



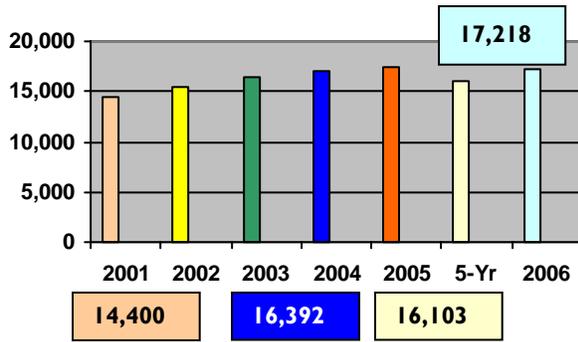
# Accountability for student success in Washington higher education

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

**Summary Report**  
**December 2006**

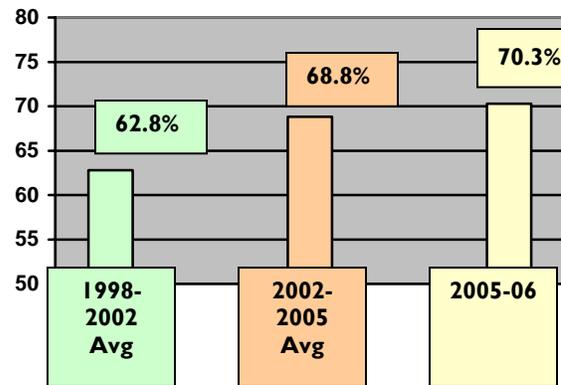


### Ready for transfer



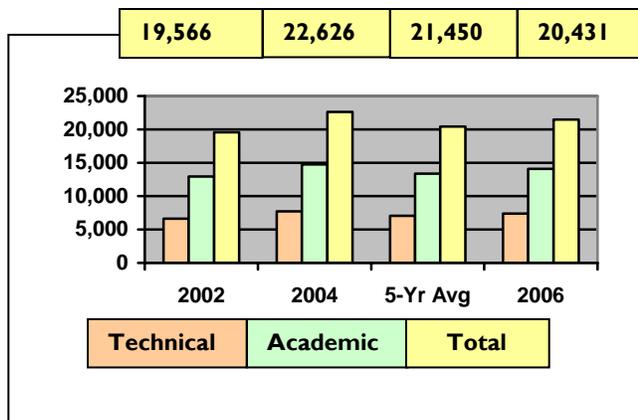
The chart above shows the number of students who have at least a 2.0 GPA after completing at least 45 credits in core courses at the community and technical colleges. These students are considered 'ready for transfer.'

### Three-year outcomes



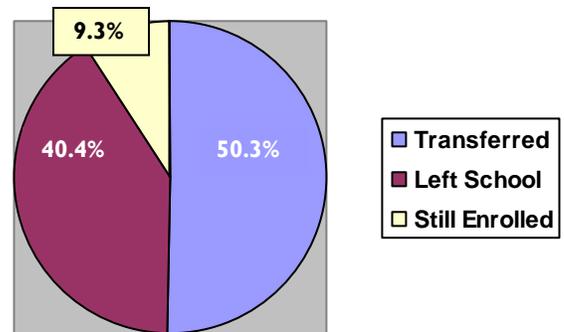
Three-year graduation outcomes for students who transfer to public, four-year universities with associate degrees are shown in the chart above.

### Associate degrees awarded



Washington is ranked fifth nationally in terms of the percentage of its total population enrolled in community and technical colleges. About 70 percent of Washington's college students attend community and technical colleges. Washington community and technical colleges annually award 18 associate degrees per 1,000 residents aged 20 to 34. This ratio is high compared to other states.

### Transfer student 3-year outcomes



The chart above page shows the percentage of students who intended to transfer to four-year institutions and earned at least 15 credits and enrolled at four-year institutions within three years.

**Data sources for accompanying charts are found in the body of the report.**



# **Accountability for student success in Washington higher education**

**Summary Report  
December 2006**

W A S H I N G T O N  
**H I G H E R  
E D U C A T I O N**  
C O O R D I N A T I N G   B O A R D

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## Accountability in Higher Education - 2006

### Introduction

The Higher Education Coordinating Board (HECB) is required by law to establish an accountability monitoring and reporting system. As a part of this mandate, the HECB is directed to review higher education system achievements annually, and to report achievements every two years.

After accountability measures were added to the state budget in 2005, the HECB, in collaboration with the Office of Financial Management (OFM), the four-year institutions and the State Board for Community and Technical Colleges (SBCTC), revised the accountability framework. The revisions were adopted in May 2006 by OFM and the HECB. Performance targets were also adopted by OFM and the HECB.

This report summarizes statewide results achieved in the most recent academic year for which statewide data are available (in most cases, the 2005-06 academic year). Data on results for individual four-year institutions, as well as a variety of background information and contextual data, is presented separately in a comprehensive report.

To assist the reader in understanding the meaning of results from the most recent year, trend data is provided. Results from two previous periods of time are shown – the annual average for the five years from the 1997-98 academic year through 2001-02, and the annual average for the three years immediately preceding the most recent year. When comparable data from other states is readily available, it is included to enrich the comparative perspective.

Placing students at the center of policy development is a commonly sounded theme. Focusing on students is a challenge when it comes to reporting statewide system results. Yet a foundational purpose of the HECB is to advocate for students. This report takes up the challenge by spotlighting a few of the students whose lives and educational experiences lie behind the numbers and the percentages.

We hope readers will reflect upon the many students whose stories enrich the statistical summaries. Students are the primary reason this work has value and urgency. We applaud state policymakers for creating opportunities for these students and urge the state to ensure opportunities will remain available for students who have yet to knock on the door of higher education.

**Higher Education Coordinating Board  
December 2006**

### ***Inside***

***Pages 2-5***

***Transfer Progress Measures***

***Pages 6-13***

***Degrees Awarded***

***Pages 14-15***

***Basic Skills, Workforce Preparation***

***Pages 16-19***

***Keeping Students On Track***

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## Transfer Progress Measures



*Patrick Chen transferred from Edmonds Community College to CWU-Lynnwood, where he expects to earn his bachelor's degree in accounting in 2008.*

### *Edmonds CC student making CPA progress by the numbers*

Patrick Chen planned to become an accountant while attending Meadowdale High School in Edmonds. He had an affinity for the profession - both his father and grandfather are accountants. On a fast track to accomplish that goal, Patrick is now thinking even bigger.

After graduating from Edmonds Community College with an associate degree in 2006, Patrick enrolled in the accounting program at Central Washington University-Lynnwood. He is set to earn his bachelor's degree in 2008. He then intends to continue in CWU-Lynnwood's Master in Public Accountancy program and become a CPA.

Patrick has advanced rapidly toward his degree by taking advantage of programs designed to help hard-working students move ahead at an accelerated pace. As a student at Meadowdale High School in Edmonds, he earned college credit first by taking Tech Prep classes and then by entering the Edmonds Community College Running Start program.

When he graduated from high school in 2004, Patrick already had earned most of the credits he needed to complete his first year of college. This enabled him to start right in on second-year accounting classes, further preparing himself for the transition to CWU.

For his extra effort and outstanding performance, Patrick received scholarships from the Edmonds Community College Foundation and Central Washington University College of Business.

## Transfer Progress Measures

### *Running Start student earns both diploma and associate degree*

“I loved Running Start,” says Alex Gardner, 18, who graduated in June from both Lower Columbia College (LCC) and Toutle Lake High School.

“I wanted a challenge, and don’t know what I would have done if it hadn’t been an option. Running Start helped me become more independent. I’m much better prepared to attend a 4-year college now.”

LCC supplied plenty of challenge, not only in the rigor of the courses, but also in the higher expectations and workload of college, she said.

After working last summer doing dispatch in the Communication Office for the Cascade



*Alex Gardner*

Region of the Department of Natural Resources at Castle Rock, she’s a junior at Central Washington University, where she plans to major in Information Technology and Business Administration.

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### *OC graduate studying pre-optometry at UW*

Michael Neilson, Jr., a 2006 Olympic College graduate, became inspired to study pre-optometry at the University of Washington following a trip to his eye doctor while working a construction job.

“I was hauling lumber during one of our 90-degree plus summer days, and decided it wasn’t something I wanted to do for a long time,” Neilson said. “It was obvious my optometrist was really enjoying his work and liked helping people – something I wanted to do.”

While at Olympic College, working part-time to support his wife and child, he was named to the Deans’ List eight times. He took the natural sciences courses and other prerequisites needed for pre-optometry, and was admitted to the UW for in the autumn quarter 2006.

He says he is looking forward to the challenges that lie ahead, and will miss Olympic College.



*Michael Neilson, Jr.*

## Transfer Progress Measures

### *Transfer success rate key to degree output*

Washington's higher education system relies heavily on a 'two-plus-two' model, providing broad access to low-cost, high-quality post-secondary education.

- More than 70 percent of the students enrolled in state higher education attend one of the state's 34 community and technical colleges, which serve widely distributed population centers.
- Washington is ranked fifth nationally in terms of the percentage of its population enrolled in community and technical colleges.
- About 40 percent of students awarded bachelor's degrees in Washington took at least 40 credits at a two-year school along the way.

### **Ready for transfer**

The chart below shows the number of students who have at least a 2.0 GPA after completing at least 45 credits in core courses. These students are considered 'ready for transfer.' (Figure 1)

### **Student transfer outcomes**

The chart on the next page shows the percentage of students who earned at least 15 credits and enrolled at four-year institutions within three years. (Figure 2)

### **Graduation outcomes**

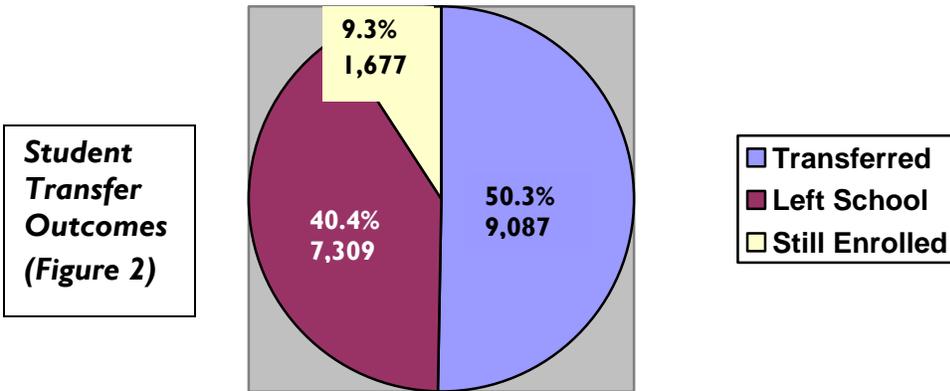
The chart on the next page shows three-year graduation outcomes for the students with associate degrees who transfer to four-year institutions. (Figure 3)



The Higher Education Coordinating Board is seeking approval in 2007 to create a Web-based advising system to help students plan their degree programs and track their progress efficiently. The system would provide a Web portal containing course equivalency information for all degree programs in the state, both public and private. Instant access to information on degree options and course equivalencies among all institutions is the goal.

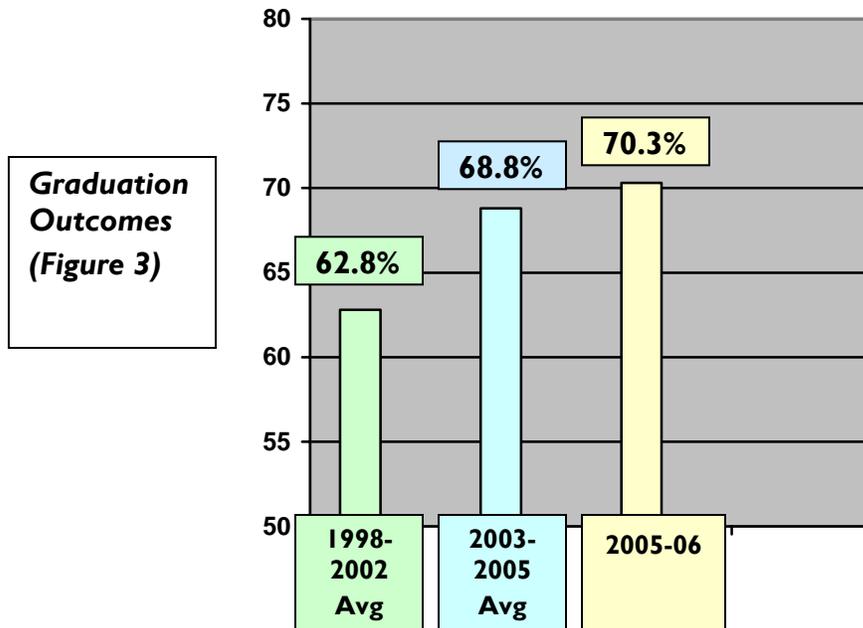
## Transfer Progress Measures

### Three-year outcomes for students who intend to transfer to a four-year institution



Transfer Cohort Enrolling 2001-2002. Data Source: SBCTC  
(Excludes students with fewer than 15 credits)

### Percentage of students who earn bachelor's degrees within three years of transferring with associate degrees



## Degrees Awarded



*Washington State University students at graduation ceremony in Pullman*

## Degree completion a vital component of success

Degree completion is a vital component of success for students, institutions, the state, and local communities, leading to significant positive personal and economic outcomes.

Economists have shown a one percent increase in the number of college graduates in a city brings rising wages for all other city residents.

Benefits for the larger society can also be measured in employment levels, voting, community volunteering and charitable giving.

About 40 percent of the students earning degrees from Washington's four-year institutions took at least 40 credits from a community or technical college and our

state's four-year institutions graduate a high percentage of enrolled students when compared with other states.

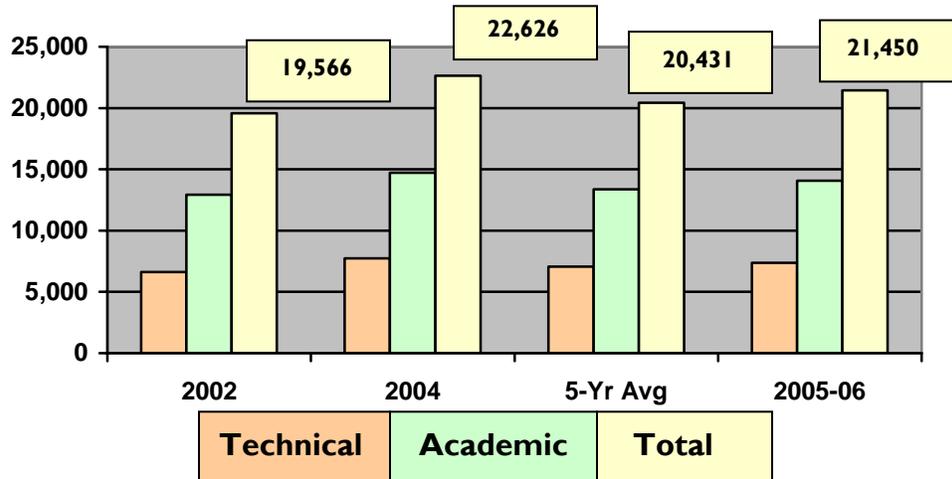
But Washington produces fewer total degrees per 1,000 state residents than do most other states.

Key strategies to increase the number of degrees being earned in Washington are to increase the number of students who transfer successfully from the two-year colleges *and* to expand the number of enrollments funded at the four-year institutions.

The HECB 2007-2009 budget calls for funding almost 15,000 additional enrollments at all levels of the system.

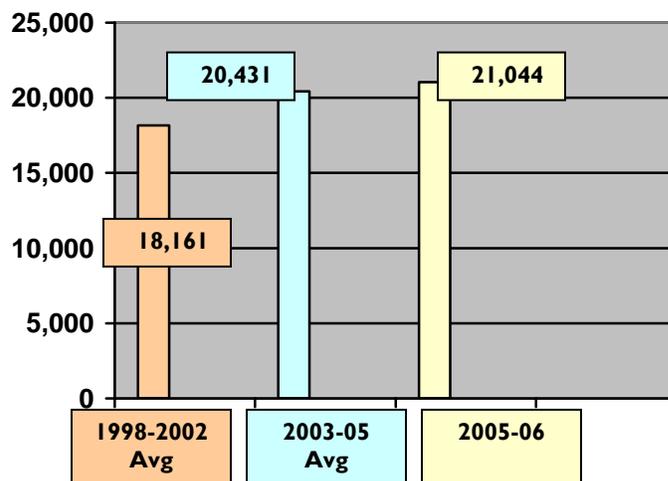
## Degrees Awarded

### Associate degrees granted 2002-2006



Washington is ranked fifth nationally in terms of the percentage of its total population enrolled in community and technical colleges. About 70 percent of Washington's college students attend community and technical colleges. Washington community and technical colleges annually award 18 associate degrees per 1,000 residents aged 20 to 34. This ratio is high compared to other states.

### Bachelor's degrees granted 1998-2006



Washington's four-year institutions produced 21,044 bachelor's degrees in the 2005-06 academic year. Private institutions in the state are producing an average of 7,500 bachelor's degrees annually. The master plan calls for total bachelor's degree production of 30,000 per year by 2010. The public institutions project and increase in degree production. Combined with current levels of production in the private sector this will achieve the goal.

## Degrees Awarded

### *Honors student won junior writing award, two WSU degrees*

No one was fully prepared for the impact Hai Tran would have on Washington State University when he began his coursework in fall 2003.

A Vietnam native, Hai achieved a stellar record during his freshman year and gained entrance to the Honors College.

In only seven semesters, Hai completed two degrees (Finance and Accounting) and also earned a minor in Writing.

Although English is his second language, Hai won the Harold and Jeanne Rounds Olsen Writing Award in 2005 and was hired to work at the WSU Writing Center.

Graduating *magna cum laude*, he also served as president of the International Students' Council, representing more than 800 international students on campus.



*Hai Tran*

In December 2006, he is returning to Vietnam to complete an internship with Ernst and Young Vietnam in Ho Chi Minh City and visit his family.

He'll return to the United States next fall for a permanent position with Ernst and Young in California.

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### *A passion for social justice*

Diversity, social justice, and active engagement in the student community were commitments Romeal Watson brought Eastern Washington University as an undergraduate. Now, as a graduate student pursuing a master's in Social Work, he has continued to promote discussion of subjects like community alliances, moral accountability and multiculturalism. Recently, noted national speakers such as Rabbi Michael Lerner, Dr. Na'im Akbar, Guadalupe Lara, and Dr. Derald Wing Sue were invited to campus by Romeal, who believes in "connecting students to a larger legacy of thinkers and contributors that keeps them engaged in the educational process while at the institution and beyond."



*Romeal Watson*

## High-Demand Degrees



*Aldo Del Bosque is pursuing an elementary education teaching degree at The Evergreen State College.*

*“The Evening and Weekend Studies program allowed me to keep my day job.”*

### *Evergreen student making transition to teaching career*

Aldo Del Bosque was born in Saltillo, Coahuila, Mexico in 1970. He came to Washington in his late teens, became a U.S. citizen, and worked at a Christmas tree farm in Shelton for several years, followed by a long stint as the manager of a Mexican restaurant.

“It was while I was managing the restaurant that I started to see the importance of education in my life and the lives of my young daughters,” he recalls. “It was then that I decided to make a career switch, and became a teacher’s aide.”

A year after becoming a teacher’s aide, Del Bosque enrolled at The Evergreen State College.

“I was attracted to Evergreen by the liberal arts curriculum,” he says. “The Evening and Weekend Studies program allowed me to keep my day job.”

Del Bosque is pursuing his bachelor’s degree with an emphasis in education. He has worked with fourth and fifth graders at Evergreen Elementary, a bilingual school in Shelton, where he has taught lessons in environmental studies.

“Aldo’s so conscientious. He has a fine rapport with the children, and they really look forward to his coming to our class,” says Judi Pegg, who teaches fourth and fifth grades at Evergreen Elementary.

In addition to his education studies, Del Bosque still intends to pursue his interest in visual arts. “You have to look into what you like to do, but also be realistic about job opportunities,” explains Del Bosque, a third-year student.

## High-Demand Degrees



*Jeremy Zanzig (foreground) and Andrei Rekhtin*

### *On the fast track to an engineering career*

Andrei Rekhtin and Jeremy Zanzig recently landed jobs at Analytical Methods, Inc. a Redmond engineering firm, after graduating from the University of Washington's College of Engineering. The two began their studies at Everett Community College in 1999, while still seniors in high school, and spent three years there with their final year focused on engineering prerequisites.

"When we transferred to the University of Washington, every class counted," says Zanzig. "Our prerequisites were reviewed and we were on top of it... this put us one year ahead of other juniors in the engineering program."

Says Rekhtin, "Our Everett Community College engineering instructor Dave Utela didn't just have the knowledge, he knew how to teach. This was true of our calculus teacher Susan Cross too."

"That's the nice thing about the small classes at Everett Community College," says Zanzig. "Our instructors really got to know us, and were interested in what we learned."

*Sometimes it can be difficult to interest students in a particular degree program even when it is clear there are good job prospects. The shortage of math and science teachers is an example. One strategy proposed by the HECB is to create internships for work-study students so they have a chance early in their college studies to explore teaching, health-related occupations and other high-demand fields to determine how interested they are in these fields as career options.*

## High-Demand Degrees

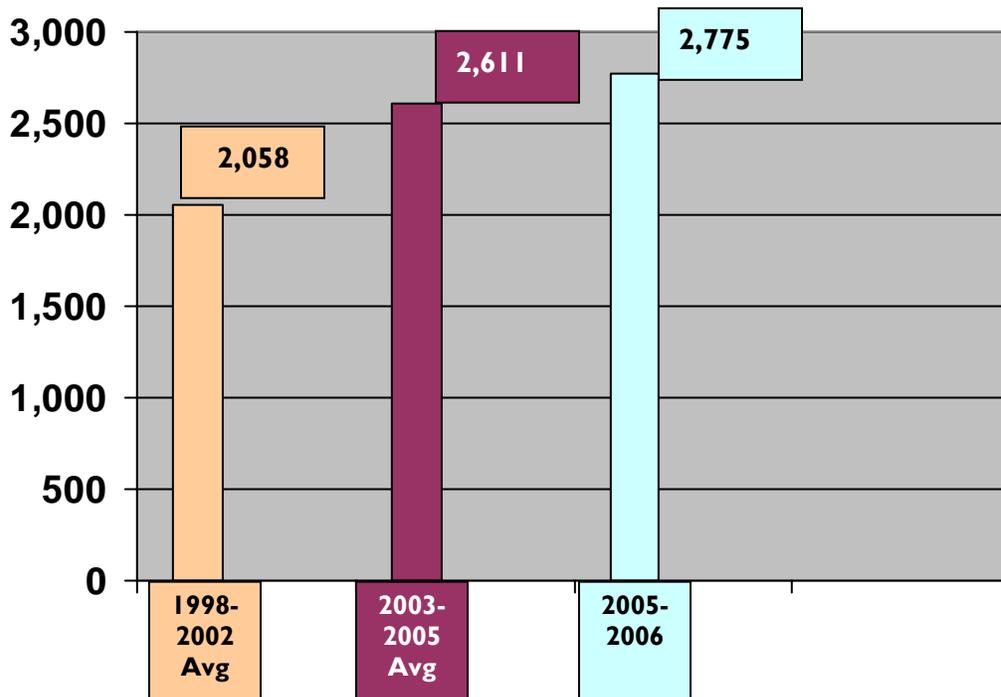
### High-demand bachelor's degrees a top priority

The 2004 Strategic Master Plan for Higher Education emphasizes the importance of an education system that responds to the needs of the state's employers and students. High-demand programs include health-related occupations, computer science, software engineering, engineering and architecture.

The master plan goal calls for increasing the number of degrees in high-demand fields by 300 per year through 2010. While degree production has been increasing steadily and significantly, funding and other barriers have dampened the rate of increase. Without additional funding, institutions have indicated they will only be able to achieve one-third of that goal.

HECB strategies to address the need for more high-demand degrees have included targeted high-demand enrollment grants. Legislation has been passed to encourage institutions to give higher priority to technology degrees. The state recently expanded financial aid programs for prospective teachers and health care professionals.

**High-demand degree production 1998-2006**



## Degrees Awarded

### *UW sociology graduate student earns top academic honors*

Heather Evans received the President's Medal from University of Washington President Mark Emmert at the University's 131st commencement ceremony in June 2006 when she earned her bachelor's degree in sociology.

The UW President's Medal is given each year to a university transfer student who demonstrates academic excellence at the UW.

Heather, a 2003 graduate of Shoreline Community College (SCC), is continuing her studies in the UW Department of Sociology and expects to earn her Ph.D. in three years. She has received scholarships while at SCC and the UW.

Heather entered SCC as a student who had taken a break from education after high school and who wasn't sure she would 'fit in' at a large university as an older student.

"My experience at Shoreline Community College was extremely positive. I received tremendous support by my professors and those who advised me.

"At the time, I was thinking about majoring



*Heather Evans*

in anthropology but I also became very interested in history." She also became involved as a student, serving as a member of a faculty tenure committee.

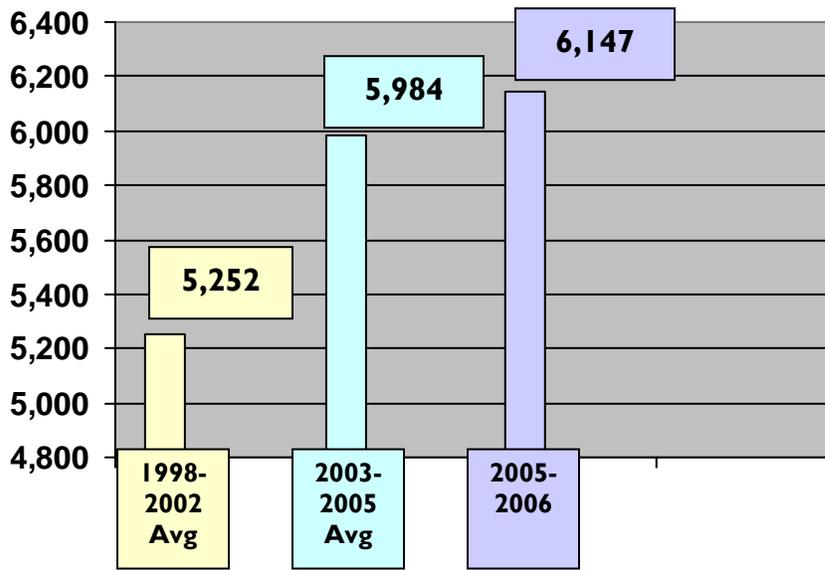
"Heather was especially interested in how interpretations of history vary over time," says Terry Taylor, history professor at SCC.

"She was the kind of student who always wanted to know more and understand where present day concepts originated in the past."

When she completes her Ph.D., Heather says she will decide whether to pursue a career in higher education.

## Degrees Awarded

### Advanced degrees awarded 1998-2006



### Graduate and professional degree production trails other states

Washington will need to increase graduate degree production by 64% to reach the average of the Global Challenge States.

Washington institutions award 7.9 advanced degrees annually per 1,000 residents aged 20 to 34 years old. This output is lowest among the Global Challenge States. Public institutions awarded 6,147 advanced degrees in 2005-06, an increase of 28 percent since the 1997-98 academic year.

Washington's participation rate for public graduate and professional students ranks 47<sup>th</sup> in the nation, driving down its advanced degree production. (Private institutions award 44 percent of the advanced degrees in Washington).

Current plans and funding will leave us 450 degrees short of the master plan goal of 11,500 advanced degrees awarded by 2010.

## Basic Skills, Workforce Preparation

With 34 institutions, the state's community and technical college system plays an important role in providing access to students who seek post-secondary education.

Community and technical colleges also provide **Basic Skills** and **Ready For Work** programs that respond to community and regional economic, social and cultural needs.

Community and technical colleges work to help students overcome language, economic and societal barriers on their way to becoming successful citizens.

Basic skills and workforce training enable community and technical colleges to address local and regional needs and continually assess what kinds of new programs and strategies are needed.

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### *Immigrant's basic skill courses lead to workforce training*

Valeriy Kulik was determined to learn English quickly after emigrating from the Ukraine with his wife and child in 2003.

He enrolled in Everett Community College's English as a Second Language (ESL) program, after being referred through the campus-based Refugee and Immigrant Forum.

After Kulik completed the first three ESL levels, he entered Customized Job Skills Training, a program funded by the Department of Social and Health Services and managed by the refugee forum and the college.

The program is designed to teach high-demand job skills to limited English-speaking adults. College instructors teach job-specific vocabulary, which Kulik now uses as a full-time welder for ABW Technologies in Arlington.



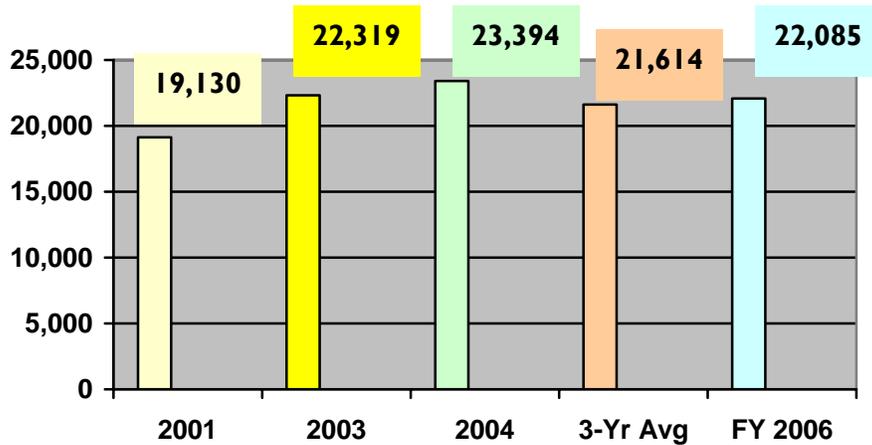
*Valeriy Kulik*

An agreement between ABW, the state's WorkFirst and WorkSource programs, and the Refugee and Immigrant Forum made it possible for Kulik to apply for a permanent position when he completed his skills training program.

## Basic Skills, Workforce Preparation

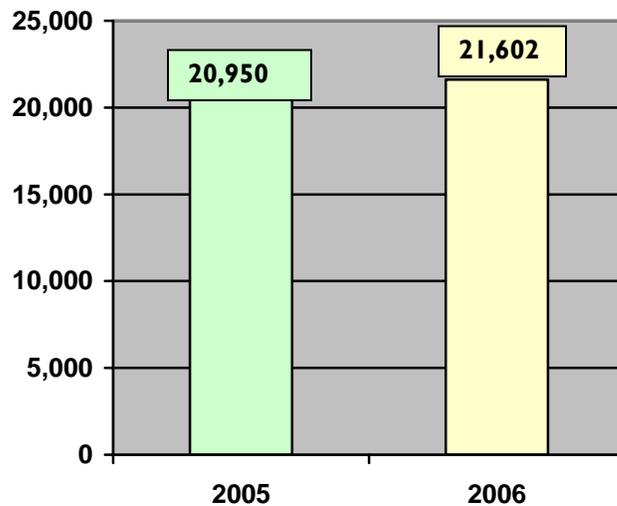
### Ready for Work

The SBCTC defines Ready for Work as the number of students who complete a professional or technical certificate or degree and who achieve industry skill standards. Results are shown in the figure below.



### Basic Skills Competency

Students enrolling in an Adult Basic Education or English as a Second Language program take a pre-program and post-program standardized test in areas such as reading, writing, mathematics and English language proficiency. The SBCTC includes in this measure students who gain at least one competency level in at least one subject after completing the program.



## Keeping Students on Track

### *Financial aid, fortitude and flair set stage for success*

Rachae Thomas expects to earn a bachelor's degree in theater from Western Washington University in June, 2007.

A first-generation college student, Rachae entered Western not knowing quite what to expect. She often felt the pressure of "needing to speak for every other person of color."

But Western's Ethnic Student Center gave her a "home, a safe place to go" as she overcame initial obstacles and moved ahead with her studies.

She credits the individual attention she received from professors for keeping her on track to graduate on time. She also credits support from her mother, a single parent raising three other children.

"At Western, I have felt listened to and respected. I needed to find my own voice as an artist, and my professors have helped me do that," Thomas says.

She enrolled in Western's music program, then changed her major to theater arts. "Theater isn't as natural to me as singing is," she says. "It's



*Rachae Thomas expects to earn her bachelor's in theater from WWU in June, 2007.*

something I have to really work at, but it has become a passion."

Her hard work paid off. She was chosen to play the lead in Western's 2006 performance of *Evita*.

Thomas says financial aid helped make her education possible. Her three siblings, ages 14, 12, and 8 already plan to follow in her footsteps.

"By my example, they have seen that college is not something you're supposed to think about after high school; it's just what you do. They're thinking about *where* they're going to college as opposed to *if* they are going."

**Measuring Up, 2006**, produced by the National Center for Public Policy and Higher Education, states Washington has consistently been a very high performer over the past seven years on six-year graduation rates.

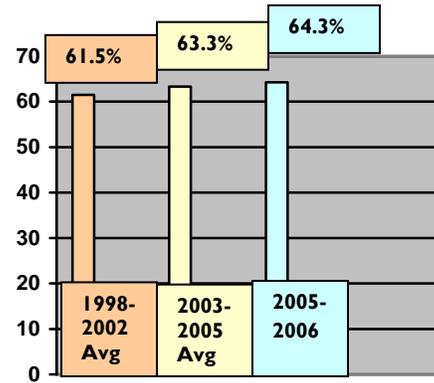
## Keeping Students on Track

### Six-year graduation rates

One measure of efficiency in higher education is how long it takes students to earn their degrees.

Washington's Council of Presidents has reported it takes students an average of 4.2 to 4.8 years to earn a bachelor's degree from our public, four-year universities.

It is not meant to suggest that students *should* take six years to graduate. The six-year graduation rate is a national definition for data collection, not an optimal outcome.



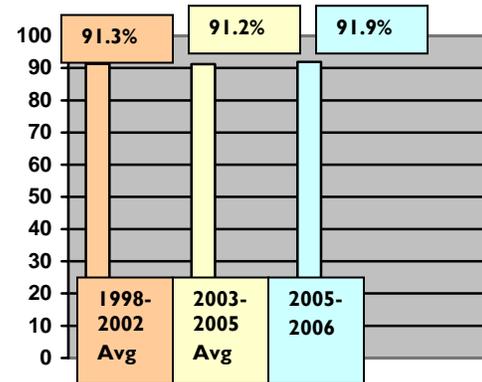
The six-year graduation rate at Washington's public universities – shown above – is among the highest in the nation.

### Graduates finding direct path to bachelor degrees

Another way to measure efficiency is to track the percentage of 'extra' credits students complete while earning a degree.

A reasonable standard of efficiency is achieved if students exceed the total credits needed for their degree by no more than 25 percent.

This flexibility allows students to explore major fields, change majors or add a minor to complement their major course of study.



The chart above shows that nearly 92% of students earning degrees in 2005-06 did so with fewer than 25 percent 'extra credits.'

## Keeping Students on Track



*Brandon Kennedy – thriving at Central Washington University*

### *CWU sophomore likes small classes, personal attention*

An outstanding football player, Brandon Kennedy had his choice of colleges after graduating from Gonzaga Prep High School in Spokane. But Brandon decided to stay close to home.

“I had offers to go other places, but I chose here,” says Brandon, a sophomore at Central Washington University. “It’s the atmosphere, the people – and the guys on the team are really good guys.”

Brandon said his decision to attend CWU was sealed when he discovered he could live on campus, attend small

classes and take advantage of the university’s academic support services, such as the math and writing centers. “It’s nice. If I’m late, I can still roll out of bed and walk to class,” he says.

Brandon not only completed his freshman year classes and advanced to sophomore status, he also was picked as a 2006 pre-season All-American defensive back.

It’s too early to tell if a pro career is possible for Brandon, but if it isn’t, he has another strategy on tap: a communications degree and a career in sports broadcasting.

“I like talking about sports and I like being on camera.” It’s another field that might come easily to Brandon Kennedy.

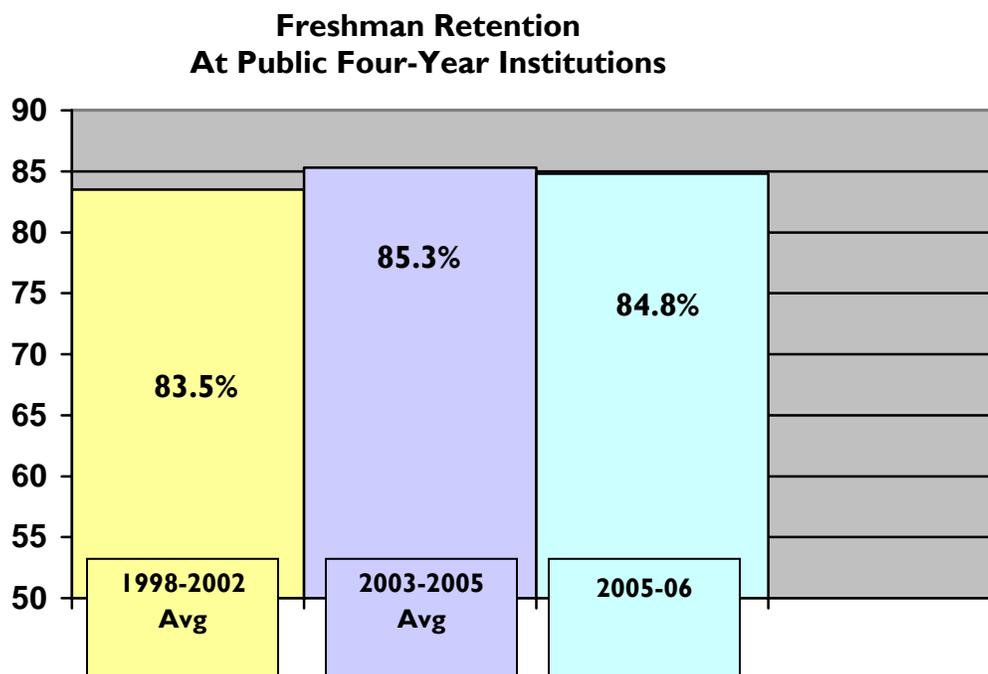
## Keeping Students on Track

### Washington helping freshmen stay the course

During the last two decades, higher education institutions have placed increased emphasis on helping students navigate the sometimes confusing path of their first year in college.

Even so, many students complete the first year and never return. Students who simply persist long enough to enroll for the sophomore year are much more likely to complete a degree.

Public four-year institutions in Washington report freshman retention rates that compare very favorably with other states.



According to **Measuring Up, 2006**, “Washington has consistently been a top-performing state in the percentage of freshmen at four-year colleges and universities returning for their sophomore year.” *Measuring Up* (which includes both public and private institutional data) reports the top five states achieve an average freshman retention rate of 82 percent. Their most recent report card finds the rate for Washington was 82 percent, which is up from 80 percent in 1992.

## Concluding Thoughts

This report outlines some of the important ways in which the higher education system of Washington is accountable to state policymakers. The accountability framework was developed by the HECB in collaboration with state's four-year institutions, the SBCTC and OFM. This is the first year data on successful transfer from two-year to four-year institutions has been reported.

We acknowledge the limitations of the accountability measurements in this report. Some of the measurements focus on outputs or activities rather than results or outcomes. Important issues of quality are not captured in this framework. There are no rewards or consequences for achieving or not achieving the goals. The master plan calls for further exploration of linking the funding of higher education to outcomes rather than enrollments. While improvements to the accountability system are desirable, continually changing accountability standards – as has occurred throughout the last decade - will not help higher education accomplish these goals.

The measures contained in this report provide valuable information because they demonstrate real progress in many areas.

- Six-year graduation rates
- Degrees produced per enrolled students
- Basic skills competency
- Undergraduate degree efficiency
- Freshman retention

Despite these successes, there are also warning signals that alert us to the need for improvement.

- Washington is not competitive with other states in the production of bachelor's degrees per 1,000 residents.
- The state is not on track to meet 2010 goals in awarding advanced degrees.
- High-demand degree production will fall well short of the goal.

HECB budget requests and recommendations contain strategies to accelerate improvement and address neglected needs. Building on the accountability measures contained in this report, the state's public higher education institutions and policymakers must address the challenges identified by this report.

## The Washington Higher Education Coordinating Board

The 10-member Washington Higher Education Coordinating Board is a citizen advisory board charged with exercising oversight for policy development, capital expenditures, financial aid and new degree programs at the state's colleges and universities. The Board:

- Administers \$200 million in state financial aid distributed to 80,000 students.
- Operates the *Guaranteed Education Tuition* program with nearly \$800 million in assets and 70,000 participants.
- Administers the *Gear Up* program, which encourages early awareness of and preparation for college among under-represented groups.
- Reviews all higher education operating and capital budget requests and makes recommendations to the Governor and the Legislature.
- Conducts policy studies and prepares reports on issues like student transfer, high-demand programs, facility needs, and tuition and fee rates.
- Ensures educational quality by reviewing and approving new degree programs.

<p><b>Fall 2005 Enrollment Four-Year Public Universities</b></p> <p><b>University of Washington</b> Seattle                   <b>39,251</b> Bothell                   <b>1,534</b> Tacoma                   <b>2,189</b></p> <p><b>Washington State University</b> Pullman/Spokane       <b>20,405</b> Tri-Cities                 <b>1,164</b> Vancouver               <b>1,975</b></p> <p><b>Central Washington University</b>                                   <b>10,190</b></p> <p><b>Western Washington University</b>                                   <b>14,247</b></p> <p><b>Eastern Washington University</b>                                   <b>10,908</b></p> <p><b>The Evergreen State College</b>                                   <b>4,470</b></p>	<p><b>Fall 2005 Enrollment Community &amp; Technical Colleges</b></p> <p>Twenty-nine community colleges, five technical colleges statewide. <b>251,759</b></p> <p><b>Independent Four-Year Institutions</b> Thirty-three serve entire state. <b>59,950</b></p> <p><b>Total Headcount                   418,042</b></p> <p>Public four-year:                   <b>106,333</b></p> <p>Public two-year:                   <b>251,759</b></p> <p>Public Total                         <b>358,092</b></p> <p>Independent four-year:           <b>59,950</b></p> <p style="text-align: center;"> <small>WASHINGTON</small>  <b>HIGHER</b>  <b>EDUCATION</b>  <small>COORDINATING BOARD</small> </p>
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## End Note

### *Yakima vet tech program attracts world traveler*

Following an 11-year stint in the shipping industry, Vicky Carter spent a year traveling the world working with animals, including sled dogs in Colorado and dolphins in Portugal.

During her travels, Carter decided she wanted to become a vet tech, and after considering a program in New Zealand, settled on Yakima Community College for her training.

Carter grew up just outside of London, where her family has a small farm with many animals.

“I knew I wanted a quality of life versus a quantity of money,” Carter said.

Carter moved to Yakima spring 2005. When classes started in the fall, she quickly immersed herself in the program, making friends with her classmates and spending time with the program’s animals.

“This program has taught me you can do anything you put your mind to, she said. “You develop a confidence with the animals because you have an understanding of why things are happening.”

Through a partnership with the Yakima Humane Society, the students care for four dogs and four cats each week. They bathe, walk, take blood samples and



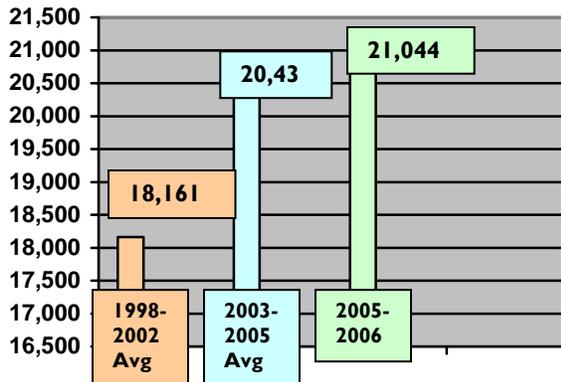
*Vicku Carter*

assess the animals for parasites or illnesses. As the vice-president of the vet tech club, Carter developed the “pet of the moment” program. Posters on campus and in the community encourage people to adopt the dogs from the vet tech program.

“I want to avoid having animals euthanized if they could be going to good homes instead,” she said.

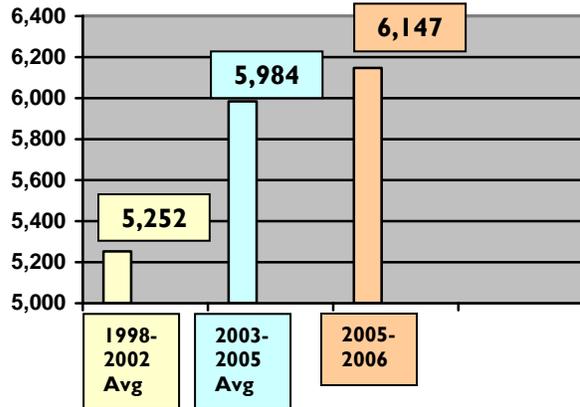
When she graduates in the spring, Carter plans to stay in the United States and work for an equine practice or in emergency care.

### Bachelor's degrees awarded



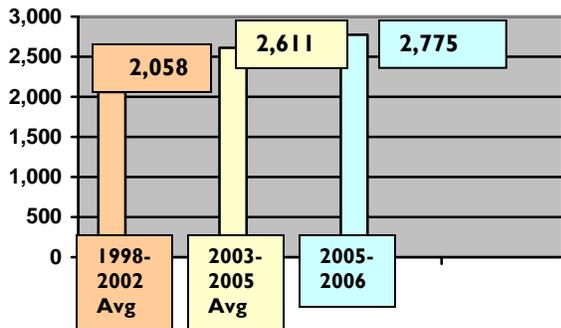
Washington produces 21 bachelor's degrees for every 1,000 residents between 20 and 34. This is low by national standards due to low participation rates. However, Washington exceeds all Global Challenge States and far surpasses the national average in the number of bachelor's degrees conferred per 1,000 enrolled students.

### Graduate degrees awarded



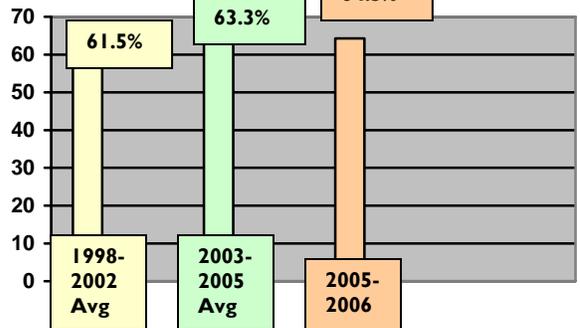
Public institutions awarded 6,147 advanced degrees in 2005-06, an increase of 28 percent since the 1997-98 academic year. Despite this progress, graduate and professional degree production will have to increase 64 percent to reach the average for all Global Challenge States.

### High-demand degree production



Washington needs to produce more graduates with degrees in high-demand fields such as engineering, computer science, and nursing. High-demand degrees will help propel Washington's economy to new levels in the next decade and beyond. The HECB administers high-demand grants provided by the Legislature to foster high-demand program development.

### Six-year graduation rates



The six-year graduation rate at Washington's public universities is among the highest in the nation. The six-year graduation rate is a national definition for data collection. It is not meant to suggest that students *should* take six years to graduate. The Council of Presidents has reported it takes an average of 4.2 to 4.8 years for a student to earn a bachelor's degree from our public universities.

**RESOLUTION NO. 06-41**

WHEREAS, State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for the purpose of making “progress towards the achievement of long-term performance goals in higher education”; and

WHEREAS, State law further directs the board to annually review results achieved and to report each biennium on those results; and

WHEREAS, Washington’s public baccalaureate institutions, the State Board for Community and Technical Colleges and the Office of Financial Management worked collaboratively with the board to develop the new accountability framework and performance targets; and

WHEREAS, the board and the Office of Financial Management approved a revised set of performance measures and performance targets for public baccalaureate institutions and the community and technical college system as a whole in May, 2006; and

WHEREAS, the board believes it is important for state policymakers to understand and focus on results from a systemic perspective as part of any review of results achieved in higher education; and

WHEREAS, the board will publish separately a comprehensive accountability report that includes data collected for results at individual baccalaureate institutions, results on baccalaureate institution-specific performance measures, results for students receiving Pell grants, and data on a variety of relevant contextual factors; and

WHEREAS, the board expresses its appreciation to higher education institutions and the State Board for Community and Technical Colleges for their invaluable assistance gathering biographical information on students to help illustrate performance in the system of higher education;

NOW THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts *Accountability for Student Success in Washington Higher Education, Summary Report, December 2006*.

Adopted:

December 14, 2006

Attest:

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Gene Colin, Chairman

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Jesus Hernandez, Secretary