



WASHINGTON STUDENT
ACHIEVEMENT COUNCIL

EDUCATION › OPPORTUNITY › RESULTS

Intercollege Relations Commission

April 17-18, 2014

<http://www.wsac.wa.gov/>

Outreach and Advocacy

Activity

- Educational Attainment for all Conference.
- New student-facing website <http://readysetgrad.org/> updated.
- New Agency website <http://www.wsac.wa.gov/> .
- College Goal Washington: 69 sites, 77 FAFSA completion events, and over 4,500 students
- Community presentations, meetings with editorial boards, legislators

Policy and Research

Activity

- Associate In Nursing Direct Transfer Agreement.
- Residency
 - 1079 form updated, report submitted to legislature
 - SB 5318 – Removes one year waiting period for veterans
 - WAC rule-making revisions
 - Statewide Conference being planned
 - Q and A work
 - Revisions to Handbook
- Dual Credit Workgroup

Policy and Research

Activity

- Continued support of data for Results Washington.
- Continued development on Roadmap metrics.
- Meetings for the Committee for Student Support (CSS), the Committee for Funding and Accountability (CFA), and the Committee for Academic Affairs and Policy (CAAP).
<http://www.wsac.wa.gov/2014-roadmap>
- Tuition and Fee Survey
- Working to Pay for College Study Update
- Provided data for the Caseload Forecast Council, the BERC Group, the Community Center for Education Results, and the Education Research and Data Center.

Policy and Research

Activity

- PLA Workgroup
 - Summer 2012-Spring 2013 Data Summary:
 - **4,595** - Number of students receiving PLA credit.
 - **84,778** - Number of academic PLA credits.
 - **25/113** Reporting
 - Moving Forward 2014:
 - Focus on military prior learning.
 - Work with NWCCU to clarify definitions of PLA.
 - Expand and improve communication about PLA.
 - Encourage additional crosswalk development between industry and colleges.

Student Financial Assistance Programs

Activity

- Implementation of SB 6523 – Real Hope Dream Act
- Development of training materials related to the Washington Application for Student Financial Aid – WASFA
<http://readyssetgrad.org/wasfa>
- Webinars – **Washington State Student Services Commission (WSSSC)**
- College Bound – Total 7th and 8th grade applications are ahead of where we were one year ago. Since 2007, over 169,000 students have applied for College Bound.

Legislative Work

Activity

- Official signing of HB 2626, attainment goals –
 - All adults in Washington, ages 25-44, will have a high school diploma or equivalent.
 - At least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential.
- <http://www.wsac.wa.gov/the-roadmap>

Continue the conversation

<http://www.wsac.wa.gov/council-conversations>

Jim West

Associate Director

Academic Affairs and Policy

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ICRC Spring 2014



Washington Community & Technical Colleges

One system. 34 colleges. Unlimited possibilities.

Scott Copeland
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sbctc.edu ■ checkoutacollege.com

2012-13 Transfer Destinations

(without Running Start)

Top transfer institutions-

- Washington State University, Pullman 2,329
- University of Washington, Seattle 1,900
- *Western Governors University* 1,826
- Central Washington University 1,532
- Eastern Washington University 1,295
- Western Washington University 1,240

Bates
Bellevue
Bellingham
Big Bend
Cascadia
Centralia

Clark
Clover Park
Columbia Basin
Edmonds
Everett
Grays Harbor

Green River
Highline
Lake Washington
Lower Columbia
Olympic
Peninsula

Pierce, Puyallup
Pierce, Ft. Steilacoom
Renton
Seattle, North
Seattle, Central
Seattle, South

Shoreline
Skagit Valley
South Puget Sound
Spokane
Spokane Falls
Tacoma

Walla Walla
Wenatchee Valley
Whatcom
Yakima Valley

2012-13 Transfer Destinations

Top transfer institutions-

• Seattle University	382
• City University of Seattle	310
• Pacific Lutheran University	199
• Saint Martin's University	164
• Northwest University	157

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2012-13 Top Transfer Degrees Awarded

- Associate in Arts-DTA 13,891
- Associate in Business 1,307
- Associate in Science-Engn/Physics 639
- Associate in Science-Bio/Chem 378
- Associate in Nursing 408

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2012-13 Academic Year Report

Student Progress and Success

Applied Baccalaureates

Approved Programs

2014 Legislation

SSB 5969 Providing for awarding academic credit for military training

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Tacoma

Walla Walla
Wenatchee Valley
Whatcom
Yakima Valley

Announcement:
Director of Transfer Education: Joyce Hammer

Green River Community College

- Dean of Business, English and Humanities
- Dean, Transfer Education
- Assistant Dean, Transfer Education
- Division Chair, Mathematics
- Faculty, Mathematics
- Board, Articulation and Transfer Council

PhD in Education, Oregon State University,
Masters in Mathematics Education, University of Washington
Bachelors in Mathematics, University of Washington

ICRC Spring 2014



Scott Copeland
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Joyce Hammer (Beginning May 1)
Director of Transfer Education, Education Division
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The Interstate Passport Initiative

A New Interstate Transfer Framework:
Streamlining Pathways to Graduation

Washington's Joint Transfer Council

April 16, 2014

South Puget Sound Community College,
Olympia, Washington

Bob Turner, Passport State Coordinator

INTERSTATE

PASSPORT

A WICHE States' Initiative

Interstate Passport: The Context



On average ...

- 27 percent of all transfer students cross state lines **(over 300,000 in WICHE region annually)** (National Student Clearinghouse Signature Report, 2012)
- Transfer students who earn a B.A. **take 1.2 years longer** to do it (U.S. Dept. of Education, 2010)
- The extra time costs a student **over \$9,000** for tuition and fees alone (WICHE, 2010)
- **Unnecessary repetition of academic work** costs time and money for students, institutions, states, the federal government, and taxpayers

The Passport “Jumping the Chasm & Choke Points”

“The Community College Route to the Bachelors Degree” *

David B. Monaghan and Paul Attewell

❖ Community College students ---

with ~ 60 credits

desire to earn BS or BA

only about **60 % successfully transfer** to 4 year institution

“Jumping that Chasm is probably a big part of the fall-off in completion rates”

❖ Community College students who successfully transfer---

only about **60 % are able to bring all or most of their credits**

“Students who transfer most of their credits are more likely to complete a BA”

CHOKE POINTS

LACK OF TRANSFER

LOSS OF CREDITS

* <http://epa.sagepub.com/content/early/2014/02/28/0162373714521865.full>



The view of articulation when it is all about the institution protecting its course choices; instead transfer should be a free friction zone acknowledging the work of the student and her right to take this work anywhere

The Alliance Questions that Lead to Passport Proposal

Upon discovering that students swirl inside of states, initiatives were deployed to make this movement seamless.

Don't students deserve the same consideration when moving between states?



Can there not be a common currency to facilitate student transfer between states, a Passport based on a common currency of Learning Outcomes or Competencies?

Vision

New agreements and policies

- allow transfer students to carry with them an **Interstate Passport**,
- *that signals completion of a lower-division general education core*,
- based on **LEAP Essential Learning Outcomes**,
- that minimizes duplication of academic work and so help streamline their pathway to graduation.



Characteristics of the Passport

- A grass-roots originated effort by **academic leaders** in the WICHE region to advance friction-free transfer for students in the region
- A new block transfer framework based on learning outcomes
- To be rolled out in **phases** over an approximate five-year span
- **Participation is voluntary** in all phases

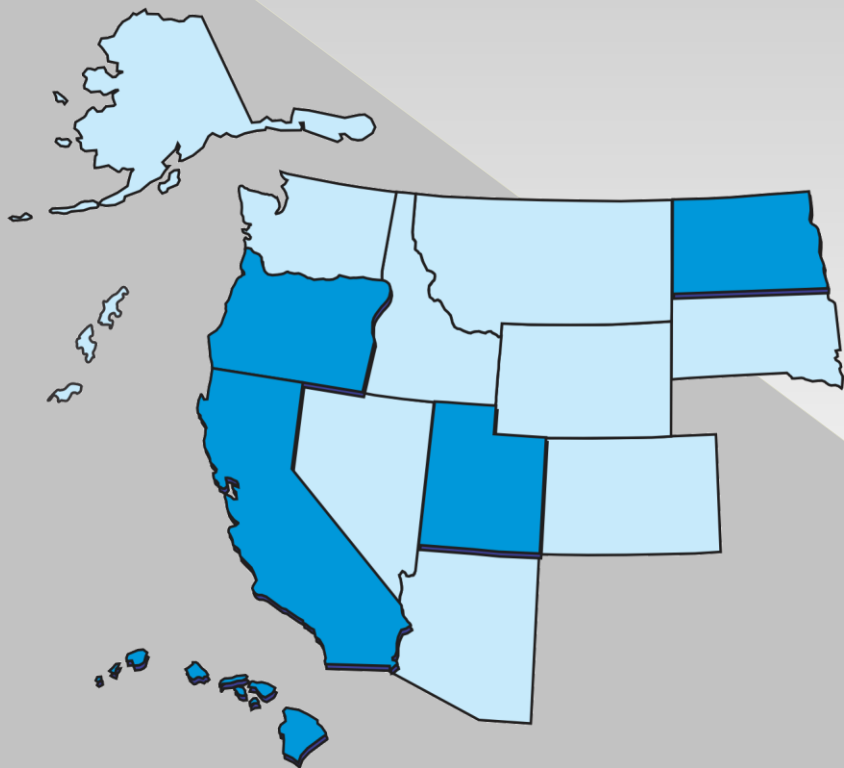


Goals: Phases 1 and 2

- To advance the completion agenda with a large scale and bold regional plan
- To open doors, remove obstacles for students to move gen ed package freely in western region
- To bring cross-state faculty together in agreement on outcomes, competencies; but not just a tuning exercise. Tuning that is also transfer!
- To conduct tracking and research: a) track transfer activity/success and b) continuous research on the transfer actions, choices, and consequences of students



Passport Partners: Phase I



CA, HI, ND, OR & UT

**23 two-year and four-year
institutions**

Facilitators



Dr. Debra David Project Director,
"Give Students a Compass"
CSU Office of the Chancellor



Dr. Dick Dubanoski
Dean, College of Social Sciences
University of Hawaii at Manoa



Lisa Johnson
Director of Articulation and Transfer
North Dakota University System



Dr. Phyllis "Teddi" Safman, Assistant
Commissioner for Academic Affairs
Utah Board of Regents



Dr. Kent Neely, Liaison for Statewide
Academic Initiatives
Oregon University System

Passport Advisory Board: Phase I



Dr. Susan Albertine
*Association of American
Colleges and Universities*



Dr. Michel Hillman
North Dakota University System



Dr. Nancy Krogh
University of Idaho



Dr. David Longanecker
WICHE



Dr. Susan Neel
Utah State University-Eastern



Dr. Karen Paulson
NCHEMS



Dr. Peter Quigley
*University of Hawaii
Community College System*



Dr. Jane Sherman
Washington State University



Jeff Spano
*Chancellor's Office of the
California Community Colleges*

Scope: Lower Division GE—Phases I and II

Association of American Colleges and Universities <i>Liberal Education and America's Promise</i> General Education Essential Learning Outcomes	
Passport Learning Outcomes GENERAL EDUCATION	Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first century challenges by gaining:
	☐ Knowledge of Human Cultures & the Physical & Natural World ▶ Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts; <i>Focused</i> by engagement with big questions, both contemporary and enduring.
	☐ Intellectual and Practical Skills, including • Inquiry and analysis ▶ Critical and creative thinking ✓ Written and oral communication ✓ Quantitative literacy ▶ Information literacy ▶ Teamwork and problem solving <i>Practiced extensively</i> , across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
	☐ Personal and Social Responsibility • Civic knowledge and engagement – local and global ▶ Intercultural knowledge and competence • Ethical reasoning and action • Foundations and skills for lifelong learning <i>Anchored</i> through active involvement with diverse communities and real-world challenges.
Upper Division Requirements	
 Lower Division Requirements	
▶ Proposed Passport Phase 2 <i>Intercultural Knowledge (Social Science)</i> <i>Information Literacy</i> <i>Physical/Natural Sciences</i> <i>Humanities/Creative Arts</i> <i>Teamwork/Problem Solving</i> <i>Critical Thinking</i>	
✓ Passport Phase 1 <i>Oral Communication</i> <i>Written Communication</i> <i>Quantitative Literacy</i>	☐ Integrative and Applied Learning • Synthesis and advanced accomplishment across general and specialized studies <i>Demonstrated</i> through the application of knowledge, skills, and responsibilities to new settings and complex problems.

The Passport's Creation: Important Roles *from multiple institutions in five states*

☐ Chief Academic Officers

- Develop the vision and guide the project

☐ Faculty

- Created the Passport Learning Outcomes
- Created the Proficiency Criteria for Transfer

☐ Registrars

- Recommended ways to identify students achieving Passport
- Recommended ways to notate Passport on student's record

☐ Institutional Research Office Representatives

- Recommended how to track student academic progress
- Created the reporting template

☐ Advisors

- Created sample materials for use in informing students about how the Passport works

Passport Learning Outcomes:

Negotiated among Faculty

Oral Communication

ORAL COMMUNICATION					
NORTH DAKOTA	UTAH	OREGON	HAWAI'I	CALIFORNIA	NEGOTIATED PASSPORT OUTCOMES DRAFT
1. Demonstrate written, oral, and visual communication skills, information literacy, and technological skills. 2. Think, speak, and write effectively. 3. Speak effectively in a variety of contexts and modes, using a variety of communication skills. 4. Speak in civic, academic, and professional settings with a sense of purpose and audience. 5. Communicate skillfully involving learning the conventions associated with...speaking and learning.	1. Demonstrate critical and analytical thinking in an oral presentation. 2. Analyze a target audience and occasion and apply that analysis to his/her presentation. 3. Effectively marshal evidence providing support and insight as part of the oral communication.	1. Engage in ethical communication processes that accomplish goals. 2. Respond to the needs of diverse audiences and contexts. 3. Skill Area (Content): • Determine purpose • Organize content • Supporting materials • Listening 4. Skill Area (Delivery): • Careful choice of words appropriate to topic and audience • Appropriate nonverbal behavior that supports verbal messages • Listening	<i>Gather information appropriately and communicate clearly both orally and in writing.</i> 1. Identify & analyze the audience and purpose of any intended communication. 2. Gather, evaluate, select, and organize information for the communication. 3. Use language, techniques, & strategies appropriate to the audience & occasion. 4. Speak clearly & confidently, using the voice, volume, tone, & articulation appropriate to audience & occasion. 5. Summarize, analyze, & evaluate oral communications & ask coherent questions as needed. 6. Use competent oral expressions to initiate and sustain discussions.	Note: Outcomes for oral and written communication are identical.) 1. Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. 2. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. 3. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively.	1. Develop a central message and supporting details by applying critical thinking and information literacy skills. 2. Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose. 3. Monitor and adjust for audience feedback. 4. Listen and critically evaluate the speaker's central message and use of supporting materials.

Passport Learning Outcomes

Acceptable to Faculty at Every Passport Institution



One example: Oral Communication

- **Preparation for Performance:** Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion and purpose.
- **Delivery:** Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.
- **Monitor and Adjust:** Monitor and adjust for audience feedback.
- **Critical Receiver:** Listen and critically evaluate the speaker's central message and use of supporting materials.

Transfer Level Proficiency Criteria

Acceptable to Faculty at Every Passport Institution

One example: Oral Communication

ORAL COMMUNICATION		
Passport Learning Outcome Features	Passport Learning Outcomes (What the student has learned)	Transfer Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) <u>No single student is expected to demonstrate ALL of these Proficiency Criteria nor is this intended to be a list of all possible Proficiency Criteria</u> Student speakers will be able to:
Preparation for Performance	Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion and purpose.	- Select topics that are relevant to and important for a public audience and occasion. - Find, retrieve, and critically examine information from personal experience and published sources for credibility, accuracy, relevance, and usefulness. - Select and critically evaluate appropriate support materials. - Represent sources accurately and ethically. - Become fully informed about the subject matter. - Defend motive of the presentation. - Apply organizational skills in speech writing that use the claim-warrant-data method of argument construction.

*Also developed
for
written
communication
and
quantitative
literacy*

TRUST: Passport Course Block

Uniquely Defined by Each Passport Institution

EXAMPLE: North Dakota State University

☐ ORAL COMMUNICATION

- COMM 110 Fundamentals of Public Speaking

☐ WRITTEN COMMUNICATION

Two courses from the following:

- Engl 110 College Composition I OR
- Engl 111 Honors Composition I AND Engl 120 College Composition II OR
- Engl 121 Honors Composition II OR
- Engl 125 Intro to Professional Writing

☐ QUANTITATIVE LITERACY

- Math 103 College Algebra OR
- Math 104 Finite Mathematics OR
- Math 146 Applied Calculus I OR
- Math 165 Calculus I OR
- Math 330 Introductory Statistics



Learning Outcomes as the Currency

Transitioning from credit hours to competencies

- **Passport Institutions agree that...**

- Each institution decides what is in its Passport Block
- The number of courses/credits will vary among the institutions
- They do not unpack each other's Passport Block
- Passport students will not be penalized or privileged
 - Do not take courses in a receiving institution's Passport Block to complete Lower Division Gen Ed in Passport academic areas
 - Receives the number of credits in the receiving institution's Passport Block
- When credits differ between Passport sending and receiving institutions
 - More credits in Passport Block of sending than receiving institution:
receives Elective or other nonPassport credits equal to the difference
 - Fewer credits in Passport Block of sending than receiving institution:
take Elective or other nonPassport credits equal to the difference



Assessments of Student Proficiency

Uniquely Defined by Faculty at Each Passport Institution

Example: North Dakota State University

ORAL COMMUNICATION:

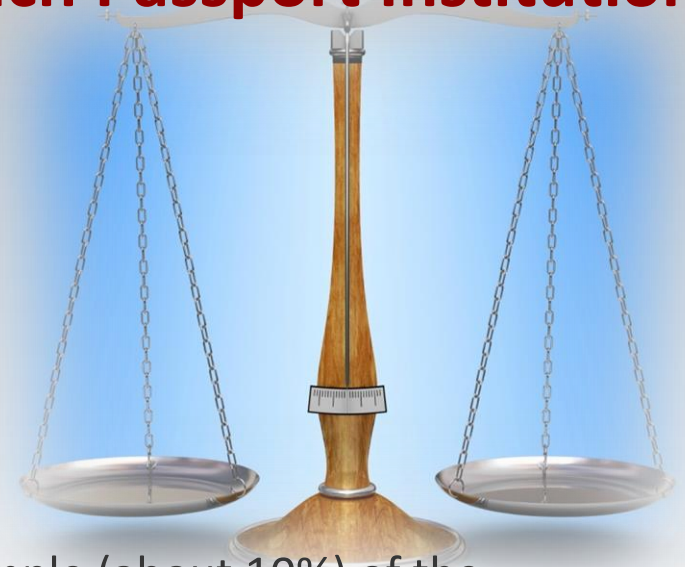
- Pre-course and post-course Communication Apprehension Test.

WRITTEN COMMUNICATION:

- The English Department reads and scores a sample (about 10%) of the student portfolios for both classes.

QUANTITATIVE LITERACY:

- Individual Computer Science instructors use a variety of classroom assessment techniques from Angelo and Cross for formative assessment. They use an objective-based evaluation of an exercise or examination for summative assessment of student learning.
- Individual Mathematics instructors use a variety of formative assessment tools to assess student learning.



Identification of Passport Students

Developed by Registrars from Pilot Institutions

Choice of Registrar at Each Passport Institution



Institutions indicate that a student has achieved the Passport by

choosing to use one or more of the following options as preferred by the registrar:

- Adding a **comment** on the transcript using a standard format.
- Posting a **pseudo course** on the transcript.
- Creating an **additional record** to accompany a transcript.

Tracking Academic Progress of Passport Students

Developed by Registrars and Institutional Researchers from Pilot Institutions

- Every receiving Institution:
 - Records Passport student grades each of first two terms
 - Reports to Central Data Repository (CDR)
- CDR
 - compiles and sends report
 - to each sending institution
 - to Passport Review Board

Template for CDR to use for its annual report
to each sending institution

Annual Report from CDR to Each to Sending Institution															
First Term After Transferring															
Academic Term of This Report	Academic Term of Entry into Receiving Institution	Term Type	Sending Institution	State of Receiving Institution	Receiving Institution	Student Category	# students	# As	# Bs	# Cs	# Ds	#W Not Finish	#Fs	Mean GPA Weighted on basis of # of Cr each student completed	Mean number of credits enrolled
Fall 2014	Spring 2014	Sem	HI2	OR	OR 1	TYPP	9	20	30	45	30	10	10	2.9	16.1
						TNPP	2	3	7	10	7	2	1	2.07	15.0
					ND1	TYPP	4	11	15	20	15	6	5	2.15	18.0
						TNPP	3	6	10	13	10	5	2	2.05	15.3
				ND2	TYPP	12	30	40	55	40	15	15	2.17	16.3	
						TNPP	2	4	8	11	8	3	1	2.06	17.5
						TYPP	12	30	40	55	40	15	15	2.17	16.3
							TNPP	2	4	8	11	8	3	1	2.06
Second Term After Transferring															
Academic Term of This Report	Academic Term of Entry into Receiving Institution	Term type	Sending Institution	State of Receiving Institution	Receiving Institution	Student Category	# students	# As	# Bs	# Cs	#D s	#W Not Finish	#Fs	Mean GPA Weighted on basis of # of Cr each student completed	Mean number of credits enrolled
Fall 2014	Spring 2014	Sem	HI2	OR	OR 1	TYPP	9	30	40	40	20	0	0	3.4	14.4
						TNPP	2	4	17	11	0	0	0	2.78	16.0
					ND1	TYPP	4	14	16	25	10	5	2	2.34	18.0
						TNPP	3	7	12	16	7	3	1	2.29	15.3
				ND2	TYPP	12	50	44	60	20	11	10	2.55	16.3	
						TNPP	2	5	10	15	4	2	0	2.33	18.0
						TYPP	12	50	44	60	20	11	10	2.55	16.3
							TNPP	2	5	10	15	4	2	0	2.33

How do We Become A Passport Institution?

■ Administration

- Complete and submit Application for Passport Status

■ Faculty

- Agree to Passport Learning Outcomes & Proficiency Criteria in their academic area
- Identify a block of educational experiences that provide PLO proficiency
- Transmit Passport block and assessments being used to Passport staff

■ Registrars/IR Personnel

- Decide how to indicate the Passport on students' records
- Run "Passport" audits to identify students with complete Passport Block
- Track & report academic progress of Passport students that transfer
- Track and share data on academic progress

■ Advising Office Staff

- Become familiar with and inform students about Passport



Why Should We Become A Passport Institution?

- Facilitates transfer across state lines and within states
- Positive impact on completion
- Based on what students should learn and be able to use
- Eliminate necessity for review of course changes in articulation agreements
- Adapts to non-course based educational experiences
- Generates data on academic success after transfer
- Provides data for use in continuous self-improvement
- Adapts to assessments determined by department/program/institution

The Passport Agreement

■ Signatories agree to...

- A block transfer of oral communication, written communication, quantitative literacy
- Notate student records
- Track and share data on academic progress
- Term of five years

■ 16 pilot institutions in four states have signed

HI: Leeward Community College

University of Hawaii, West Oahu

ND: Lake Region State College

North Dakota State College

ND College of Science

OR: Eastern Oregon University

Blue Mountain Community College

UT: Dixie State College

Salt Lake Community College

Snow College

Valley City State University

Southern Utah University

University of Utah

Utah State University

Utah Valley University

Weber State University



Passport Current Status

2011
2012
2013
2014
2015
2016

☐ Phase I (Oct 2011-Sept 2013)

- Two-year project w/\$550,000 in funding from Carnegie Corporation of New York.
- No-cost extension (through April 2014).
- Now open to other WICHE states.

☐ Phase II (three-year project)

- Add six more content areas to complete lower division.
- More robust tracking system.
- Electronic application/renewal process.
- Roll out across the WICHE region.

Looking Ahead: Scalability & Sustainability

- All Lower Division GE content areas
- Participation across the WICHE region & beyond
- Possible transition of CDR to National Student Clearinghouse
- Passport State Facilitators & Passport Review Board
- PLO & Proficiency Review
- Centralized staffing for Passport coordination



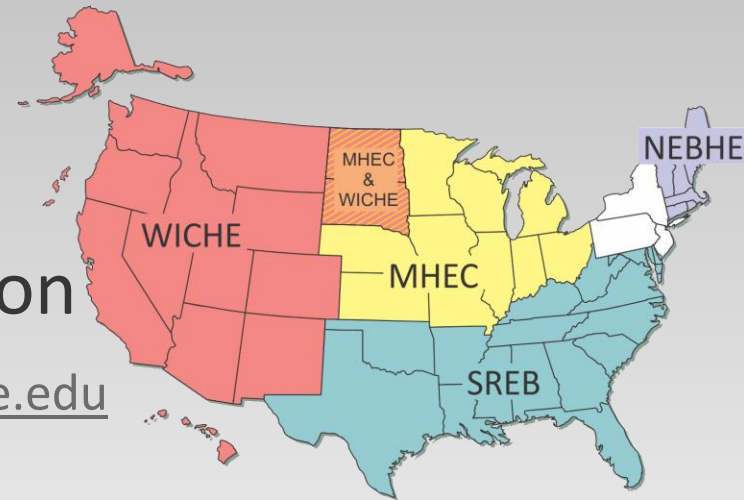
Questions



- More information: www.wiche.edu/passport
 - **Peter Quigley**, Associate Vice President, Academic Affairs, *University of Hawaii System*; Passport Co-Chair
 - **Mike Hillman**, Former Vice Chancellor, Academic and Student Affairs, *North Dakota University System*; Passport Co-Chair
 - **Bob Turner**, Passport State Coordinator, *WICHE Consultant*
 - **Pat Shea**, Director, Academic Leadership Initiatives, *WICHE*

What is WICHE?

- Western Interstate Commission for Higher Education www.wiche.edu
- **Four regional compacts**
 - MHEC, NEBHE, SREB, WICHE
- Established by the U.S. Congress in early 1950s
- Non-Profit 501 (c)(3)
- **Purpose:** To support cooperation and resource sharing across the higher education community in the region to expand access and excellence.



The Alliance and Forum

- Two membership organizations based at WICHE for **Chief Academic Officers** at institutions, systems, and state agencies in the region



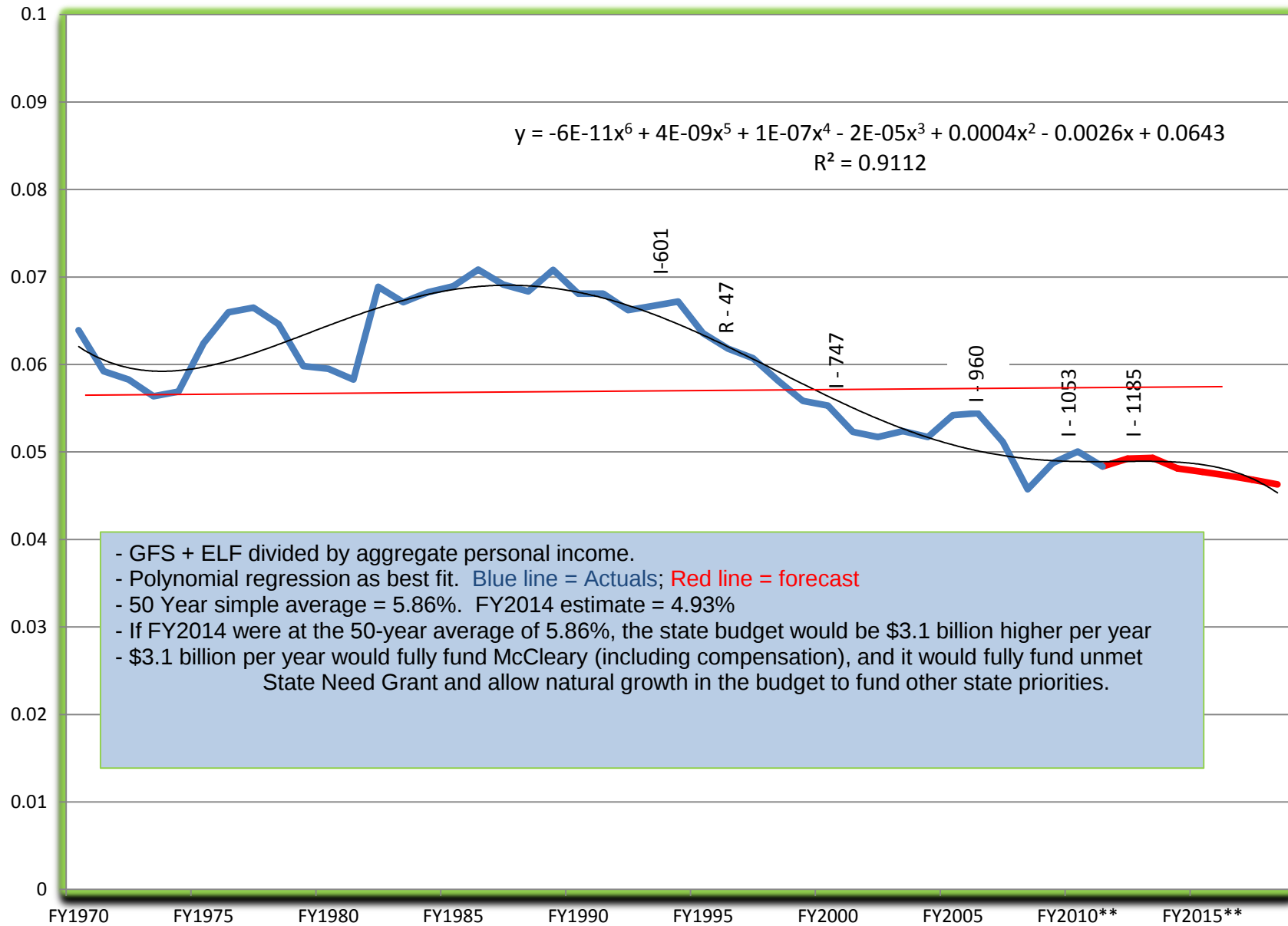
Western Alliance of Community College Academic Leaders (two-year sector) www.wiche.edu/alliance



Western Academic Leadership Forum (four-year sector) www.wiche.edu/forum

- Focus on issues of common concern beyond the scope of a single institution or state

General State Revenues/Personal Income

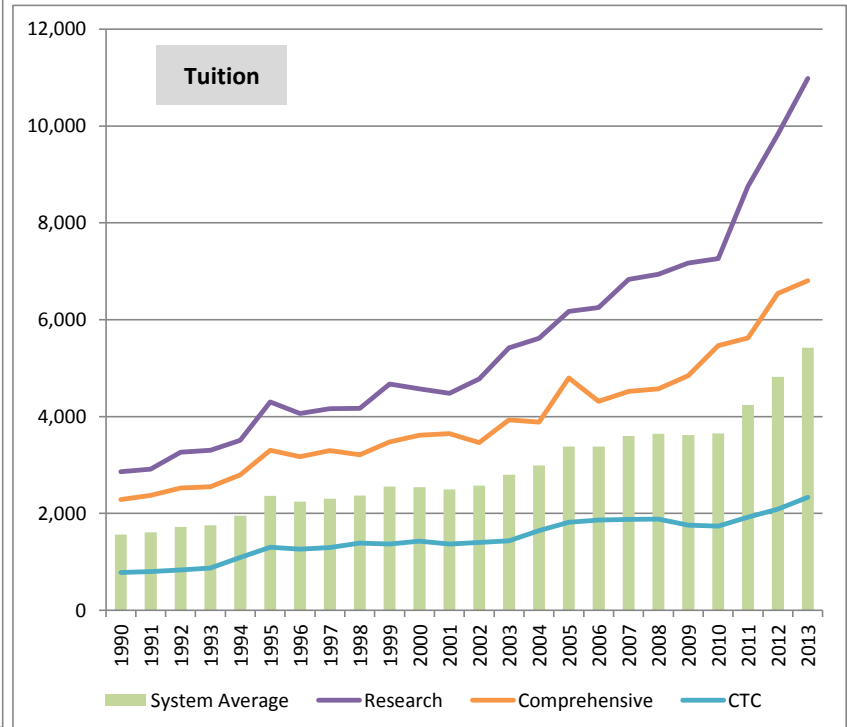
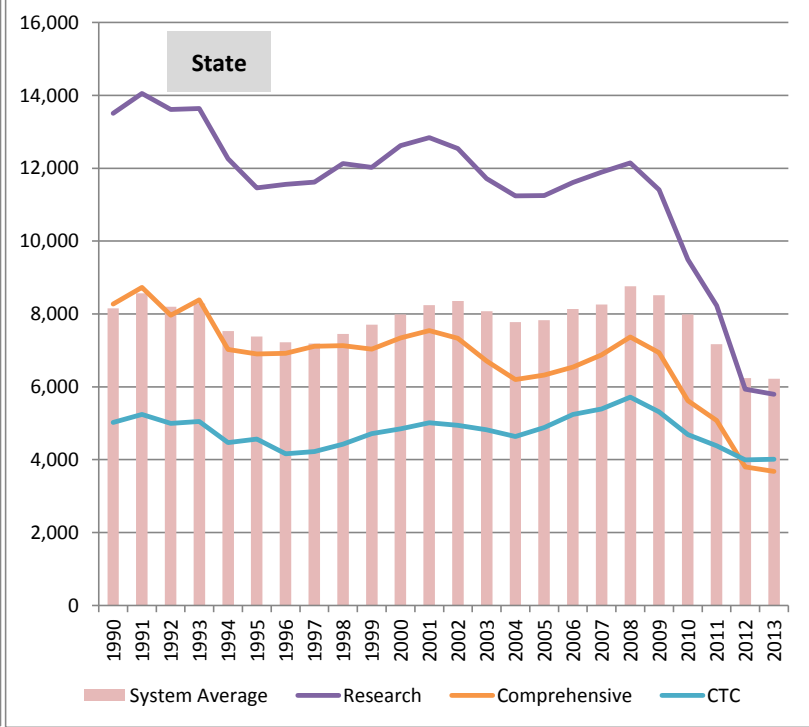
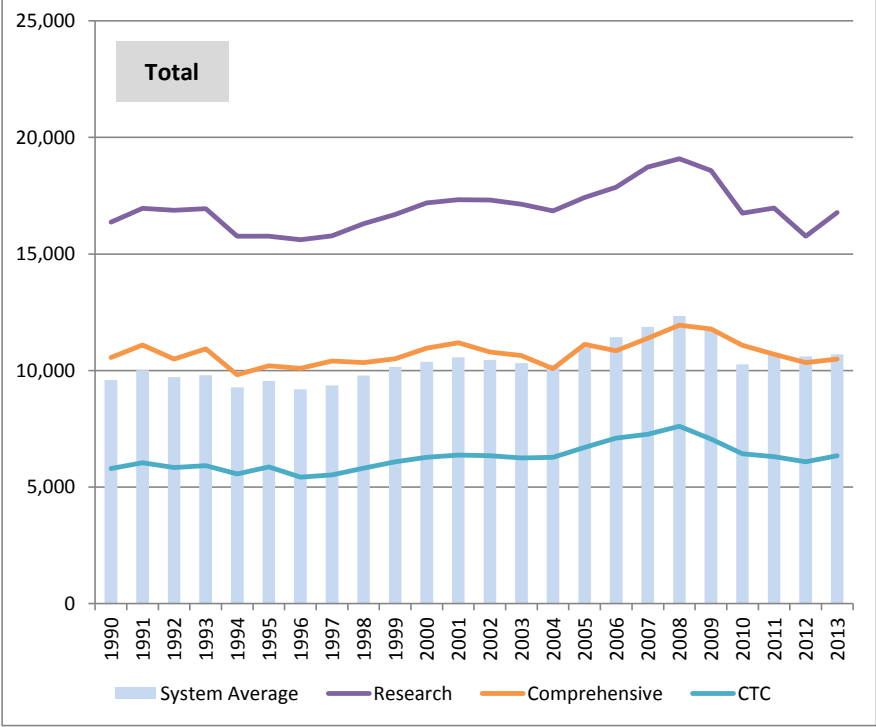


Higher Education Expenditures per Actual FTE Over Time (in thousands of dollars)

Inflation Adjusted (4)																								
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total (State + Tuition) (1)																								
Research	16,370	16,960	16,876	16,940	15,767	15,758	15,615	15,784	16,303	16,696	17,189	17,322	17,311	17,136	16,853	17,422	17,859	18,724	19,082	18,575	16,755	16,976	15,762	16,778
Comprehensive	10,560	11,101	10,487	10,933	9,819	10,199	10,089	10,411	10,344	10,510	10,955	11,190	10,790	10,639	10,083	11,123	10,855	11,390	11,941	11,784	11,081	10,698	10,340	10,485
CTC	5,794	6,037	5,832	5,919	5,562	5,865	5,422	5,521	5,812	6,083	6,278	6,379	6,340	6,250	6,277	6,700	7,100	7,265	7,601	7,065	6,426	6,305	6,081	6,338
System Average	9,596	10,015	9,718	9,797	9,282	9,544	9,190	9,356	9,782	10,151	10,369	10,570	10,461	10,319	10,257	10,989	11,429	11,871	12,342	11,738	10,262	10,758	10,610	10,694

State (2)																								
Research	13,511	14,048	13,615	13,635	12,262	11,456	11,555	11,620	12,131	12,022	12,618	12,843	12,537	11,718	11,237	11,248	11,607	11,891	12,144	11,407	9,496	8,224	5,935	5,798
Comprehensive	8,272	8,732	7,965	8,382	7,022	6,897	6,920	7,112	7,131	7,034	7,338	7,540	7,330	6,706	6,198	6,324	6,539	6,871	7,370	6,939	5,618	5,077	3,800	3,677
CTC	5,017	5,238	4,999	5,048	4,470	4,565	4,159	4,224	4,428	4,715	4,850	5,010	4,939	4,819	4,632	4,881	5,240	5,391	5,717	5,311	4,691	4,384	3,994	4,009
System Average	8,154	8,563	8,198	8,286	7,529	7,384	7,224	7,183	7,451	7,703	7,985	8,242	8,353	8,078	7,776	7,830	8,135	8,261	8,756	8,512	7,985	7,166	6,237	6,217

Tuition (3)																								
Research	2,859	2,912	3,261	3,305	3,505	4,301	4,060	4,165	4,172	4,674	4,571	4,479	4,774	5,418	5,616	6,174	6,252	6,834	6,938	7,168	7,259	8,753	9,827	10,981
Comprehensive	2,288	2,370	2,522	2,552	2,798	3,302	3,169	3,300	3,213	3,476	3,617	3,650	3,460	3,933	3,885	4,798	4,316	4,518	4,572	4,845	5,462	5,621	6,539	6,808
CTC	776	798	833	871	1,092	1,300	1,263	1,297	1,384	1,369	1,428	1,369	1,401	1,432	1,645	1,819	1,860	1,874	1,885	1,754	1,735	1,920	2,086	2,329
System Average	1,565	1,610	1,724	1,754	1,950	2,364	2,240	2,299	2,368	2,553	2,540	2,495	2,572	2,796	2,992	3,381	3,380	3,595	3,645	3,620	3,650	4,240	4,817	5,419



(1) Figures represent total available funds (state support + tuition revenue) divided by the total number of FTEs across all student categories. Does not necessarily represent the total "Cost" per student.

Higher Education Expenditures per Actual FTE Over Time (in thousands of dollars)

- (2) Figures represent the total amount of state funding divided by the total number of FTEs across all student categories. State funds include - NGF, Federal stimulus in FY 2010, Opportunity Express in FY 2011, and Opportunity Pathways account - State since FY 2011
- (3) Figures represent total tuition expenditures divided by the total number of FTEs across all student categories. Does not represent the actual tuition rate paid by a student.
- (4) Inflation adjustments based on IPD. Base year is 2015.
- (5) FTE figures represent state supported FTEs. Excludes RS Students. FTE figures are based on OFM Budget Driver Reports.