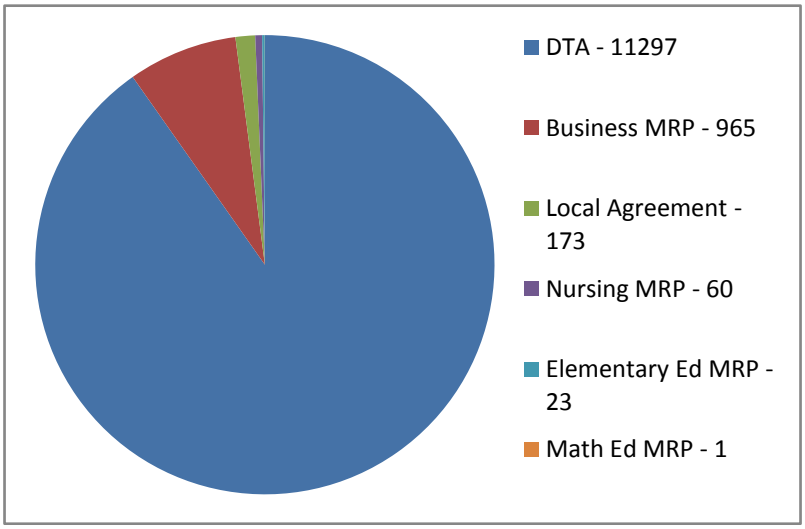
Total AS-T	625	(4.80%)
Total DTA	12,519	(95.20%)
Total Transfer Degrees	13,144	

[15] 2007-08 Transfer Degrees by Category (excludes General Studies and Technical Degrees). SBCTC.

Major Related Programs

The first MRPs were implemented in 2003 and data are just now being collected through the Roll of Transfer in the Baccalaureate study on the success of students completing one of the most popular pathways – the Business MRP. Data for DTA and DTA-based MRPs for academic year 2007-08 are displayed in Figure 7. Of 12,519 students awarded the DTA or a DTA-based MRP, less than 10 percent completed an MRP. Business MRP recipients were the largest at 965, with nursing a distant second at 60. However, many of the MRPs are recent additions and the number of participants in these pathways continues to grow.

Figure 7



The number of students completing MRP associate degrees has grown 25.4 percent over the previous year – from 800 students in 2006-07 to 1,072 in 2007-08[16]. The three most popular MRPs over the past year – Business, Nursing, and Elementary Education – made up 97.7 percent of all MRP completers.

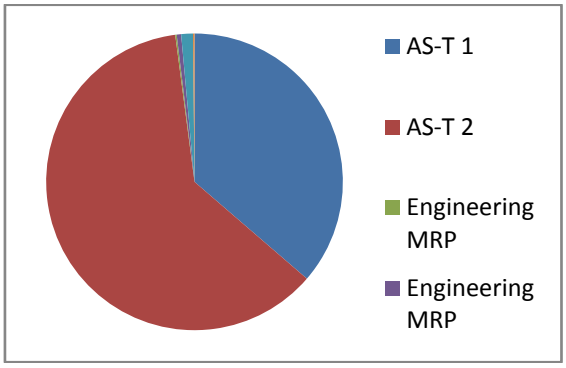
DTA MRP	Degrees Completed	Percent of Total
Business	965	90.0%
Nursing	60	5.6%
Elementary Education	23	2.1%

[16] 2007-08 Transfer Degrees by Category (excludes General Studies and Technical Degrees). SBCTC. This report is located in Appendix J.

As shown below, the number of students earning AS-T based MRPs is very small. Both Biology and Computer Science are currently included in AS-T MRPs and both are being reviewed and perhaps revised to meet DTA requirements in hopes of attracting more students.

Associate of Science – Transfer (AS-T)	
AS-T 1	227
AS-T 2	385
Engineering MRP	1
Engineering MRP	3
Engineering MRP	8
Physical Ed MRP	1
Total AS-T	625

Figure 8



Progress on Policy Initiatives

Transfer Policy in Washington State[17]

In December 2007, a report was released by the Joint Access Oversight Group that summarized transfer policy. The report noted, "The higher education system in Washington provides many paths to a baccalaureate" and proceeded to describe these complex pathways in detail. HECB

[17] The full report - ***Transfer Policy in Washington State - JAOG*** (December 2007) - is available at http://www.hecb.wa.gov/research/issues/transfer.asp.

staff participated in the development of the report, and components are incorporated into this report on transfer, as is progress on the many pathways and initiatives described in the JAOG report.

The JAOG report on transfer policy gives an overview of the educational system in Washington. Bachelor's degrees and their components are described, including definitions of different credit systems used within the state. Numerous associate degree pathways are described and tables clearly outline what types of courses transfer and to what degrees they apply.

The JAOG report noted that:

- The courses that transfer best parallel those taken by freshmen and sophomores at universities seeking entry to the same major. The MRP, DTA, and AS-T pathways are designed specifically to parallel such course selections.
- Courses taken in the AAS-T (workforce degree) transfer best to an applied baccalaureate degree that is specifically designed to match the focus in the workforce degree. Otherwise, the technical coursework does not generally transfer.
- Students who transfer without a degree and take courses similar to those traditionally offered by universities will have those transfer courses accepted. However, a course taken without completing a degree may not transfer if there is no parallel course offered at the student's baccalaureate institution.

The report also provided recommendations that have guided much of our subsequent work. Specifically, the report indicates that:

- "(t)he best designed transfer pathway does not work until students find and follow it. Washington State has a critical need for better use of technology to share, all in one place, the map of transfer paths . . . Better use of technology to enhance communication among institutions will also ensure that maps are clear, accurate, and up-to-date."
- The report goes on to recommend that "the state of Washington needs a Web-based statewide advising tool kit to guide students toward the most efficient pathways to achieve their goals and to connect and organize each college's and university's course data in a way that is easy for students and families to navigate."

Transfer Student Rights and Responsibilities

In her veto message to HB 2783 last year, Governor Gregoire asked the HECB and SBCTC to continue working on transfer issues through the Joint Access Oversight Group. In addition to a list of student rights regarding transfer, the Governor requested that these agencies develop ways to inform students, in clear language, about the transfer process and the information they need to continue their educational careers. Legislators and other policy makers shared this gubernatorial interest.

In 2008, a work group consisting of students and cross-sector representatives was formed to address:

- Development of a transfer student rights and responsibilities document.
- Ways to inform students, in clear language, about the transfer process and the information they need to continue their educational careers, including answers to frequently asked questions.

After several meetings, a draft rights and responsibilities document was developed. This document clearly outlines both student and institutional rights and responsibilities and mirrors concepts delineated in the *1986 Policy on Intercollege Transfer and Articulation Among Washington Public Colleges and Universities (Umbrella Policy).*[18]

The document presents seven guidelines that delineate fair and equitable treatment of transfer students by the colleges and universities of Washington. These include rights to clear, accurate, and current information about transfer, treatment of transfer students equal to students admitted directly to baccalaureate institutions, and clearly defined methods to clarify transfer decisions and resolve transfer difficulties with the receiving institution. Guidelines for colleges and universities mirror those for students and include the responsibility to communicate transfer-related decisions to students in writing and include information about student transfer rights and responsibilities.

This document was approved by JAOG in December 2008 and is currently being reviewed by baccalaureate and community and technical college educational leadership for approval. A copy of this draft document is located in Appendix F.

The work group began its second task of creating simple statements for students using a Frequently Asked Questions format. These statements are based on current policy and practice. Tentative completion is planned for March 2009; the final document will be available on the HECB transfer Web site. This document will include:

- A glossary of terms used in higher education and transfer.
- Tips for transferring students, a timeframe for successful transfer.
- Q and A to inform transfer students what they need to know.

A proposed new Academic Guidance and Planning System (Academic GPS) was seen by the group as an obvious vehicle for communicating both the rights and responsibilities and transfer information to students. In 2009, the work group will continue to identify any transfer areas that need additional broad discussion or policy change and make recommendations.

[18] ICRC Handbook, updated July 2008.

Future Work Related to Student Rights and Responsibilities

- The next steps for this workgroup include creation of a glossary of terms used in higher education and transfer, tips for transferring students, a timeframe for successful transfer, and a Q and A to inform transfer students what they need to know. These will be available for all campuses to use in addition to being posted on the HECB transfer website.
- A proposed new Academic GPS was seen by the group as an obvious vehicle for communicating both the rights and responsibilities and transfer information to students.
- The work group will continue to identify any transfer areas that need additional broad discussion or policy change and make recommendations.

Direct Transfer Agreement (DTA)[19]

The Direct Transfer Agreement (DTA) Associate Degree – sometimes called the Associate in Arts or Associate in Arts and Sciences – is the community college degree designed to transfer to Bachelor of Arts degrees at Washington baccalaureate institutions and satisfy the lower-division general education program at those institutions. For most majors in the arts, humanities and social sciences, the DTA is the primary transfer tool. Characteristics of degrees structured under the DTA umbrella provide:

- Priority consideration in the admissions for most humanities and social science majors at public universities ahead of non-degreed transfers.
- Completion of lower-division general education requirements.
- Credit for all courses completed within the DTA up to and, in some cases, beyond 90 credits.
- Opportunity to explore several fields of study through the category of up to 30 credits of elective courses.
- Opportunity to complete prerequisites for a future major.

The DTA includes course and credit requirements in the basic areas of communication and quantitative and symbolic reasoning and distribution areas of humanities, social sciences, and natural sciences. An elective category is included that allows students to explore or prepare for possible majors at the baccalaureate level or include other college level courses as defined by the community college or receiving institution.

[19] The current Direct Transfer Agreement with Provisos is located in Appendix G.

Groups interested in transfer monitor courses used to satisfy requirements of the DTA. In 2008, issues related to the intermediate algebra proficiency requirement of the DTA were raised at the Joint Access Oversight Group (JAOG). A taskforce was charged with making a recommendation that specifically delineates the math proficiency requirement in the DTA.

Desired outcomes of this cross sector taskforce include:

- Development of agreed-upon student abilities that define "college-readiness" in mathematics for the purposes of transfer and transfer admissions.
- Development of agreed-upon descriptors for the courses that meet those standards.
- Communication to CTCs how to develop and maintain courses that meet the requirements.
- Communication to baccalaureate institutions how to identify and treat such courses in transcript evaluations, both for transfer of credit and transfer admission.

The task force met throughout the fall of 2008 and developed a short-term agreement that clarified how baccalaureate institutions would treat various intermediate algebra courses in transfer admissions. In addition, the task force charged three work groups to develop long-range solutions for the taskforce to review. The work groups will report back to the task force in January 2009.

Future Work Related to the DTA

- The task force will recommend solutions that specifically delineate the math proficiency requirement in the DTA and clarifies quantitative and symbolic reasoning requirements.
- Other components of the DTA are being evaluated by the Joint Access Oversight Group (JAOG) for review and clarification.

Associate of Science-Transfer (AS-T) Degree #2 Revised[20]

The Associate of Science Transfer (AS-T) Degree #2 is one of two statewide master agreements related to transfer adopted by the HECB[21]. The degree is designed to prepare students for upper-division study in engineering, computer science, physics, and atmospheric science. The AS-T agreement was originally adopted by the HECB in spring 2000. In September 2008, the HECB approved changes to the AS-T Degree #2.

[20] The revised AS-T #2 is located in Appendix I.

[21] The AST has two degree options. Degree #1 is designed to best serve students intending to transfer into Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Science (this degree is located in Appendix H). Degree #2 is designed for student planning to enroll in of engineering, computer science, physics, and atmospheric science majors. The other statewide agreement is the Direct Transfer Agreement (DTA), adopted by the Board in 1996, effective beginning 1998.

In response to feedback from faculty and advisors, the degree was modified to reduce the number of computer programming credits required to a minimum of four credits and increased elective credits by the same amount. This change was seen as a way to open the degree to more students while continuing to satisfy updated ABET[22] accreditation requirements. In addition, AS-T Degree #2 changes included 2005 agreement language regarding acceptance of social science and humanities credits.

The modified AS-T Degree #2 was sent to participating colleges and universities July 1, 2008 with a recommendation of approval. The changes were approved by the HECB in 2008 and will take effect for transfer students entering in fall 2009. This revised AS-T #2 can be found in Appendix I.

A second document – the Engineering MRP – was modified to adjust requirements to match changes in the AS-T # 2 agreement above. Major Related Programs may be modified by the institutions that developed the agreement and requires no action by the HECB. This modified MRP agreement will be effective the same date as the master agreement change – for students accepted in transfer for fall 2009.

Major Related Programs[23]

The purpose of Major Related Programs (MRP) is to help transfer students better prepare for the junior year. Two-year and four-year institutions work together to create transfer associate pathways outlining the appropriate courses in order for students to be well prepared to enter the major upon transfer. Pathways follow one of the two statewide transfer agreements outlined above - the DTA or the Associate in Science (AS-T).

The Joint Access Oversight Group established criteria to identify where MRPs may need to be developed for a given major. An MRP will be considered when the following are applicable:

- The number of courses specified as preparation for the major and needed in the first two years is substantial.
- Several institutions award the bachelor's degree in the field.
- A credit gap exists: total credits earned by transfers who graduate are substantially higher than credits earned by students who started at a baccalaureate institution.
- A pattern of under-preparation exists for most transfer students.
- The major is in high demand by students.

[22] ABET is the recognized accreditor for college and university programs in applied science, computing, engineering, and technology. ABET currently accredits 2,800 programs at more than 600 colleges and universities nationwide. ABET is recognized by the Council for Higher Education Accreditation (CHEA).

[23] Includes updated information from *Transfer Policy in Washington State: Report of the Joint Access Oversight Group – December 2007* available at **http://www.hecb.wa.gov/research/issues/transfer.asp** **.**

Following is a current list of all MRPs, including those completed since the last update report in December 2006 and those in process.[24]

MRP Pathways Based on the Direct Transfer Agreement (DTA)

- Associate in **Earth Space Secondary Education** DTA/MRP Preparation for secondary teaching in earth and space science. *Approved spring 2008. Institutions: CWU, EWU, WWU, WSU, and PLU.*
- Associate in **Construction Management** DTA/MRP. *Approved spring 2008. Institutions: UW, WSU, CWU and EWU.*
- Associate in **Technology** DTA/MRP for transfer to CWU's Construction Management, Safety and Health Management, Industrial Technology & Technology Education or EWU's Design, Construction, Manufacturing, and Electronics Tech. *Approved winter 2007.*
- Associate in **Technology** DTA/MRP for transfer to CWU's industrial technology and EWU's technology majors. *Implemented in 2007. Institutions: CWU and EWU (these are the only institutions offering these degrees).*
- Associate in **Business** DTA/MRP for transfer to business and accounting bachelors degree programs. *Implemented in 2003, revised in 2006. Institutions: CWU, EWU, WWU, UW, WSU, Gonzaga U, Heritage U, Pacific Lutheran U, St. Martin's U, Seattle Pacific U, Seattle U, and Walla Walla U.*
- Associate in **Pre-Nursing Science** DTA/MRP to transfer into basic nursing (not RN to BSN pathway – see below) programs. *Implemented 2005. Institutions: UWS, WSU, Northwest U, Seattle U, Seattle Pacific U, Pacific Lutheran U, and Walla Walla U.*
- Associate in **Elementary Education** DTA/MRP to transfer to teacher certification programs. *Implemented in 2005. Institutions: CWU, EWU, WSU, WWU, City U, Gonzaga U, Heritage U, Lesley U, Pacific Lutheran U, St. Martin's U, Seattle Pacific U, Walla Walla U, Whitworth U.*
- Associate in **Math Education** DTA/MRP to transfer to teacher certification programs in secondary math. *Implemented 2003. Institutions: CWU, EWU, WWU, WSU.*

MRP Pathways Based on the Associate in Science (AS-T)

- Three engineering technology pathways – **Electronics Engineering Tech, Computer Engineering Tech, and Mechanical Engineering Tech** AS-T/MRP for engineering technology transfer. *Implemented 2007. Institutions: CWU, EWU, and WWU (these are the only institutions offering these degrees).*
- Three engineering pathways – **Bioengineering and Chemical Engineering, Computer and Electrical Engineering,** and **Mechanical/Civil/Aeronautical/Industrial/Materials Science Engineering** AS-T/MRP, for engineering transfer. *Implemented in 2005.*

[24] Official MRP documents may be accessed at http://www.hecb.wa.gov/research/issues/transfer.asp .

Institutions: EWU, UW, WSU, Gonzaga U, St. Martin's U, Seattle Pacific U, Seattle U, and Walla Walla U.

- Four secondary science teacher pathways – Associate in **Biology Education**, Associate in **Chemistry Education**, Associate in **General Science Education**, and Associate in **Physics Education** AS-T/MRP to transfer for teacher certification in secondary sciences. *Implemented 2003. Institutions: CWU, EWU, WWU, WSU, and St. Martin's U.*

Two Additional Pathways Currently Under Development

Biology

The current transfer pathway is the Associate in Science–Transfer (AS-T). Although the AS-T works well for engineering and math, it does not appear to work for biology due to the extensive math requirements. In addition, an Intercollege Relations Commission (ICRC) review of the best-matched associate degrees for biology majors provided evidence that the existing AS-T pathway was not working.

A work group formed by ICRC in 2008 identified commonalities in programs across the state, discussed the pluses and minuses of a taxonomic or concept-oriented curriculum. In addition, the work group agreed that all participating baccalaureate institutions would want the following four areas covered: ecology, evolution, major cell, and molecular biology, and organismal (plant and animal) physiology. A draft DTA-based MRP was developed that addressed all major issues and is being circulated for comment with final approval anticipated March 2009.

Computer Science

The current transfer pathway is the Associate in Science–Transfer (AS-T). Although the AS-T works well for engineering (including computer engineering) and math, it does not appear to work for the various types of computer science degrees at Washington baccalaureate institutions. A work group was formed in 2008 to evaluate the most discipline-appropriate choices for courses that would complete DTA or AS-T requirements and determine which pathway works best.

The work group met and compared DTA and AS-T requirements with baccalaureate institution computer science and related degree requirements. Due to variations in programs in this still-emerging discipline, it was determined that a DTA-based MRP should be developed and there need to be at least two tracks with a goal across all institutions to make the computer science discipline accessible to all interested students with an aptitude for computing. Track I would prepare students for a degree similar to the Bachelor of Science degree in Computer Science; Track II would prepare students for a bachelor's degree in a field related to Computing Systems/Technology, Applied Computing, or Computing and Information Systems.

The target date for a draft DTA-based Computer Science MRP is March 2009. Issues that continue to be addressed by this work group include:

- Flexibility that will be required within a successful MRP as well as from the baccalaureate institutions signing on to the agreement due to the diverse nature of computer science programs across institutions.
- Quantitative and natural science requirements are still under review.
- Some universities may review their requirements and make changes to adapt to suggested CS MRP requirements. Others will require provisos that specify institution-specific area requirements for the MRP to move forward.

Future Work Related to MRPs

- Complete Biology and Computer Science MRPs
- The HECB, SBCTC, JAOG, and other groups have agreed to focus on assessment of the current MRPs before deciding on the creation of new MRPs beyond those currently under development.

Process for Changing Statewide Agreements[25]

In 2008, JAOG, in conjunction with the HECB, adopted a policy to guide changes in the DTA and AS-T statewide transfer agreements. Transfer documents are reviewed often and updated as necessary to stay current and provide for maximum efficiency.

The process for revisions and changes to the statewide transfer associate degree agreements – both the Direct Transfer Agreement (DTA) and Associate in Science – Transfer (AS-T) Agreement – are the same. Proposed revisions are brought to JAOG for discussion. If a determination is made that the proposal conforms to transfer policy, broader stakeholder discussions – including students, faculty, and staff – are initiated. Results and feedback from these discussions are brought back to JAOG for review and recommendations are developed. JAOG recommends approval by the academic leadership of the state's public and independent institutions party to the agreement under consideration. Academic leadership across all college and university sectors transmits their approval of the proposed change(s) to JAOG to ensure a coordinated response.

The HECB participates in every step of this policy discussion as the issue moves through this process. After approval, JAOG assists leadership groups in forwarding a recommendation to the Higher Education Coordinating Board for adoption of the proposed change. Policies adopted by Board resolution at a regularly scheduled meeting become effective on the date of adoption, or other date if so specified in the resolution.

[25] The official process is located in Appendix D and can also be found on the HECB transfer Web site: http://www.hecb.wa.gov/research/issues/transfer.asp.

The MRPs are based on negotiated agreements by MRP work groups and may be updated or altered by a process slightly different from DTA and AS-T agreements. Specifically, proposals are brought to JAOG's attention when the proposed change will make substantive changes to the prerequisites to majors and thus affect lower-division course taking. Following discussion, JAOG establishes a review process for updating the MRP agreement. Changes to agreements that affect lower-division course taking require review by JAOG and approval by those institutions signatory to the agreement. If the changes alter the published transfer associate degrees, JAOG will establish an implementation timeline appropriate to the type of proposed change with a goal of minimizing impact on students already enrolled and progressing under the existing agreement.

Dual Enrollment and Dual Credit Programs

College-level work completed by students while in high school is a component of the transfer and articulation system in Washington. The *2008 Strategic Master Plan for Higher Education in Washington* calls for increasing participation in postsecondary education by developing new strategies and creating multiple pathways from high school to college or workforce training.

Running Start, Tech Prep, College in the High School, Advanced Placement (AP), International Baccalaureate (IB), Early College, Gateway to College, and Technical College Direct Funded Enrollment Programs are important strategies to help students move to more advanced levels of education more efficiently.

In line with the master plan, House Bill 2687 was passed by the 2008 Legislature and allocated funding for fiscal year 2009 for a cross sector and agency work group brought together by the Office of the Superintendent of Public Instruction (OSPI) to develop a strategic plan for statewide coordination of dual credit programs. Although the Governor vetoed funding for this part of the bill, OSPI convened a work group in fall 2008 to begin development of a statewide coordinated plan for dual credit programs. This work group consisted of high school representatives, the State Board for Community and Technical Colleges, representatives from public and private four-year institutions of higher education, the Workforce Training and Education Coordinating Board, the Council of Presidents, and the Higher Education Coordinating Board.

The work group met throughout fall 2008. Subgroups were formed to collect data in each dual enrollment/credit program. This data consisted of the purpose and definition of each program, the goals associated with each program, the personnel required both to administer and teach each program, the benefits to students, and the barriers to access. In addition, work group members identified additional data for collection if available: the reach of each program, the number of students served; where programs are available, profiles of students served or not served, the benefits of the program, challenges to the program, barriers to attendance, and program impact on time to degree. Models in other states where similar programs exist were reviewed.

Preliminary results of the environmental scan demonstrate that Washington offers a breadth of dual enrollment and credit programs not available in many other states. There are funding challenges for many programs and no current coordinated plan for communicating information about programs or maximizing enrollments within each program. Further study is required to determine each program's impact on time to degree. A final report is scheduled for release January 2009 by OSPI.

Future Work Related to Dual Credit and Dual Enrollment Programs

Growth in dual enrollment and dual credit programs is constrained by insufficient funding and lack of student knowledge about options.

- Review and assess feasibility of implementing Dual Credit and Enrollment Work Group recommendations.
- Include information on all Dual Credit Programs on HECB Web site and Academic GPS portal to increase awareness.
- Encourage expansion of Running Start, Tech Prep, Early College, Gateway to College, and Technical College Direct Funded Enrollment Programs for early start in workforce training programs.
- Survey colleges and universities regarding their policies and practices for each dual enrollment/credit program and solicit suggestions for developing model advising and admissions processes to facilitate enrollment and improve efficiency.
- Collect additional data addressing impact on time to degree for each dual enrollment/dual credit program.
- When data is available, re-convene work group to continue development of a coordinated plan for dual enrollment and credit programs, including funding options.

Prior Learning Assessment (PLA)[26]

Creating a system of support for lifelong learning is a strategy to raise educational attainment in Washington outlined in the 2008 strategic master plan. Students are entering our higher education system with a wide range of previous educational experiences. Assessment of prior learning is a broad category that can include many options for awarding credit or advanced standing placement, including:

- Direct transfer and awarding of credits or advanced standing from a nationally accredited postsecondary institution. The accrediting body is generally recognized by the Council for Higher Education Accreditation (CHEA);

[26] A HECB paper on Prior Learning Assessment is in Appendix E.

- Course challenge exams sponsored by departments in colleges and universities;
- Nationally recognized standardized examinations like: Advanced Placement (AP), International Baccalaureate (IB), or College-Level Examination Program (CLEP);
- ACE Educational Credit by Examination, including military formal courses and/or occupations; University of the State of New York Board of Regent's National Program on Non-collegiate Sponsored Instruction (National PONSI), and International Association for Continuation Education and Training (IACET); and
- Prior Learning Assessment (PLA). Awarding of credit or advanced standing from Portfolio Assessment. PLA in Washington primarily refers to a process of portfolio assessment.

In 2008, the Legislature considered HB 2933 – an act relating to assessment of prior learning at institutions of higher education.[27] While the bill did not pass, language and funding was added to the budget. In the Governor's veto message on that budget line item, the HECB, SBCTC, and WTECB were directed to continue to work "to develop ways to inform students, in clear language, about the transfer process and to address barriers to student transfers, especially for those transferring from technical programs or career schools."

Both the Legislature and strategic master plan point out important reasons for addressing PLA:

- Adult learners entering workforce and academic programs will comprise a growing percentage of higher education enrollments in coming years.
- For a vital economy and global competitiveness, adult learners need to move through postsecondary education in the most efficient manner possible and enter the workforce well prepared.
- Washington can more effectively use resources at the state's public two-year and four-year institutions of higher education to facilitate wider and deeper adult participation in postsecondary education.

To address these concerns, the HECB invited representatives from The College Board to Olympia to discuss the application of CLEP as a method for increasing adult participation in postsecondary education and as a way to facilitate the efficiency of our system for adult learners. In 2008, JAOG discussed portfolio assessment and Eastern Washington University and Spokane Community Colleges agreed to begin work on a pilot to expand an existing portfolio assessment program at EWU.

Future Work Related to PLA

- The Legislature found that institutional policies and procedures regarding the acceptance of prior learning credits are not aligned with accreditation rules and national best practices. A survey of institutional options within prior learning assessment will be

[27] HB 2933 - 2007-08. Creating a work group to assess prior learning at institutions of higher education.

conducted by the HECB and compiled into a single chart posted to the HECB transfer Web site. Special consideration will be given to recommendations made by the Council for Adult and Experiential Learning and accreditation rules adopted by the Northwest Commission on Colleges and Universities.

Transferring Veteran Skills and Education for State Licensure – A Report to the Legislature

As part of the 2008 Supplemental Budget approved in the 2008 legislative session, the Washington State Legislature directed the Department of Health (DOH), the Department of Licensing (DOL), and the Higher Education Coordinating Board to jointly review and report on barriers and opportunities for veterans separating from duty to apply skills sets and education required while in service to certification, licensure, and degree requirements. Higher education options with sample college policies regarding tuition waivers and the acceptance of military course work were included. The final report is being presented to the 2009-11 Legislature by the Department of Health.

Colleges and universities in Washington use the American Council on Education (ACE) Military Guide recommendations to award credit towards certificates and degrees, speeding academic progress and enabling veterans to reach their educational goals. Since 1945, ACE has provided a collaborative link between the U. S. Department of Defense and higher education through the review of military training and experiences for the award of equivalent college credits for members of the Armed Forces. Registrars, admissions officers, academic advisors, and career counselors have a basis for recognizing military educational experiences in terms of civilian academic credit through ACE's Military Guide Online. Basic to the ACE guidelines is the principle that each Washington receiving institution is responsible for determining its own policies and practices with regard to the transfer, acceptance, and award of credit.

Veterans entering community college workforce training programs may receive credit for courses and/or military training that apply towards certificates or degrees. Veterans enrolled in a community college transfer program may use a limited number of military course and/or training credits in the elective credit category of transfer associate degrees. Certain military courses may satisfy area distribution requirements of this transfer degree.
In addition to military courses and training, many veterans take college classes at accredited institutions while in the military. These courses are evaluated for potential acceptance by colleges and universities through standard transfer credit practices. This type of course taking is encouraged and supported by the military and the institutions that work closely with the military.

Every community and technical college in Washington has policies on the acceptance of military courses and occupational training. In general, policies fall into two categories – broad acceptance of military courses and occupational specialties, and limited acceptance of Military Occupational Specialties (MOS). An analysis of these policies will be available in the joint DOH/HECB/DOL report.

Future Work Related to Transferring Veterans Skills and Education

- The Higher Education Coordinating Board will conduct a survey of all colleges and universities to collect current policies and practices related to the acceptance and applicability of military courses and evaluation of Military Occupational Specialties towards degree and certificate completion. This information will be made available to the Department of Veterans Affairs, military educational advisors, colleges, and universities in Washington, and on the HECB Web site.
- The HECB will include links to military course equivalencies in a proposed Web-based Academic Guidance and Planning System if this system receives state support funding. This system will assist military education advisors, veterans, and college-advising personnel in degree planning that will increase efficiency and speed academic progress towards degree and certificates.
- The Higher Education Coordinating Board will review current residency tuition policies related to returning veterans with the intent of proposing modifications to current policy that will benefit both the state and returning veterans.
- The Higher Education Coordinating Board will work with the Washington Department of Veterans Affairs to develop a system that allows public colleges and universities in Washington access to contact information for veterans separating from military service. This will allow institutions to contact veterans directly and link them to college advising personnel, tuition waiver information and career services counselors and advisors for the purpose of increasing efficiency and speeding academic progress towards completion of educational objectives.

Role of Transfer Study

The role of transfer study is a reprise of a study conducted in 2003. The HECB has contracted with the Social and Economic Sciences Research Center (SESRC) at Washington State University to complete the study using data extracted from the Public Centralized Higher Education Enrollment System (PCHEES) matched with SBCTC records. Data are included from several independent colleges of Washington.
The study looks at the graduating class of 2006, reviewing transcripts of degree completers to determine how many and what type of credits they have earned and for transfer students to learn about how their coursework transferred. Records of nearly 20,000 students who graduated in 2005-06 are being reviewed allowing for an analysis of the effectiveness of the DTA, AST, and to provide information on one of the first and most popular MRPs – Business.

A work group of data analysts met during fall 2008 to work through technical challenges with the data. A number of decisions about treatment of the data and report were made and the group is now delving into data provided by the SBCTC.

Future Work Related to Role of Transfer Study

- A goal of this study is to identify key indicators and develop a means to track those indicators using available data over time. It will look for efficiencies that might be evident in the transfer agreements and major related pathways. A draft report will be presented initially to JAOG when it is available in early 2009.

Common Course Numbering[28]

The purpose of common course numbering is to make course transfer between and among the 34 community and technical colleges as easy as possible for students, advisors, and receiving institutions. In addition, common course numbering benefits students transferring to baccalaureate institutions through clearly defined course equivalencies that can be used for both general transfer and within Major Related Program (MRP) agreements.

The project to commonly number community and technical college courses began in 2003, with direction from the presidents of the Washington community and technical colleges and leadership from the Washington State Instruction and Student Services commissions and support from the State Board for Community and Technical College's staff. A system-wide task force was created and, after extensive study, began working with system groups on a plan that called for implementing common course numbers for all academic courses. The project's scope was limited to academic transfer courses as defined by the Intercollege Relations Council (ICRC) agreement.[29]

The common course list includes courses included in the Direct Transfer Agreement (DTA), which are over the 100-level. This includes several courses that count towards professional/ technical degrees, such as Accounting and Criminal Justice. The scope does not include developmental education, professional/technical programs, or Basic Skills (ABE, GED, ESL, or High School Completion).

Transfer Pathways for Technical Associate Degree Graduates[30]

Community and technical college students preparing for immediate employment generally complete the Associate in Applied Science-T (AAS-T) degree. In many cases, these students also plan to transfer and apply credits toward a baccalaureate degree at some point in the future. Typically, only portions of the AAS-T credits apply to the general education requirements of a

---

[28] Background information and an updated list of commonly numbered courses is available at: http://www.sbctc.ctc.edu/college/e_commoncoursenumbering.aspx

[29] Information can be found in Appendix B of the ICRC Handbook, pages 22-25, available at: http://www.washingtoncouncil.org/icrc/resources/documents/icrchandbook.pdf.

[30] Source: **Transfer Policy in Washington State: Report of the Joint Access Oversight Group – December 2007** available at http://www.hecb.wa.gov/research/issues/transfer.asp.

baccalaureate degree. Graduates with an AAS-T face a critical transfer issue related to how the rest of the credits – the technical course credits – apply to the general education and major requirements of the baccalaureate degree.

Unless the bachelor's degree is specifically designed to apply the AAS-T technical course work to the requirements for the major, those credits serve only as electives and often do not transfer if the university does not offer course work in the technical field.

Universities and colleges have addressed this issue by creating specific baccalaureate pathways for AAS-T graduates. These are sometimes called the Bachelor of Applied Science (BAS) degrees.

Bachelor of Applied Science Degrees[31]

Bachelor of Applied Science (BAS) degrees are designed for individuals who hold an associate of applied science degree (AAS-T). The BAS applies the technical course credits toward a baccalaureate degree in management, in advanced levels in the technical area, or in both management and the technical area. Some BAS-type degrees follow a wide variety of naming conventions, including Professional Studies and Bachelors of Science in various applied fields.

BAS degrees are offered at both the baccalaureate and community and technical college levels. Several baccalaureates offer a related pathway known as "upside down degrees." These degrees generally take 90 credits completed in an Applied Arts and Sciences–Technical (AAS-T) degree and focus on liberal arts courses in the junior and senior year.

Baccalaureates

BAS-type degrees are offered at several public and private baccalaureate institutions in Washington. Public universities include:

- Central Washington University offers a Bachelor of Applied Science degrees in four areas: Information Technology/Administrative Management; Food Service Management; Health and Safety Management; and Industrial Technology.
- Eastern Washington University offers the Bachelor of Science in Applied Technology; Bachelor of Science in Dental Hygiene; and Bachelor of Arts in Children's Studies, Early Childhood Education Option.

[31] Source: **Transfer Policy in Washington State: Report of the Joint Access Oversight Group – December 2007** available at http://www.hecb.wa.gov/research/issues/transfer.asp.

- Washington State University offers the Bachelor of Science in Nursing (BSN) for the Registered Nurse (degree completion for Associate Degree Nursing graduates), Bachelor of Arts in Interior Design; and a Bachelor of Arts in Human Development
- Both the University of Washington Tacoma and University of Washington Bothell offer the Bachelor of Science in Nursing for Registered Nurses (degree completion for Associate Degree Nursing graduates).

Private universities offering a BAS-type degree include:

- Pacific Lutheran University offers a Bachelor of Science in Nursing for the Licensed Practical Nurse and Registered Nurse.
- University of Phoenix offers a Bachelor of Science in Management (BSM).
- DeVry University offers a Bachelor of Science in Technical Management (BSTM).
- City University offers a Bachelors degree in Business Administration.

Upside Down Degrees

Upside down degrees focus on liberal arts in the junior and senior year and are offered by:

- The Evergreen State College – Upside Down Degree.
- Seattle Pacific University – Professional Studies Bachelor's degree.
- Whitworth – Bachelor of Liberal Studies with major in program management, chemical dependency, social services, or humanities.

Community and Technical Colleges

The 2005 Legislature took an important step in expanding access to baccalaureate degree programs through the passage of House Bill 1794.[32] Among the strategies included was authorization for the development of up to four pilot programs that would allow the community and technical colleges to award bachelor's degrees in applied fields. The colleges selected would offer programs that meet the needs of their local economy by adding the junior and senior levels of education to a community or technical college degree.

Guided by the statute, the SBCTC selected four pilot programs that then submitted proposals to HECB for approval. In July 2006, HECB approved four baccalaureate degree programs to be offered by the community and technical colleges that began enrolling students in 2007. These initial programs were:

[32] The full report is available at http://www.hecb.wa.gov/news/newsreports/documents/HB1794FINALReport.pdf.

- **Peninsula College:** Bachelor's of Applied Science, Applied Management.
- **South Seattle Community College:** Bachelor's of Applied Science in Hospitality Management.
- **Bellevue Community College:** Bachelor's of Applied Science in Radiation and Imaging Sciences.
- **Olympic College:** Associate Degree Nursing to Bachelor's of Science Nursing.

These first programs met their enrollment targets in 2007 and are expected to do so again in 2008. The programs have added many new courses and expect to graduate at least 40 students in spring 2009.

In 2008, SSB 5104 was passed by the Legislature and authorized expansion of applied baccalaureate programs offered by the community and technical colleges to three additional institutions which will begin enrolling students in fall 2009. The additional pilot programs are:

- **Lake Washington Technical College:** Bachelor of Technology in Applied Design.
- **Seattle Central Community College:** Bachelor of Applied Science in Applied Behavioral Science.
- **Columbia Basin College:** Bachelor of Applied Science in Applied Management.

CTC / University Contracts[33]

Through HB 1794, the Legislature authorized the development of up to three pilot programs that would allow the community and technical colleges to contract with the regional colleges, university branch campuses, and/or The Evergreen State College to offer baccalaureate degree programs on the community college campus. The model is designed to create a mechanism for community colleges to attract programs that meet local needs for delivery on the CTC campus. In September 2005, HECB approved revised program and facility approval policies and procedures that include procedures for the approval of these contracts.

The SBCTC employed a selection process for the pilot programs similar to that used for the Applied Baccalaureate programs. The selected schools then submitted the agreements to HECB for staff approval and, when required, the partner institutions submitted appropriate documentation for approval of the degree program to be delivered at the site. The programs began enrolling students in fall 2006.

[33] More detail on this initiative is available at http://www.hecb.wa.gov/news/newsreports/documents/HB1794FINALReport.pdf.

- **Central Washington University at Pierce College:** Elementary Education with Focus on Reading.
- **Central Washington University at Edmonds:** Information Technology and Administrative Management & Food Services Management.
- **Eastern Washington University- Clark:** Social Work.

Academic Guidance and Planning System – Academic GPS

More students than ever are taking classes at multiple institutions. To help them complete their degrees more efficiently, higher education needs to improve how it manages and communicates about course equivalences and articulation. Students who have access to the proposed "cafeteria" approach will have a much better chance of succeeding, thereby contributing to the goal of a more educated population.

In response to this trend, a cross-sector group developed a proposal for an Academic Guidance and Planning System – Academic GPS. The system was included in the HECB 2009-11 operating budget recommendations. The system would both create a statewide transfer planning system through the development of an online planning tool and develop a method of identifying course applicability to degree goals across all institutions in Washington.

Over the years, the need for such a system has been recognized for several years by many stakeholder groups. Passed in 2004, HB 2382 directed the HECB to convene a work group to research the essential components of a Web-based student advising system. Subsequently, a team of representatives from the state's two- and four-year, public and private institutions examined systems in other states, evaluated alternatives and costs, and identified features of an ideal system prior to submitting a report to the Legislature in January 2005.

Based on this research, the group developed requirements that became the basis for a 2007 HECB pilot program involving Bellevue Community College and the University of Washington. The pilot (Washington Advising System) included surveys and focus groups with students, faculty, and staff to gather detailed feedback on how the system should look and function. The system proved highly successful.

Yakima Valley Community College, Walla Walla Community College, and Columbia Basin College also developed and piloted an online education planning system (Ed Plans) during this period. That project focused on developing tools to enable better degree and transition planning. However, it was applicable only to the community and technical college system.

Following the 2007 legislative session, the HECB and SBCTC began collaboratively developing a unified system. Encouraged by the direction provided in HB 2783 during the 2008 session, this work continued.

In 2008, the HECB and SBCTC met with students, faculty and staff from the state's two- and four-year, public and private higher education institutions to learn more about how the system would need to work to serve everyone's needs. Students who participated in a focus group hosted by JAOG on June 25, 2008 shared information on their transfer experiences and voiced unanimous support for a Web-based advising system.

Improving the rate at which students successfully transfer from lower-division to upper-division coursework has great potential to raise the level of educational attainment in Washington, a key goal of the *2008 Strategic Master Plan for Higher Education in Washington*.

Desired Results for the Academic GPS address the following goals of the strategic master plan:

- Help more people achieve degrees more efficiently, increasing overall educational attainment in the state.
- Achieve a significant increase in the number of students who transfer successfully between two- and four-year institutions as measured under the current accountability framework.

The Academic GPS would guide students toward the most efficient pathways to achieve their degree goals by connecting them to each college and university course database, enabling one-stop degree planning from any computer linked to the Internet. It would:

- Provide detailed information on the transferability of specific courses among Washington institutions.
- Illustrate what courses must be completed at each institution to achieve a degree goal in a selected major.
- Provide system-wide, comprehensive and consistent information about transfer to advisors, faculty, and other professional staff who interact with and support students making decisions.[34]

The HECB developed a decision package based on proposal information and submitted this to the Governor as part of the agency request for the 2009-11 biennial operating budget. Funding would purchase:

- Hosting Services – Academic GPS will be a vendor-hosted system for which the vendor will charge an annual fee.
- Design and Customization Services – the selected vendor, working closely with the Academic GPS project manager(s), will provide design and customization services to

[34] Between May and August 2008 the HECB contacted over 20 vendors that provide web-based advising-related systems and asked them to participate in a Request for Information (RFI) process. Four vendors submitted proposals that addressed required features that are listed in Appendix K.

tailor the system, to the extent possible, to meet the requirements outlined. These services include, but are not limited to construction of interfaces for data sharing between the Academic GPS and existing institutional applications (e.g., degree audit, student information systems, etc.); system branding; and data loading.

- Implementation Services – the implementation of the Academic GPS at the numerous institutions across Washington will require a significant amount of focused and dedicated expertise. It is expected that the selected vendor will provide the bulk of this expertise.
- Ongoing Support and Maintenance Services – it is expected that the Academic GPS will require ongoing support and maintenance from the vendor for which the vendor will charge an annual fee.

Future Work Related to Academic GPS

- This proposal has garnered broad support across all educational sectors as determined through surveys, continuing work group meetings, other educational stakeholder meetings, and student focus groups. However, the economy of Washington has declined drastically since this proposal was submitted. Because of the importance of this proposal in achieving 2008 strategic master plan goals, the HECB continues to research alternative approaches to implementation and supplemental funding options.

Appendix A

Revised Code of Washington (RCW) Related to Transfer and Articulation

RCW 28B.76.240 - Statewide transfer and articulation policies.
The Board shall adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two and four-year institutions of higher education. The intent of the policies is to create a statewide system of articulation and alignment between two and four-year institutions. Policies may address but are not limited to creation of a statewide system of course equivalency, creation of transfer associate degrees, statewide articulation agreements, applicability of technical courses toward baccalaureate degrees, and other issues . The institutions of higher education and the State Board for Community and Technical Colleges shall cooperate with the board in developing the statewide policies and shall provide support and staff resources as necessary to assist in maintaining the policies. The Board shall submit a progress report to the Higher Education Committees of the Senate and House of Representatives by December 1, 2006, by which time the Legislature expects measurable improvement in alignment and transfer efficiency.

RCW 28B.76.2401 - Statewide transfer of credit policy and agreement — Requirements.
The statewide transfer of credit policy and agreement must be designed to facilitate the transfer of students and the evaluation of transcripts, to better serve persons seeking information about courses and programs, to aid in academic planning, and to improve the review and evaluation of academic programs in the state institutions of higher education. The statewide transfer of credit policy and agreement must not require or encourage the standardization of course content or prescribe course content or the credit value assigned by any institution to the course. Policies adopted by public four-year institutions concerning the transfer of lower division credit must treat students transferring from public community colleges the same as students transferring from public four-year institutions.

RCW 28B.76.250 - Transfer associate degrees — Work groups — Implementation — Progress reports.
(1) The higher education coordinating board must convene work groups to develop transfer associate degrees that will satisfy lower division requirements at public four-year institutions of higher education for specific academic majors. Work groups must include representatives from the State Board for Community and Technical Colleges and the Council of Presidents, as well as faculty from two- and four-year institutions. Work groups may include representatives from independent four-year institutions.

(2) Each transfer associate degree developed under this section must enable a student to complete the lower-division courses or competencies for general education requirements and preparation for the major that a direct-entry student would typically complete in the freshman and sophomore years for that academic major.

(3) Completion of a transfer associate degree does not guarantee a student admission into an institution of higher education or admission into a major, minor, or professional program at an institution of higher education that has competitive admission standards for the program based on grade point average or other performance criteria.

(4) During the 2004-05 academic year, the work groups must develop transfer degrees for elementary education, engineering, and nursing. Each year thereafter, the higher education coordinating board must convene additional groups to identify and develop additional transfer degrees. The Board must give priority to majors in high demand by transfer students and majors that the general direct transfer agreement associate degree does not adequately prepare students to enter automatically upon transfer.

(5) The Higher Education Coordinating Board, in collaboration with the Intercollege Relations Commission, must collect and maintain lists of courses offered by each community and technical college and public four-year institution of higher education that fall within each transfer associate degree.

(6) The Higher Education Coordinating Board must monitor implementation of transfer associate degrees by public four-year institutions to ensure compliance with subsection (2) of this section.

(7) Beginning January 10, 2005, the Higher Education Coordinating Board must submit a progress report on the development of transfer associate degrees to the higher education committees of the House of Representatives and the Senate. The first progress report must include measurable benchmark indicators to monitor the effectiveness of the initiatives in improving transfer and baseline data for those indicators before the implementation of the initiatives. Subsequent reports must be submitted by January 10 of each odd-numbered year and must monitor progress on the indicators, describe development of additional transfer associate degrees, and provide other data on improvements in transfer efficiency.

[2004 c 55 § 2.]

Notes:

Findings -- Intent -- 2004 c 55:

(1) The Legislature finds that community and technical colleges play a vital role for students obtaining baccalaureate degrees. In 2002, more than 40 percent of students graduating with a baccalaureate degree had transferred from a community or technical college.

(2) The Legislature also finds that demand continues to grow for baccalaureate degrees. Increased demand comes from larger numbers of students seeking access to higher education and greater expectations from employers for the knowledge and skills needed to expand the state's economy. Community and technical colleges are an essential partner in meeting this demand.

(3) However, the Legislature also finds that current policies and procedures do not provide for efficient transfer of courses, credits, or prerequisites for academic majors. Furthermore, the state's public higher education system must expand its capacity to enroll transfer students in baccalaureate education. The Higher Education Coordinating Board must take a leadership role in working with the community and technical colleges and four-year institutions to ensure efficient and seamless transfer across the state.

(4) Therefore, it is the Legislature's intent to build clearer pathways to baccalaureate degrees, improve statewide coordination of transfer and articulation, and ensure long-term capacity in the state's higher education system for transfer students." [2004 c 55 § 1.]

Appendix B

Organizations and Offices Addressing Transfer Issues in Washington

There are several statewide cross-sector groups and offices involved in all aspects of transfer initiatives. Within-sector groups represent the public baccalaureate sector, public two-year sector, and the independent baccalaureate sector. An updated list of these groups and offices is located in Appendix B.

Statewide cross-sector groups and offices involved with all aspects transfer

- **Higher Education Coordinating Board (HECB**)
  The HECB has statutory authority for setting and reviewing transfer policy for the state. Ten members of the Board are appointed by the Governor and supported by various staff within the agency. The Board meets eight times per year. Staff work in collaboration with other groups addressing transfer to formulate policy strategies and respond to legislative mandates. For information on transfer initiatives contact Jim West, HECB Associate Director of Academic Affairs, at jimw@hecb.wa.gov .
  http://www.hecb.wa.gov/research/issues/transfer.asp

- **Joint Access Oversight Group (JAOG)**
  The JAOG is a standing committee with representatives from public and independent academic degree-granting institutions and the HECB. The group was formed in 2003 and meets approximately six times per year. JAOG considers statewide transfer issues and recommends policy strategies for transfer, including Major Related Program agreements (http://www.sbctc.ctc.edu/college/e_transfer.aspx) and other statewide communication strategies related to transfer and transfer issues.

  Membership consists of:

  - Public Baccalaureates - vice provosts of academic affairs from each of the six public baccalaureate institutions
  - Council of Presidents (COP) - staff member
  - Private Baccalaureates - president of Independent Colleges of Washington (ICW) and representatives from registration and academic planning offices
  - Community and Technical Colleges (CTC) - eight vice presidents of instruction or student services and a staff member from the State Board for Community and Technical Colleges (SBCTC)
  - Higher Education Coordinating Board - staff

JAOG has formal communication with and works on behalf of institutions represented by the membership in collaboration with the Executive Committee of the Intercollege Relations Commission and the HECB. http://www.sbctc.ctc.edu/college/_e-transferjaog.htm

- **Washington Council on High School –College Relations (WCHSCR)**
  WCHSCR, formed in 1957, provides an information-sharing network among members and coordinates work related to transfer through its Inter-college Relations Commission (ICRC). The Council conducts a spring tour for community college students and advisors and publishes the Higher Education Book list of colleges and universities in Washington. This Higher Education Book includes tables of program offerings at all colleges and universities in Washington, by major.

  The Executive Committee of WCHSCR meets quarterly, and the Council holds one pro forma annual meeting for all members. The Council is a voluntary, non-profit organization with members from high schools, public and independent colleges and universities, education organizations, and agencies throughout Washington. Representatives of those entities often are selected from admissions and advising staff. http://www.washingtoncouncil.org/

- **Inter-College Relations Commission (ICRC)**
  ICRC is a Commission of the Washington Council on High School-College Relations (WCHSCR) and maintains statewide transfer agreements and provides a means of early identification of transfer issues. The ICRC Handbook (available at http://www.washingtoncouncil.org/icrc/) is a valuable resource for two- and four-year college and university transfer advisors.

  The Commission was formed in 1970 and meets twice per year. The organization is voluntary with one representative from each public and independent college or university that belongs to WCHSCR as appointed by the chief academic officer at each institution. Baccalaureate representatives are often appointed from admissions and registrars' offices; Community and Technical College representatives are from a mix of admissions and registration or deans in the arts and sciences.

  ICRC provides an information-sharing network for the institutions represented by the membership and works in collaboration with and has formal communication with the JAOG and HECB staff. http://www.washingtoncouncil.org/icrc/

- **Interinstitutional Committee of Academic Officers (ICAO) and the Instruction Commission IC)**
  A joint annual meeting of the public baccalaureate institution provosts (ICAO) and the Executive Committee of the Community and Technical Colleges' Instruction Commission (IC) is held to discuss mutual interests of the public higher education colleges and universities. This meeting initiated the development of the Associate in Science –Transfer agreement, requested meetings that lead to the first Major Ready Pathway statewide agreements in secondary education, and fostered the JAOG.

The first meeting was held in 1976. Participants at the joint meeting assign responsibility for addressing areas of mutual interest to Council of Presidents (public baccalaureates) and State Board for Community and Technical College staff, to their respective JAOG members, or to jointly authorized workgroups.

Within-sector groups or offices involved with transfer initiatives

Public Baccalaureate Sector

- **Council of Presidents (COP)**
  COP is an organization representing the public baccalaureate institutions. For information on initiatives within the public baccalaureate sector, contact Terry Teale, tteale@energy.wsu.edu. Assistant Director Mike Reilly (mreilly@cop.wsu.edu) is the primary contact for transfer initiatives. http://www.councilofpresidents.org/

- **Inter-institutional Committee of Academic Officers (ICAO)**
  ICAO consists of provosts at public baccalaureate institutions, meeting as a committee of the Council of Presidents.

- **Inter-institutional Committee of Registrars and Admissions Officers (ICORA)**
  ICORA consists of registrars and admissions officers at public baccalaureate institutions. This committee reports to the ICAO and meets three times per year. ICORA meetings provide an opportunity for members to share information and ideas, and make recommendations to ICAO about admissions, registration, residency, student records, and other enrollment issues, including those related to K-12 and community and technical college articulation and transfer.

Public Two-year Sector

- **State Board for Community and Technical Colleges (SBCTC)**
  SBCTC is a nine-member board appointed by the Governor and is responsible for statewide governance and policies related to community and technical colleges. The Board meets nine times per year. For information on transfer initiatives within the community and technical college sector, contact Michelle Andreas (mandreas@sbctc.edu).
  http://www.sbctc.ctc.edu/college/e_transfer.aspx

- **Instruction Commission (IC)**
  IC meets quarterly and membership consists of vice presidents of instruction at public community and technical colleges. IC reviews transfer issues related to community and technical colleges and approves statewide transfer agreements on behalf of the CTC system.
  http://www.sbctc.ctc.edu/college/_g-instructioncomm.aspx

- **Washington State Student Service Commission (WSSSC)**
  This commission meets quarterly and membership consists of vice presidents of student services at public community and technical colleges. WSSSC members supervise staff responsible for transfer functions including admissions, advising and credential evaluation. http://www.sbctc.edu/college/_g-studentsvcscomm.aspx

- **Articulation and Transfer Council (ATC)**
  ATC is a council of the IC, and membership consists of deans of transfer arts and science programs at public community and technical colleges. Meetings are held quarterly, and members serve on MRP workgroups providing statewide information sharing as proposals are developed. This council recommends transfer agreements and strategies for IC consideration. http://www.sbctc.ctc.edu/college/_g-articandtransfer.aspx

- **Advising and Counseling Council (ACC)**
  ACC is a council of the WSSSC and meets quarterly. Membership consists of directors of advising and counseling at public community and technical colleges, and the group recommends transfer strategies for WSSSC consideration.

- **Admissions and Registration Council (ARC)**
  ARC is a council of the WSSSC and meets quarterly. Membership consists of directors of admission and registration at public community and technical colleges. Credential evaluators who determine transfer equivalencies at the colleges typically report to ARC members. http://www.ctc.edu/~arc// or http://www.sbctc.edu/college/_g-wssscadmissionsandregistration.aspx

Independent Baccalaureate Sector

- **Independent Colleges of Washington (ICW)**
  ICW is an association that represents the interests of 10 private, liberal arts, nonprofit baccalaureate institutions in Washington. For information on transfer initiatives within the independent baccalaureate sector see http://www.icwashington.org/ or contact Violet Boyer (Violet@ICWashington.org).

- **Private Registrars of Washington (PROW)**
  This group from independent baccalaureate institutions in Washington meets twice a year and includes registrars and other representation. For more information contact Violet Boyer Violet@ICWashington.org .

Several discipline-based, statewide, cross-sector groups meet to promote common interests related to the discipline including addressing transfer issues.

Appendix C: Sector to Sector Transfer - AY 2005-2006*

**Source: HECB Mobility Report*

Sector	Students	Sub-total	Totals	
CTC to CTC				
CC to CC	8,452			
CC to TC	1,495			
TC to CC	863			
Total CTC to CTC			**10,810**	
CTC to BI				
CC to Research	5,145			
TC to Research	2			
CC to Comp	4,220			
TC to Comp	36			
		9,403		
CC to Priv BI	1,785			
TC to Priv BI	40			
		1,825		
Total CTC to BI			**11,228***	Adjusted to 15,000 from SBCTC data
BI to BI				
Research to Research	325			
Research to Comp	354			
Comp to Research	586			
Comp to Comp	218			
		1,483		
Private to Research	375			
Private to Comp	210			
		585		
Research to Private	109			
Comp to Private	89			
		198		
Total BI to BI			**2,266**	
BI to CTC				
Research to CC	1,954			
Research to TC	269			
Comp to CC	1,589			
Comp to TC	213			
		4,025		
Private to CC	962			
Private to TC	117			
		1,079		
Total BI to CTC			**5,104**	
Total Transfers 2005-06			**29,408**	
Total All Sectors to All Sectors			**29,680**	(includes private career colleges)

Legend

Research = UW, WSU, plus system colleges
Comp (Comprehensive)= EWU, CWU, WWU, TESC
Private = Private baccalaureates

CTC = Community and Technical Colleges
CC = Community College
TC = Technical College

Appendix D

Process for revisions and changes to the statewide transfer associate degree agreements:

Direct Transfer Agreement and Associate in Science –Transfer Agreement

1. Raise as a JAOG issue: Anyone with a proposed revision to the statewide transfer associate degree agreements (the DTA or AS-T agreements) may ask a JAOG member to place that idea or proposal on the JAOG agenda.

2. JAOG discussion: JAOG will make a determination about the following issues:

   - Should the proposal go forward for broad discussion? Who needs to be informed of the potential change?
   - How much time for discussion is needed?
   - Does the change conform to other transfer policy?
   - On what date, or by what term and year, would the change go into effect?

3. Broad discussion among stakeholders: JAOG will define a process and timeline for discussions within and among institutions, ICRC, and others, including faculty, staff, and students with interests related to the proposed change.

4. Loop back to JAOG and further broad discussion (if needed)

5. Share draft final recommendation among stakeholders indicating what input was or was not included in the final proposed change.

6. JAOG recommendation: If the discussions result in support for a recommended change, JAOG will recommend that the academic leadership of the state's public and independent institutions party to the agreement under consideration approve the proposed changes to the agreement effective by the date set by JAOG.

7. Academic leadership approvals: The CTC Instruction Commission, the Interinstitutional Committee of Academic Officers (ICAO) and representatives of the academic leadership of each independent institution party to the agreement will transmit their approval of the proposed change(s) to JAOG to ensure a coordinated response.

HECB Adoption: By virtue of HECB staff participation in JAOG, the HECB will be updated on the policy discussion as the issue moves through these steps. After Step 6, JAOG will advise the ICAO, IC and ICW of the community's agreement on the proposed change(s) and will assist those leadership groups in forwarding a recommendation to the Higher Education Coordinating Board for adoption of the proposed change. Policies adopted by Board resolution at a regularly

scheduled meeting become effective on the date of adoption, or other date if so specified in the resolution.

MRP agreements: Major Related Program agreements are degree pathways that follow one of the two statewide transfer agreements (DTA or AS-T agreements). The MRPs are based on negotiated agreements by MRP workgroups and may be updated or altered via the following process:

- Alert the institution's or sector's JAOG member of the need for a change.
- When the proposed change will make substantive changes to the pre-requisites to majors and thus affect lower division course taking, the JAOG member will bring the issue to JAOG attention.
- Upon discussion, JAOG will establish an appropriate review process for updating the MRP agreement. In a process consistent with the initial process for development and approval of the statewide MRP agreements, changes to the agreements that affect lower-division course taking will require review by JAOG and approval by those institutions signatory to the agreement.
- If the changes under review by JAOG alters the published transfer associate degrees, JAOG will establish an implementation timeline appropriate to the type of proposed change with a goal of minimizing impact on students already enrolled and progressing under the existing agreement.

Appendix E

Advanced Standing Placement, Awarding of Transfer Credit, and Prior Learning Assessment

Background

During 2008, the Legislature considered HB 2933 – an act relating to assessment of prior learning at institutions of higher education.[35] While the bill did not pass, language and funding was added to the budget. In the Governor's veto message on that budget item, the HECB, SBCTC, and WTECB were directed to continue to work "to develop ways to inform students, in clear language, about the transfer process and to address barriers to student transfers, especially for those transferring from technical programs or career schools."

Section 1

(1) The Legislature finds that adult learners entering workforce and academic programs will comprise a growing percentage of higher education enrollments in coming years. It is strategically important, for a vital economy and global competitiveness, to ensure that adult learners move through postsecondary education in the most efficient manner possible and enter the workforce well prepared.

(2) The Legislature also finds that Washington must make an effort to more effectively use resources at the state's public two- and four-year institutions of higher education to facilitate wider and deeper adult participation in postsecondary education.

(3) The Legislature also finds that adult learners encounter barriers in pursuit of their postsecondary education. Institutional policies and procedures regarding the acceptance of prior learning credits are not aligned with accreditation rules and national best practices.

(4) Therefore, it is the Legislature's intent to create pathways for adult learners to gain credit for learning from a variety of sources so that college-level learning acquired before enrollment can be applied toward academic and workforce degrees.

The bill goes on to ask a workgroup to "make policy recommendations …related to prior learning assessment, giving special consideration to recommendations made by the council for adult and experiential learning and accreditation rules adopted by the northwest commission on colleges and universities…"

[35] HB 2933 - 2007-08 Creating a work group to assess prior learning at institutions of higher education.

Northwest Commission on Colleges and Universities[36]

Following are excerpts from The Northwest Commission on Colleges and Universities policies specifically related to prior experiential learning and transfer credit.

Policy 2.3 Credit for Prior Experiential Learning

The Northwest Commission on Colleges and Universities recognizes the validity of granting credit for prior experiential learning, provided the practice is carefully monitored and documented. Credit for prior experiential learning may be offered under the conditions enumerated below. This policy is not designed to apply to such practices as CLEP, Advanced Placement, or ACE-evaluated military credit. Credit for courses taken from non-accredited institutions must be addressed pursuant to Policy 2.5 Transfer and Award of Academic Credit.

a. Policies and procedures for awarding experiential learning credit must be adopted, described in appropriate institutional publications, and reviewed at regular intervals.

b. Credit for prior experiential learning may be granted only at the undergraduate level.

c. Credit may be granted only upon the recommendation of teaching faculty who are appropriately qualified and who are on a regular appointment with the college on a continuing basis.

d. Credit may be granted only for documented learning which ties the prior experience to the theories and data of the relevant academic fields.

e. Credit may be granted only for documented learning which falls within the regular curricular offerings of the institution.

f. An institution that uses documentation and interviews in lieu of examinations must demonstrate in its self-study that the documentation provides the academic assurances of equivalence to credit earned by traditional means.

g. Credit for prior experiential learning should not constitute more than 25% of the credits needed for a degree or certificate.

h. No assurances are made as to the number of credits to be awarded prior to the completion of the institution's review process.

i. Credit may be granted only to enrolled students and is to be identified on the student's transcript as credit for prior experiential learning.

j. Policies and procedures must ensure that credit for prior experiential learning does not duplicate other credit awarded.

k. Adequate precautions must be provided to ensure that payment of fees does not influence the award of credit.

[36] http://www.nwccu.org/index.htm

Policy 2.5 Transfer and Award of Academic Credit

Users of accreditation are urged to give careful attention to the accreditation conferred by accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA). CHEA has a formal process of recognition which requires that any accrediting body so recognized must meet the same standards. Under these standards, CHEA has recognized a number of accrediting bodies, including:

1. Regional accrediting commissions which accredit total institutions.
2. Certain national accrediting bodies that accredit various kinds of specialized institutions.
3. Certain specialized organizations that accredit free standing professional schools, in addition to programs within multi-purpose institutions.

All accrediting bodies that meet CHEA's standards for recognition function to ensure that the institutions or programs they accredit have met generally accepted minimum standards for accreditation.

Validation of Extra-Institutional and Experiential Learning for Transfer Purposes. Transfer-of-credit policies should encompass educational accomplishment attained in extra-institutional settings as well as at accredited higher education institutions. In deciding on the award of credit for extra-institutional learning, institutions will find the services of the American Council on Education's College Credit Recommendation Service (CREDIT) helpful. CREDIT maintains evaluation programs for formally structured courses offered by the military and civilian non-collegiate sponsors such as business, corporations, government agencies, and labor unions.

For learning that has not been validated through the ACE formal credit recommendation process or through credit-by-examination programs, institutions are urged to explore the Council for Adult and Experiential Learning (CAEL) procedures and processes. Pertinent CAEL publications designed for this purpose are available. (See Policy 2.3 Credit for Prior Experiential Learning).

Uses of this Statement. This statement has been endorsed by the national associations most concerned with practices in the area of transfer and award of credit - the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Adult Learning and Educational Credentials, and the Council for Higher Education Accreditation.

Institutions are encouraged to use this statement as a basis for discussions in developing or reviewing institutional policies with regard to transfer. If the statement reflects an institution's policies, that institution might want to use this publication to inform faculty, staff, and students.

Options for Awarding of Transfer Credit or Advanced Standing Placement[37]

- Direct transfer and awarding of credit from a *regionally accredited* college/university
- Direct transfer and awarding of credits or advanced standing from a *nationally accredited postsecondary institution* for formal and documented learning at the college level. The accrediting body is generally recognized by the Council for Higher Education Accreditation (CHEA).
- Course challenge exams sponsored by departments Some departments allow students to take a *challenge exam* to advance more quickly to another level of learning or not have to take course work in a content area in which the student is quite familiar. Results of exams may be used to waive requirements and may or may be indicated on the student's transcript.
- Nationally recognized standardized exams Awarding of credit for taking *nationally-recognized standardized exams* that assess content knowledge of college-level courses or exams established by academic units. Examples include:
    a. AP - Advanced Placement Examinations administered by the College Board
    b. IB – International Baccalaureate administered by the International Baccalaureate Organization
    c. CLEP - College-Level Examination Program administered by the College Board
    d. DANTES Subject Standardized Tests program (DSST) administered by the Educational Testing Service
    e. ACT/PEP - The American College Testing Proficiency Examination Program
    f. Excelsior College Exams--formerly Regents College Examinations
    g. TECEP - Thomas Edison College Examination Program administered by Thomas Edison State College
- ACE Educational Credit by Examination Awarding of credit in advanced standing for *Educational Credit by Examinations* recognized by the American Council on Education (ACE). Options include:
    a. Military formal courses and/or occupations;
    b. Other formal and well documented training programs conducted by non-collegiate sponsors;
    c. University of the State of New York Board of Regent's National Program on Non-collegiate Sponsored Instruction (National PONSI).
    d. International Association for Continuation Education and Training (IACET).

[37] Reference document: Gambescia, S.F. & Dagavarian, D. (2007). Review of prior learning assessment options for adult continuing education degree programs. *Journal of Continuing Higher Education, 55* (3), pp. 35-48.

- Prior Learning Assessment (PLA) Awarding of credit or advanced standing from *Portfolio Assessment*.
    a. The portfolio is a complex written document through which a student assesses learning from prior work/life experience and demonstrates that this learning meets the substantive theoretical and practical learner objectives commensurate with a college-level course (Whitaker, U., 1989; Fiddler, et al., 2006).
    b. Experience, per se, does not necessarily mean learning took place. Credit is awarded for learning and not simply for experience.

Appendix F

Draft Transfer Rights and Responsibilities

DRAFT approved by JAOG December 12, 2008

Transfer Rights and Responsibilities

Student Rights and Responsibilities

Students have the right to fair and equitable treatment by the colleges and universities of Washington, as outlined in the guidelines below.

1. Students have the right to clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.

2. Transfer and direct-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.

3. Students have the right to seek clarification regarding their transfer evaluation and may request the reconsideration of any aspect of that evaluation. In response, the college will follow established practices and processes for reviewing its transfer credit decisions.

4. Students who encounter other transfer difficulties have the right to seek resolution. Each institution will have a defined process for resolution that is published and readily available to students.

5. Students have the responsibility to complete all materials required for admission and to submit the application on or before the published deadlines.

6. Students have the responsibility to plan their course of study by referring to the specific published degree requirements of the college or academic program in which they intend to earn a bachelor's degree.

7. When a student changes a major or degree program, the student assumes full responsibility for meeting the new requirements.

College and University Rights and Responsibilities

Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their institutional mission and to communicate and publish these requirements and course offerings to students and the public.

1. Colleges and universities have the responsibility to provide clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.

2. Colleges and universities have the responsibility to answer students' questions about transfer issues and provide students with opportunities for appropriate follow-up.

3. Colleges and universities have the responsibility to provide comparable standards for transfer and direct-entry students for regular admission to programs. Transfer and direct-entry students must satisfy comparable program requirements.

4. Colleges and universities have the responsibility to communicate admission and transfer related decisions to students in writing (electronic or paper), and include information about student transfer rights and responsibilities.

Appendix G

CURRENT DTA ASSOCIATE DEGREE GUIDELINES

(Approved by ICRC October 10, 1996 – Effective Fall 1998)

For the purpose of these Guidelines, the Direct Transfer Agreement (DTA) Associate degree (sometimes called the Associate in Arts, Associate in Arts and Sciences, etc.) is defined as that degree awarded by a community college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree, the Associate degree should possess the following characteristics:

I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.

II. Be based on 90 quarter hours of transferable credit including:

A. A minimum of 60 quarter hours of general education courses distributed as follows:

1. Basic Requirements

a. Communication Skills (10 credits)

Must include at least two courses in English composition which total to at least six credits. Remaining credits, if any, may be an additional composition course or designated writing courses or courses in basic speaking skills (e.g., speech, rhetoric, or debate).

b. Quantitative/Symbolic Reasoning Skills (5 credits)

1. One of the following (5 credits)
   1) Symbolic reasoning course

   2) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.

2. Intermediate Algebra Proficiency

   All students must be proficient in intermediate algebra. May be satisfied by completion of high school mathematics through second year algebra, by course challenge or other examination demonstrating mastery of intermediate algebra skills, or by completion of an intermediate algebra course (to be numbered below 100) or a mathematics course for which intermediate algebra is a prerequisite. 2. Distribution Requirements Within the distribution requirements, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged, especially for colleges requiring a minimum of two disciplines per area.

2. Distribution Requirements

Within the distribution requirements, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged, especially for colleges requiring a minimum of two disciplines per area.

a. Humanities[1] (15 – 20 credits)
Selected from at least two disciplines. No more than 10 credits allowed from any one discipline. (No more than 5 credits in foreign language at the 100 level.) No more than 5 credits in performance/skills courses are allowed. Suggested disciplines include[3]: Art; Music History[2]; Philosophy[2]; Foreign Language/American Drama/Theater; Sign Language[4]; Speech; Literature

b. Social Sciences[1] (15 – 20 credits)

Selected from at least two disciplines. No more than 10 credits allowed from any one discipline. Suggested disciplines include[3]: History[2]; Philosophy[2]; Anthropology; Political Science; Economics; Psychology; Geography; Sociology

c. Natural Sciences (15 – 20 credits)

Selected from at least two disciplines. No more than 10 credits allowed from any one discipline. At least 10 credits in physical, biological and/or earth sciences. Shall include at least one laboratory course. Suggested disciplines include[3]: Astronomy; Geology; Biology; Mathematics[2];Botany; Physics; Chemistry; Zoology

3. Electives

Other college-level courses, of which a maximum of 15 credits may be in college-level courses as defined by the community college and the remainder shall be fully transferable as defined by the receiving institution. Where appropriate, preparation courses for the major should be included in this course work.

NOTES:

[1]Within appropriate distribution areas, colleges are encouraged to develop curriculum which provides students with an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this may include minority, non-Western ethnic, or other area studies.

[2]A specific course may be credited toward no more than one distribution or skill area requirement.

[3]A list of suggested disciplines is subject to review by the ICRC.

[4]Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

CLARIFICATIONS:

A. Associate degrees (DTA) meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community colleges and baccalaureate institutions are encouraged to develop models, including interdisciplinary core requirements or vertical general education requirements with courses at the upper division level. Institutions using such alternative approaches are further encouraged to develop individual inter-institutional transfer agreements.

B. T he Associate degree (DTA) agreement will provide for the fulfillment of college and university general education requirements only, and it is not intended that this agreement should cause modifications of unique requirements (religion, philosophy, etc.). Further, it should be clearly understood that agreements based upon these Guidelines in no way alter admission criteria established by baccalaureate institutions.

B. The Associate degree will generally provide the transferring student with at least 90 - quarter (60 semester) credits upon entry to a baccalaureate institution.

D. Community colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.

E. Institutions developing mutual agreements must clearly identify degree titles and effective dates in order to provide clarity for students and their advisers and for transcript evaluation.

F. Community colleges agree to develop precise language concerning their direct transfer Associate degree and to publish this information with all degree requirement information. Baccalaureate institutions agree to publish information about the details of their Associate degree agreements.

G. Remedial courses (courses numbered below 100) shall not be included in the 90-quarter hours of the Associate degree.

H. A list of the specific courses which satisfy Associate degree requirements shall be published.

I. Community colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the Associate degree, receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students.

PROVISOS September 2004
(Updates through July 2008)
(SPECIFIC REQUIREMENTS BY INDIVIDUAL BACCALAUREATE INSTITUTIONS)

Bastyr University

Prospective students who have completed an Associate Degree (DTA) from a Washington State community college may enter Bastyr University at the junior level, provided they have earned at least a 2.25 cumulative GPA and have completed the specified prerequisite courses outlined in Bastyr University's Health Sciences or Applied Behavioral Sciences Transfer Guide. Bastyr University does not accept transfer courses for which a student has earned a "D" grade.

Cornish College

A student transferring to Cornish College of the Arts who has earned a Direct Transfer Associate degree (DTA) will transfer sufficient credits to complete the Humanities and Sciences requirements at Cornish College of the Arts. This

transfer credit will satisfy Cornish's Literature, English Composition, Western Civilization, Science, Social Science, Philosophy of Art, and Humanities and Sciences electives.

Transfer credit for major courses and for arts elective courses will be evaluated on a course-by-course basis. Courses are subject to the transfer guidelines established by Cornish College and may be approved for transfer after the student completes a portfolio review or audition.

Eastern Washington University

Eastern Washington University recognizes the approved ICRC transfer degrees from Washington community colleges as fulfilling the university basic skills requirements, general education core requirements, and university competencies with the proviso that courses equivalent to intermediate algebra and EWU English 101 (English composition) be completed with a minimum grade of 2.0.

Students must also meet university proficiency requirements in English and Math, Cultural and Gender Diversity, International Studies, and the Liberal Arts Enrichment as set forth by the EWU implementation schedule. Many of these courses may be incorporated into the approved AA degree.

Gonzaga University

Students who have completed the AA-DTA and AS-T degrees from Washington State community colleges are granted junior standing.

The AA-DTA fulfills the core requirements for the College of Arts and Sciences. The University core is fulfilled, except for the following: college mathematics course above intermediate algebra, Introduction to Speech, and six courses in Philosophy and Religious Studies.

AS-T coursework is evaluated on a course-by-course basis. Those students wishing to transfer to Gonzaga with an AS-T are advised to contact the Transfer Counselor well in advance for assistance with course selection.

Heritage College

Students who have completed the appropriate Associate in Arts transfer degree from Washington community colleges are admitted with junior standing at Heritage College and have satisfied general college requirements provided that a logic/critical thinking course and a world history course are included. Transfer students who have not completed the Associate in Arts transfer degree must satisfy the general college requirements of Heritage College. This agreement is effective for students beginning classes for the first time at Heritage College in spring 1991.

Northwest University

Northwest University will accept a student who transfers with an AA degree (direct transfer program) from any public community college in Washington as having met the general college requirements, but not the religion component of the GCR.

Pacific Lutheran University

Students who have completed the appropriate Degree Transfer Agreement (DTA) Associate Degree from any community college in Washington will be admitted with junior standing (60-64 semester hours) and will be regarded as having satisfied General University Requirements, except for one Religion course (Biblical Studies or Christian Thought, History, and Experience) and one Perspectives on Diversity course. PLU College of Arts and Sciences requirement is not fulfilled by the DTA Associate Degree.

Saint Martin's University

Saint Martin's University recognizes the articulated Direct Transfer Associate degree (DTA) from Washington Community Colleges. Students completing the designated degree with a minimum GPA of 2.0 will be granted junior standing upon transfer. These students will have met the Saint Martin's general education requirements with the exception of a course each in philosophy (transferable) and religious studies (generally completed at Saint Martin's University).

Seattle Pacific University
Students who have earned, prior to matriculation at SPU, an approved direct transfer associate are considered to have completed the Exploratory Curriculum and University Core (but not University Foundations) requirements, as well as the foreign language and mathematics proficiency requirements of SPU. Most students who have earned an approved Direct Transfer degree enter with 90 credits and junior class standing. However, courses that do not meet SPU's minimum grade policies will not be transferred.

Seattle University
Students admitted to Seattle University for the first time with a completed associate transfer degree will be granted 90 credits and junior standing. The following provisions apply: 1) Courses used to satisfy the DTA communication skills, quantitative/symbolic reasoning skills as well as the lab science requirement must be graded C- (1.5) or higher; 2) Additional philosophy and religious studies courses will be required to satisfy lower division Core at SU; 3) Specific requirements of professional degree programs and upper division core must be satisfied.

The Evergreen State College
Any student presenting the transfer associate degree (DTA) will be granted junior status and considered as having met all general education requirements at The Evergreen State College.

Trinity Lutheran College
Trinity Lutheran College accepts the AA-DTA degree from Washington community colleges. Students entering Trinity with a completed DTA will be granted junior standing and be considered to have completed all general education requirements, excluding Trinity's Biblical Core.

University of Washington
The University of Washington transfers credit on a course by-course basis. The UW's College of Arts and Sciences agrees that transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UW Office of Admissions, will be considered to have satisfied the College's general education and proficiency requirements with the following provisos:

1. If the transfer degree requires 45 credits of distribution (15-15-15), in order to satisfy the Arts and Sciences Areas of Knowledge requirement, students will be required to take up to an additional 5 credits in each area plus an additional 15 credits drawn from their choice of one or more of the three areas.

2. Up to 15 credits in the student's major may be applied towards the 75-credit Areas of Knowledge requirement.

3. Students who complete first-year language courses as a part of the transfer degree distribution requirement, and later use that foreign language to satisfy the Arts and Science language proficiency requirement (see Item 5), will not be allowed to use those foreign language credits towards the Arts and Science Areas of Knowledge requirement.

4. Aside from the above exceptions, approved degree-holders may count transfer courses toward the UW Areas of Knowledge requirements comparable to those the community college used toward associate degree distribution requirements, even if those courses would not otherwise be allowed toward specific Areas of Knowledge requirements.

5. Students will be required to complete foreign language study through the 103-level or to demonstrate language proficiency at the 103-level through an examination.

6. Ten credits in courses emphasizing writing (W-courses or English composition) are required in addition to the 5-credit English composition requirement. W-courses must have attributes as defined by Arts and Sciences. If not completed as part of the transfer degree, this requirement must be competed at the University

University of Washington – Tacoma

The University of Washington Tacoma transfers credit on a course-by-course basis. The University agrees that direct transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UW Tacoma Office of Admissions, will be considered to have satisfied the University of Washington Tacoma's general education and proficiency requirements with the following provisos:

1. For guaranteed admission to the University of Washington Tacoma, students must earn a cumulative grade point average of at least 2.75 for all transferable academic course work at the time the first associate degree was completed and at the time of admission. The guarantee of admission does not apply to admission to any school or program nor to any particular major or professional field of study within the University. The minimum cumulative grade point average for guaranteed admission includes course work completed at all colleges attended.

2. Two years of one foreign language in high school or two quarters of a single foreign language at the college level are required.

Western Washington University

To substitute fully for WWU's General University Requirements (GURs), the DTA degree must include 90 credits, 75 of which must be on the Associate Degree Course List. Transfer distribution courses should be completed on a lettered or numeric grading scale, not P/F. Note: English 101 must be completed with a grade of C- or better.

Whitworth College

Whitworth College grants junior standing to holders of the approved ICRC transfer Associate degree. In addition, transfer students are required to complete the one-course Biblical literature requirement; one year of study in the same modern language at the college level; one of the three interdisciplinary Western Civilization Core courses (Core 150, Core 250, Core 350).

Appendix H

AST Track 1

Effective Fall 2000

Associate in Science-Transfer #1

Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Science[38]

The Associate of Science Transfer (AS-T) Degree #1 is designed to prepare students for upper division study in the areas of biological sciences, environmental/resource sciences, chemistry, geology, and earth science. Completing the AS-T degree will prepare students for upper division study; it does not guarantee students admission to the major.

In order to prepare students for upper division study, the Associate of Science Transfer Degree #1 should possess the following characteristics:

I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.

II. Be based on 90 quarter hours of transferable credit distributed as follows:

A. Communication Skills (minimum 5 credits).
Minimum 5 quarter credits in college-level composition course.

B. Mathematics (10 credits).
Two courses (10 credits) required at or above introductory calculus level. (See also D2 below.)

C. Humanities and Social Science (minimum 15 credits):

1. Minimum 5 credits in Humanities; and
2. Minimum 5 credits in Social Science; and
3. An additional 5 credits in either Humanities or Social Science for a total of 15 credits.

[38] Engineering, Computer Science, Physics, and Atmospheric Sciences majors are referred to the Associate of Science Transfer Degree #2; Mathematics majors are referred to the DTA Associate Degree.

D. Pre-major Program (45 – 50 credits):

1. Chemistry (for science majors) sequence (15 credits)
2. Third quarter calculus or approved statistics course (5 credits).
3. Biology (for science majors) or physics (calculus-based or non-calculus-based) sequence (15 credits).
4. Additional requirements: 10 -15 credits in physics, geology, organic chemistry, biology, or mathematics, consisting of courses normally taken for science majors (not for general education), preferably in a 2- or 3-quarter sequence.

E. Remaining Credits (10-15)

Sufficient additional college-level credits so that total credits earned are at least 90-quarter credits. These remaining credits may include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

CLARIFICATIONS:

1. Students completing this Associate of Science Transfer degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate's degree and will be given junior status by the receiving institution.
2. Courses taken under D. above must come from the current ICRC distribution list (Appendix B) in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with calculus to meet D.3.
4. Biology majors should select organic chemistry or physics for the D.4. Requirement.
5. A maximum of five (5) quarter credits of restricted elective courses will be accepted in the remaining credits category (E. above).
6. Pre-calculus cannot be used to satisfy the mathematics requirement (B. above).
7. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.
8. Sequences should not be broken up between institutions (e.g., the typical three-quarter physics sequence should be taken entirely at one institution).

Appendix I

AST – Track 2 Revised

Summer 2008
Effective Fall 2009

ASSOCIATE OF SCIENCE TRANSFER DEGREE # 2
ENGINEERING, COMPUTER SCIENCE, PHYSICS, AND ATMOSPHERIC SCIENCES

Original Agreement Approved by HECB Spring 2000 - Effective Fall 2000. Revised Agreement Approved by HECB Fall 2008 – Effective Fall 2009

The Associate of Science Transfer (AS-T) Degree #2 is designed to prepare students for upper division study in the areas of engineering, computer science, physics, and atmospheric science. Completing the AS-T degree will prepare students for upper division study; it does not guarantee students admission to the major. In order to prepare students for upper division study, the Associate of Science Transfer Degree #2 should possess the following characteristics:

I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.

II. Be based on a minimum of 90 quarter hours of transferable credit distributed as follows:

A. Communication Skills (minimum 5 credits) Minimum 5 quarter credits in college-level composition course.

B. Mathematics (10 credits) Two courses (10 quarter credits) required at or above introductory calculus level. (See also D4 below.)

C. Humanities and Social Science (minimum 15 credits) Minimum 5 credits in Humanities; and Minimum 5 credits in Social Science; and An additional 5 credits in either Humanities or Social Science for a total of 15 credits.

- Courses taken at the community college to meet the Humanities and Social Sciences requirements in the AS-T will be accepted toward those requirements and counted as GERs/GURs by the receiving institution – see note 7

D. Pre-major Program (25 credits)

- Physics (calculus-based or non-calculus-based) sequence including laboratory (15 credits) (see note 3).

- Chemistry with laboratory required for Engineering majors (5 credits). Other majors should select 5 credits of science based on advising.

- Third quarter calculus or approved statistics course chosen with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend (5 credits).

E. Remaining Credits (35 credits) - The remaining 35 credits should be planned with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend.

NOTES:

1. Students completing this Associate of Science Transfer degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the DTA associate degree and will be given junior status by the receiving institution.

2. Courses taken under D. above must come from the current ICRC distribution list (Appendix B of the ICRC handbook) in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.

3. Students should be advised that some baccalaureate institutions require physics with calculus to meet D.1.

4. A maximum of five (5) credits of restricted elective courses (Appendix C of the ICRC Handbook) will be accepted in the remaining credits category (E. above).

5. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

6. Sequences should not be broken up between institutions (e.g., the typical three-quarter physics sequence should be taken entirely at one institution).

7. AS-T transfer students will have taken approximately the same number of GERs as their new peers took during their first two years at the baccalaureate institution, and will be expected to complete the institution's GERs on the same basis as students who started there as freshmen, thus providing comparable experience for freshman-entry and transfer students. All courses approved as GERs by the community college will be accepted as GERs by the baccalaureate institution.

    - Institutions that automatically match transfer courses to comparable in-house courses will initially assign GER designations automatically.

- If this designation is different than that assigned by the community college, students who believe that the community college designation would be more beneficial may petition the baccalaureate institution to have the designation assigned consistent with the community college designation.
- If there is no baccalaureate match for a community college GER course, the baccalaureate institution will assign it to the same GER area as the sending community college.
- Baccalaureate institutions may, if they do so with their freshman-entry students, disallow a specific GER when a student selects that discipline as the major. [GERs are intended to assure a breadth of academic experience, so courses supporting the in-depth learning of the major may not be used for this purpose.]

Appendix J: 2007-08 Transfer Degrees by Category

2007-08 Transfer Degrees by Category (excludes General Studies and Technical Degrees) Data provided by SBCTC - December 2008

	AS T 1	AS T 2	Engineer	Engineer	Engineer	Physics Ed	DTA	El Ed	Business	Nursing	Math Ed	Local Agreement		
Exit Code	A	B	O	P	Q	H	D	E	F	N	G	C	Total	% of Total
BELLEVUE	23	43					847		213				1126	8.6%
BIG BEND		4					195		7	4			210	1.6%
CASCADIA	6	4					192		37	4			243	1.8%
CENTRALIA	8	4					212						224	1.7%
CLARK	10	27					617		89			2	745	5.7%
COLUMBIA BASIN	9						593	2	8				612	4.7%
EDMONDS	12	31					485	1		10		1	540	4.1%
EVERETT	5	7	1	3	3		411		48			28	506	3.8%
GRAYS HARBOR		2					141		7			16	166	1.3%
GREEN RIVER	18	31			5	1	544	12	159		1	4	775	5.9%
HIGHLINE	15	21					528		9	1			574	4.4%
LOWER COLUMBIA		13					189					14	216	1.6%
OLYMPIC	4	19					558					1	582	4.4%
PENINSULA	5						146		4				155	1.2%
PIERCE FORT STEILACOOM	12	15					624		24	22		2	699	5.3%
PIERCE PUYALLUP	4						323		22	3		1	353	2.7%
SEATTLE CENTRAL	19	38					550	4					611	4.6%
SEATTLE NORTH	13	29					235		88			1	366	2.8%
SEATTLE SOUTH	7	6					212		23				248	1.9%
SHORELINE	16	28					318		13			80	455	3.5%
SKAGIT VALLEY	11	9					239		31			3	293	2.2%
SOUTH PUGET SOUND	17	16					462		27				522	4.0%
SPOKANE	2						328	1	23				354	2.7%
SPOKANE FALLS		16					686		11			13	726	5.5%
TACOMA	8	12					364		67	16		7	474	3.6%
WALLA WALLA	3	6					168	3	5				185	1.4%
WENATCHEE VALLEY		1					330						331	2.5%
WHATCOM							469						469	3.6%
YAKIMA VALLEY		3					331		50				384	2.9%
	227	385	1	3	8	1	11297	23	965	60	1	173	13144	100.0%
% of Transfer Degrees	1.7%	2.9%	0.0%	0.0%	0.1%	0.0%	85.9%	0.2%	7.3%	0.5%	0.0%	1.3%		
AS-T						625								
DTA						4.8%						12519	95.2%	

Appendix K

Academic Guidance and Planning System Desired Features

Between May and August 2008 the HECB contacted over 20 vendors that provide web-based advising-related systems and asked them to participate in a Request for Information (RFI) process. Four vendors submitted proposals that addressed the following desired features:

- A comprehensive list of the degree programs offered in the state by both public and private colleges and universities
- Tips to help transfer students plan
- Online advising efficiencies for students transferring across sectors
- Provides the student and adviser a consolidated look at high school, college and transfer information pertinent to academic planning
- Centralized data storage and maintenance that would be performed by the vendor
- Interactive, Web-accessible course equivalency tables
- Crosswalks that translate one course to another at different institutions
- Student-, staff-, and public-friendly user interfaces that allow side-by-side comparisons of different degree plans so that students can plan the optimal use of their credits and outline a "best route" (academic and use of resources) through academic systems
- Interaction among existing systems – the ability to reduce additional work for institutions by electronically interfacing with degree audit systems already in place across all sectors
- Ability to send and receive electronic student records or unofficial transcripts between institutions
- Faculty and staff communication – a vehicle for faculty to communicate online to help determine, maintain, and update course equivalencies
- Web-based surveys for soliciting and collecting student/user feedback on the effectiveness of the system to provide for continuous improvement
- Data gathering tools on system use and functionality for use by institutions for schedule planning and by the HECB, SBCTC and other state agencies for analysis and policy review
- User-friendliness, a unified statewide "look and feel," and options for institutional branding

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

DRAFT: Higher Education Accountability Report, 2007-08

Executive Summary

Background

The 2004 State Legislature required the Higher Education Coordinating Board (HECB) to develop an accountability and reporting system. The legislation directed the HECB to review progress for each baccalaureate institution annually and issue a biennial report summarizing the results.

The attached *Higher Education Accountability Report, 2008* is one of several efforts designed to monitor outcomes in Washington's higher education system. A separate and related accountability measure is EHB 2641, Sec. 2, regarding performance agreements, which are six-year plans developed jointly by institutions and state policymakers to align goals, outcomes, and levels of resources to achieve the goals of Washington's *Strategic Master Plan for Higher Education.*

In 2006, the HECB, Council of Presidents (COP), and Office of Financial Management (OFM) established performance targets in the following areas:

- Bachelor's degree production
- High-demand bachelor's degree production
- Graduate and professional degree production
- Freshman retention
- Graduation rates for first-time, full-time freshmen
- Graduation rates for transfer students with associate degrees
- The proportion of bachelor's degree recipients who did not accumulate excess credits

Summary of Outcomes

Overall degree production is rising and efficiency improvements are occurring in the state's higher education system.

- There is a powerful relationship between the number of students enrolled in the state's higher education system and the number of degrees produced. When enrollment increases, the number of degrees produced increases.
- FTE funding reductions, less money for financial aid and increased tuition – all of which are responses often associated with economic downturns – can significantly reduce the number of students who enroll in and graduate from baccalaureate institutions.
- The public baccalaureate institutions have been achieving steady expansion in bachelor's degree production since 2002.

- Bachelor's degree production has increased by about 19 percent compared to the average degree production of the baccalaureate institutions for the five academic years 1997-98 – 2001-02 (the baseline).
- The number of bachelor's degrees awarded in 2008 was 3,469 above the baseline.
- At the end of the 2008 academic year, graduate and professional degree production had increased 19.1 percent compared to the baseline.
- Strong gains have been made in six-year graduation rates for first-time/full-time freshmen. Completing a degree sooner results in less expenditure for the student and state – and it places more individuals into the workforce over a longer period. It also allows institutions to serve more students.
- Collective graduation rates for the baccalaureate institutions rose from 61 to 70.3 percent between the baseline period and 2007-08. Improvements were particularly impressive at:
    - The Evergreen State College – 22.4 percent
    - Western Washington University – 14.3 percent
    - Washington State University – 63 to 67 percent between 2007 and 2008
- Graduation rates for students who transfer with an associate degree also have increased statewide.
- Modest growth in the conferral of high-demand bachelor's degrees is occurring. High-demand degree production is expected to increase in the next few years after enrollments funded in 2003, 2006, and 2007-09 have been in place long enough for students to complete degrees.
- In addition, progress is being made with the focus in the statewide Strategic Master Plan for Higher Education on demand for degrees in STEM fields and health care.
- Two-year degree production is down slightly in each of the last three years.
- The number of students improving basic skills increased in 2006-07, and the number of students who transferred to a baccalaureate institution within three years of entering the community and technical college system increased in 2005-2006 over the prior year.
- Freshman retention rates remain relatively steady at 85 percent.
- The proportion of bachelor's degree recipients not accumulating excess credits is over 93 percent collectively.

Conclusion

Sustaining the levels of progress described in this report would be difficult under the best circumstances. The current recession poses a serious challenge to the Legislature and the state's higher education institutions. Particularly problematic is that progress made in the last two biennia may be eroded by reductions in 2009-11.

Reaching the goals of the Master Plan over the next 10 years will be more difficult if institutions are forced to struggle to regain the improvements that have been so hard-won over the last decade.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

January 2009

Higher Education Accountability Report, 2007-08

Introduction

This accountability report is one of several efforts to monitor outcomes of Washington's higher education system.[1] In 2004, the Legislature passed, and the Governor signed House Bill 3103, which included significant changes in the role and responsibilities of the Higher Education Coordinating Board (HECB).

One of the provisions of that bill, now codified as RCW 28B.76.270, directs the Higher Education Coordinating Board to "establish an accountability monitoring and reporting system." Under this law, the HECB is required to review actual achievements of the institutions annually. The HECB is required to report on progress each biennium. This report fulfills the biennial requirement that the HECB inform the higher education and fiscal committees of the legislature of progress toward goals.

The report analyzes highlights from the review of results. Outcome data for the baccalaureate institutions appears in Appendix A. Current performance targets for the baccalaureate sector are contained in Appendix B. Outcome data and performance targets for the community and technical college system are found in Appendix C.

Background

The accountability framework now in place is the culmination of a development process that occurred over a five-month period in which institutions, the Council of Presidents, the HECB, and the Office of Financial Management collaboratively designed the system. This framework was adopted in May 2006 by the HECB and the OFM. The system includes performance measures, performance targets, and related accountability system principles.[2] (See the tables in the Appendices of this report for available outcome data for each institution. Also reported in the Appendices are outcomes for students receiving Pell Grants; and current performance expectations, including performance targets for 2010-11.)

Resources and Performance

The accountability framework incorporates as a key principle the assumption that the level of performance which can reasonably be expected is related to the level of available resources.[3] While not assuming a one-to-one correspondence between resources and results, the accountability framework explicitly provides that when resource levels change significantly, performance targets need to be reviewed, and revisions considered.

This principle relating performance to resources also was set forth in the state's 2007-09 biennial operating budget.[4] That budget significantly increased per-student funding in higher education. It also directed a review and potential revision of the performance targets. The review led to several changes in performance targets adopted by the HECB and OFM in the fall of 2007.

In light of the fiscal difficulties besetting the state at this time, and the strong likelihood that resources available to higher education institutions will be reduced significantly in the next biennial budget, it seems appropriate to recall this principle relating performance to resources. In the event that resources for higher education are in fact reduced significantly, the accountability framework suggests that performance expectations for 2008-09, and performance targets for 2010-11, should be reviewed and revisions considered after a budget has been adopted.

Results

The accountability framework for baccalaureate institutions is composed of seven measures common to all institutions. A central focus of the *2008 Strategic Master Plan for Higher Education* (SMP) is degree production. The degree production goals of the SMP are the critical drivers of much of the remainder of the plan. The three measures in the accountability framework that relate to degree production are therefore an essential focus of this report.

The accountability framework includes performance measures for bachelor's degree production, advanced degree production, and bachelor's degrees awarded in "high demand" areas identified by the *Statewide and Regional Needs Assessment* published by the HECB in 2005.[5]

Most recently, resources have increased while degree production has grown. For example, actual FTE enrollment (undergraduate and graduate enrollment combined) grew 9.9 percent from 1998-99 through 2003-04. Degree awards four years later (that is, between 2002-03 and 2007-08) rose 8.3 percent. Within total degree production, bachelor's degrees awarded increased 9.1 percent, and advanced degrees increased 5.6 percent. Precise correlations between enrollment and degrees awarded four years later should not be expected since the four-year time lag is only a rough overall figure for time elapsed between initial enrollment and completion. Many undergraduates need more than four years to finish degrees, while many graduate students complete degrees in less time. The changes in these two measures, however, are meaningful in showing an overall general trend.

Associate Degree Production

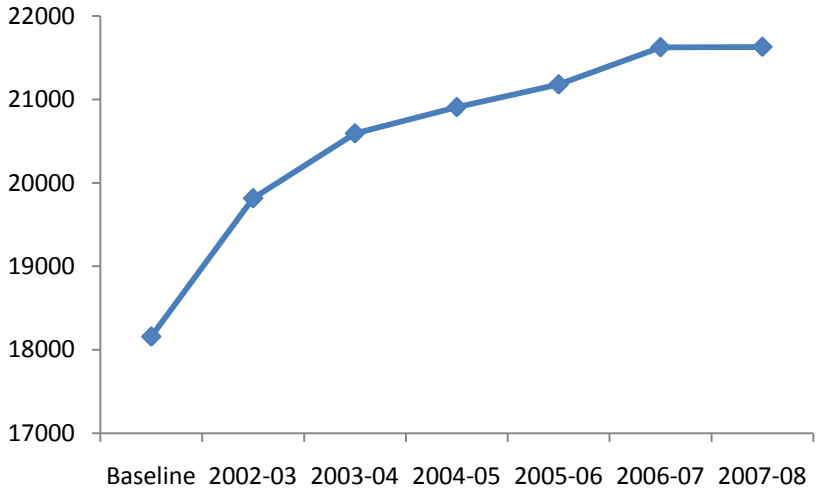
Associate degree production is down slightly in each of the past three years. In 2007-08, the number of degrees awarded was down 0.8 percent from the previous year. In 2004-05, 22,204 associate degrees were awarded. For 2007-08, the number of degrees was 20,825, a decline of 6.2 percent. This includes both technical degrees with a workforce orientation, and academic degrees, geared toward transfer.

Bachelor's Degree Production

For the public baccalaureate institutions as a whole, the trend in bachelor's degree production is one of steady, modest expansion. Compared to the period defined as the baseline for the accountability framework (the annual average for the five years from the 1997-98 academic year through 2001-02) 3,469 more bachelor's degrees were awarded in 2007-08, an increase of 19 percent. Annual increases over the past five years show a decelerating trend, with the 3.9 percent annual increase in 2003-04, trailing off to essentially no increase in 2007-08 over the previous year.

A plateau is evident in enrollment four years prior to the leveling off of bachelor's degree production. In 2001-02, enrollment increased 3.7 percent but the annual increases in the next two years dropped to 1.8 percent in 2002-03, and just 0.6 percent in 2003-04. It is important to note that the enrollment increases funded through the 2007-09 budget have not been in place long enough to generate degrees yet. Those enrollment increases should begin to become evident in degree production data in the next biennium.

Figure 1: Bachelor's Degree Production, Washington Public Institutions



Note: Baseline is defined as the annual average over the period from 1997-98 through 2001-02. Source: HECB, compiled from data submitted by Institutions.

Some variation among institutions is evident as well. Central Washington University has steadily expanded bachelor's degree production, with an increase of 5.6 percent in the past year and an increase of 31.3 percent since 2002-03. Degree awards at Washington State University continue to increase, with a particularly notable increase since 2004-05. The trend at Western Washington University also shows a steady but modest increase. Awards at the University of Washington have declined slightly each year since peaking in 2004-05. Degree production at Eastern Washington University and The Evergreen State College are down slightly in 2007-08. The long-term trend at TESC is essentially level. The dip in awards last year at EWU is a departure from the dominant trend over the past decade, which has been one of expansion.

Advanced Degree Production

The number of graduate and professional degrees awarded in 2007-08 is up slightly at the two research institutions and down slightly at the comprehensive institutions. For public institutions, production is up 19.1 percent since the baseline period. ("Baseline" is defined as the annual average over the five years from 1997-98 through 2001-02.) Between 2002-03 and 2007-08, the last five years, a 5.6 percent increase for the state has been driven primarily by the UW.

A notable increase occurred at EWU up until 2004-05 but production has declined since then. Advanced degree awards at WSU are essentially unchanged and are down slightly at WWU and TESC since 2002-03. Overall, the increase in the state total of graduate and professional degrees has leveled off in the past two years.

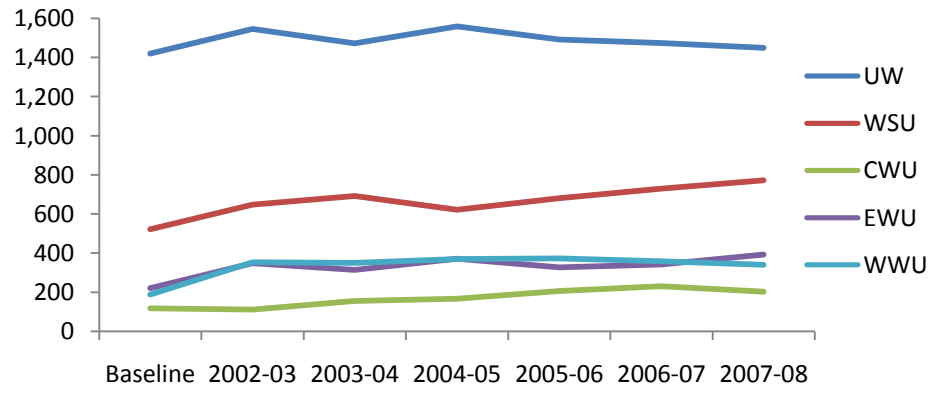
High Demand Bachelor's Degrees

The *State and Regional Needs Assessment*, published in 2005-06, determined that engineering, software engineering, computer science, architecture, and health care were in high demand among employers as well as students and communities statewide. Degree awards in these disciplines are 28 percent higher than the annual average during the five-year baseline period from 1997-98 through 2001-02, but have leveled off since 2002-03.

Production in 2007-08 was 5 percent higher than 2002-03. High demand enrollments received a substantial increase in funding in 2003. Although it may be a little early to see improvements related to degree production in these majors, one can expect that more students will graduate in these high demand fields in the near future. Degree completion rates in these high demand areas will be reported again in the next biennial accountability report.

The number of degrees in high demand fields awarded in 2007-08 was higher at WSU and EWU compared to 2006-07 and over the previous five years. WSU has seen significant increases in each of the last three years. The increase at EWU has been less consistent annually but trends steadily upward. At both UW and WWU, degree awards in these fields were down in 2007-08 from the previous year and also lower than the production levels of 2002-03. UW production peaked in 2004-05, which follows the same pattern for all bachelor's degree awards at UW.

Figure 2: High-Demand Bachelor's Degrees Awarded, Washington Public Universities



Note: Baseline is defined as the annual average over the period from 1997-98 through 2001-02.
Source: HECB, compiled from data submitted by Institutions.

Persistence and Completion

Three of the seven performance measures in the accountability framework (freshmen retention, graduation rates for first-time full-time freshmen and graduation rates for certain transfer students) focus on how well students stick with their studies and demonstrate the tenacity needed to complete a bachelor's degree within a defined timeframe. Freshman retention looks at whether students who complete their first year of study return for the sophomore year. This is a key educational transition point where the risk of students leaving the program can be high.

The other two measures focus on graduation within a defined timeframe for two specific groups of students. The first group is students who enroll for the first time as full-time freshmen at a baccalaureate institution. While this definition excludes part-time students and returning students, it is used nationally and permits comparisons among institutions nationwide. The second group consists of those transfer students who enter the baccalaureate institution with an associate degree from a Washington community college already in hand.

Taken together, these three measures monitor retention and completion for a substantial portion of the undergraduate population. Viewed from another angle, these measures provide insight on where a portion of the education pipeline may have a tendency to leak.

As a caveat, it should be noted that these measures focus only on enrollment and completion patterns at a single institution. Many students who begin college full-time at a baccalaureate institution eventually complete a degree at a different institution or leave the institution for one or more terms before returning. Students who transfer to a different baccalaureate institution before their sophomore year would be counted as not retained in this measure, even though the student remained in the higher education system. Students who graduate within six years but earn their degrees at an institution other than the one in which they initially enrolled, are not reported as a graduate under the metric used here. These measures, therefore, understate the extent to which Washington's students complete bachelor's degrees.[6]

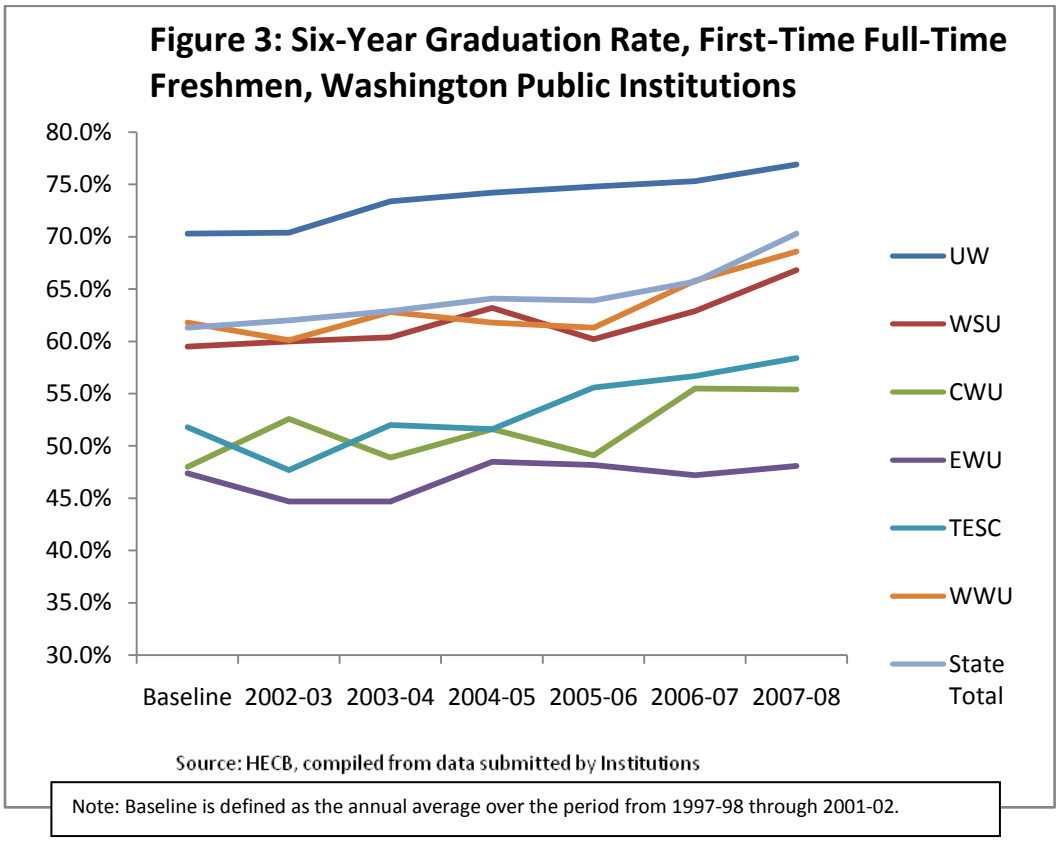
Freshman Retention

In general, Washington public baccalaureate institutions see freshmen return for the second year of study at high rates. Rates hover consistently around 85 percent for the state, and range from about 70 percent at TESC to around 92 percent or higher at UW. When rates are already this high, year-to-year changes would not be expected to be large. Over time, however, rates have improved at WWU from 79 percent in the 1997-98 – 2001-02 baseline period to about 84 percent in 2007-08. Slight improvements over time have occurred at UW, to a lesser extent at WSU, and more significantly at CWU. Rates are more stable at EWU and have declined somewhat at TESC.

Graduation

The statewide trend in six-year graduation rates for first-time, full-time freshmen for the institutions collectively is positive. Gains have been posted since the 1997-98 – 2001-02 baseline period, with rates climbing from 61.3 percent to over 70 percent in 2007-08. UW reports a graduation rate in 2007-08 of 76.9 percent. From 2002-03 through 2007-08, graduation rates for first-time full-time freshmen have increased significantly at all six institutions.

Improvements since 2002-03 have been particularly notable at TESC, with graduation rates increasing from under 48 percent to over 58 percent and at WWU, which increased from about 60 percent to 68.6 percent. From 2006-07 to 2007-08 alone, the graduation rate at WSU rose from under 63 percent to almost 67 percent.



Major improvements also are evident in graduation rates for the students transferring with an associate degree. The state-aggregate rate in the baseline period was about 63 percent. That rose to 70.8 percent by 2006-07. Progress on this measure, however, has been less uniform across institutions than for the first-time full-time freshmen. Rates are down at EWU and TESC, while results have improved at WSU and major progress has been seen at UW and WWU. At WWU, for example, the transfer students' graduation rate rose from 57 percent in the 1997-98 – 2001-02 baseline period to nearly 67 percent in 2007-08. The rate at UW as of 2006-07 increased to 76 percent, compared to a baseline rate of under 65 percent. During the baseline period, CWU had the highest rate (70 percent), but has nevertheless increased that result substantially to 76.8 percent in 2007-08.

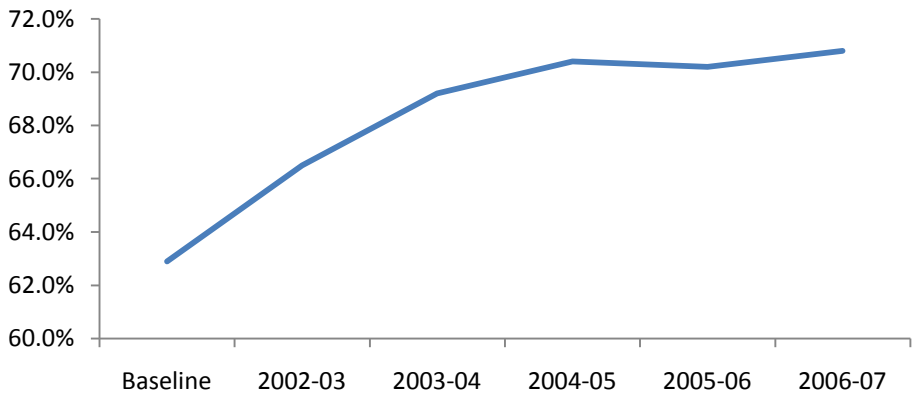
Transfer Rate

The accountability framework includes a transfer rate measure that focuses on students who declare academic transfer as their intention and excludes students who earn fewer than 15 credits. This is a measure not of the two-year college system's performance alone, but rather the higher education system as a whole.

For students entering two-year colleges in 2001-02, just over 50 percent transferred to a baccalaureate institution within three years (by the 2004-05 academic year). The transfer rate increased to 53.2 percent for students entering in 2002-03 and transferring by 2005-06. The most recent data is for the cohort of students who entered in 2003-04. However, the SBCTC is still reviewing the accuracy of the data for this group of students, so the result shown in the appendix to this report should be considered with caution as preliminary.

The SBCTC also reports the percentage of students who have not yet transferred but remained enrolled in a two-year college. This outcome increased as well between the two cohorts of students, from 9.3 percent to 14.4 percent. The percentage of students who either transferred or remained enrolled at the two-year colleges increased significantly from 59.6 percent to 67.6 percent in one year.

Figure 4: State total three-year graduation rate, associate degree transfer students, Washington public baccalaureate Institutions



Note: Baseline is defined as the annual average over the period from 1997-98 through 2001-02. Source: HECB, compiled from data submitted by Institutions.

National Report Card

National comparisons afford an additional perspective in assessing the progress of Washington's public higher education institutions on student persistence and completion. The National Center for Public Policy and Higher Education recently released *Measuring Up, 2008*, its biennial national report card on higher education. The National Center finds that "Washington does very well and has improved" in awarding degrees and certificates. They note that 61 percent of Washington college students complete a bachelor's degree within six years. A key measure for completion used in the report card finds that in Washington 20 degrees are awarded per 100 students. This is just below the 21 degrees per 100 students in the top five performing states.

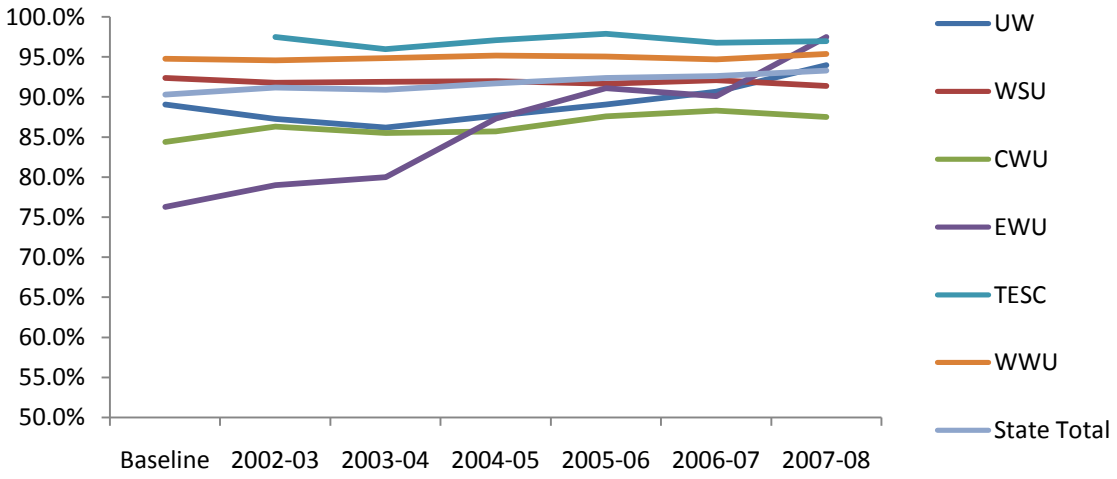
Washington is above the national average, and has improved from 15 degrees and certificates per 100 students in 1992, to 18 completions per 100 students in 2000, to 20 completions per 100 students in the 2008 data. Overall, the national report card gives Washington a grade of "A-" for completion.[7]

Efficiency

The final performance measure relates to the efficiency with which bachelor's degrees are awarded. The measure includes only those students earning their first bachelor's degree and declaring a single major field of study. Among these students, the performance measure reports the proportion of students who did not accumulate excess credits. Specifically, this metric looks at whether credits earned by the student did not exceed 125 percent of the number of credits required for the degree.

The statewide results have consistently been above 90 percent, increasing to 93.3 percent in 2007-08. Variation among institutions is small. The Evergreen State College consistently reports the highest rate, including a 2007-08 result of 97 percent. The institution most improved on this measure is EWU, which has improved from about 76 percent in the baseline period to 97.5 percent in 2007-08. EWU also posted a large gain from 2006-07 to 2007-08. Only WSU reported a decline, but it is a very slight drop and the result remains high at 91.4 percent.

Figure 6: Bachelor's Degree Recipients not exceeding 125% of required number of credits, Washington Public Institutions



Note: Baseline is defined as the annual average over the period from 1997-98 through 2001-02. Source: HECB, compiled from data submitted by Institutions

Conclusion

The portrait that emerges from this year's review of achievements at the baccalaureate institutions is one of strong performance. Degree production is rising and efficiency improvements are occurring.

Modest growth has occurred in recent years in the conferral of high-demand bachelor's degrees. Targeted state funding for high demand enrollment has been sporadic. Keys to expanded high demand degree production include the following:

1) more consistent state financial support (since many high-demand programs are relatively costly for institutions to offer);
2) a consistent state perspective concerning which specific fields are deemed in high demand;
3) stronger institutional prioritization of these disciplines; and
4) more time to allow recently funded enrollments to produced completed degrees.

High demand degree production is expected to increase in the next few years after enrollments funded in 2003, 2006, and 2007-09 have been in place long enough for students to complete degrees. In addition, progress is being made with the focus in the statewide Strategic Master Plan on demand for degrees in STEM fields and health care. The governor's process under the umbrella of Government Management and Accountability for Performance (GMAP) has developed a similar focus.

Particularly noteworthy are the strong gains in the graduation rates for first-time full-time freshmen within six years. Degree completion is critical for the student and the state to realize the full benefits of higher education. Completing the degree in a timely manner is also important – doing so launches students' careers more quickly, allowing them to become productive members of the workforce sooner and over a longer period. Timely completion also frees up space at the institution to serve more students. It is difficult for institutions to move so broad and comprehensive an outcome measure, but Washington institutions are doing just that on a consistent basis.

Sustaining this sort of fundamental progress is difficult under the best of circumstances. The fiscal situation now facing Washington and the institutions is dire. The significant progress made over the last several years is at serious risk of being eroded by funding reductions in 2009-11. Reaching the goals of the Strategic Master Plan over the next 10 years would be difficult enough under favorable conditions. It will be that much more difficult if institutions lose important progress made in recent years and are forced to struggle to re-gain the improvements that have been so hard won over the past decade.

Endnotes

[1] A separate and related accountability measure is EHB 2641, Sec. 2, regarding performance agreements, which are six-year plans developed jointly by institutions and state policymakers to align goals, outcomes, and levels of resources to achieve the goals of Washington's strategic master plan for higher education.

[2] The accountability framework also includes performance measures and targets for the two-year college system as a whole. The analysis conducted for this report, however, focuses on the baccalaureate institutions in part due to time limitations because data was reported to the HECB by the State Board for Community and Technical Colleges in January 2009.

[3] The accountability framework is available as a document entitled "Proposed Revisions to Accountability Framework," May 2006, which is available on the Web at the following address: www.hecb.wa.gov/boardmtgs/documents/Tab5AccountabilityFrameworkandTargets.pdf . The framework describes resources as having an "enormous bearing" on production levels, but also states that "funding is not the sole factor" impacting outcomes. See page 5 for further details.

[4] See for example Section 606(9) of Chapter 329, Laws of 2008 (Engrossed Substitute House Bill 2687), where the directive to review and revise performance targets based on per-student funding is set forth.

[5] HECB staff plan to revise the definition of "high demand" bachelor's degrees for performance monitoring and reporting in the future. The current definition differs somewhat from the definition of high demand degree programs developed by the governor's initiative called Government Management and Accountability for Performance (GMAP). GMAP performance measures were developed subsequent to the adoption by the HECB of the current definition.

[6] The Education Research and Data Center at the Office of Financial Management publishes retention data for the state's public baccalaureate institutions as a whole for each year of class standing, and thus can be consulted for a fuller picture of student retention. One data set is available at: www.ofm.wa.gov/hied/retention/retentionbyclass.pdf

[7] Retrieved 12/23/08 from:
http://measuringup2008.highereducation.org/print/state_reports/short/WA.pdf

Performance Review for 2007-08 Academic Year

Indicator/Institution	Baseline	Annual Results					
	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	**2007-08**
Bachelor's Degrees							
University of Washington	7,108	8,043	8,411	8,514	8,290	8,281	8,151
Washington State University	3,720	4,143	4,223	4,133	4,508	4,797	4,818
Central Washington University	1,950	1,893	2,076	2,125	2,140	2,352	2,485
Eastern Washington University	1,615	1,844	1,901	2,083	1,964	2,044	2,019
The Evergreen State College	1,158	1,129	1,194	1,169	1,211	1,114	1,077
Western Washington University	2,610	2,765	2,789	2,884	3,067	3,037	3,080
State Total Public Institutions	18,161	19,817	20,594	20,908	21,180	21,625	21,630
High-Demand Bachelor's Degrees							
University of Washington	1,419	1,546	1,472	1,559	1,491	1,474	1,449
Washington State University	522	648	692	622	681	731	773
Central Washington University	119	112	156	168	207	231	204
Eastern Washington University	221	349	315	371	328	343	393
Western Washington University	189	355	351	371	374	360	342
State Total Public Institutions	2,470	3,010	2,986	3,091	3,081	3,139	3,161
Advanced Degrees							
University of Washington	3,175	3,706	3,787	3,845	4,030	3,999	4,028
Washington State University	1,003	1,066	1,079	1,084	1,080	1,096	1,101
Central Washington University	181	225	207	180	219	184	177
Eastern Washington University	453	478	487	671	524	562	550
The Evergreen State College	101	94	95	91	92	119	97
Western Washington University	341	354	367	370	349	342	303
State Total Public Institutions	5,254	5,923	6,022	6,241	6,294	6,302	6,256

Source: Compiled by Higher Education Coordinating Board from data submitted by public baccalaureate institutions

Performance Review for 2007-08 Academic Year

Indicator/Institution	Baseline	Annual Results					
	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	**2007-08**
6-Year Graduation Rate (first-time full-time freshmen)		Enroll Fall 1997 - Graduate by Summer 2003	Enroll Fall 1998 - Graduate by Summer 2004	Enroll Fall 1999 - Graduate by Summer 2005	Enroll Fall 2000 - Graduate by Summer 2006	Enroll Fall 2001 - Graduate by Summer 2007	**Enroll Fall 2002 - Graduate by Summer 2008**
University of Washington	70.3%	70.4%	73.4%	74.2%	74.8%	75.3%	76.9%
Washington State University	59.5%	60.0%	60.4%	63.2%	60.2%	62.9%	66.8%
Central Washington University	48.0%	52.6%	48.9%	51.6%	49.1%	55.5%	55.4%
Eastern Washington University	47.4%	44.7%	44.7%	48.5%	48.2%	47.2%	48.1%
The Evergreen State College	51.8%	47.7%	52.0%	51.6%	55.6%	56.7%	58.4%
Western Washington University	61.8%	60.1%	62.8%	61.8%	61.3%	65.8%	68.6%
State Total Public Institutions	61.3%	62.0%	62.9%	64.1%	63.9%	66.0%	70.3%
3-Year Graduation Rate (transfer with associate degree from WA community college)	Annual average 1997-98 - 2001-02	Enroll Fall 2000 - Graduate by Summer 2003	Enroll Fall 2001 - Graduate by Summer 2004	Enroll Fall 2002 - Graduate by Summer 2005	Enroll Fall 2003 - Graduate by Summer 2006	Enroll Fall 2004 - Graduate by Summer 2007	**Enroll Fall 2005 - Graduate by Summer 2008**
University of Washington	64.7%	69.7%	73.8%	76.1%	79.2%	76.1%	data in Feb
Washington State University	59.3%	64.1%	63.6%	64.3%	64.2%	62.5%	63.9%
Central Washington University	70.0%	70.4%	76.1%	76.1%	72.1%	78.9%	76.8%
Eastern Washington University	57.6%	58.1%	58.6%	65.1%	55.8%	60.4%	54.8%
The Evergreen State College	Data not avail	Data not avail	73.5%	70.1%	72.8%	71.5%	67.6%
Western Washington University	57.0%	61.9%	61.5%	59.0%	63.5%	66.9%	66.8%
State Total Public Institutions	62.9%[1]	66.5%[1]	69.2%	70.4%	70.2%	70.8%	

[1] State public institution total does not include The Evergreen State College

Source: Compiled by Higher Education Coordinating Board from data submitted by public baccalaureate institutions

Performance Review for 2007-08 Academic Year

Indicator/Institution	Baseline	Annual Results					
	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	**2007-08**
Freshman Retention		Enter 2001 - Enroll 2002	Enter 2002 - Enroll 2003	Enter 2003 - Enroll 2004	Enter 2004 - Enroll 2005	Enter 2005 - Enroll 2006	**Enter 2006 - Enroll 2007**
University of Washington	89.8%	90.1%	91.5%	92.5%	92.7%	92.8%	92.7%
Washington State University	83.3%	82.9%	84.5%	84.3%	84.8%	82.1%	84.1%
Central Washington University	74.6%	77.4%	79.7%	78.3%	78.7%	79.1%	77.0%
Eastern Washington University	74.5%	74.5%	72.9%	76.5%	77.2%	78.1%	73.0%
The Evergreen State College	70.2%	75.1%	70.7%	70.0%	67.6%	68.0%	69.8%
Western Washington University	79.1%	81.2%	83.9%	83.3%	84.5%	86.0%	83.9%
State Total Public Institutions	83.2%	84.2%	85.4%	85.3%	85.4%	84.8%	84.6%
Bachelor's Degree Efficiency (within 125% req'd credits; first degree, single major)	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	**2007-08**
University of Washington	89.1%	87.3%	86.2%	87.7%	89.1%	90.7%	94.0%
Washington State University	92.4%	91.8%	91.9%	92.0%	91.7%	92.1%	91.4%
Central Washington University	84.4%	86.3%	85.5%	85.7%	87.6%	88.3%	87.5%
Eastern Washington University	76.3%	79.0%	80.0%	87.3%	91.1%	90.1%	97.5%
The Evergreen State College	Data not avail	97.5%	96.0%	97.1%	97.9%	96.8%	97.0%
Western Washington University	94.8%	94.6%	94.9%	95.2%	95.1%	94.7%	95.4%
State Total Public Institutions	90.3%[1]	91.2%	90.9%	91.7%	92.4%	92.6%	93.3%

[1] State public institution total does not include The Evergreen State College

Source: Compiled by Higher Education Coordinating Board from data submitted by public baccalaureate institutions

Performance Review for 2006-07 Academic Year - *Pell Grant Recipients*

Indicator/Institution	Baseline	Annual Results					
	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	**2007-08**
Bachelor's Degrees							
University of Washington	1,923	2,191	2,279	2,370	2,246	2,339	2,324
Washington State University	1,178	1,502	1,526	1,524	1,716	1,744	1,748
Central Washington University	Data not avail	713	742	800	772	895	977
Eastern Washington University	Data not avail	Data not avail	887	1,057	852	897	893
The Evergreen State College	Data not avail	Data not avail	450	557	546	507	511
Western Washington University	Data not avail	Data not avail	887	913	997	933	861
State Total Public Institutions	Data not avail	Data not avail	6,771	7,221	7,129	7,315	7,314
High-Demand Bachelor's Degrees							
University of Washington	320	352	368	372	342	428	422
Washington State University	192	251	251	234	250	297	285
Central Washington University	Data not avail	51	55	63	68	97	72
Eastern Washington University	Data not avail	Data not avail	149	252	181	150	183
Western Washington University	Data not avail	Data not avail	114	122	115	103	90
State Total Public Institutions	Data not avail	Data not avail	937	1,043	956	1,075	1,052
6-Year Graduation Rate (first-time full-time freshmen)	Annual average 1997-98 - 2001-02	Enroll Fall 1997 - Graduate by Summer 2003	Enroll Fall 1998 - Graduate by Summer 2004	Enroll Fall 1999 - Graduate by Summer 2005	Enroll Fall 2000 - Graduate by Summer 2006	Enroll Fall 2001 - Graduate by Summer 2007	**Enroll Fall 2002 - Graduate by Summer 2008**
University of Washington	Data not avail	74.0%	73.5%	76.4%	75.2%	77.7%	data in Feb
Washington State University	Data not avail	56.0%	59.9%	57.2%	62.3%	61.7%	64.7%
Central Washington University	Data not avail	52.5%	49.8%	51.9%	50.5%	58.7%	56.4%
Eastern Washington University	Data not avail	Data not avail	45.2%	51.6%	49.2%	47.2%	49.1%
The Evergreen State College	Data not avail	Data not avail	64.5%	76.5%	79.5%	69.2%	59.9%
Western Washington University	Data not avail	Data not avail	63.5%	65.4%	66.3%	68.3%	68.2%
State Total Public Institutions	Data not avail	Data not avail	ISD [2]	ISD [2]	ISD [2]	65.1%	

[2] Insufficient Data -- State level rates could not be calculated because the number of Pell grant recipients included in the measure and the number of Pell grant recipients meeting the performance criterion in the academic years noted were not included among data submitted by CWU.

Source: Compiled by Higher Education Coordinating Board from data submitted by public baccalaureate institutions

Performance Review for 2006-07 Academic Year - *Pell Grant Recipients*

Indicator/Institution	Baseline	Annual Results					
	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	**2007-08**
3-Year Graduation Rate (transfer with associate degree from WA community college)		Enroll Fall 2000 - Graduate by Summer 2003	Enroll Fall 2001 - Graduate by Summer 2004	Enroll Fall 2002 - Graduate by Summer 2005	Enroll Fall 2003 - Graduate by Summer 2006	Enroll Fall 2004 - Graduate by Summer 2007	**Enroll Fall 2005 - Graduate by Summer 2008**
University of Washington	65.5%	87.1%	88.3%	86.1%	84.8%	75.9%	data in Feb
Washington State University	56.3%	59.2%	64.8%	62.8%	62.8%	63.6%	62.5%
Central Washington University	Data not avail	69.8%	76.8%	75.4%	72.8%	76.3%	72.2%
Eastern Washington University	Data not avail	Data not avail	58.5%	61.2%	57.3%	52.7%	64.7%
The Evergreen State College	Data not avail	Data not avail	73.9%	76.1%	72.4%	71.9%	65.6%
Western Washington University	Data not avail	Data not avail	59.4%	61.0%	64.8%	65.7%	63.0%
State Total Public Institutions	Data not avail	Data not avail	ISD [2]	ISD [2]	ISD [2]	67.2%	
Freshman Retention	Annual average 1997-98 - 2001-02	Enter 2001 - Enroll 2002	Enter 2002 - Enroll 2003	Enter 2003 - Enroll 2004	Enter 2004 - Enroll 2005	Enter 2005 - Enroll 2006	**Enter 2006 - Enroll 2007**
University of Washington	87.6%	88.0%	88.6%	90.4%	89.3%	92.3%	91.1%
Washington State University	80.8%	82.6%	82.6%	79.1%	80.3%	75.8%	78.6%
Central Washington University	Data not avail	70.6%	72.2%	82.0%	77.4%	77.5%	76.4%
Eastern Washington University	Data not avail	Data not avail	79.9%	80.4%	99.7%	73.1%	73.1%
The Evergreen State College	Data not avail	Data not avail	74.3%	79.8%	71.8%	74.3%	65.4%
Western Washington University	Data not avail	Data not avail	Data not avail	84.3%	81.3%	83.5%	80.6%
State Total Public Institutions	Data not avail	Data not avail	ISD [2]	ISD [2]	ISD [2]	82.2%	80.9%
Bachelor's Degree Efficiency (within 125% req'd credits; first degree, single major)	Annual average 1997-98 - 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	**2007-08**
University of Washington	89.1%	87.3%	86.2%	87.7%	89.1%	90.7%	90.2%
Washington State University	88.6%	89.2%	88.6%	89.2%	89.4%	89.1%	88.5%
Central Washington University	Data not avail	80.3%	82.3%	77.8%	80.1%	81.9%	82.9%
Eastern Washington University	Data not avail	Data not avail	81.2%	82.9%	78.0%	87.1%	97.0%
The Evergreen State College	Data not avail	Data not avail	94.9%	95.8%	97.5%	94.6%	95.6%
Western Washington University	Data not avail	Data not avail	91.9%	92.2%	92.5%	92.4%	93.4%
State Total Public Institutions	Data not avail	Data not avail	ISD [2]	ISD [2]	ISD [2]	89.4%	90.3%

[2] Ins ufficient data -- See note on previous page.

Source: Compiled by Higher Education Coordinating Board from data submitted by public baccalaureate institutions

Performance Expections for Six-Year Cycle of Accountability Framework

Indicator/Institution	Checkpoints		Target
	2006-07	2008-09	2010-11
Bachelor's Degrees			
University of Washington Seattle	7,300	7,400	7,625
University of Washington Bothell	575	650	875
University of Washington Tacoma	700	800	1,110
Washington State University	4,170	4,170	4,700
Central Washington University	2,200	2,300	2,400
Eastern Washington University	2,035	2,035	2,350
The Evergreen State College	1,174	1,182	1,201
Western Washington University	2,913	2,968	3,129
*State Total Public Institutions	21,067	21,505	23,390
High-Demand Bachelor's Degrees			
University of Washington Seattle	1,300	1,350	1,550
University of Washington Bothell	180	195	215
University of Washington Tacoma	115	130	185
Washington State University	630	630	900
Central Washington University	204	221	240
Eastern Washington University	405	405	449
Western Washington University	365	371	399
*State Total Public Institutions	3,199	3,302	3,938
Advanced Degrees			
University of Washington Seattle	3,500	3,550	3,600
University of Washington Bothell	110	110	130
University of Washington Tacoma	150	150	185
Washington State University	1,090	1,090	1,242
Central Washington University	190	200	220
Eastern Washington University	550	550	575
The Evergreen State College	92	92	108
Western Washington University	372	375	377
*State Total Public Institutions	6,054	6,117	6,437

*** State-level checkpoints and targets do not exist. Values for public institutions are aggregated for informational purposes and for comparison with degree goals in the state Master Plan for Higher Education.**

Source: Compiled by Higher Education Coordinating Board from data submitted by public baccalaureate institutions

Indicator/Institution	Checkpoint		Target
	2006-07	2008-09	2010-11
6-Year Graduation Rate (first-time full-time freshmen)			
University of Washington	74.5%	74.7%	75.0%
Washington State University	62.0%	63.2%	68.0%
Central Washington University	49.1%	51.1%	53.0%
Eastern Washington University	50.0%	50.0%	53.0%
The Evergreen State College	54.5%	57.0%	54.0%
Western Washington University	62.4%	62.8%	65.0%
***State Total Public Institutions**	*Not applicable*	*Not applicable*	*Not applicable*
3-Year Graduation Rate (transfer with associate degree from WA community college)			
University of Washington	76.0%	76.0%	76.0%
Washington State University	63.5%	65.4%	68.0%
Central Washington University	72.0%	74.0%	76.0%
Eastern Washington University	61.0%	61.0%	64.0%
The Evergreen State College	72.3%	72.8%	73.5%
Western Washington University	61.0%	61.4%	66.0%
***State Total Public Institutions**	*Not applicable*	*Not applicable*	*Not applicable*
Freshman Retention			
University of Washington	92.9%	93.0%	93.3%
Washington State University	84.8%	84.8%	87.0%
Central Washington University	78.0%	80.0%	81.0%
Eastern Washington University	76.0%	76.0%	83.0%
The Evergreen State College	72.9%	73.9%	75.0%
Western Washington University	84.8%	85.0%	85.0%
***State Total Public Institutions**	*Not applicable*	*Not applicable*	*Not applicable*
Bachelor's Degree Efficiency (within 125% req'd credits; first degree, single major)			
University of Washington Seattle	92.0%	92.0%	92.1%
University of Washington Bothell	92.5%	92.5%	92.5%
University of Washington Tacoma	92.5%	92.5%	92.5%
Washington State University	92.0%	92.0%	95.0%
Central Washington University	86.1%	86.6%	87.0%
Eastern Washington University	81.0%	81.0%	92.0%
The Evergreen State College	97.0%	97.0%	97.0%
Western Washington University	95.2%	95.6%	96.0%
***State Total Public Institutions**	*Not applicable*	*Not applicable*	*Not applicable*

Source: Compiled by Higher Education Coordinating Board from data submitted by public baccalaureate institutions

Performance Review for 2007-08 Academic Year

Community and Technical College System

	Annual Results				Targets		
Indicator	2004-05	2005-06	2006-07	**2007-08**	2006-07	2008-09	2010-11
Associate Degrees	22,204	21,921	20,995	**20,825** [7]	21,957	23,100	24,200
Transfer Ready [1]	17,436	17,218	16,646	**18,439**	17,800	18,700	19,400
Basic Skills [2]	20,950	21,602	22,327	**24,521**	21,809	22,850	23,800
Prepared for Work [3]	23,394	23,111	22,115	**21,503**	23,500	23,100	25,500
Transfer Rate [4]	50.3%	53.2%	49.2% [6]	Not available	52.0%	55.6%	55.6%
Still Enrolled [5]	9.3%	14.4%	15.7% [6]	Not available	11.2%	16.7%	20.5%

[1] Completed at least 45 credits in core courses with at least 2.0 GPA.

[2] Improved at least one competency level on test after taking Adult Basic Education or ESL course.

[3] Completed professional or technical certificate or degree and achieve industry skill standards.

[4] Percentage transferring to a four-year institution within three years of initial enrollment (among those expressing intent to transfer and earning at least 15 credits). For this measure, targets are not required under the accountability framework, since this is not a measure of performance of the two-year college system alone. SBCTC developed the targets shown.

[5] For students counted in Transfer Rate measure, the percentage not transferring to a four-year institution within three years but enrolled the fourth year at the two-year institution.

[6] The most recent data available for this measure is for the 2006-07 acacemic year. These are preliminary data still being reviewed by SBCTC, and are subject to revision. Some transferring students may not be included in the reported percentage.

[7] Of the associate degrees awarded, 7,318 are workforce or technical degrees, and 1,507 are academic transfer degrees.

Source: Compiled by Higher Education Coordinating Board from data submitted by State Board for Community and Techical Colleges

RESOLUTION NO. 09-03

WHEREAS, State law directs the Higher Education Coordinating Board to "establish an accountability monitoring and reporting system" for the purpose of making "progress towards the achievement of long-term performance goals in higher education"; and

WHEREAS, State law further directs the board to annually review results achieved and to report each biennium on those results; and

WHEREAS, Washington's public baccalaureate institutions, the State Board for Community and Technical Colleges and the Office of Financial Management worked collaboratively with the board to develop an accountability framework that has been in place since May, 2006; and

WHEREAS, The accountability framework includes performance measures and performance targets for degree production, student persistence, graduation and efficiency, as well as outcome data for Pell grant recipients, transfer rates and achievements related to each mission category within the community and technical college system; and

WHEREAS, The Board, OFM, baccalaureate institutions and SBCTC reviewed and revised performance targets in September, 2007 based on per-student funding levels authorized in the 2007-09 biennial operating budget; and

WHEREAS, The Board believes it is important for state policymakers to understand and focus on results from a systemic perspective as part of any review of results achieved in higher education;

NOW, THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts Higher Education Accountability Report, 2007-08, and directs board staff to transmit the report to the appropriate legislative committees and other interested parties without delay.

Adopted:

January 23, 2009

Attest:

_____

Jesus Hernandez, Chair

_____

Roberta Greene, Secretary