

# Board of Education Meeting

*July 13, 2006*  
*Kalispell*

**Montana University System  
Report**

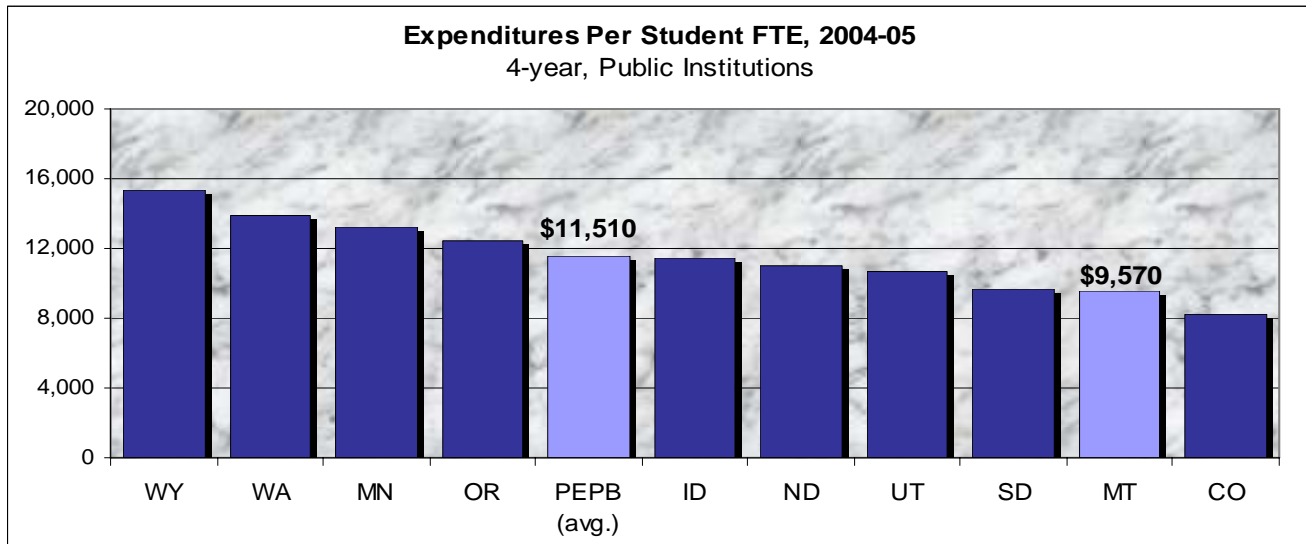
# STATE FUNDING

**Expenditures per Student FTE**  
4-year, Public Institutions

PEPB Peer States	2001-02	2002-03	2003-04	2004-05
Colorado	\$8,427	\$8,142	\$8,116	\$8,214
Idaho	11,080	10,524	10,647	11,433
Minnesota	13,570	13,535	13,334	13,169
<b>Montana</b>	<b>8,306</b>	<b>8,745</b>	<b>9,151</b>	<b>9,570</b>
North Dakota	9,453	9,670	9,697	11,000
Oregon	11,889	11,733	11,925	12,484
South Dakota	8,569	8,739	8,981	9,630
Utah	9,660	9,314	10,047	10,626
Washington	13,432	13,361	13,308	13,940
Wyoming	13,464	14,555	14,979	15,375
PEPB States (avg.)	\$10,785	\$10,832	\$11,018	\$11,510

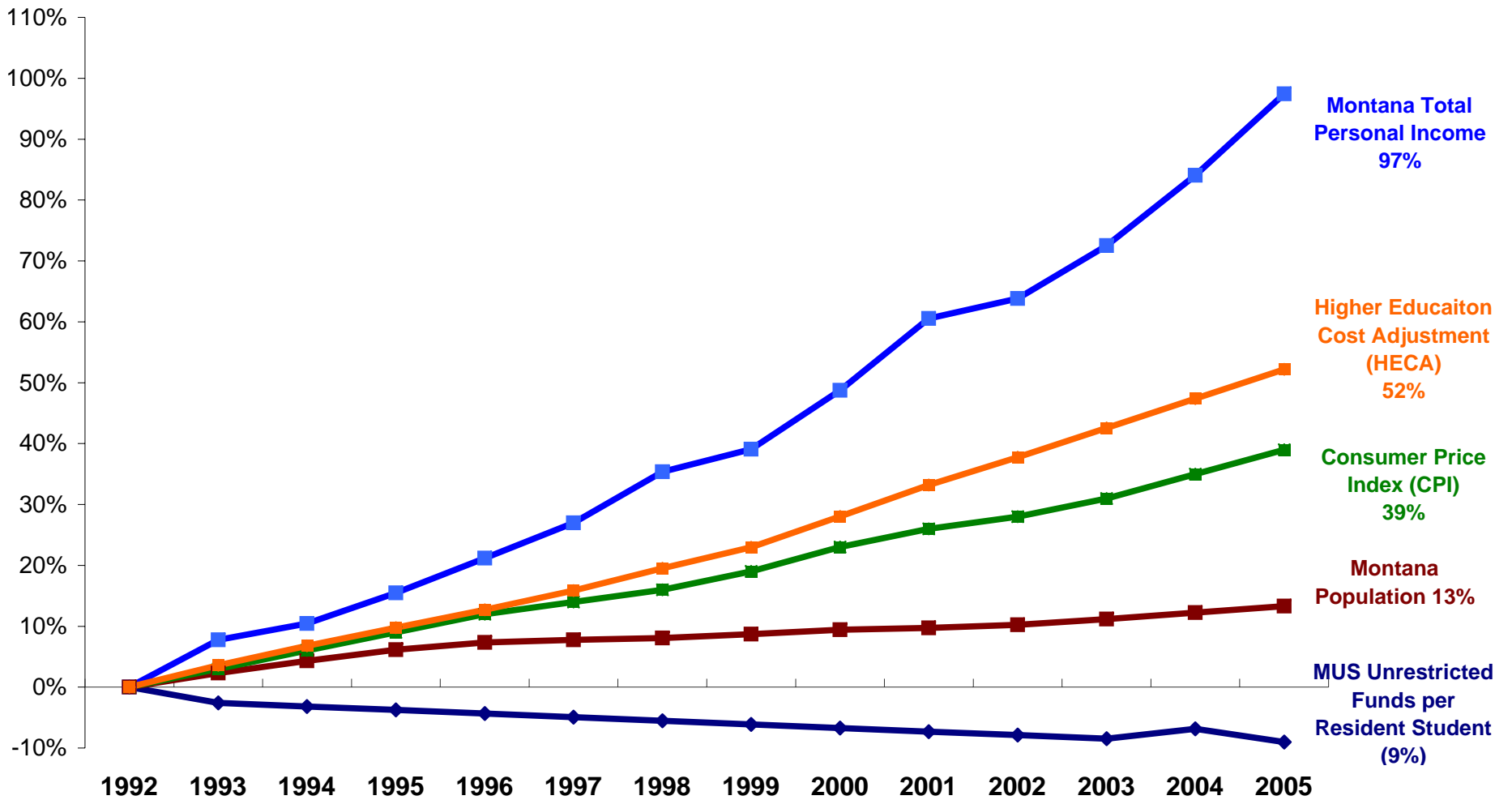
source: IPEDS Finance Survey

Note: Revenue represents funds derived from state and local appropriations, as well as tuition and fees. 2004-05 data for CO & WY were not available on 5/4/06, as a result, they are estimates based on the 2005 SHEEO SHEF report and 3-year weighted averages.

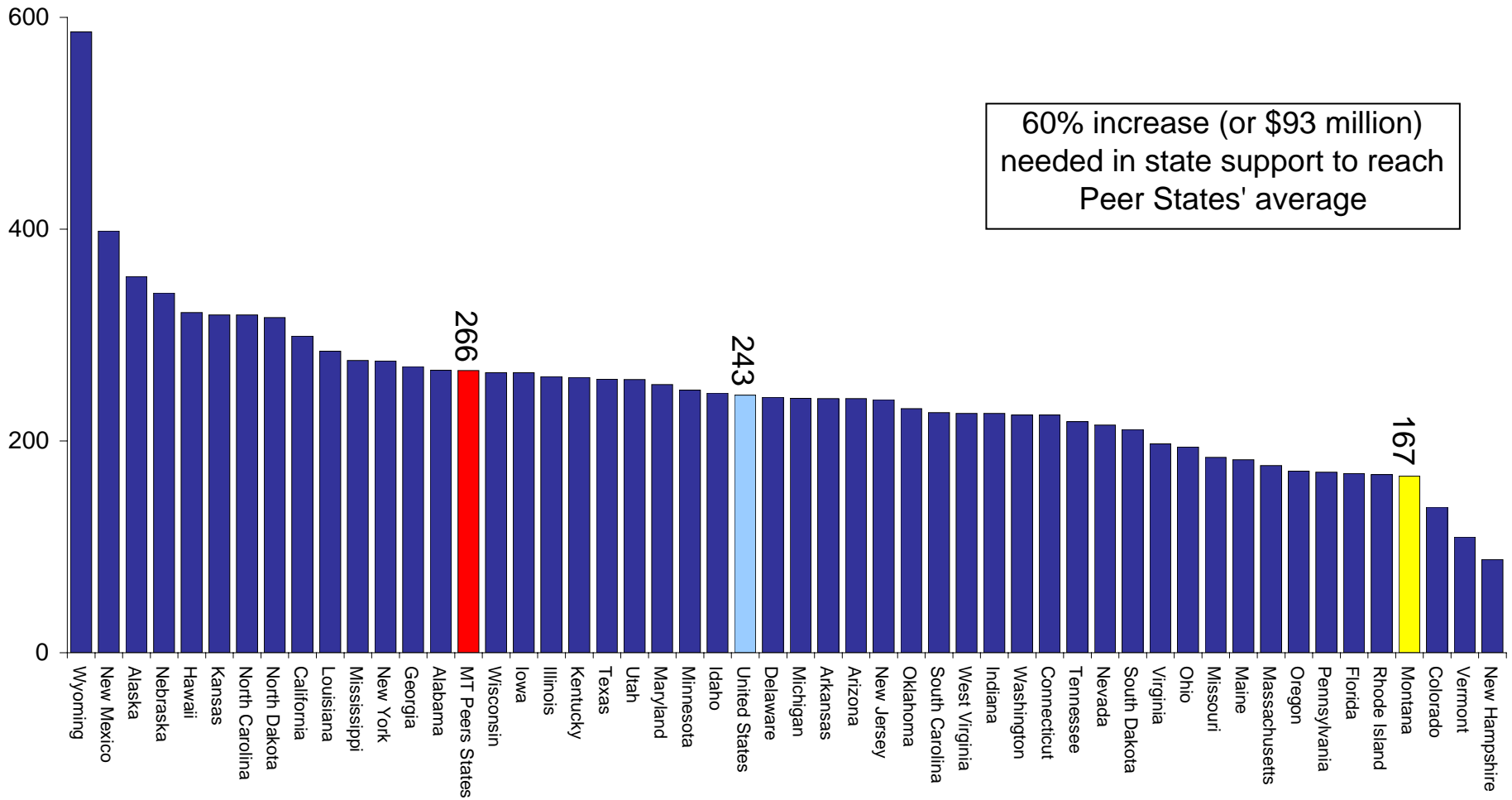


# Economic Growth Indicators

## Cumulative Percent Change, 1992 - 2005

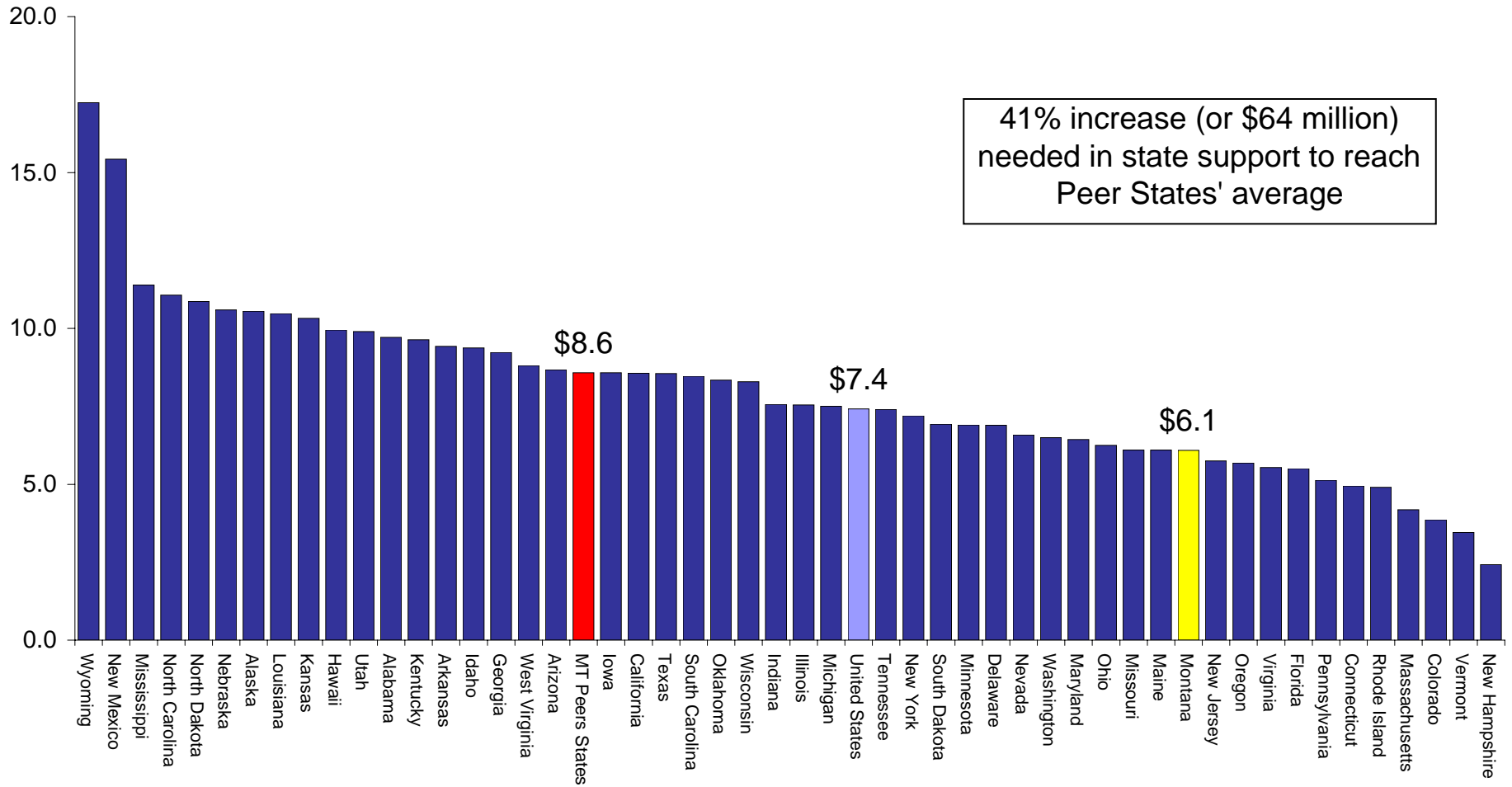


# State and Local Government Support for Higher Education Per Capita, FY 2005



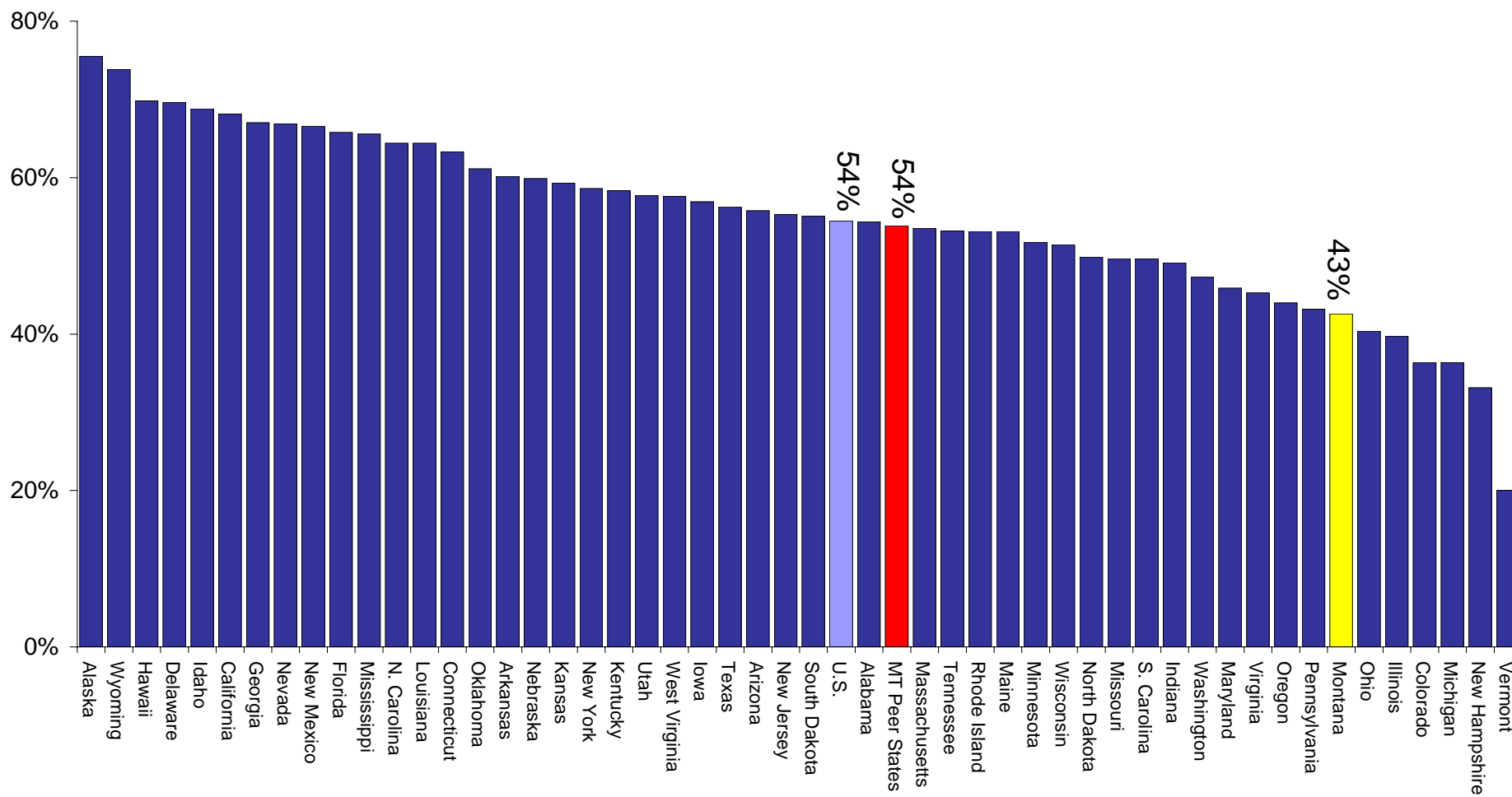
Note: MT peer states include: Colorado, Idaho, Minnesota, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming; data represent average funding per capita  
source: State Higher Education Executive Officers, State Higher Education Finance Report

## State & Local Government Support for Higher Education Per \$1000 of Personal Income, FY 2005



Note: MT peer states include: Colorado, Idaho, Minnesota, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming; data represent average funding per \$1000 of personal income  
 source: State Higher Education Executive Officers, State Higher Education Finance Report

## Share of Educational Unit Funding Provided Through State Appropriations (Public Institutions), 2003-04



- Notes:
- 1) The above chart represents public, two and four-year degree granting institutions; MT represents all University of Montana and Montana State University campuses.
  - 2) *Educational Unit Funding* consists of aggregated state appropriations, tuition & fees, and other revenues (i.e. federal Title IV grants, investment income) for each states' campuses.
  - 3) MT peer states include: Colorado, Idaho, Minnesota, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.
  - 4) Source for all data: Montana University System Administration, IPEDS

**MONTANA UNIVERSITY SYSTEM**  
**ANALYSIS OF CAMPUS EXPENDITURES, STATE FUNDING, AND TUITION**  
**Fiscal 2004-2007**

The following table is provided to show the trends and mathematical relationship between expenditures per student, state funding per resident student, and the tuition per resident student that is required to make up the difference between expenditures and State funding support.

	Fiscal Year Ended June 30,			
	FY2004	FY 2005	FY 2006	FY 2007
<b>EXPENDITURES PER STUDENT:</b>				
Total Campus Expenditures (Current Unrestricted) (1)	\$ 278,864,438	\$ 289,550,635	\$ 315,553,399	\$ 334,287,916
Total Student FTE	33,183	32,762	33,561	33,857
Expenditures per Student FTE	8,404	8,838	9,402	9,874
Biennial Average		<b>\$ 8,621</b>		<b>\$ 9,638</b>
<b>STATE FUNDING PER RESIDENT STUDENT:</b>				
Total State Funds (Current Unrestricted) (2)	\$ 118,523,857	\$ 113,594,232	\$ 124,780,005	\$ 126,231,060
Resident Student FTE (3)	27,793	27,277	27,907	28,135
State Funds per Resident Student FTE (4)	4,264	4,164	4,471	4,487
Biennial Average		<b>\$ 4,214</b>		<b>\$ 4,479</b>
<b>REQUIRED TUITION PER RESIDENT STUDENT:</b>				
Expenditures per Student FTE	\$ 8,404	\$ 8,838	\$ 9,402	\$ 9,874
Less: State Funds per Resident Student FTE	4,264	4,164	4,471	4,487
Equals: Required Tuition per Resident Student FTE	4,139	4,674	4,931	5,387
Biennial Average		<b>\$ 4,406</b>		<b>\$ 5,159</b>
<b>Annual Percentage Growth--FY 2004-FY 2007 (5):</b>				
Expenditures per Student FTE				<b>5.52%</b>
State Funds per Resident Student FTE				<b>3.09%</b>
Required Tuition per Resident Student FTE				<b>8.20%</b>

(1) Fiscal 2006 and fiscal 2007 figures are budgeted amounts.

(2) Current unrestricted funds for the educational units from the State general fund and the six mill levy. These are the State funds that are available to cover campus operating expenditures for educational purposes, and therefore available to offset tuition (as distinct from State funds committed to buildings, equipment, research, or other restricted or designated purposes)

(3) Including two thirds of WUE students, which are also supported by State funds (with the 2/3 factor reflective of the fact that WUE students pay 1.5 times resident tuition).

(4) As compared to State funds per resident student FTE in 1992 of \$4,487.

(5) Percentage growth in expenditures per student calculated using compound annual growth rate over three year period from 2004 to 2007. Percentage growth in State funds per resident student and the required tuition per resident student calculated using compound annual growth rate of the biennial averages over the two year period, to avoid the impact of annual variations in the allocation of State funds to a particular year within the biennium.



# Transferability Data

# Legislative Audit Division

State of Montana



Report to the Legislature

December 2004

## Performance Audit

### Transfer of Credits

Montana University System (MUS)

Montana Board of Regents of Higher Education

Transferring MUS credits is adversely affected by a decentralized management approach. This has limited the system in achieving the transferability goals initially outlined during MUS restructuring and resulted in unpredictability for students.

Direct comments/inquiries to:  
Legislative Audit Division  
Room 160, State Capitol  
PO Box 201705  
Helena MT 59620-1705

04P-06

Help eliminate fraud, waste, and abuse in state government. Call the Fraud Hotline at 1-800-222-4446 statewide or 444-4446 in Helena.

## PERFORMANCE AUDITS

Performance audits conducted by the Legislative Audit Division are designed to assess state government operations. From the audit work, a determination is made as to whether agencies and programs are accomplishing their purposes, and whether they can do so with greater efficiency and economy. The audit work is conducted in accordance with audit standards set forth by the United States Government Accountability Office.

Members of the performance audit staff hold degrees in disciplines appropriate to the audit process. Areas of expertise include business and public administration, mathematics, statistics, economics, political science, criminal justice, computer science, education, and biology.

Performance audits are performed at the request of the Legislative Audit Committee which is a bicameral and bipartisan standing committee of the Montana Legislature. The committee consists of six members of the Senate and six members of the House of Representatives.

### MEMBERS OF THE LEGISLATIVE AUDIT COMMITTEE

Senator John Cobb  
Senator Mike Cooney  
Senator Jim Elliott, Vice Chair  
Senator John Esp  
Senator Dan Harrington  
Senator Corey Stapleton

Representative Dee Brown  
Representative Tim Callahan  
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Representative John Musgrove  
Representative Jeff Pattison, Chair  
Representative Rick Ripley

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### Introduction

In February 2001 the Legislative Audit Division provided information to several legislators concerning transferring of college credits between Montana University System (MUS) units. Although problems with transfers did not appear widespread, legislators continued to receive student complaints about timeliness of decisions and poor communication between institutions. Based on this information, the Montana Legislative Audit Committee requested a performance audit to examine the processes and procedures used for transferring student credits.

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### Audit Scope

Audit scope focused on the following audit objectives:

1. Determine if institutional procedures provide a predictable process for students to transfer credits.
2. Determine if the Board of Regents (Regents) - MUS transfer evaluation policies assure consistent and equitable treatment of students.
3. Determine if transferring between nursing programs can be improved.

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### Audit Approach Was System-Wide

Transfer of credits is intended to be a system-wide process rather than an isolated management procedure on specific campuses; therefore audit objectives and testing were directed at MUS management of the transfer of credit process as a whole. We focused on the overall framework created to manage transfer of credits. Audit work concentrated on primarily four areas of degree study: nursing, engineering, business, and education.

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### Conclusion: Current Process Is Not Predictable for Students

When a new MUS governance structure was implemented in July 1994, student expectations and perceptions also began to change. Students perceived they were enrolled in a coordinated and consistent statewide delivery system for higher education. Our audit work found this perception does not reflect current practice. All MUS institutions have developed independent transfer of credit processes. Campus policies and interpretation of Regents policies vary. Procedures to direct the process and ensure timely decisions for students are not in place at all institutions. Communication of methods used is not occurring on a statewide level. We found the transfer of credit process has not been standardized to reflect a

## Report Summary

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system-wide perspective. This has several inconsistencies for students including:

- ▶ Timeliness of transfer evaluations varied extensively. We found decisions on the acceptance or denial of credits could take place within one day or in some cases, years after the transfer.
- ▶ When conducting file review we found decisions on why credits did or did not transfer were often not documented. Throughout the MUS, reasons for credit acceptance or denial was only noted in eight percent of the files.
- ▶ We found transfer evaluation decisions in faculty advising files, advising center files, department files, registration files, and admission files. Transfer evaluations were also documented in numerous ways including faculty notes, x's or dashes on a transcript, or by inputting codes on Banner. In some cases we were unable to interpret this documentation due to faculty turnover.

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### **Recommendation: The Regents Should Define Standard Procedures to Promote Predictability**

Defined procedures for timely decisions, process documentation, and centralized student information provide more predictability for students. These procedures could focus on strengthening the administration of course transfer decisions. We found there are existing campus practices, as well as other state standards, that could be incorporated into developing these statewide procedures.

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### **Recommendation: Management Information Needed for Regents' Decision Making**

Management information is necessary to make informed decisions and provide the appropriate guidance in the transfer process. Current information collected relies upon annual institutional surveys of transfer students. Although campuses have actively sought feedback from students for these surveys, limited information is gathered. Therefore, the Regents do not have the information needed to make informed decisions on unifying the transfer process throughout the MUS. By using trend data and comparative statistics the Regents will be able to make the necessary decisions that promote system unity as well as equity for student in the transfer process.

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### **Recommendation: Core Requirements Should Be Clarified and Monitored**

The Regents adopted a policy and general education core guidelines to establish a framework of academic courses at each unit that would transfer throughout the MUS. Each campus has developed its own interpretation of this policy and procedures for transferring general education courses. This has created inconsistencies and confusion on this policy. In addition, steps have not been taken to assure all institutions have adopted or complied with these requirements. The Regents should clarify requirements in this policy and monitor compliance at the units to improve a student's ability to transfer within the MUS.

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### **Recommendation: Policy Needed for Two-Year Credit Transfers**

There is limited policy from the Regents regarding transfer of credits from two-year institutions. It is up to each institution to discern whether Regents' policies apply to two-year credit transfers. With limited Regents guidance, each program has developed independently resulting in programs with widely varying credit requirements and distinct differences in transferability of seemingly similar courses. The Regents should develop policy for transfers for two-year degrees.

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### **Recommendation: Academic Policies for Transfer Needed**

To account for limited policy guidance in certain areas, campuses have developed their own policies in the transfer process, which are not necessarily consistent. We believe the Regents should take a leadership role in promoting consistency in the transfer of credit process by strengthening their transfer of credit policies relating to outdated coursework, transfer of a GPA, and course grades.

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### **MUS Nursing Programs Have Unique Transfer Challenges**

This audit was conducted in part due to questions and concerns related to transfer of credits between MUS nursing programs. Audit findings indicated all of the review degree programs had similar issues in the areas of process controls and Regent policies. However, we found there are unique challenges to the nursing programs that require further review and more specific guidance.

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### **Despite Standard Curriculums, LPN Transfers are Problematic**

Although interviews with MUS nursing instructors indicated major differences exist between curricula offered in LPN programs, we did

## Report Summary

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not identify major differences during our review. To examine the different programs, we developed a matrix (page 36) highlighting each program curriculum. Although the matrix indicates some differences exist, overall, we found LPN curriculum does not differ considerably among programs/campuses. The curricula of the five MUS LPN programs are closely related and teach comparable content per Board of Nursing guidelines. Despite these similarities, transfer of credits does not occur as expected between LPN programs.

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### Number of Credits Required in LPN Programs Also Problematic

We found the number of credits required for LPN programs ranged from 45 to 70 credits. This type of credit variances impact program cost for students. If a student graduates from an LPN certificate program with 45 credits and another student graduates from another LPN program with 70 credits, the first student could pay on average approximately \$3000 less.

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### Transfers From LPN Programs to RN Programs Also Unpredictable

Only one program (MSU-Great Falls College of Technology) has all nursing-related coursework accepted to the MSU-Bozeman RN program. This is the only program offering a “transferable” AAS degree. Although this program has lower credit requirements than three of the other LPN programs, 41 of the required 65 credits will transfer to the Bozeman RN program. The number of credits accepted from other LPN programs ranges from 0 to 12 credits.

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### Recommendation: MUS Leadership for Nursing Programs is Needed

Audit work concluded the majority of MUS nursing transfer issues are with the design of the LPN programs and how those program credits transfer within MUS. We believe the Regents should take a direct approach to address the current design of the LPN programs. To aid in consistency among nursing programs, LPN program standardization could be developed in the areas of minimum number of credits required, type of degree awarded, and systematically fair transfer agreements.

The Board of Regents for the Montana University System took the following actions, in response to the Transfer of Credits Performance Audit issued by the Legislative Audit Division in December 2004:

- 1) Audit Recommendation 1: **We recommend the Board of Regents implement a system of controls to promote standards for student transfers throughout the MUS which include: A. Establishing time guidelines for completing transfer of credit evaluations; and B. Clearly documenting credit transfer decisions in a centralized location.**

The Board of Regents for the Montana University System has implemented the recommendation. The Board adopted a policy, in March 2005, that establishes deadlines for evaluation of transfer credits, documentation of those evaluation decisions, identification of the evaluators, and centralization of all records concerning evaluation of transfer student coursework. The policy went into effect at the start of Fall Semester 2005 in the Montana University System. An electronic version of the policy is available at the following web address:

<http://www.montana.edu/wochelp/borpol/bor300/301-5-1.htm>

At this point, it is difficult to determine any estimated savings or costs resulting from the policy implementation. Some of the campuses may have to hire additional personnel to comply with the deadlines established in the policy.

- 2) Audit Recommendation 2: **We recommend the Board of Regents: A. Periodically collect transfer data to assess system-wide policy compliance; and B. Utilize reported data to make informed decisions.**

The Board of Regents for the Montana University System has implemented the recommendation. The Board approved an assessment plan, in September 2005, to monitor campus compliance with the new transfer policies, and also to determine their effectiveness. A paper copy of that assessment plan is attached to this memorandum. The assessment plan will be implemented during the 2005 – 2006 academic year.

No additional costs or savings are anticipated with this assessment plan. Campus personnel will add the data collection responsibilities to their current work responsibilities.



- 3) **Audit Recommendation 3: We recommend the Board of Regents clarify and enforce the MUS general education core policy.**

The Board of Regents for the Montana University System has implemented the recommendation. The Board adopted a policy, in May 2005, that sets out three (3) distinct avenues that transfer students can use to satisfy the lower division general education requirements on all of the campuses. The policy went into effect immediately upon its adoption in May. An electronic version of the policy is available at the following web address:

<http://www.montana.edu/wochelp/borpol/bor300/30110.htm>

No additional savings or costs are anticipated for the Montana University System with the adoption of this policy. Hopefully, students and parents will save money because of the need to take fewer classes under the policy guidelines.

- 4) **Audit Recommendation 4: We recommend the Board of Regents develop transfer of credits policies to coordinate two-year transfer activities, specifically in relation to transfer courses from an Associate of Applied Science degree.**

The recommendation is being implemented by the Board of Regents of the Montana University System. The Board adopted a policy, in May 2005, that clarifies the differences between Associate of Arts, Associate of Science and Associate of Applied Science degrees. The policy also sets out the parameters of those two-year degrees, including number of credits and general education coursework. The policy went into effect immediately upon its adoption in May. An electronic version of the policy is available at the following web address:

<http://www.montana.edu/wochelp/borpol/bor300/301-12.htm>

Full implementation of the recommendation may be difficult, because Associate of Applied Science degrees, and the coursework required for those degrees, are intended to prepare students for immediate employment. The degree is not intended to be a transfer degree, except when a student decides to complete the requirements for a Bachelor of Applied Science credential, which is offered at five of the six four-year campuses in the Montana University System. Nevertheless, the Board of Regents, the Office of the Commissioner of Higher Education and the Two-Year Council of the Board have agreed to work on the appropriateness and transferability of A.A.S. coursework. In an effort to comply with the concerns of the transfer audit, two-year computer, business and healthcare degrees will be reviewed first. That review could take up to two years to reach some agreement on all of those degree programs.

The project described above will require a significant expenditure of money on the part of either the Office of the Commissioner of Higher Education or the individual campuses that make up the Montana University System. Faculty in the above-described programs will need to work together to develop so-called common coursework, or individual program and institutional articulation agreements, and both of those activities require communication expenses, possible release time or reassignment of duties for faculty, and possible travel. The estimated cost of such an effort could be as much as \$2,000/degree program.

5) Audit Recommendation 5: **We recommend the Board of Regents develop policy addressing: Criteria for outdated coursework. . .**

The Board of Regents for the Montana University System has implemented the recommendation. The Board adopted a policy, in March 2005, guaranteeing that coursework completed in the last five (5) years will be reviewed for possible use in a student's specific program of study; and coursework completed in the last fifteen (15) years will be reviewed for possible use in a student's general education program or as elective coursework. The policy went into effect immediately upon its adoption in March. An electronic version of the policy is available at the following web address:

<http://www.montana.edu/wochelp/borpol/bor300/301-5-2.htm>

No additional costs or savings are anticipated with this policy.

Audit Recommendation 5, cont.: **We recommend the Board of Regents develop policy addressing: Transfer of cumulative GPA. . .**

The Board of Regents for the Montana University System has not implemented the recommendation. After significant review and discussion of this recommendation, the Board of Regents decided not to adopt a policy that establishes a cumulative grade point average for students in the Montana University System. At the present time, the grade point average that appears on a student's official transcript is based on the courses he/she has attempted at the current institution. It does not include transfer coursework. Student opinion about a cumulative grade point average was sharply divided among students, because the current practice gives them a "fresh start" on their academic career, if previous difficulties are not included. Most faculty also felt very strongly that an institution's transcript should only reflect the grades earned at that institution. Based on that discussion, the Board decided not to implement this recommendation.

Audit Recommendation 5, cont.: **We recommend the Board of Regents develop policy addressing: Minimum course grades.**

The Board of Regents for the Montana University System has implemented the recommendation. The Board adopted a policy, in May 2005, requiring students to earn a C- or better in program of study courses; C- or better in general education courses; and D- or better in elective courses. Individual programs can establish stricter expectations. The Board also decided that all campuses will adopt a grading system that includes the use of plus/minus grading. The policy went into effect Fall Semester 2005. An electronic version of the policy is available at the following web address:

<http://www.montana.edu/wochelp/borpol/bor300/301-5-3.htm>

No additional costs or savings are anticipated with this policy.



# Transfer – Student Mobility

## Student Mobility

(def.) the movement of students between multiple institutions in higher education. This research focuses on an entering cohort of “new” students and follows their paths as they move throughout higher education, formally transferring, co-enrolling, and dropping in and out of the Montana University System.

### National Trends:

A nationwide study conducted by the National Center for Education Statistics recently reported that 40 percent of students enrolled in postsecondary education will attend more than one institution at some point throughout their schooling.

Based on MUS student mobility research on the Fall 2001 entering cohort, **the MUS mobility rate (34%) is comparable to the national rate (40%)**. It should be noted that the MUS mobility rate doesn't include students entering the MUS and then leaving the System (without returning) to pursue their education elsewhere.

Nationally, students attending 2-year institutions are more likely to enroll in multiple locations. Conversely, in the MUS 35% of the students entering 4-year colleges attended more than one institution compared to 29% at that the 2-year colleges.

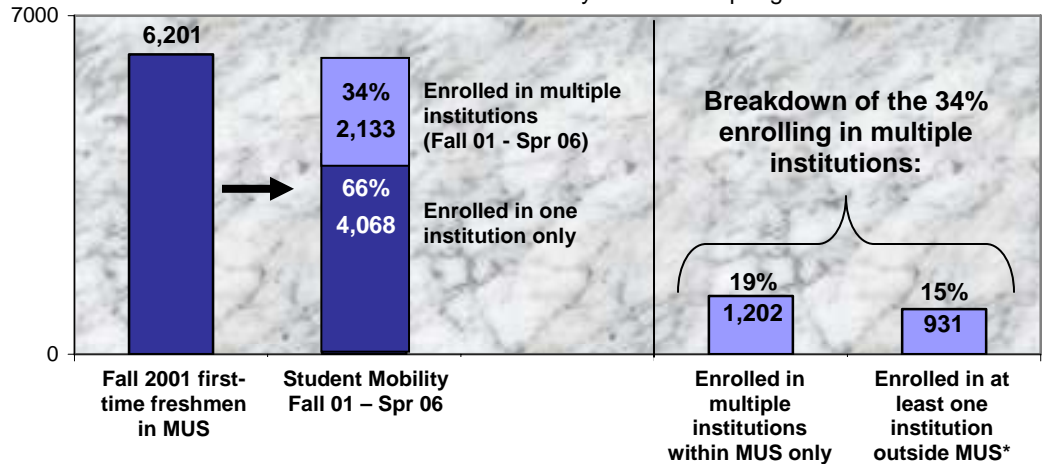
Note: Due to data warehouse limitations in this research, FVCC, DCC, & MCC are not included in MUS statistics.

### MEASURE

Percent of first-time, freshmen enrolling in more than one institution throughout their education

### MUS Student Mobility

Percent of first-time freshmen who entered the MUS in Fall 2001 and enrolled in more than one institution by the end of Spring 2006



Source: System Data Warehouse

\*students enrolling in institutions outside MUS and then returning to MUS

- By Spring 2006, 34 percent of students enrolling as first-time freshmen in Fall 2001 had attended more than one institution.
- 19 percent of students enrolled in multiple institutions within the MUS, while 15% enrolled in at least one institution outside of the MUS before returning to the System for continued enrollment.

### Student Mobility by Entering Institution Type

First-time Freshmen Entering the MUS in Fall 2001 by Institution Type  
Student Mobility Tracking – Fall 2001 through Spring 2006

Type of Entering Institution	First-time Freshmen Fall 2001		Fall 2001 to Spring 2006 Enrollment		
	#	%	Enrolled in one institution only	Enrolled in multiple institutions within MUS	Enrolled in at least one institution outside the MUS*
4-year MUS Institutions	5,196	100%	3,355 65%	964 19%	877 17%
2-year MUS Institutions	1,005	100%	713 71%	238 24%	54 5%

\*students enrolling in institutions outside MUS and then returning to MUS

- A slightly higher percentage of students entering 2-year institutions (24%) enrolled in multiple locations within the MUS as compared to those entering 4-year institutions (19%).
- 17% of students entering 4-year institutions enrolled in at least one institution outside of the MUS and returned to the System in a subsequent semester, compared to 5% of the students entering 2-year institutions.



# Transfer – 2-year Transition

## 2-year Transition

The Montana University System is committed to providing seamless transfer for students who begin their education in a 2-year program or college and choose to continue on in pursuit of a 4-year degree. Measuring the continuation rate of 2-year “transfer” degree completers is one method of gauging the degree to which MUS students transfer from 2 to 4 year institutions.

Nationwide, 63% of students entering college at 2-year institutions report *transfer* as their primary educational goal. The educational intent of students attending colleges of technology (COT’s) in Montana does not reflect trends found in 2-year institutions nationwide. Over 80% of the degrees conferred at MUS COT’s are associate of applied science degrees designed to prepare students for entering into specific occupations in the workforce.

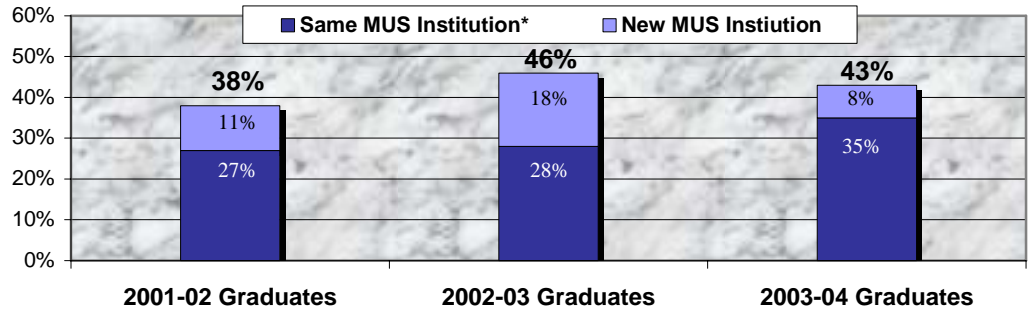
In Fall 2005, more than 16,000 students or 45% of the total enrollment system-wide was identified as having enrolled in multiple post secondary institutions. Students who had once enrolled in a MUS “stand alone” 2-year institution comprised 8% (1,336 students) of this population.

### MEASURE

Percent of students earning “transfer” associate degrees who continue enrollment in the MUS after receiving a degree.

### Continuation Rate of 2-year Degree Completers

Percent of Associate of Arts and Associate of Science Degree Completers Continuing Enrollment After Receiving a Degree (enrollment occurring through Spring 2006)



Graduating Class	# of Graduates (AA & AS Recipients)	# Continuing in the MUS (thru Spr. 2006)		
		Continuing at New Institution	Continuing at Same Institution	Total
2001-02 Graduates	142	15	38	53
2002-03 Graduates	192	34	53	87
2003-04 Graduates	203	16	72	88

source: System Data Warehouse

Note: Due to data warehouse limitations in this research, FVCC, DCC, & MCC are not included in MUS statistics.

\*generally MSU-Northern/UM-Western 2-year degree recipients continuing for 4-year degrees

- Between 38 and 46 percent of students earning Associate of Arts and Associate of Science degrees continued to further their education in the MUS. (i.e. enrolled in at least one semester after graduating)
- The majority of students continuing their education after receiving an associate’s degree re-enrolled at the same institution where they earned their degree.

### Semester Snapshot

Enrollment of students in 4-year institutions that had once enrolled at a “stand alone” 2-year institution, Fall 2002 – Fall 2005

2-year Institutions	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Dawson Community College	146	158	155	143
Flathead Valley Comm College	504	540	572	558
Miles Community College	190	202	202	220
MSU Great Falls - COT	213	236	250	279
UM Helena - COT	102	108	125	136
<b>Total</b>	<b>1,155</b>	<b>1,244</b>	<b>1,304</b>	<b>1,336</b>

source: System Data Warehouse

- The number of students enrolled at 4-year institutions that had once taken classes at a “stand alone” 2-year institution has steadily increased since Fall 2002.



# Transfer – Persistence & Attainment

## Persistence & Attainment

Does attending more than one institution during the course of undergraduate enrollment negatively affect student persistence and degree attainment?

A recent study conducted by the National Center for Education Statistics found that baccalaureate degree seeking students who attended more than one institution took longer to graduate. However, the study concluded that multi-institutional attendance did not affect persistence rates (i.e. % of students returning with each advancing semester.)

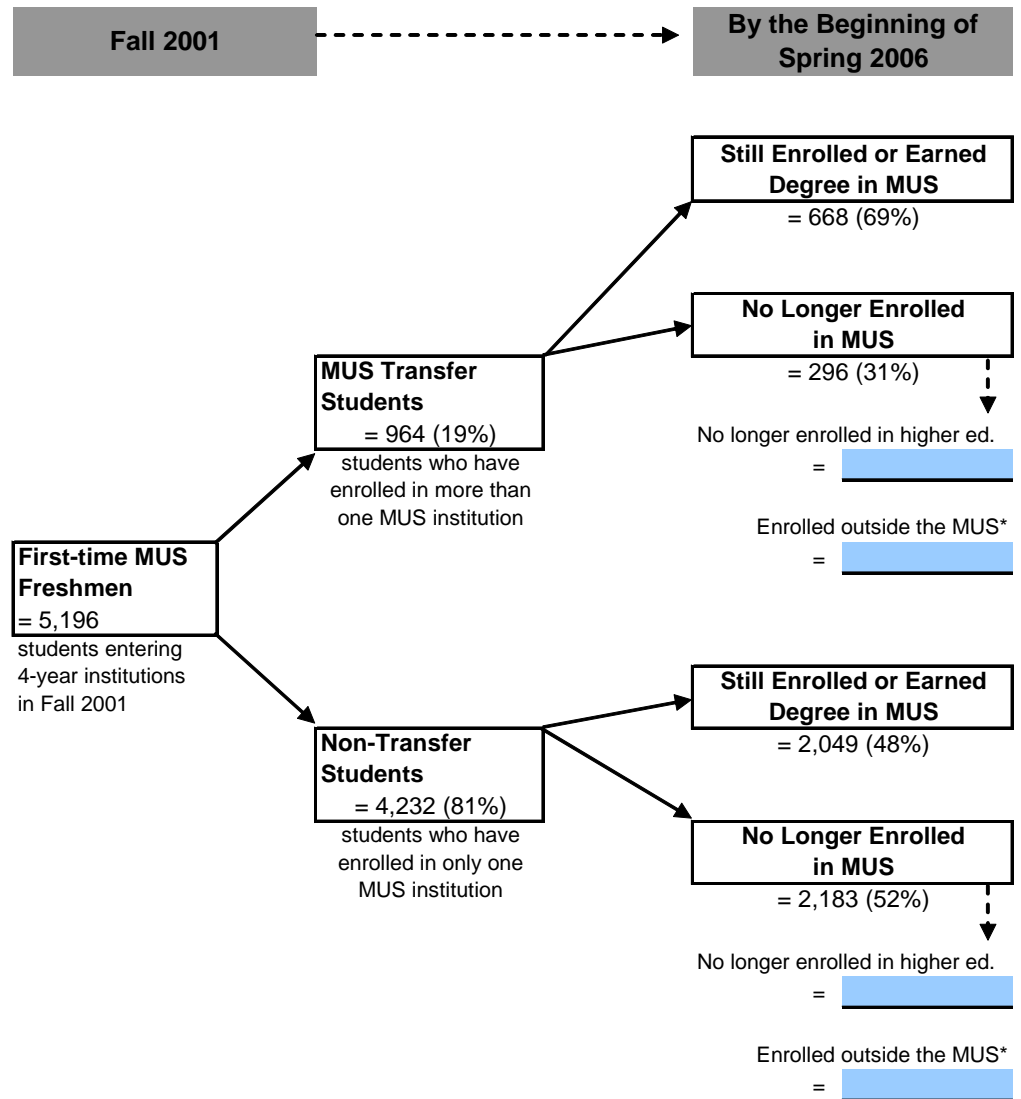
Five years after entering the MUS, a higher percentage of students enrolling in more than one institution were either still enrolled or had earned a degree within the MUS than students enrolling in only one MUS institution.

**Before any conclusions can be drawn**, it is clear that more research must be conducted, including:

- 1) Tracking of non-returning students outside of the MUS;
- 2) Analyzing persistence and attainment rates for several different years of entering cohorts; and
- 3) Continuing trend analysis over a longer period (i.e. 5 & 6-year graduation rates).

### MEASURE

Percent of MUS Transfer Students who are still enrolled and/or have earned a degree five years after entering the MUS.



- Of the students enrolling in multiple institutions within the MUS (i.e. MUS transfer students), 69 percent were either still enrolled or had earned a degree in the MUS by the beginning of the spring 2006 semester.
- 48 percent of non-transfer students were either still enrolled or had earned a degree in the MUS by the beginning of the spring 2006 semester.

**\*Data Caveat:** students no longer enrolled in the MUS may have enrolled in a college or university outside of the MUS, thus skewing persistence and attainment rates. Future research will track these students using the National Student Clearinghouse.

P-20

# CHRONOLOGICAL OVERVIEW OF BOARD OF EDUCATION P-20 COMMITTEE ACTIVITIES

## Phase I: May 2003 – December 2005 – Laying the Foundation

### 2003

- May P-20 Committee created and members appointed.
- June Regent Hamilton (Co-Chair), Superintendent McCulloch, Deputy Commissioner Joyce Scott, and Rene' Dubay, OCHE, attend State Higher Education Executive Officers (SHEEO) P-16 Systems in Rural States meeting
- September BOE adopted first P-20 Committee document (attached).
- December Two P-20 Committee meetings via conference call to review committee documents and begin to set action agenda.

### 2004

- January P-20 Committee Meeting. Esther Rodriguez, Education Commission of the States presented on the K-16/P-20 movement and initiatives nationally. P-20 Dual Enrollment and Assessment Alignment Task Forces formed.
- March 3-4 P-20 Committee meeting with Cheryl Blanco from WICHE. Cheryl facilitated discussion of the committee's goals and stressed the need for a strategic plan with specific P-20 objectives and timelines. A P-20 and Student Assistance Foundation Public Awareness Campaign Meeting was held the following day with Bob Shireman as presenter/facilitator.
- April – July Numerous leadership and staff meetings and discussions regarding the evolving P-20 initiative in Montana.
- April Student Assistance Foundation donates \$10,000 (plus \$15,000 in matching funds) to support Montana's emerging P-20 effort at Commissioner Stearn's request.
- June 9 Letter signed by the governor, board chairs and superintendent of public instruction is presented by Commissioner Stearns to the Interim Legislative Committee on Education and Local Government recognizing P-20 committee work and directing staff to develop a strategic planning process for P-20 initiative in Montana.
- June 17 Dual Enrollment Task Force holds its first meeting.

- August 25 OPI hosts an inter-agency meeting with OCHE staff in preparation for September P-20 strategic planning meeting.
- September 1 P-20 Strategic Planning Meeting. David Longanecker, Executive Director, Western Interstate Commission on Higher Education, keynote presenter. Cheryl Blanco assisted staff in developing and facilitating the meeting. Sixty key stakeholders participated.
- September 2 OPI, OCHE, BPE and SAF staff debrief and plan next steps with Cheryl Blanco as facilitator. It is agreed that the P-20 committee document, beginning with the mission statement, needs to be revisited and agreed upon by all major stakeholders.
- October 15 P-20 staff, Linda Peterson and Rene' Dubay, present P-20 action outline to leadership group and P-20 co-chairs.
- October WICHE offers to cover \$5,000 cost to have a consultant conduct an audit of Montana laws, rules, regulations and policies that do, or do not, support a P-20 effort.
- December 7 and 8 Two P-20 strategic planning meetings facilitated by Robyn Morrison. The first meeting occurred with leadership group, deputy commissioner and deputy superintendent, P-20 co-chairs and BPE chairperson. An expanded discussion was held the next day with OPI and OCHE staff.
- The draft P-20 Framing Paper developed as a result of these two meetings. (Attached)

## 2005

- January Board of Education meeting. Jay Pfeiffer from Florida presented on Integrated Data Management Systems. Subsequently, key data stakeholders have continued conversations and are in the process of convening a meeting to continue the P-20 data conversation.
- January Assessment Alignment Task Force held its first meeting.
- March Counseling Leadership Initiative steering committee met to finalize the recommended charge and activities for this new P-20 committee.
- April Dual Enrollment Task Force completes initial recommendations.
- May P-20 committee meeting. Dual Enrollment Task Force presents its report and recommendations to the committee. Assessment Alignment Task Force charge and progress are discussed. It is agreed to appoint a chair to help the committee and staff move forward.



- June WICHE P-20 Policy Audit is completed.
- July With support from the Student Assistance Foundation, a team of 7 – 10 people will represent Montana at the NASH K-16 Summer Institute on July 24-26.
- July P-20 committee meeting. Action on Dual Enrollment Task Force recommendations.
- September Position Statement from Board of Public Education, OPI, and K-12 Education Community to Board of Regents regarding the MUS Writing Proficiency admissions requirement
- November Action by the Board of Regents to adopt compromise of the MUS Writing Proficiency. Create Implementation Committee for the MUS Writing Proficiency admissions requirement.
- December Leadership Group Approves P-20 task force and committee assignments
  - ✚ Dual Enrollment/Credit Ad Hoc Committee
  - ✚ Assessment Alignment Task Force
  - ✚ School Counseling Leadership Steering Committee
  - ✚ MUS Writing Proficiency Implementation Committee

## 2006

- January P-20 Committee meeting prior to BOE meeting. Action to confirm committee structure, charge, membership and processes as appropriate for the Assessment Alignment Task Force, and the Writing Implementation, School Counseling Leadership, Data Points and Dual Enrollment Ad Hoc Committees.
- January - April Staff work with Co-Chairs and national P-20 Consultant, with Esther Rodriguez, formerly of SHEEO and ESC, to develop a Montana-specific process to solicit input on P-20 issues with policy leaders and stakeholders.
- Inter-agency work on developing the charge for Writing Proficiency Implementation Charge
- February First meeting of the School Counseling Leadership Steering Committee. Charge reviewed and work groups formed.
- March School Counseling work groups meet in preparation for second full Committee meeting in late March.

Two preliminary meetings with OPI and OCHE data staff to discuss new P-20 Data Points committee charge and relationship of respective agency data efforts.

March – May

Three meetings of the Assessment Alignment Task Force were convened by Co-Chairs Paul Rowland and Helena Superintendent Bruce Messinger. With Dean Rowland's resignation effective July 1 a new co-chair from the higher education side will need to be appointed.

July

A Montana team will participate in the National Association of System Heads (NASH) K-16 State Team meeting in Big Sky.

# Writing Proficiency Report 2006

## Montana University System Writing Assessment Results

At their November 2005 meeting, the Board of Regents adopted Policy 301.16, including the Montana University System Writing Assessment as one of five optional measures of Writing Proficiency to gain full admission to the four-year degree programs of the Montana University System. This test was administered for the sixth time February 13 through and March 17, 2006.

- 6,943 tests were scored, compared to 3385 in 2001. This represents 67% of the junior class.
  - 104 high schools voluntarily participated, compared to 75 in 2001.
  - The average score, on a six-point scale, was 3.5, compared to 3.0 in 2001.
  - 16.9% of the test-takers scored below 3.0, compared to 47.6% in 2001.
  - 84% of the test-takers answered that they plan to attend college after leaving high school. 6.7% of the students who indicated that they plan to attend a four-year university in Montana scored below the threshold score of 2.5. These students must retake the MUS Writing Assessment, SAT or ACT Writing Section and earn a higher score or take a developmental composition course in college to earn full admission to a four-year program.
  - 295 teachers, college instructors, and pre-service teachers received training and scored tests at seven sites in Montana (Great Falls, Billings, Miles City, Helena, Bozeman, Missoula, and Whitefish) during March and April. Five campuses hosted this professional development and most of the participating high schools sent teachers to score.
  - Every year, 90-95 school districts provide financial support to the MUS Writing Assessment by paying for the travel costs and substitute teachers that allow their teachers to spend two intensive days calibrating and scoring.
  - 38 Trainers attended "Training of Trainers" to select anchor and practice essays and to practice training others to score.
  - \$163,000 in Title II Funds was granted to five campuses to support professional development activities directly related to preparing students for college writing and teaching teachers to grade student writing using common standards.
-

- Score reports, including distribution charts for the state, for each school, and for each classroom, as well as scores and writing strength/weakness reports for each student, were mailed to schools May 12.
- As required in Policy 301.16 Writing Proficiency, OCHE sent:
  - **Letters of Recognition** to 84 students who earned scores of 6.0 and 142 students who earned scores of 5.5;
  - **Awards of Merit** for the exemplary performance of their students to the top 28 high schools with overall averages of 3.8 through 4.4 (from a statewide range of 2.2 through 4.4 on a six-point scale).
  - **Certificates of Appreciation**, signed by Board of Public Education Chair Kirk Miller and Board of Regents Chair Lynn Hamilton, for their partnership with the University System to all 104 participating high schools.
- Current information and test results are on the Montana University System website: Click on Preparing for College, then on Writing Proficiency.

### **ACT Writing Test and SAT Essay Results**

We expect to have complete test data for the 2006 ACT and SAT tests in September. In 2005, 1921 students who applied to the University of Montana and/or Montana State University submitted ACT Optional Writing Test scores. 2.7% of those students scored below the threshold of 5 (the equivalent of 2.5 on the MUSWA) on the essay. Also, 2003 students applying to the UM and/or MSU submitted SAT scores, 3.8% of whom scored below 5 on the essay.

## **Writing Proficiency Issues**

### **Performance of American Indian Students**

The number of students who identify themselves as American Indian has increased over the years from 228 in 2001 to 328 in 2006. Although the mean score of these students has increased modestly (from 2.55 to 2.85), the percent of students scoring below 2.5 has decreased dramatically, from 61% in 2001 to only 25.7% in 2006. Eight schools on or near Indian reservations tested in 2006. Of those schools, three had averages above the state average of 3.5. St. Labre received an Award of Merit for an average score in the top 25% of Montana's high schools. All but two of these schools posted impressive gains in their average scores, one of which jumped from a 2.8 to a 3.6 average score. Although the overall mean scores of American Indian students are still relatively low, most are making good progress on this assessment measure.

### **Access to Results**

Students are not entered into the MUS Data Warehouse until they have been admitted to the Montana University System. In order to determine if students have met admissions criteria, campuses examine high school transcripts, recommendations, and ACT or SAT scores, sent upon the students' requests. In order to access the results of the MUS Writing Assessment, admissions officers will need:

- 1) OCHE spreadsheets containing student scores sent directly to campuses; and/or
- 2) MUS Writing Assessment scores recorded directly on high school transcripts; and/or
- 3) Access to the K-12 Student Information System, which may be able to house MUSWA data based on unique student identifiers.

The first option above is simple, but does not advance the thorough use of data or P-20 collaboration. The second may begin the process of bringing more standardization to transcripts. Electronic

transcripts could be on the horizon. Accessing the K-12 Student Information System to check MUS Writing Assessment scores may open the door to a more seamless data system. Linking data on tests, GPAs, and course-taking patterns in high school to post-secondary data will provide strategies for creating a more aligned P-20 system.

### **Implementation Committee**

Although the Writing Proficiency Initiative has been directed by a Steering Committee composed of high school and college-level staff, the Writing Proficiency Policy was passed with the expectation that an "Implementation Committee" would meet. Members of this committee were nominated, approved, and invited to serve. However, the committee's charge and chairperson have not yet been finalized by the Leadership Group. This eight-member committee could play a role in helping to implement section "F" of the Writing Proficiency Policy (301.16):

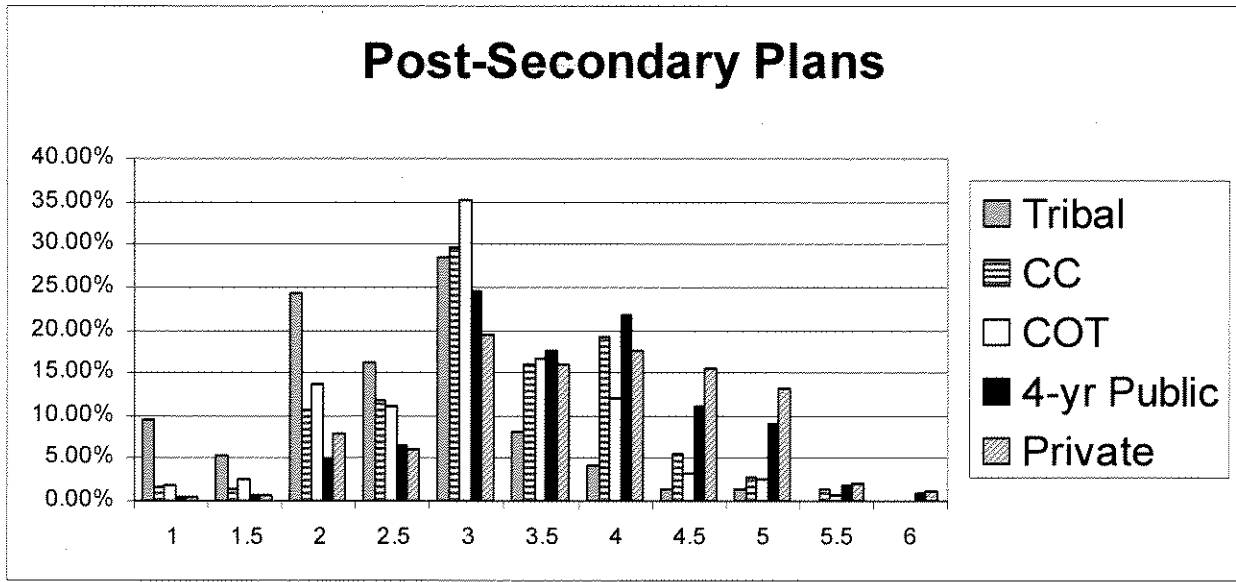
"By Fall 2007, the Montana University System will:

- 1) determine how this policy should be applied to the groups of students exempted in Section H, based on the Montana Board of Regents' expectation that all students in four-year degree programs should satisfy a writing proficiency standard.
- 2) determine how this policy should impact the writing placement examinations on the campuses of the Montana University System, based on the Montana Board of Regents' expectation that students should not have to take multiple writing examinations as part of their initial matriculation in the System.
- 3) establish a uniform system to collect and report student data related to writing proficiency to provide evaluation and analysis of the writing proficiency requirement."

### **Sustainability**

As the number of test-takers and scorers has increased each year, sustaining the momentum of the Montana University System Writing Assessment does not appear to be an immediate problem. However, plans should be made for the possibility of staff turnover, cost increases, and competing initiatives. The Implementation Committee may also address this issue.

## Montana University System Writing Assessment Results: 2006



This table shows the percent of students at each score point who indicated that they plan to attend one of several types of post-secondary educational institutions in Montana.

For example, 30% of the students who selected a College of Technology in Montana earned scores of 3.0. That percentage represents 274 students.

**EPP****REQUEST DETAIL****Department:** 5102 COMMISSIONER OF HIGHER ED**Program:** 01 ADMINISTRATION PROGRAM**Version:** 2009-5102-E02

<b>Priority:</b> 5	<b>Status:</b> Pending	<b>Reporting Level:</b> 5102-01-00-00-00-00-00 ADMINISTRATION PROGRAM	
<b>EPP Req #:</b> 1055		<b>Contact:</b> Pam Joehler	444-0320
<b>Request Name:</b> Expand Indian Education for All			
<b>Budget Level:</b> New Proposal	<b>Bill No:</b>	<b>DP Category:</b> None	<b>Special Consideration:</b> None

**EPP Request Description and Justification**

Section 20-1-501, Montana Codes Annotated, states that ". . . every educational agency will work cooperatively with Montana tribes. . . to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments." Individual campuses that make up the Montana University System have developed individual programs to meet that statutory mandate, particularly in the area of teacher education. The Montana University System has not been as responsive, however, until recently. A work group, made up of representatives from several of the campuses, will meet during the 2006 - 2007 academic year to develop a system-wide plan. That plan will be presented to the Montana Board of Regents, for its review and approval, in November 2006. The money in this budget request is intended to implement that plan.

The money will be used as follows:

- 
- \$10,000 to fund the travel expenses of an advisory board on Indian Education for All and other Indian issues, made up of representatives from the tribes throughout Montana.
- \$50,000 to develop an Indian Education for All website, with information on resources for academic programs in the Montana University System.
- \$130,000 to fund the development of Indian Education for All instructional materials and programs for the Montana University System, using an RFP process.
- \$85,000 to fund a faculty development program on Indian Education for All in the Montana University System.
- \$25,000 to sponsor a symposium or research conference on Indian Education for All.
- \$200,000 for 1 FTE to work exclusively on this effort, along with office space, equipment and operating expenses for that person.

**HOW SUCCESS IS MEASURED:**

- implementation of all of the projects described in the proposed budget. I.E., creation of an advisory board for the Office of the Commissioner of Higher Education, creation of the web site, establishment of a faculty development program, etc.
- creation of at least ten (10) "public domain" courses that can be used by other faculty members throughout the System in the area of Indian Education for All.
- implementation of a faculty development program that a) results in at least one Indian Education for All "lead faculty" member in each unit of the Montana University System, to advise and support his/her colleagues at that campus; and b) results in at least one program on each campus that has imbedded Indian Education for All materials throughout its curriculum.

**WICHE 2006**



# BENCHMARKS: WICHE Region 2006

*Benchmarks: WICHE Region 2006* presents information on the West's progress in improving access to, success in, and financing of higher education. The information is updated annually to monitor change over time and encourage its use as a current tool for informed discussion in policy and education communities. To establish a general context for the benchmarks, it is useful to understand that three demographic characteristics of the West are central to issues of Access, Success, and Finance. First, median household income in the West is slightly higher than in most other regions; while the national median household income in 2004 was \$44,389, the average for WICHE states was \$45,921. However, average tuition and fees for resident undergraduates in 2005-06 at public four-year institutions in the West were significantly lower: \$4,143 in the region compared to \$5,491 nationally. Second, on average, a slightly higher proportion of the region's population holds at least a bachelor's degree (28.5%) than is found nationally (27%). Finally, although population growth has been strong in the West, not all states have grown equally and this will impact the numbers of high school graduates over the next several years. Half of the WICHE states will see increased numbers of high school graduates over the next decade, but half will not.

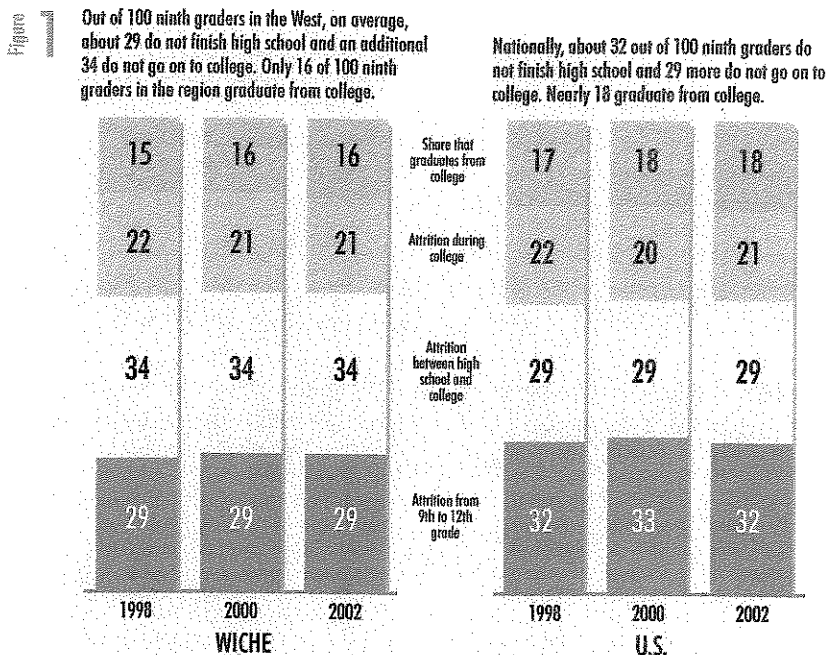
## ACCESS

### Are access and equity eroding or improving over time?

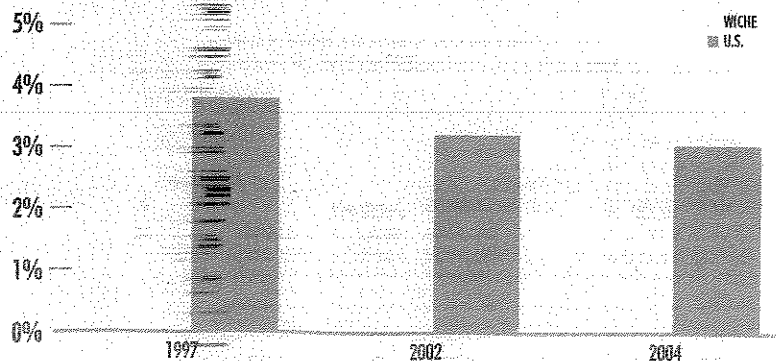
**Participation and Completion** indicators suggest that the West has much room for improvement on access and equity. An examination of the "educational pipeline" showing continuous progression from 9th grade in high school to a postsecondary degree reveals several points of leakage (Fig. 1). Trends between 1998 and 2002 illustrate that for 100 ninth graders in the region, approximately 29 do not make it to high school graduation within four years. Of the 71 who do graduate from high school, 34 do not go on to college, while about 37 enroll in postsecondary education. Only 16 of 100 ninth graders finish an associate's degree within three years of entering college or a bachelor's degree within six years of entering college.

The U.S. averages are slightly better at some points; notably, of the 68 students who finish 12th grade, 29 do not go on to college but 39 do. However, on average the Western states perform better on progression from 9th grade to 12th grade, as nearly one in three 9th graders nationally are not graduating from high school within four years. Once in college, students nationally tend to graduate at a higher rate: 18 of 100 ninth graders are completing an associate's degree within three years or a bachelor's degree within six years. For 2003, data also show that 27% of adults ages 25 and older nationally and 28.5% regionally held at least a bachelor's degree, while 34.1% nationally and 36.3% regionally held at least an associate's degree; but the pipeline demonstrates the inefficiencies that exist today.

In the West, among adults aged 25 to 49, under 5% were enrolled in higher education as undergraduates in 2004-05. That participation rate has been higher than the national average for many years (Fig. 2).



**Figure 2** The Western region consistently surpasses the U.S. on the enrollment of adult students as undergraduates as a percent of the total population of adults.



measures also show low performance — especially for most underrepresented groups. Graduation from high school is a significant issue regionally for several groups. While 76% of White and 85% of Asian/Pacific Islander 9th graders graduated from high school in four years, the proportions drop to 58% for Blacks and Hispanics and 54% for American Indians/Alaska Natives (Fig. 3). Since the high school class of 1997, these percentages have shown only modest improvement. Data suggest that American Indian/Alaska Native 9<sup>th</sup> graders fare somewhat better nationally with a 60% graduation rate; other race/ethnicity group data mirror Western data.

An important equity indicator is access to, and success in, college. Figure 4 provides a ratio of the share of full-time undergraduate enrollment by race/ethnicity to the share of each racial/ethnic group in the population in 1994 and 2004. This ratio has improved somewhat in the West for every racial/ethnic group over the past decade.

As an indication of the region's performance in producing college graduates among individuals of different racial/ethnic groups, the ratio in Figure 5 compares the share of bachelor's degrees awarded to members of each racial/ethnic group to the share of each group in the population in 2004. Unlike the enrollment ratios in Figure 4, these ratios suggest that the region is similar to the U.S. in the share of bachelor's degrees earned by most racial/ethnic groups when compared to their share of the population. However, regionally few Blacks, Hispanics, or American Indians/Alaska Natives receive a bachelor's degree when compared to their proportion in the population.

In addition to equity by race/ethnicity, measures of income equity are important benchmarks of progress. Regionally in 2003, 26% of undergraduates received a Pell grant, compared to the national average of 31%. The value of these data is enhanced when comparing them to the proportion of children in poverty. That year, 16% of children aged 12 to 17 were in poverty — or nearly 974,000 potential college students in the WICHE states. In the West in 2003, the share of Pell recipients among all undergraduates attending non-profit institutions was 1.62 times the poverty rate of 12-to-17 year olds; nationally the proportion was 1.89. These figures are a slight improvement over 2000, but in both years the region's performance on this measure lagged behind the nation's.

**Affordability** is a major national concern, particularly for low-income families. Affordability benchmarks measured in current dollars for tuition and fees and student financial aid suggest that the West may be partially addressing access, equity, and affordability issues. Between 2004-05 and 2005-06, resident tuition and fees increased by \$329 at public four-year institutions in the region. While this was less than the \$365 increase across the nation, the regional average tuition and fees amount grew more rapidly over the past year at 8.6% compared to 7.1% nationally. Average tuition and fees for resident students at public four-year institutions nationally were \$5,491 in 2005-06, compared to \$4,143 in the WICHE region.

The region saw an increase of \$172 (8.6%) per student between 2004-05 and 2005-06 in public two-year college tuition and fees for residents, compared to an increase of \$112 (5.4%) nationally (Fig. 7). Average tuition and fees at public two-year colleges in the West were \$2,177 in 2005-06, compared to \$2,191 nationally.

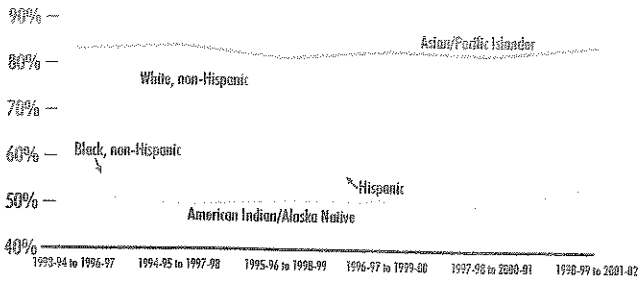
Another indicator of affordability is tuition and fees as a percent of household income. Regionally, tuition and fees in the West account for an increasing proportion of household income: growing from 3.5% in 1999-2000 to 4.2% in 2004-05 for public two-year college tuition and from 6% to 7.7% for public baccalaureate/master's institutions (Fig. 8). During that period, median household income grew from \$40,230 to \$45,921, a 14.1% increase.

Financial aid is also a key indicator. The amount of restricted and unrestricted grant aid per FTE student decreased slightly in recent years (Fig. 9); the regional average in 2003-04 was \$878, compared to \$986 in 2001-02. However, the average amount of state-funded need-based grant aid per FTE has increased in the U.S. and the region. The national average climbed by \$100 in one year to reach \$417 in 2003-04 while the average in the West grew by a smaller amount, \$81, to a total of \$324 (Fig. 10).

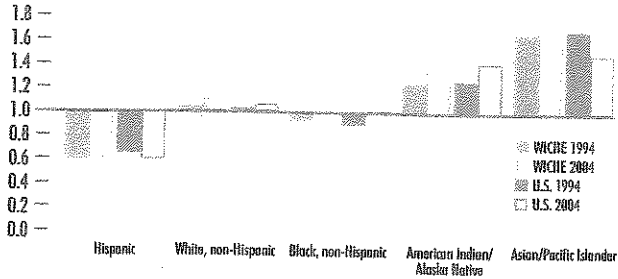
Additionally, when all grant dollars from non-federal sources are combined, the West provides slightly more dollars in non-federal grant aid than the total dollars received through Pell grants from the federal government (Fig. 11).

In the West, affordability and access have improved overall through WICHE's undergraduate exchange programs since 2000-01, but savings declined slightly between 2004-05 and 2005-06. The decline was due in part to the change in resident tuition prices relative to the change in nonresident tuition prices, which grew more slowly in the past year. In academic year 2005-06, families and/or states saved an estimated \$106 million in tuition and fees by participating in the Western Undergraduate Exchange (WUE) program, compared to \$57.5 million five years ago (Fig. 12)

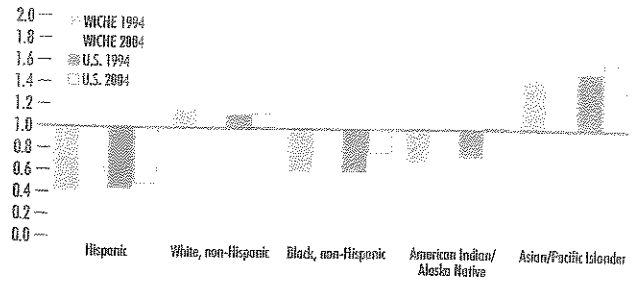
**Figure 3** In the West, successfully progressing from ninth grade to high school graduation varies significantly by race/ethnicity.



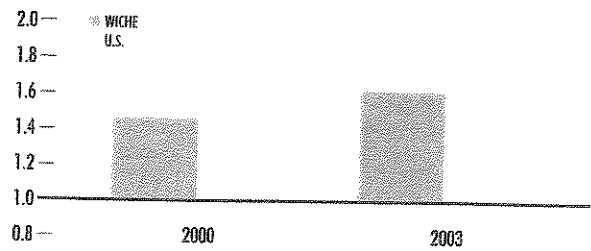
**Figure 4** Compared to 1994, the West in 2004 enrolled proportionately more students from underrepresented groups as measured against the group's share of the general population.



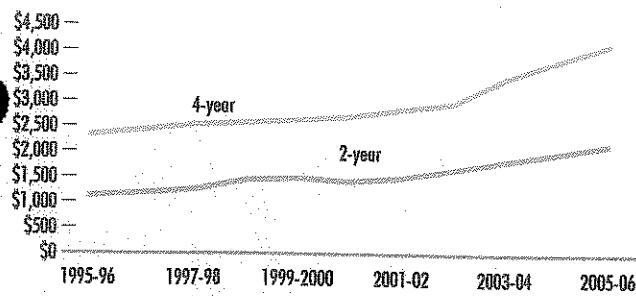
**Figure 5** In 2004, the West awarded proportionately fewer bachelor's degrees to students from underrepresented groups as measured against the group's share of the general population - Asians/Pacific Islanders were the exception.



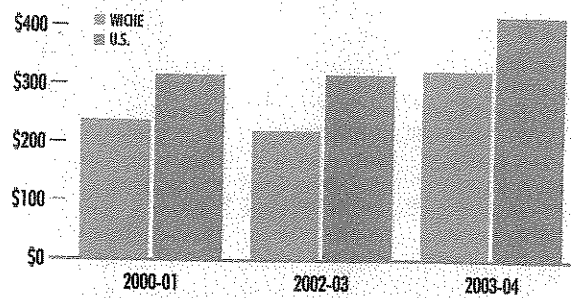
**Figure 6** The nation outperforms the West when comparing the relationship between Pell recipients among undergraduate enrollments and poverty rates among individuals approaching traditional college age.



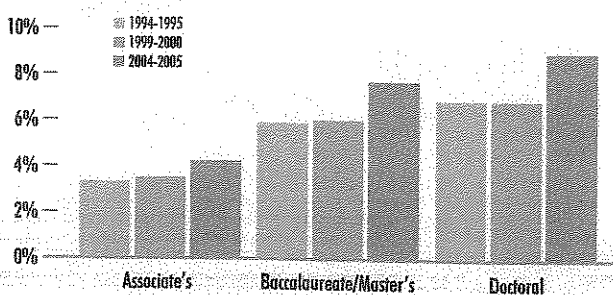
**Figure 7** In the past decade, tuition and fees at four-year institutions in the West have risen by almost 80%, and they have nearly doubled at two-year colleges.



**Figure 10** State-need based grant aid per FTE has increased in the region and the nation over the past year.



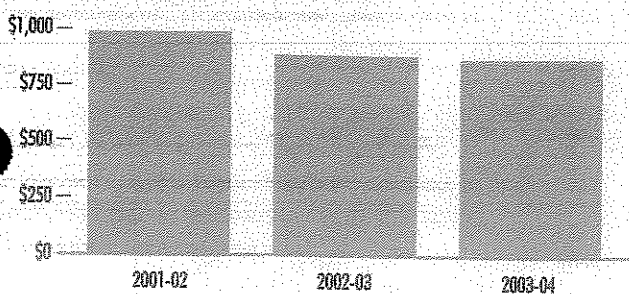
**Figure 8** The share of household income that goes to tuition and fees has increased dramatically over the past decade.



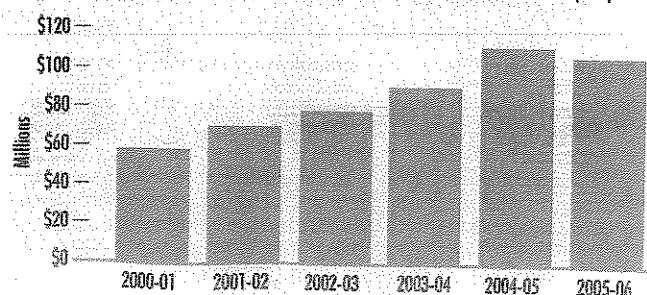
**Figure 11** In 2001-02 and 2003-04, Western states provided slightly more dollars in grants from non-federal sources than they received from the federal government in Pell grants, producing a ratio of non-federal grants to Pell greater than 1.



**Figure 9** The amount of total grant financial aid per full-time-equivalent student in public institutions has declined somewhat in the region.



**Figure 12** Savings to families and/or the state through participation in WICHE's Western Undergraduate Exchange (WUE) program have declined somewhat in the past year.



## Are revenues sufficient to meet state needs for higher education?

Finance indicators show a mixed picture for the West when compared to the rest of the nation. The region averaged \$5,789 in state appropriations to higher education per FTE in FY 2004 (Fig. 13). When adjusted for inflation, the FY 2004 regional average showed a decrease of 7.2% from FY 1999. The US average has fluctuated more widely, experiencing a 26% reduction between FY 1999 and FY 2004, dropping from \$7,727 to \$5,721 per FTE.

While there are four major funding sources for colleges and universities — the state, students, the federal government, and private entities — state appropriations and student tuition and fees are the principal sources of operating funds for public institutions. Over the past several years, the mix of appropriations and tuition and fees revenue per FTE at public institutions has varied (Fig. 14). When revenues from appropriations and tuition and fees are combined and adjusted for inflation, per FTE student revenues from these two sources averaged \$7,883 for the Western states in FY 2004. From \$7,992 in FY 1999, the five-year change represented a decline of 1.4%. Nationally, net educational appropriations and net tuition and fees revenues per FTE declined by 4.1% between 1999 and FY 2004 (falling from \$9,289 to \$8,908 in inflation-adjusted 2004 dollars).

When adjusted for inflation, on average state tax revenue per capita grew between 2003 and 2004 by 6.3% to \$2,025, an amount roughly equal to the national average. In 1994, tax revenue per capita in the West averaged \$1,955 while the U.S. average was \$1,832 (Fig. 15). During that period in the West, per capita income grew on average by 16.9%, from \$26,656 to \$31,154 (adjusted for inflation using 2004 dollars).

Figure 13 State appropriations per FTE for the region fell below the U.S. average appropriation until FY 2003 and FY 2004.

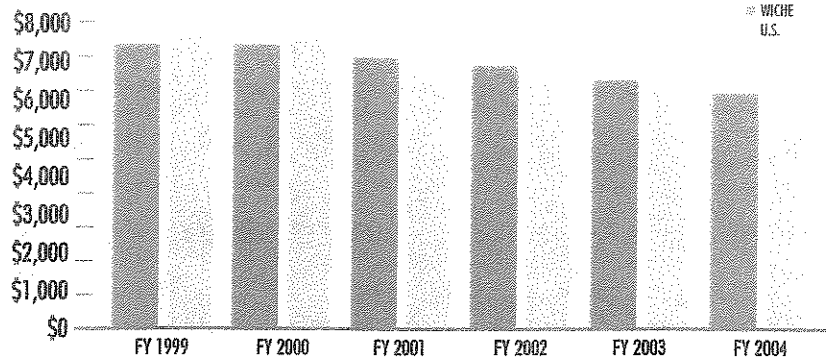


Figure 14 Tuition and fee revenues in the West accounted for 26.6% of total revenue from appropriations and tuition and fees in 2004 compared to 21.9% five years earlier.

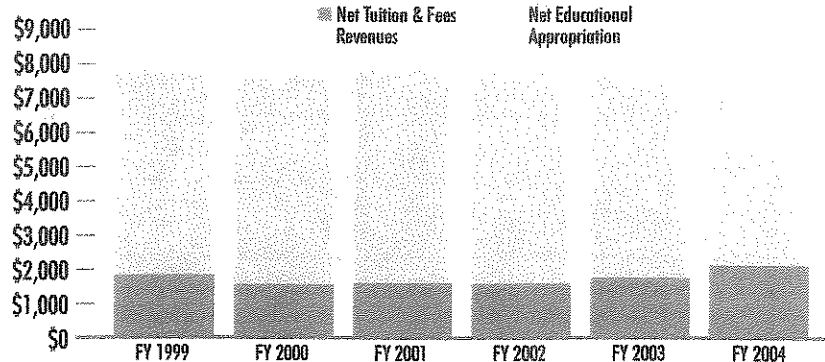
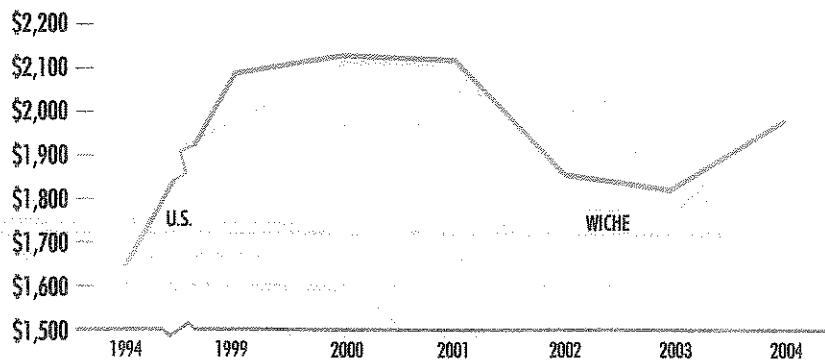


Figure 15 Regional state tax revenue per capita, adjusted for inflation, has mirrored U.S. figures in recent years and climbed in the past year.



Source Notes:

Introductory paragraph U.S. Census Bureau; and Western Interstate Commission for Higher Education.

Fig. 1 National Center for Higher Education Management Systems (NCHEMS).

Fig. 2 National Center for Education Statistics (NCES); and U.S. Census Bureau.

Fig. 3 National Center for Education Statistics (NCES).

Fig. 4 National Center for Education Statistics (NCES); and U.S. Census Bureau.

Fig. 5 National Center for Education Statistics (NCES); and U.S. Census Bureau.

Fig. 6 National Center for Education Statistics (NCES); and U.S. Census Bureau.

Fig. 7 Western Interstate Commission for Higher Education.

Fig. 8 Western Interstate Commission for Higher Education; and U.S. Census Bureau.

Fig. 9 National Center for Education Statistics (NCES). Data for this graph are net of discounts and allowances, adjusted from *Benchmarks: 2005* which reported gross scholarships and fellowships expenditures.

Fig. 10 National Association of State Student Grant and Aid Programs (NASSGAP).

Fig. 11 National Center for Education Statistics (NCES).

Fig. 12 Western Interstate Commission for Higher Education.

Fig. 13 State Higher Education Executive Officers (SHEEO). The source data for this graph differs from *Benchmarks: 2005*.

Fig. 14 State Higher Education Executive Officers (SHEEO).

Fig. 15 U.S. Census Bureau; and Bureau of Economic Analysis.