

The “How” of Washington Higher Education:

Missions Across the System,
Alternative Delivery Options, and
Rational Rules for Growth

System Design Plan Meeting
Room 160 Gray Wolf, Everett Community College
July 20, 2009

“Road Map” for This Meeting

- Mission
- Recap: Where the students are . . . and where the needs are (including new regional analyses)
- Alternative Delivery Options
- Rational Rules for Growth

Recap from a *system* perspective: Where the students are . . . and where the needs are.

Review questions:

1. Is our mix of sectors—and institutions within sectors—the right one for Washington? (Sectors = public/private, 2-/4-year, research/regional/branches)
2. How and where do we expand predominately baccalaureate-granting institutions?
3. How and where do we expand graduate education and optimize our investments in research activities and graduate education?
4. Are the sectors functioning optimally together? Are we using collaborative arrangements within and across sectors well?
5. What should be the role of the branch campuses? Is their current role the right role to accomplish our system design goals/recommendations?
6. Are our independent institutions operating optimally in Washington?
7. Are centers located where we need them?
8. What alternative delivery options are out there—and which ones are viable for Washington?
9. Are there operational changes that can enhance institutions' abilities to enroll—and graduate—more students?

Review: Higher Education Missions

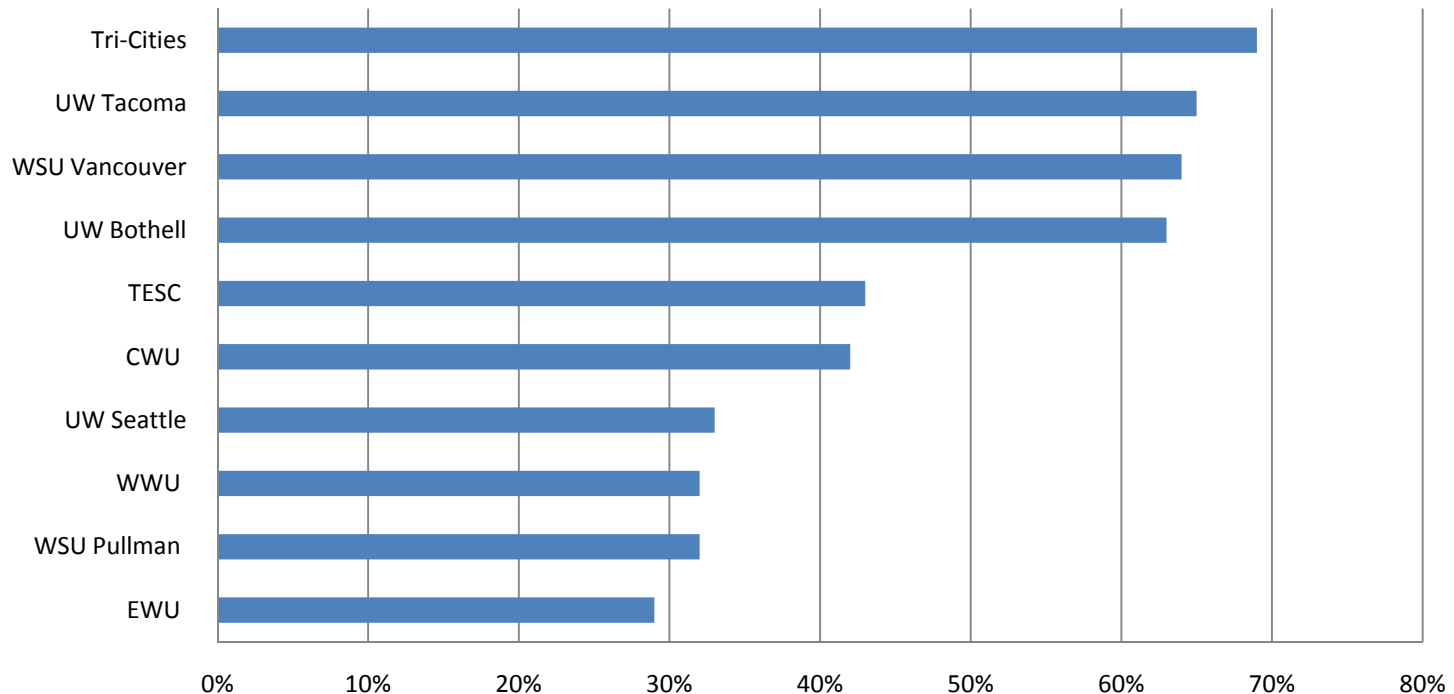
- Washington's 2 major research university main campuses award 35% of all undergraduate degrees in Washington.
- The primary function of branch campuses is to expand regional access to baccalaureate and master's levels. (RCW 28B.45.030, 040, 050)
- Regional universities' primary missions are to serve particular regions, provide programs through the master's degree, focus on applied and professional areas, serve transfer students, and provide programs that are integrated with the region's CTCs. (RCW 28B.35.050)
- The 10 ICWs provide significant baccalaureate (20%) and graduate (26%) education at the master's and professional levels.*
- Doctoral level education is almost exclusively provided by the public universities (92%).
- Centers and teaching sites have grown rapidly and awarded over 1,300 bachelor's degrees in 2005-06, up from less than 800 in 2001.

How is baccalaureate education delivered?

- The public universities and colleges award the majority of bachelor's degrees in Washington.¹
- Private colleges and universities award 27% of the bachelor's degrees in Washington (26% in STEM and 28% in Health).¹
- Community and technical colleges serve a substantial number of freshmen and sophomores who continue to upper division work. Two of every 5 bachelor's graduates transferred from a community college in Washington.²
- Community colleges provide Applied Bachelor's degrees at 7 institutions. In 2009, the first 4 pilot programs awarded 57 bachelor's degrees.³ About 100 B.A.S. students at the CTCs are expected to graduate in 2010.
- The University Centers are a small but very fast-growing sector of higher education, just short of doubling in size over the past 5 years.

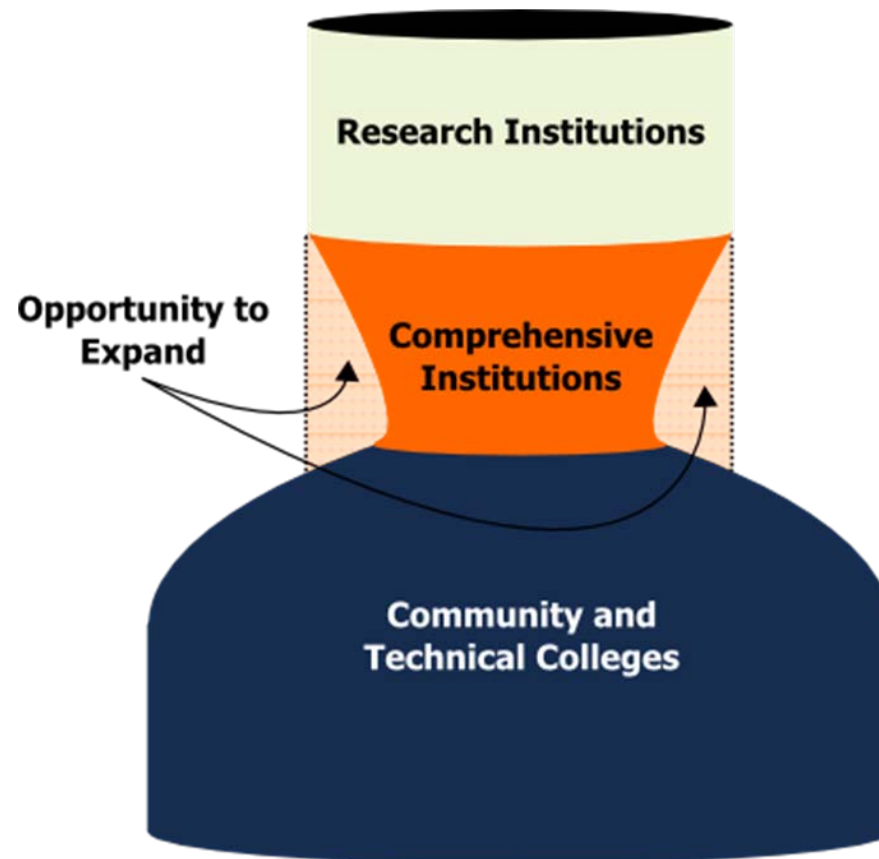
Statewide, over 1/3 of new enrollments each year are students who transfer from the community college.

Proportion of Entering Class in 2007-08 who transferred from a Washington Community or Technical College



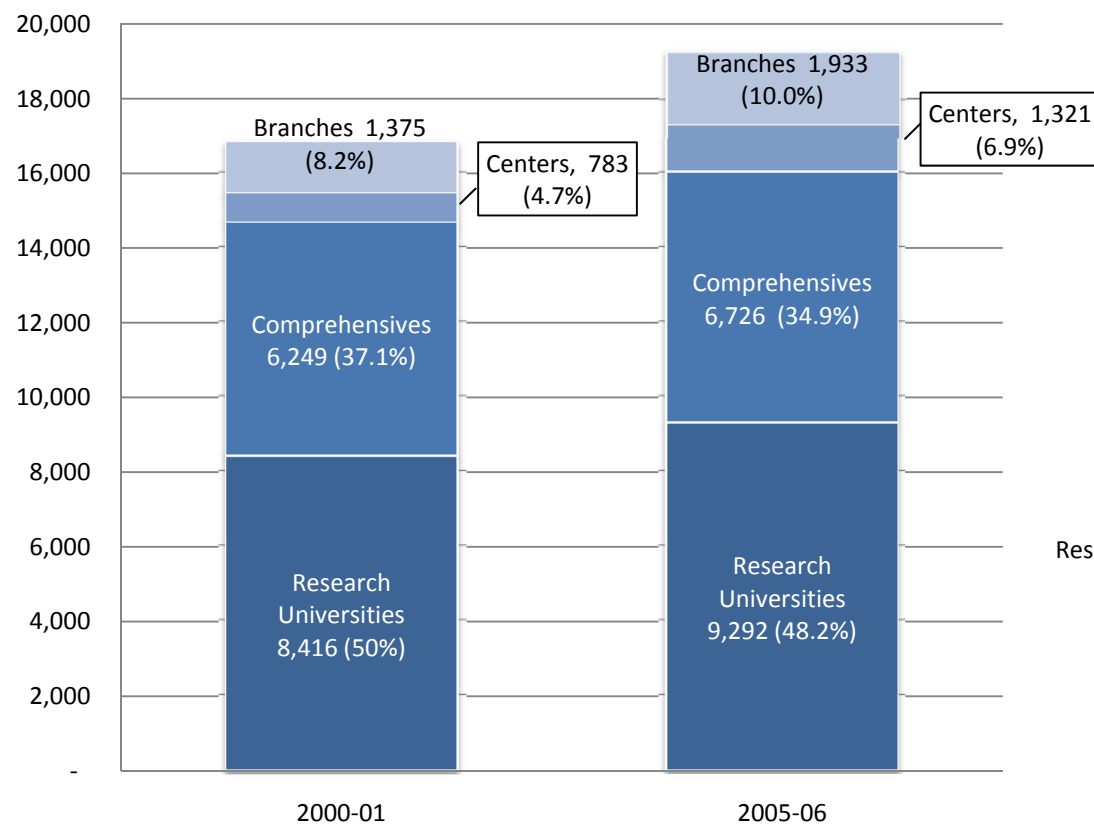
	EWU	WSU Pullman	WWU	UW Seattle	CWU	TESC	UW Bothell	WSU Vancouver	UW Tacoma	Tri-Cities
■ 2007-08 Transfers	29%	32%	32%	33%	42%	43%	63%	64%	65%	69%

Shape of Higher Education: Undergraduate education in Washington is disproportionately offered at research institutions and CTCs

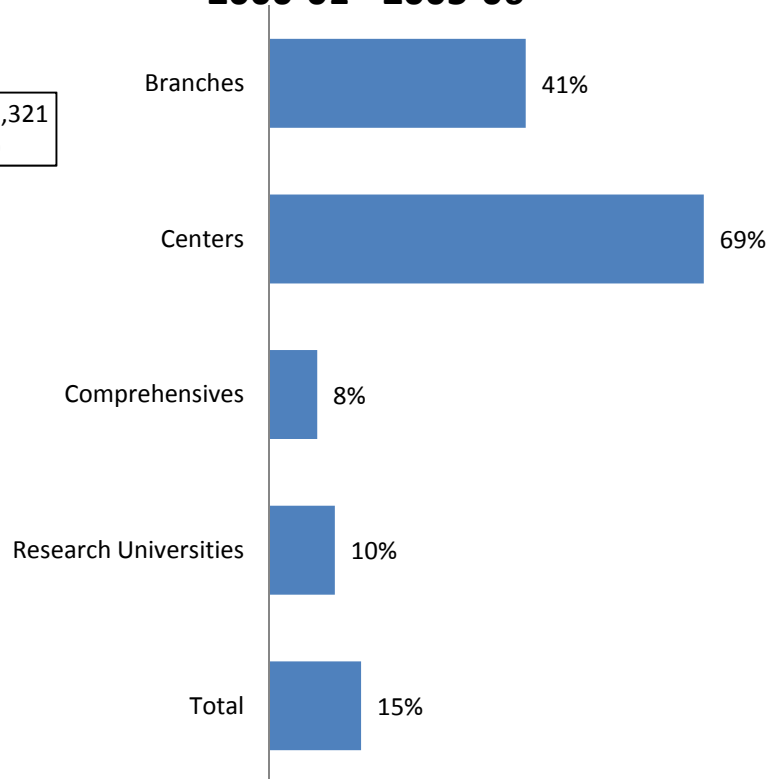


Public degree production has grown rapidly at centers, branch campuses, and other off-campus locations.

**Baccalaureate Degrees By Location Type
Public Institutions 2000-01 and 2005-06**



**Baccalaureate Growth by
Location Type
2000-01 - 2005-06**



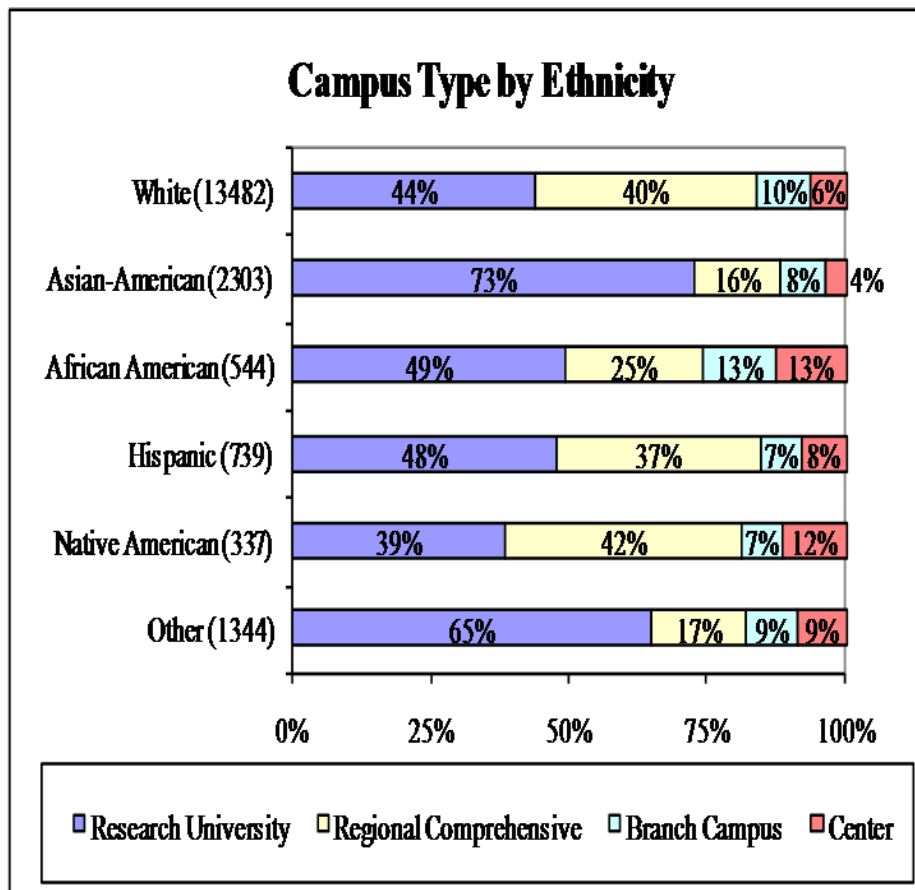
Source: 2000-01 - SBCTC Role of Transfer in the Bachelor's Degree (http://www.sbctc.edu/college/d_transfer.aspx); 2005-06 - PCHEES 2005-06 Outcome Data.
Note: "Centers" includes programs offered by all public baccalaureate institutions at various off-site locations and includes WSU distance learning enrollments.
"Comprehensives" includes the regional universities and TESC.

Source: 2000-01 - SBCTC Role of Transfer in the Bachelor's Degree (http://www.sbctc.edu/college/d_transfer.aspx); 2005-06 - PCHEES 2005-06 Outcome Data.

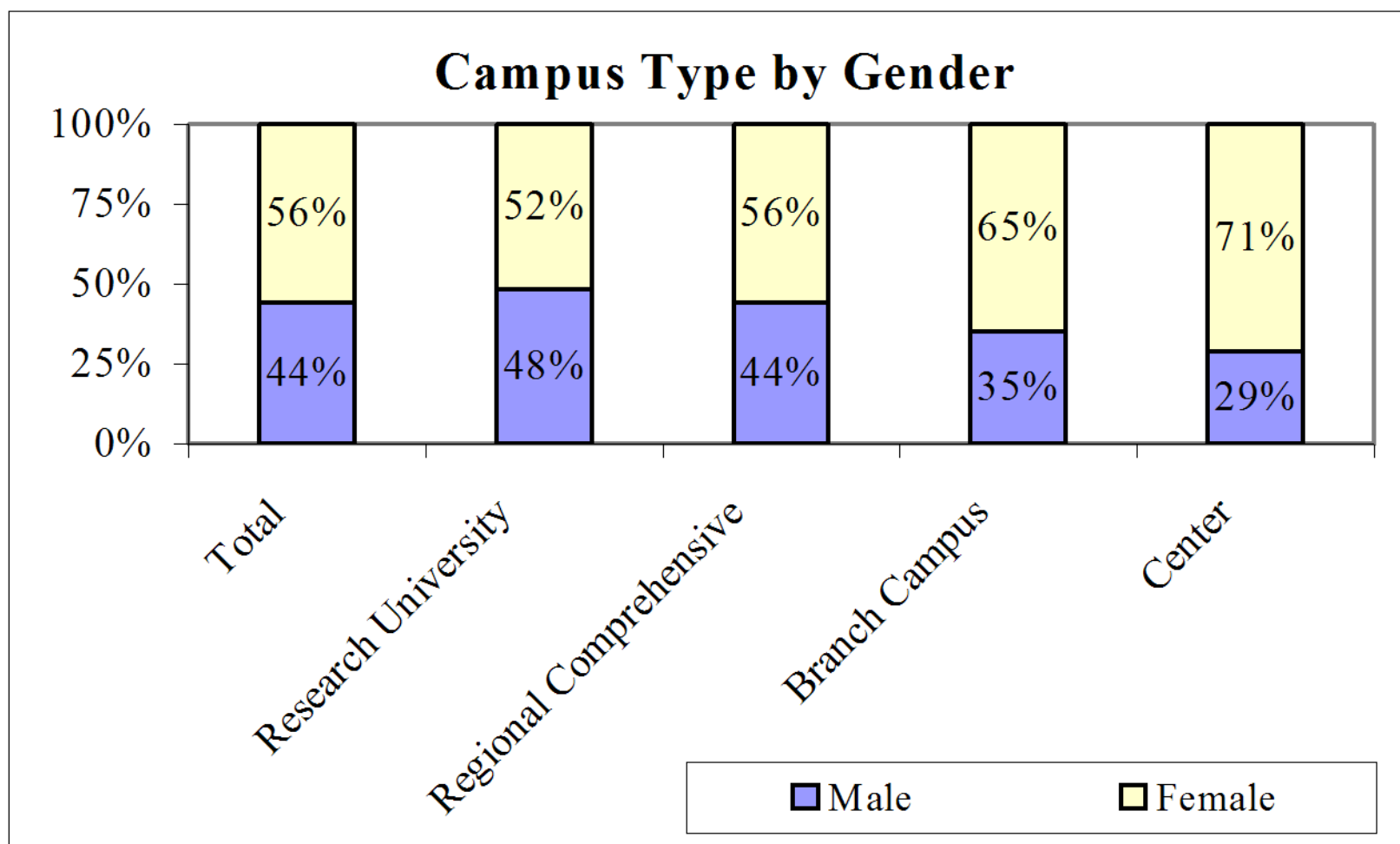
Traditionally, underserved ethnic groups (African-American, Hispanic, and Native American) are more likely to enter the four-year system via transfer than as direct entry students.

Among *graduates* of public institutions:

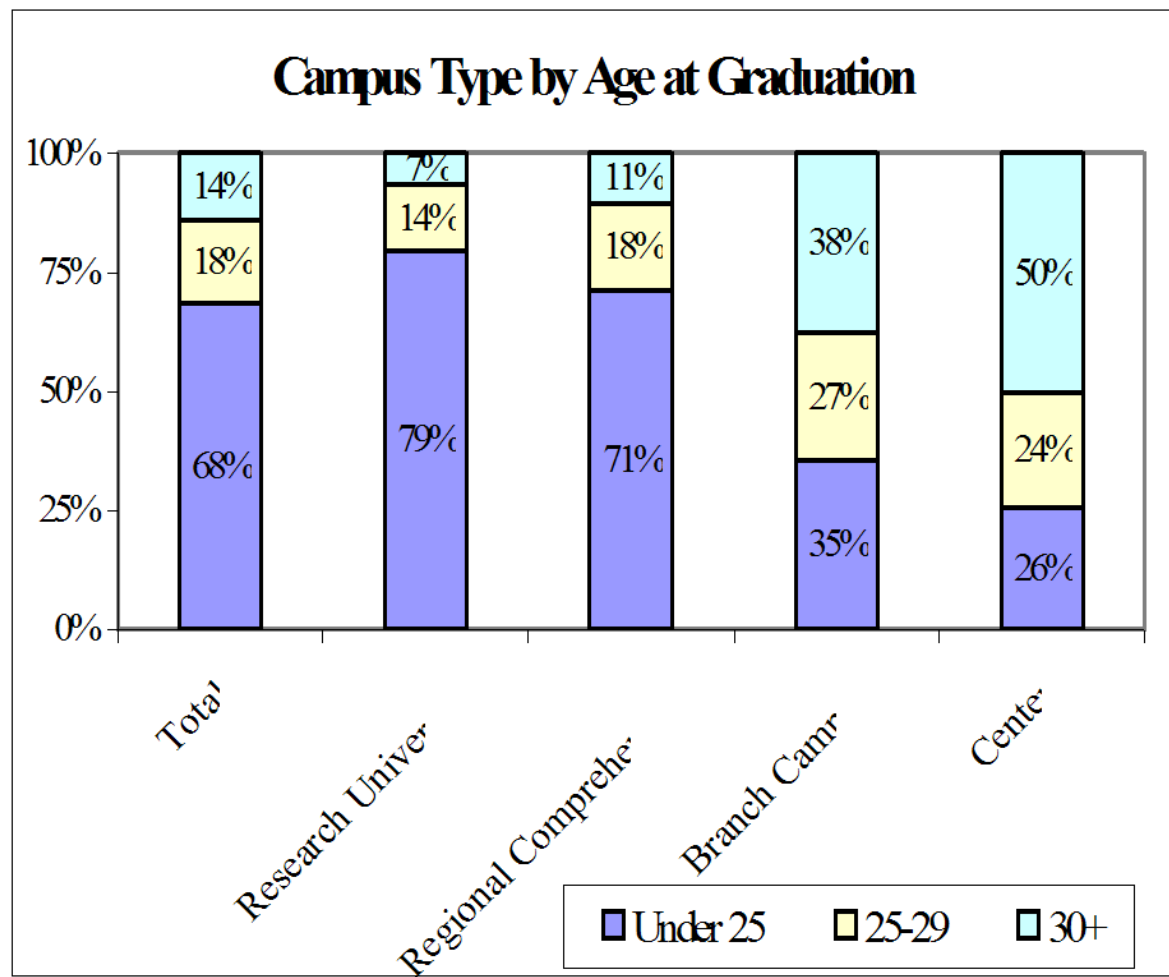
- Nearly $\frac{3}{4}$ of Washington's Asian-American students completed degrees at research institutions.
- Half of the Hispanic graduates attended research institutions and more than attended $\frac{1}{3}$ regional campuses, but relatively few attended branch campuses.
- The majority of American Indian/Native Alaskans graduated from regional institutions and 1 in 8 graduated from a center.
- $\frac{1}{4}$ of African American students graduated from branches and centers, and $\frac{1}{2}$ from research institutions.



Branch campuses and centers serve a larger share of women.



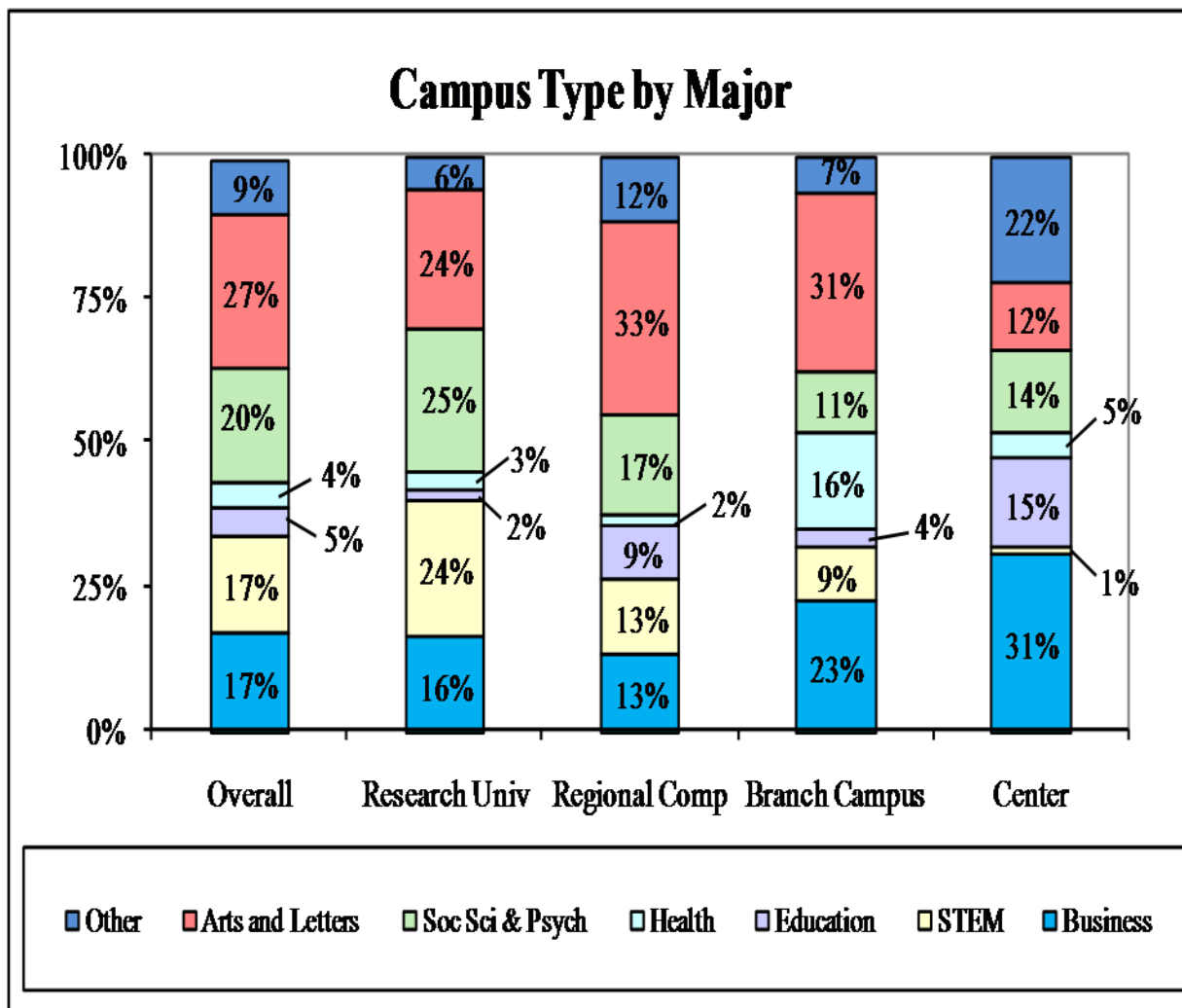
The majority of current branch campus and center graduates are older students.



The majority of graduates at the centers and branches are older students; only about 1/3 of the graduates are under 25, compared to more than 2/3 of the graduates at all institutions.

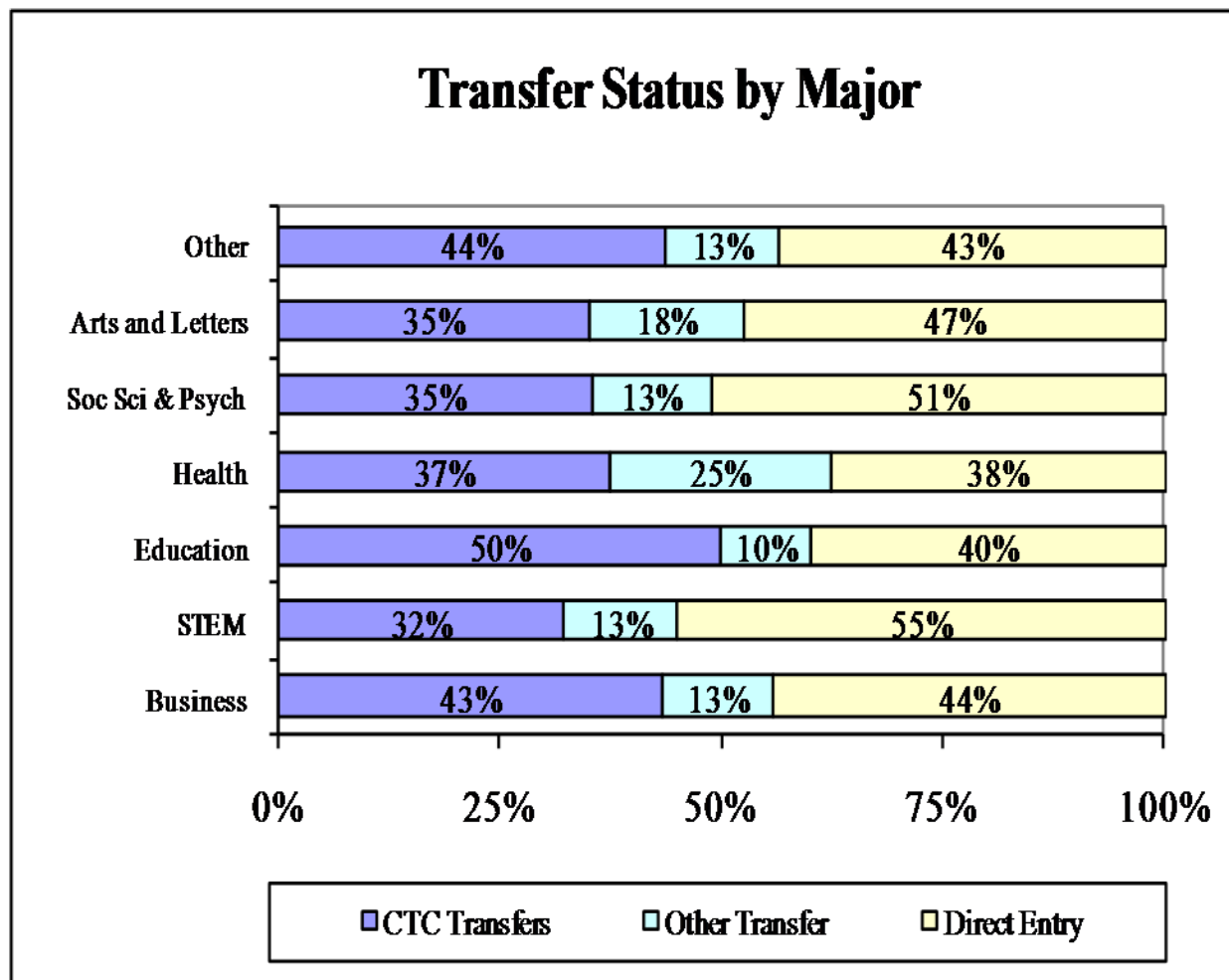
Bachelor's Degree Recipient Characteristics by campus type (public only, 2005-06)

- STEM majors make up a larger share of the graduates at research universities than other types of institutions.
- Education majors make up a larger share of the graduates at regional universities and centers than they do at other locations.
- Business majors make up a larger share of the graduates at centers than at branches or main campuses.



Transfer students often enter fields related to specific occupations

- CTC transfers contribute between 1/3 and 1/2 of students in all broad program major areas.
- Education and Health attract the most transfer students as a proportion of total graduates.
- “Other” includes Law, Agriculture and Natural Resources, and Family and Consumer Sciences.



Summary: Undergraduate Education (Slides #6-13)

- Research universities graduate more students with baccalaureate degrees than regional institutions or branch campuses.
- Branch campuses and centers are growing, attracting older students who are likely to be adult re-entry students.
- Transfer students comprise 1/3 of all new undergrad. annual enrollments. They make up about 2/3 of the students at branch campuses and centers.
- The bulk of transfer students tend to choose applied majors, such as Education and Health.
- More students from under-represented groups enter 4-year institutions via the transfer pathway than directly from high school.
- Different kinds of campuses cater to different majors
 - programs offered at centers tends to be applied;
 - programs offered at research universities favor liberal arts and sciences and targeted applied fields, such as engineering
 - programs at regional comprehensive institutions are similar to those of the research universities, but with more graduates in some applied fields like Education majors;
 - a larger share of graduates at branch campuses complete a Health-related degree (mostly in nursing--the RN-BSN);
 - more Business majors graduate from centers;
 - Arts & Science majors graduate from all types of universities and their branches, but very few from centers.

How is graduate education delivered?

Master's

- At all public 4-years, including branches and centers
- Heavy reliance on private sector (47% private)
- STEM more reliant on public sector (91% public)
- Health relies on both public and private (72% public)
- Among publics, the regional comprehensives and TESC contribute 23% of all masters, but 43% of Masters in Social/Behavioral Sciences and 35% of Masters in Education

Professional (Primarily Law and Medicine/Health)

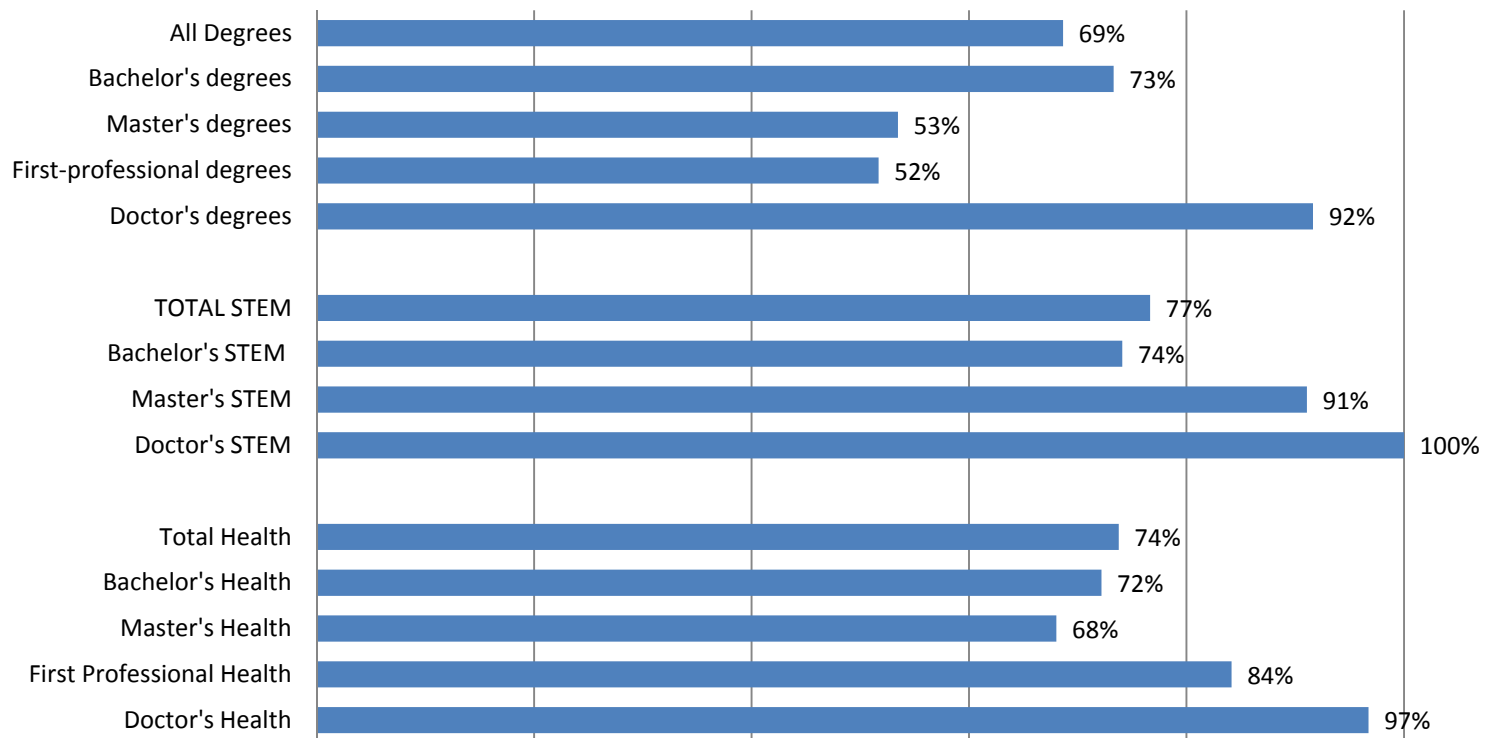
- Overall heavy reliance on private sector (48% private)
- Public limited to research university main campuses (1 exception – EWU Doctor of Physical Therapy)
- Medicine/Health relies more on public (84% public)
- Law accounts for half of the professional degrees, of those 75% are awarded by private universities

Doctorate

- Almost exclusively offered by the public sector (92% public) and at research university main campuses
- Publics provide nearly all doctorates in Health and STEM

Public universities provide a large share of STEM and health field graduate and professional degrees, and almost all doctoral degrees.

Public Share of Degree Production 2007-08

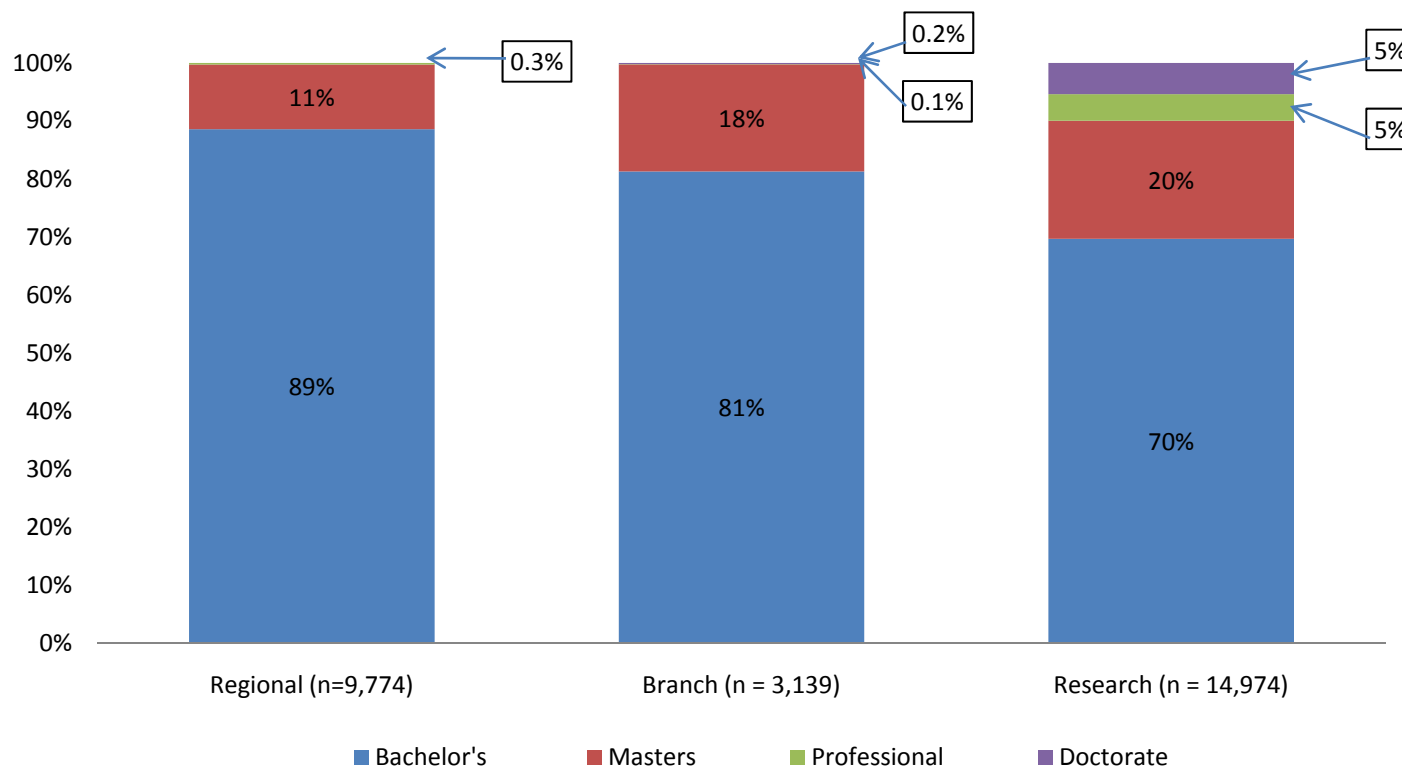


Source: IPEDS 2007-08 Degree Awards for Washington State.

NOTE: First professional degrees primarily include law and Health/Medicine.

Regional comprehensives, TESC, and branch campuses have a limited role in graduate education.

Degree Awards by Level and Institutional Sector (2007-08)



Source: IPEDS; WSU Institutional Research Office. Branch includes UW and WSU branch enrollments and WSU Distance Learning program.

Graduate education and academic research is an essential component of Washington's economic development strategy.

- College and university research and development expenditures in Washington approached \$1 billion (NSF, *Academic R&D Expenditures, FY2007*)
- The public research universities account for more than 98% of academic R&D expenditures—77% at UW and 21% at WSU (NSF)
- UW and WSU have generated 227 licenses in the last year transferring technology to the private sector (HECB data)
- Public comprehensive and private institutions expended over \$14 million in R&D in FY07 but do not have resources to support technology transfer (NSF)

Academic Research Creates Jobs Throughout the Washington Economy

Economic Impact	\$1 Billion in Annual Academic Research Expenditure
Total Employment (Direct and Indirect, 2009)	16,000 jobs
Direct Employment	6,000 jobs
Jobs Multiplier (Total Employment/Direct Employment)	2.62
Change in Total Earnings	\$846 million
Earnings Multiplier (Earnings from Total Employment/ Earnings from Direct Employment)	1.93
Change in Washington Total Sales	\$2.1 Billion

In FY07, Washington's universities made \$1 billion in research and development expenditures. Those expenditures:

- Supported 16,000 jobs in the Washington economy.
- For every 10 university employees engaged in research an additional 16 jobs were created elsewhere in the Washington economy.
- Resulted in \$2.1 billion in additional total sales in the Washington economy, yielding about \$200 million in state/local sales and B&O tax revenue.

Source: NSF and EMSI, Inc. input-output model based on ESD data.

Summary Slide: Graduate Education, Slides #16-19

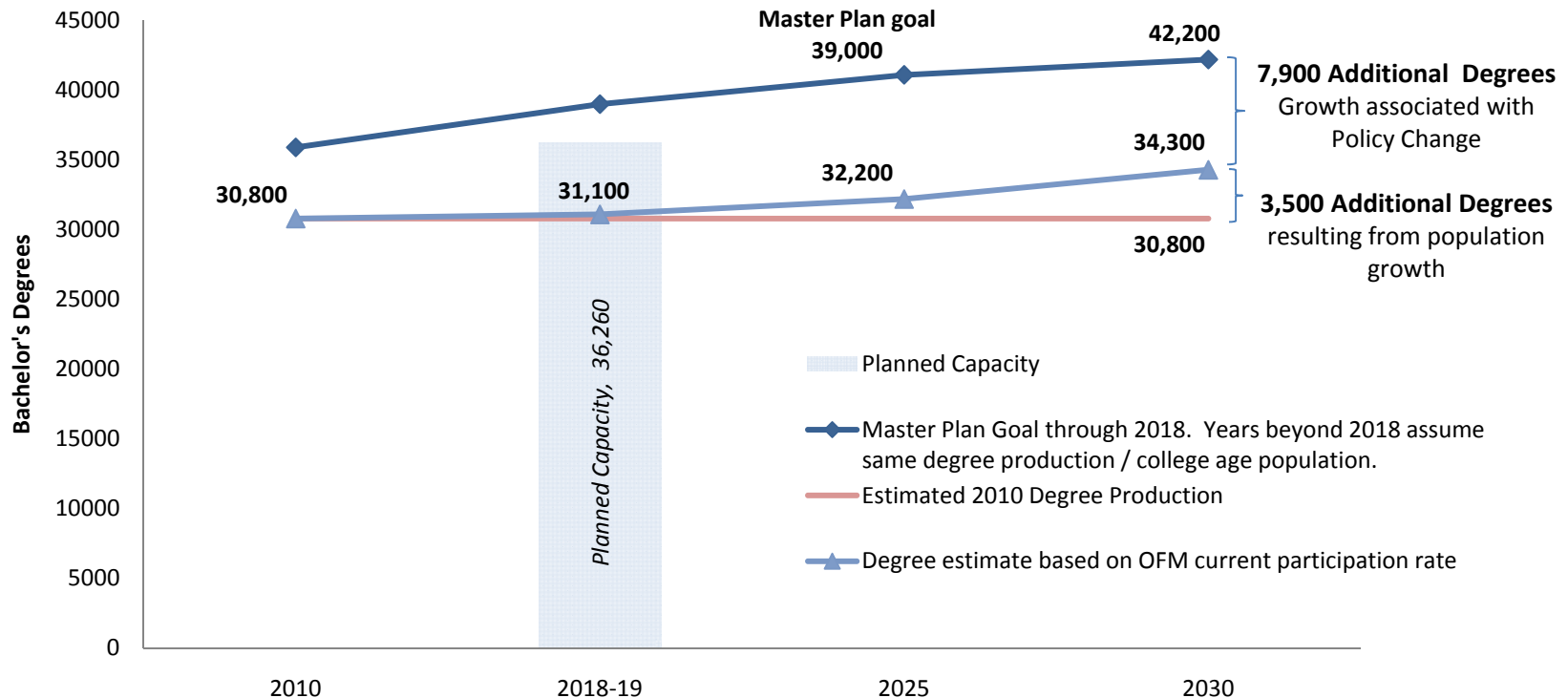
- Doctoral level education is delivered almost exclusively by the public universities.
- University R & D brings almost \$1 billion to Washington and results in 16,000 jobs.
- Almost all graduate level, high-demand STEM degrees are awarded by public institutions, as well as the majority of degrees in health.
- The private sector produces almost half of the master's degrees and professional degrees, including $\frac{3}{4}$ of the law degrees.
- The regional comprehensives produce about $\frac{1}{4}$ of all master's degrees.
- All 4-year public institutions—including branches and centers—produce master's degrees.
- Branch campuses award masters degrees at about the same rate as the research institutions, but do not provide doctoral or professional programs.

Washington Higher Education: Degree Goals by Region

Review: What participation do we need to meet *Master Plan* degree goals?

If we just depend on population growth, we won't reach *MP* goals projected to 2030. Between 2010 and 2030, an additional 11,400 degrees would be required to meet *MP* goals.

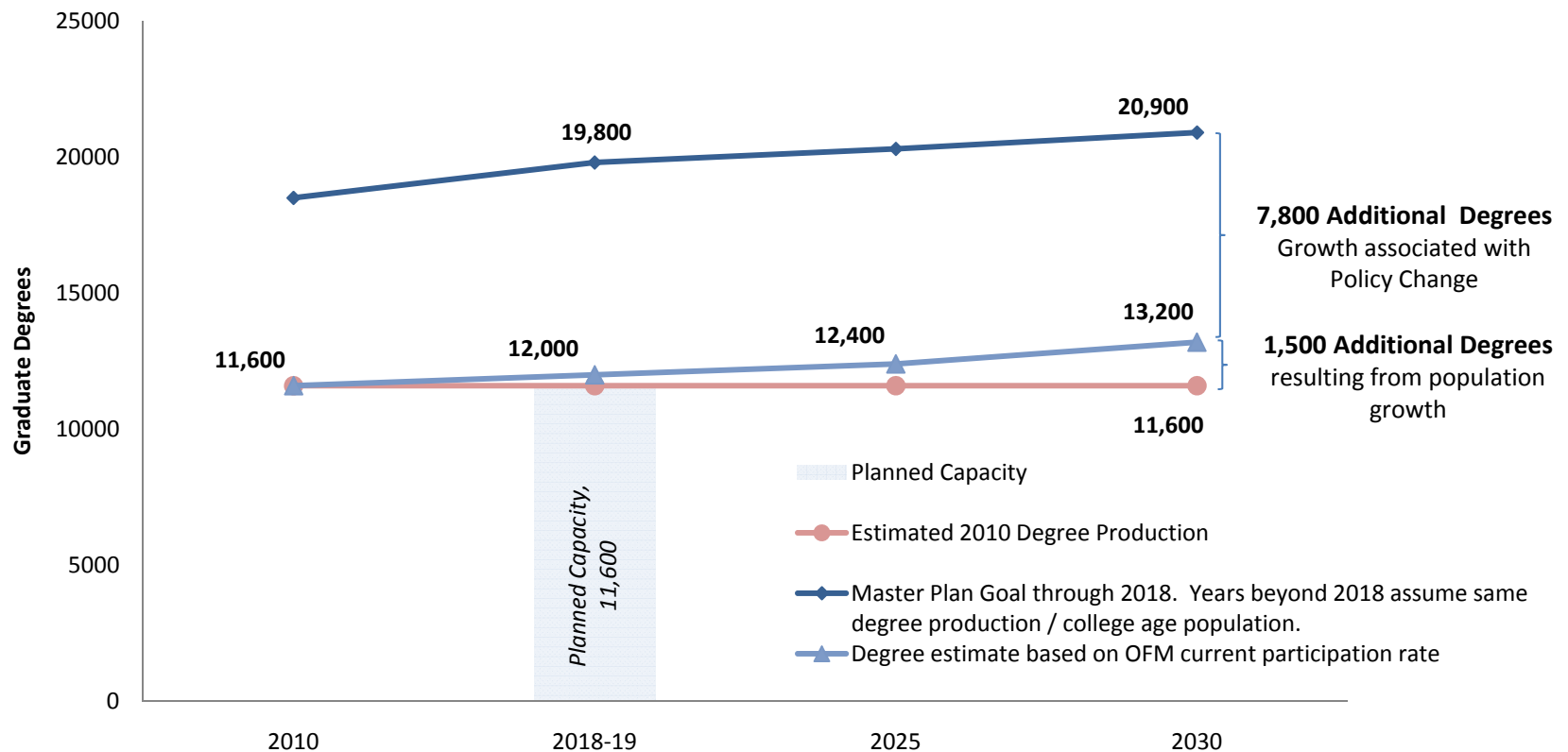
Bachelor's Degree Goals and Expected Growth 2010-2030 Includes Public and Private Institutions



Review: There is insufficient capacity at the graduate level to maintain current participation rates.

Reaching the *Master Plan* goals will require nearly doubling planned capacity.

Graduate Degree Goals and Capacity Includes Public and Private Institutions



Sources:

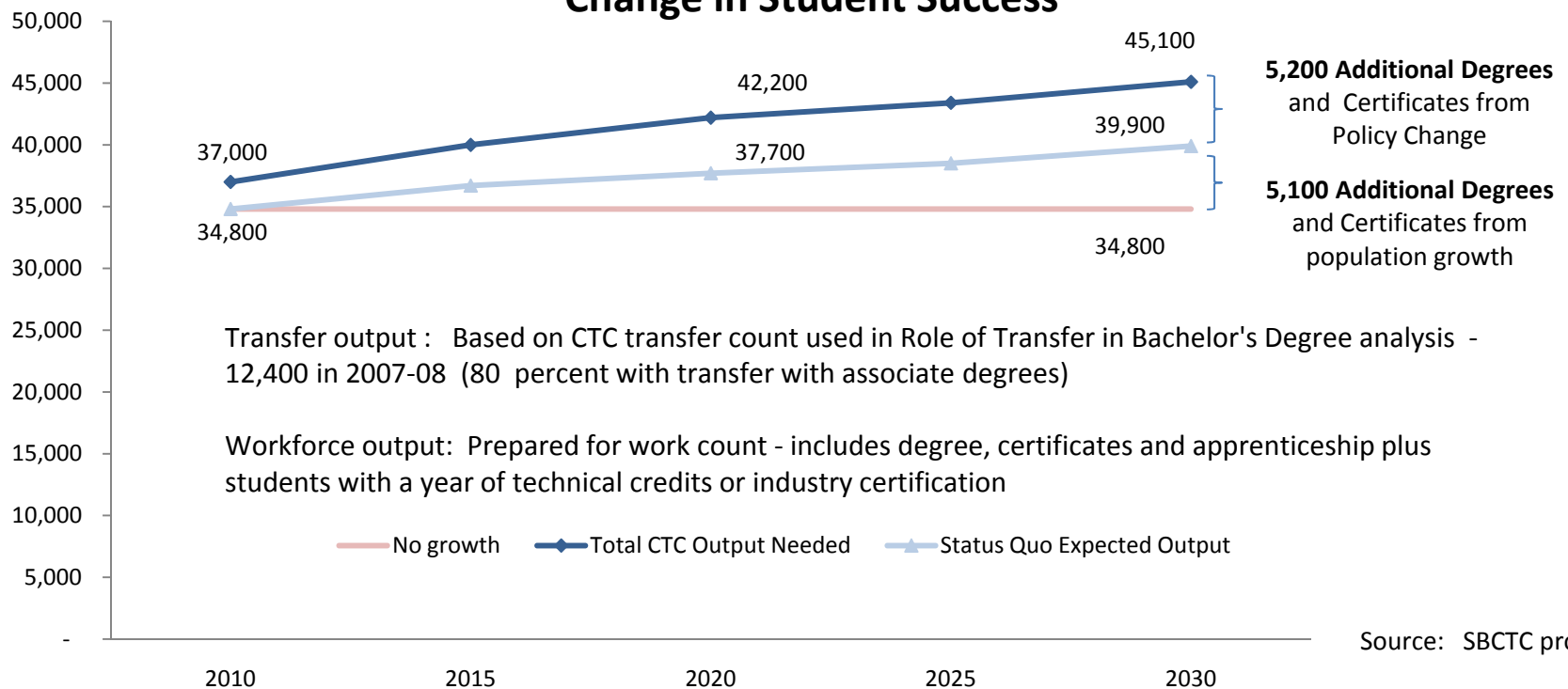
Graduate Degree Awards: IPEDS

Degree Goals: 2008 Strategic Master Plan; Projection to 2030 HECB staff calculation based on 2008 Population forecast of 18-64 year olds

Institutional Degree Award Plans: 2008 Enrollment Capacity Study, HECB, 2008

Review: 10,300 CTC Output Growth Needed (2010-2030) to Meet Employer Demand and *Master Plan* Bachelor's Degree Goal - 5,100 Growth from Population Changes (Status Quo Expected Output), 5,200 from Policy

Projected Need for CTC Outputs (Transfer & Prepared for Work) Versus Projected Output Based on Population Growth Only and No Change in Student Success

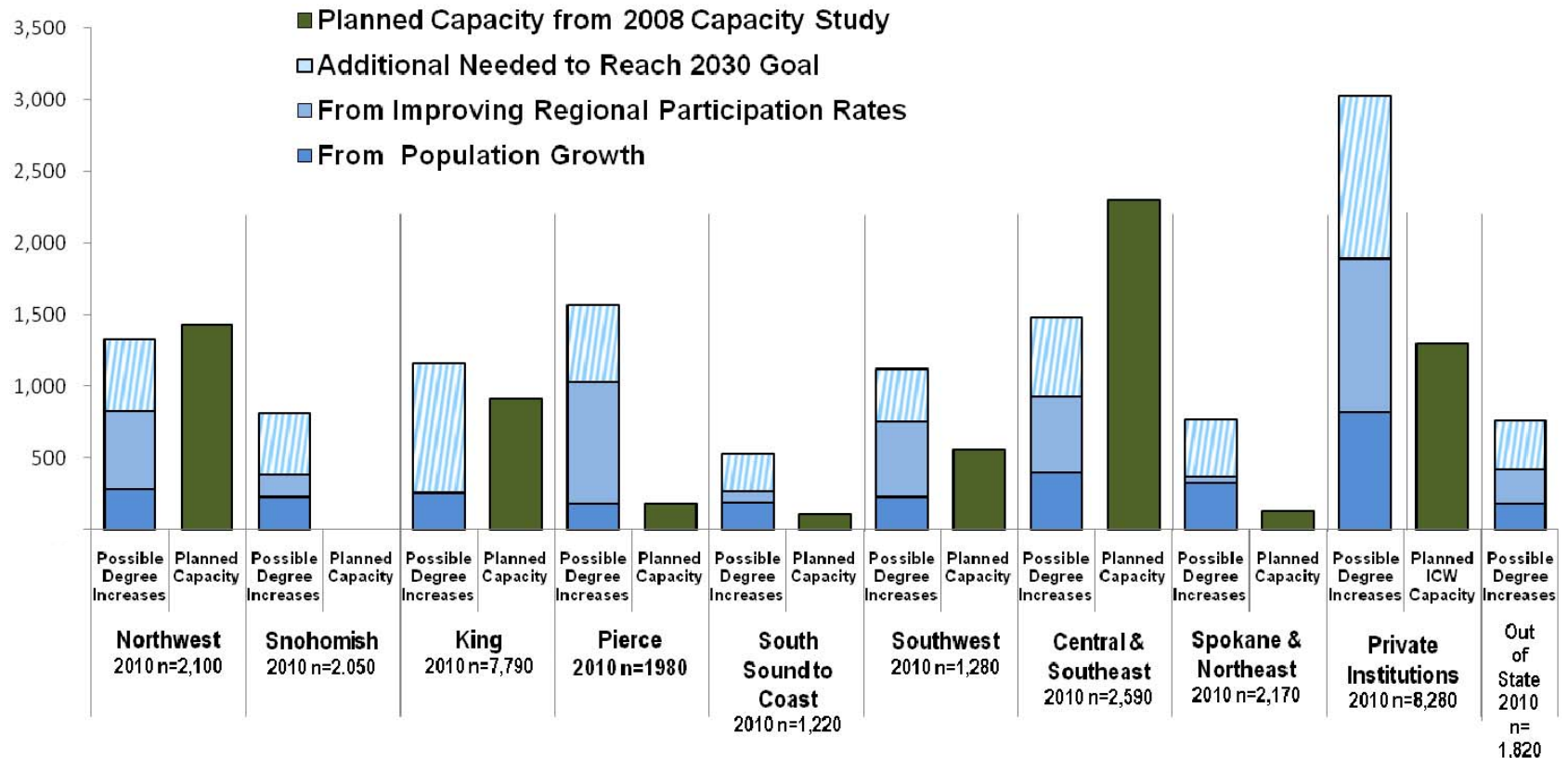


Source: SBCTC projection.

Undergraduate Degrees: Chart

Snohomish, Pierce, South Sound to Coast, Southwest, and Spokane and Northeast regions all lack significant capacity to meet degree goals.

By-Region Share of 4-Year Undergraduate Degree Production Increases to Reach Degree Goal by 2030



Source: Enrollment data from 2006-07 PCHEES. Population data from 2007 American Community Survey. Population projection data from OFM. Private school degree data from IPEDS. Capacity data from 2008 HECB Capacity Study. 2010 degree estimate based on HECB calculation.

Please see notes on next slide

Undergraduate Degrees: Table and Notes

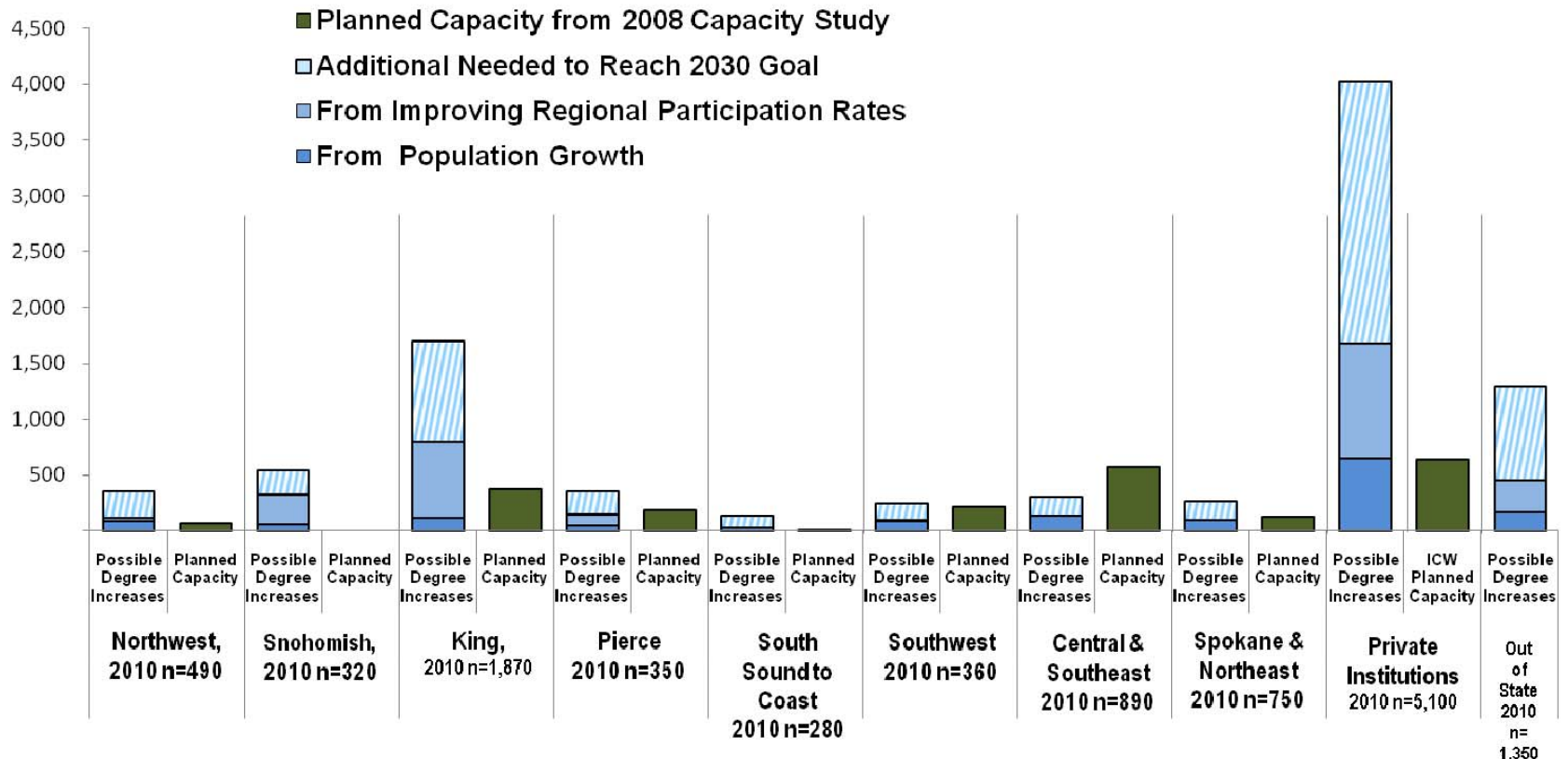
	Northwest		Snohomish		King		Pierce		South Sound to Coast		Southwest		Central & Southeast		Spokane & Northeast		Private		Out of State
Current Degree Production	2,100		2,050		7,790		1,980		1,220		1,280		2,590		2,170		8,280		1,820
	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned ICW Capacity	Possible Degree Increases
From Population Growth	280		230		250		180		190		230		400		330		820		180
From Improving Regional Participation Rates	550		150		10		850		80		520		530		40		1,070		240
Additional Needed to Reach 2030 Goal	500		430		900		540		260		370		550		400		1,140		340
Planned Capacity from 2008 Capacity Study		1,429		0		910		180		106		562		2,297		128		1,300	
Total	1,330	1,429	810	0	1,160	910	1,570	180	530	106	1,120	562	1,480	2,297	770	128	3,030	1,300	760

- Notes:
- The degree goal includes public and private baccalaureate degrees. Additional private share required to hit the goal is allocated based on the assumption that the privates maintain their relative market share. ICW Capacity only is included as private capacity.
 - Participation rate improvements include improvements in K-12 preparation and 'high school graduates' college-going rates; improvements in transfers from 2-year to 4-year programs; increasing numbers of adult re-entries, particularly those who have "some college, no degree" educational attainment; and increasing the numbers of those with a "high school diploma or less" educational attainment level to begin college.
 - Heads-to-degrees ratio and percentage of baccalaureate degrees awarded by private 4-year institutions based on data from IPEDS.
 - The population is those age 18-44 whose highest educational level is less than a bachelor's degree.
 - Capacity data taken from 2008 HECB Capacity Study. Headcount estimated from provided FTE by using actual data from Fall 2008 OFM Higher Education Enrollment Report, Headcount from Table 1 and FTE from Table 2. Includes On campus, Off campus, and On and Off Campus students. Headcount to FTE ratio is the average of all public baccalaureate institutions, weighted by enrollment. Capacity estimates assume available operating funds and some additional capital construction at branch campuses and WWU waterfront expansion. Includes both state-funded and non state-funded degrees and enrollments as reported by institutions. Please see capacity study for further clarification on capacity data.

Graduate Degrees: Chart

All regions except Central and Southeast require significant additional capacity to meet graduate and professional degree goals. This will require increases at private institutions as well as public institutions.

By-Region Share of 4-Year Graduate and Professional Degree Production Increases to Reach Degree Goal by 2030



Source: Enrollment data from 2006-07 PCHEES. Population data from 2007 American Community Survey. Population projection data from OFM. Private school degree data from IPEDS. Capacity data from 2008 HECB Capacity Study. 2010 degree estimate based on HECB calculation.

Please see notes on next slide

Graduate Degrees: Table and Notes

	Northwest		Snohomish		King		Pierce		South Sound to Coast		Southwest		Central & Southeast		Spokane & Northeast		Private		Out of State
Current Degree Production	490		320		1,870		350		280		360		890		750		5,100		1,350
	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	Planned Capacity	Possible Degree Increases	ICW Planned Capacity	Possible Degree Increases
From Population Growth	90		60		120		50		30		90		140		100		650		170
From Improving Regional Participation Rates	30		260		680		100		0		10		0		0		1,030		280
Additional Needed to Reach 2030 Goal	230		220		900		200		110		150		160		170		2,340		840
Planned Capacity from 2008 Capacity Study		71		0		372		190		10		220		567		128		642	
Total	350	71	540	0	1,700	372	350	190	140	10	250	220	300	567	270	128	4,020	642	1,290

- Notes:
- The degree goal includes public and private graduate and professional degrees. Additional private share required to hit the goal is allocated based on the assumption that the privates maintain their relative market share. ICW Capacity only is included as private capacity.
 - Participation rate improvements include improvements in K-12 preparation and 'high school graduates' college-going rates; improvements in transfers from 2-year to 4-year programs; increasing numbers of adult re-entries, particularly those who have "some college, no degree" educational attainment; and increasing the numbers of those with a "high school diploma or less" educational attainment level to begin college.
 - Heads-to-degrees ratio and percentage of graduate degrees awarded by private 4-year institutions based on data from IPEDS.
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Summary Slide: Degree Goals by Region (Slides 22-28)

- Washington will need about 8,000 bachelor's and 8,000 master's degrees, over and above what population growth will contribute, by 2030 to reach *Master Plan* goals.
- An additional 5,000 CTC certificates and degrees will also be needed.
- In all but 3 regions (Northwest, King, Central and Southwest), institutions' stated capacity is far less than what higher ed. needs for undergraduate education.
- At the graduate level, the greatest need will be in King and Snohomish counties; however, institutions' planned growth is far less than will be needed in all but 2 regions (Southwest, and Central and Southeast).
- The planned growth of the ICW schools is less than half of the total growth needed in the private sector to meet the *Master Plan* goals.

Alternative Approaches to Program Delivery

Alternatives to Program Delivery

- Expansion of Applied Baccalaureate Degrees
http://www.acteonline.org/uploadedFiles/About_CTE/files/AppBacInventory.pdf
- “Upside Down” degrees <http://www.evergreen.edu/admissions/upsidedown.htm>
- Consortia programs
 - Bologna “Tuning” Process www.ond.vlaanderen.be/hogeronderwijs/bologna
 - St. Petersburg College University Partnership Center www.upcspc.com
 - Oregon’s Nursing Education Consortium www.ocne.org
- Competency Based Degree programs - Western Governors’ University
www.wgu.edu
- Adult Re-entry programs <http://www.wku.edu/wkufinish/>; <http://www.usf4you.usf.edu/>
- Dual Credit – Advanced Placement, International Baccalaureate, College in High School, Running Start
- Dual Enrollment Programs (CTC / Baccalaureate) – UWB
<http://www.uwb.edu/students/prospective/de/>
- Co-Admission – WSU http://online.wsu.edu/future_students/community_college.aspx

Alternatives to Program Delivery

- Greater use of alternative Scheduling (weekend, evening, block scheduling)
<http://www.insidehighered.com/news/2008/12/15/scheduling>
- More eLearning options (100% online courses and/or programs; hybrid courses)
- More explicit use of private sector in program delivery and planning
- Accelerated Degree Programs
 - Ivey Tech: <http://www.ivytech.edu/evansville/studentservices/lfasttrack.html>
 - Whitworth: <http://www.whitworth.edu/Academic/Department/AdultDegree/AcceleratedFormat.htm>
- Credit for Prior Learning
 - Prior Learning Assessment <http://www.sbctc.ctc.edu/college/e-assesspriorlearning.aspx>
 - College-Level Examination Program (CLEP) - <http://www.collegeboard.com/student/testing/clep/about.html>
- Continue improvements in Student Transfer - Direct Transfer Agreement, Associate of Science Transfer, Major Related Programs
<http://www.hecb.wa.gov/research/issues/transfer.asp>
- More Flexible Transfer (1+3, 2+2, 3+1)
- GED Bridge Programs

Alternative Admission / Enrollment Options

- High School / College Dual Enrollment
 - Examples: Running Start (17,000 students¹), Tech Prep (24,000 students²), College in the High School (7,500 students²), Advanced Placement (30,175 students³), International Baccalaureate (340 students²).
 - *Advantages*: Potential savings on tuition; provides students early exposure to college-level coursework.
- Community College / Baccalaureate Dual Admission
 - Student is admitted to both the community college program, and provisionally admitted to the baccalaureate program.
 - *Advantages*: Student receives advising support from both institutions to ensure smooth transfer and has assurance of admission if conditions are met.
- Community College / Baccalaureate Dual Enrollment
 - Students take courses concurrently from the community college and the baccalaureate institution.
 - *Advantages*: Students are able to enroll and take courses at both institutions; coordination of advising and financial aid; allows students more flexibility in course scheduling than 2+2 model.

1) 2005-06 headcount – Key Facts, 2008.

2) OSPI – 2007-08.

3) 2008 graduates who scored 3 or higher on at least 1 exam, SAT State Report.

Applied Baccalaureate Programs provide a transfer pathway for graduates of technical associate degree programs.

- Criteria for approval of Applied Baccalaureates *(hand-out)*
- Applied Bachelor's programs provide specific baccalaureate pathways for technical degree (AAS-T) graduates
- These degrees are often referred to as Bachelor of Applied Science (BAS) degrees. However, in many cases other degree designation may apply (e.g. BA, BS, BSN)
- BAS - Public Baccalaureates - *CWU, EWU, WSU, UWB, UWT*
- BAS - Private Baccalaureates - *PLU, City U, U of Phoenix, DeVry U*
- Upside Down Degrees - *focus on liberal arts in junior and senior year, TESC, SPU, Whitworth*
- BAS – Community and Technical Colleges
 - *2007: Bellevue, Olympic, Peninsula, South Seattle*
 - *2009: Columbia Basin, Lake Washington, Seattle Central*

Source: HECB Articulation and Transfer Report: <http://www.hecb.wa.gov/research/issues/transfer.asp>.

Students taking online courses tend to be older, undergraduate students familiar with college; 1/2 prefer asynchronous academic/student services.

- Adult learner, employed, with family obligations
- 95% have access to computer at work and/or home
- Prefer asynchronous – their time, their place
- Learning preferences
 - Classroom 50%
 - Hybrid 30%
 - Online 20%
- 50% completed some college
- Among the interested:
 - Bachelor: 40%, Associate: 25%, Masters: 25%
 - 2/3 enroll in an institution in their region
 - Increasing use of blogs, chats, podcasts, other interactive elements of Web 2.0

Source: Aslanian, C. *The Competitive Landscape for Adults in Online Education*. Aslanian Group, 2008.
Accessed at <http://www.aslaniangroup.com/resources/default.asp>, May 20, 2009.

National Patterns in Online Ed (in order of market demand)

Four-Year Degree Fields

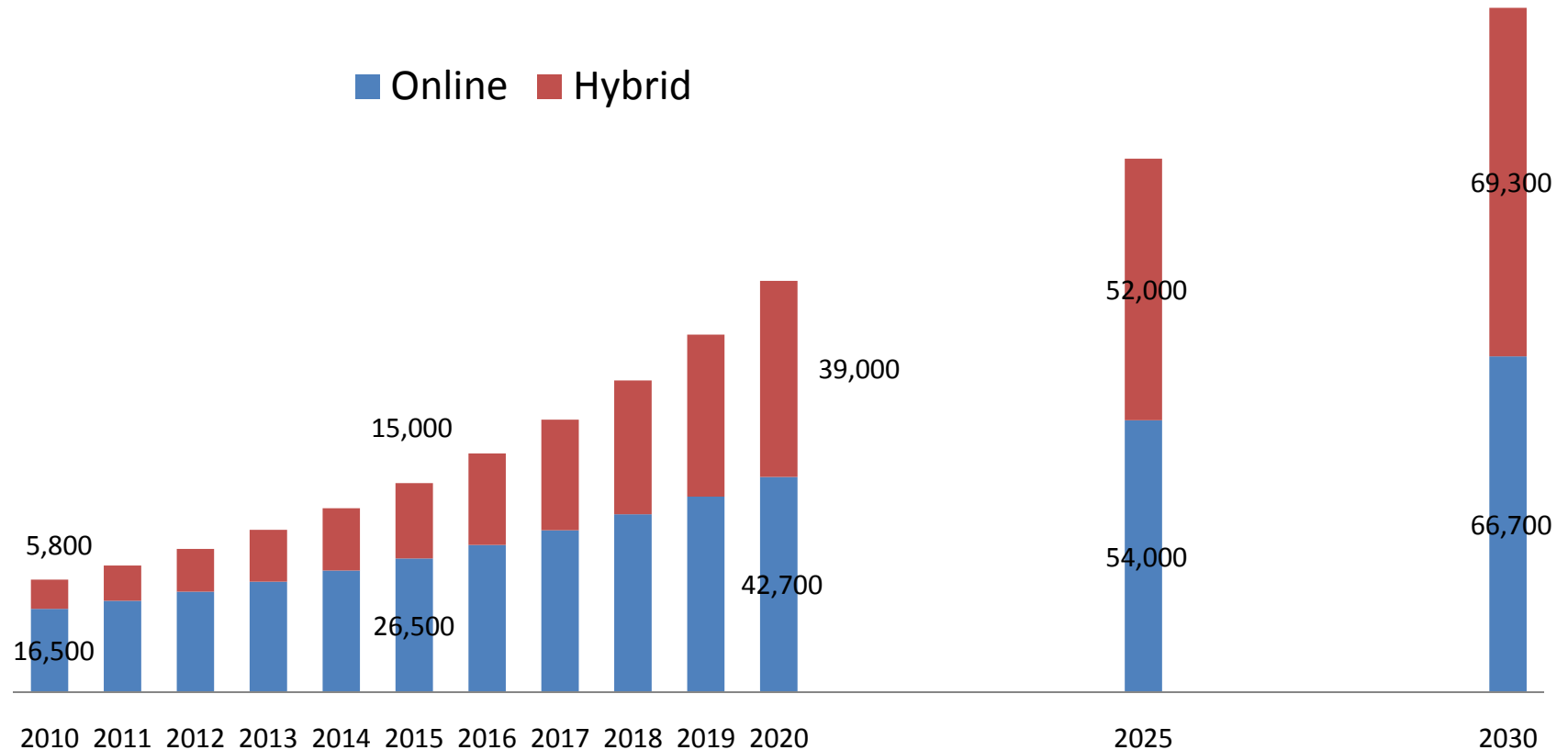
- Business
- Education
- Health
- Engineering
- Computers
- Psychology
- Social Science
- Communications
- Biological/Life Science

Two-Year Degree Fields

- Business
- Health
- Computers
- Education
- Engineering Technologies
- Liberal Arts
- Precision Production
- Trades
- Legal Studies
- Visual and Performing Arts

Source: Aslanian.

eLearning FTES*



Online FTES have grown at 20% a year. The forecast slows the growth this decade to 10% and the following decade to 5%.

Hybrid FTES are expected to grow rapidly in this decade, then like online growth, slow to 5% a year growth.

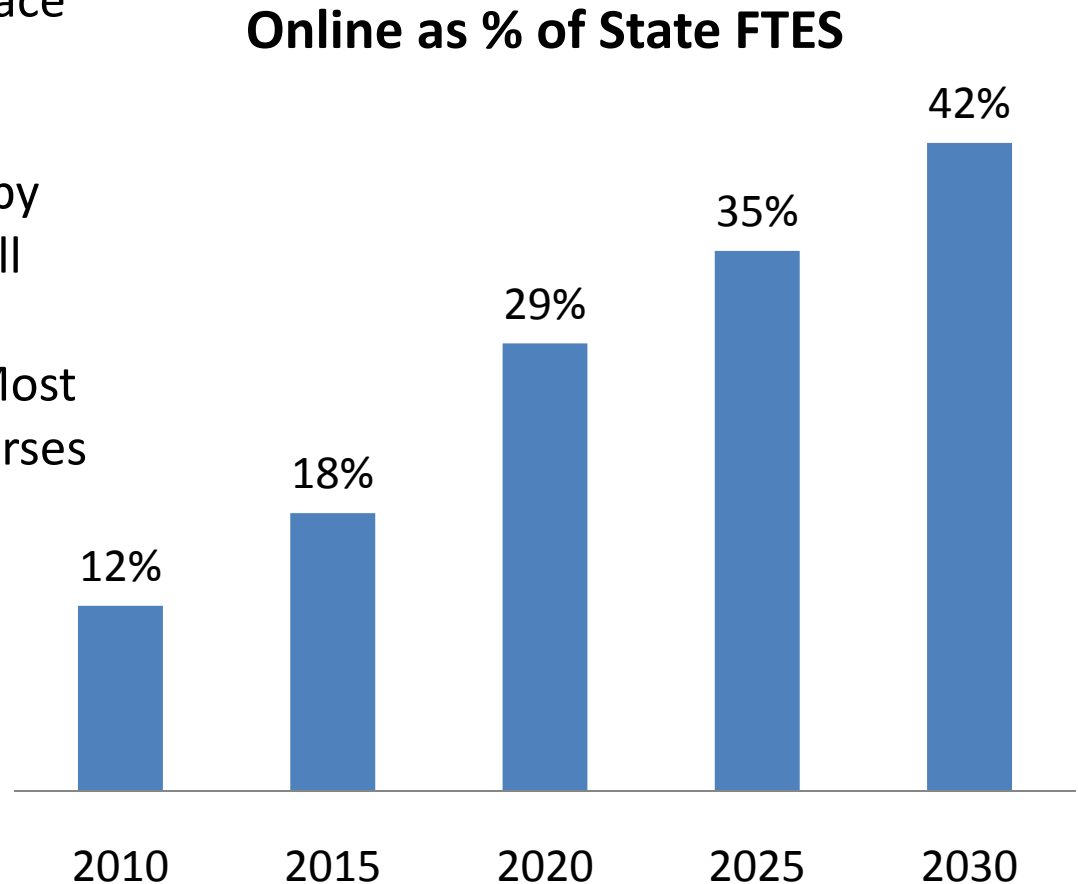
*SOURCE: This slide developed by SBCTC.

eLearning Share of All FTES*

80% of students taking online courses also take face-to-face courses.

Adding hybrid to the mix, by 2030 all students will enroll each year in at least one hybrid or online course. Most students will take only courses that are hybrid or online.

85% of all courses will be either online or hybrid by 2030.



*SOURCE: This slide developed by SBCTC.

Summary: Alternative Delivery Options (Slides #27-34)

- Alternative delivery options can provide additional access to higher ed. for targeted student groups.
- For traditional students entering directly from high school, several dual enrollment options exist.
- For adult, re-entry and other non-traditional students, attractive options include online and alternative scheduling options, as well as accelerated, credit for learning, and flexible transfer arrangements.

RATIONAL RULES FOR GROWTH

Matrix for Developing Higher Education Delivery

Recap: Degree Goals

To reach *Master Plan* degree goals by 2030, Washington higher education will need to go beyond increases in degree production that can be gained by population growth alone. Policies and alternative delivery options need to produce an additional:

- 8,000 bachelor's degrees
- 8,000 graduate degrees
- 5,000 CTC certificates and degrees

Educational pathways include large numbers of students who should be encouraged to consider entering or furthering college education.

Potential students continue further in higher education	2006-07 Completers/ Residents	% Who continue in higher education	# Who continue (2006-07)	Targeted Policy Improvements	Additional # who might continue
High School Graduates*	65,300	57%	37,200	65% (+8%)	5,200
GED Completers	16,600	39%	6,500	65% (+26%)	4,300
Private Vocational School Certificates	12,700	n/a**	n/a**	10%	1,300
CTC Technical Degrees	7,350	13%	950	30% (+17%)	1,300
CTC Transfer Associate Degrees	12,540	71%	8,900	80% (+9%)	1,100
Adults 18-44 with "a high school diploma or less" ***	865,000	9%	77,800	11% (+2%****)	17,400
Adult Re-entry - 18-44 with "some college, no degree"****	440,000	30%	132,000	32% (+2%****)	8,800
Total					39,400

Sources: OSPI 2007 Graduate Follow-up Study (SESRC); GED Testing Data (SBCTC); SBCTC Completions Files; Private Vocational School data from WTECB; adult re-entry and adults with no college experience from 2007 American Community Survey.

*Total graduates and estimated potential based on percentage of respondents who reported continuation to college.

**Continuation data are not currently available.

***There may be duplicate counting of re-entry adults and Private Vocational School certificates and of "some adults with high school diploma or less" and high school graduates or GED completers.

****State participation rate average = 1.88.

Rationale for Increase in % Who Go On

- HS Graduates: 57% to 65%, with better preparation (CORE24, etc.) and greater motivation from programs like GEAR UP and College Bound Scholarship.
- GED Completers: 39% to 65%.
- Private Vocational School certificates: 10%, which is somewhat less than technical degree earners. These are certificate earners so more difficult to motivate to go on.
- CTC Technical Degrees: 13% to 30%, with increases in Applied Baccalaureate degree programs and other alternative options.
- CTC Transfer Associate Degrees: 71% to 80%, with more transfer options, better preparation for transfer, and encouragement.
- Adults 18-44 with “a high school diploma or less:” 9% to 11%. This is a difficult population to encourage to enter college; however, an important one. The 2% increase is based on the OFM state average participation rate of 1.88.
- Adult Re-entry – 18-44 with “some college, no degree:” 30% to 32%. These are individuals with some college experience and, therefore, a prudent place to start to increase degree production. The 2% increase is based on the OFM state average participation rate of 1.88.

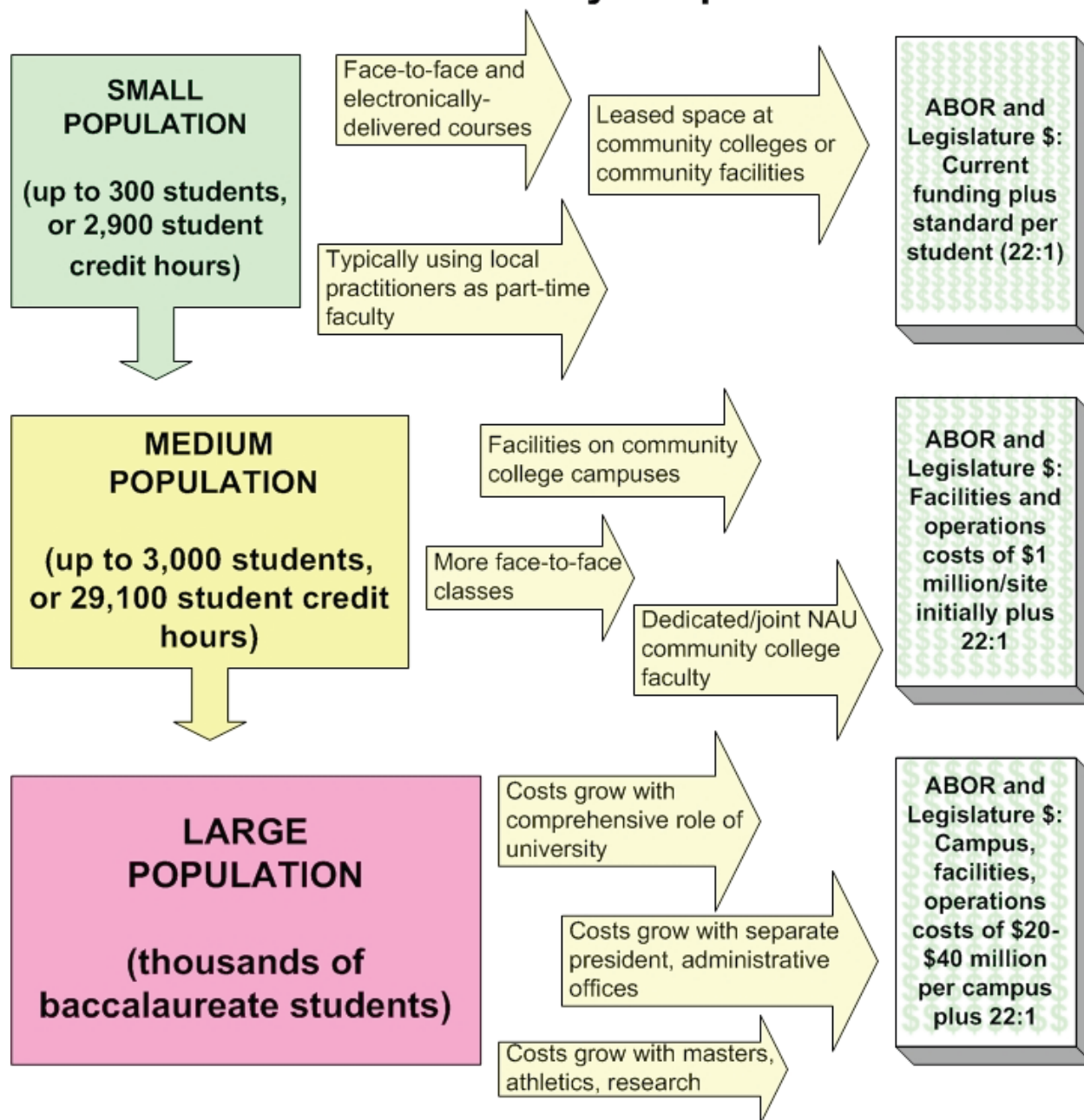
DRAFT: Principles for Rational Rules for Growth

- The new programs, sites, centers or campuses:
 - are compatible with the HECB's *Master Plan* policies and priorities;
 - are based on demand demonstrated through actual enrollments; supply additional capacity not adequately provided by existing higher education providers;
 - can be scaled to meet anticipated future demand;
 - leverages resources of the existing system of higher education;
 - provides the most cost efficient alternative to meet needs of students, employers, and the community; and
 - are educationally and economically justified based upon the priorities and needs of the citizens of Washington.
- Options requiring a substantial commitment of resources should first operate as a University Center or University Partnership Center to clearly demonstrate demand.
- Adding a new degree level represents a change in mission. This type of institutional expansion should not have a detrimental effect on overall current degree production.
- Existing transfer policies and freshmen admission standards may need to be reviewed.

Examples from Arizona and Texas

	Washington (current policy)	Arizona NAU “Expand on Demand”	Texas Supply / Demand Pathway (Rule §5.78)
Teaching Site	150 FTE or Less 1-3 Programs	Up to 300 Students Leased Space and Part-Time Faculty	“Test the market” Discontinue if Enrollments Don’t Materialize
Center	150 – 1,500 FTE Two or more programs May be Multi-Institutional	Up to 3,000 Students Dedicated Space on CC campus and Dedicated Faculty	Increased Demand Board Designated May be Multi-Institutional
“System Campus”	May First Operate as Site or Center Legislature Must Authorize	More Comprehensive Role and Mission President and Separate Admin. Structures	Operates first as a Center. Enrollment of 3,500. Requires Legislative Action

Northern Arizona University "Expand on Demand"



All costs per year per site or campus.

Source: Northern Arizona University Presidential Response to Arizona Board of Regents Redesign Document.

http://www.abor.asu.edu/special_editions/redesign/NAU%20Redesign.pdf

Rational Rules for Growth are predicated on the idea that capacity follows demand

Teaching Sites	CTC Applied Baccalaureate Programs	University Center (single institution)	University Partnership Center (multiple institutions)	Branch/Affiliated Campus	Regional Comp. Campus	Research Campus
150 FTE or fewer	- ? -	100-1,500 FTE	100-5,000 FTE	1,000-5,000 FTE	4,000 FTE or more	10,000 FTE or more
1-3 programs May include temporary/cohort programs	Targeted Programs Build on Workforce Degrees and Certificates	2 or more programs Upper division and masters level	2 or more programs Upper division and masters level	Wide array of programs, including freshmen, targeted professional	Comprehensive program offerings	Comprehensive program offerings including doctoral level programs
Leased Space	Leverage existing capital	Leverage some resource – New capital likely required	Leverage some resource – New capital likely required	Additional capital needs depends upon growth	Additional capital needs depends upon growth	Additional capital needs depends upon growth
Low overhead	Relatively low marginal cost	Significant commitment of resources	Significant commitment of resources	Substantial commitment of resources	Substantial commitment of resources	Substantial commitment of resources
Single institution	Part of Workforce Mission	Single university partner	Multi-institutional	May first operate as a center or teaching site	May first operate as a center or branch	May first operate as a center, branch or regional comprehensive
			Some funding flows to a managing partner	Legislature must authorize	Legislature must authorize	Legislature must authorize