

PRELIMINARY BOARD MEETING AGENDA
 Cascade Conference Rooms A & B
 State Board for Community & Technical Colleges
 1300 Quince Street SE, Olympia 98504
 January 26, 2012

9:00	Welcome and Introductions	<u>Tab</u>
	<ul style="list-style-type: none"> • Ethelda Burke, Chair, Higher Education Coordinating Board • Charlie Earl, Executive Director, State Board for Community & Technical Colleges 	
	Approval of November 2011 Meeting Minutes	1
9:15	Roadmap for 2012 (January to June)	2
	<p>Don Bennett, executive director, will present an overview and timeline for Board activities over the next several months, including:</p> <ul style="list-style-type: none"> • 2012 Legislative Session • Strategic Master Plan – Next Steps • Transition to Office of Student Achievement Council (or other successor) 	
10:00	Annual Update: Student Financial Aid Programs	3
	<p>The Annual Report of State Financial Aid Programs describes recent changes and trends in student financial aid and includes several program briefs. The report will be presented by Rachelle Sharpe, HECB Director of Student Financial Assistance. Carla Idohl-Corwin, Dean of Student Financial Services, South Puget Sound Community College, will provide institutional perspective regarding recent trends in student aid.</p>	
11:00	Joint Report: “A Skilled and Educated Workforce”	4
	<p>This is the third in the series of biennial reports published jointly by the HECB, SBCTC and WTECB to identify high employer demand occupations and further target growth to meet the needs of the economy. The report is required under 28B.76.230 to assess “the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings.”</p> <p>The joint report will be presented by staffs from the three agencies:</p> <ul style="list-style-type: none"> • Randy Spaulding, Director, Academic Affairs, HECB • Tina Bloomer, Policy Research Associate, SBCTC • Bryan Wilson, Deputy Director, WTECB 	
12:00	Board lunch	

1:00	<p>Status Report on Program Database</p> <p>Washington received a US Department of Education grant in 2009 to develop a Statewide Longitudinal Data System (SLDS). A key component of that project is a complete database of approved programs of study and authorized degree programs.</p> <p>Jan Ignash, Deputy Director for Policy, Planning and Research, will brief the Board on the project and explain its relationship to planning and system design efforts. Staff will also present a summary of degree program approval activities in the past year.</p>	5
1:45	<p>Information: Key Facts</p> <p>The Key Facts book, which is updated annually, covers a wide range of data about higher education, including information on both public and private postsecondary institutions. Its purpose is to address questions and concerns that higher education stakeholders typically pose.</p>	6
<p><u>Public Comment</u> - A sign-in sheet is provided for public comment on any of the items above.</p>		
2:30	<u>Adjournment</u>	

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

2012 HECB MEETING CALENDAR

DATE	LOCATION
February 29, Wed 9:00 – 4:00	ESD 113 Thurston Room, Capital Event Center Tumwater
March 29, Thurs 9:00 – 4:00	South Puget Sound Community College Bldg 35, Room 151
April 26, Thurs 9:00 – 4:00	Olympic College HSS 119/121
May 31, Thurs 9:00 – 4:00	WSU Tri-Cities CIC, Room 120/120A
June 28, Thurs 9:00 – 4:00	Cherberg Bldg, SHR 4 Capitol Campus



January 2012

Draft Minutes of November 2011 Board Meeting

Board members present

Charley Bingham
Ethelda Burk, Chair
Roberta Greene
Jesus Hernandez
Addison Jacobs
Sam Shaddox
Sam Smith

Welcome and Introductions

HECB Chair Ethelda Burke opened the meeting at 9:00 a.m. and asked members of the audience and the Board to introduce themselves. She thanked Chancellor Kenyon Chan and his staff for hosting dinner the previous evening. Chancellor Chan offered a few words of welcome. He said UW Bothell is bursting at the seams. Built for 1,800 students, its current enrollment is at 3,700. UWB's biggest issue is facilities. Developing a capital budget is a significant challenge, Chan said. The Science Tech building is ready to go, but the school needs \$63 million to build it. Despite tight budgets, he said the school would continue to grow. He thinks a case can be made for growing the Bothell campus rather than building a new university near Everett.

Consent Agenda Items Approved

Action: **Jesus Hernandez** moved for approval of the consent agenda, which included:

- The September Board Meeting Minutes
- HECB 2012 Board Officials, *Resolution 11-22*
- HECB 2012 Meeting Calendar, *Resolution 11-23*; and a
- New degree program for Bellevue College: Bachelor of Applied Science in Healthcare Technology and Management, *Resolution 11-26*

Sam Shaddox seconded the motion, which was unanimously approved.

2012 Strategic Master Plan Update

Don Bennett, Executive Director, provided an overview of the master plan update process and a summary of how current fiscal conditions are likely to impact public higher education through 2018.

Jan Ignash, Deputy Director for Policy, Planning and Research, provided a more detailed presentation on the plan update, including a progress report on degree completion goals, the probable effect of additional budget cuts on achieving those goals, and recommendations from the Master Plan Update Advisory Committee on the most critical next steps for higher education.

A panel of education leaders who have worked on the plan update discussed the top areas on which the state should focus to increase educational attainment. Panel members included:

- Mike Reilly, Executive Director, Council of Presidents;
- Charlie Earl, Executive Director, State Board for Community and Technical Colleges;
- Kathe Taylor, Policy Director, State Board of Education; and
- Chris Thompson, Director of Government and Public Relations, Independent Colleges of Washington.

Riley said the first three “next steps” outlined in the plan update reflect the goals of the four-year institutions: increase system capacity, strengthen efforts to increase transitions and completion, and maintain commitment to access for low-income students. Keeping the master plan’s original, longer-term degree goals on the table is also important, he said, but we need to focus on what can be done right now.

Making progress toward the longer-term goals means that many new groups of students will need to enroll and complete degree programs at the four-year institutions. With state funding at an all-time low, the four-year institutions wonder to what extent the state will help them in this endeavor, which will require expanded capacity.

Earl said conditions are challenging for the state’s community and technical colleges as well. Budget cuts have already forced enrollment reductions in professional/technical and job skills programs. And next year, when the first cohort of College Bound students arrives, things will be even more constrained, especially if funding cuts in the second half of this biennium are enacted. College Bound students have a contract guaranteeing admission. A large percentage of these students are expected to attend community and technical colleges.

However, Earl agreed the state should not abandon its longer-term master plan goals. Continuing to demonstrate the strong linkage between higher levels of education and more robust economic development might encourage a change in the state mindset, he suggested.

Taylor said working to reduce or eliminate conflicting goals between and among the education sectors should continue to be a priority. Students need to obtain education credentials beyond high school and “we want to think there will be capacity for them in higher education.” Citing the College Bound Scholarship program, she said access is important in all levels of education.

The State Board of Education remains interested in and committed to efforts to increase transitions and dual credit opportunities across the system.

Speaking for the independent colleges, Thompson cited the first three goals of the master plan update as the most important facing the state. The independent institutions want to continue to be seen as partners with the public institutions in achieving state goals. There are 40,000 students enrolled in the 10 major independent colleges of Washington. Transfer students are vital to their mission, as a third of their students come from the two-year public colleges.

Thompson said the state needs to move in the right direction without worrying too much about specifics. Where does it make the most sense to put limited state dollars? Where do you have the opportunity to leverage more? What are most needed? He said if independents do not receive financial aid for their students as proposed by some legislators, a few of the colleges may have to close. Those that remain may be forced to raise their price significantly, which will reduce the diversity of their student bodies.

Board member comment focused on the need to step up advocacy for higher education in face of dwindling state dollars and much-needed public support.

Jacobs – *Mobilize K-12 parents and students. Help them understand the possibilities that are worth seeking. Be passionate about the message.*

Shaddox - *We have a plan in place. What we don't have is the "why." This is the message we need to bring to the Legislature and the public.*

Bingham – *We need to get the community to realize that education is what distinguishes us from the rest of the world. We need to have a significantly higher number of people understand that the public really wants them to have a good education.*

Action: Sam Smith made a motion to approve the Master Plan Update (*Resolution 11-24*). **Ethelda Burke** seconded the motion, which was unanimously approved.

Passport to College Promise Program

Rachelle Sharpe, Director of Student Financial Assistance, was joined by campus and non-profit organization student support managers and service providers:

- Kristi Jewell, Education Support Program Manager, Centralia College
- Colleen Montoya-Barbano, Fostering Scholars Program Director, Seattle University
- Lisa Predovich, Program Officer, College and Alumni Services, College Success Foundation

Sharpe provided a brief summary of the report, which covered the first three years of the six-year pilot of the Passport to College Promise Scholarship program. The Passport program was created to increase the number of foster youth participating and succeeding in postsecondary education. Specifically, the program:

- provides former foster youth with financial assistance beyond other state, federal, private and institutional financial aid for which they are eligible;
- provides incentive funding to postsecondary institutions that designate campus support staff, and take other steps to recruit and retain former foster youth; and
- establishes additional student intervention and retention services to foster youth through the College Success Foundation.

The report recommended the Legislature make Passport a permanent state financial aid program with a sustainable funding source.

The panelists described a wide range of support services they provide in working directly with Passport students to increase foster youth access and retention. They talked about barriers and challenges and shared success stories of students who have been helped.

Action: Jesus Hernandez moved for adoption of *Resolution 11-25*, accepting the Passport to College report and its recommendations. **Roberta Green** seconded the motion, which was unanimously approved.

Proposed Rules for the Degree-Granting Institutions Act

Randy Spaulding, Academic Affairs Director, described the proposed rules change on the Degree-granting Institutions Act, which included various fees charged to authorized schools, adding an exemption category for schools recognized by the Legislature, and providing other clarifying language.

Action: Addison Jacobs made a motion to approve *Resolution 11-27*, authorizing staff to engage in the formal rule-making process. **Sam Smith** seconded the motion, which was unanimously approved.

Guaranteed Education Tuition Program (GET)

Betty Lochner, director of the state's Guaranteed Education Tuition program, provided an update on the GET program and its future outlook. Lochner's presentation included an overview of the program, helpful statistics (135,000 total GET accounts with a total fund balance of 1.9 billion as of 6/30/11), and program demographics. She also talked about the current status of the GET program and the issues and directives impacting GET that came out of the 2011 legislative session. Providing tuition-setting flexibility to institutions has direct impact on the pricing of GET units. Another change is the establishment of a GET legislative oversight group made up of four members each from the House and the Senate.

The **meeting adjourned** at 2 p.m.

Strategic Master Plan Update 2012

Raising educational attainment during challenging economic times

Washington's commitment to educate many more of its citizens to higher levels has taken on added importance in the four years since the state approved its first 10-year Strategic Master Plan for Higher Education.

Students are seeking access in record numbers... and far too many are being turned away. There continues to be a shortage of graduates in the fields of science, technology, engineering, and mathematics. College costs — and college debt — are rising rapidly.

Maintaining progress toward the goals established in the 2008 plan is essential to our current and future success as a state. But will we have the resolve to find a way forward in these difficult times?

In 2011, the Higher Education Coordinating Board, working with institutions and education stakeholders throughout the state, assessed the progress being made toward achieving the central goals of the 2008 plan.

The 2012 Update to the Strategic Master Plan outlined here suggests we can and must continue on the path to improvement.

Those who participated agreed, the state needs to fund additional system-wide capacity to produce more degrees, as well as increase access and success among under-represented students.

Like the original plan, the 2012 Update also recognizes the need to improve our entire education system — early learning through graduate school — so that a much

greater percentage of K-12 students earn diplomas, and continue to further education.

A high school diploma simply will not prepare one to earn a living wage in today's knowledge-based economy. A postsecondary certificate, apprenticeship, or degree is essential — as well as improved access to lifelong learning opportunities.

Our higher education institutions — public and private — make a tremendous collective contribution to our economic progress and to our society.

Failing to support increased access and affordability is short-sighted public policy that will produce serious negative longer-term consequences.

Charts on pages two and three demonstrate the depth of the cuts to higher education over the last two biennia. They make it clear that continuing to rely on tuition to replace state investment is a short-range strategy at best.

Two things are readily apparent.

1. Unless the state stabilizes higher education funding and begins to reinvest in students, degree goals that can be realized in 15 years will take decades longer to achieve.
2. Without additional state investment, our institutions soon will not be able to enroll enough students to keep up proportionally with population growth — let alone educate a greater percentage of those who are from under-represented groups.

Seven steps to more successful higher education outcomes in Washington State

I. Increase capacity of higher education to serve more students.

Expand institutional enrollment capacity in existing institutions, branches, centers, and through online options. Grow capacity in high employer demand areas of study, recognizing they carry higher costs.

II. Maintain commitment to access for low-income students.

Renew commitment to and the value of the State Need Grant program.

III. Build on efforts to increase transitions and completion.

Fulfill the state's promise to College Bound Scholars by providing the financial assistance and mentoring services these students need to succeed.

IV. Provide a simple funding initiative to increase the number of graduates; quality of education.

- Align incentives with statewide goals for educational attainment.
- Recognize institutional and sector missions.
- Reward improvements rather than goals or targets.
- Align higher education with state needs by providing accountability with other partners, including the Legislature.

V. Define and develop K-12 to post-secondary program pathways.

- Focus on high employer demand majors and careers, including the STEM fields.
- Provide incentives in STEM and other areas of critical state need.

- Leverage the state's investment through the Opportunity Scholarship Fund.

- Encourage business and industry leaders to assist in innovation.

VI. Promote accelerated learning programs for high school students and adult learners.

Strengthen Launch Year efforts, Prior Learning Assessment, CTC Alternate Math Pathways, I-BEST, and pre-college reform programs.

VII. Maintain commitment to the original 2008 degree goals.

Clearly track progress on the degree goals, showing the gap between the master plan goals, progress to date, and the future trajectory. Continue to track Washington's progress compared to the Global Challenge States.



The Evergreen State College

2008 Master Plan: Raise educational attainment

Increase degree production, improve student preparation, support economic innovation

The 2008 Strategic Master Plan, the state's first 10-year comprehensive plan for higher education, focused on the need to raise educational attainment significantly.

To measure progress, the plan proposed ambitious degree goals based on an analysis of future workforce needs, and recommended additional state investment to accomplish these goals.

Degree Goals

The plan estimated that by 2018, the state's higher education institutions would need to increase degree production as follows.

Mid-Level Degrees:

26,800 to 36,200 annually

Bachelor's Degrees:

28,600 to 39,000 annually

Graduate, Professional Degrees:

11,200 to 19,800 annually

To achieve the appropriation levels necessary to realize these goals, the plan recommended funding benchmarks based on Global Challenge State comparisons.

It also proposed:

- Expanding facilities, distance learning, and technology.

- Increasing State Need Grant and State Work Study appropriations to maintain affordability.

- Providing incentive funding for achieving key master plan objectives such as increased STEM degree production.

Student Preparation, Success

The 2008 plan also proposed:

- Strategies to improve early outreach, preparation, and support for under-represented students.
- More programs enabling students to earn early college credit.

- Improved support for student transitions to and among postsecondary programs.

Economic Growth, Innovation

To strengthen economic vitality, the plan proposed new strategies to interest students in entering high-demand fields such as technology, engineering, science, mathematics, and health care.

And it focused on the need to expand basic and applied research efforts, focus on research commercialization, and adopt a more coherent approach to workforce education.

Washington's strategic plans have addressed common objectives over time

Since the late 1980s, strategic planning for the state's higher education institutions has served a set of common objectives.

- Expanding system capacity to educate growing numbers of students and increase statewide educational attainment.
- Maintaining and expanding affordable access to public higher education.
- Holding institutions accountable for high levels of student retention, on-time graduation, and transfer completion, among other measures of success.
- Developing new, innovative modes of course delivery for higher education.
- Producing more graduates in high-employment fields such as science, technology, engineering, and mathematics.
- Emphasizing basic and applied research and research commercialization.

10-year plan needed to increase educational attainment

Washington is a leading Global Challenge State — one of a handful of U.S. states with extra potential to succeed in the global economy.

Despite this potential, Washington has fallen behind its peers — and behind many developed nations — in educating its younger citizens.

In establishing a 10-year master plan framework, the Governor and Legislature recognized that raising statewide educational attainment would take many years of sustained funding increases.

The longer planning cycle also was approved to allow for greater latitude to test new initiatives and respond to changing conditions.

Many other states and nations have continued to support postsecondary education during the current economic downturn. They know demand for educated workers will soar once a full economic recovery is under way.

Meanwhile, Washington has cut higher education funding deeply, transferring the cost to students and families.

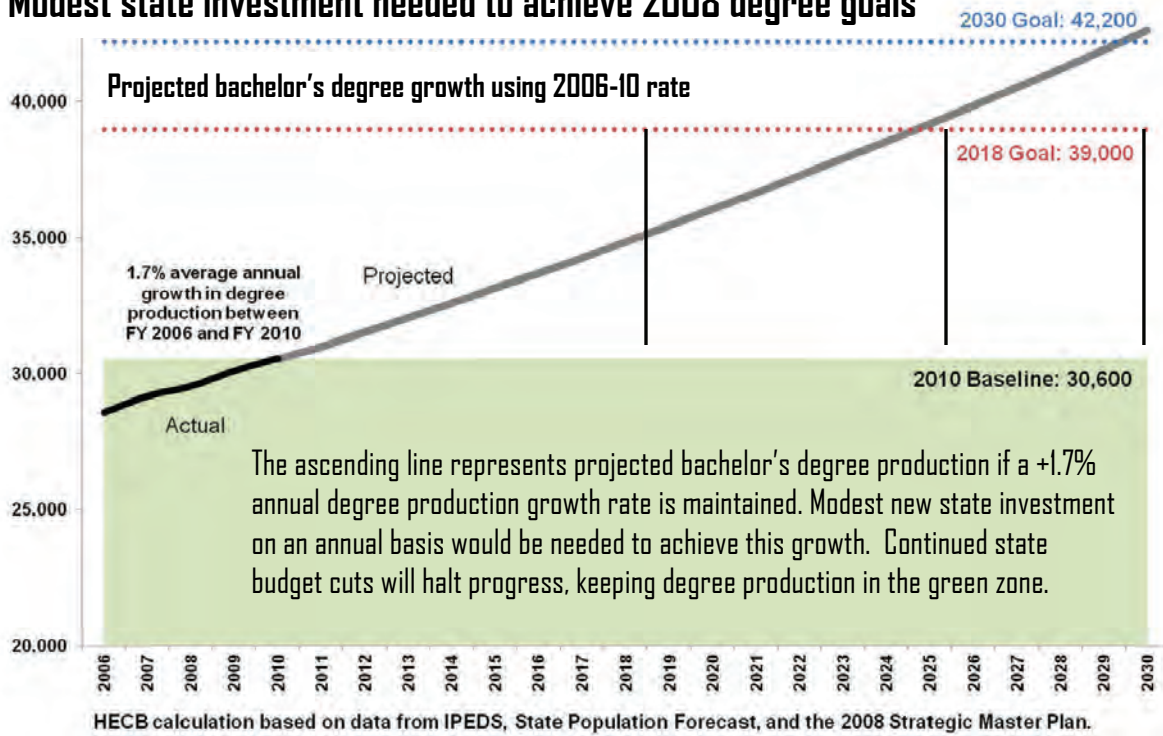
2012 Master Plan Update Advisory Committee

Violet Boyer, President, Independent Colleges of Washington
 Ethelda Burke, HECB Chair, Tukwilla School Superintendent
 Heather Cope, League of Education Voters
 Randy Dorn, Superintendent of Public Instruction
 Charlie Earl, Executive Director, State Board for Community and Technical Colleges
 Chris Endresen, Prosperity Partnership
 David Fisher, Washington Roundtable

Rex Fuller, Provost and VP for Academic Affairs, Eastern Washington University
 Jean Floten, President, Western Governors University—Washington
 John Gardner, Dean, Bainbridge Graduate Institute
 Leslie Goldstein, Executive Policy Advisor, Governor's Office
 Bill Grinstein, HECB Member
 Jesus Hernandez, HECB Member, Latino Community Representative
 Sen. Derek Kilmer, Senate Ways & Means Committee
 David Mitchell, President, Olympic College

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Modest state investment needed to achieve 2008 degree goals



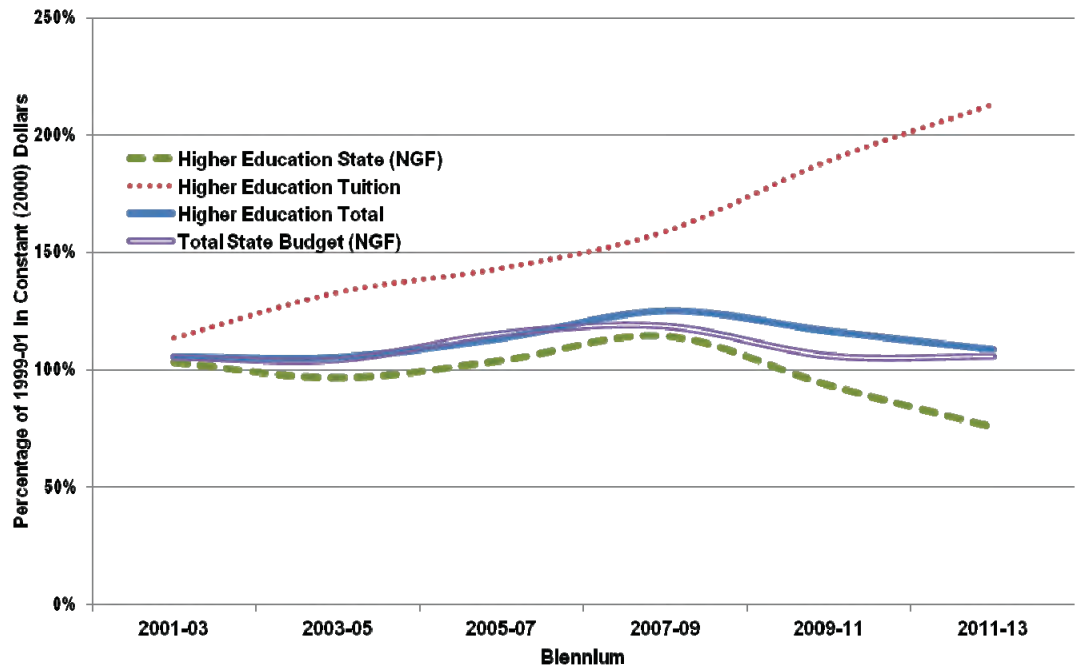
Tuition alone will not enable our colleges and universities to raise degree production over the longer-term. The chart at left shows how, with a modest investment, the state can meet its original bachelor's degree production goal by 2025.

State budget cuts transfer costs to students, families

The chart at the right shows how tuition has been used to replace declining state funding.

Washington is not unique in this respect. Tuition hikes are being imposed across the nation. But they have been particularly acute here, ranging from 14 to 20 percent a year since FY 2009.

Sustained tuition increases of this magnitude coupled with cuts in financial aid will be felt most by those at the lowest income levels.



2012 Master Plan Update Advisory Committee (cont.)

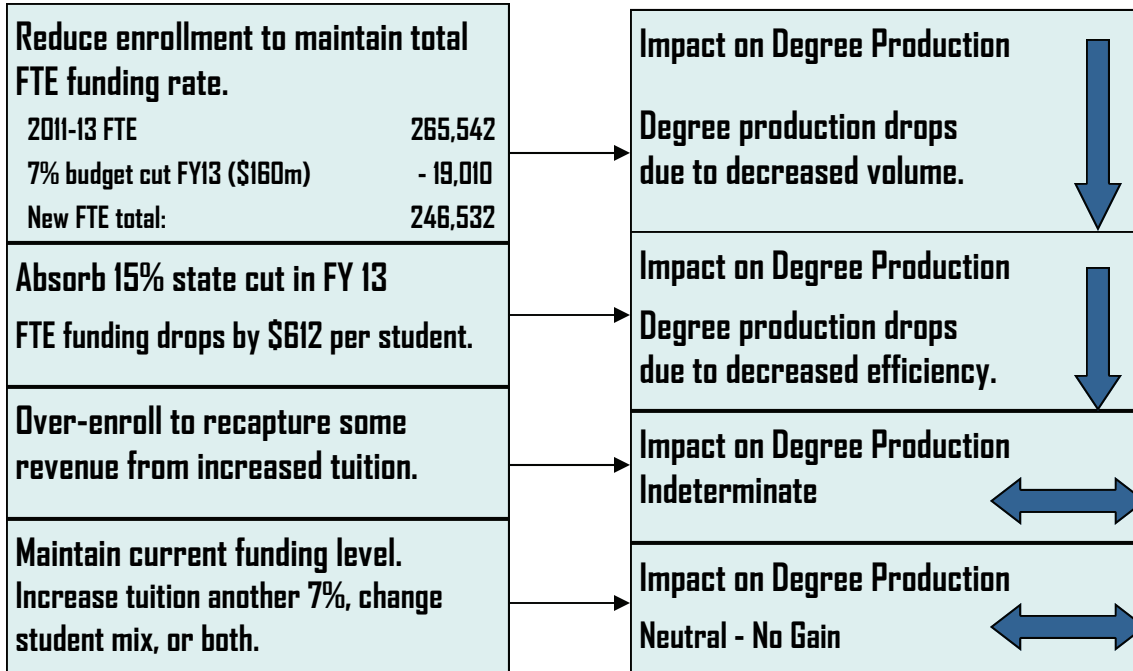
- Steven Olswang, Provost, City University
- Eleni Papadakis, Executive Director, Workforce Training & Education Coordinating Board
- Mike Reilly, Executive Director, Council of Presidents
- Rep. Larry Seaquist, Chair, House Higher Education Committee
- Sam Shaddox, HECB Student Member
- Kathe Taylor, Policy Director, State Board of Education

- Doug Wadden, Executive Vice Provost for Academic Affairs, University of Washington
- Jill Wakefield, Chancellor, Seattle Community Colleges
- Gena Wikstrom, Executive Director, Northwest Career Colleges

Leadership Group

- Jan Ignash, HECB Deputy Director for Policy, Planning & Research
- Jan Yoshiwara, SBCTC Deputy Executive Director of Education
- Vi Boyer, Eleni Papadakis, Mike Reilly, Kathe Taylor

Potential impact of proposed \$160 million cut to higher education in 2012-13



The tables at left show how future state funding levels might impact the number of degrees being produced. For example, a 15% across-the-board budget reduction for higher education in the second half of the 2011-13 biennium would equate to about \$160 million. A cut of this magnitude could produce the types of results shown.

The consequences of continued budget cutting

➤ ➤ *HECB members register deep concerns about the impact of recent funding decisions*

In approving the 2012 strategic plan update at their November 2011 meeting, HECB members registered deep concerns about the impact of recent policy decisions on students, families and the future of public higher education.

One member noted that Mississippi, for decades one of the country's lowest-performing states educationally, is now referring to Washington as an example of what **not** to do in the current economy.

An additional proposed across-the-board cut of 15 percent — or \$160 million — in FY 2013, and further cuts to financial aid programs also are possible.

These cuts, if enacted, will make it far more difficult for students to complete degree programs and may force many low-income students to withdraw.

The Board Resolution approving the plan updated stated:

"Failure to make progress on all seven recommendations, including a commitment to improve levels of state support for enrollment and student financial aid, will result in significant losses for Washington, not only in talented workers for business and industry, but also in lower median annual household income, a greater percentage of the population unemployed fewer tax revenues for state and local public services, and greater reliance on human and social services."

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January 2012

Access, Affordability, Achievement: Annual Report on State Financial Aid Programs

Executive Summary

The role of financial aid in helping students enroll and succeed in college becomes increasingly important as college prices continue to rise more rapidly than family incomes. The state of Washington has a longstanding commitment to postsecondary education opportunities for all students—regardless of income.

The Annual Report of State Financial Aid Programs provides members of the Higher Education Coordinating Board (HECB) and the Legislature with an overview of the previous year's state aid and college access programs, while highlighting trends in policy and programs.

Specifically, the report describes recent state and federal legislative changes in financial aid, explains notable trends in student aid, and details the amount of aid disbursed to needy students in 2010-11. Also included are program briefs for the State Need Grant, State Work Study, GEAR UP, College Bound Scholarship, TheWashBoard.org, and Passport to College for Foster Youth programs. An implementation update for the Aerospace Student Loan Program also is included.

Highlights of the report include:

- **4,000 more students** received \$207 million more in financial aid in 2010-11, than in the previous academic year.
- **Average annual loan amounts** are increasing for all students.
- **Aid for resident, undergraduate students** has increased 34 percent over the previous two years.
- **The growth in applications for need-based aid** has begun to stabilize, but still constitutes a 64 percent rise over a three-year period.
- **The number of unserved State Need Grant-eligible students** continued to grow for a third year, reaching more than 25,000 unserved in 2010-11. A similar increase is projected for 2011-12.

- **Significant developments in the State Need Grant program include:**
 - Mid-year funding reduction of \$25 million in 2010-11 meant public institutions served more than 3,000 eligible students with their own funds.
 - The Legislature appropriated an additional \$107 million to allow lowest income students to keep pace with public sector tuition increases for 2011-13.
 - Changes to private award amount policies result in lower award amounts for students attending private institutions.
- **Several state student aid programs underwent budget reductions** and suspensions, including continued funding reductions and policy changes to the State Work Study program.
- **The Legislature appropriated new funding** to create the Aerospace Loan and Opportunity Scholarship programs.

There is little doubt that the Great Recession that began in late 2007 has had profound and far reaching impacts on the higher education system in Washington. With demand surging as resources decline and costs grow, policymakers face an unprecedented challenge in maintaining the access and affordability levels necessary to produce enough college graduates to sustain future economic growth.

Continuing Washington's longstanding commitment to the vitality of its financial aid system remains an essential component of any effective strategy for achieving the state's higher education attainment goals.

This report aims to provide decision makers with up-to-date policy context and performance information. The goal is to help ensure that upcoming policy decisions concerning financial aid and higher education generally benefit from a comprehensive picture of the student financial aid program as it exists today.

Keeping college affordable: Annual report on student financial aid



January 26, 2012

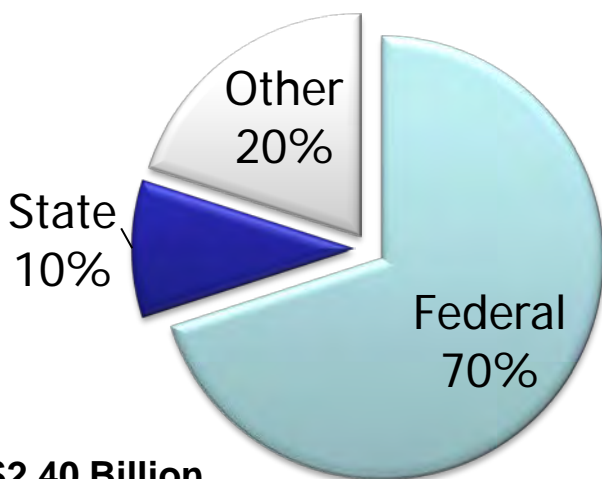
Rachelle Sharpe, Director of Student Financial Assistance, HECB
Carla Idohl-Corwin, Dean of Student Financial Services, SPSCC

- Context of the Annual Report on State Aid
- Trends in Student Financial Aid
- Key Program Briefs
- Notable Issues at the Campus Level

- Even in the great recession, the Legislature has maintained the commitment to keep pace with tuition in SNG funding
 - In 2011, the program experienced a mid-year cut of \$25+ million
 - Significant growth of eligible student enrollments outstripped funding
 - The 2011-13 SNG appropriation included an additional \$107 million
 - Made reductions in SNG to student awards at private institutions
- State Work Study was reduced by 2/3 from previous levels
- Suspended funding for new students in merit and conditional scholarship programs; maintained funding for previous recipients
- New funding for Opportunity Scholarships & Aerospace loans
- Current interest in “SNG Reform”

\$2.40 billion expended on 186,800 need-based recipients in 2010-11

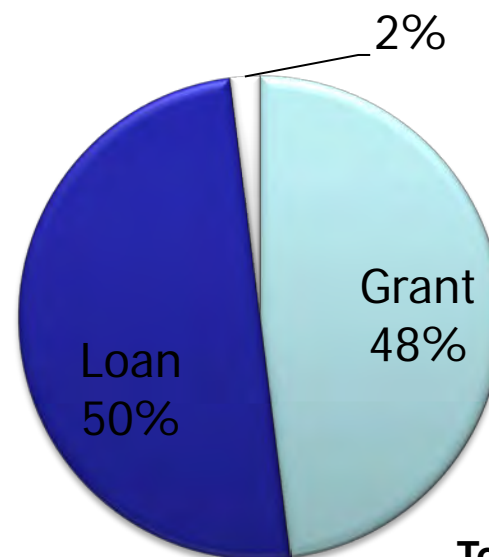
By Source



Total: \$2.40 Billion

Federal: \$1.67 billion
State: \$251 million
Other: \$479 million

By Type



Total: \$2.40 Billion

Grant: \$1.17 billion
Loan: \$1.2 billion
Work: \$41 million

- This represents an increase of \$200 million and 4,000 students compared to 2009-10, and a 33% increase in a two-year period.
- State aid was 10% of total, including \$232 million administered by HECB that served 78,600 students.

State aid budgets 2011-12

Public Purpose	Program	Est. Expenditures	Students Served
Need-Based	State Need Grant	\$267 m	70,000
	State Work Study	\$7.8 m	3,500
	Passport to College	\$1.4 m	432
Merit-Based	WA Scholars	\$2.3 m	268
	WAVE	\$1 m	188
	GEAR UP Scholarships	\$.4 m	150
	American Indian Endowed Scholarship	\$14,800	14
Targeted Workforce	Future Teachers Conditional Scholarship	\$40,000	8
	Alternative Routes to Teaching	\$1.5 m	450
	GET Ready Math & Science	\$.97 m	99
	Health Professionals	\$3 m	218
	WICHE Professional Student Exchange	\$71,000	4
Total State Funding		\$285 m	75,300

- The number of students filling out the FAFSA (Free Application for Federal Student Aid) has increased significantly during the economic downturn.
 - Total applications received for 2010-11 were 494,000 – a 61% increase from 2007-08.
 - Total applications for 2011-12 are 474,000 – 7% above this time last year.
- About 51% of need-based students attended community and technical colleges in 2010-11.



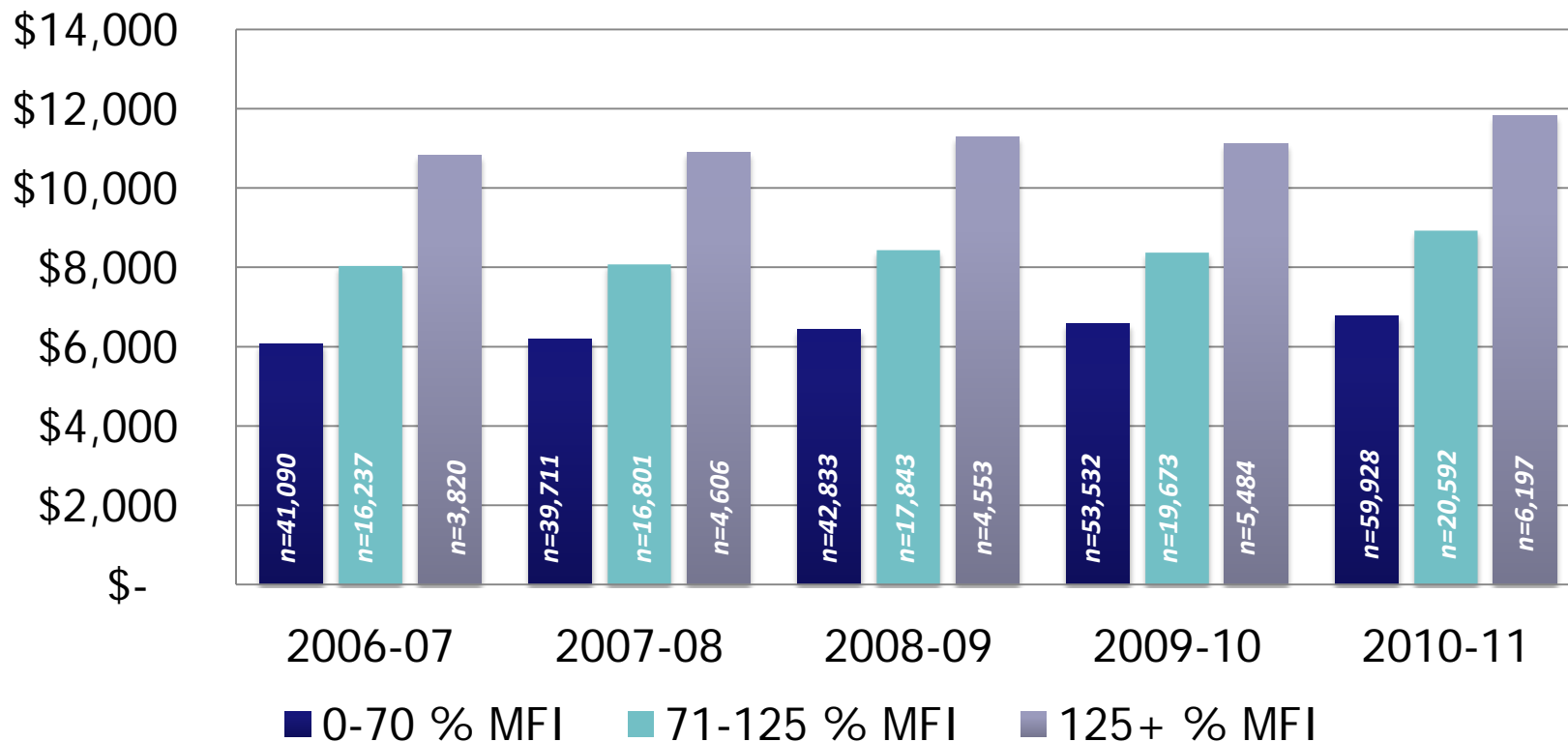
- About 113,000 needy students borrowed.
- Average loan amounts were slightly higher for non-needy students.

Resident Undergraduate Borrowing 2010-11

Sector	Needy Borrowers	Average Annual Loan	Non Needy Borrowers	Average Annual Loan
4-Year Public	36,900	\$8,400	8,000	\$11,200
2-Year Public	34,100	\$5,500	3,500	\$4,900
4-Year Private	10,400	\$11,100	2,300	\$8,300
Private Career	6,300	\$9,100	400	\$10,000
Total	87,700	\$7,600	14,100	\$9,100

Note: The HECB began collecting data from campuses on ALL federal loans, not just need-based recipients, for 2008-09 and beyond.

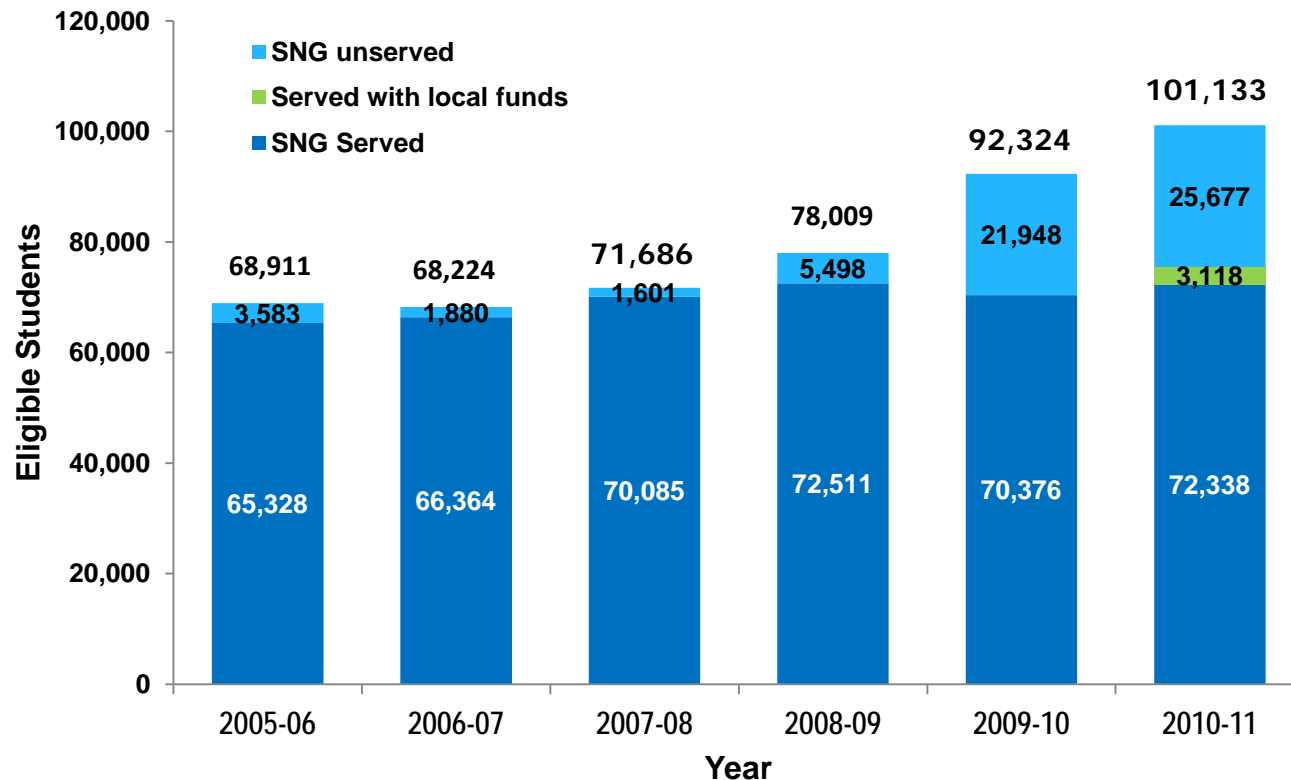
Average Annual Loan Award by Income Level 2006-07 to 2010-11



Source: HECB Unit Record Report submitted by 68 SNG participating institutions
Notes: Washington resident undergraduates students receiving need based aid.

State Need Grant demand remains high

- The enrollment of students qualifying for a State Need Grant has increased sharply, outpacing the available SNG funding.
- The number of eligible students increased 26% in a two-year period, creating a four-fold increase of un-served students.
- The served students in 2010-11 below includes the “local fund” replacement required of public institutions due to a mid-year \$25 M rescission.



Differences in the un-served students

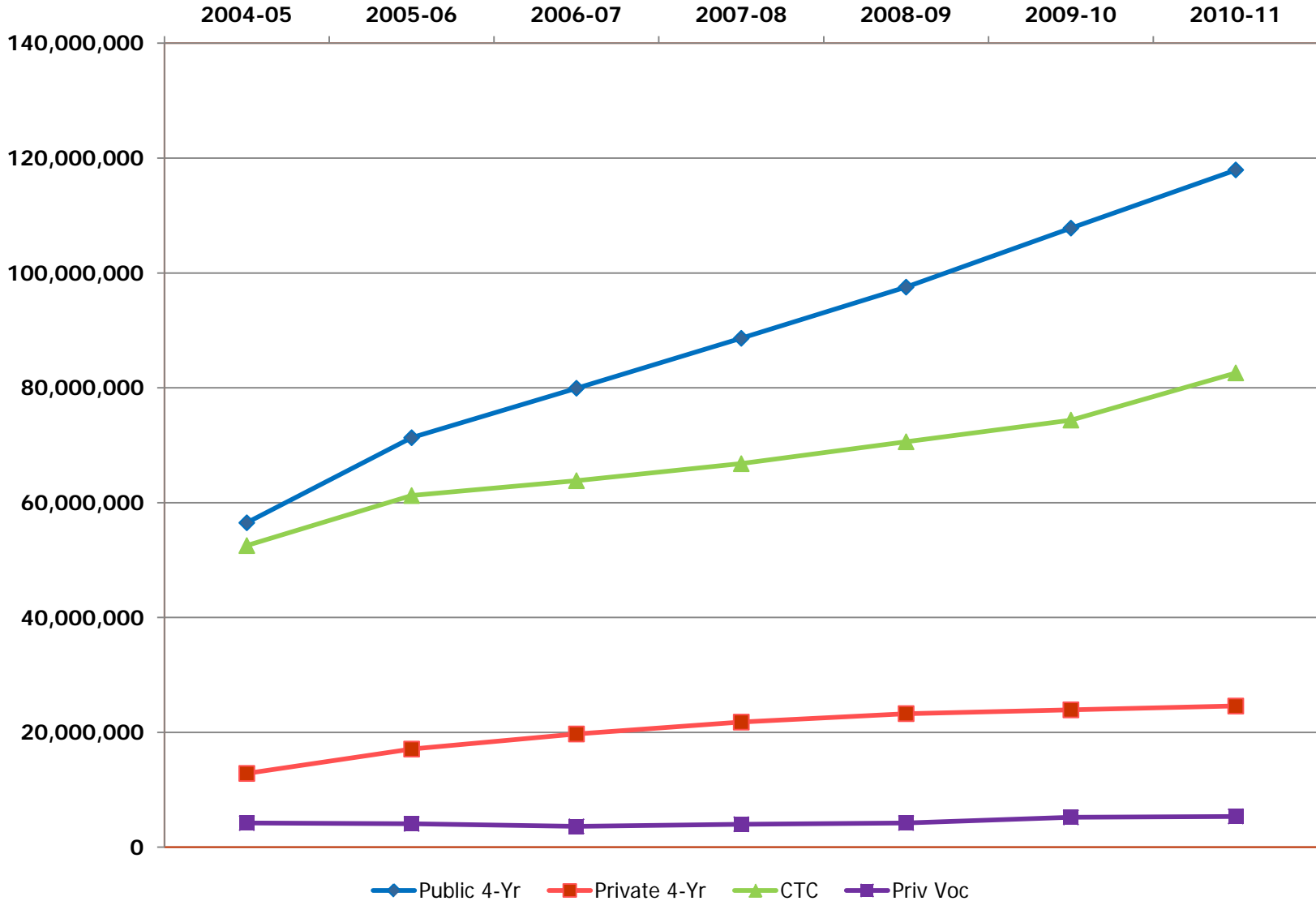
- The un-served students filed their FAFSAs later (May/August versus Feb./March for two and four-year students respectively).
- The un-served start attendance later in the year and attend fewer terms.
- The served students are receiving two times the amount of grant aid.
- The un-served students borrow \$2,500 more per year.
- The un-served students attend two-year colleges in greater proportions:
 - 75% attend community and technical colleges
 - 18% attend public four-year
 - 4% attended private four-year

SNG Historical View

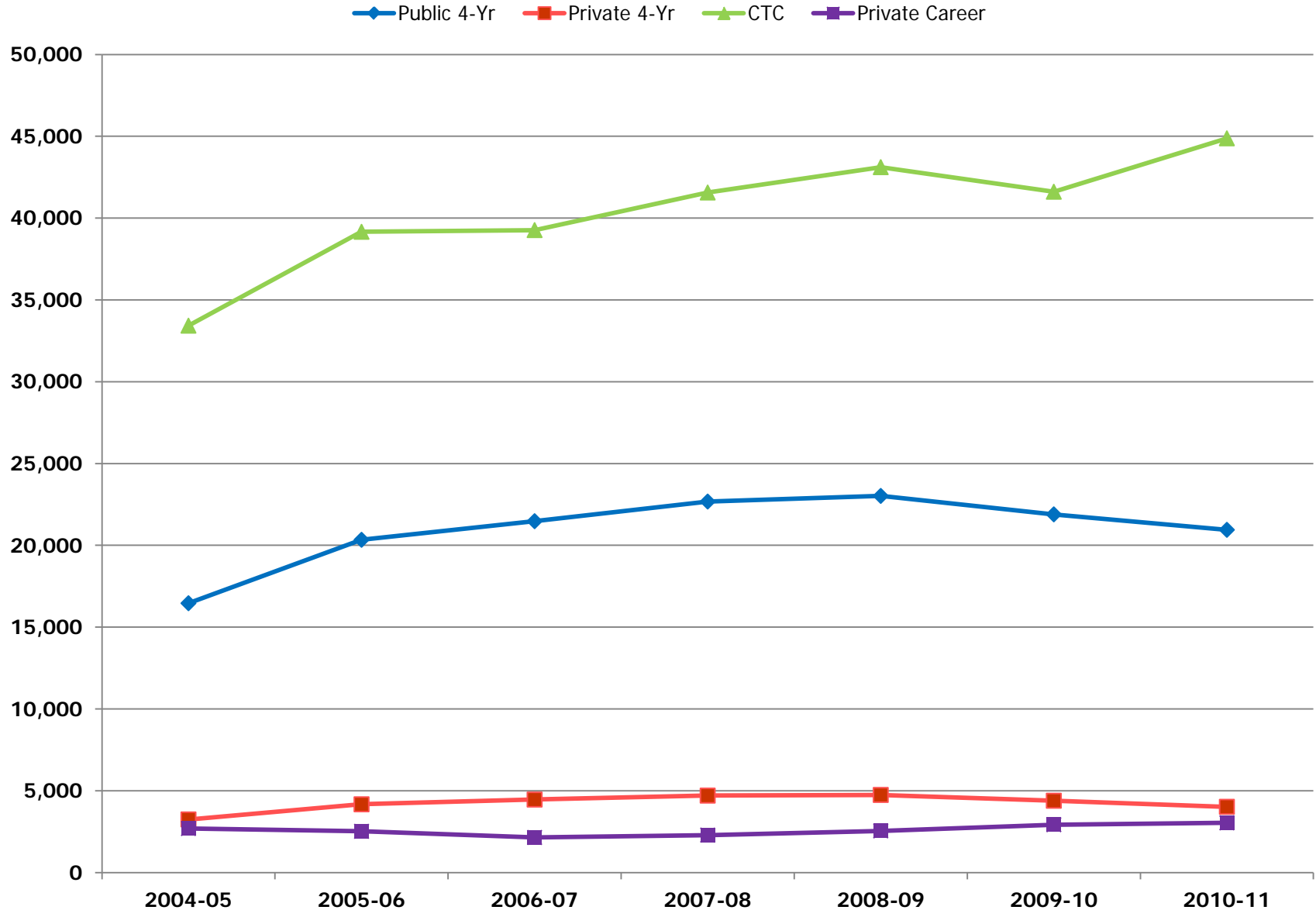
	2006-07 Funding		2010-11 Funding		Variance
Research	\$ 46,503,800	28.2%	\$ 75,572,356	32.8%	4.6%
Comprehensive	\$ 31,879,350	19.4%	\$ 42,365,151	18.4%	-1.0%
Private Four Yr	\$ 19,958,130	12.1%	\$ 24,582,877	10.7%	-1.4%
CTC	\$ 62,562,959	38.0%	\$ 82,597,514	35.8%	-2.2%
Private Career	\$ 3,812,831	2.3%	\$ 5,372,370	2.3%	0%
Total	\$164,717,070		\$230,490,268		

	2006-07 FTE		2010-11 FTE		Variance
Research	11,429	17.0%	13,519	16.5%	-0.5%
Comprehensive	10,048	14.9%	10,510	12.3%	-2.6%
Private Four Yr	4,461	6.6%	4,833	5.5%	-1.1%
CTC	39,267	58.3%	41,879	61.6%	3.3%
Private Career	2,145	3.2%	2,991	4.2%	1.0%
Total	67,348		73,731		

SNG expenditures by sector over time



SNG recipients by sector over time



SNG web-based portal

Student has no QER for award (7 edits)

Name	Term	Enrollment	Main Awd Amt	Max Awd Amt	QER	MFI
	Spring	Full time	1368.00	\$0.00	-0.5000	50%
	Spring	Full time	4107.00	\$0.00	-1.7500	50%

Total awards exceed maximum eligible amount (2 edits)

Name	MFI	QER	Total Awards	Total Awarded	Max Amount
	65%	7.5000	2	\$8,214.00	\$5,568.00
	65%	1.5000	2	\$8,214.00	\$5,568.00

Award Amount exceeds max award amount, most likely because of an enrollment status issue (61 edits)

Name	Term	Enrollment	Main Awd Amt	Max Awd Amt	QER	MFI
	Fall	Half time	2054.00	\$1,547.00	13.5000	50%
	Spring	Half time	2053.00	\$1,547.00	12.2500	50%
	Fall	Half time	1027.00	\$773.00	9.250	70%

- Requires campuses to address ineligible edits
- Recommends replacement award amounts when applicable

- Offers early promise of financial aid to middle school aged students from low-income families.
- Scholarship combines with SNG to cover tuition (@ public rates) plus a small book stipend.
- More than 92,000 students have applied.



Expected Graduation Year	2012	2013	2014	2015
Eligible Students	28,093	28,600	29,856	30,549
Complete applications	15,941	15,840	20,376	22,922
Percentage of eligible	57%	55%	68%	75%

- Second-oldest state program in the country – serving students and employers for more than 35 years.
- Research correlates part-time work experiences with improved retention, persistence, and completion.
- Requires positions that relate to students' academic and career interests whenever possible – real world learning while in college improves the quality of career choices.
- Nearly 2,000 participating employers provide matching funds that leverage state assistance to working students.
- In 2010-11, employer contributions provided \$6.3 million in additional aid to resident students.

SWS earnings 2010-11

Sector	Amount Earned	State Share	Employer Share	# Students	Avg. Earnings
Public Four-Year	\$6,812,000	\$4,818,000	\$1,994,000	2,712	\$2,500
Private Four-Year	\$5,888,000	\$3,949,000	\$1,939,000	1,968	\$3,000
Community & Tech.	\$7,885,000	\$5,492,000	\$2,392,000	2,874	\$2,700
Total	\$20,585,000	\$14,259,000	\$6,325,000	7,546	\$2,700

- **7,546 students** earned State Work Study in 2010-11.
- **Employer contributions** provided \$6.2 million in additional aid to resident students last year (40% of total wages).

- Funding was reduced by 66% from FY 2009-11.
 - About 5,000 fewer students provided work opportunities in 2010-11 compared to 2009-10.
 - An estimated 3,500 students will earn \$11 million in wages in 2011-2012.

- Governor's budget proposal suspends SWS in 2012-13.
 - Would mean that nearly 2,000 Washington employers would lose productivity generated by SWS student employees.

Survey of employers indicates:

- Many graduates hired full-time with same organization.
- Employers value and prioritize past work experience when making hiring decisions.
- Organizations who partner with and contribute to State Work Study.
 - Provide vital community services
 - Achieve growth as a business
 - Employ hundreds of students
 - Provide opportunity to future educators
 - Offer opportunities for students to gain significant skills and experiences



United Way
of Pierce County



Spokane Public Schools
excellence for everyone



green
cupboards



Washington Access Fund
Independence is priceless. We make it affordable.

Tacoma Day



Serving the Community
Since 1911



Aerospace Loan Program Funding

- **Fiscal Year 2011-12: \$250,000**
 - Funds about 51 loans at \$4,800 per recipient.
 - Initial funding is fully committed.
 - First cohort began training on January 3, 2012.
 - Interested applicants being told to apply for 2012-13 funding cycle.
- **Fiscal Year 2012-13: \$1,250,000**
 - Will cover approximately 250 loans.



January 2012

Joint Report: *A Skilled and Educated Workforce*

Information Item

The *Master Plan for Higher Education* sets aggressive goals for degree production. The Plan acknowledges a need for growth in STEM and Health related programs as the system grows overall to meet the needs of students and Washington. This report is designed to identify high employer demand occupations and further target growth to meet the needs of the economy.

The report is required under 28B.76.230 to assess “the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings.” The Higher Education Coordinating Board “shall produce, jointly with the State Board for Community and Technical Colleges and the Workforce Training and Education Coordinating Board, an assessment of the number and type of higher education and training credentials required to match employer demand for a skilled and educated workforce.” This is the third in the series of biennial reports published by the three agencies in response to the 2004 statute.

The results of this report indicate that looking over the long range, gaps between current degree production and employer demand are expected. The analysis looks at current numbers of completers entering the labor force and average annual demand in 2014-2019. The analysis does not make any adjustment to account for net in-migration of educated workers.

The report finds that:

- To meet the projected needs of employers, we will need an additional 9,000 completers at the mid level, 10,000 at the bachelor’s level, and 9,000 at the graduate level annually by 2019.
- At the mid level, high demand fields are identified as health shortage occupations; installation, maintenance and repair; manufacturing and production; accounting and bookkeeping; human and protective services; and science technology.
- At the baccalaureate level, high demand fields are identified as computer science, engineering, and health, life sciences and agriculture, and physical science occupations.
- At the graduate level, high demand fields are identified as computer science, engineering, health, life science and agriculture, physical science, and human and protective service occupations.
- Further analysis is required of education fields at all levels. In addition, it appears there may be shortages within the social science and media and communication occupation groups.



A Skilled and Educated Workforce 2011 Update

Higher Education Coordinating Board

January 26, 2012

Randy Spaulding, Higher Education Coordinating Board

Tina Bloomer, State Board for Community and Technical Colleges

Bryan Wilson, Workforce Training and Education Coordinating Board

Purpose of this report

The report is required under 28B.76.230 to assess “the number of forecasted net job openings at each level of higher education and training and the number of credentials needed to match the forecast of net job openings.”

The report addresses this mandate using the long range occupational forecast and estimates of program graduates who would likely be entering the workforce. It should be noted that:

- The report does not fully address the impact of new and emerging occupations and industries (due to limitations of the forecast).
- The report looks at the post-recessionary period expected during 2014-2019.
- The report assumes no net in-migration into Washington of certificate and degree holders.



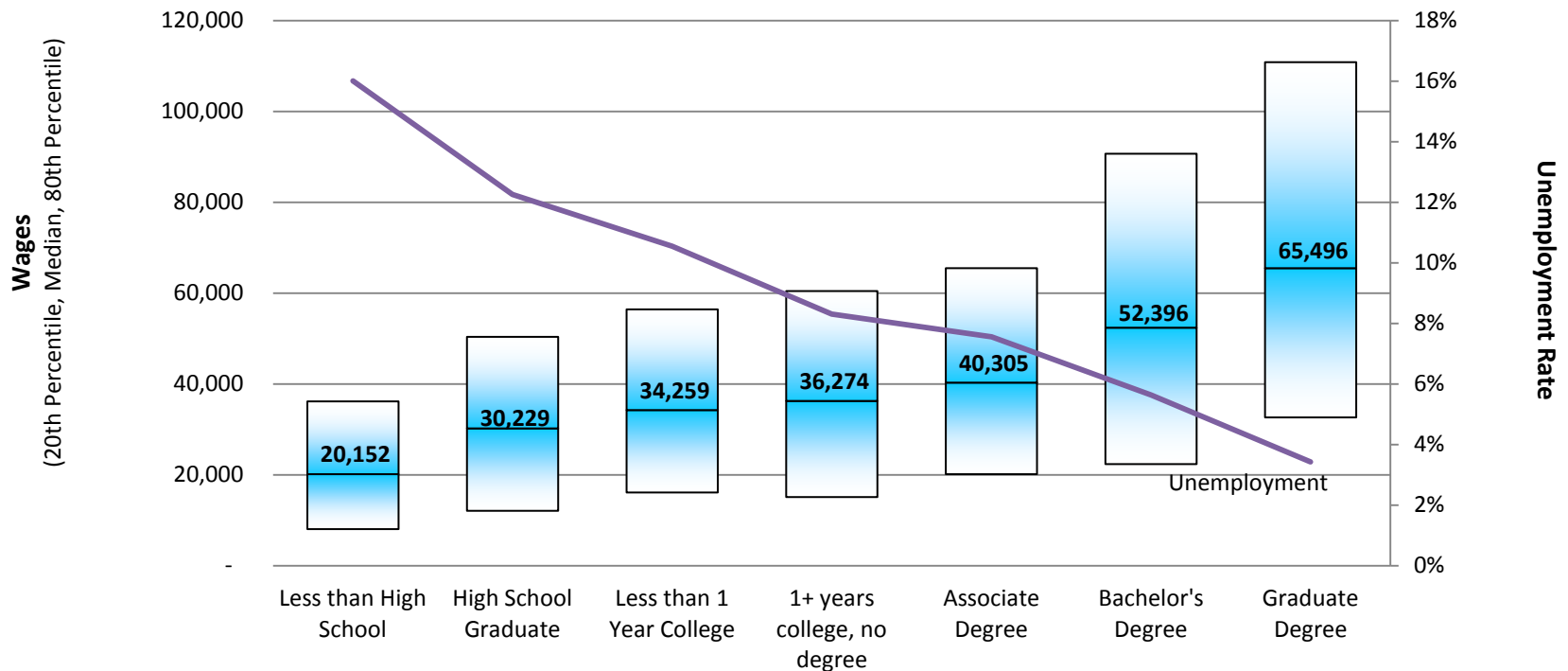
The report addresses two major issues

- 1) Identification of High Employer Demand Occupations
- 2) Aggregate Demand for higher education degrees and certificates

Education Level

- Workers with higher levels of education tend to earn more and experience lower rates of unemployment.
- At each level there is a range of earnings that varies by field of study and occupation.

2010 Wages and Unemployment by Education Level



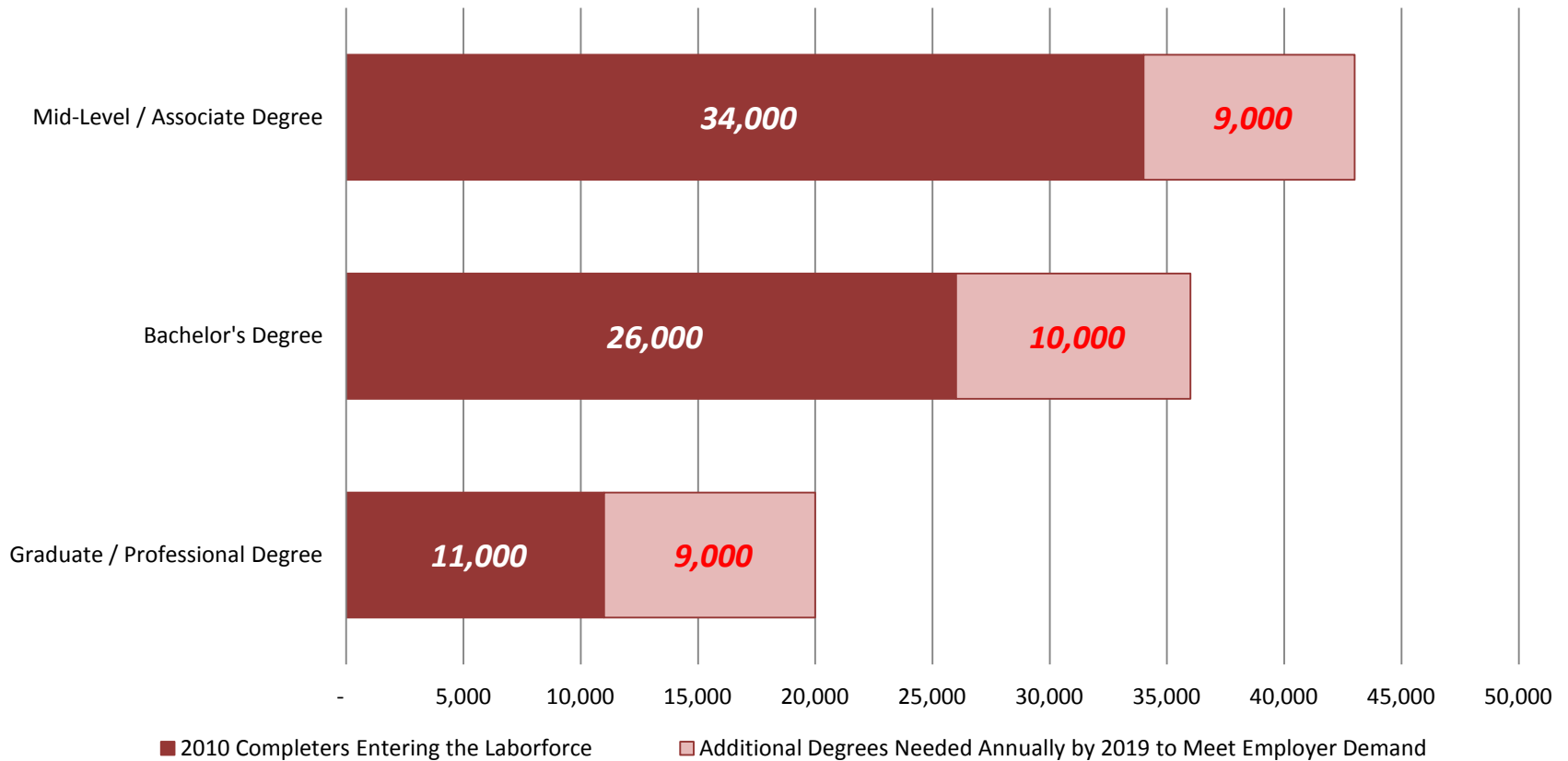
Source: 2010 American Community Survey. Wages include civilian employed WA residents age 25-64. Unemployed rate reflects civilian labor force for WA residents age 25-64.

Gap Analysis

- Gaps are calculated based on current supply and anticipated annual demand by education level in 2014-2019.
- For occupations the analysis looks at the size of the gap and occupations with unique education and training requirements.
- The analysis recognizes that training at a variety of levels is required for some occupations.

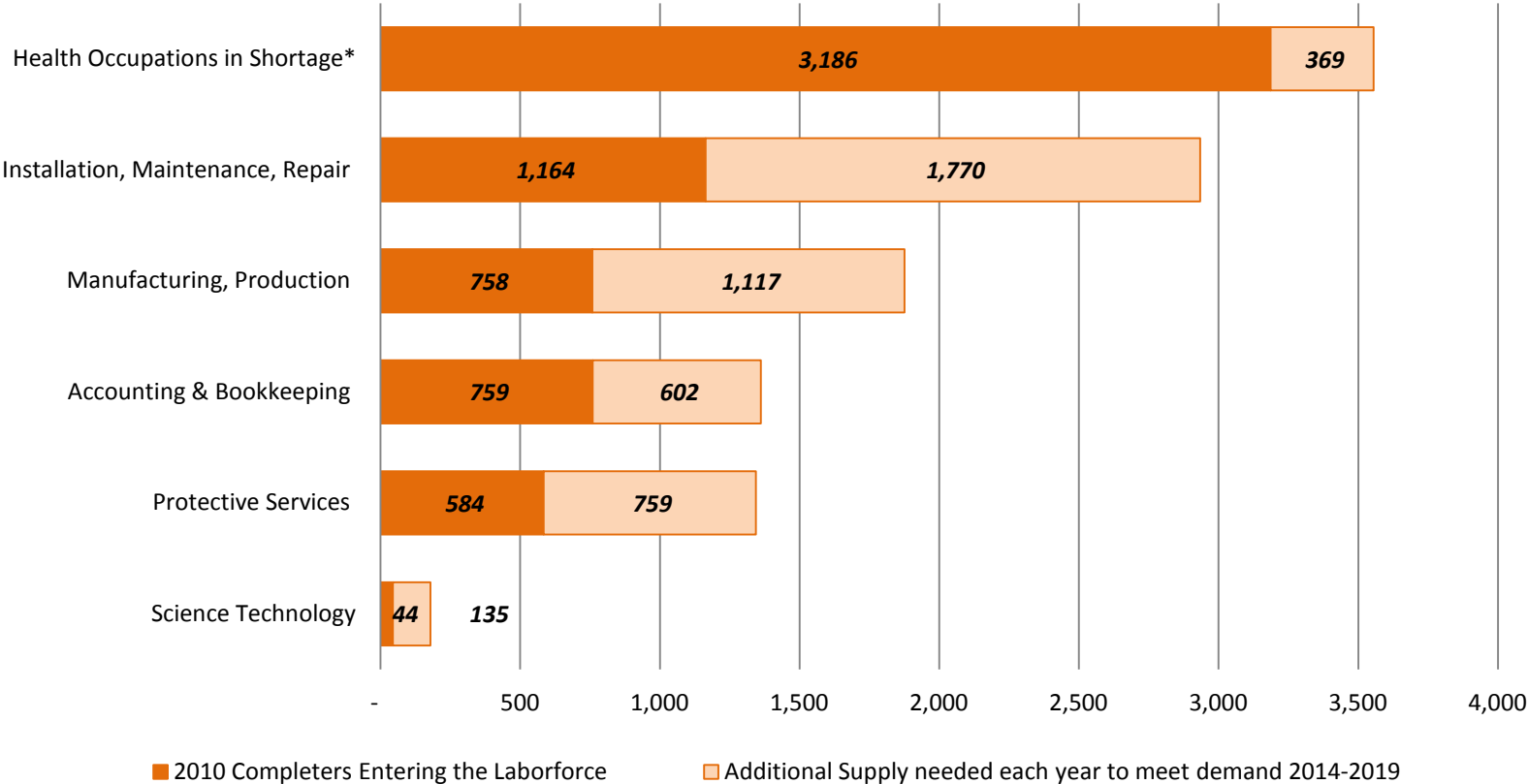
Supply and Demand

**Annual Supply and Demand of Workers by Education Level
2010 Supply and Annual Average Openings 2014-2019**



Mid Level Gap Analysis

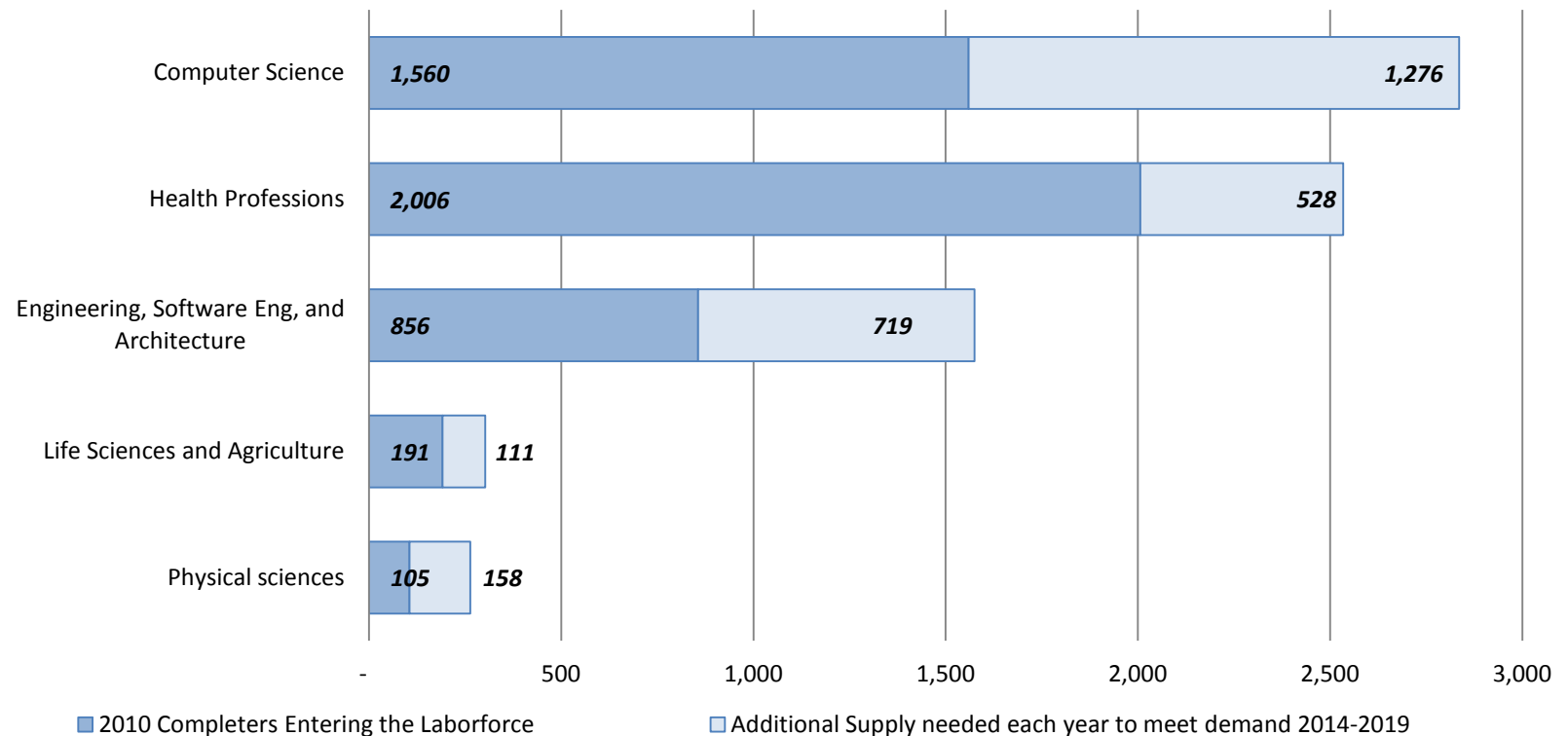
High Employer Demand Occupations at the Mid Level 2010 Supply compared to 2014-2019 Demand



*includes only mid-level health occupations with projected shortages

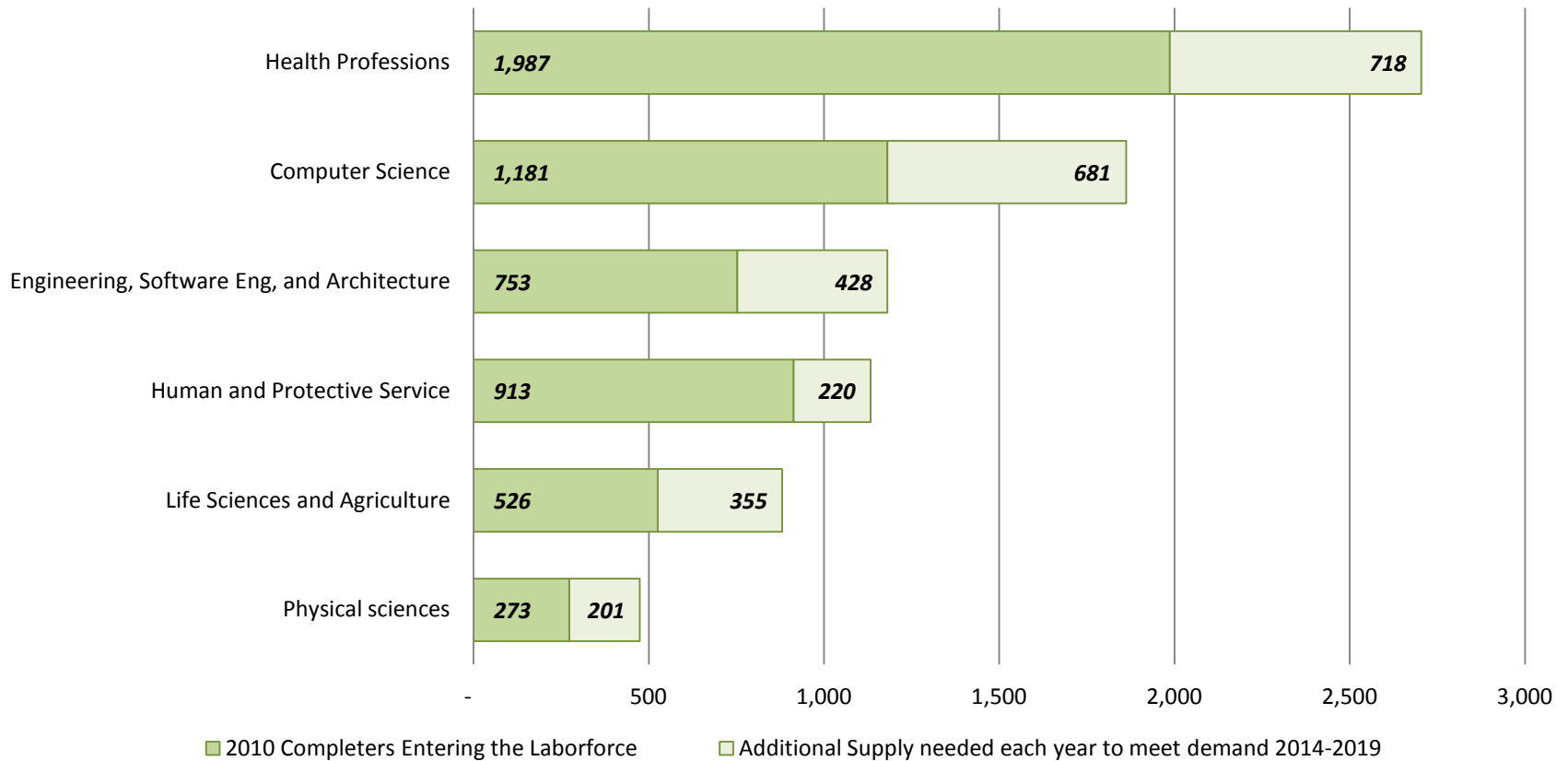
Baccalaureate Gap Analysis

High Employer Demand Occupations at the Baccalaureate Level. 2010 Supply compared to 2014-2019 Demand



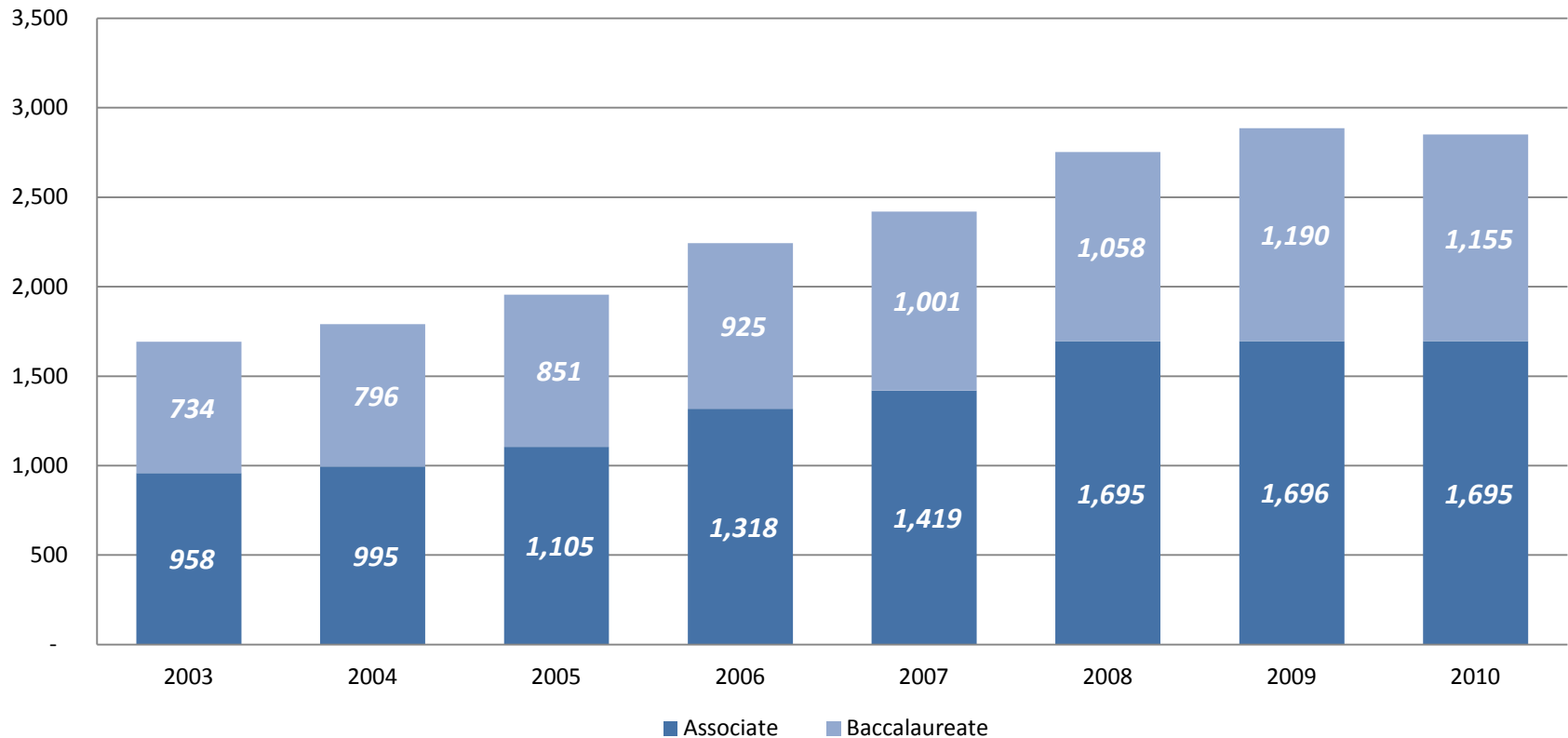
Graduate Gap Analysis

High Employer Demand Occupations at the Graduate Level. 2010 Supply compared to 2014-2019 Demand



Where have we made progress?

Annual Registered Nursing Program Completions 2003-2010



Source: Health Professions Education In Washington State: 2003—2010 Completion Statistics. Workforce Training and Education Coordinating Board, 2011

Aerospace Workforce Requirements

- A higher share of the workforce is employed by the Aerospace industry in Washington than in any other state – and we rank second to California in overall aerospace employment.
- Recent increases in the Boeing orders have yet to be reflected in detailed labor market forecasts for the aerospace industry.
- However, employer surveys and Census data, allow us to identify the general mix of occupations used in Washington's aerospace industry.

Key Aerospace Occupational Groups

Occupational Group	Approximate Recent Labor Force	Primary Education Level(s)
Engineers & Engineering Managers (primarily Aerospace & Industrial)	14,000	BA, some grad
Aircraft Assembly & Maintenance Specialties	8,000	Certificates, some AA & OJT
IT – Primarily Programmers, Engineers and Scientists	6,000	BA
Procurement, Budget, Logistics, Operations Research	4,000	BA, some certificates
Drafting & Engineering Technicians	3,500	AA, Certificate, BA
Machinists	3,000	Certificates
General Production & Assembly Occupations	3,000	Certificates, OJT
Inspectors, testers, samplers, incl. transportation inspectors	3,000	Certificates, OJT
Computer & Numerical Controlled Manufacturing	2,000	Certificates
Production Supervisors	1,600	BA to OJT

Next Steps

Work on final printed report is in progress.

Series of follow-up briefs:

- Aerospace industry
- Education and related occupations
- Healthcare occupations

Questions?



Contact:

- Randy Spaulding, Higher Education Coordinating Board, randys@hecb.wa.gov.
- Tina Bloomer, State Board for Community and Technical Colleges, tbloomer@sbctc.edu.
- Bryan Wilson, Workforce Training and Education Coordinating Board, bwilson@wtb.wa.gov.



January 2012

Academic Program Database

Information Item

Proactive planning that identifies where growth is needed in the higher education system depends upon solid research and planning tools. In 2011, the U.S. Department of Education Institute of Education Sciences awarded Washington \$17.3 million to build the Evergreen State P-20 Program, a state longitudinal data system (SLDS) that will incorporate education and workforce data from multiple state agency partners to better inform statewide and regional policy and planning.

The system will provide a wider array of data, improved analytic capability, and greater access while continuing to include protections for individual privacy and confidentiality in compliance with state and federal regulations.

A portion of these U.S. Department of Education fund dollars, \$586,000, was awarded to the Higher Education Coordinating Board (HECB) to build a program database to provide an accurate listing of *all* academic programs that fall under HECB responsibility. Until now, the HECB has maintained three disparate sources of data regarding authorization of the following:

1. New degree programs offered by the public baccalaureate institutions.
2. Degree programs offered to veterans through GI Bill benefits.
3. Institutions of higher education authorized to operate in Washington, including the degrees they offer.

Because the HECB data for public and private programs have resided in different data locations that are not aligned, it is not currently possible to provide a picture of where there may be gaps in program offerings to students throughout the state.

To conduct effective statewide strategic planning for higher education in Washington, questions such as “How many and what types of programs are available to the residents of Snohomish County?” must be addressed. To answer such a simple question today, HECB staff would need to individually contact more than 60 public and private institutions.

One of the most important uses of the new database is to provide a critical tool in the state coordination and planning “tool kit.” For example, the *System Design Plan* provides structure and a process for the expansion of programs, facilities and technology to improve access to higher education in Washington.

In 2010, the Legislature passed SSB 6355, which established the System Design Plan as state law. The System Design Plan complements and carries forward the goals of *the Strategic Master Plan for Higher Education*—most importantly the goal to significantly increase degree production. But without strong planning tools, such as the program database, it is difficult to implement the System Design Plan without huge demands upon both HECB and institutional staff time.

The new academic program database will consolidate existing disparate information on academic programs into a single program database to provide fast, accurate electronic information. The database will include all institutions operating in Washington and all programs available by location—main campus, branch campus, teaching site, university center, and distance learning.

When combined with other components of the P-20 Evergreen Data System, the HECB program database will allow staff to add information about enrollments, completions and other variables to programs to address policy questions such as whether completion rates in the same or similar programs vary by location, delivery mode, or institutions.

It also will allow the HECB to institute a new systematic program review process that tracks student enrollment patterns across sectors, identifies gaps in regional program delivery, and helps expand program diversity in targeted regions of the state. A systematic program review process is an important tool in the tool kit to implement the System Design Plan.

Another important feature of the new program database is that it will provide up-to-date information to institutions and to students. For institutions, the database will enhance the user interface and data quality for the existing database of *all* currently approved degree programs—public and private. For students, it will provide a list of institutions, by location, that offer programs in areas of interest.

Building a comprehensive academic program database has been attempted three times before over the past 15 years. Efforts failed because of a lack of resources and key employee turnover. The current effort has adequate resources and staff devoting significant time and attention to the project. Twelve HECB staff members from both the information technology and policy divisions are involved in building the database. The target date for completion of the program database is June 30, 2012. As of the date of this report, the project is on track to meet that target deadline. (The Project Schedule is attached to this Information Item.)

The November 2011 Quality Assurance Report for the HECB program database, required by the Office of Financial Management to ensure that each portion of the SLDS grant is successful, was positive and made no additional recommendations. The report noted that the HECB project is making good progress. It has strong project leadership, project management, technical support, and user participation. Its objectives are clear and well supported by its leaders and users. Internal staff and contractor capacity appear sufficient to support and complete the project as scheduled. To date, the project has completed its data and functional requirements and has moved into development.¹

¹ “Quality Assurance Report. Washington State Higher Education Coordinating Board Academic Data System. Part of the OFM P20 Program.” (November 11, 2011). Author: Briskin Consulting for the Office of Financial Management, State of Washington.

Academic program databases are tools that a number of states routinely use to help make wise decisions regarding the development of new programs and overall system-wide coordination. The HECB academic program database will allow the state to be more proactive in identifying where programs are needed and in providing a listing of current programs to students, parents, institutions, and other stakeholders.

Consolidation of public and private program information into a single database is a necessary tool for Washington to track progress on its goals to increase educational attainment.

Appendix A

P20 HECB Project Schedule

Major Activity	Projected Start Date	Projected End Date
Data Requirements & Documentation	09/19/11	06/29/12
Analysis & Requirements	09/20/11	11/04/11
User Stories	09/20/11	11/04/11
Data Clean-up & Input	11/04/11	03/20/12
Data Verification (by institutions)	12/27/11	03/01/12
Document Scanning	12/19/11	04/23/12
System Documentation	04/23/12	06/29/12
Phase 1 (Internal HECB Functionality) Analysis, Code & Test		
Iteration 1	09/14/11	11/10/11
Iteration 2	12/08/11	01/18/12
Iteration 3	01/19/11	02/16/12
Phase 2 (External Access) Analysis, Code & Test		
Iteration 1	02/17/12	03/15/12
Iteration 2	06/16/12	04/19/12
Iteration 3	04/20/12	05/17/12
Iteration 4	05/18/12	06/18/12

Academic Program Database: A Key Tool in the Toolkit

Higher Education Coordinating Board

January 26, 2012

Jan Ignash, Deputy Director, HECB

Hand-out

*(The HECB Academic Programs Database within
the context of the larger SLDS Grant.)*

Proactive Strategic Planning: A Key Tool in the Toolkit

1. Provide a comprehensive listing of *all* programs — public and private.
2. Improve accuracy and consistency of current program information for HECB staff, institutions and students.
3. Enhance user access and interface.
4. Allow proactive planning to implement System Design.
5. Implement systematic program review without unduly burdening institutions.

One Database to Consolidate All Programs

Currently the HECB maintains three academic program databases regarding authorization of:

1. New degree programs at the public baccalaureates
2. Degree programs offered to veterans through GI Bill benefits
3. Institutions of higher education to operate in Washington state, including the degrees they offer

Building a comprehensive database requires:

- Staff:
 - a dozen HECB staff
 - 2 developers
 - 1 web designer
 - ~2,000 hours in 2011
- Resources: \$586K of the \$17.3M SLDS grant funds
- Deadline: June 30, 2012 completion

Phase One

- Revise the existing web pages used by SAA & Program Approval staff to enhance usability and improve reporting and analytical capabilities.
- Create comparable web pages for the Degree Authorization staff.
- Revise the existing program business layer and database to increase efficiency and improve data quality.

Phase Two

- Create a web-based submission process for degree program proposals from the public baccalaureates and the State Board for Community and Technical Colleges (SBCTC).
- Create a web-based mechanism for approved institutions to review program information.
- Make the program data available and searchable via the web for external stakeholders.

Wireframe of Program List

Welcome Jane Smith Hide Menu Logout

[Admin](#)
[Manage Users](#)
[More menus...](#)
[etc...](#)

University of Washington 1010

[Institution](#)
[Characteristics](#)
[Sites](#)
[Programs](#)
[Applications](#)
[Complaints](#)
[Comments](#)

Name filter:

Program	Degree	Site
Accounting	BA	Seattle, Bellevue, Bothell
Administrator Certificate	CERT	IslandWood
Advanced Ed In Trauma Treatment	BA	Seattle
Aero/Astronautical Engineering	BS	Seattle
Aeronautics & Astronautics	BA	Seattle
Aerospace Engineering	BA	Seattle
Aging	BA	Seattle, Bothell
American Ethnic Studies	BA	Seattle
American Indian Studies	BA	Seattle
American Studies	BA	Seattle

1 2 3 2

Clicking on a program brings up the program details screen for that program.

Clicking on a site links to the Site information.

Marks suggestion is to have the ability to walk the hierarchy of program sub-levels. (concentrations, emphasis, etc.)

Academic Programs - UW - Aerospace Engineering

Details

Sites & Levels

Decisions

Applications

Enrollment

Completions

Notes

Academic Program Details

Program Name

Aerospace Engineering

Degree Type

MAE

Joint Degree Program

Applied Baccalaureate

Proposed Start Date

Actual Start Date

Credit Type

Credit ▾

Total Credits for Degree

Total Credits for Major

CIP Code

Aerospace, Aeronautical and Astronautical Engineering.

Program Accreditation

TODO - accreditation data model not ready

Catalog

TODO - future iteration

Catalog Page

TODO - future iteration

Update

Academic Programs - Search

Academic Program Search

Institution --Select an Institution -- ▾

Program Name

Site

CIP

Degree Level --Degree Level-- ▾

[Search](#) [Excel](#) [Reset](#)

Name	Institution	Degree Type
Applied Developmental Psychology	EWU	BS
Applied Psychology	City U	BA
Applied Psychology	EWU	MS
BA in Community Psychology	UW	BA
Behavioral Sciences Psychology Option	VU	AS
Biological Psychology	WWU	BA
Clinical Psychology	Antioch	PSY.D
Clinical Psychology	AUS	PSY.D
Clinical Psychology	SPU	PHD

Academic Programs - Whitworth University

Institution

Characteristics

Sites

Programs

Applications

Complaints

Comments

Institution Details

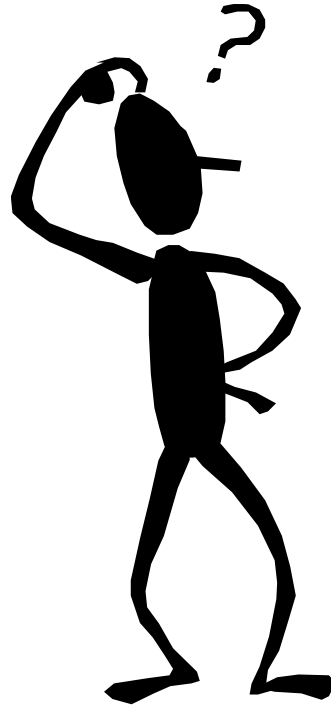
Institution Code 3220
Institution Name Whitworth University
Short Name Whitworth
Statewide Vendor # SWV0029408-01
Sector Type Private

Calendar -

2010-2011 Semester
2011-2012 Semester
2012-2013 Semester

[Edit](#)

Questions?



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Policy Planning and Research
Higher Education Coordinating Board
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January 2012

Status Report on Program Approvals January through December 2011

Information Item

This report has been developed to provide the Higher Education Coordinating Board (HECB) a summary of 2011 program approval activity and outcomes. It lists programs and program extensions in each stage of the approval process as of December 31, 2011. No Board action is necessary at this time.

Introduction

During 2011, nine new degree programs and six moderate degree changes were approved. This is down somewhat from 2010, when 11 new degree programs and six moderate degree changes were approved. In addition, 10 program extensions to new locations or by distance delivery were approved, up from seven in 2010.

New Degree Programs: The new degree programs approved in 2011 were designed to serve 363 FTE students at full enrollment, including 123 undergraduate and 240 graduate FTE students.

- Two new degree programs are STEM programs: Central Washington University's (CWU) M.S. in Computational Science and UW's Master of Sustainable Transportation.
- One program fits both STEM and health categories: Bellevue College's (BC) B.A.S. in Healthcare Technology and Management.
- One program is STEM-related: University of Washington's (UW) Master of Computational Finance and Risk Management
- One program is health-related: Washington State University's (WSU) Ph.D. in Prevention Science (which includes an M.A. as a stepping stone).
- Four programs feature hybrid delivery: CWU's M.S. in Law and Justice, UW's Master of Sustainable Transportation, UW Bothell's M.F.A. in Creative Writing and Poetics, and WSU's Ph.D. in Prevention Science.
- One program features simultaneous face-to-face and online delivery: UW's M.S. in Computational Finance and Risk Management.

- Seven programs are self-supporting: BC's B.A.S. in Healthcare Technology and Management; CWU's M.S. in Computational Science and M.S. in Law and Justice; UW's M.S. in Computational Finance and Risk Management and Master of Sustainable Transportation; UW Bothell's M.F.A. in Creative Writing and Poetics; and UW Tacoma's Master of Accounting. This is a departure from prior years, when most programs were state-funded.

Moderate Degree Changes: Seven degree titles were added and five were eliminated. Six program options were converted into four degrees (two of which have two options each); two degrees were consolidated into a single degree; and two degrees were upgraded from master's to specialist.

Program Extensions: Nine extensions of existing programs were approved to serve students at new locations in Washington or by distance delivery. At full enrollment, these program extensions will serve 214 FTE students, including 170 undergraduate and 44 graduate FTE students. Eight of nine use distance delivery, one uses a teaching site at Lake Washington Technical College, and eight are self-supporting.

A tenth program extension will serve 71 undergraduate FTE students in Abu Dhabi in the United Arab Emirates. These students are not included in the totals above because they are not Washington students. This program extension is self-supporting.

Self-Supporting Programs: As noted, seven of the nine new degree programs approved in 2011 are self-supporting, as are nine of the 10 program extensions. This represents a sharp increase from 2010, when only one new degree program and two program extensions were self-supporting.

In 2012, the number of self-supporting master's programs is expected to remain high as institutions respond to demand while working within budget constraints.

Background

The HECB is charged with approving academic programs and off-campus facilities, including teaching sites and centers. In September 2005, the Board adopted revised *Program and Facility Approval Policies and Procedures*, which define criteria for approving programs and off-campus facilities, and provide opportunities for interested parties to give feedback. In March 2009, the Board approved a revision introducing moderate degree change proposals to accommodate programs that evolve but differ only moderately from existing programs.

In November 2009, the Board approved the *System Design Plan*, which was endorsed by the Legislature in SSB 6355. The Plan calls for an "expand on demand" focus for both short- and long-term growth in higher education, representing a philosophy that is responsive to student, community, and employer demand. In June 2011, the Board approved a policy revision to align program approval and review more closely with the provisions of the Plan. A revised *Program and Facility Approval Policies and Procedures* has not been released, pending clarification from the Legislature on the role of the HECB's successor agency in program approval and review.

RCW 28B.76.230(5) gives the HECB approval authority in the following areas:

- New degree programs developed by a public four-year college or university, new applied baccalaureate degree programs developed by a community or technical college (CTC),¹ and moderate changes to existing programs. Concentrations, specializations, or certificate programs of a depth and/or length that approach or exceed the requirements of an undergraduate major or a master's degree are subject to the same approval process as degree programs.
- Creation of off-campus programs by a public four-year college or university.
- New degree programs and creation of off-campus programs by an independent college or university in collaboration with a community or technical college.
- Purchase or lease of major off-campus facilities by a public four-year college or university or a community or technical college.
- Creation of higher education centers and consortia.

The rest of this report documents activity in each of these approval authority areas in the order listed above.

New Degree Programs Developed by a Public Four-Year College or University, New Applied Baccalaureate Degree Programs Developed by a Community or Technical College, and Moderate Changes to Existing Programs

RCWs 28B.76.230(5)(a) and 28B.76.230(5)(f) authorize the HECB to approve graduate and baccalaureate degree programs, including applied baccalaureate degree programs. The approval process for new degree programs involves two applications. First, a *planning notice of intent* is submitted by four-year institutions for baccalaureate and graduate degree programs; or a *statement of need* is submitted by community and technical colleges for applied baccalaureate programs. If a planning notice of intent or statement of need is approved, the institution is granted permission to develop a full proposal, which it later submits for review. The approval process for moderate changes to existing programs generally involves a single application called a moderate degree change proposal; however, HECB staff may determine during the course of moderate degree change review that a full proposal is required.

Programs in each stage of the approval process are listed in appendices as follows:

- Appendix A – Planning Notices of Intent (PNOIs) and Statements of Need under Review as of 12/31/11
- Appendix B – Programs with Permission to Develop Full Proposals as of 12/31/11

¹ In 2005, the Legislature passed HB 1794, which allowed four CTCs to offer a limited number of applied baccalaureates on a pilot project basis. SSSB 6355 moved CTC applied baccalaureate programs from pilot to regular status effective June 10, 2010. Proposals are subject to approval by both the State Board for Community and Technical Colleges (SBCTC) and the HECB.

- Appendix C – Full and Moderate Degree Change Proposals under Review as of 12/31/11
- Appendix D – Programs Approved in 2011
- Appendix E – Approvals Modified or Sunset in 2011²

Creation of Off-Campus Programs by a Public Four-Year College or University

RCW 28B.76.230(5)(b) authorizes the HECB to approve the extension of existing degree programs to new locations or via distance delivery. Program extensions approved during 2011 are listed in Appendix F. There were no program extensions in process as of 12/31/11.

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

RCW 28B.76.230(5)(e) authorizes the HECB to approve new degree programs and creation of off-campus programs by an independent college/university in collaboration with a community or technical college. There was no approval activity during 2011.

Purchase or Lease of Major Off-Campus Facilities by a Public Four-Year College or University or a Community or Technical College

Subparagraphs (b) through (d) of RCW 28B.76.230(5) authorize the HECB to approve major new off-campus instructional facilities within the following categories: teaching site, center, system campus, or new four-year institution. The HECB approves the acquisition of major off-campus instructional facilities (those in excess of 6,000 square feet and/or with an annual lease cost in excess of \$60,000 and/or those with unimproved property of one-half acre or more). There was no approval activity during 2011.

Creation of Higher Education Centers and Consortia

RCW 28B.76.230(5)(d) authorizes the HECB to approve the creation of higher education centers and consortia. There was no approval activity during 2011.

² Occasionally the HECB modifies prior approvals, or approval expires (sunsets) before an institution is able to complete certain steps in development of a proposal or implementation of a program.

Appendix A

**Planning Notices of Intent (PNOIs) and
Statements of Need under Review as of 12/31/11**

University of Washington Bothell

Bachelor of Science in Computer Engineering

Anticipated enrollment: 20 FTE first year (2013-14); 40 FTE at full enrollment (2017-18).
HECB staff action: currently under review (public comment period ends 1/6/12).

This hybrid delivery program would serve students seeking to become engineers with expertise in the intersection of computer hardware and software design.

University of Washington Tacoma

Bachelor of Arts in Hispanic Studies

Anticipated enrollment: 12 FTE first year (2012-13); 62 FTE at full enrollment (2017-18).
HECB staff action: currently under review (public comment period ends 1/20/12).

This hybrid delivery program would serve students seeking to develop oral, reading, and writing proficiency in Spanish while learning about the complexity of cultures in the Spanish-speaking world.

Appendix B

Programs with Permission to Develop Full Proposals as of 12/31/11

Central Washington University

Bachelor of Arts in Education in Business and Marketing Education

Anticipated enrollment: 5 FTE first year (2012-13); 45 FTE at full enrollment (2015-16).
HECB staff action: permission to develop a full proposal granted 11/7/11; expires 11/7/13.

This self-supporting program would serve students interested in teaching business and marketing in secondary schools.

Bachelor of Arts in Education in Global Literacy Development

Anticipated enrollment: 5 FTE first year (2012-13); 30 FTE at full enrollment (2014-15).
HECB staff action: permission to develop a full proposal granted 12/20/11; expires 12/20/13.

This self-supporting program would serve students interested in working with communities and educational, government, or international organizations to develop, implement, and administer literacy programs. The degree would be offered online as well as face-to-face in Ellensburg.

Master of Education in Higher Education

Anticipated enrollment: 5 FTE first year (2011-12); 12 FTE at full enrollment (2015-16).
HECB staff action: permission to develop a full proposal granted 12/10/10; expires 12/10/12.

This self-supporting, hybrid delivery program would serve students interested in administrative positions in institutions of higher education, civic organizations, non-profit organizations, or government organizations.

Eastern Washington University

Bachelor of Arts in Music Informatics

Anticipated enrollment: 5 FTE first year (2010-11); 20 FTE at full enrollment (2014-15).
HECB staff action: permission to develop a full proposal granted 2/18/10; expires 2/18/12.

This program would serve students interested in interdisciplinary study of music, engineering, and computer science, providing them with a combined music and technology degree.

University of Washington

Bachelor of Science in Integrated Sciences

Anticipated enrollment: 25 FTE first year (2012-13); 60 FTE at full enrollment (2013-14).
HECB staff action: permission to develop a full proposal granted 10/28/11; expires 10/28/13.

This program would serve undergraduates interested in teaching, science writing, science policy, or technology law.

Master of Health Informatics and Health Information Management

Anticipated enrollment: 23 FTE first year (2012-13); 40 FTE at full enrollment (2017-18).
HECB staff action: permission to develop a full proposal granted 12/10/10; expires 12/10/12.

This self-supporting, hybrid delivery program in Bellevue would prepare individuals for leadership positions in health informatics and health information management practice.

Master of Industrial and Systems Engineering

Anticipated enrollment: 12 FTE first year (2012-13); 20 FTE at full enrollment (2016-17).
HECB staff action: permission to develop a full proposal granted 12/20/11; expires 12/20/13.

This self-supporting program would serve working professionals seeking to develop systems engineering and strategic management skills relevant in complex manufacturing and service system environments. It would be offered simultaneously at the Seattle campus and online.

Master of Science in Global Supply Chain Management

Anticipated enrollment: 20 FTE first year (2012-13); 30 FTE at full enrollment (2013-14).
HECB staff action: permission to develop a full proposal granted 11/29/11; expires 11/29/13.

This self-supporting, hybrid delivery program would prepare working professionals for the complexities of managing inter-national trade and transportation.

Ph.D. in Hispanic Studies

Anticipated enrollment: 6 FTE first year (2010-11); 18 FTE at full enrollment (2018-19).
HECB staff action: permission to develop a full proposal granted 1/16/09; extended 1/14/11; further extended 7/13/11; expires 1/16/12.

This program would serve students seeking to work as professors or in non-academic careers in social services, non-governmental organizations, or the Hispanic business community.

University of Washington Bothell

Bachelor of Arts in Global and Public Health Studies

Anticipated enrollment: 30 FTE first year (2012-13); 50 FTE at full enrollment (2016-17).
HECB staff action: permission to develop a full proposal granted 8/20/10; expires 8/20/12.

This program would serve students interested in laying the groundwork for career paths in fields such as health practice, social work, psychology, epidemiology, public service, research, education, international public health, and health policy.

Bachelor of Arts in Interactive Media and Technology

Anticipated enrollment: 50 FTE first year (2009-10); 100 FTE at full enrollment (2011-12).
HECB staff action: permission to develop a full proposal granted 9/21/09; extended 11/1/11; expires 3/1/12.

This program would serve students wishing to pursue careers in fields such as game development, digital media, visual arts and communications, and information technology. UW Bothell has indicated the full proposal will be submitted under a different name: *Bachelor of Arts in Interactive Media and Design*.

Bachelor of Science in Climate Science and Policy

Anticipated enrollment: 24 FTE first year (2010-11); 60 FTE at full enrollment (2015-16).
HECB staff action: permission to develop a full proposal granted 10/29/09; extended 11/1/11; expires 4/1/12.

This program would serve students wishing to pursue careers or enter graduate school in the climate change field. UW Bothell has indicated the full proposal will be submitted under a different name: *Bachelor of Science in Climate Science, Energy, and Policy*.

Bachelor of Science in Mathematics

Anticipated enrollment: 15-20 FTE first year (2013-14); 25-30 FTE at full enrollment (2015-16). HECB staff action: permission to develop a full proposal granted 10/28/11; expires 10/28/13.

This program would serve students interested in pursuing graduate studies or careers related to mathematics.

University of Washington Tacoma

Bachelor of Arts in Law and Policy

Anticipated enrollment: 30 FTE first year (2012-13); 80 FTE at full enrollment (2014-15).
 HECB staff action: permission to develop a full proposal granted 6/2/11; expires 6/2/13.

This program would serve students seeking a solid liberal arts foundation for thinking analytically about public policy on current topics such as health care, social policy, and international development.

Doctor of Education in Educational Leadership

Anticipated enrollment: 24 FTE first year (2011-12); 48 FTE at full enrollment (2014-15).
 HECB staff action: permission to develop a full proposal granted 4/6/11; expires 4/6/13.

This self-supporting program would serve educators in administrative positions requiring teaching expertise, leadership skills, policy knowledge, and the ability to promote positive organizational change. It would employ hybrid delivery. In April 2011, the Legislature passed HB 1586, which granted research universities authority to develop doctoral degree programs at their branch campuses.

Master of Arts in Community and Metropolitan Studies

Anticipated enrollment: 10 FTE first year (2010-11); 30 FTE at full enrollment (2012-13).
 HECB staff action: permission to develop a full proposal granted 5/18/09; extended 5/27/11; further extended 11/24/11; expires 5/18/12.

This program would serve students seeking to study metropolitan communities using a comprehensive approach that covers a wide range of social and economic policies and problems.

Washington State University

Professional Science Master's

Anticipated enrollment: 16 FTE first year (2012-13); 20 FTE at full enrollment (2014-15).
 HECB staff action: permission to develop a full proposal granted 6/2/11; expires 6/2/13.
 HECB staff provided guidance on whether to offer tracks as concentrations within a single parent degree or as separate degrees, depending on the extent of curricular overlap among tracks.

This self-supporting program would serve students interested in obtaining graduate training in business and a quantitative or scientific field. Students could choose from tracks in molecular biosciences, computational financial mathematics, environmental sustainability, and bioproducts. The program would be offered online and/or by hybrid delivery at the Pullman, Vancouver, and Tri-Cities campuses.

Western Washington University

Bachelor of Arts in Business Sustainability

Anticipated enrollment: 15 FTE first year (2011-12); 50 FTE at full enrollment (2015-16).
HECB staff action: permission to develop a full proposal granted 8/20/10; expires 8/20/12.

This program would serve students interested in analyzing environmental and social issues (e.g., climate change, waste, and pollution) from multiple perspectives and choosing and implementing action steps to deal with those issues successfully.

Professional Science Master's in Environmental Science

Anticipated enrollment: 20 FTE first year (2010-11); 20-30 FTE at full enrollment (2013-14).
HECB staff action: permission to develop a full proposal granted 5/24/10; expires 5/24/12.

This self-supporting program would serve students interested in obtaining graduate training in business and environmental science. It would employ hybrid delivery at Peninsula College, Olympic College, and the University Center of North Puget Sound.

Appendix C

Full and Moderate Degree Change Proposals under Review as of 12/31/11

Central Washington University

Educational Specialist in School Psychology

Moderate Degree Change

Anticipated enrollment: 11 FTE first year (2012-2013); 11 FTE at full enrollment (2012-2013).
HECB staff action: currently under review (public comment period ends 1/8/12).

CWU proposes to change the level of its existing graduate School Psychology degree from Master of Education to Educational Specialist because the Specialist degree level more accurately conveys the length and depth of the curriculum. The change would be contingent on the Legislature granting CWU authority to offer the Educational Specialist degree.

Centralia College

Bachelor of Applied Science in Applied Management

Anticipated enrollment: 25 FTE first year (2012-13); 45 FTE at full enrollment (2013-14).
HECB staff action: currently under review (public comment period not applicable).

This program would serve students with strong technical skills developed while earning an Associate in Technical Arts or Associate in Applied Science degree who wish to augment their education and work experience by deepening their understanding of management principles.

University of Washington

Master of Human-Computer Interaction and Design

Anticipated enrollment: 30 FTE first year (2012-2013); 30 FTE at full enrollment (2012-2013).
HECB staff action: currently under review (public comment period ended 7/30/11).

This program would serve students interested in creating devices and systems that help people with everyday activities that computing can enhance.

Ph.D. in Global Health: Metrics and Implementation Science

Anticipated enrollment: 3-5 FTE first year (2012-2013); 12-16 FTE at full enrollment (2015-2016). HECB staff action: currently under review (public comment period ended 12/28/11).

This program would serve student interested in measuring health problems and intervention effectiveness across countries and applying scientific methods to improve intervention and program implementation.

Ph.D. in International Studies

Anticipated enrollment: 4 FTE first year (2012-2013); 20 FTE at full enrollment (2016-2017). HECB staff action: currently under review (public comment period ended 12/28/11).

This program would equip students to use problem-focused research to address some of the most pressing global challenges facing academics, practitioners, governments, businesses, and non-governmental organizations.

Western Washington University

Bachelor of Arts in Education: General Science – Middle Level

Anticipated enrollment: 5 FTE first year (2012-2013); 10 FTE at full enrollment (2014-2015). HECB staff action: currently under review (public comment period ends 1/12/12).

This program would serve students interested in teaching science at middle schools.

Programs Approved in 2011

Baccalaureate

Bellevue College – Bachelor of Applied Science in Healthcare Technology and Management
Board approval granted 11/17/11, Resolution 11-26.

**Central Washington University – Bachelor of Science in Aviation Management
Moderate Degree Change (included in same proposal as B.S. Professional Pilot)**
Board approval granted 3/31/11, Resolution 11-04.

**Central Washington University – Bachelor of Science Professional Pilot
Moderate Degree Change (included in same proposal as B.S. in Aviation Management)**
Board approval granted 3/31/11, Resolution 11-04.

**Eastern Washington University – Bachelor of Arts in Education in Early Childhood
Education
Moderate Degree Change**
Board approval granted 1/27/11, Resolution 11-02.

**University of Washington – Bachelor of Design
Moderate Degree Change**
Staff approval granted 11/29/11.³

University of Washington Tacoma – Bachelor of Arts in History
Board approval granted 6/30/11, Resolution 11-19.

Master's

Central Washington University – Master of Science in Computational Science
Board approval granted 6/30/11, Resolution 11-15.

Central Washington University – Master of Science in Law and Justice
Board approval granted 1/27/11, Resolution 11-01.

**University of Washington – Master of Science in Computational Finance and Risk
Management**
Board approval granted 5/19/11, Resolution 11-07.

³ In June 2011, the Board delegated general moderate degree change approval authority to HECB staff. Subsequently, HECB staff exercised this authority by approving UW's Bachelor of Design program. The Bachelor of Design program is designed to serve students interested in industrial design, interaction design, or visual communication design.

**University of Washington – Master of Science in Computational Linguistics
Moderate Degree Change Proposal**

Board approval granted 6/30/11, Resolution 11-18.

University of Washington – Master of Sustainable Transportation

Board approval granted 3/31/11, Resolution 11-05.

University of Washington Bothell – Master of Fine Arts in Creative Writing and Poetics

Board approval granted 5/19/11, Resolution 11-06.

University of Washington Tacoma – Master of Accounting

Board approval granted 9/29/11, Resolution 11-21.

**Washington State University – Master of Arts in Prevention Science
(The proposal included both M.A. and Ph.D. The M.A. is a stepping stone to the Ph.D.)**

Board approval granted 5/19/11, Resolution 11-08.

Specialist

**Eastern Washington University – Educational Specialist in School Psychology
Moderate Degree Change**

Board approval granted 6/30/11, Resolution 11-16. In April 2011, the legislature passed HB 1477, which granted EWU authority to offer educational specialist degrees.

**University of Washington – Educational Specialist in School Psychology
Moderate Degree Change**

Board approval granted 9/29/11, Resolution 11-20.

Doctoral

**Washington State University – Ph.D. in Prevention Science
(The proposal included both M.A. and Ph.D. The M.A. is a stepping stone to the Ph.D.)**

Board approval granted 5/19/11, Resolution 11-08.

Appendix E

Approvals Modified or Sunset in 2011

University of Washington

Bachelor of Science in Integrated Sciences

Approval to develop a full proposal sunset 6/15/11; however, UW submitted a new planning notice of intent on 9/19/11.

University of Washington Bothell

Bachelor of Science in Electrical Engineering

Original conditional approval (7/28/09, Resolution 09-14) was revised 6/30/11, Resolution 11-17.

Program Extensions Approved in 2011

Central Washington University

Bachelor of Arts in Law and Justice

Online

(Included with four other social science programs in a single location notice of intent).

Anticipated enrollment: 10 FTE first year (2011-12); 20 FTE at full enrollment (2012-13).
HECB staff action: approval granted 8/5/11.

This online, self-supporting program extension will prepare students for professional employment in the criminal justice system or entry into graduate or law school.

Bachelor of Arts in Psychology

Online

(Included with four other social science programs in a single location notice of intent).

Anticipated enrollment: 10 FTE first year (2011-12); 20 at FTE full enrollment (2012-13).
HECB staff action: approval granted 8/5/11.

This online, self-supporting program extension will serve students interested in studying behavior and its mental, physiological, and social causes.

Bachelor of Arts in Sociology

Online

(Included with four other social science programs in a single location notice of intent).

Anticipated enrollment: 10 FTE first year (2011-12); 20 FTE at full enrollment (2012-13).
HECB staff action: approval granted 8/5/11.

This online, self-supporting program extension will serve students interested in studying social life, social change, and the social causes and consequences of human behavior.

Bachelor of Science in Information Technology and Administrative Management

Online

Anticipated enrollment: 20 FTE first year (2011-12); 40 FTE at full enrollment (2013-14).
HECB staff action: approval granted 11/29/11.

This online, self-supporting program extension will prepare students for careers in information technology or retail management and technology.

Bachelor of Science in Interdisciplinary Studies: Social Sciences

Online

(Included with four other social science programs in a single location notice of intent).

Anticipated enrollment: 10 FTE first year (2011-12); 20 FTE at full enrollment (2012-13).
HECB staff action: approval granted 8/5/11.

This online, self-supporting program extension will serve students wishing to specialize their study with different course selection options than those available within a traditional departmental major.

Bachelor of Science in Social Services

Online

(Included with four other social science programs in a single location notice of intent)

Anticipated enrollment: 10 FTE first year (2011-12); 20 FTE at full enrollment (2012-13).
HECB staff action: approval granted 8/5/11. It would be extended via online delivery.

This online, self-supporting program extension will serve students interested in working in the human services delivery system.

Master of Education in School Administration

Online

Anticipated enrollment: 10 FTE first year (2011-12); 20 at FTE full enrollment (2012-13).
HECB staff action: approval granted 8/24/11.

This online program extension will serve teachers interested in becoming principals. It would not be self-supporting.

Eastern Washington University

Bachelor of Science in Dental Hygiene

Lake Washington Institute of Technology in Kirkland

Anticipated enrollment: 15 FTE first year (2011-12); 30 FTE at full enrollment (2012-13).
HECB staff action: approval granted 7/18/11.

This self-supporting program extension will serve students interested in pursuing dental health careers for which preparation beyond a dental hygiene certificate or associate degree is required or desirable. With this extension, the EWU discontinued the program at Shoreline Community College. EWU has not previously offered programs at Lake Washington Institute of Technology's Kirkland facility.

**Business and Marketing Education Add-On Endorsement
Online**

Anticipated enrollment: 15 FTE first year (2011-12); 24 FTE at full enrollment (2014-15).
HECB staff action: approval granted 5/4/11.

This online, self-supporting program extension will serve students interested in teaching business and marketing in secondary schools. Although the endorsement is not a degree program, its 58-credit curriculum was extensive enough to trigger HECB staff review of the program's extension.

University of Washington

**Bachelor of Science in Aerospace Engineering
United Arab Emirates University (in the city of Abu Dhabi in the United Arab Emirates)**

Anticipated enrollment: 36 FTE first year (2013-14); 71 FTE at full enrollment (2018-19).
Board action: approval granted 6/8/11.

This self-supporting program is designed to serve United Arab Emirates students interested in working in the aerospace industry. It would be modeled after the B.S. Aeronautical and Astronautical Engineering program offered by the UW's Department of Aeronautics and Astronautics in Seattle. However, it would include significantly less astronautics content and would not share UW's ABET accreditation. Therefore, it would be extended under a different name than its parent program. These content and accreditation issues caused this program extension to be subject to Board, rather than staff approval.



January 2012

Key Facts about Higher Education

Information Item

“Key Facts about Higher Education” in Washington provides vital data to chart higher education’s progress and challenges. First published in 2002 by the Higher Education Coordinating Board, this annual report highlights *Key Facts* about Washington’s postsecondary institutions, including faculty, students, budgets, and financial aid.

The report provides basic information about the state’s higher education system, including institutions, enrollment figures, and budget information. It also provides comparisons with other states on important statistics, offers information showing how the state benefits from higher education, and provides data on some of the current challenges facing higher education in Washington.

Key Facts:
Another Tool in the Toolkit

Higher Education Coordinating Board

January 26, 2012

Jan Ignash, Deputy Director, HECB

Overview

- Re-tooled four years ago
- 10 chapters from “Quick Facts” to “Next Steps”
- Reader-friendly—typically one graphic per page with simple narrative
- Geared toward legislators and their staff, and external stakeholders
- Not intended to duplicate OFM’s *Fact Book*

Headcount Enrollments Fall 2010

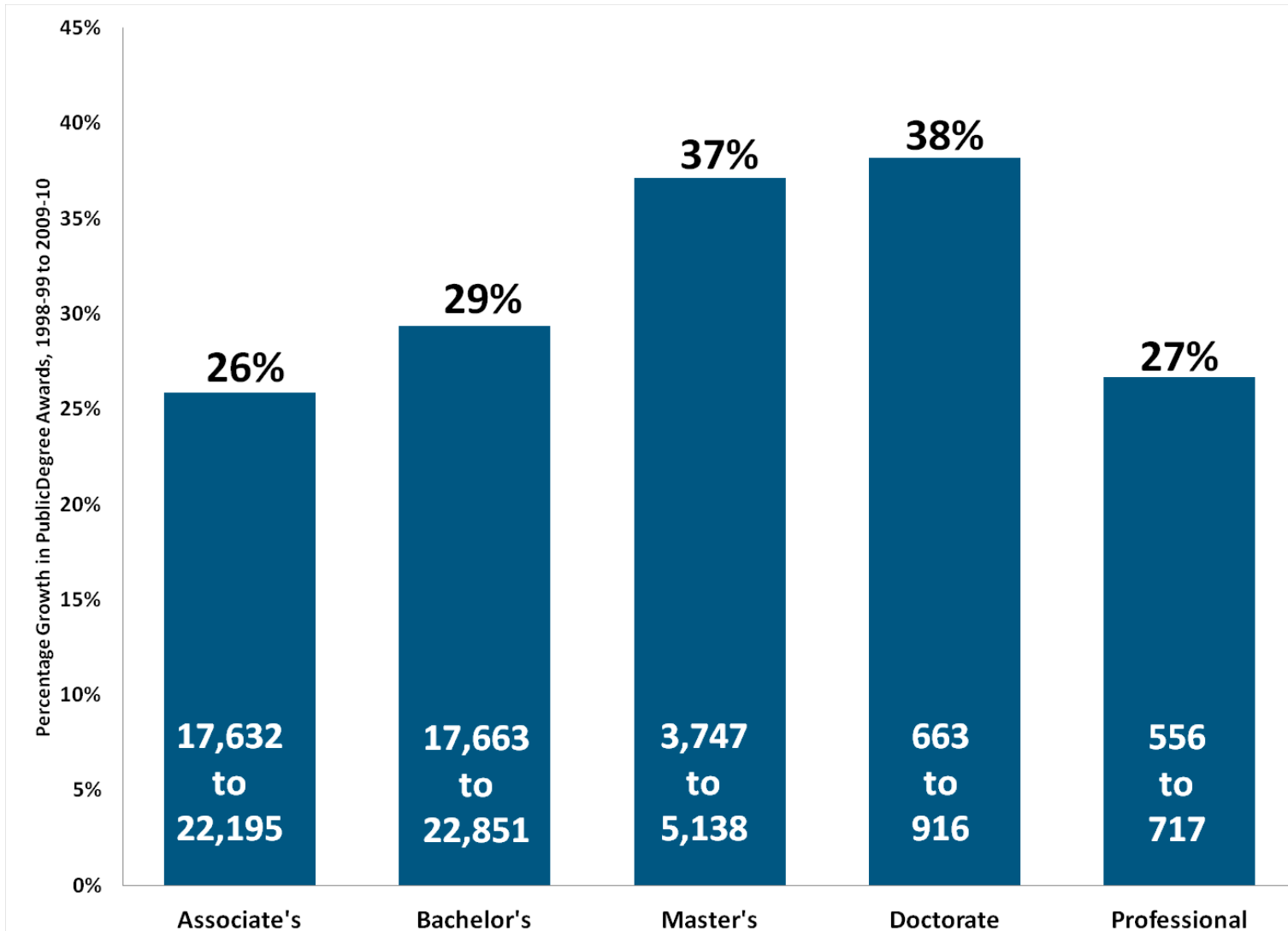
Fall 2010 Student Headcounts	
Public community and technical colleges	270,573
Public baccalaureate undergraduate	96,194
Public baccalaureate graduate/professional	22,129
Private baccalaureates	51,740
Total system headcount	440,636

Degrees Awarded

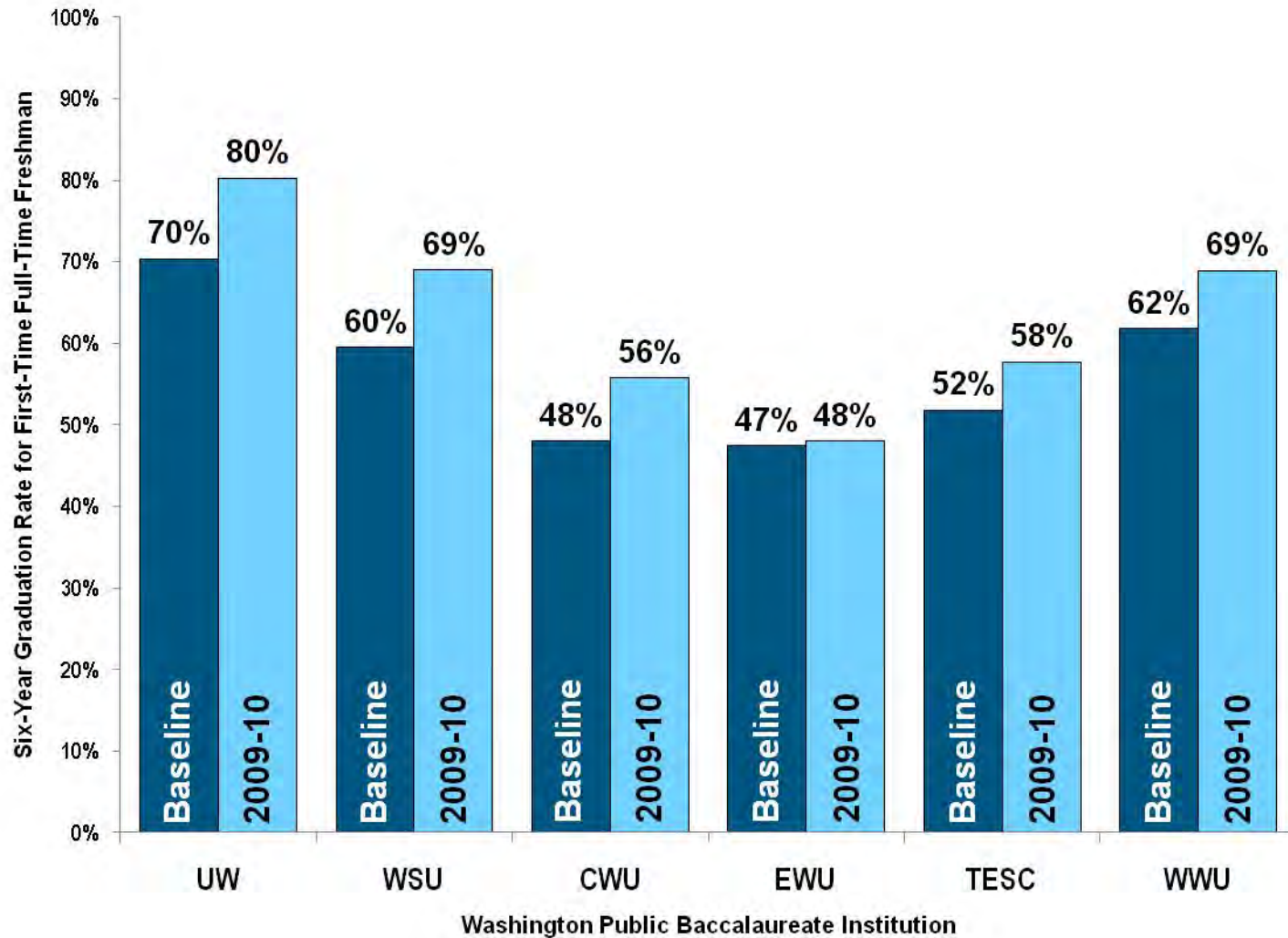
Degrees Awarded by Public Institutions, 2009-10

Award Level	Number	% Change from 2008-09
Associates	22,195	5% ↑
Bachelor's	22,851	4% ↑
Master's	5,138	8% ↑
Doctorate	916	No change
Professional	717	5% ↑

Degree production has grown over the past decade

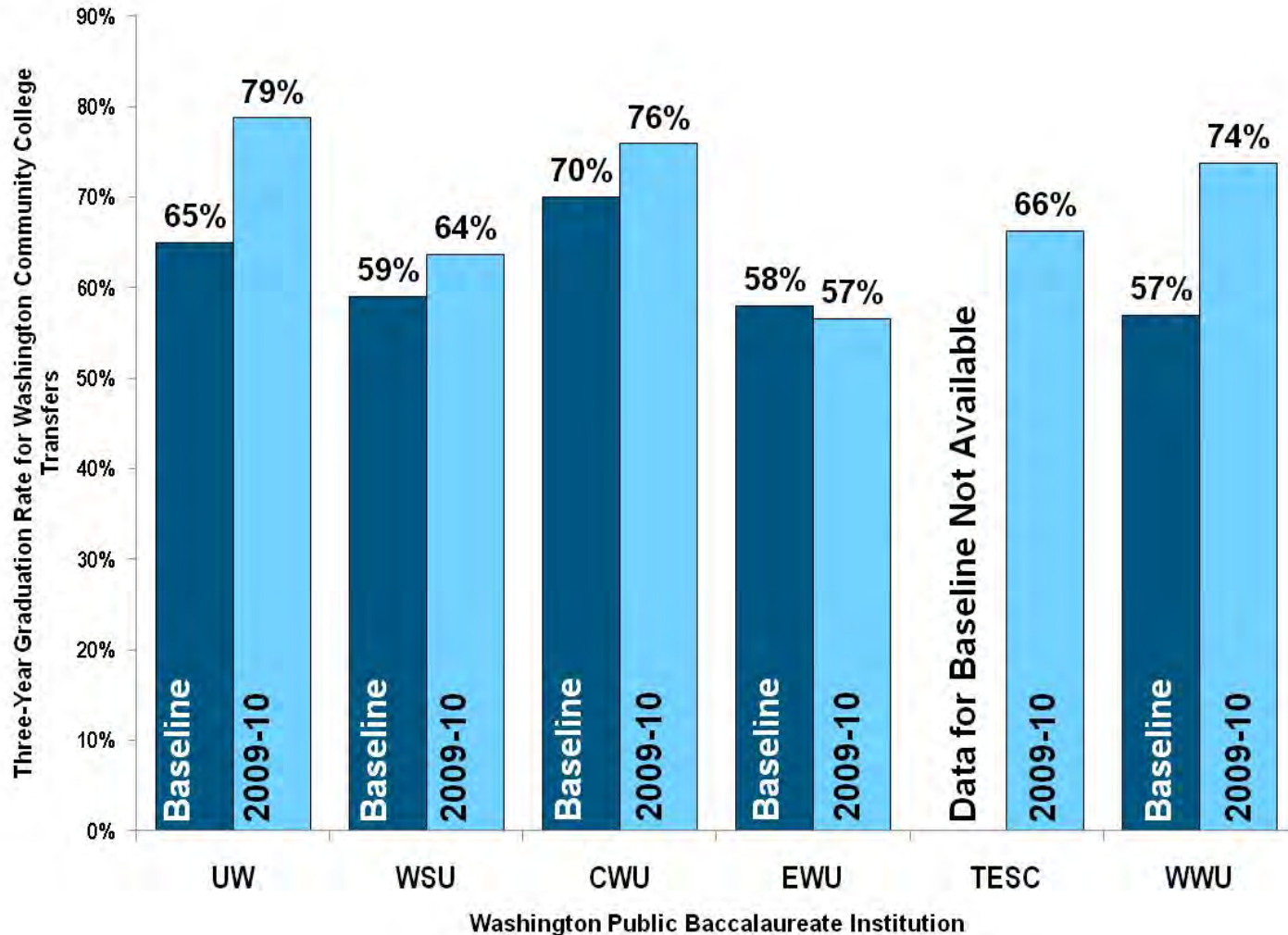


State baccalaureate institutions producing degrees at faster pace



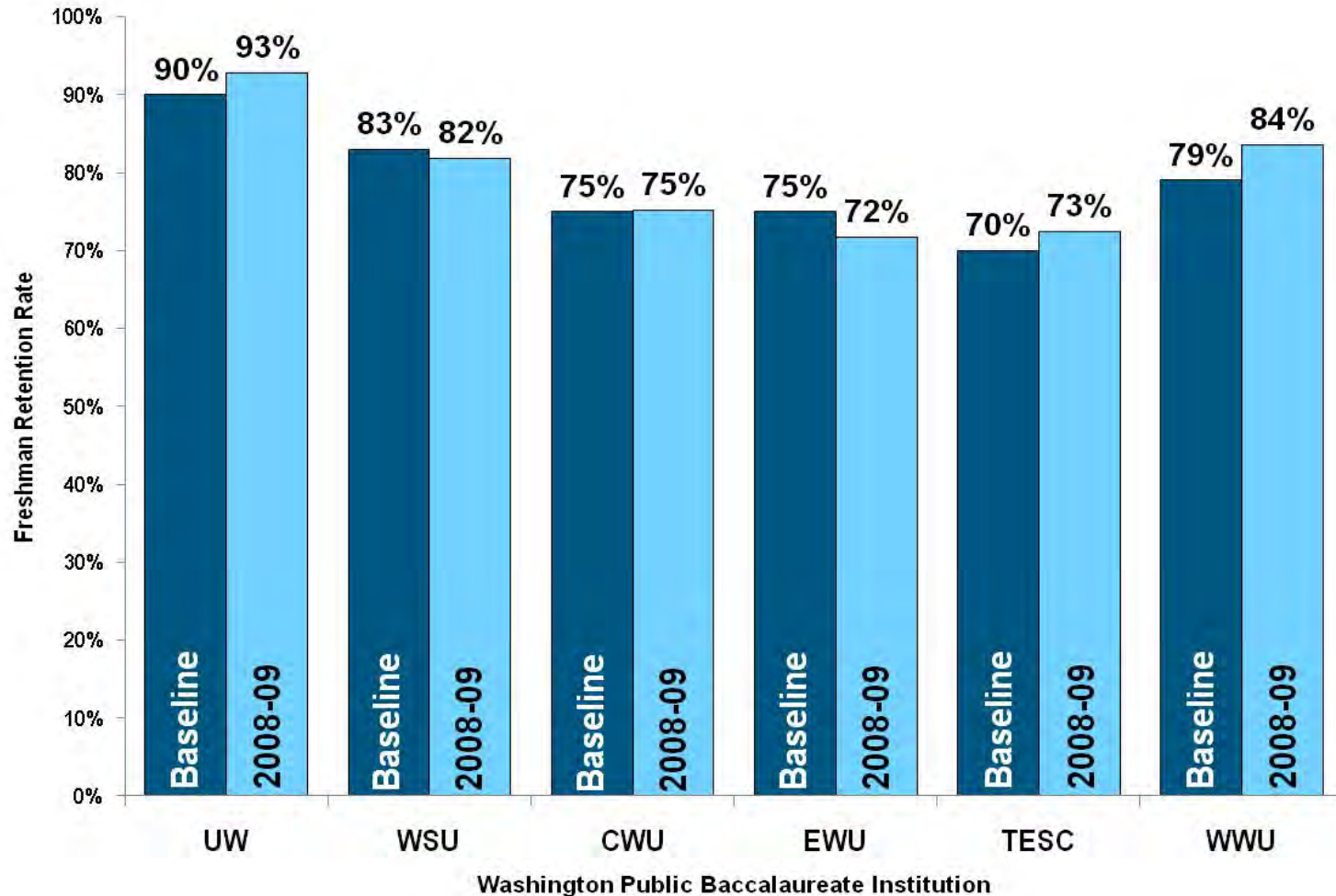
Graduation rate for transfer students has improved

Washington Public Baccalaureate Three-Year Graduation Rate for Transfer Students with an Associate Degree from a Washington Community College
Baseline (Annual Average of 1997-98 to 2001-02) to 2009-10



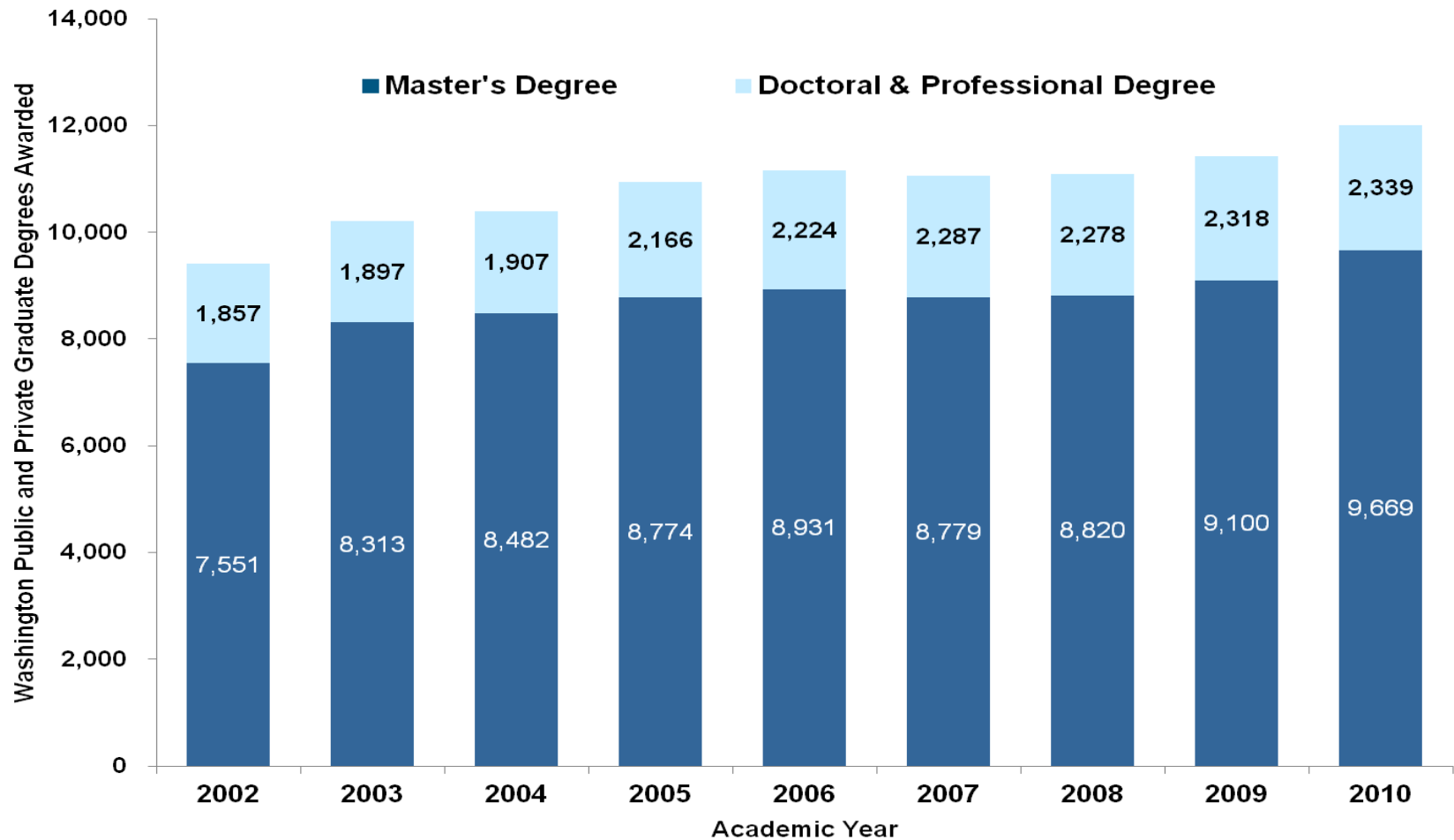
Large majority of Washington freshmen at four-year public institutions return for the sophomore year

Freshmen to Sophomore Retention, Washington Public Baccalaureate Baseline (Annual Average of 1997-98 to 2001-02) to 2009-10



Moderate Growth in Graduate Degree Production

Graduate Degrees Awarded in Washington by Type, 2002-2010
All Public and Private Institutions

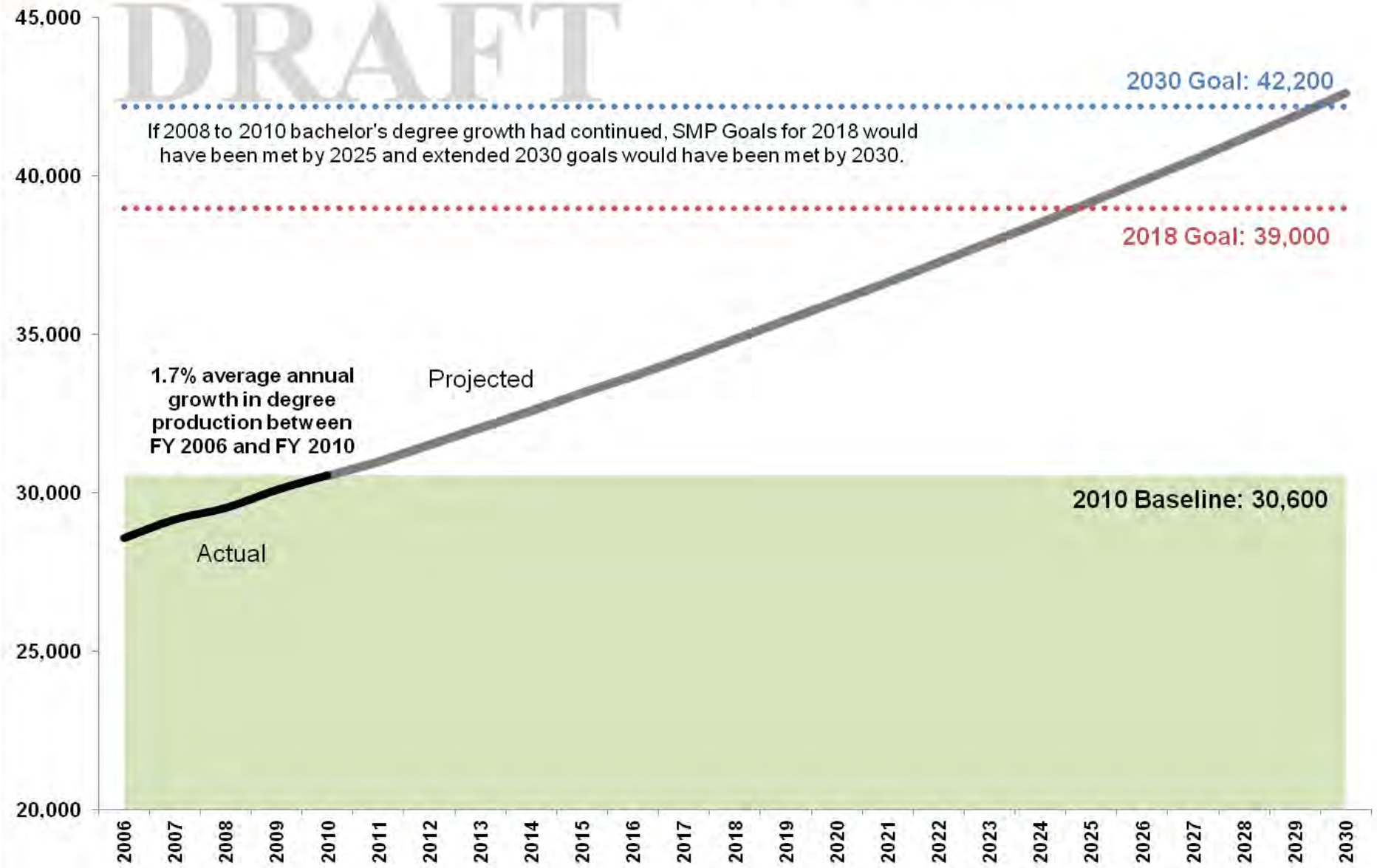


High Demand Degree Awards, 2002-2010

Program Area	2002-03	2005-06	2009-10
Allied Health	5,018	6,995	8,867
Computer Sciences	1,877	1,222	1,597
Engineering Tech.	1,936	1,821	2,844
Engineering (4-yr.)	1,264	1,293	1,263
Math, Biol./Physical Sciences	1,974	2,215	2,619
Transfer STEM (2 yr.)	1,056	1,059	1,187
Total Public Higher Ed.	13,169	14,730	18,709

Projected Bachelor's Degree Growth using 2006-2010 Increases vs. Goals Public and Private Institutions

DRAFT



A Darker Tone in *Key Facts*

We are *not* on track

- Washington is faced with a deep dilemma. How can it make the investment in students it needs to make when revenue desperately needed to provide basic social and health support to our most vulnerable populations is being reduced? To date, there does not appear to be an answer to this question.
- However, one thing is for certain. If we continue down the current path, our higher education institutions will become far less accessible and affordable, more narrowly focused, and less capable of meeting future economic and societal needs. And this is exactly the opposite direction we should be heading . . .