DESIGN FOR THE 21st CENTURY:

EXPANDING HIGHER EDUCATION OPPORTUNITY

IN WASHINGTON

Higher Education Coordinating Board
917 Lakeridge Way, GV-11
Olympia, Washington 98504

July 1, 1990

CHARLES T COLLINS
Chair

ANN DALEY
Executive Director

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way, GV-11 • Olympia, Washington 98504 • (206) 753-2210 • (SCAN) 234-2210

July 2, 1990

MEMORANDUM

TO: The Honorable Booth Gardner, Governor
Members, Washington State Legislature

FROM: Ann Daley, Executive Director

The Higher Education Coordinating Board herewith transmits for your review, *Design for the 21st Century: Expanding Higher Education Opportunity in Washington.* This document is in response to the 1989 legislative directive to the Board to develop a "long-range plan for the orderly development of branch campuses."

The decision to proceed with the development of five branch campuses marks the first significant expansion of the state's higher education system in over two decades. It is critical that these new campuses are sized, defined, and implemented in a manner that complements our existing colleges and universities. Therefore, this plan has been built on a comprehensive assessment of the role that existing public and private institutions, as well as branch campuses, can play in achieving a long-range enrollment policy for the state.

Design for the 21st Century proposes a long-term enrollment goal to achieve, statewide, a level of upper-division and graduate enrollment equal to the 70th percentile in national participation rates by 2010.

The study details how enrollment increases should be distributed, delineates the policies governing branch campus programs, and estimates the operating and capital costs associated with the Board's recommendations.

The Board spent approximately one year developing this plan and provided frequent opportunity for public and institutional involvement. A consulting team, lead by MGT of America, was retained by the Board to provide an analysis of branch campus alternatives and to establish a framework for this report.

This plan, unanimously approved by the Board through the following resolution, represents the culmination of those efforts.

STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION 90-10

WHEREAS, The Higher Education Coordinating Board has, in *"Building a System: The 1987 Washington State Master Plan for Higher Education,"* proposed expanded upper-division and graduate level access in the state's major urban areas; and

WHEREAS, The 1989 Legislature endorsed the creation of five branch campuses and directed the Higher Education Coordinating Board to prepare a "long-range plan for the orderly development of branch campuses and other programs and facilities located off the main campuses"; and

WHEREAS, The Higher Education Coordinating Board retained consultant services and received a report on branch campus development alternatives in November 1989; and

WHEREAS, The Higher Education Coordinating Board undertook an in-depth analysis of the consultant's analysis and findings and other issues relating to statewide enrollment needs between December 1989 and March 1990 and adopted preliminary drafts of major elements of a Branch Campus Plan in March 1990; and

WHEREAS, Public comment was provided at the April 1990 Board meeting; therefore, be it

RESOLVED, That the Higher Education Coordinating Board hereby adopts the report, *"Design for the 21st Century: Expanding Higher Education Opportunity in Washington,"* as its plan for the orderly development of branch campuses and as its recommendation for a long-term statewide enrollment policy; and

BE IT FURTHER RESOLVED, That copies of the plan be transmitted to the Governor and the Legislature for consideration; and

BE IT FURTHER RESOLVED, That the plan be updated in conjunction with the biennial budget process based upon monitoring and analysis of student enrollment patterns.

Adopted:
May 30, 1990

Attest:

Charles T. Collins, Chair

Mary C. James, Secretary

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EXECUTIVE SUMMARY AND RECOMMENDATIONS

Washington stands at a crossroads in the provision of higher education to its citizens. Although our state is fortunate to have a responsive and broadly dispersed community college system, students seeking baccalaureate and graduate degrees are faced with limited opportunities.

Most of the state's four-year public institutions are located apart from urban growth areas, making them inaccessible to "placebound" students -- those whose work and family commitments prevent them from attending an institution away from home. The branch campus plan is an attempt to address the problems of access for these citizens.

In addition, existing institutions should be used to full capacity to educate more of the state's citizens. Yet our current higher education system has been constrained by state-imposed enrollment lids.

The 1987 Master Plan for Higher Education promoted a state higher education system characterized by both high quality and access.

Quality was addressed through:

- a new system of state funding which, over eight years, will bring our institutions to a level equivalent to the 75th percentile of comparable institutions across the country;
- a system of evaluating the performance of institutions; and
- new minimum admission standards for students entering the public four-year institutions.

Access was addressed through the recommendation that branch campuses be established in the state's major population centers.

As a result of the Board's action, the 1989 Legislature authorized the creation of five branch campuses: UW-Tacoma; UW-Bothell/Woodinville; WSU-Spokane; WSU-TriCities; and WSU-Southwest Washington. The Legislature further directed the HECB to develop a "plan for the orderly development of branch campuses."

This plan represents the Board's response to that directive.

Preparing for the 21st Century: An Enrollment Policy for the State of Washington

The decision to proceed with the development of five branch campuses marks the first significant expansion of the state's higher education system in over two decades. It is critically important that branch campuses be sized, defined and implemented carefully and prudently. Branch campuses must complement and not compete with existing institutions.

Therefore, this plan has been built on a comprehensive assessment of the role that existing institutions, as well as branch campuses, can play in achieving a long-range enrollment policy for the state.

Compared with other states, Washington falls far short both in terms of per capita enrollment (participation rate) at the upper-division and graduate levels and the number of baccalaureate and graduate degrees granted. In 1987, 42 states enrolled more students per capita in upper division programs; in graduate per capita enrollment, Washington ranked 39th in the nation. The state also ranks below the national average in producing graduates in nearly every degree discipline.

These deficiencies cannot continue at a time when our economy is transitioning to a reliance on service/knowledge-based/high technology industries. This new economy is emerging in the context of accelerated technological change and increasingly complex global competition. In order to compete effectively in the new economy, Washington's industries will require employees who are highly educated and for whom opportunities for continuing educational advancement are available.

Our quality of life also depends on an educated citizenry. Beyond acquiring basic employment skills and an essential core of knowledge, citizens in the 21st Century must be able to sort through vast amounts of information, apply their learning to complex problems and forge creative solutions. Change will be a pervasive characteristic of our way of life. The stability of our economy, our democracy, and our quality of life will depend on far more knowledge than ever before.

In response to the alarming statistics mentioned earlier, the Board proposes the adoption of an enrollment goal to move from our current place (16th percentile in upper-division enrollment; 24th percentile in graduate enrollment) to the 70th percentile in both levels by the year 2010. Given the already substantial enrollment in the community college system, this focused enrollment goal would move the state to the 90th percentile in total enrollment in higher education.

This goal can be met through efficient use of all resources, including full use of unused capacity at existing institutions, the construction of five branch campuses in urban areas, and continued enrollment growth at private institutions. Recommendations to address the implementation of enrollment strategies are:

- *Establish a long-term enrollment goal to achieve, statewide, a level of upper division and graduate enrollment equal to the 70th percentile in national participation rates by 2010:*

  - *Adds an estimated 44,000 headcount students (including 27,300 upper-division and 16,700 graduate students) by 2010, a 31 percent increase over current enrollment.*

  - *Achieves the system-wide enrollment goal of the 90th percentile as established by the Joint Study Group.*

- *Increase enrollment levels at the public four-year institutions to use full capacity by 2005 by adopting the following strategy:*

  - *Increase undergraduate enrollment at regional institutions by approximately one percent per year until 2000, and then reach capacity by 2005.*

  - *Increase graduate enrollment at regional institutions by two percent per year.*

  - *Increase graduate-level enrollment at the two research institutions to use full capacity.*

- *Rely on growth projections provided by private four-year institutions to assist the state in meeting its enrollment goal.*

- *Increase community college enrollment levels to reflect both population growth and anticipated new demand for academic transfer programs in branch campus areas.*

  - *Adds an estimated 28,650 community college students by 2010.*

- *Build branch campus facilities to serve 17,000 students (headcount) by 2010.*

This strategy results in increased enrollment levels by 2010, as displayed on below:

Enrollment Growth (Headcount) By Level
1990 to 2010

	1990 Enrollment	*Additional 2010 Enrollment* Lower Division	Upper Division	Graduate & Prof'l	Total Growth
Community Colleges	143,000	28,650	0	0	28,650
Independent Institutions	30,200	3,550	4,550	3,050	11,150
Public 4-Year	75,500	2,320	2,860	5,580	10,760
Branch Campuses	2,000	0	11,330	3,670	15,000
UW Evening Program	540	0	960	1,500	2,460
EWU Spokane Center	2,200	0	1,400	400	1,800
CWU Yakima Center	100	0	200	0	200
Unallocated	0	0	6,000	2,500	8,500
Total Growth	253,540	34,520	27,300	16,700	78,520
Percent Growth		20%	60%	72%	31%

BRANCH CAMPUS CAPACITY

Branch Campus	Upper-Division	Graduate	Total
UW-Bothell/Woodinville	4,000	800	4,800
UW-Tacoma	5,000	1,000	6,000
WSU-Southwest	3,000	1,000	4,000
WSU-TriCities	700	500	1,200
WSU-Spokane	0	1,000	1,000
Branch Campus Total	12,700	4,300	17,000

Student Financial Aid

Implicit in a plan to expand higher education access is the assumption that additional financial aid will be required to (1) increase the number of students to be served; and (2) increase the per-student award. The HECB will assess the need for additional financial aid as part of its budget recommendations for the 1991-93 biennium.

Policies Governing Branch Campuses

Within the overall plan to expand access to higher education, the branch campuses have been designed as specialized institutions to provide upper-division and graduate level instruction for placebound students seeking baccalaureate or master's degrees. In order to ensure that branch campuses fulfill their mission of providing high quality education to specific urban areas, the Board has adopted a set of policies governing academic programs.

All branches will offer undergraduate programs in the arts and sciences and, in some cases, professional fields. Master's degrees similarly will be offered at each campus, primarily in applied areas. Master's programs that rely on research as a substantial program component generally will not be offered. All degree programs are subject to Board approval and will be reviewed within broad criteria, including state need, student and employer demand, economic development needs, institutional strengths, community needs, and cost.

The programs offered at branch campuses will be of a quality comparable to that of the home campus, although courses may differ in specific content or sequence. A limited number of lower-division courses may be offered as necessary for completion of a specific degree program.

The Board has developed a set of policies governing branch campus programs. The policy statements include the following:

- *Establish the primary mission of branch campuses as instruction in upper-division and master's level degree programs. As part of this mission, branch campuses are also expected to support scholarly activity by faculty and students, to ensure the intellectual vitality of the institution, maintain high quality instruction, and provide opportunities for professional growth.*

- *Prohibit doctoral degrees at branch campuses. The heavy demand such programs place on research and clinical resources, their intensive nature, the small faculty-student ratios, the high cost, and their dependence on the intellectual life of a residential, scholarly community -- all indicate that doctoral programs should exist exclusively on the UW and WSU main campuses.*

- *Limit research and community service projects to those that contribute to instructional programs in a significant way. Branches may develop centers of excellence in specific disciplines, subject to separate HECB approval.*

- *Require each institution using telecommunications for branch campus instruction to develop a policy on the use of telecommunications in instruction, including guidelines on (1) the types and levels of courses appropriate for telecommunications; (2) the percentage of total credit hours to be taught via telecommunications; and (3) the amount of in-person contact with a faculty member each course should contain.*

- *Evaluate branch campuses in 1995. The HECB will assess the effectiveness of the campuses in fulfilling their mission of instruction, scholarship, and service, in addition to meeting enrollment goals. The effectiveness of branch campus instruction will be measured, among other ways, through the ongoing assessment activities conducted by each public institution and reviewed by the HECB. Individual degree programs will be reviewed through each institution's established program review process, consistent with HECB program review guidelines.*

The Board will conduct a review of branch campus enrollment and budget requirements every even-numbered year beginning in 1992 in keeping with the biennial budget process. As indicated in the above policy statement, the Board will carry out an in-depth review of the role and effectiveness of branch campuses in 1995. Following that review, the Board will reexamine its policy statements regarding branch campuses for possible modification. The policy statement review, however, could in part occur as early as 1991-92, following completion of the study on graduate education that is currently underway.

Operating Costs

The estimated system-wide cost of supporting the additional students to meet the Board's recommended enrollment policy is provided for fiscal years 1996, 2001, and 2010 (in constant 1991 dollars) as displayed on the following page:

Cost of Increased Enrollments ($ in Millions)			
	FY 1996	*FY 2001*	*FY 2010*
UW and Branches			
Bothell/Woodinville	7.6	13.6	18.1
Tacoma	7.7	13.8	23.8
Evening Program	3.5	6.8	10.0
Main Campus	4.4	8.7	24.5
	23.2	42.9	76.4
WSU and Branches			
Southwest Washington	1.9	4.4	12.8
Spokane	1.0	1.8	4.3
Tri-Cities	0.6	1.0	1.7
Main Campus	2.3	5.0	13.1
	5.7	12.2	31.9
Unallocated Enrollment	--	--	54.1
Other Public Four-Year	9.7	17.6	28.3
Community Colleges	8.5	20.9	40.0
Financial Aid	10.1	21.6	45.9
Debt Service	27.2	29.2	29.2
Total	84.4	144.5	305.7

Components of Operating Cost Calculations ($ in Millions)			
	FY 1996	*FY 2001*	*FY 2010*
Instruction	62.9	127.0	309.1
Start-Up	0.3	0.3	0.8
Research/Public Service	0.2	0.5	1.7
Tuition Offsets	(16.3)	(34.0)	(80.9)
Financial Aid	10.1	21.6	45.9
Debt Service	27.2	29.2	29.2
Total	84.4	144.5	305.7

[NOTE: Totals may not add due to rounding.]

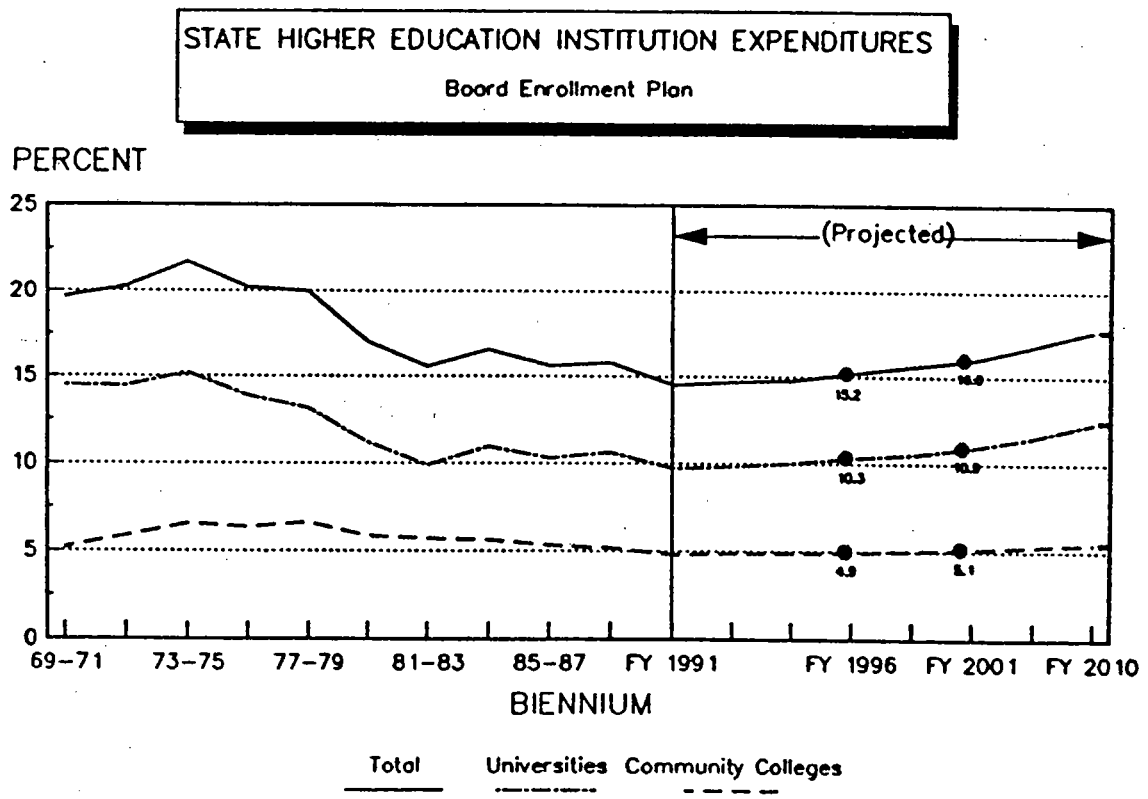
Included in these cost estimates is the additional cost of maintaining current enrollment rates. Since this plan proposes an enrollment policy over and above these levels, the incremental or **net cost** of the Board's plan is as follows:

Net Cost of Increased Enrollment
($ in Millions)

	FY 1996	FY 2001	FY 2010
Overall Plan	84.4	144.5	305.7
Less: Current Participation Rate Costs	(1.6)	(29.2)	(135.8)
Net Cost of Plan	**82.8**	**115.3**	**169.9**

The investment required for an expanded higher education system is substantial. The total cost of recommended enrollment increases in 2010 is $306 million, an increase of 30 percent over 1991 expenditures. However, the net cost of the plan, over and above current participation rates, is $170 million, an increase of 17 percent.

This net cost would represent an increase in the 2010 share of the state General Fund of approximately two percent. The net cost of the Board's enrollment plan would increase higher education's share of the General Fund to just under 18 percent.



These costs, when added to the cost of the Board's quality enhancement, represent a net increase of approximately $440 million, increasing higher education's share of the General Fund by about six percent.

Higher education's share of the state General Fund has declined steadily from a high of 22 percent in the 1973-75 biennium to less than 15 percent today. Funding both the enrollment and quality goals would restore higher education to its historical share of the state General Fund.

It is expected that the state's higher education system will gain an increasing share of state expenditures from real growth in state revenues. Indeed, if higher education is to contribute to the state's prosperity, it must attain a greater share of the future growth in the General Fund than has been the case over the last 15 years.

Phasing Branch Campuses: Capital Cost Estimates

The proposed enrollment levels outlined above have been used to derive estimates of the size, costs, and scheduling of the physical development of the branch campuses.

A capital outlay of $213 million will be required to construct branch campus physical capacity needed by the year 2000. Of this amount, $153 million is needed between 1991 and 1995.

- $26.2 million is required during the 1991-93 biennium.
- $126.6 million is required during the 1993-95 biennium.

It is assumed that capital outlay requirements and decisions beyond 1995 will be adjusted in accordance with the findings of the recommended "monitoring system." Thus, the out-year projections for branch campus capital requirements are provided primarily as a reference for subsequent findings about student behavior and demand.

The HECB recommendation on branch campus facility construction is to:

- *Phase construction of branch campuses to reflect a staged approach to enrollment growth. An initial outlay of $153 million should be planned for branch campus facilities between 1991 and 1995. Depending on results of the monitoring of student behavior and demand, an additional $61 million should be considered for further branch campus capital investment after 1995.*

Monitoring and Future Studies

All who have been involved in the development of this plan have expressed concern about the availability of information needed to make informed policy decisions. While the HECB is assured that the information on which this plan is based is the best available and sufficient for planning purposes, the HECB recommends that a higher education information system be developed and several studies be undertaken:

- *Establish a higher education information system. Information is needed on students, courses, programs, faculty, staff, facilities and finances. A strategy to improve the availability of higher education data will be proposed by the HECB for the 1991-93 biennium.*

- *Undertake a statewide study of graduate education. The HECB has directed its staff to undertake a study with the objective of providing a sound basis for distributing graduate enrollment among disciplines, institutions, and locations. The study is expected to be completed using current resources in April 1991.*

- *Undertake a study designed to answer questions about student mobility, graduation rates, and changes in student characteristics. The HECB will propose funding such a study for the 1991-93 biennium.*

Need for Additional System Capacity

This plan attempts a most ambitious goal: to set forth a long-term enrollment goal and an enrollment distribution plan for the state over the next 20 years.

The enrollment plan would utilize the full capacity of the regional institutions by 2005, and the two research universities by 2010. Private institutions would grow to the level assumed by those institutions based on increased availability of financial aid.

Branch campuses would be built to accommodate the net additional students needed to achieve the Board's long-term enrollment goal of the 70th percentile, nationally, for upper-division and graduate levels. However, the two Puget Sound branch campuses would be built to accommodate the number of students estimated

by the University of Washington as optimal for efficient administration and quality education.

This strategy results in 8,500 "unallocated" students between 2005 and 2010. New capacity in the state's higher education system will be required early in the 21st Century, if the recommended enrollment policy is to be achieved.

Because of the uncertainties inherent in a 20-year planning horizon, the inadequacy of available data and the need to monitor and make adjustments based on actual student behavior, the Board believes that this decision should be deferred until more reliable information is available.

- ***After 1995, evaluate the need for additional system capacity to serve an additional 8,500 students by 2010.***

I. INTRODUCTION

Higher education benefits everyone. Those who participate in higher education benefit directly. They, in turn, benefit society by participating in the political, social, and cultural life of the state; through their economic productivity; and by the quality of the experience, judgment, and understanding they bring to their communities.

– Building a System: The Washington State Master Plan for Higher Education, 1987

The 1987 Washington State Master Plan for Higher Education laid the groundwork for building a system of higher education characterized by both quality and access. An emphasis on quality achieved through improved funding and measured by a new program of performance evaluation of institutions, was joined with a plan for expanding access to baccalaureate education in the urban areas of the state.

Much of the Board's effort since the Master Plan was adopted has focused on improving quality at our public institutions. The Board has worked to gain executive and legislative acceptance of a new system of funding that, phased over four biennia, will achieve a level of funding for our institutions equivalent to the 75th percentile of comparable institutions across the country.

The Board has also been working with the two-year and four-year institutions to implement an assessment program to evaluate how well our institutions are performing their primary missions. The Board has adopted a set of common assessment components and directed each institution to develop a detailed workplan, tailoring the common components to meet its own unique needs consistent with its role and mission. Twice-yearly reports to the Board on institutional progress began in October, 1989.

Over the past year, the Board has turned its attention to developing a long-range plan for expanding access system-wide, focused primarily on the need for greater enrollment of upper division and graduate students than would result from current state policies.

While the final product of this planning process is the development of a long-range plan for the orderly development of branch campuses, the plan has been built on a comprehensive assessment of the role that all sectors -- public and private -- of our state higher education system can play in achieving a long-range enrollment policy for the state of Washington. Indeed, branch campuses cannot be sized, defined or implemented without such an assessment.

The decision to proceed with the development of five branch campuses marks the first significant expansion of the state's higher education system in over two decades. It is critically important that branch campuses, which will be a new kind of institution for the

state, be carefully defined and prudently implemented. Branch campuses must complement and not compete with existing institutions.

The Missing Link: The Need for a State Enrollment Policy

Washington's public higher education system has operated in recent years with state imposed enrollment lids. This has resulted in a declining rate of participation by Washington citizens when compared to higher education participation rates in other states. The number of baccalaureate, masters and doctoral degrees granted by Washington institutions has also been declining when compared to other states.

System-wide, the state's overall participation rate compares favorably to the average of the fifty states because we benefit from a strong community college system that is accessible to most communities in the state. Fifty-six percent of the total state enrollment is in community colleges.

But state comparisons of upper division and graduate level participation rates paint a disturbing picture. Washington is significantly behind most other states in the level of access provided for students seeking baccalaureate and advanced degrees.

It would be "penny wise and pound foolish" to maintain the current policy of lidding enrollments at our public institutions. First, our economy is undergoing a significant transition away from traditional extractive industries. Increasingly, the state's economic future is built on service/knowledge-based/high technology industries that require more highly educated workers.

Second, demographically driven pressures on the state's higher education system are projected after 1995, as the "baby boom echo" reaches the age (18-24) that traditionally participates most in higher education.

Third, the profile of the "typical" college student is changing. While most students attend college full-time, a growing proportion of students seeking higher education in Washington institutions are older, working adults who participate part-time and who need access to degree programs close to home or work on evenings and week-ends.

It is critically important for the state to adopt an enrollment policy. This policy should expand upper-division and graduate level access to an increasingly non-traditional population in urban areas now underserved by the existing higher education system. At the same time, existing institutions must grow to meet the anticipated post-1995 surge of demand from traditional-aged students.

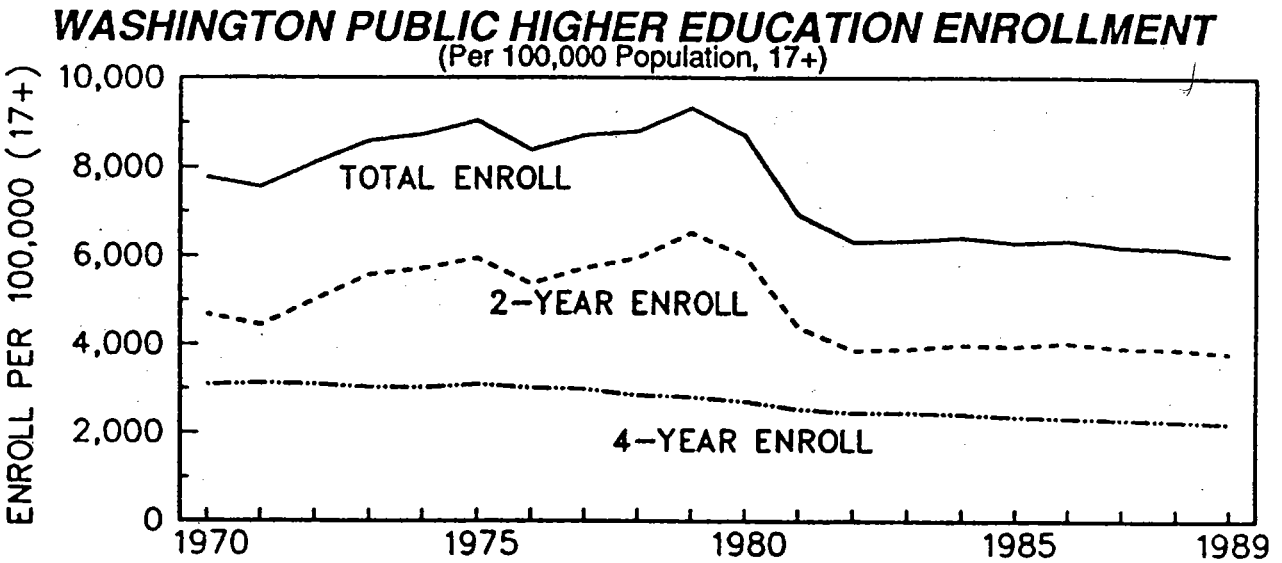
The Board has developed this plan for branch campus implementation within the broad policy framework of a **state enrollment policy.** The Board has recommended that the state adopt an enrollment goal that aims to expand upper division and graduate level access significantly over the next twenty years. This long-term enrollment goal is achieved with the

full participation of all sectors of higher education -- public and private four-year institutions, urban branch campuses and the community college system. Branch campuses play an important role, but by no means the only role, in achieving a long-term, several-faceted enrollment policy.

II. NEED FOR INCREASED ACCESS

By several measures, it appears that Washington has been falling behind its sister states. First, Figure 1 illustrates Washington's decline in enrollments. From a high in 1979, per capita enrollments have fallen dramatically, due in large part to a decrease in enrollments in the two-year institutions and a consistent decline in enrollments at four-year institutions.

FIGURE 1

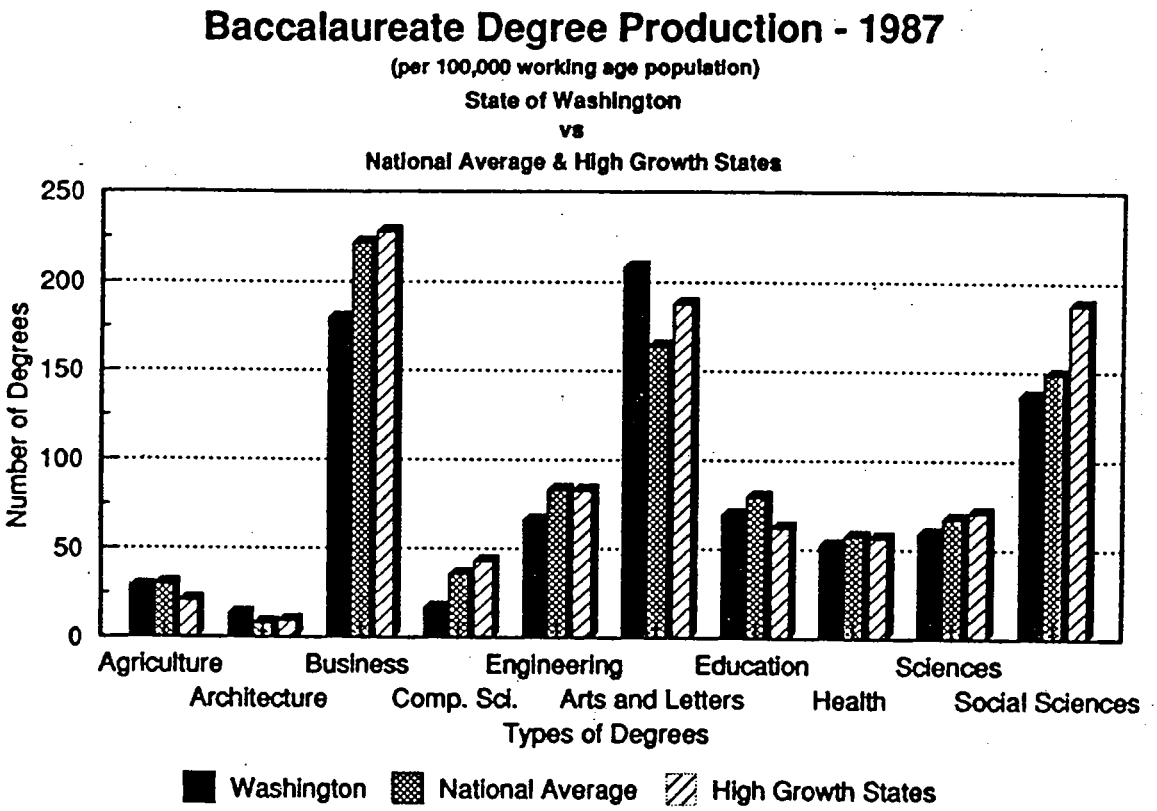


In 1987, Washington was below 42 other states (16th percentile) in per-capita enrollment of juniors and seniors in public or private institutions. In post-baccalaureate per-capita enrollment Washington was the 39th ranked state (24th percentile). In order for Washington to be at the national average it would have needed to enroll 19 percent more juniors and seniors and approximately 50 percent more graduate students. Attaining the national average would have made Washington the 24th ranked state in upper-division per capita enrollment and the 18th ranked state at the post-baccalaureate level. (See Appendix A for percentile rankings of state higher education participation rates.)

Degree production presents a similarly alarming picture. For 1987, Washington is at the 40th percentile rank in bachelor degree production and 22nd percentile rank in master's

degree production. Even worse, our percentile rankings for specific disciplines place us even further behind in important scientific and technical fields essential for economic growth (see Appendix B). The bar graphs in Figures 2 through 4 show Washington's relationship to the nation's average degree production in each discipline, as well as to 13 "high growth" states*, which have passed Washington in per capita income since 1978.

FIGURE 2



HECB
5/23/90

*The "high growth" states are Connecticut, Florida, Georgia, Maryland, Rhode Island, North Carolina, New Hampshire, Massachusetts, New Jersey, New York, Maine, Vermont, and Virginia.

FIGURE 3

Masters Degree Production - 1987

(per 100,000 working age population)

State of Washington

vs

National Average & High Growth States

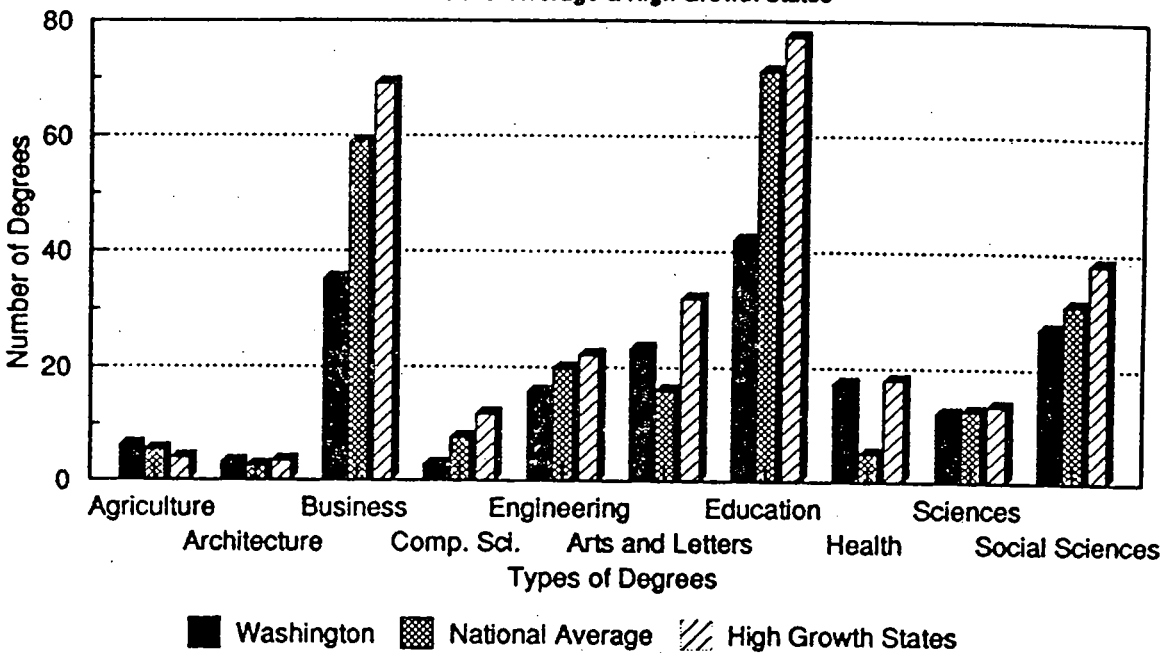


FIGURE 4

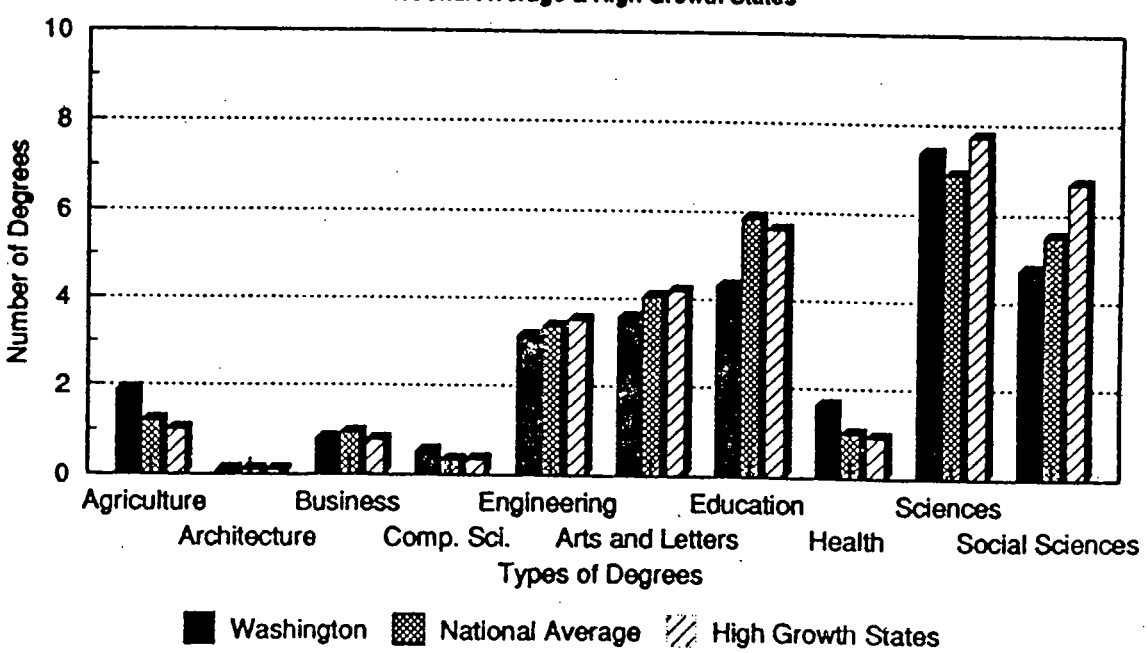
Doctoral Degree Production - 1987

(per 100,000 working age population)

State of Washington

vs

National Average & High Growth States



The degree production picture does not bode well for our developing economy. If higher education is an economic resource, and human capital an important component of a complex economic equation, then lower rates of participation in higher education and degree production could spell future economic problems for the state. Washington already has experienced a decline in per capita income from 1978 to 1988, falling below the national average for the first time in 1988.

III. PLANNING PROCESS

Washington State recently is experiencing dramatic change, including rapid population growth, economic improvement, and national visibility. The state's higher education system must be integrated into our planning for the future, since it is an important contributor to our progress, and an essential component of the state's ability to shape a future of benefit to all its citizens.

Our higher education system has been constrained by the state's past financial difficulties. These recent changes have caught us operating a higher education system of the early 1980s when what we clearly need is a system geared for the next millennium, just a short 10 years away. We have begun the process of planning for change, beginning in 1985 when the Higher Education Coordinating Board was created by the Washington State Legislature.

In its charge to the HECB, the Legislature outlined a responsibility to "consider the needs of residents of all geographic regions" but focusing initially on urban areas presently underserved by public higher education institutions. The Board's statewide planning responsibilities culminated in 1987 in a Master Plan for Higher Education, *Building a System*, that would place Washington State's system of higher education among the best in the nation by 1995. That plan established the need for urban branch campuses to be administered by the University of Washington and Washington State University. During 1988, these universities developed plans for the branch campuses, which included needs assessments of area residents and employers, and plans for programs, governance, and enrollment levels.

In 1989, the Washington State Legislature passed language authorizing five branch campuses, and directed the HECB to prepare a plan "for the orderly development of branch campuses and other programs." Funds were appropriated to provide consultant services to assist the HECB. In July 1989, a contract was entered with MGT of America, Inc. in association with SRI International and Elaine Day LaTourelle and Associates. The consultants analyzed alternative enrollment scenarios, facility and cost estimates, and the use of unused capacity at existing institutions, and delivered its report to the HECB in November 1989. Since then, the Board has been analyzing the consultants' information and recommendations, receiving public testimony, and studying enrollment, program, and cost issues in detail.

During this time, the HECB also has reviewed and acted upon requests from the public four-year institutions for expenditures from the $45 million appropriated by the 1989 legislature for "site acquisition and development." To date, the HECB has authorized 10 requests totalling $15 million (see Appendix C) for planning site selection, site preparation, and construction.

The HECB expects to receive recommendations from the UW and WSU Boards of Regents on permanent site acquisition for the Tacoma, Bothell-Woodinville, and Southwest Washington branch campuses in the fall of 1990.

IV. ENROLLMENT PLAN

State Enrollment Policy

In response to the HECB Master Plan recommendation for increased access to higher education, a Joint Study Group was appointed by the Legislature in 1988. This group, composed of representatives from the legislative and executive branches, adopted a goal of achieving the 90th percentile in national per capita enrollment in higher education.

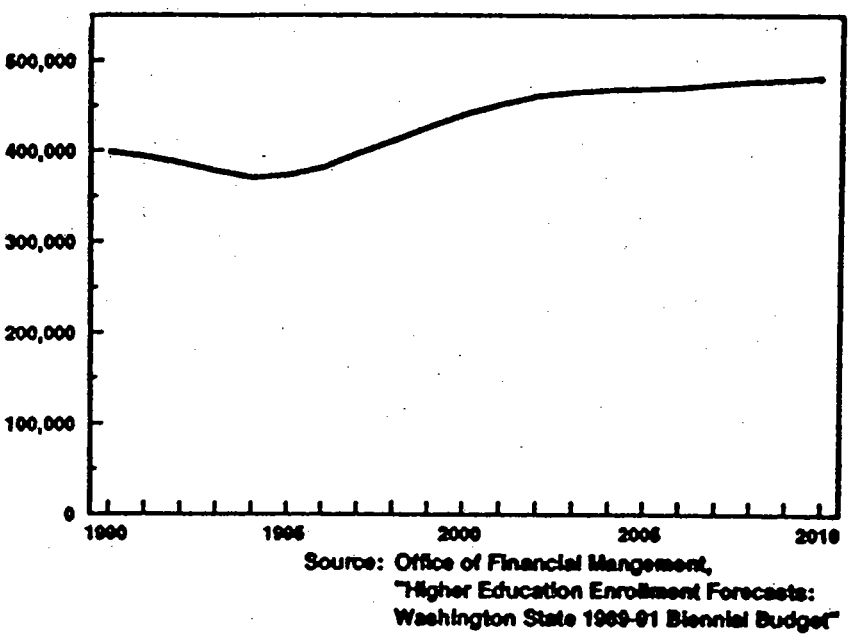
The HECB's study of enrollments in higher education reveals a complex, interrelated system, where adjustments in one sector impact institutions in another sector. A plan designed to increase enrollments must take a comprehensive look at the system as a whole, assess the impacts (both positive and negative) of changes on institutions, and incorporate recommendations that benefit students on their way to the baccalaureate or master's degree.

Washington has a participation rate in lower-division (freshman-sophomore) higher education that is just under the 90th percentile, due in part to its geographically-dispersed community college system. Therefore, our proposed enrollment plan is designed to reach the system-wide 90th percentile in per capita enrollment by 2010 primarily through growth in upper-division and graduate students. These planned increases would bring Washington to the 70th percentile in upper-division and graduate-level participation by 2010. The plan also includes enrollment increases at the freshman and sophomore levels in anticipation of projected population growth and increased demand on urban community colleges resulting from branch campus opportunities.

Population projections provided by the Office of Financial Management indicate that the college-age population will increase approximately 18 percent over the next 20 years. However, most of that increase is projected in the second decade, after a period of decline in the early to mid-1990s. This is the result of the recent "baby boom" and "baby bust" cycles, as is shown in Figure 5.

FIGURE 5

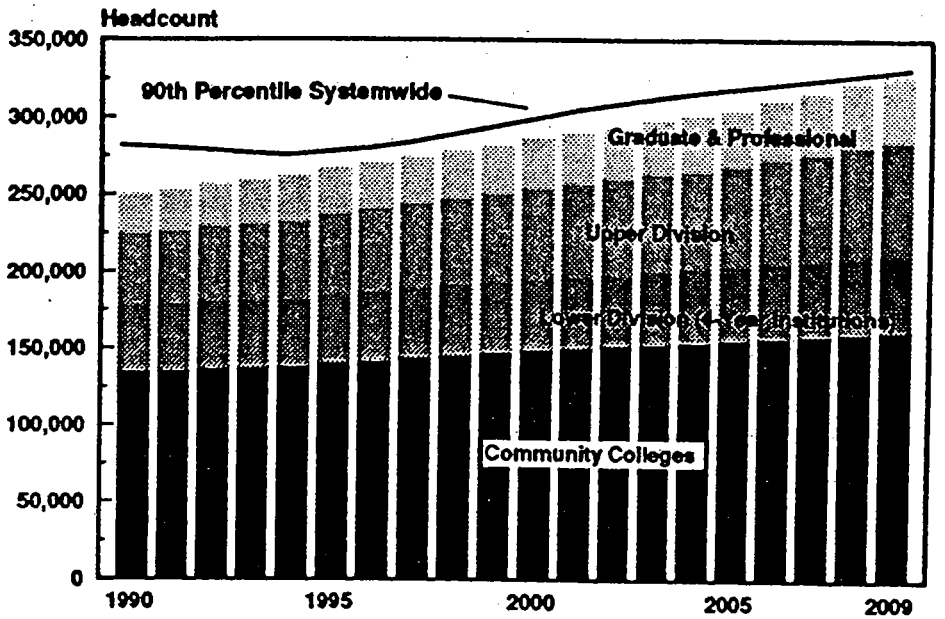
Population of
Traditional College Aged Persons
17-22 Years Old



These changes in the college-age population provide an opportunity to increase participation rates gradually in the near term, before the rapid increases in college-age students reach the system. This strategy has the advantage of providing capacity for the expected higher numbers of students over time, without unduly straining the system at the beginning of the 21st century. The plan also provides for relatively even enrollment growth in the early 21st century, when the college-age population is increasing most rapidly. This results in a slight decline in participation rates before the rate of population increase is projected to level off in 2005. Continued even enrollment growth through 2010 results in attainment of the goals of the 70th percentile for upper-division and graduate levels and the 90th percentile system-wide, as Figure 6 demonstrates.

FIGURE 6

Enrollment Plan:
Level of Instruction



In order to meet these enrollment goals, the plan uses a variety of methods:

- Community colleges grow at the current rate in response to population growth, plus estimated increased demand for academic transfer programs in urban areas resulting from branch campus opportunities.

- Enrollment in independent four-year institutions grows to levels estimated by those institutions based on increased availability of student financial aid.

- A basic undergraduate enrollment increase of one percent per year through the year 2000 is proposed for each of the public regional institutions.

- An additional 50 FTE per year through 1995 is proposed for Central Washington University and Western Washington University.

- Undergraduate enrollment at the regional institutions beyond the year 2000 is recommended at levels that will permit attainment of institutional physical capacity not later than the year 2005.

- Graduate enrollment at public regional institutions increases by two percent per year through 2010.

- Graduate and professional enrollment is increased at the University of Washington and Washington State University to absorb all currently projected physical capacity by 2010. Undergraduate growth is not proposed for either institution to permit increased emphasis on graduate and professional enrollment.

- The remaining upper-division and graduate enrollments are divided among urban branch campuses and education centers based on anticipated local demand and needs. These would be primarily part-time students.

- By 2005, Puget Sound branch campuses reach the levels estimated by the University of Washington as optimal for efficient administration and quality education.

- This plan results in 8,500 "unallocated" students between 2005 and 2010. These additional students would be served by building new capacity to be available in the early 21st century. The decision to provide this additional capacity will be based on demographic information to be obtained in future years.

This strategy results in the levels of enrollment increase displayed in Table 1.

TABLE 1
Enrollment Growth (Headcount) By Level
1990 to 2010

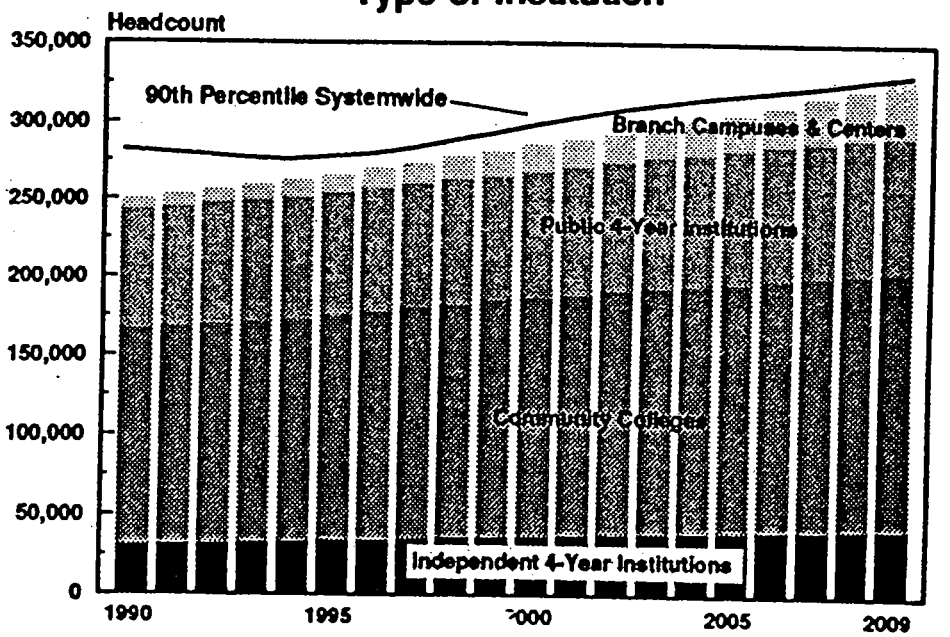
	1990 Enrollment	*Additional 2010 Enrollment* Lower Division	Upper Division	Graduate & Prof'l	Total Growth
Community Colleges	143,000	28,650	0	0	28,650
Independent Institutions	30,200	3,550	4,550	3,050	11,150
Public 4-Year	75,500	2,320	2,860	5,580	10,760
Branch Campuses	2,000	0	11,330	3,670	15,000
UW Evening Program	540	0	960	1,500	2,460
EWU Spokane Center	2,200	0	1,400	400	1,800
CWU Yakima Center	100	0	200	0	200
Unallocated	0	0	6,000	2,500	8,500
Total Growth	253,540	34,520	27,300	16,700	78,520
Percent Growth		20%	60%	72%	31%

The total enrollment growth resulting from this strategy to attain the 70th percentile is 31 percent. This compares to the projected 18 percent increase in the college-age population and an estimated 30 percent increase needed to attain the national average per capita upper-division and graduate enrollment by 2010.

The even growth in each sector can be seen in Figure 7. Appendix D details the levels of upper-division and graduate enrollment growth planned in independent four-year institutions, public four-year institutions, branch campuses, and educational centers.

FIGURE 7

Enrollment Plan:
Type of Institution



It should be noted that many of the additional students above current levels -- at community colleges, branch campuses, and educational centers -- are expected to be part-time students. It will take them longer to complete their programs and attain their degrees than it would take full-time students who represent the present majority of students in the four-year institutions. Consequently, full-time equivalent enrollment will not increase as much (approximately by two-thirds) as student headcount enrollment. This also means that the number of degrees awarded will not increase as rapidly as enrollment increases. However, access to degree programs will be significantly improved for all Washington citizens.

Student Financial Aid

Washington's demographic trends, coupled with the state's goals for increased levels of enrollment in higher education, have implications for student aid policy and funding needs. If, for example, an increasing proportion of the state's enrolled students come from lower income families, then additional financial aid will be needed for both (1) an increase in the number of individuals to be served; and (2) an increase in the necessary per student award. The specific amount of state-funded student financial aid needed will depend, in large part,

on federal student aid policy and appropriations. With the exception of federal student loans, there has been little real growth in federal student aid programs over the last decade.

Increased participation in higher education will thus require additional sources and new forms of student financial aid. The availability of financial aid encourages individuals to pursue higher education that they otherwise could not afford. It also can be used proactively to shape the aspirations of students, particularly when targeted toward low income and minority populations. Student financial aid can serve as a catalyst for directing students to both public and private institutions which have existing capacity to educate more students.

The 1990 Legislature authorized and funded the Educational Opportunity Grant (EOG) program, a new program designed to encourage student access at public and private institutions with existing capacity. The purpose of this legislation is to test the relationship between this grant (not to exceed $2,500 annually), and student enrollment choices. The grant will be available to students from branch campus service areas who choose to attend either public or private institutions.

V. BRANCH CAMPUSES

Policies Governing Branch Campus Programs

In order to ensure that the branch campuses fulfill their mission of providing high-quality education to specific urban areas, the HECB has adopted a set of policies governing the academic programs offered on these campuses. The policies establish an academic framework for the creation of all five campuses but allow freedom for each campus to develop in its own unique way. The Board currently is conducting a study of graduate education in the state and may reconsider some of these policies in light of the findings of that study. Appendix E provides a listing of proposed degree programs, with an expected date of implementation.

Role and Mission

The primary mission of the branch campuses is to provide instruction in degree-granting programs at the upper division and master's levels. Placebound individuals in the area surrounding each branch campus will be the primary participants. As part of this mission, branch campuses also are expected to support scholarly activity by faculty and students, ensure the intellectual vitality of the institution, maintain high quality instruction, and provide opportunities for professional growth. Finally, branch campuses are expected to encourage and support public service activities which strengthen the local community and enhance the educational experience of students.

Within the overall role and mission, each branch campus will be unique, recognizing local student needs, diverse community resources, and the proximity of other institutions of higher education. The individual character of each branch campus will be developed gradually, in collaboration with the HECB's budget recommendation and program approval processes.

Scope

For purposes of this document, branch campuses include WSU-Spokane, WSU-Tri-Cities, WSU-Southwest, UW-Bothell/Woodinville, and UW-Tacoma.

CWU's Center in Yakima is not considered a branch campus and therefore is not governed by this document. Instead, it is considered to be an off-campus program and subject to the HECB policies on off-campus programs. Also, EWU in Spokane is not considered a branch campus, as it is part of Eastern's main campus, co-located in Spokane.

Governance

The governance structure of each branch campus will be determined by the home institution.

Degree Programs

Courses and degree programs offered at branch campuses will be consistent with each institution's role and mission and within its authority for educational service, as established in the Master Plan for Higher Education.

With the exception of WSU-Spokane, all branch campuses will offer upper-division programs which allow students to receive a broad-based education in the arts and sciences or a professional field. WSU-Spokane will offer upper-division programs in specified areas, as outlined in Appendix C of the Master Plan.

All branch campuses also will offer master's degrees, most of which will be in applied areas (e.g., MBA, MIT). Research-oriented master's programs (e.g., in the arts and sciences) will be offered where need has been clearly demonstrated and unique opportunities exist for research collaboration.

Due to the great need for additional graduates in certain disciplines, institutions are encouraged to propose degree programs at the branch campuses in the following areas, where appropriate:

- *Bachelor's level*:

  Business
  Computer Science
  Engineering
  Arts and Letters
  Nursing
  Sciences
  Social Sciences

- *Master's level*:

  Business
  Computer Science
  Engineering
  Arts and Letters
  Education
  Health
  Social Sciences

Due to the nature of doctoral education, doctoral degrees will not be offered on branch campuses. The heavy demand such programs place on research and clinical resources, their intensive nature, the small faculty-student ratios, the high cost, and their dependence on the intellectual life of a residential scholarly community -- all indicate that doctoral programs should exist exclusively at the main campus.

Approval of Degree Programs

All proposals for degree programs at branch campuses are subject to approval of the HECB through its program review process for new programs. This policy includes existing programs proposed at a different location or by a different institution. Programs previously approved by the HECB as off-campus programs do not require additional approval.

Institutions are expected to consider the factors below in developing degree programs for the branch campuses. These factors will be considered by the HECB in reviewing individual program requests and will serve as the foundation for the Board's program approval guidelines. These factors are not listed in priority order.

- The state's need to increase its participation rate and degree production in higher education
- The importance of having an educated citizenry
- Student demand for the program
- The personnel needs of prospective employers
- The need for additional graduates in the discipline in order to strengthen Washington's economy, provide a better life for its citizens, or enhance international and multi-cultural understanding
- The community's needs for research and technology, continuing education, or cultural enrichment
- The institution's ability to deliver a high quality program, consistent with its role and mission
- The absence or inaccessibility of similar programs on other public or private campuses
- The cost of the program

Level of Coursework

At the undergraduate level, branch campuses are upper-division -- not four-year -- institutions. Their purpose is to serve upper-division students, defined as those who have completed an Associate of Arts degree, or 90 quarter or 60 semester credits of college level work. In most cases, students will be expected to have completed their general undergraduate or general education requirements prior to enrollment at a branch campus.

Branch campuses will offer the upper-division courses required for the major in specific degree programs and a selection of upper-division elective courses. They may also offer a limited number of lower-division courses normally required by upper-division students to complete their degree program requirements, in consultation with the local community colleges. Juniors and seniors normally will be expected to take all of the coursework needed to complete their degrees on one campus.

The community colleges and the four-year institutions will develop articulation agreements to facilitate the transfer of students into the branch campuses and the completion of their degree programs.

Research and Public Service

Branch campuses will not operate research facilities or engage in community service projects that do not contribute to their instructional programs in a significant way. They may develop centers of excellence in specific disciplines which take advantage of special faculty talents or community resources, or that meet local needs. Where such centers or facilities are not tied to instruction, they will require separate HECB approval.

Quality and Comparability

The branch campuses share with the main campus the goal of providing educational programs of high quality for their students. Although they differ from the main campus in their role and mission and the student clientele they are directed to serve, branch campuses will offer educational programs of a quality comparable to those on the main campus. The Board will rely on each institution to maintain quality and to determine how programs on branch campuses will differ from those on the main campus, within the general guidelines listed below.

Institutional Designation on the Diploma	The Board of Regents of each institution will determine institutional designation on branch campus diplomas.
Course and Degree Content	Branch campuses will provide curricular content equivalent to that on the main campus. When the same degree is offered in both locations, the content of the program and of individual courses will be comparable, as will the difficulty of the coursework (e.g., upper division or graduate level).
Admissions Standards	Students transferring into a branch campus will have a minimum 2.0 cumulative GPA and the Associate of Arts degree or the completion of 90 quarter or 60 semester credits of college work. A limited number of students who have not completed the full credit-hour requirement may be admitted on an exception basis. Details for this process will be outlined in a separate HECB transfer policy. Institutions may set different criteria for admission to the branch campus than the main campus, consistent with statewide policy and the role and mission of the branch campus.
Faculty Qualifications and Job Responsibilities	Matters affecting faculty qualifications--including appointment criteria, teaching loads, locus of tenure, and criteria for promotion--will be determined by the individual institutions, consistent with the overall role and mission of the branch campuses.
Library and Computer Facilities	Each branch campus will offer basic library collections to support the specific degree programs offered, plus computer access to main campus library holdings and on-line access to computer mainframes at the main campus.
Telecommunications	It is likely that branch campuses will make use of telecommunications for instruction in some programs. The content of courses and the quality of student learning is expected to be the same whether delivered in person or by electronic media.

Each institution using telecommunications for branch campus instruction will develop a policy on the use of telecommunications in instruction, including guidelines on the following questions:

a) What types or levels of courses are appropriate for telecommunications?

b) What percentage of total credit hours in a degree program should be taught via telecommunications?

c) How much direct contact with a faculty member should each course contain?

These policy statements will be submitted to the HECB for approval.

Role of Assessment

The Board will review the ongoing assessment activities of the branch campuses to ensure that an education gained at a branch campus will be of comparable quality to that available on the main campus.

Service to Students

Branch campuses will schedule their academic programs and provide support services to respond to the needs of their students, providing, for example, evening and weekend classes, and access to counseling services, parking, and child care, as appropriate. Special attention should be paid to the needs of minorities, single parents, and other traditionally underserved groups.

Off-Campus Programs

The HECB has assigned responsibility for the delivery of upper-division and graduate programs in each branch campus service area to specific four-year institutions. In most cases, these "home" institutions are well-suited to meet the educational needs in their branch campus service areas. In some cases, however, it may be desirable for another public institution to offer upper-division or graduate off-campus programs in that service area, to complement the home institution's offerings. In these cases, the process outlined in Appendix F should be followed.

Evaluation

The HECB will conduct an evaluation of the branch campuses in 1995. This evaluation will assess the effectiveness of the campuses in fulfilling their mission of instruction, scholarship, and service, in addition to meeting enrollment goals. The effectiveness of branch campus instruction will be measured, among other ways, through the ongoing assessment activities conducted by each public institution and reviewed by the HECB. Individual degree programs will be reviewed through each institution's established program review process, consistent with HECB policy on program review.

Policy Review

This policy statement on branch campus programs will be reviewed by the HECB and updated or revised as necessary every six years. The first update will occur in 1996, following the Board's evaluation of the branch campuses. Revisions may be made more frequently if needed.

Phasing Branch Campuses: A Plan for Branch Campus Physical Development

The proposed enrollment levels for the branch campuses outlined in Chapter IV have been used to derive estimates of the size, costs, and scheduling of the physical development of the branch campuses. Table 2 indicates the total added capacity, by level, proposed for each branch campus.

TABLE 2
BRANCH CAMPUS CAPACITY

Branch Campus	Upper-Division	Graduate	Total
UW-Bothell/Woodinville	4,000	800	4,800
UW-Tacoma	5,000	1,000	6,000
WSU-Southwest	3,000	1,000	4,000
WSU-TriCities	700	500	1,200
WSU-Spokane	0	1,000	1,000
Branch Campus Total	12,700	4,300	17,000

The capital outlay necessary to implement the branch campus plan is summarized below:

TABLE 3
Capital Outlay & FTE Capacity by Biennial Period
($ in Thousands)

	Total	1991-93	1993-95	1995-97	1997-99
Bothell/Woodinville					
Capital Outlay	70,829	9,540	45,296	14,993	0
FTE Capacity	3,120	0	2,380	740	0
Tacoma					
Capital Outlay	85,539	10,022	46,639	14,421	14,727
FTE Capacity	3,900	0	2,380	770	750
Southwest Washington					
Capital Outlay	46,149	4,866	24,713	16,570	0
FTE Capacity	2,500	0	1,400	1,100	0
WSU Spokane					
Capital Outlay	10,987	1,723	9,264	0	0
FTE Capacity	400	0	400	0	0
Branch Campus Total					
Capital Outlay	**213,504**	**26,151**	**126,642**	**45,984**	**14,727**
Total FTE Capacity	9,920	0	6,560	2,610	750
EWU Spokane					
Capital Outlay	37,239	4,222	20,832	12,185	0
FTE Capacity	2,240	0	1,470	770	0
TOTALS					
Capital Outlay	250,743	30,373	147,474	58,169	14,727
FTE Capacity	12,160	0	8,030	3,380	750
Inflated (4.8%)	303,927	31,952	176,379	75,154	20,441
Pr & In @ 7.25%*	584,967	61,499	339,476	144,649	39,343
NPV @ 7.15%*	306,277	32,200	177,743	75,736	20,599

*Pr. & In. represents the total principal and interest costs of debt incurred through the sale of twenty-year general obligation bonds. NPV represents the net present value of the debt service payments.

These estimates assume that capital outlay recommendations and decisions beyond the 1995-97 biennium will utilize the findings of the proposed "monitoring system" (see Chapter VII) to further refine the plan for the orderly development of Washington's branch campuses. In this regard, these "out year" projections of capital requirements function primarily as a reference or "test" for subsequent findings about student behavior and demand.

The table on the previous page presents a projection of a total capital outlay requirement (expressed in 1990 dollars) of $250 million. Of this amount, $213 million is for the branch campuses and $37 million is for Eastern Washington University (EWU) - Spokane. Of the $213 million for branch campuses, $153 million is needed between 1991 and 1995. Of this amount:

- **$ 26.2 million is required during the 1991-93 biennium.**
- **$ 126.6 million is needed during the 1993-95 biennium.**

These recommended expenditures will accommodate the physical space requirements of projected branch campus and EWU-Spokane enrollments through the year 2000 (8,030 FTE). Enrollment estimates for the branch campuses and EWU-Spokane for the years 2000 through 2009 (an additional 4,130 FTE) yield a capital outlay projection of:

- **$ 58 million in the 1995-97 biennium, and**
- **$ 15 million in the 1997-99 biennium.**

As a guide in capital expenditure planning, it is recommended that the initial (1991-1995) outlay of about $153 million be planned for the branch campuses and $25 million planned for the first phase of EWU-Spokane development. Following this expenditure and depending upon the monitoring of student participation levels and characteristics (i.e., place, time, and volume) an additional $61 million should be considered for further branch campus investment. Additionally, the second phase of EWU-Spokane will require $12.2 million.

Development Plan Summary. The sequencing of branch campus physical development is based on enrollment statewide attainment of enrollment goals. These enrollment levels lead to the phasing of campus development, presented in Appendix G. This illustration displays the proposed staging of development for each campus by biennial period and estimated cost. Appendix H summarizes the proposed scope of development (Gross Square Feet) and displays the achieved FTE capacity for each campus.

For all campuses, the first phase of facility design and construction covers two biennia (1991-1995). During this phase, both site preparation and the design and construction of Phase I buildings are completed. Additionally, preliminary design activity (schematics - design development) for the ensuing development phase is undertaken. The second development phase occurs in the 1995-97 biennium and includes the completion of design and the construction of Phase II buildings. For the UW-Tacoma branch, this phase also

includes preliminary design activity for the third phase of Tacoma development which occurs in the 1997-99 biennium.

Critical Planning Assumptions. In arriving at the estimates of facility scope and cost a variety of assumptions and guidelines concerning space allocation and utilization were employed. These factors (presented in Appendix I) include some assumptions which, either implicitly or explicitly, reflect certain policy and/or procedural characteristics of the branch campuses.

One significant assumption concerns the number of hours classrooms are used each week. This factor directly affects the nature of the student population being served. The factor used in the present calculations assumes that classrooms are scheduled for 32.5 hours of use per week. This factor means that branch campuses will not be exclusively evening programs and that daytime programs will be offered.

Another important assumption concerns the effect of the SIRTI facility and programs on space requirements for the Spokane facilities of WSU and EWU. The development plan assumes that for both WSU and EWU:

- 100 percent of the space needed for faculty research activity will be provided at SIRTI;
- 50 percent of the space needed for graduate research activity will be provided at SIRTI and, for EWU students, the Cheney campus; and
- 35 percent of office and administrative support space will be provided at SIRTI and, for EWU students, the Cheney campus.

Campus Development Detail. Appendix J provides the detailed development plan and characteristic for each campus.

VI. OPERATING COSTS

Operating Cost Assumptions. The total operating costs associated with supporting additional students have been estimated for branch campuses, public four-year institutions and community colleges, plus financial aid and debt service. Partially offsetting these costs is the increased tuition revenue that would be generated from increased enrollment. In making these estimates and projecting them into the future, constant 1991 dollars were used and the estimates were based on the most recent data available for that year.

Branch Campus Operating Costs. Data derived from the 1987 Higher Education Cost Study have been used as a basis to project costs for the branch campuses. The per student costs from that study have been projected forward to 1991 based on the actual budgets received by the various state institutions since 1987. Education costs for the branch campuses are based on the costs at the main campuses to ensure that the branches have adequate resources to provide the same quality of instruction as is provided at the main campuses. Costs were projected at the discipline level and reflect the discipline mix to be provided at the branches as anticipated by the primary campus. An allowance is provided for start-up costs at the branch campuses.

Operating Costs for Other Public Institutions. Like the branch campuses, projected increased enrollment at existing institutions and the community colleges have been costed from the 1987 cost study projected to 1991. State costs for research and public service are provided only at the existing four year campuses at the level currently funded; no funding is proposed for these programs at the branch campuses.

For cost estimating purposes, where the enrollment plan indicates "unallocated" enrollment increases, costs have been estimated at the UW and WSU main campus rates. It is unlikely, however, that these "unallocated" enrollments would be served at either the UW or WSU main campuses.

Tuition Revenue. A partial offset to cost is provided by the estimated tuition revenues that will go to the General Fund from the increased enrollments.

Other Costs. Two other categories of cost are included in these estimates. First, an allowance is provided for increased financial aid equal to the statutory 24 percent of tuition revenue. An additional form of financial aid is represented by increased support for the Educational Opportunity Grant (EOG) program at $2,500 per each additional student anticipated in that program. Because the total amount is established at the state level, these financial aid costs are shown at the statewide level rather than allocated to individual institutions. Second, debt service costs are included and projected based on the capital expenditure program proposed for development of the branches. These amounts are shown as a statewide total rather than by individual campus.

Based on the enrollment goal, Table 4 presents the increased cost of the plan for three selected years, by location, and for the six major components of operating costs.

TABLE 4
Cost of Increased Enrollments
($ in Millions)

	FY 1996	*FY 2001*	*FY 2010*
UW and Branches			
Bothell/Woodinville	7.6	13.6	18.1
Tacoma	7.7	13.8	23.8
Evening Program	3.5	6.8	10.0
Main Campus	4.4	8.7	24.5
	23.2	42.9	76.4
WSU and Branches			
Southwest Washington	1.9	4.4	12.8
Spokane	1.0	1.8	4.3
Tri-Cities	0.6	1.0	1.7
Main Campus	2.3	5.0	13.1
	5.7	12.2	31.9
Unallocated Enrollment	--	--	54.1
Other Public Four-Year	9.7	17.6	28.3
Community Colleges	8.5	20.9	40.0
Financial Aid	10.1	21.6	45.9
Debt Service	27.2	29.2	29.2
Total	84.4	144.5	305.7

Components of Operating Cost Calculations
($ in Millions)

	FY 1996	*FY 2001*	*FY 2010*
Instruction	62.9	127.0	309.1
Start-Up	0.3	0.3	0.8
Research/Public Service	0.2	0.5	1.7
Tuition Offsets	(16.3)	(34.0)	(80.9)
Financial Aid	10.1	21.6	45.9
Debt Service	27.2	29.2	29.2
Total	84.4	144.5	305.7

[NOTE: Totals may not add due to rounding.]

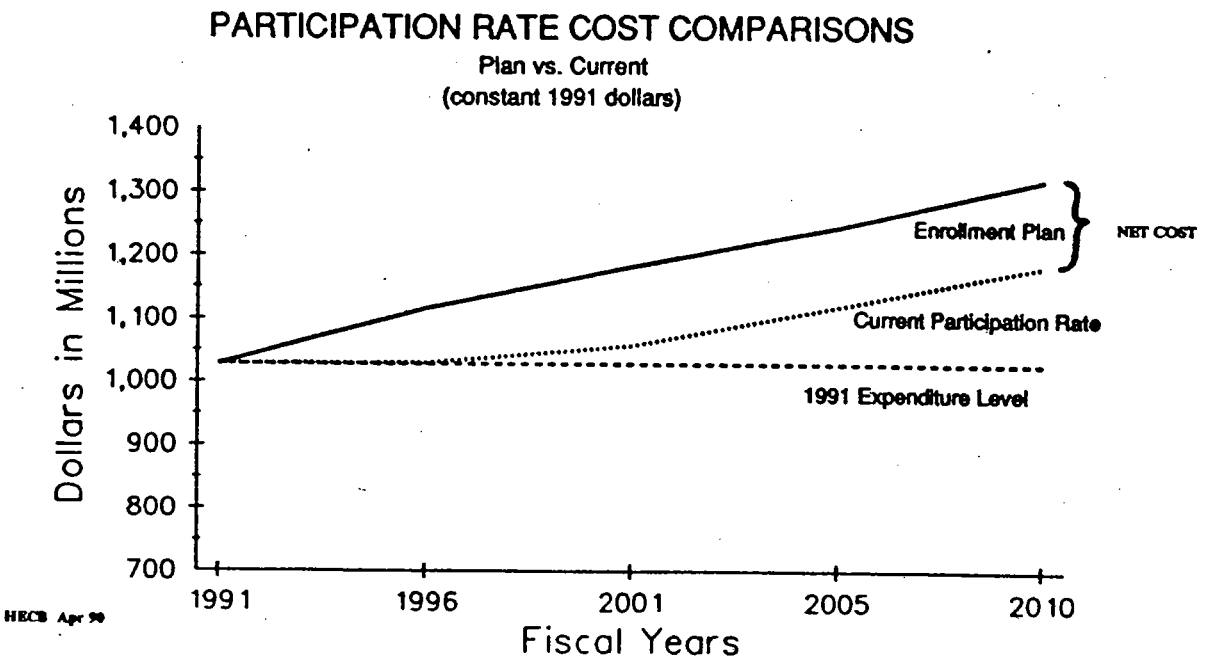
These cost estimates reflect the gross increase needed to support enrollment levels above those budgeted for 1990. The **net cost** induced by the plan is that which will be incurred to improve current enrollment rates. These net costs are shown in Table 5.

TABLE 5
Net Cost of Increased Enrollment
($ in Millions)

	FY 1996	FY 2001	FY 2010
Overall Plan	84.4	144.5	305.7
Less:			
Current Participation Rate Costs	(1.6)	(29.2)	(135.8)
Net Cost of Plan	**82.8**	**115.3**	**169.9**

Figure 8 illustrates this comparison. The upper line indicates total expenditures as detailed in Table 3. The bottom line indicates the 1991 expenditures for higher education; this is assumed to be a baseline that the state would fund without additional campuses or other enrollment growth in the other higher education sectors. The middle line details the cost of maintaining Washington's current participation rates in higher education. This comparison presents a clear picture of the net funding required to support increased access to higher education.

FIGURE 8



Operating Costs in Perspective

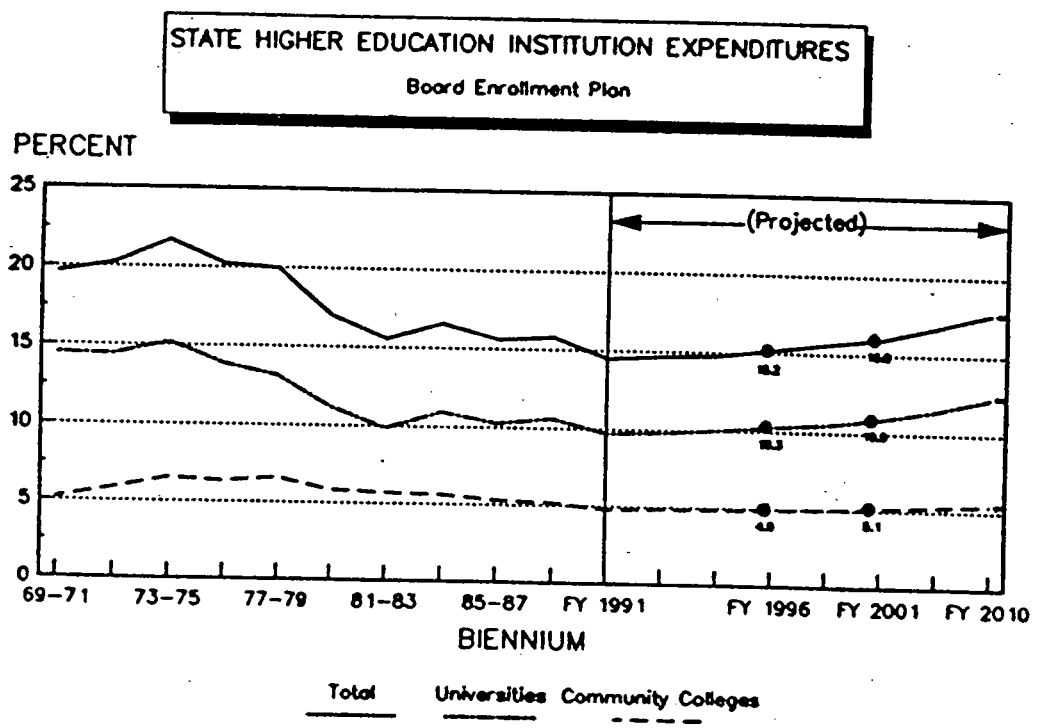
The investment required for an expanded higher education system is substantial. The total cost of the enrollment increases in 2010 is $306 million and represents an increase of 30 percent over 1991 expenditures. However, the **net cost** of the plan is $170 million, an increase of 17 percent.

In terms of higher education's share of the state General Fund, the net cost in 2010 represents an increase of approximately two percent. Even coupled with the cost of the quality enhancement goal adopted by the Board, the total net increase approximates $440 million, an increase to the General Fund of about six percent.

Higher education institutions' share of the state General Fund (which excludes the HECB and financial aid) has decreased steadily from a high of 22 percent in 1973-75 to less than 15 percent in 1991. Funding the enrollment projections, even if there were no real growth in the state General Fund, would bring that share of the state General Fund to about 18 percent. Funding both the enrollment and quality goals would bring that share to 22 percent. This is slightly less than the share of the General Fund received by higher education institutions in the 1970s.

It should be expected, however, that there will be real growth in the General Fund and that the increased funding for higher education will come from this growth rather than from a reallocation of existing resources. If higher education is to contribute to that growth, it must attain a greater share of future growth in the General Fund than has been the case over the last 15 years.

FIGURE 9



Clearly, higher education can contribute to the state's economy. If higher education is a catalyst that can assist the state's per capita income to once again rise above the national average, then that income growth alone should generate revenues sufficiently above current levels to fund the increases proposed here. It is difficult to project these economic relationships with precision; it may well be that increased participation in higher education could produce economic benefits that could help fund other state program needs, without increasing any state tax rates. While this cause and effect relationship is less than perfect, it does reflect a relationship that appears to have been borne out in the economic changes in other states.

VII. FUTURE STUDIES AND MONITORING

Future Studies and Monitoring

Many of those involved in the development of this plan have expressed concern about the availability of information needed to make informed policy decisions. Due to considerable effort on the part of public and private higher education institutions, the Office of Financial Management, the branch campus consultant team, and HECB staff, the HECB is assured that the information on which this plan is based is the best available, and is sufficient for planning purposes. In the instance of graduate education, however, the Board has determined that more information is needed before concrete plans for enrollment growth in specific programs or institutions are undertaken.

The Board also is concerned that the level of information presently accessible, even with considerable effort, is not adequate for monitoring the implementation of a plan of this scope. Issues such as the pattern of transfers among institutions, differences between full-time and part-time students, retention and attrition, and the impact of branch campuses on enrollment at existing institutions cannot be addressed with existing data bases.

Graduate Education Study

The HECB has directed its staff to undertake a study of graduate education. The objective of this study is to provide a sound basis for recommendations on how best to distribute graduate enrollment growth among disciplines, institutions, and locations.

This study will consider student interests, institutional plans, and state and employer needs. It also will assess the impact of existing state policies on the accessibility of graduate programs and on their quality (e.g., residency requirements, graduate tuition, and financial aid). The report will address a limited number of specific issues, such as K-12 teachers' needs for master's degrees and graduate education needs in Spokane. The study is expected to be completed using current HECB staff resources in April 1991.

Enrollment and Student Characteristics Study

Many questions about student mobility and flow, graduation rates, and changes in student characteristics could not be answered within available information. A research study designed to address these issues and their relationship to the passage of time will be proposed for funding in the 1991-93 biennium. Of critical importance is the development of an understanding of the flow of community college students to the four-year schools and branch campuses.

Preparation for 2010

Several issues have been left unanswered in the present plan due to the difficulty of planning for a period of 20 years. These issues will need to be resolved in preparation for capital expenditure decisions beginning in the late 1990s. Projections on which this plan is based indicate that all public four-year institutions will have reached capacity by 2005, and the Puget Sound branch campuses will reach capacity shortly thereafter. Current interest in growth management in Puget Sound and economic initiatives in other areas of the state could alter the assumptions on which these projections were based.

Given these circumstances, this plan has left a portion of the 2005-2010 enrollment growth unallocated to a particular site. Will the population grow as projected? Will additional capacity be needed? Where should it be built? Will the state need different degree programs in 2010? These questions and more will need to be answered in the decade before 2010.

Monitoring Information Requirements

Throughout the planning process, the HECB has been aware of the need to evaluate the effects of its policies on higher education in Washington. The Board is very concerned that enrollment growth and increased access not occur at the cost of quality. It is also concerned that growth at the branch campuses not occur at the expense of main campus stability.

In order to monitor the progress of the branch campuses, information is needed on students, courses, programs, faculty, staff, facilities, and finances. This information, over time, may reveal the need for policy revisions that would improve higher education in Washington.

The information collected should be able to answer questions such as:

- Is the state achieving its higher education enrollment goals?
- Is the state providing equitable education opportunity to its citizens?
- How are underrepresented populations being served?
- What are the student characteristics at each campus?
- Which community colleges supply transfer students to which campuses?
- Are program offerings relevant to student need?
- Do the facilities meet the needs of students and faculty?

An *ad hoc* group representing public and private institutions, OFM, the legislature, and the HECB have begun to develop interim methods for monitoring the most crucial issues in the development of branch campuses. The HECB has received an analysis of monitoring information requirements prepared by MGT of America, the branch campus consulting firm. This report indicates that Washington is far behind other states on the quality of system-wide higher education information. A strategy to improve the availability of higher education data will be proposed by the HECB for the 1991-93 biennium.

APPENDICES

PERCENTILE RANKINGS OF STATE PARTICIPATION RATES

LOWER DIVISION HEADCOUNT ENROLLMENT, FALL 1987
AS PERCENT OF STATE POPULATION 17 AND OVER

(PUBLIC & PRIVATE, FOUR-YEAR AND TWO-YEAR INSTITUTIONS)

	LOWER DIV	% OF POP.	RANKING
Arizona	177,025	7.03%	100
California	1,288,627	6.21%	98
Alaska	21,924	6.06%	96
Utah	63,746	5.90%	94
Rhode Island	43,794	5.67%	92
Wyoming	19,293	5.52%	90
Illinois	472,461	5.41%	88
Washington	182,932	5.32%	86
Massachusetts	244,529	5.31%	84
Michigan	355,926	5.16%	82
Oregon	104,025	5.01%	80
Vermont	20,757	5.00%	78
Kansas	91,137	4.90%	76
Wisconsin	173,070	4.79%	74
Nevada	36,678	4.78%	72
Delaware	22,840	4.63%	70
Virginia	209,027	4.60%	68
Colorado	113,156	4.58%	66
North Carolina	223,834	4.58%	64
Maryland	159,056	4.57%	62
North Dakota	22,074	4.46%	60
Oklahoma	107,196	4.42%	58
New York	590,754	4.30%	56
Minnesota	136,263	4.26%	54
Hawaii	33,778	4.16%	52
Texas	499,453	4.14%	50
New Hampshire	33,288	4.12%	48
Iowa	87,716	4.09%	46
Nebraska	48,157	4.03%	44
Ohio	324,306	3.98%	42
Idaho	28,167	3.96%	40
Missouri	150,707	3.89%	38
Connecticut	94,744	3.78%	36
Florida	352,676	3.72%	34
Mississippi	66,800	3.55%	32
New Mexico	38,174	3.55%	30
Pennsylvania	325,846	3.51%	28
Maine	31,464	3.48%	26
Indiana	144,491	3.48%	24
Alabama	104,988	3.46%	22
South Carolina	87,550	3.44%	20
Tennessee	123,889	3.36%	18
West Virginia	45,622	3.17%	16
New Jersey	186,153	3.12%	14
Montana	18,616	3.12%	12
Louisiana	92,812	2.90%	10
Arkansas	47,895	2.69%	8
South Dakota	14,008	2.67%	6
Georgia	114,684	2.50%	4
Kentucky	62,665	2.25%	2
ALL STATES	8,038,762	4.39%	

SOURCE: NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

PERCENTILE RANKINGS OF STATE PARTICIPATION RATES

UPPER DIVISION HEADCOUNT ENROLLMENT, FALL 1987
AS PERCENT OF STATE POPULATION 17 AND OVER

(PUBLIC & PRIVATE, FOUR-YEAR INSTITUTIONS)

	UPPER DIV	% OF POP.	RANKING
Utah	33,061	3.06%	100
Rhode Island	19,020	2.46%	98
North Dakota	11,597	2.34%	96
Nebraska	25,371	2.12%	94
Massachusetts	97,742	2.12%	92
Vermont	8,483	2.04%	90
Minnesota	62,516	1.95%	88
Montana	11,641	1.95%	86
Wisconsin	70,166	1.94%	84
Iowa	41,295	1.92%	82
Kansas	32,719	1.76%	80
Colorado	41,748	1.69%	78
Indiana	70,131	1.69%	76
Delaware	8,235	1.67%	74
Oklahoma	39,461	1.63%	72
Louisiana	51,628	1.61%	70
New Hampshire	12,722	1.58%	68
Michigan	108,428	1.57%	66
Missouri	59,257	1.53%	64
New York	209,242	1.52%	62
West Virginia	20,993	1.46%	60
Ohio	116,098	1.42%	58
Oregon	29,569	1.42%	56
New Mexico	15,099	1.41%	54
South Dakota	7,318	1.40%	52
Pennsylvania	128,871	1.39%	50
Idaho	9,840	1.38%	48
Hawaii	11,232	1.36%	46
Connecticut	33,383	1.33%	44
Tennessee	49,044	1.33%	42
Texas	160,606	1.33%	40
Maine	11,937	1.32%	38
Kentucky	36,712	1.32%	36
Arizona	33,098	1.32%	34
Maryland	45,589	1.31%	32
Mississippi	24,357	1.30%	30
North Carolina	62,600	1.28%	28
Virginia	58,250	1.28%	26
Illinois	111,815	1.28%	24
California	258,386	1.25%	22
South Carolina	31,356	1.23%	20
Wyoming	4,235	1.21%	18
WASHINGTON	40,678	1.18%	16
Arkansas	20,347	1.14%	14
Alabama	34,711	1.14%	12
Georgia	50,255	1.09%	10
New Jersey	62,228	1.04%	8
Alaska	3,770	1.04%	6
Nevada	7,288	0.95%	4
Florida	80,620	0.85%	2
ALL STATES	2,574,765	1.41%	

SOURCE: NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

APPENDIX A

PERCENTILE RANKINGS OF STATE PARTICIPATION RATES

POST-BACCALAUREATE HEADCOUNT ENROLLMENT, FALL 1987

AS PERCENT OF STATE POPULATION 17 AND OVER

(PUBLIC & PRIVATE FOUR-YEAR INSTITUTIONS)

	POST BAC	% OF POP.	RANKING
Massachusetts	81,192	1.76%	100
Connecticut	34,082	1.36%	98
New York	174,707	1.27%	96
Rhode Island	8,894	1.15%	94
Illinois	99,855	1.14%	92
Kansas	20,515	1.10%	90
Nebraska	13,025	1.09%	88
Iowa	23,173	1.08%	86
Missouri	40,236	1.04%	84
New Mexico	11,061	1.03%	82
Utah	11,116	1.03%	80
Colorado	25,313	1.03%	78
Maryland	34,835	1.00%	76
Oklahoma	23,038	0.95%	74
California	196,780	0.95%	72
Michigan	64,425	0.93%	70
Minnesota	29,330	0.92%	68
Oregon	18,994	0.91%	66
Virginia	40,992	0.90%	64
New Hampshire	7,195	0.89%	62
Texas	106,669	0.88%	60
Arizona	22,162	0.88%	58
Pennsylvania	81,610	0.88%	56
Wisconsin	30,431	0.84%	54
Ohio	68,524	0.84%	52
Indiana	33,888	0.82%	50
Louisiana	25,705	0.80%	48
Kentucky	21,929	0.79%	46
South Carolina	19,853	0.78%	44
New Jersey	44,972	0.75%	42
Georgia	34,347	0.75%	40
Idaho	5,301	0.75%	38
Tennessee	26,214	0.71%	36
West Virginia	9,841	0.68%	34
North Dakota	3,382	0.68%	32
North Carolina	33,271	0.68%	30
Vermont	2,779	0.67%	28
Hawaii	5,180	0.64%	26
WASHINGTON	20,936	0.61%	24
Montana	3,542	0.58%	22
Delaware	2,897	0.59%	20
Wyoming	1,913	0.55%	18
Alabama	16,478	0.54%	16
Florida	50,896	0.54%	14
Nevada	4,005	0.52%	12
Mississippi	9,215	0.49%	10
South Dakota	2,356	0.45%	8
Arkansas	7,240	0.41%	6
Maine	3,344	0.37%	4
Alaska	1,243	0.34%	2
ALL STATES	1,658,901	0.91%	

SOURCE: NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Comparison of Washington Degree Production in 1986-87
Per 100,000 Working-Age-Population (18-44)

Bachelors Degrees	Degrees Per 100,000 Working Population: Washington	Degrees Per 100,000 Working Population: National Average	Washington's Percentile Ranking Among States
Agriculture and Natural Resources	28.20	29.86	30%
Architecture	13.05	7.79	84%
Business	179.72	221.46	22%
Computer Science	16.71	35.71	6%
Engineering and Related Technologies	66.21	83.20	26%
Arts and Letters	208.11	163.94	80%
Education	69.36	79.54	32%
Health	52.56	57.40	46%
Law	0.47	1.13	52%
Sciences	59.27	67.42	38%
Social Sciences	136.50	148.60	48%
Trades	2.25	1.90	80%
TOTAL	832.41	897.95	40%
Masters Degrees			
Agriculture and Natural Resources	6.15	5.37	52%
Architecture	3.19	2.54	80%
Business	35.15	58.82	48%
Computer Science	2.86	7.63	24%
Engineering and Related Technologies	15.72	19.75	44%
Arts and Letters	23.27	15.93	42%
Education	42.04	71.30	8%
Health	17.36	4.95	76%
Law	1.27	1.43	76%
Sciences	12.29	12.54	56%
Social Sciences	26.98	31.02	56%
Trades	0.00	0.42	18%
TOTAL	186.28	231.70	22%
Doctoral Degrees			
Agriculture and Natural Resources	1.88	1.19	68%
Architecture	0.09	0.09	86%
Business	0.80	0.93	56%
Computer Science	0.52	0.33	94%
Engineering and Related Technologies	3.14	3.35	62%
Arts and Letters	3.57	4.05	62%
Education	4.32	5.86	36%
Health	1.64	0.99	84%
Law	0.05	0.08	84%
Sciences	7.37	6.87	58%
Social Sciences	4.74	5.49	66%
Trades	0.00	0.00	18%
TOTAL	28.12	29.23	58%

AUTHORIZED EXPENDITURES FROM $45 MILLION APPROPRIATION

As Of

APRIL 1, 1990

▸ *LAND ACQUISITION*		
Riverpoint Site, Spokane -- 2⅓ acres		$ 718,740
▸ *PLANNING*		
University of Washington, Phase 1	450,000	
University of Washington, Phase 2	450,000	
Washington State University, Phase 1	196,000	
Washington State University, Phase 2	131,000	
Eastern Washington University Program Planning	75,000	1,302,000
▸ *PLANNING AND DESIGN*		
Washington State University/SIRTI		693,000
Eastern Washington University		150,000
▸ *SITE DEVELOPMENT*		
City of Spokane/Riverpoint Site		450,000
▸ *FACILITY CONSTRUCTION*		
Washington State University/Tri-Cities		11,678,000
		$14,991,740

APPENDIX D

Headcount Enrollment Growth
Upper Division Enrollment Plan

	1990	1995	2000	2005	2010
Independent Institutions	11,450	12,450	13,750	15,000	16,000
Public Institutions (excluding sites listed below)	30,740	31,700	32,450	33,450	33,600
UW Bothell	400	1,700	3,000	4,000	4,000
UW Tacoma	400	1,700	3,000	4,000	5,000
WSU SouthWest	120	500	1,000	2,000	3,000
WSU Tri-Cities	450	550	600	650	700
UW Evening	540	1,000	1,500	1,500	1,500
Branch Campuses (Total)	1,910	5,450	9,100	12,150	14,200
EWU Spokane Center	1,600	1,800	2,000	2,500	3,000
CWU Yakima Center	100	200	300	300	300
Unallocated	0	0	0	0	6,000
TOTAL	45,800	51,600	57,600	63,400	73,100
PERCENTILE	40th	50th	58th	63rd	70th

Headcount Enrollment Growth
Graduate and Professional Enrollment Plan

	1990	1995	2000	2005	2010
Independent Institutions	6,950	7,750	8,550	9,340	10,000
Public Institutions (excluding sites listed below)	15,150	16,230	17,340	19,210	20,730
UW Bothell	0	500	700	800	800
UW Tacoma	0	500	700	800	1,000
WSU SouthWest	170	300	500	750	1,000
WSU TriCities	360	400	440	480	500
WSU Spokane	100	300	450	650	1,000
UW Evening	0	400	700	1,200	1,500
Branch Campuses (Total)	630	2,400	3,490	4,680	5,800
EWU Spokane Center	600	700	800	850	1,000
Unallocated	0	0	0	0	2,500
TOTAL	23,330	27,080	30,180	34,080	40,030
PERCENTILE	22nd	40th	50th	62nd	70th

Proposed Branch Campus Degree Programs

WASHINGTON STATE UNIVERSITY

COLLEGE OF AGRICULTURE AND HOME ECONOMICS	Branch	Date
BA Child & Family Studies with Early Childhood Education option	Southwest	1993
BA Clothing & Textiles	Southwest	1993
BA Interior Design	Spokane	1990
BS Agronomy	Tri-Cities	1991
BS Home Economics	Spokane	1992
BS Food Science & Human Nutrition with General Dietetics option	Spokane	1992
BS Landscape Architecture	Spokane	1993
MACEd Adult & Continuing Education	Spokane Tri-Cities Southwest	1991 1991 1993
MA Early Childhood Intervention	Spokane Tri-Cities Southwest	1991 1991 1991
MA Home Economics with Interior Design option	Spokane	1993
MS Agricultural Business	Spokane	1991
MS Home Economics with Human Nutrition option	Spokane	Current
MS Food Service Management	Spokane	1995
MS/MLA Landscape Architecture	Spokane	1993

Proposed Branch Campus Degree Programs

WASHINGTON STATE UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS	Branch	Date
Certificate Tax Accounting	Spokane	1991
BA Hotel & Restaurant Administration	Spokane Southwest	1994 1994
BA Business Administration	Tri-Cities Southwest	Current 1990
MA Accounting	Spokane	1991
MBA	Tri-Cities Southwest	Current Current
COLLEGE OF EDUCATION		
Certificate (Administrator)	Southwest	Current
Credential (Superintendent)	Spokane	Current
Teaching Certificate (Student teaching)	Spokane Tri-Cities Southwest	Current Current Current
MEd/MA Ed in Educational Administration	Tri-Cities Southwest	Current Current
MIT Master's in Teaching	Tri-Cities Southwest	1991 1990
EdM in Counselling	Tri-Cities	Current
MEd in Elementary Education	Tri-Cities Southwest	Current Current
MEd in Reading & Language Arts	Tri-Cities	Current

Proposed Branch Campus Degree Programs

WASHINGTON STATE UNIVERSITY

COLLEGE OF ENGINEERING AND ARCHITECTURE	Branch	Date
B Arch Architecture	Spokane	1991
	Southwest	1991
BS Chemical Engineering	Tri-Cities	Current
BS Civil Engineering	Tri-Cities	1992
BS Electrical Engineering	Tri-Cities	Current
	Southwest	1991
BS Mechanical Engineering	Tri-Cities	Current
MS Architecture	Spokane	1993
	Southwest	1991
MS Chemical Engineering	Tri-Cities	Current
MS Civil Engineering	Tri-Cities	Current
MS Electrical Engineering	Spokane	Current
	Tri-Cities	Current
	Southwest	Current
MS Engineering Management	Spokane	Current
	Tri-Cities	Current
	Southwest	Current
MS Environmental Engineering	Spokane	1993
	Tri-Cities	1993
MS Materials Science	Spokane	Current
	Tri-Cities	Current
	Southwest	Current
MS Mechanical Engineering	Spokane	Current
	Tri-Cities	Current
	Southwest	Current
MS Nuclear Engineering	Tri-Cities	Current

APPENDIX E

Proposed Branch Campus Degree Programs

WASHINGTON STATE UNIVERSITY

INTERCOLLEGIATE CENTER FOR NURSING EDUCATION	Branch	Date
BS Nursing	Tri-Cities	1990
	Southwest	1990
MS Nursing	Tri-Cities	1993
	Southwest	1993
COLLEGE OF PHARMACY		
Certificate Gerontology	Spokane	1991
Certificate Mental Health	Spokane	1992
B Pharm Pharmacy	Spokane	Current
	Southwest	Current
MS Health Care Administration	Spokane	1991
COLLEGE OF SCIENCES AND ARTS		
BA Communications	Tri-Cities	1995
	Southwest	1995
BA Criminal Justice	Southwest	1993
BA Humanities	Tri-Cities	Current
	Southwest	1990
BA Social Sciences	Tri-Cities	Current
	Southwest	Current
BA Sociology	Southwest	1993
BS Biology	Tri-Cities	1993
	Southwest	1995
BS Chemistry	Tri-Cities	1993
	Southwest	1995

Proposed Branch Campus Degree Programs
WASHINGTON STATE UNIVERSITY

COLLEGE OF SCIENCES AND ARTS, (Continued)	Branch	Date
BS Computer Science	Tri-Cities Southwest	Current 1993
BS Environmental Science	Tri-Cities	1991
B Science	Tri-Cities	1993
BS Math w/Applied Statistics emphasis	Southwest	1995
BS Psychology	Tri-Cities Southwest	1995 1991
MA Communications	Tri-Cities	1993
MA Criminal Justice	Spokane Southwest	1990 1995
MA Foreign Language	Southwest	1995 *(Language unknown)*
MA Political Science w/ Public Administration emphasis	Southwest	1993
MA Speech & Hearing Sciences	Spokane Southwest	Current 1993
MS Biology	Tri-Cities	Current
MS Chemistry	Tri-Cities	Current
MS Computer Science	Spokane Tri-Cities Southwest	Current *(Courses only)* Current Current
MS Environmental Science Tri-Cities	Spokane	1995 1990
MS Math w/Statistics	Tri-Cities	Current *(Courses only)*
MS Molecular Science	Tri-Cities	1991
MS Radiological Science	Tri-Cities	Current

Proposed Branch Campus Degree Programs

UNIVERSITY OF WASHINGTON

COLLEGE OF ARTS AND SCIENCES	Branch	Date
BA Liberal Studies	Bothell/Woodinville	1990
Humanities/Social Science	Tacoma	1990
BS Sciences	Bothell/Woodinville	1994
Specific fields not designated	Tacoma	1994
COLLEGE OF BUSINESS AND ECONOMICS		
B Business Administration	Bothell/Woodinville	1994
	Tacoma	1994
MBA	Bothell/Woodinville	1994
	Tacoma	1994
COLLEGE OF EDUCATION		
MEd Leadership	Bothell/Woodinville	1992
	Tacoma	1992
COLLEGE OF ENGINEERING		
BS Electrical Engineering	Bothell/Woodinville	1992
	Tacoma	1992
BS Mechanical Engineering	Bothell/Woodinville	1992
	Tacoma	1992
MS Engineering	Bothell/Woodinville	1994
Specific fields not designated	Tacoma	1994
SCHOOL OF NURSING		
BS Nursing	Bothell/Woodinville	1992
	Tacoma	1992
MS Nursing	Bothell/Woodinville	1994
	Tacoma	1994

Proposed Degree Programs

CENTRAL WASHINGTON UNIVERSITY
(Service to Yakima Valley)

COLLEGE OF LETTERS, ARTS AND SCIENCES	Date
BA Law & Justice	1992
SCHOOL OF PROFESSIONAL STUDIES	
BA Ed Early Childhood Education	Current
BA Special Education	1990
BA Ed Allied Health Sciences, Chemical Dependency	1991
BS Ed Administrative Office Management	1992

Proposed Degree Programs

EASTERN WASHINGTON UNIVERSITY
(Programs Offered Entirely in Spokane)

	Date
SCHOOL OF BUSINESS	
M Business Administration	Current
SCHOOL OF HEALTH SCIENCES	
BS Dental Hygiene	Current
SCHOOL OF SOCIAL WORK AND HUMAN SERVICES	
M Social Work	Current
SCHOOL OF PUBLIC AFFAIRS	
M Public Administration	Current
GENERAL AND SPECIAL STUDIES	
BA General Studies	Current

PROCEDURE FOR OFF-CAMPUS PROGRAMS IN BRANCH CAMPUS SERVICE AREAS

1. A proposal for an off-campus program in a branch campus service area may be initiated either by the institution responsible for the area ("home institution") or by an institution elsewhere in the state which desires to offer a program there ("visiting institution"). In the case of Spokane, the "home" institutions will be both Eastern Washington University and Washington State University; responsibility for specific program offerings and program approval is outlined in Appendix C of the 1987 Master Plan.

2. In discussions with the staff of the HECB, the two institutions will develop a memorandum of understanding ("memorandum") regarding the off-campus program(s).

3. The memorandum will describe the two institutions' agreement about which off-campus program(s) will be offered, at which sites, and for what period of time. It will also give reasons why such an arrangement is necessary or desirable. Such reasons might include the following:

   a) the home institution cannot meet the documented need for the program, or
   b) the program is more appropriate for the visiting institution's role and mission.

4. If agreed upon, the memorandum will be signed by representatives of each institution, and approved by the HECB.

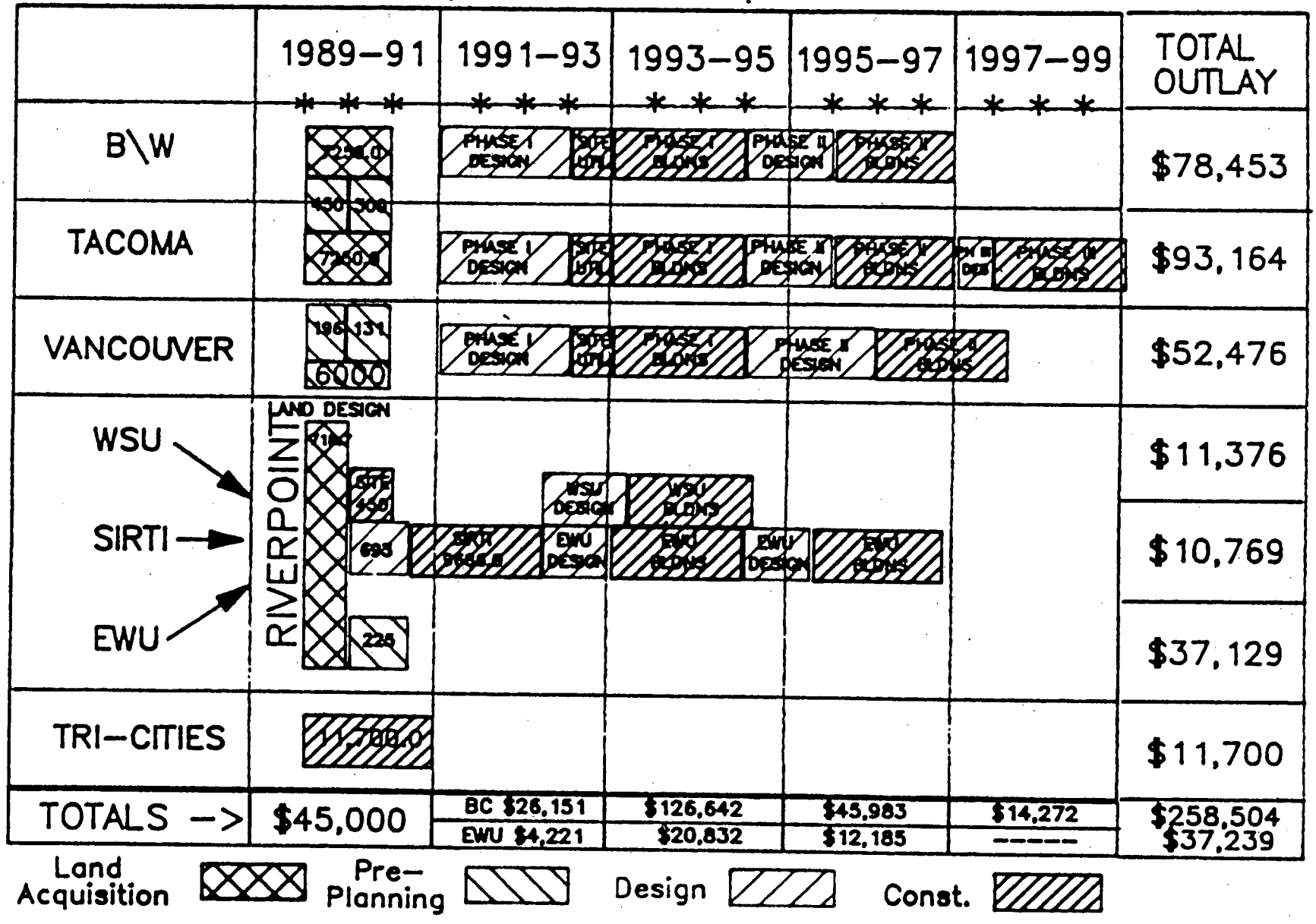
5. The memorandum will have a specific termination date, at which time the two institutions will decide whether or not they wish to review or revise the agreement, subject to approval by the Executive Director of the HECB.

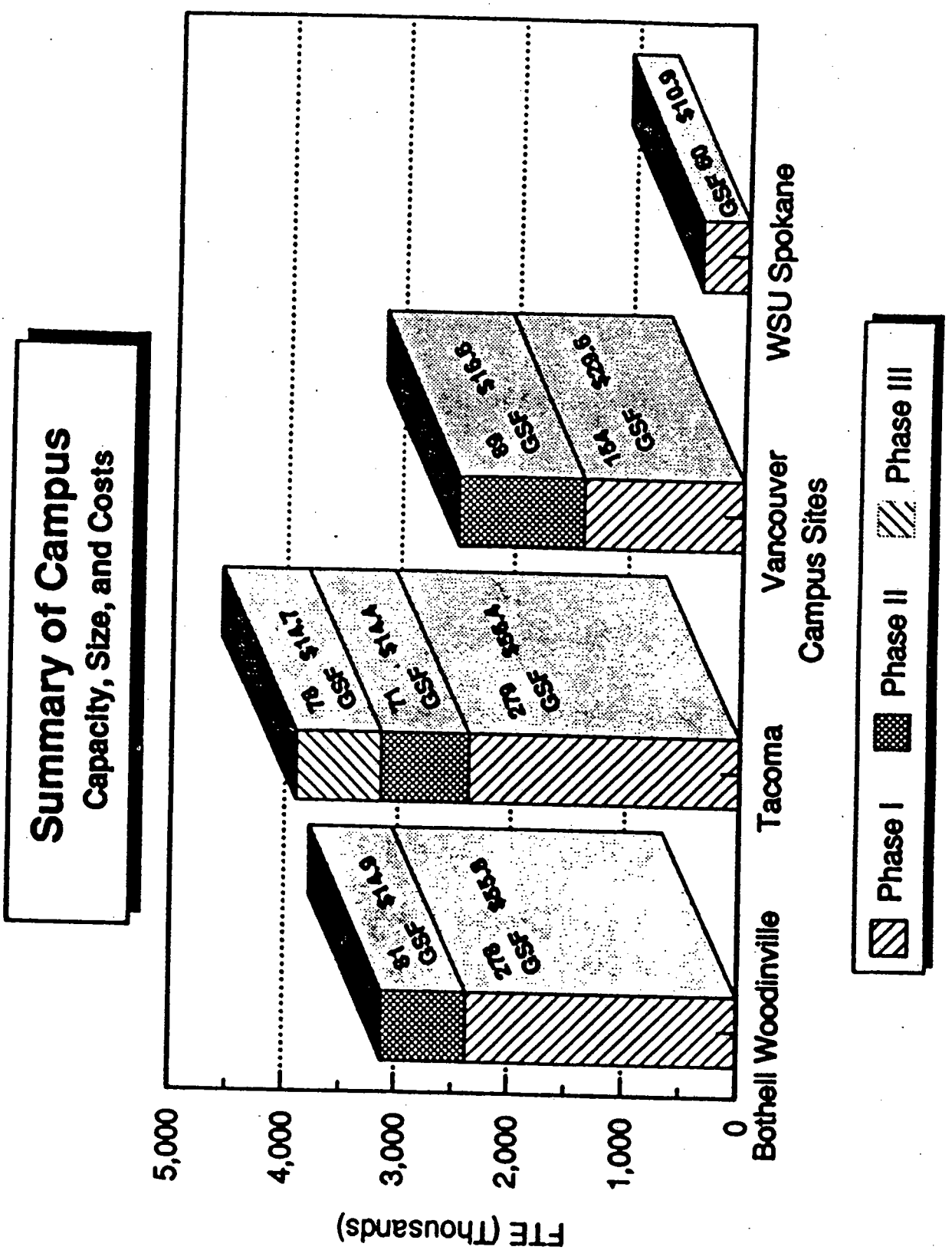
6. If at a later time the memorandum is not renewed or it is agreed that the off-campus programs will be discontinued, sufficient lead time will be given to allow the visiting institution to plan for an orderly transition and allow existing students to complete their programs. The exact amount of lead time will be set in each memorandum.

7. Off-campus programs offered by visiting institutions will not be permitted to operate in branch campus service areas without an up-to-date memorandum of understanding on file at the HECB. Memoranda concerning off-campus programs currently operating in branch campus service areas should be completed by January 1, 1991.

8. The HECB will continue to approve all new off-campus programs. The Board will review all off-campus programs in branch campus areas every five years to ensure that they are of high quality and fulfilling their original purposes. The review process will seek input from the visiting and home institutions, and both institutions will receive a copy of the final report.

Branch Campus Development Scenario




Summary of Campus
Capacity, Size, and Costs
FTE (Thousands)
5,000
4,000
3,000
2,000
1,000
0
Bothell Woodinville
Tacoma
Vancouver
WSU Spokane
Campus Sites
Phase I
Phase II
Phase III

SPACE ALLOCATION AND UTILIZATION STANDARDS

CLASSROOMS

1. Weekly Classroom Operating Hours (Upper Division and Graduate Levels): The calculation assumes that classes are scheduled over a fifty hour period per week. This guideline is based on an institution with a day program emphasis.

2. Classroom Scheduling Efficiency: The standards assume, based on survey findings, that of the total operating hours available, 65 percent can be scheduled for use. This efficiency level is a function of logistical constraints resulting from varying course hours occurring within a fixed period of classroom operation.

3. Scheduled Classroom Hours: Thirty-two and one half (32.5) hours are assumed to be scheduled and used in the branch campus calculations. This amount is derived from the above two factors (50*.65).

4. Weekly Student Contact Hours: The number of hours spent by each student FTE in a classroom per week is assumed to be 12 hours for upper division students and 10 hours for graduate students.

5. Station Size: Both upper division and graduate students are assumed to occupy 16 Assignable Square Feet when occupying classroom space.

6. Station Occupancy Factor: Based on survey findings, the literature concludes that the optimal percentage of occupancy planning is between 65 and 70 percent. This calculation uses 67 percent.

7. Assignable Square Feet per FTE: Allocation guideline per FTE is derived by:

$$\frac{\text{Station Size}}{(\text{Classroom Hours})(\text{Station Occupancy})}\ (\text{Contact Hours})$$

This calculation provides 10.23 ASF for upper division FTE and 6.82 ASF for graduate level FTE.

Total required Classroom ASF is determined by multiplying the ASF per FTE per level by the total projected FTE in that level.

TEACHING LABS

The calculation of space required for teaching labs uses the same formula and variables employed in the calculation of classroom space requirements, but applies different assumptions about space and time utilization. Specifically:

- ≡ Scheduled Lab Hours are calculated on the basis of 26 hours per week.
- ≡ An 80 percent level of station occupancy is assumed.

Additionally, the guideline for Weekly Student Contact Hour and Station Size is expressed on a discipline basis, since disciplines vary significantly in lab requirements.

OFFICE SPACE

Office space is based on the standard of 140 ASF per Faculty FTE, Other Staff Requiring Office Space, and Visiting Personnel. The number of "Other Staff Requiring Office Space" is assumed to be 85 percent of total faculty FTE. Visiting Personnel is calculated as one percent of faculty FTE. Graduate Assistant FTE are provided 120 ASF and their number is assumed to be five percent of total graduate FTE.

RESEARCH LABS

Space required for research labs is determined by the number of faculty research FTE and total graduate FTE in each discipline, multiplied by the amount of Assignable Square feet allocated to faculty and graduate students in each discipline. In the Branch Campus study, faculty research FTE was assumed to be 25 percent of total faculty FTE.

LIBRARY SPACE

This category consists of the following space functions and allocation guidelines:

1. Reading Room Space: 6.56 ASF is allocated for student FTE and .31 ASF is provided per faculty FTE.

2. Stack Space: A base allowance of 4,167 ASF is provided. An additional .7 ASF is added for each student FTE in excess of five hundred.

3. Service Space: The amount of service space is calculated as 25 percent of the total reading room and stack space.

SUPPORT SPACES

This category consists of the following functional spaces and allocation guidelines:

Computer Labs:	4.5 ASF/FTE
Instructional Media:	1.0 ASF/FTE
Student Services:	7.5 ASF/FTE
Child Care Space:	3.5 ASF/FTE
Physical Plant Support:	5 percent of total ASF

Cost Guidelines

ASSIGNABLE TO GROSS SQUARE FEET CONVERSION FACTORS

Bothell/Woodinville:	1 GSF per .642 ASF
Tacoma:	1 GSF per .643 ASF
Southwest:	1 GSF per .652 ASF
Spokane:	1 GSF per .651 ASF

BASE UNIT COSTS

Classrooms	$80 to $90 per ASF
Teaching Labs	$110 to $135 per ASF
Office Space	$85 per ASF
Research Labs	$110 to $135 per ASF
Library	$85 per ASF
Support Spaces	$85 per ASF

Site Work: 17 to 25 percent of the MACC depending upon site adaptation assumptions for each campus.

General Conditions: Seven percent of the MACC is assumed for the building contractor's overhead and profit.

City Cost Index: A multiplier for the added cost of certain metropolitan areas.

Size Modifier: A negative or positive adjustment for economies of project scale.

Tax: The sales tax for the location of the project is applied to the base construction cost.

Professional Services: This category includes the A/E fee, as well as the costs for other services such as soils testing, value engineering, and life cycle cost analysis. These amounts are computed as a percentage of the base building cost, and total about 30 percent of the MACC.

Other Costs: Other costs associated with the project include: project management, art work, equipment, and contingencies.

CAMPUS DEVELOPMENT DETAIL

ALL CAMPUSES		UPPER	GRADUATE
Total FTE To Be Housed	10,320	8,400	1,920
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995/1997/2000		
Phase:	All		

SCOPE $ COST SUMMARY

		ASF	GSF	Base Cost
Classrooms		85,235	134,096	11,304,618
Scheduled T. Labs		95,658	147,171	17,705,662
Graduate R. Labs		80,607	85,747	11,303,888
Office Space		152,221	242,944	20,938,503
Faculty Rsrch Labs		33,891	50,627	6,649,925
Library		108,980	160,404	12,518,450
Support Space		198,522	303,417	25,311,620
TOTAL		755,115	1,124,405	$105,732,664
Less Adjustments		(22,865)	(35,058)	(4,001,296)
TOTAL BASE		732,250	1,089,347	$101,731,369
Parking Structures				$24,294,880
Surface Parking				$3,865,095
Site/Landscape/Utilities				$10,416,217
Gen. Conditions				$9,541,438
City Cost Index				$1,996,925
Size Modifier				($3,036,918)
Tax				$11,441,237
Prof. Services				$19,741,423
A/E Services				$11,999,688
Basic Services				$9,501,220
	Schematics			$1,330,171
	Design Development			$1,995,256
	Construction Documents			$4,085,524
	Bidding			$190,024
	Construction Services			$1,805,232
	Completion			$95,012
Extra Services				$1,407,588
Contingency				$1,090,881
Other Services				$4,926,558
Value Eng/LCCA				$2,815,176
Prj. Mngmnt				$2,815,176
Art				$899,958
Equipment				$14,880,900
Other				$4,464,270
Contingency				$10,451,647
TOTAL				$213,503,617

CAMPUS DEVELOPMENT DETAIL

ALL CAMPUSES		UPPER	GRADUATE
Total FTE To Be Housed	3,010	2,300	710
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1997		
Phase:	TWO		

SCOPE $ COST SUMMARY

		ASF	GSF	Base Cost
Classrooms		25,497	40,080	2,983,232
Scheduled T. Labs		25,627	39,428	4,367,107
Graduate R. Labs		30,945	46,343	1,706,762
Office Space		50,904	81,610	4,621,118
Faculty Rsrch Labs		10,998	16,471	1,471,484
Library		15,237	20,592	773,372
Support Space		60,109	91,596	6,492,106
TOTAL		219,318	336,119	$22,415,181
Adjustments		0	0	0
TOTAL BASE		219,318	336,119	$22,415,181
Surface Parking				$6,355,650
Site/Landscape/Utilities				$1,011,126
Gen. Conditions				$866,500
City Cost Index				$2,145,392
Size Modifier				$441,448
Tax				($664,706)
Prof. Services				$2,572,027
A/E Services				$3,641,964
Basic Services				$2,018,312
	Schematics			$1,539,620
	Design Development			$97,755
	Construction Documents			$146,633
	Bidding			$856,845
	Construction Services			$39,853
	Completion			$378,606
Extra Services				$19,927
Contingency				$295,209
Other Services				$183,483
Value Eng/LCCA				$1,033,233
Prj. Mngmnt				$590,419
Art				$590,419
Equipment				$193,923
Other				$3,257,059
Contingency				$977,118
				$2,180,311
TOTAL				$45,983,412

CAMPUS DEVELOPMENT DETAIL

ALL CAMPUSES		UPPER	GRADUATE
Total FTE To Be Housed	6,560	5,400	1,160
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995		
Phase:	ONE		

SCOPE $ COST SUMMARY

		ASF	GSF	Base Cost
Classrooms		53,199	83,847	$7,452,946
Scheduled T. Labs		62,210	95,710	$11,896,837
Graduate R. Labs		24,540	36,752	$9,253,348
Office Space		90,688	144,806	$14,811,591
Faculty Rsrch Labs		20,319	30,430	$4,695,482
Library		87,357	129,883	$11,011,602
Support Space		123,638	188,845	$16,940,664
TOTAL		461,951	710,272	$76,062,469
Less Adjustments		(22,865)	(35,058)	(4,001,296)
TOTAL BASE		439,086	675,214	$72,061,173
Parking Structures				$16,096,615
Surface Parking				$2,560,825
Site/Landscape/Utilities				$9,268,866
Gen. Conditions				$6,719,033
City Cost Index				$1,348,504
Size Modifier				($2,161,100)
Tax				$8,062,340
Prof. Services				$14,917,471
A/E Services				$9,368,336
Basic Services				$7,507,735
	Schematics			$1,232,415
	Design Development			$1,848,623
	Construction Documents			$2,928,430
	Bidding			$136,206
	Construction Serv			$1,293,958
	Completion			$68,103
Extra Services				$1,008,934
Contingency				$851,667
Other Services				$3,531,268
Value Eng/LCCA				$2,017,868
Prj. Mngmnt				$2,017,868
Art				$644,369
Equipment				$10,589,392
Other				$3,176,818
Contingency				$7,490,740
TOTAL				$152,792,913
1991-93 Funding				$26,151,142
1993-95 Funding				$126,641,772

CAMPUS DEVELOPMENT DETAIL

ALL CAMPUSES		UPPER	GRADUATE
Total FTE To Be Housed	750	700	50
Participation Goal:	Sixty-Fifth Percentile		
Year of Occupancy:	2000		
Phase:	THREE		

SCOPE $ COST SUMMARY

	ASF	GSF	Base Cost
Classrooms	6,540	10,169	$868,440
Scheduled T. Labs	7,821	12,033	$1,441,718
Graduate R. Labs	1,771	2,653	$343,777
Office Space	10,629	16,528	$1,505,794
Faculty Rsrch Labs	2,488	3,726	$482,958
Library	6,385	9,929	$733,477
Support Space	14,775	22,976	$1,878,850
TOTAL	50,410	78,014	$7,255,014
Adjustment	0	0	$0
TOTAL BASE	50,410	78,014	$7,255,014
Parking Structures			$1,842,614
Surface Parking			$293,143
Site/Landscape/Utilities			$280,850
Gen. Conditions			$677,014
City Cost Index			$206,973
Size Modifier			($211,112)
Tax			$806,871
Prof. Services			$1,181,988
A/E Services			$613,041
Basic Services			$453,865
	Schematics		NA
	Design Development		NA
	Construction Documents		$300,249
	Bidding		$13,965
	Construction Services		$132,668
	Completion		$6,983
Extra Services			$103,445
Contingency			$55,731
Other Services			$362,057
Value Eng/LCCA			$206,890
Prj. Mngmnt			$206,890
Art			$61,667
Equipment			$1,034,450
Other			$310,335
Contingency			$780,596
TOTAL			$14,727,292

CAMPUS DEVELOPMENT DETAIL

BOTHELL WOODENVILLE		UPPER	GRADUATE
Total FTE To Be Housed	3,120	2,800	320
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995/2000		
Phase:	All		

SCOPE $ COST SUMMARY	ASF	GSF	DOLLARS
Classrooms	27,040	43,856	$3,597,887
Scheduled T. Labs	38,941	59,910	$7,183,721
Graduate R. Labs	11,336	16,976	$2,215,912
Office Space	48,170	80,284	$6,824,158
Faculty Rsrch Labs	12,682	18,992	$2,479,028
Library	33,160	44,812	$3,808,999
Support Space	62,620	93,680	$7,962,806
TOTAL	233,948	358,511	$34,072,511
Research Adjustment	0	0	0
TOTAL BASE	233,948	358,511	$34,072,511
Parking Garage			$7,739,569
Parking Surface			$1,231,295
Site/Landscaping/Utilities			$3,442,809
Gen. Conditions			$3,254,033
City Cost Index			$0
Size Modifier			($994,804)
Tax			$3,948,378
Prof. Services			$6,836,544
A/E Services	MACC=$48,745,412		$4,155,546
Basic Services		6.75%	$3,290,315
Schematics			$460,644
Design Development			$690,966
Construction Documents			$1,414,836
Bidding			$65,806
Construction Services			$625,160
Completion			$32,903
Extra Services			$487,454
Contingency			$377,777
Other Services			$1,706,089
Value Eng/LCCA			$974,908
Prj. Mngmnt			$974,908
Art			$297,652
Equipment			$4,874,541
Other			$1,462,362
Contingency			$3,688,565
TOTAL			$70,828,363
1991-93 Funding			$9,539,599
1993-95 Funding			$46,296,196
1995-97 Funding			$14,992,568

CAMPUS DEVELOPMENT DETAIL

BOTHELL WOODENVILLE		UPPER	GRADUATE
Total FTE To Be Housed	2,380	2,100	280
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995		
Phase:	ONE: 91-95		

SCOPE $ COST SUMMARY	ASF	GSF	Base Cost
Classrooms	20,574	33,369	$2,737,993
Scheduled T. Labs	29,555	45,471	$5,456,348
Graduate R. Labs	9,919	14,854	$1,946,860
Office Space	37,253	62,090	$5,277,632
Faculty Rsrch Labs	9,765	14,623	$1,916,610
Library	26,427	35,713	$3,035,627
Support Space	47,908	71,671	$6,091,998
TOTAL	181,401	277,791	$26,463,067
Research Adjustment	0	0	0
TOTAL BASE	181,401	277,791	$26,463,067
Parking Garage			$5,910,536
Parking Surface			$940,313
Site			$3,152,217
Gen. Conditions			$2,552,629
City Cost Index			$0
Size Modifier			($780,375)
Tax			$3,097,309
Prof. Services			$5,635,985
A/E Services	MACC=$38,238,386		$3,532,874
Basic Services			$2,829,320
Schematics			$460,644
Design Development			$690,966
Construction Documents			$1,109,869
Bidding			$51,622
Construction Services			$490,407
Completion			$25,811
Extra Services			$382,384
Contingency			$321,170
Other Services			$1,338,343
Value Eng/LCCA			$764,768
Prj. Mngmnt			$764,768
Art			$234,858
Equipment			$3,823,839
Other			$1,147,152
Contingency			$2,893,499
TOTAL			$55,835,795
1991-93 Funding	Ph.I Design,Admin,Site & Utilities		$9,539,599
1993-95 Funding	Ph. I Bldng, Ph. II Schmtc-Dsn Dvlp		$46,296,196

CAMPUS DEVELOPMENT DETAIL

BOTHELL WOODINVILLE		UPPER	GRADUATE
Total FTE To Be Housed	740	700	40
Participation Goal:	Staff Recommendation		
Year of Occupancy:	2000		
Phase:	TWO		

SCOPE $ COST SUMMARY

	ASF	GSF	Base Cost
Classrooms	6,466	10,487	$859,894
Scheduled T. Labs	9,386	14,440	$1,727,373
Graduate R. Labs	1,417	2,122	$271,840
Office Space	10,916	18,194	$1,546,526
Faculty Rsrch Labs	2,917	4,369	$559,631
Library	6,733	9,098	$773,372
Support Space	14,712	22,010	$1,870,808
TOTAL	52,547	80,720	$7,609,444
Research Adjustment	0	0	0
TOTAL BASE	52,547	80,720	$7,609,444
Parking Garage			$1,829,033
Parking Surface			$290,982
Site			$290,592
Gen. Conditions			$701,404
City Cost Index			$0
Size Modifier			($214,429)
Tax			$851,069
Prof. Services			$1,200,559
A/E Services		MACC=$10,507,026	$622,673
Basic Services			$460,996
	Schematics		NA
	Design Development		NA
	Construction Documents		$304,966
	Bidding		$14,184
	Construction Services		$134,753
	Completion		$7,092
Extra Services			$105,070
Contingency			$56,607
Other Services			$367,746
Value Eng/LCCA			$210,141
Prj. Mngmnt			$210,141
Art			$62,793
Equipment			$1,050,703
Other			$315,211
Contingency			$795,067
TOTAL 1995-97 Funding	Ph. II Contract Docs.- Cmpltn.		$14,992,568
	PH. II Building		

CAMPUS DEVELOPMENT DETAIL

TACOMA		UPPER	GRADUATE
Total FTE To Be Housed	3,900	3,500	400
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995/1997/2000		
Phase:	All		

SCOPE $ COST SUMMARY

	ASF	GSF		Base Cost
Classrooms	33,800	52,559		$4,490,614
Scheduled T. Labs	40,417	62,182		$7,465,677
Graduate R. Labs	14,170	21,220		$2,785,055
Office Space	57,367	89,206		$8,127,146
Faculty Rsrch Labs	13,391	20,055		$2,632,116
Library	39,814	61,912		$4,573,452
Support Space	77,515	120,537		$9,856,870
TOTAL	276,475	427,670		39,930,930
Research Adjustment	0	0		0
TOTAL BASE	276,475	427,670		39,930,930
Parking Garage				$9,610,045
Parking Surface				$1,528,871
Site/Landscaping/Utilities				$4,093,105
Gen. Conditions				$3,861,407
City Cost Index				$1,180,487
Size Modifier				($1,204,097)
Tax				$4,602,058
Prof. Services				$8,274,855
A/E Services		MACC=$59,000,748		$5,029,814
Basic Services			6.75%	$3,982,550
	Schematics			$557,557
	Design Development			$836,336
	Construction Documents			$1,712,497
	Bidding			$79,651
	Construction Services			$756,685
	Completion			$39,826
Extra Services				$590,007
Contingency				$457,256
Other Services				$2,065,026
Value Eng/LCCA				$1,180,015
Prj. Mngmnt				$1,180,015
Art				$359,388
Equipment				$5,900,075
Other				$1,770,022
Contingency				$4,452,196
TOTAL				$85,539,358
1991-93 Funding				$10,022,000
1993-95 Funding				$46,368,864
1995-97 Funding				$14,421,203

CAMPUS DEVELOPMENT DETAIL

TACOMA		UPPER	GRADUATE
Total FTE To Be Housed	2,380	2,100	280
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995		
Phase:	ONE		

SCOPE $ COST SUMMARY

	ASF	GSF	Base Cost
Classrooms	20,574	31,993	$2,733,946
Scheduled T. Labs	24,600	37,847	$4,547,963
Graduate R. Labs	9,919	14,854	$1,957,145
Office Space	35,546	55,274	$5,035,801
Faculty Rsrch Labs	8,288	12,412	$1,635,422
Library	33,429	51,982	$3,839,975
Support Space	47,851	74,409	$6,084,773
TOTAL	180,208	278,772	25,835,025
Research Adjustment	0	0	0
TOTAL BASE	180,208	278,772	25,835,025
Parking Garage			$5,871,886
Parking Surface			$934,164
Site			$3,557,071
Gen. Conditions			$2,533,870
City Cost Index			$774,640
Size Modifier			($790,133)
Tax			$3,019,889
Prof. Services			$5,688,301
A/E Services		$38,716,523	$3,558,892
Basic Services			$2,848,191
	Schematics		$459,802
	Design Development		$689,702
	Construction Documents		$1,123,747
	Bidding		$52,267
	Construction Services		$496,539
	Completion		$26,134
Extra Services			$387,165
Contingency			$323,536
Other Services			$1,355,078
Value Eng/LCCA			$774,330
Prj. Mngmnt			$774,330
Art			$237,124
Equipment			$3,871,652
Other			$1,161,496
Contingency			$2,921,549
TOTAL			$56,390,863
1991-93 Funding Ph.I Design,Admin,Site & Utilities			$10,022,000
1993-95 Funding Ph. I Bldng, Ph. II Schmtc-Dsn Dvlp			$46,368,864

CAMPUS DEVELOPMENT DETAIL

TACOMA		UPPER	GRADUATE
Total FTE To Be Housed	770	700	70
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1997		
Phase:	TWO		

SCOPE $ COST SUMMARY

	ASF	GSF	Base Cost
Classrooms	6,687	10,398	$888,228
Scheduled T. Labs	7,996	12,302	$1,475,996
Graduate R. Labs	2,480	3,714	$485,686
Office Space	11,192	17,403	$1,585,551
Faculty Rsrch Labs	2,615	3,916	$512,182
Library	0	0	$0
Support Space	14,889	23,152	$1,893,248
TOTAL	45,858	70,885	6,840,891
Research Adjustment	0	0	0
TOTAL BASE	45,858	70,885	6,840,891
Parking Garage			$1,895,544
Parking Surface			$301,564
Site			$255,184
Gen. Conditions			$650,523
City Cost Index			$198,874
Size Modifier			($202,852)
Tax			$775,299
Prof. Services			$1,404,566
A/E Services		MACC= $9,939,729	$857,881
Basic Services			$680,494
Schematics			$97,755
Design Development			$146,633
Construction Documents			$288,501
Bidding			$13,419
Construction Services			$127,477
Completion			$6,709
Extra Services			$99,397
Contingency			$77,989
Other Services			$347,891
Value Eng/LCCA			$198,795
Prj. Mngmnt			$198,795
Art			$60,598
Equipment			$993,973
Other			$298,192
Contingency			$750,052

TOTAL - 1995-97 Funding — Ph. II Contract Docs.- Cmpltn. / PH. II Building, Ph III Sch-D.D. — $14,421,203

CAMPUS DEVELOPMENT DETAIL

TACOMA		UPPER	GRADUATE
Total FTE To Be Housed	750	700	50
Participation Goal:	Staff Recommendation		
Year of Occupancy:	2000		
Phase:	THREE		

SCOPE $ COST SUMMARY

	ASF	GSF	Base Cost
Classrooms	6,540	10,169	$868,440
Scheduled T. Labs	7,821	12,033	$1,441,718
Graduate R. Labs	1,771	2,653	$343,777
Office Space	10,629	16,528	$1,505,794
Faculty Rsrch Labs	2,488	3,726	$482,958
Library	6,385	9,929	$733,477
Support Space	14,775	22,976	$1,878,850
TOTAL	50,410	78,014	7,255,014
Research Adjustment	0	0	0
TOTAL BASE	50,410	78,014	7,255,014
Parking Garage			$1,842,614
Parking Surface			$293,143
Site			$280,850
Gen. Conditions			$677,014
City Cost Index			$206,973
Size Modifier			($211,112)
Tax			$806,871
Prof. Services			$1,181,988
A/E Services		MACC=$10,344,496	$613,041
Basic Services			$453,865
	Schematics		NA
	Design Development		NA
	Construction Documents		$300,249
	Bidding		$13,965
	Construction Services		$132,668
	Completion		$6,983
Extra Services			$103,445
Contingency			$55,731
Other Services			$362,057
Value Eng/LCCA			$206,890
Prj. Mngmnt			$206,890
Art			$61,667
Equipment			$1,034,450
Other			$310,335
Contingency			$780,596
TOTAL - 1997-99 Funding	Ph III Cont. Docs.-Compltn.		$14,727,292
	Ph III Building		

CAMPUS DEVELOPMENT DETAIL

SCOPE $ COST SUMMARY	VANCOUVER		
Total FTE To Be Hous	2,500	2,100	400
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995/2000		
Phase:	All		

	ASF	GSF	Base Cost
Classrooms	21,456	32,913	$2,817,048
Scheduled T. Labs	14,328	22,043	$2,663,315
Graduate R. Labs	9,406	14,086	$1,897,164
Office Space	32,823	50,350	$4,023,368
Faculty Rsrch Labs	4,246	6,359	$856,501
Library	27,501	42,187	$3,159,059
Support Space	48,800	74,860	$6,273,048
TOTAL	158,560	242,799	21,689,503
Research Adjustment	0	0	0
TOTAL BASE	158,560	242,799	21,689,503
Parking Garage			$5,964,085
Parking Surface			$948,832
Site/Landscaping/Utilities			$2,304,197
Gen. Conditions			$2,163,463
City Cost Index			$661,402
Size Modifier			($674,630)
Tax			$2,578,434
Prof. Services			$3,666,687
A/E Services	MACC=$25,482,534	6.93%	$2,228,770
Basic Services			$1,764,716
Schematics			$247,060
Design Development			$370,590
Construction Documents			$758,828
Bidding			$35,294
Construction Services			$335,296
Completion			$17,647
Extra Services			$261,439
Contingency			$202,615
Other Services			$915,038
Value Eng/LCCA			$522,879
Prj. Mngmnt			$522,879
Art			$196,510
Equipment			$3,305,685
Other			$991,706
Contingency			$1,830,075
TOTAL			$46,148,828
91-93 Design/Site			$4,866,318
1993-95 Funding			$24,712,870
1997-99 Funding			$16,569,640

CAMPUS DEVELOPMENT DETAIL

SCOPE $ COST SUMMARY	VANCOUVER		
Total FTE To Be Housed	1,400	1,200	200
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995		
Phase:	ONE		

	ASF	GSF	Base Cost
Classrooms	12,051	18,485	$1,581,939
Scheduled T. Labs	8,055	12,392	$1,499,577
Graduate R. Labs	4,703	7,043	$947,953
Office Space	17,889	27,442	$2,534,327
Faculty Rsrch Labs	2,266	3,394	$456,804
Library	27,501	42,187	$3,159,059
Support Space	27,878	42,765	$3,544,998
TOTAL	100,343	153,709	13,724,658
Research Adjustment	0	0	0
TOTAL BASE	100,343	153,709	13,724,658
Parking Garage			$3,333,012
Parking Surface			$530,252
Site			$1,983,474
Gen. Conditions			$1,369,998
City Cost Index			$418,828
Size Modifier			($427,204)
Tax			$1,632,775
Prof. Services			$2,629,848
A/E Services		MACC=$17,069,753	$1,691,012
Basic Services			$1,366,586
	Schematics		$247,060
	Design Development		$370,590
	Construction Documents		$495,450
	Bidding		$23,044
	Construction Services		$218,920
	Completion		$11,522
Extra Services			$170,698
Contingency			$153,728
Other Services			$597,441
Value Eng/LCCA			$341,395
Prj. Mngmnt			$341,395
Art			$125,978
Equipment			$2,093,302
Other			$627,990
Contingency			$1,194,883
TOTAL			$29,579,188
1991-93 Funding Ph.I Design,Admin,Site & Utilities			$4,866,318
1993-95 Funding Ph. I Bldng, Ph. II Schmtc-Dsn Dvlp			$24,712,870

CAMPUS DEVELOPMENT DETAIL

SCOPE $ COST SUMMARY	VANCOUVER		
Total FTE To Be Housed	1,100	900	200
Participation Goal:	Staff Recommendation		
Year of Occupancy:	2000		
Phase:	TWO		

	ASF	GSF	Base Cost
Classrooms	9,405	14,428	$1,235,109
Scheduled T. Labs	6,273	9,650	$1,163,738
Graduate R. Labs	4,703	7,043	$949,237
Office Space	14,934	22,908	$1,489,040
Faculty Rsrch Labs	1,980	2,965	$399,671
Library	0	0	$0
Support Space	20,922	32,095	$2,728,050
TOTAL	58,217	89,090	7,964,846
Research Adjustment	0	0	0
TOTAL BASE	58,217	89,090	7,964,846
Parking Garage			$2,631,073
Parking Surface			$418,580
Site			$320,723
Gen. Conditions			$793,466
City Cost Index			$242,574
Size Modifier			($247,425)
Tax			$945,659
Prof. Services			$1,036,839
A/E Services		MACC= $9,074,183	$537,759
Basic Services			$398,130
	Schematics		NA
	Design Development		NA
	Construction Documents		$263,378
	Bidding		$12,250
	Construction Services		$116,376
	Completion		$6,125
Extra Services			$90,742
Contingency			$48,887
Other Services			$317,596
Value Eng/LCCA			$181,484
Prj. Mngmnt			$181,484
Art			$70,532
Equipment			$1,212,384
Other			$363,715
Contingency			$635,193
TOTAL - 1995-97 Funding	Ph. II Contract Docs.- Cmpltn.		$16,569,640
	PH. II Building		

CAMPUS DEVELOPMENT DETAIL

SCOPE $ COST SUMMARY WSU SPOKANE

Total FTE To Be House	400	0	400
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995		
Phase:	All/One		

	ASF	GSF	Base Cost
Classrooms	2,939	4,767	$399,068
Scheduled T. Labs	1,973	3,036	$392,949
Graduate R. Labs	22,345	33,464	$4,401,390
Office Space	13,862	23,104	$1,963,831
Faculty Rsrch Labs	3,486	5,221	$686,647
Library	8,505	11,493	$976,940
Support Space	9,586	14,340	$1,218,895
TOTAL	62,696	95,425	10,039,720
SIRTI Adjustment	(14,659)	(21,953)	(2,887,342)
Admin Adjustment	(8,207)	(13,105)	(1,113,954)
TOTAL BASE	39,831	60,367	6,038,424
Parking Garage			$981,181
Parking Surface			$156,097
Site			$576,105
Gen. Conditions			$262,536
City Cost Index			$155,036
Size Modifier			($163,388)
Tax			$312,366
Prof. Services			$963,337
A/E Services	MACC= $6,868,714		$585,558
Basic Services	6.75%		$463,638
Schematics			$64,909
Design Development			$97,364
Construction Documents			$199,364
Bidding			$9,273
Construction Services			$88,091
Completion			$4,636
Extra Services			$68,687
Contingency			$53,233
Other Services			$240,405
Value Eng/LCCA			$137,374
Prj. Mngmnt			$137,374
Art			$46,408
Equipment			$800,599
Other			$240,180
Contingency			$480,810
TOTAL			$10,987,067
1991-93 Funding	Design,Admin,Site & Utilities		$1,723,225
1993-95 Funding	Building		$9,263,842

CAMPUS DEVELOPMENT DETAIL

SCOPE $ COST SUMMARY EWU SPOKANE

Total FTE To Be Hous	2,240	2,000	240
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995		
Phase:	All		

	ASF	GSF	Base Cost
Classrooms	23,807	36,520	$3,058,560
Scheduled T. Labs	13,761	21,109	$2,786,057
Graduate R. Labs	6,903	10,337	$2,832,440
Office Space	22,782	34,947	$2,970,481
Faculty Rsrch Labs	8,329	13,028	$1,579,291
Library	25,132	38,553	$3,277,020
Support Space	43,844	67,256	$5,716,776
TOTAL	144,557	221,751	22,220,624
SIRTI Adjustment	(11,780)	(18,196)	(2,995,511)
Admin Adjustment	(23,319)	(35,771)	(3,040,540)
TOTAL BASE	109,458	167,783	$16,184,573
Parking Garage			$5,272,951
Parking Surface			$838,879
Site			$1,718,839
Gen. Conditions			$1,681,067
City Cost Index			$513,926
Size Modifier			($524,205)
Tax			$2,003,510
Prof. Services			$3,602,466
A/E Services	MACC=	$25,686,031	$2,189,734
Basic Services			$1,733,807
Schematics			$242,733
Design Development			$364,099
Construction Documents			$745,537
Bidding			$34,676
Construction Services			$329,423
Completion			$17,338
Extra Services			$256,860
Contingency			$199,067
Other Services			$899,011
Value Eng/LCCA			$513,721
Prj. Mngmnt			$513,721
Art			$156,460
Equipment			$2,568,603
Other			$770,581
Contingency			$1,938,268
TOTAL			$37,239,640
1991-93 Funding	Design,Admin,Site & Utilities		$4,221,731
1993-95 Funding	Phase I Building, Phase II Prelim Desig		$20,832,477
1995-97 Funding	Phase II Design Srvcs, & Building		$12,185,432

CAMPUS DEVELOPMENT DETAIL

SCOPE $ COST SUMMARY EWU SPOKANE

Total FTE To Be Hous	1,470	1,310	160
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995		
Phase:	One		

	ASF	GSF	Base Cost
Classrooms	15,614	23,952	$2,006,000
Scheduled T. Labs	9,032	13,856	$1,828,693
Graduate R. Labs	4,602	6,892	$1,871,271
Office Space	15,000	23,010	$1,955,843
Faculty Rsrch Labs	5,462	8,545	$1,035,879
Library	18,133	27,817	$2,364,405
Support Space	28,860	44,271	$3,763,044
TOTAL	96,703	148,343	14,825,135
SIRTI Adjustment	(7,762)	(11,991)	(1,971,515)
Admin Adjustment	(15,351)	(23,548)	(2,001,610)
TOTAL BASE	73,590	112,803	$10,852,010
Parking Garage			$3,461,000
Parking Surface			$550,614
Site			$1,149,272
Gen. Conditions			$1,120,903
City Cost Index			$342,676
Size Modifier			($349,529)
Tax			$1,335,902
Prof. Services			$2,624,483
A/E Services	MACC=	$17,126,945	$1,682,501
Basic Services			$1,358,277
Schematics			$242,733
Design Development			$364,099
Construction Documents			$497,110
Bidding			$23,121
Construction Services			$219,653
Completion			$11,561
Extra Services			$171,269
Contingency			$152,955
Other Services			$599,443
Value Eng/LCCA			$342,539
Prj. Mngmnt			$342,539
Art			$105,437
Equipment			$1,712,694
Other			$513,808
Contingency			$1,292,399
TOTAL			$25,054,207
1991-93 Funding	Design,Admin,Site & Utilities		$4,221,731
1993-95 Funding	Phase I Building, Phase II Prelim Desig		$20,832,477

CAMPUS DEVELOPMENT DETAIL

SCOPE $ COST SUMMARY EWU SPOKANE

Total FTE To Be Hous	770	690	80
Participation Goal:	Staff Recommendation		
Year of Occupancy:	1995		
Phase:	Two		

	ASF	GSF	Base Cost
Classrooms	8,193	12,568	$1,052,560
Scheduled T. Labs	4,728	7,253	$957,364
Graduate R. Labs	2,301	3,446	$961,168
Office Space	7,782	11,937	$1,014,638
Faculty Rsrch Labs	2,867	4,482	$543,413
Library	6,999	10,737	$912,615
Support Space	14,984	22,985	$1,953,732
TOTAL	47,854	73,408	7,395,490
SIRTI Adjustment	(4,018)	(6,205)	(1,023,997)
Admin Adjustment	(7,968)	(12,223)	(1,038,930)
TOTAL BASE	35,868	54,980	$5,332,564
Parking Garage			$1,811,951
Parking Surface			$288,265
Site			$569,567
Gen. Conditions			$560,164
City Cost Index			$171,250
Size Modifier			($174,675)
Tax			$667,609
Prof. Services			$977,983
A/E Services	MACC=	$8,559,086	$507,233
Basic Services			$375,530
Schematics			NA
Design Development			NA
Construction Documents			$248,427
Bidding			$11,555
Construction Services			$109,770
Completion			$5,777
Extra Services			$85,591
Contingency			$46,112
Other Services			$299,568
Value Eng/LCCA			$171,182
Prj. Mngmnt			$171,182
Art			$51,023
Equipment			$855,909
Other			$256,773
Contingency			$645,869
TOTAL - 95-97			$12,185,432

CAMPUS DEVELOPMENT DETAIL

SCOPE $ COST SUMMARY: Unallocated

Total FTE To Be Housed	5,200	4,200	1,000
Participation Goal:			
Year of Occupancy:			
Phase:			

	ASF	GSF	Base Cost
Classrooms	53,639	82,283	$6,891,200
Scheduled T. Labs	32,276	49,511	$6,528,374
Graduate R. Labs	28,761	43,072	$8,786,547
Office Space	61,669	94,600	$8,041,008
Faculty Rsrch Labs	18,575	29,540	$3,574,551
Library	52,046	79,839	$6,786,301
Support Space	102,438	157,140	$13,356,929
TOTAL	295,765	453,703	$53,964,909
TOTAL BASE	295,765	453,703	$53,964,909
Parking Garage			$12,351,702
Parking Surface			$1,965,044
Site			$5,047,413
Gen. Conditions			$5,133,035
City Cost Index			$1,569,242
Size Modifier			($1,600,627)
Tax			$6,117,596
Prof. Services			$10,999,908
A/E Services		MACC=$78,430,718	$6,686,219
Basic Services			$5,294,073
	Schematics		$741,170
	Design Development		$1,111,755
	Construction Documents		$2,276,452
	Bidding		$105,881
	Construction Services		$1,005,874
	Completion		$52,941
Extra Services			$784,307
Contingency			$607,838
Other Services			$2,745,075
Value Eng/LCCA			$1,568,614
Prj. Mngmnt			$1,568,614
Art			$477,741
Equipment			$7,843,072
Other			$2,352,922
Contingency			$5,918,382
TOTAL - 1991-95 Funding			$113,708,953

APPENDIX K

ESTIMATED CAPACITY OF PUBLIC FOUR-YEAR INSTITUTIONS (ON-CAMPUS)

Daytime FTE

	Institutional Estimate (4/89)	*MGT*	*Enrollment 9/89*	*HECB FTE*	*HECB Headcount*
UW	31,000	32,622	30,887	32,500	35,000
WSU	19,000	16,251	16,155	17,500	19,000
WWU	10,400	10,549	8,795	10,500	11,100
CWU	8,200	9,112	6,277	8,500	9,400
EWU*	6,525	7,300	6,420	7,000	7,600
TESC	3,369	4,290	3,048	3,800	3,800
	78,494	**80,124**	**71,582**	**79,800**	**85,900**

NOTE: HECB estimates based on available classroom and class laboratory space.
*Does not include Spokane Center.

MGT OF AMERICA, INC.

REPORTS AND APPENDICES

The reports and appendices listed below were prepared for the Higher Education Coordinating Board by the consulting firm MGT of America, Inc.

- *Branch Campus Development Alternatives: Final Report*

  Appendix for Chapter 2 (Education Need)

  Appendix for Chapter 5 (Analysis of Available Capacity)

  Appendix for Chapter 6 (Branch Campus Impact on Existing Institutions)

  Appendix for Chapter 7 (Estimation of Branch Campus Needs)

  Appendix for Chapter 8 (Master Development Strategy)

- *Branch Campus Development Alternatives: Final Report Synopsis*

- *An Information System for Monitoring and Building the Development of Branch Campuses*