



# UNIVERSITY OF WASHINGTON

OFFICE OF THE PRESIDENT

*Mark A. Emmert, President*

August 28, 2008

Ms. Ann Daley  
Executive Director  
Higher Education Coordinating Board  
PO Box 43430  
Olympia, WA 98504

Dear Ann,

Enclosed is our final draft of the University of Washington's performance agreement. This document is the product of broad campus participation and has received a good deal of analysis and comment. It was also reviewed by our Board of Regents at their July meeting, just prior to my joint presentation to the Higher Education Coordinating Board on July 21.

I believe this process will provide a number of benefits, both for our institutions and for the state of Washington, as we continue our efforts to provide expanded educational opportunities and access for students, greater regional and global programmatic impact, and leadership in areas critical to our collective futures. In my presentation to the HECB, I profiled our enrollment plans and summarized the investments needed to achieve them. The performance agreement thoroughly documents these issues, and the attachments detail the reasoning behind the numbers and our essential accountability indicators.

We look forward to the review process, as well as hearing from our colleagues in higher education across the state, as we partner in negotiations and refine our plans. Clearly, the issues we face present complex funding and planning challenges, and this forward-looking process should help plot an informed course of action over the term of the agreement.

We look forward to working with you. If any additional information is required, please do not hesitate to contact us.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Mark A. Emmert".

Mark A. Emmert  
President

Enclosure

cc: Ms. Terry Teale (with enclosure)

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bc: Executive Vice Provost Doug Wadden

**UNIVERSITY OF WASHINGTON AND STATE OF WASHINGTON  
PERFORMANCE AGREEMENT FOR THE SIX (6) YEARS BEGINNING JULY 1, 2009 AND ENDING JUNE 30, 2015  
WITH FINANCIAL PROJECTIONS TO FY 2017 AND ENROLLMENT PROJECTIONS TO AY 2017-18**

**UNIVERSITY MISSION AND PURPOSE OF THE PERFORMANCE AGREEMENT**

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The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry, and discussion and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service. As one of the world's outstanding teaching and research institutions, the University is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of diverse facts, theories, and ideas.

The University is comprised of three campuses: the Seattle campus, whose faculty offer educational opportunities to students ranging from first-year undergraduates through doctoral-level and first professional degree candidates and the Bothell and Tacoma campuses, each developing a distinctive identity and undergoing rapid growth, offer diverse programs to undergraduates and masters level graduate students.

The State of Washington founded the University in 1861 and has assisted the University, through its financial support, in the execution of the University's mission and its achievement of excellence.

The purpose of this performance agreement is to jointly develop and communicate a six-year plan to align goals, priorities, desired outcomes, institutional mission, accountability and authority, and available resources supporting University operations and capital outlay. For purposes of clarity and illustration, this agreement may describe expected enrollment levels and resource requirements beyond its six-year term ending June 30, 2015.

Elements of this Performance Agreement, which are discussed in detail below, are:

- SECTION I. OPERATING AND CAPITAL INVESTMENT
- SECTION II. UNIVERSITY OF WASHINGTON ENROLLMENT
- SECTION III. UNIVERSITY PERFORMANCE, OUTCOMES AND DEGREE PRODUCTION
- SECTION IV. ENABLING LEGISLATION

## SECTION I. OPERATING AND CAPITAL INVESTMENTS

Operating investments in the University for the period of this Performance Agreement are based upon the state's funding and tuition policies as expressed in Chapter 151, Laws of 2007 (2SSB 5806) which states that per student funding (state appropriations and tuition revenues) are to be based upon the 60<sup>th</sup> percentile of the University's Global Challenge State peer institutions as originally recommended by the Governor's Washington Learns initiative in November 2006.

As of fiscal year 2009, University operating resources are estimated to be \$3,455 per FTE student less than the 60<sup>th</sup> percentile of the Global Challenge States peer institutions. This performance agreement proposes that this difference be eliminated by fiscal year 2017 (the selected timeframe for elimination of the difference is based upon provisions of 2SSB 5806), as shown in Table 1 below:

**TABLE 1. FUNDING TARGET PER FTE STUDENT**

	ACTUAL FY 2007	ESTIMATED FY 2008	ESTIMATED FY 2009	PROJECTED FY 2010	PROJECTED FY 2011	PROJECTED FY 2012	PROJECTED FY 2013	PROJECTED FY 2014	PROJECTED FY 2015	PROJECTED FY 2016	PROJECTED FY 2017
<b>UW FUNDING PER STUDENT FTE TARGET</b>											
	\$19,985	\$21,289	\$22,063	\$23,260	\$24,481	\$25,725	\$26,993	\$28,287	\$29,606	\$30,952	\$32,325
<b>GLOBAL CHALLENGE PEER 60TH PERCENTILE FUNDING PER STUDENT FTE</b>											
	\$24,053	\$24,775	\$25,518	\$26,283	\$27,072	\$27,884	\$28,721	\$29,582	\$30,470	\$31,384	\$32,325
<b>GAP</b>											
	<b>\$4,068</b>	<b>\$3,486</b>	<b>\$3,455</b>	<b>\$3,023</b>	<b>\$2,591</b>	<b>\$2,159</b>	<b>\$1,728</b>	<b>\$1,295</b>	<b>\$ 864</b>	<b>\$ 432</b>	<b>0</b>
Assumptions: Global challenge state peer 60th percentile is expected to increase at 3%/year; FY08 and FY09 Estimated Funding per FTE figures for the University of Washington are obtained assuming the biennium 2007-09 budgeted appropriations and authorized FTE.											
<b>1/8 (ANNUAL INCREMENT DIVIDED BY NUMBER OF YEARS REMAINING TO FY 2017) OF GAP</b>											
				\$432	\$432	\$432	\$432	\$432	\$432	\$432	\$432
<b>3% OF GLOBAL CHALLENGE PEERS (ESTIMATED ANNUAL INFLATION)</b>											
				\$766	\$789	\$812	\$837	\$862	\$887	\$914	\$942
<b>FUNDING PER STUDENT FTE CHANGE</b>											
				\$1,197	\$1,220	\$1,244	\$1,268	\$1,293	\$1,319	\$1,346	\$1,373

Note: The UW Funding per Student FTE Target beginning with fiscal year 2010 is the prior year's target plus the Funding Per FTE Student Change. The Performance Agreement enabling statute provides for a six (6) year agreement ending FY 2015. Senate Bill 5806 establishes a 10-year period ending FY 2017 for closing the funding gap.

The difference between University operating resources per FTE student and that of the Global Challenge States' peer institutions will be updated each fiscal year upon the receipt of applicable actual data and results in a manner consistent with Appendix A. The most recent actual data is as of fiscal year 2007 (see Appendix A). Projections shall then be recalculated in a manner consistent with the methodology shown above.

Based upon the funding targets per FTE student shown above and enrollment additions described in Section II below, University operating resource requirements (general fund appropriations plus tuition revenues) are:

**TABLE 2. UNIVERSITY OPERATING FUNDING REQUIREMENT (INCLUDING FUNDING REQUIREMENTS FOR NEW ENROLLMENTS)**

	ACTUAL		ESTIMATED		PROJECTED FOR FISCAL YEARS						
	FY 2007	FY 2008	FY 2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>OPERATING FUND REQUIREMENT (DOLLARS IN MILLIONS)</b>											
STATE SUPPORT (APPROPRIATED OPERATING FUNDS) TARGET											
	\$365.8	\$397.6	\$408.6	\$434.3	\$459.5	\$486.6	\$513.1	\$539.9	\$566.2	\$592.6	\$619.0
TUITION & FEE REVENUE-IPEDS BASIS TARGET (SEE NOTE BELOW *)											
	\$396.9	\$426.3	\$458.4	\$492.3	\$528.4	\$570.4	\$615.3	\$664.9	\$718.5	\$778.0	\$843.6
TOTAL OPERATING REVENUE REQUIREMENT											
	\$762.7	\$823.9	\$867.1	\$923.6	\$987.9	\$1,057.0	\$1,128.4	\$1,204.8	\$1,284.7	\$1,370.6	\$1,462.6
FUNDING PER FTE (FROM ABOVE)											
	\$19,985	\$21,289	\$22,063	\$23,260	\$24,481	\$25,725	\$26,993	\$28,287	\$29,606	\$30,952	\$32,325
ENROLLMENT (IPEDS REPORTING BASIS)											
	38,163	38,700	39,300	39,765	40,230	40,930	41,630	42,430	43,255	44,190	45,225
IMPLIED UG RESIDENT TUITION — BUILDING & OPERATING FEE (SEE NOTE BELOW *)											
	\$5,460	\$5,842	\$6,251	\$6,689	\$7,157	\$7,658	\$8,194	\$8,768	\$9,382	\$10,039	\$10,742
IMPLIED PERCENT INCREASE IN UG RESIDENT TUITION											
	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%

Fiscal year 2016 and 2017 data are shown for information purposes only.

In the scenario outlined in Table 2 above, undergraduate resident tuition is estimated to increase at 7% per year. Tuition rates for non-residents, graduate, and professional students is also projected to increase an average of 7% per year, assuming continued Board of Regents' tuition setting authority. To ensure sufficient operating resource support (Total Operating Revenue Requirement as shown above), to the extent that actual State Support is less than the Target shown above, the University is also requesting authority to charge undergraduate resident tuition rates to recover, but not to exceed, the difference between the State Support Target and actual appropriated state support (see Section IV, Enabling Legislation). In the event that actual State Support exceeds the Target shown above, undergraduate resident tuition rates would be commensurately revised downward.

University capital resource funding requirements for the period of this performance agreement are:

**TABLE 3. UNIVERSITY CAPITAL RESOURCE FUNDING REQUIREMENT**

	(DOLLARS IN MILLIONS)	BIENNIUM 2009 - 11	BIENNIUM 2011 - 13	BIENNIUM 2013 - 15	BIENNIUM 2015 - 17
<b>STATE CAPITAL RESOURCE FUNDING (SEE NOTE BELOW **) - TOTAL</b>		<b>\$281.3</b>	<b>\$297.8</b>	<b>\$397.4</b>	<b>\$278.0</b>
MOLECULAR ENGINEERING BUILDING PHASE I CONSTRUCTION		\$57.5			
DENNY HALL – CONSTRUCTION (RESTORE THE CORE)		\$52.9			
BALMER HALL – CONSTRUCTION (RESTORE THE CORE)		\$42.8			
LEWIS HALL – CONSTRUCTION (RESTORE THE CORE)		\$23.1			
UW TACOMA PHASE III - CONSTRUCTION		\$54.0			
UW TACOMA PHASE IV – PREDESIGN/DESIGN AND CONSTRUCTION		\$ .5	\$7.5	\$72.0	
MILLER HALL – PREDESIGN/DESIGN AND CONSTRUCTION (RESTORE THE CORE)		\$4.0	\$40.0		
UW BOTHELL PHASE III – DESIGN AND CONSTRUCTION			\$5.0	\$62.9	
ANDERSON HALL – PREDESIGN/DESIGN AND CONSTRUCTION (RESTORE THE CORE)		\$2.5	\$21.8		
HUTCHINSON HALL – PREDESIGN/DESIGN AND CONSTRUCTION (RESTORE THE CORE)			\$3.0	\$32.4	
HARRIS HYDRAULICS – PREDESIGN/DESIGN AND CONSTRUCTION (RESTORE THE CORE)			\$2.0	\$12.6	
EAGLESON HALL - PREDESIGN/DESIGN AND CONSTRUCTION (RESTORE THE CORE)			\$1.0	\$11.0	
HOUSE OF KNOWLEDGE LONGHOUSE – PREDESIGN/DESIGN AND CONSTRUCTION		\$1.5	\$1.5		
BIOLOGICAL AND ENVIRONMENTAL SCIENCES BUILDING – PREDESIGN/DESIGN AND CONSTRUCTION		\$8.0	\$72.0		
PUBLIC HEALTH/GLOBAL HEALTH/PHARMACY BUILDING – PREDESIGN/DESIGN AND CONSTRUCTION		\$8.0	\$72.0		
MOLECULAR ENGINEERING – PHASE II PREDESIGN/DESIGN AND CONSTRUCTION			\$6.0	\$56.5	
UW TACOMA LAND ACQUISITION/REMEDICATION		\$5.0	\$5.0	\$5.0	\$5.0
UW TECHNOLOGY – DATA NETWORK		\$5.0	\$5.0	\$5.0	\$5.0
GUTHRIE HALL RENOVATION – PREDESIGN/DESIGN AND CONSTRUCTION		\$8.5			
UW SEATTLE INTERDISCIPLINARY ACADEMIC BUILDING – PREDESIGN/DESIGN AND CONSTRUCTION			\$8.0	\$72.0	
UW NEW ACADEMIC BUILDING – PREDESIGN/DESIGN AND CONSTRUCTION				\$10.0	\$90.0
SEATTLE CAMPUS RESTORE THE CORE PHASE II – DESIGN AND CONSTRUCTION				\$10.0	\$90.0
FACILITY PRESERVATION BACKLOG REDUCTION - CONSTRUCTION			\$40.0	\$40.0	\$40.0
MAJOR INFRASTRUCTURE UPGRADE PROJECTS		\$8.0	\$8.0	\$8.0	\$8.0
<b>LOCAL CAPITAL FUNDING - TOTAL</b>		<b>\$39.0</b>	<b>\$39.0</b>	<b>\$39.0</b>	<b>\$39.0</b>
UW MINOR WORKS – FACILITIES PRESERVATION		\$34.0	\$34.0	\$34.0	\$34.0
UW MINOR WORKS – PROGRAM RENEWAL		\$5.0	\$5.0	\$5.0	\$5.0

*\*\* In Biennium 2007-2009, the state diverted \$26.0 million from capital to O&M for operating purposes. For Biennium 2009-11 and thereafter it is assumed that diversion of capital funding for O&M operating purposes is discontinued. Future diversion, if any, of capital funds for O&M purposes is in addition to the capital resource funding targets shown above. Local capital funding is shown for information only. Biennium 2015-17 funding is shown for information only to support HEC Board enrollment planning.*

## SECTION II. UNIVERSITY OF WASHINGTON ENROLLMENT

(Note: The Performance Agreement is for a six (6) year period ending June 30, 2015. The HEC Board has a concurrent enrollment planning process underway. This process expects the University to propose an enrollment plan extending to AY 2017-18 or three years beyond the Performance Agreement. For purposes of illustration, enrollment plans beyond the term of this Agreement are shown.)

### ENROLLMENT

Authorized University enrollment will rise during the performance agreement period by 3,955 average annual FTEs. Expectations are that by the end of the HEC Board enrollment planning period (AY 2017-18) University state reported enrollment will rise to a total of 45,456 average annual FTEs as shown in Table 4 below:

**TABLE 4. UNIVERSITY OF WASHINGTON STATE REPORTED AND FUNDED NEW ENROLLMENT**

AVERAGE ANNUAL FULL TIME EQUIVALENT STUDENT ADDITIONS (STATE REPORTED) BY CAMPUS AND ACADEMIC YEAR												
ACADEMIC YEAR	BOTHELL CAMPUS			TACOMA CAMPUS			SEATTLE CAMPUS			TOTAL UNIVERSITY		
	UNDERGRAD	GRAD / PROFESSIONAL	TOTAL	UNDERGRAD	GRAD / PROFESSIONAL	TOTAL	UNDERGRAD	GRAD / PROFESSIONAL	TOTAL	UNDERGRAD	GRAD / PROFESSIONAL	TOTAL
2009-10	75	20	95	200	20	220	100	50	150	375	90	465
2010-11	75	20	95	200	20	220	100	50	150	375	90	465
2011-12	175	25	200	300	30	330	50	120	170	525	175	700
2012-13	175	25	200	300	30	330	50	120	170	525	175	700
2013-14	225	35	260	300	50	350	50	140	190	575	225	800
2014-15	225	35	260	300	50	350	75	140	215	600	225	825
(PERFORMANCE AGREEMENT TERM ENDS)												
2015-16	225	35	260	350	60	410	125	140	265	700	235	935
2016-17	225	35	260	350	60	410	225	140	365	800	235	1,035
2017-18	225	35	260	350	60	410	225	140	365	800	235	1,035
TOTAL NEW ENROLLMENT ADDITIONS												
	1,625	265	1,890	2,650	380	3,030	1,000	1,040	2,040	5,275	1,685	6,960
ADD: BASE STATE REPORTED ENROLLMENT (AS OF AY 2008-09)												
			1,980			2,349			34,197			38,526
TOTAL STATE REPORTED ENROLLMENT (AS OF AY 2017-18)												
			3,870			5,379			36,237			45,486

Enrollment data for Academic Years 2015-16 and thereafter is shown for information purposes only.

In addition to the enrollments outlined above, the University will convert 100 existing FTE students from current levels of funding in fiscal years 2009 and 2010, to funding sufficient to accommodate such students for enrollment in Areas of Critical State Needs<sup>1</sup>. As student demand indicates, the University shall continue to serve student educational needs beyond that which is state reported and funded.

<sup>1</sup> Areas of Critical State Need is defined as life, natural, environmental and health sciences, engineering, computer and information systems and sciences, education and teacher preparation, and mathematics, applied mathematics and statistics. See Appendix B for a detailed listing of degree programs.

### SECTION III. UNIVERSITY PERFORMANCE, OUTCOMES AND DEGREE PRODUCTION

Based upon the University enrollment plan and fulfillment of resource requirements shown above, the following accountability measures are proposed. These measures in Tables 5 – 7 set forth mutually desired outcomes and expectations:

**TABLE 5. MEASURES INDICATING CONTRIBUTIONS TO THE STATE'S ECONOMY AND WELFARE**

METRIC NAME & DESCRIPTION	For the Fiscal Year					Performance Agreement Six Year Period						
	2003	2004	2005	2006	2007	2010	2011	2012	2013	2014	2015	
<b>Number of research innovation disclosures</b> (The number of "Invention Disclosures" reported by the university to The Association of University Technology Managers, AUTM)	199	233	268	310	335	350	375	400	415	430	450	
<b>Rank among Global Challenge peer institutions</b>	2	2	3	TIED 1 <sup>ST</sup>	N/A	NOT LESS THAN 3 <sup>RD</sup>						
<b>Number of patents, licenses and options awarded</b> (The sum of "Licenses and Options Executed" and "Patents Issued" reported to AUTM)	113	108	145	192	265	250	265	285	300	325	340	
<b>Rank among Global Challenge peer institutions</b>	1	1	1	1	N/A	NOT LESS THAN 3 <sup>RD</sup>						
<b>Percentage of the nation's research and development expenditures at universities and colleges for science and engineering</b> (Research and development expenditures as reported to NSF; UW R&D expenditures/R&D expenditures at all US universities)	1.7	1.7	1.7	1.5	1.6	1.6	1.6	1.7	1.7	1.7	1.7	
<b>National rank in research and development expenditures</b>	5	5	6	8	6	6	6	6	5	5	5	
<b>Value of uncompensated care provided at university medical centers (in millions)</b>	\$164	\$106	\$113	\$129	\$140	\$155	\$165	\$175	\$185	\$190	\$195	
	<b>Academic Year</b>	2002-03	2003-04	2004-05	2005-06	2006-07	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Number of degrees awarded (all campuses)</b>	<i>Bachelor</i>	8,044	8,411	8,514	8,290	8,289	9,250	9,250	9,300	9,400	9,500	9,525
	<i>Master's</i>	2,741	2,792	2,839	2,901	2,872						
	<i>Doctorate</i>	493	506	530	616	631						
	<i>1st Professional</i>	472	489	476	513	498						
	<i>Total Advanced</i>	3,706	3,787	3,845	4,030	4,001	4,075	4,125	4,175	4,200	4,275	4,325
<b>Number of degrees awarded in areas of critical state need (all campuses)</b> (Areas of state critical need are defined as the life, natural, environmental and health sciences, engineering, computer and information systems and sciences, education and teacher preparation and mathematics, applied mathematics and statistics.)	<i>Bachelor</i>	2,874	2,860	2,956	2,869	2,929	3,200	3,400	3,400	3,500	3,550	3,500
	<i>Master's</i>	1,284	1,237	1,363	1,346	1,340						
	<i>Doctorate</i>	355	353	386	458	467						
	<i>1st Professional</i>	315	312	311	337	315						
	<i>Total Advanced</i>	1,954	1,902	2,060	2,141	2,122	2,250	2,300	2,300	2,325	2,375	2,400

**TABLE 6. MEASURES INDICATING EFFICIENCY AND EQUITY**

METRIC NAME & DESCRIPTION		For the Fiscal Year					Performance Agreement Six Year Period					
		2003	2004	2005	2006	2007	2010	2011	2012	2013	2014	2015
<b>Percentage of entering freshmen graduating within six years (Seattle only)</b> (The percentage of students who entered as freshmen in the Fall of an academic year who graduated by the end of Spring quarter six years later. The percentage graduating that is reported for 2007 is the percentage of freshmen entering in Fall 2001 who had graduated by Spring 2007.)	All Students	70.6	73.5	74.2	75.0	75.4	76	76	76	77	77	78
	African American	60.0	59.7	51.8	65.8	68.3	66	66	67	67	67	68
	American Indian	54.2	64.0	71.8	54.2	51.9	56	56	57	57	58	58
	Asian American	70.4	75.8	75.3	76.8	76.8	77	77	77	78	78	78
	Hawaiian/Pacific Islander	58.7	55.3	63.6	69.6	77.4	70	70	70	70	70	70
	Latino	64.5	60.5	69.0	68.9	65.1	66	66	66	66	57	67
<b>Percentage of community college transfer students graduating within three years (Seattle only)</b> (The percentage of students who entered as community college transfer students who graduated within three academic years. The percentage reported for 2007 is that for students who entered in Fall 2004.)		69.7	73.9	76.1	79.2	78.5	79	79	79.0	80.0	80.0	80.0
<b>Percentage of entering freshmen continuing one year after entering the university (Seattle only)</b> (The percentage of students who entered as freshmen in the Fall of an academic year who were still enrolled the following Fall quarter; the percentage reported for 2007 is that for students who entered in Fall 2006)	All Students	91.5	92.5	92.7	92.8	91.7	92	92	93	93	93	93
	African American	94.2	90.9	93.7	89.1	86.1	90	90	90	91	91	91
	American Indian	84.5	89.1	95.3	94.2	87.5	90	90	90	91	91	91
	Asian American	93.8	93.7	93.7	94.4	93.2	94	94	95	95	95	95
	Hawaiian/Pacific Islander	95.7	90.5	86.5	86.2	77.5	85	85	85	87	87	87
	Latino	88.9	85.6	92.5	89.1	89.1	90	90	91	91	91	91
<b>Percent faculty and academic personnel who are:</b> (As of Fall quarter of the year specified. Minority groups include African Americans, American Indians, Asian Americans, Hawaiian/Pacific Islanders, and Latinos.)	Women	39	40	40	41	41	42	42	43	43	43	44
	Underrepresented Minority*	5	5	5	5	5	5	5	5	6	6	6
	Minority	20	22	22	22	19	23	23	24	24	24	25
<b>Percent of professional staff personnel who are:</b>	Women	58	58	58	58	58	58	58	58	58	58	58
	Underrepresented Minority*	7	7	7	7	7	7	7	7	8	8	8
	Minority	18	18	19	19	19	20	21	21	22	22	23
<b>Percent of classified staff personnel who are:</b>	Women	69	69	69	68	68	68	68	67	67	67	66
	Underrepresented Minority*	14	14	15	15	14	14	14	15	15	16	16
	Minority	35	36	37	38	38	38	39	39	40	40	41
<b>Percentage of undergraduates who are receiving a Pell Grant</b> (The percentage of all students who were enrolled as an undergraduate during the academic year (excluding summer quarter) who received Pell Grant funds).		20.4	21.0	21.1	20.0	19.9	20	20	21	21	21	22
<b>University performance on this metric is contingent upon the State of Washington funding the State Need Grant proportional to changes in resident undergraduate tuition rates and maintaining standards of aid eligibility no less than those in effect for the academic year 2007-08.</b>												
<b>Percentage of bachelor degrees awarded within 125% of the minimum credits required</b> (The percentage of bachelor degrees awarded to students (graduating with only one degree and one major) who complete their degree with 125% of the minimum credits required for the degree or less.)		91.6	91.3	91.9	92.3	93.2	93	93	93	94	94	94

\* Underrepresented Minorities is Minorities, excluding Asian Americans

**TABLE 7. MEASURES INDICATING QUALITY**

METRIC NAME & DESCRIPTION	For the Fiscal Year					Performance Agreement Six Year Period						
	2003	2004	2005	2006	2007	2010	2011	2012	2013	2014	2015	
<b>Scholarly work citation impact</b> (The average number of times a paper written by someone at the university is cited in later scholarly work. The numbers reported are for the five year period ending in the year specified.)	8.4	8.9	9.2	9.3	9.4	9.4	9.4	9.4	9.4	9.4	9.4	
<b>Citation impact rank among global challenge institutional peers</b>	2nd	2nd	2nd	2nd	2nd	Not less than 3rd						
<b>Number of UW faculty elected to national academies and faculty awards and honors received</b> (The number of faculty elected to the National Academy of Sciences, the National Academy of Engineering, or the Institute of Medicine plus the number of faculty receiving an award from one of a number of prominent national grant and fellowship programs.)	121	115	112	114	113	115	116	117	118	119	120	
<b>Percentage of university graduates agreeing or strongly agreeing that they would choose UW again</b> (A survey of students who graduated from the UW 5 years ago and 10 years ago is conducted every other year. The measure here is the percentage of respondents answering 'agree' or 'strongly agree' to the statement, "If I had to make my college choice over again, I would choose to attend UW" .)	5 years after graduation	79.8	no survey	81.6	no survey	86.5	87.0	no survey	89.0	no survey	90.0	no survey
	10 years after graduation	77.7	no survey	80.2	no survey	81.6	82.0	no survey	84.0	no survey	85.0	no survey
<b>Percentage of University graduates reporting attainment of advanced degree within 10 years of graduation</b> (The percentage of UW graduates surveyed 10 years after graduation who report that their highest degree earned is an advanced degree.)	36.1	no survey	37.2	no survey	36.9	37.0	no survey	37.0	no survey	37.0	no survey	
<b>Percentage of University graduates reporting currently employed</b> (Percentage of graduates surveyed 10 years after graduation who report that they are 'primarily employed' by answering questions prefaced by the words, "If you are primarily employed, please answer the following questions..."	83.9	no survey	86.5	no survey	87.4	87.0	no survey	87.0	no survey	87.0	no survey	
<b>Number of academic programs ranked:</b> (The number of UW programs that are ranked in the top 10% or 25% of all ranked programs (33 main fields are ranked) in the <i>US News and World Report's American Best Graduate Schools</i> publication.)	Top 10%	N/A	N/A	N/A	N/A	19 of 33	19 of 33	19 of 33	19 of 33	21 of 33	21 of 33	21 of 33
	Top 25%	N/A	N/A	N/A	N/A	32 of 33	32 of 33	32 of 33	32 of 33	32 of 33	32 of 33	32 of 33
<b>Percent of Undergraduates With Substantial Public Service Learning Experience</b>	11.7%	12.5%	13.4%	14.2%	14.9%	15.0%	15.0%	15.3%	15.3%	15.7%	15.7%	

Data sources and computation algorithms, where appropriate, for the metrics shown in Tables 5 – 7 above are contained in Appendix C.

## **SECTION IV. ENABLING LEGISLATION**

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Successful achievement of the enrollment, degree production, and performance outcomes presented in the previous sections require not only the resource investments outlined in Section I, but also enactment of several statutory changes that would help the University of Washington provide additional resources at no cost to state taxpayers or create efficiencies that would free up existing resources for alternative uses.

### **PERMANENT AUTHORIZATION OF TUITION SETTING AUTHORITY FOR NON-RESIDENTS UNDERGRADUATES AND GRADUATE AND PROFESSIONAL STUDENTS**

In the 2003 legislative session, the UW Board of Regents (as well as governing boards of all higher education institutions) were granted authority to set tuition levels for all non-resident undergraduate students and graduate and professional students. This authority was granted for six years and the 2008-09 academic year is the last year in which undergraduate non-resident, graduate and professional tuition levels are established using this authority. The University of Washington has used this authority responsibly and appropriately and the tuition dollars raised have improved many academic programs. The University requests that this authority be permanently authorized in the 2009 session.

### **AUTHORIZATION OF TUITION SETTING AUTHORITY FOR RESIDENT UNDERGRADUATE STUDENTS UNDER CERTAIN CIRCUMSTANCES**

One of the University's primary concerns is whether the state will be able to provide sufficient appropriations during the period of the performance agreement to ensure the competitive funding gap with the global challenge state peer institutions can be successfully closed to the 60<sup>th</sup> percentile as called for in existing state law. As an added protection during uncertain economic times, the University requests a statutory change which would grant the Board of Regents the ability to increase tuition for resident undergraduates IF the legislature fails to provide sufficient state funding to maintain progress on closing the global challenge competitive funding gap. The authority would only permit tuition to increase to the level necessary to 'fill the gap' resulting from a shortfall in actual state funding of the State Support Target shown above in Section I.

### **PROTECTING CERTAIN PRIVATE INVESTMENT INFORMATION**

The University's private endowment is being screened out of investing in the most desirable private equity funds because we cannot guarantee protection of proprietary investment information. This puts the UW at a competitive disadvantage with other public research institutions in California, Michigan, Texas, Virginia, Florida, Colorado, Illinois, Massachusetts, and Pennsylvania, which have enacted laws to protect this information. The UW believes that it could realize an additional \$20 to \$30 million in the earnings on its private endowment with statutory language similar to what has been previously granted to the State Investment Board. The University requests an exemption to the Public Disclosure Act to improve its ability to maximize the performance of its private endowment funds.

### **CAPITAL PROJECTS ALTERNATIVES**

The University faces perennial challenges to finance a myriad of capital projects in light of state capital budget funding constraints. The legislature has requested a study by December 1, 2008 of how other states finance higher education construction with particular emphasis on reducing future needs for capital projects by employing distance learning and alternative classroom scheduling as well as using new revenue sources such as student fees and local tax revenues to pay for needed capital projects. Pending the results of this study, the University is requesting consideration of any necessary statutory changes needed to implement the recommendations, which could include additional authority to increase the building fee component of tuition. The University is also requesting expanded authority to choose different procurement models for privately financed capital construction projects.

### **STANDARDIZE AND STREAMLINE ACCOUNTABILITY AND PERFORMANCE REPORTING**

This performance agreement between the State and the University creates yet a third separate mechanism for tracking performance and accountability measures. Because this process involves participation from the Governor's budget office, the state legislature and the Higher Education Coordinating

Board (HECB), the University would request that existing performance measurements tracked separately by the HECB and another set of measures that are included in the biennial appropriations act be discontinued and that the performance agreement be the official repository for monitoring and tracking university accountability.

**SHIFT OF BUILDING OPERATIONS AND MAINTENANCE FUNDING TO CAPITAL**

In 2003, the legislature shifted funding for higher education building maintenance and operations from the general fund operating budget to the capital budget. This practice was continued in both the 2005-07 and 2007-09 biennial budgets, and the authority for the shift expires at the end of each fiscal period. The UW requests restoration of these funds to the general fund operating budget in 2009-11. Alternatively, the UW requests that funding for these building maintenance functions be provided from the state building construction account in the biennial capital budget.

**DELEGATION OF LOCAL CONTROL AND USE OF UNIVERSITY REVENUES SUPPORTING CAPITAL CONSTRUCTION**

Non-tax revenues (metro tract revenues, building fee, trust land revenues) are available to the University to support, in part, its capital construction needs. The University is requesting a return to its historic authority to locally retain, allocate, and expend these funds for capital purposes.

**APPENDIX A — 2006-07 TOTAL FUNDING PER FTE STUDENT, UNIVERSITY OF WASHINGTON**

	STATE AND LOCAL APPROPRIATIONS	TUITION AND FEES	TOTAL FUNDING	STUDENT FTE'S	TOTAL \$ PER FTE
<b>GLOBAL CHALLENGE PEERS</b>					
Rutgers - w/ U of Med & Dent of NJ	\$901,792,000	\$492,903,000	\$1,394,695,000	46,822	\$29,787
Connecticut - w/ UC Sch of Med & Dent	\$463,222,665	\$193,506,821	\$656,729,486	24,948	\$26,324
California-Los Angeles	\$630,413,000	\$310,723,000	\$941,136,000	35,817	\$26,276
Maryland - College Park & Baltimore	\$528,367,527	\$371,596,905	\$899,964,432	36,509	\$24,650
California-Davis	\$443,516,000	\$226,264,000	\$669,780,000	27,846	\$24,053
Massachusetts - Amherst & Worcester	\$321,951,945	\$217,530,881	\$539,482,826	23,236	\$23,218
Virginia	\$154,615,152	\$279,418,512	\$434,033,664	21,355	\$20,325
California-San Diego	\$301,598,000	\$202,465,000	\$504,063,000	25,444	\$19,810
California-Irvine	\$247,412,000	\$189,658,000	\$437,070,000	24,512	\$17,831
Colorado - Boulder, Denver & Health Sciences*	*	*	\$626,707,284	40,725	\$15,389
<b>U of Washington - All Campuses</b>	<b>\$365,782,566</b>	<b>\$396,895,008</b>	<b>\$762,677,574</b>	<b>38,163</b>	<b>\$19,985</b>

<b>Peer 60th Percentile:</b>	<b>\$24,053</b>
<b>Difference Between UW and Peer 60th Percentile:</b>	<b>\$4,068</b>
<b>% Increase (Decrease) to Equal 60th Percentile:</b>	<b>20.4%</b>

Data Source: IPEDS Executive Peer Tool and Peer Analysis System. National Center for Education Statistics. U.S. Department of Education.

Rutgers figures include New Brunswick, Newark, and Camden campuses as well as the University of Medicine and Dentistry of New Jersey.

University of Connecticut figures include the Main, Avery Point, Tri-Campus, and Stamford campuses as well as the University of Connecticut School of Medicine & Dental Medicine.

University of Maryland figures include the College Park and Baltimore campuses.

University of Massachusetts figures include Amherst and Worcester campuses.

University of Colorado figures include Boulder campus and the Denver & Health Sciences Center campuses.

\* Colorado's system of financing higher education differs from that in other states, and the standard distinction between tuition and fee revenue and state appropriations does not hold. As a result, only "Total Funding" is reported for Colorado, and Colorado figures are not included in the sum of "State and Local Appropriations" and "Tuition and Fees" shown in the "Weighted Mean" row. The "Total Funding" amount for Colorado is a sum of "Tuition and Fees" and "Other Sources - Operating" from the IPEDS Finance Survey.

## APPENDIX B — AREAS OF CRITICAL STATE NEED DEGREE PROGRAMS

<b>COLLEGE OF ARCHITECTURE AND URBAN PLANNING</b>		
<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
CONSTRUCTION MANAGEMENT	BUILDING CONSTRUCTION CONSTRUCTION MANAGEMENT	CONSTRUCTION MANAGEMENT EVE DEG
<b>COLLEGE OF ARTS &amp; SCIENCES</b>		
<u>DEPARTMENT</u>	<u>DEGREE(S)</u>	
APPLIED MATHEMATICS	APPLIED MATH	
ASTRONOMY	ASTRONOMY	
ATM SCI	ATMOSPHERIC STUDIES	
CHEMISTRY	BIOCHEMISTRY	CHEMISTRY
EARTH & SPACE SCIENCES	EARTH & SPACE SCIENCES	GEOPHYSICS
MATHEMATICS	APPLIED MATH & COMPUTATIONAL MATHEMATICS SCIENCES	MATHEMATICS
PHYSICS	PHYSICS	
PSYCHOLOGY	EVE DEG PSYCHOLOGY	PSYCHOLOGY
SPEECH & HEAR SCI	AUDIOLOGY	SPEECH & HEARING SCI
BIOLOGY	BIOLOGY BOTANY	CONSERVATION BIOLOGY ZOOLOGY
STATISTICS	STATISTICS	
INTERNATIONAL STUDIES	INTER STD / HEALTH SERVICES	INTER STUDIES IN EPIDMEOLOGY
<b>BUSINESS SCHOOL</b>		
<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
ISOM	INFORMATION SYSTEMS	
<b>COLLEGE OF EDUCATION</b>		
<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
DEPT OF EDUCATION	BIOLOGY-EDUC CHEMISTRY-EDUC COMMUNICATION DISORDER EARTH SCIENCE-EDUC EDUCATION (TEACHER PREP) EDUCATION	HEALTH EDUCATION MATHEMATICS-EDUC NATURAL SCI-EDUC PHYSICS-EDUC PSYCHOLOGY-EDUC SPCH & HEAR SCI-EDUC
<b>COLLEGE OF ENGINEERING</b>		
<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
DEAN ENGINEERING	ENGINEERING, GEN INTERDISPLINARY ENGINEERING	INTERDEPARTMENTAL ENGINEERING
TECH COMM	TECHNICAL COMMUNICATIONS EVE DEG	TECHNICAL COMMUNICATIONS

AERO AND ASTRO	AERONAUTICS & ASTRONAUTICS ENGINEERING	
CHEMICAL ENGINEERING	CHEMICAL ENGINEERING	
CIVIL & ENVIR ENGINEER	CIVIL ENGINEERING	
ELECTRICAL ENGINEERING	ELECTRICAL ENGINEERING	
COMPUTER SCIENCE & ENG	COMPUTER ENGINEERING	COMPUTER SCI ENGINEERING
	COMPUTER SCIENCE & ENGINEERING EVE DEG	COMPUTER SCIENCE
INDUSTRIAL ENGRG PROG	INDUSTRIAL ENGINEERING	
MECHANICAL ENGINEERING	MECHANICAL ENGINEERING	
MATL SCI & ENGINEERING	CERAMIC ENGINEERING	MINING ENGINEERING
	MATERIALS SCIENCE ENGINEERING	MINING, METALLURGICAL & CERAMIC ENGINEERING
	METALLURGICAL ENGINEERING	
BIOENGINEERING	MEDICAL ENGINEERING	BIOENGINEERING

**COLLEGE OF FOREST RESOURCES**

<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
COLL/FOREST RESOURCES	CONSERVATION OF WILDLAND RESOURCES	FOREST WILDLIFE
	ENVIRONMENTAL SCI & RESOURCE MANAGEMENT	LOGGING ENGINEERING
	FOREST & ECOLOGICAL ENGINEERING	PAPER SCIENCE & ENGINEERING
	FOREST MANAGEMENT	PULP & PAPER SCIENCE
	FOREST RESOURCES	SUSTAINABLE RESOURCE SCIENCE
	FOREST RESOURCES / ECONOMICS	URBAN FORESTRY
	FOREST SCIENCES	WILDLIFE SCIENCE

**GRADUATE SCHOOL**

<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
DEAN GRAD SCHOOL ADMIN	BEHAVORAL NEUROSCIENCE	MOLECULAR & CELLULAR BIOTECHNOLOGY
	BIOLOGY TEACHING	NEUROBIOLOGY
	BIOMATHEMATICS	NEUROBIOLOGY & BEHAV.
	BIOMOLECULAR ST & DES	NUCLEAR ENGINEERING
	COMPARATIVE PHYSIOLOGY	QUANT.ECOLOGY RESOURCE
	HEALTH ADMIN GRP EVE	RADIOLOGICAL SCIENCES
	HEALTH SERVICES/BUS ADMIN	
INSTIT ENVIRONM STUDS	INST ENVIRONMENTAL STUDIES	
NEUROBIO & BEHAVIOR	NEUROBIOLOGY	

**THE INFORMATION SCHOOL**

<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
THE INFORMATION SCHOOL	INFORMATION MANAGEMENT & TECHNOLOGY	LIB & INFO SCI (LAW)
	INFORMATICS	LIB & INFO SCIENCE
	INFORMATION MANAGEMENT	LIB & INFO SYS, EVE DE
	INFORMATION MNGMT EXT	LIBRARY & INFO SC (DL)

INFORMATION SCIENCES

**COLLEGE OF OCEAN AND FISHERY SCI**

DEPARTMENT

SCH AQUATIC&FISHERY SC	AQUATIC & FISHERY SCI FISHERIES
SCHOOL OF OCEANOGRAPHY	OCEANOGRAPHY
PGM ON THE ENVIRONMENT	PROGRAM ON THE ENVIRONMENT

DEGREE(S)

FOOD SCIENCE

**EVANS SCHOOL OF PUBLIC AFFAIRS**

DEPARTMENT

EVANS SCH OF PUBLIC AF	PUB AFFAIRS/HEALTH SRV PUBLIC AFF/EPIDEMIOLOGY
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DEGREE(S)

PUBLIC AFFAIRS/HEALTH ADMINISTRATION

**SCHOOL OF DENTISTRY**

DEPARTMENT

DENTAL PUBLIC HEALTH SCIENCES	DENTAL HYGIENE
ENDODONTICS	ENDODONTICS
ORAL MEDICINE	ORAL MEDICINE
ORALBIOLOGY	DENTAL/ORAL BIOLOGY
ORTHODONTICS	ORTHODONTICS
PERIODONTICS	PERIDONTICS
DENTISTRY-DEANS OFFICE	DENTISTRY DENTISTRY CONCURRENT CERTIFICATE DENTISTRY CONCURRENT

DEGREE(S)

ORAL BIOLOGY

DENTISTRY VISITING  
PEDIATRIC DENTISTRY

**SCHOOL OF MEDICINE**

DEPARTMENT

ORTHOPEDICS	PHYSICAL THERAPY
REHABILITATION MEDICIN	OCCUPATIONAL THERAPY REHAB MED (PHYSICAL T)
SURGERY	SURGERY
LAB MEDICINE	LABORATORY MEDICINE
COMPARATIVE MEDICINE	COMPARATIVE MEDICINE
BIOENGINEERING	BIOENGINEERING
MEDICAL HISTORY&ETHICS	MED HISTORY & ETHICS
MEDICAL EDUCATION	BIO MED & HEALTH INFO
BIOCHEMISTRY	BIOCHEMISTRY
BIOLOGICAL STRUCTURE	BIO STRUCTURE
MICROBIOLOGY	MICROBIOLOGY
PATHOLOGY	PATHOLOGY
PHARMACOLOGY	PHARMACOLOGY

DEGREE(S)

PROSTHETICS & ORTHOTIC  
REHAB MEDICINE

MEDICAL TECHNOLOGY

PHYSIOLOGY & BIOPHYSIC	PHYSIOLOGY	
GENOME SCIENCES	GENETICS	MOLECULAR BIOTECH
	GEONOMIC SCIENCES	
GLOBAL HEALTH	GLOBAL HEALTH	
ACAD AFF	MEDICINE	MEDICINE VISITING
	MEDICINE CONCURRENT	
MEDEX	MEDEX (DEGREE PROGRAM)	

**SCHOOL OF NURSING**

<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
DEAN NURSING	NURSING / HEALTH SRV	NURSING/HEALTH SRV
	NURSING HEA ADMIN	PROFESSIONAL NURSING
	NURSING RN/BS	

**SCHOOL OF PHARMACY**

<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
DEPARTMENT OF PHARMACY	PHARMACY PRACTICE	
MEDICINAL CHEMISTRY	MEDICAL CHEM	
PHARMACEUTICS	PHARMACEUTICAL SCI	PHARMACEUTICS
PHARMACY-DEAN'S OFFICE	PHARM REGULATORY AFF	PHARMACY DOCTORATE
	PHARMACY	PHARMACY DR EXTENSION

**SCHOOL OF PUBLIC HEALTH & COMMUNITY MEDICINE**

<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
BIostatISTICS	BIostatISTICS	
ENVIRO & OCCUP HEALTH	ENVIRONMENTAL HEALTH	
EPIDEMIOLOGY	EPIDEMIOLOGY	NUTRITIONAL SCIENCE
	GENETIC EPIDEMIOLOGY	PUBLIC HEALTH GENETICS
	NUTRITION	
HEALTH SERVICES	HEALTH ADMIN GRAD	HEALTH SERV EXT DEG
	HEALTH ADMINISTRATION	HEALTH SERVICES
	HEALTH EDUCATION	HLTH INFRMTCS&INF MGMT
	HEALTH INFO ADMIN EVE	
PATHOBIOLOGY	PATHOBIOLOGY	
DEAN OF PUBLIC HEALTH	PUB HEALTH & COMM MED	PUBLIC HEALTH VISITING
	PUBLIC HEALTH GENETICS	

**BOTHELL CENTRAL ADMIN**

<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
BR-B DEAN'S OFFICE	BOTHELL EDUCATON CERT	

**BOTHELL EDUCATION**

<u>DEPARTMENT</u>		<u>DEGREE(S)</u>
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BR-B EDUCATION

BOTHELL EDUCATION

**BOTHELL LIBERAL STUDIES**

DEPARTMENT

DEGREE(S)

BR-B INTERDISC A & S

BOTH ENVIRONMENTAL STD

**BOTHELL NURSING**

DEPARTMENT

DEGREE(S)

BR-B NURSING

BOTHELL NURSING

**BOTHELL-SOFTWARE SYS**

DEPARTMENT

DEGREE(S)

BOTHELL-SOFTWARE SYS

APPLIED COMPUTING BOTH  
COMP SOFT SYS PROF DEG

COMPUTING & SOFT. SYS

**TACOMA DEAN'S OFFICE**

DEPARTMENT

DEGREE(S)

BR-T DEAN'S OFFICE

COMPUTATIONAL ENGINEERING & SYSTEMS

**TACOMA-BUSINESS**

DEPARTMENT

DEGREE(S)

T-BUSINESS

MGNT INFORM TECHNOLOGY

**TACOMA COMPUTER SOFTWARE SYSTEMS**

DEPARTMENT

DEGREE(S)

T-COMP & SOFTWARE SYS

COMP & SOFTWARE SYS  
COMP ENG & SYSTEMS

PRE COMP ENG & SYSTEMS

**TACOMA EDUCATION**

DEPARTMENT

DEGREE(S)

T-EDUCATION

TACOMA EDUCATION

**TACOMA INTRDISCIPLINARY ARTS & SCIENCES**

DEPARTMENT

DEGREE(S)

T-INTERDISC A & S

ENVIRONMENTAL SCIENCE  
TACOMA ENVIR SCI

TACOMA ENVIR STUDIES

**TACOMA NURSING**

DEPARTMENT

DEGREE(S)

T-NURSING

TACOMA NURSING

The above listing is as of July 10, 2008.

Degree programs newly instituted subsequent to the date of this listing which are in the areas of 'life, natural, environmental and health sciences, engineering, computer and information systems and sciences, education and teacher preparation, and mathematics, applied mathematics and statistics' may be added.

## APPENDIX C — DEFINITIONS OF PERFORMANCE METRICS

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Note: All measures are for all campuses combined except where noted.

### ***Number of research innovation disclosures and rank among Global Challenge peer institutions:***

*Source:* The annual AUTM Licensing Activity Survey (Full Report) for UW and for peers other than the UC schools. Currently, the full report is available electronically at: <http://www.autm.net/about/dsp.publications.cfm>. For years for which the full report is not available electronically, the university has the hard copy of the report in the UW Tech Transfer Office (in June 2008, the contact was Lori Seabright, Communications Manager, [loris2@u.washington.edu](mailto:loris2@u.washington.edu)). UC submits information to AUTM as a system, so license information for the UC schools is taken from the UC annual report, which can be found at: <http://www.ucop.edu/ott/genresources/annualrpts.html>.

*Measure:* The number of “Invention Disclosures” reported by the university to AUTM for the fiscal year.

### ***Number of patents, licenses and options awarded and rank among Global Challenge peer institutions:***

*Source:* Same as for the number of innovation disclosures above.

*Measure:* Sum of “Licenses and Options Executed” and “Patents Issued” for the fiscal year.

### ***Value of Uncompensated Care Provided At University Medical Centers (in millions):***

*Source:* Year End Reports of the University of Washington and Harborview Medical Centers to the Washington State Department of Health.

### ***Number of degrees awarded (all campuses):***

*Source:* OIS\_STUDENT\_UW\_DEGREES table in PNBDB.

*Measure:* This is a count of the number of degrees, by level, awarded in the academic year.

From the query “Degrees – All Fields All Campuses” in I:\groups\opb\COMMON\Compact\_2008\Measures.mdb.

### ***Number of degrees awarded in areas of critical state need:***

*Source:* OIS\_STUDENT\_UW\_DEGREES table in PNBDB.

*Measure:* This is a count of the number of students receiving a degree in an “area of state critical need” during an academic year. If a student were to receive a double-major in two fields that are considered to be areas of state critical need, they would only be counted once; if they got double degrees in two fields considered to be areas of state critical need, they would only be counted once. If, however, they were to receive a degree in an area of state critical need in Summer quarter and another the following Spring, they would be counted twice.

Areas of state critical need are defined as majors, curriculum or degree awards in the life, natural, environmental and health sciences, engineering, computer and information systems and sciences, education and teacher preparation, and mathematics, applied mathematics and statistics. These fields are designated by a “Y” in the field PROPOSED\_HIGH\_DEMAND in the table OIS\_ABBR\_NEW.

The following sequence of queries in I:\groups\opb\COMMON\Compact\_2008\Measures.mdb generates these numbers: “Make Table All Degrees”, “Append Table All Degrees 1”, “Append Table All Degrees 2”, “New High Demand Degrees S1”, and “New High Demand Degrees S2”.

***Percent of the nation’s research and development expenditures at universities and colleges for science and engineering (reported by NSF) and national rank:***

*Source:* NSF publication, *Academic Research and Development Expenditures*, which can be found at: <http://www.nsf.gov/statistics/rdexpenditures>. For fiscal year 2006, the appropriate table to reference was Table 27, “R&D expenditures at university colleges, ranked by FY 2006 R&D expenditures: FY1999-2006”.

*Measure:* (UW R&D Expenditures)/(R&D Expenditures – All Institutions)

***National rank in research and development expenditures:***

*Source:* Same as for percent of nation’s research and development expenditures above.

*Measure:* Rank is provided in Table 27.

***Percentage of entering freshmen graduating within six years:***

***Percentage of community college transfers graduating within three years:***

***Percentage of entering freshmen continuing one year after entering the University:***

*Source:* Office of Student Academic Data Management annual report, “University of Washington Graduation and Attrition Rates.”

*Measures:* These measures reflect students at the Seattle campus only.

*Six year graduation rate:* Use “Cumulative Graduation Rate after 6 Years” for high school entrants. The only difference between this performance metric and what is reported in the report noted above is that the report presents graduation rates by the year of entry of a cohort. The performance metric is the same measure, but it is presented as representing the class graduating in a specific year; what is presented as the graduation rate for the class graduating in 2007 is actually the graduation rate for the cohort that entered in Fall 2001.

*Three year transfer graduation rate:* Use “Cumulative Graduation Rate after 3 Years” for 2 Year Transfer Entrants. In this instance, the rate for the cohort entering in Fall 2004 is presented as that for the class graduating in 2007.

*Freshmen continuation rate:* Use (100-“Cumulative Attrition rate after 1 Year”) for high school entrants. The rate for the class entering in Fall 2006 is presented as the rate for the class entering in 2007 (i.e., the 2006-07 year).

***Percentage of faculty and academic personnel/professional staff/classified who are women/underrepresented minority/minority (there are 9 measures here – the percentage of three different types of employees in three different groups):***

*Source:* Reports found at <http://www.washington.edu/provost/ap/eoaa/index.html>.

Use the University-wide Workplace Profile for Academic Personnel, Professional Staff, and Classified staff (all are in the reports section of the web page noted above).

*Measures:* The percentage women and percentage minority are presented in the workforce profiles. The percentage underrepresented is calculated using numbers in the profile as follows: (Total Minority – Total Asian Female – Total Asian Male)/(Total All).

***Percentage of undergraduates who are receiving a Pell Grant:***

*Source:* OIS\_ST\_FIRST\_MAJOR and SFA\_AWARD\_DIST in PNBDB.

*Measure:* The percentage of students enrolled as an undergraduate (CLASS ≤ 05) for at least one quarter (excluding summer) during the academic year who received aid (> \$0) from the Pell Grant (BUDGET\_NUMBER = 828925). Results are from the query “Pcnt UG w Pell – all campuses” in I:\groups\opb\COMMON\Compact\_2008\Measures.mdb.

***Percent of bachelor degrees awarded within 125% of minimum credits required:***

*Source:* OIS\_STUDENT\_UW\_DEGREES table in PNBDB.

*Measure:* This is the percentage of bachelor’s degrees awarded to students (with only one major and one degree) who complete their degree with 125% of the minimum credits required for the degree or less. This number can be found as the field PCNTle125, which is produced by the query LE1251Deg1Mjr in I:\groups\opb\COMMON\Compact\_2008\Time\_Degree\_125Percent\_measure.mdb

***Scholarly work citation impact and rank among global challenge peers:***

*Source:* Thomson’s Deluxe US Indicators (2005 version used in July 2008).

*Measure:* Citation Impact: Citations/Papers. Get number of citations and number of papers for each institution for all fields. Sum citations and papers across campuses where more than one campus is combined before dividing citations by papers.

***Number of faculty elected to national academies plus faculty awards and honors received:***

*Source:* *The Top American Research Universities Annual Report*, published by The Center For Measuring University Performance and located at <http://mup.asu.edu/research.html>

*Measure:* Sum of the number of national academy members and the number of faculty awards received for the University of Washington, as reported by The Center in the report above.

***Percent of university graduates agreeing or strongly agreeing that they would choose UW again:***

*Source:* Item 13, a five level Likert item, from the following survey: University of Washington Undergraduate Degree Recipients Five and Ten Years After Graduation, located at [http://www.washington.edu/oea/reports/student\\_alumni\\_surveys.html](http://www.washington.edu/oea/reports/student_alumni_surveys.html) and administered by the Office of Educational Assessment.

*Measure:* The percentage of respondents answering ‘agree’ or ‘strongly agree’ to the following statement: If I had to make my college choice over again, I would choose to attend UW.

***Percent of university graduates reporting attainment of advanced degree within 10 years of graduation:***

*Source:* Item 1, a multiple choice item, from the following survey: University of Washington Undergraduate Degree Recipients Five and Ten Years After Graduation, located at [http://www.washington.edu/oea/reports/student\\_alumni\\_surveys.html](http://www.washington.edu/oea/reports/student_alumni_surveys.html) and administered by the Office of Educational Assessment.

*Measure:* The percentage of respondents (10-year) answering Master's Degree or Medical Degree or Law Degree, or PhD/EdD, or other to the following question: Currently what is your highest education degree earned.

***Percent of university graduates reporting current employment:***

*Source:* Item 2, a multiple choice item, from the following survey: University of Washington Undergraduate Degree Recipients Five and Ten Years After Graduation, located at [http://www.washington.edu/oea/reports/student\\_alumni\\_surveys.html](http://www.washington.edu/oea/reports/student_alumni_surveys.html) and administered by the Office of Educational Assessment.

*Measure:* The percentage of total respondents (10-year) self-identifying as being 'primarily employed' by answering Item 2: If you are primarily employed, please answer the following questions...

***Number of academic programs ranked in the top 10 and 25 percent:***

*Source:* US News and World Report's America's Best Graduate Schools, 2009, located at <http://grad-schools.usnews.rankingsandreviews.com/grad>

*Measure:* Number of UW programs that are ranked in the top 10 percent of total ranked programs for each of 33 main field rankings, and number of UW programs that are ranked in the top 25 percent of the 33 ranked programs.

***Percent of Undergraduates With Substantial Public Service Learning Experience:***

*Source:* Undergraduate Academic Affairs, Office of Experiential Learning.

*Measure:* Number of Undergraduates who work with faculty on research or have a public service internship of 10 or more hours per week divided by the number of unique undergraduates during the academic year (summer, fall, winter, and spring).