

Higher Education Branch Campuses in Washington State:

Interim Report

APPENDICES

Annie Pennucci

December 2002

Washington State Institute for Public Policy

110 Fifth Avenue SE, Suite 214

Post Office Box 40999

Olympia, WA 98504-0999

Telephone: (360) 586-2677

FAX: (360) 586-2793

URL: <http://www.wsipp.wa.gov>

Document No. 02-12-2302

WASHINGTON STATE INSTITUTE FOR PUBLIC POLICY

Mission

The Washington Legislature created the Washington State Institute for Public Policy in 1983. A Board of Directors—representing the legislature, the governor, and public universities—governs the Institute, hires the director, and guides the development of all activities.

The Institute's mission is to carry out practical research, at legislative direction, on issues of importance to Washington State. The Institute conducts research activities using its own policy analysts, academic specialists from universities, and consultants. New activities grow out of requests from the Washington legislature and executive branch agencies, often directed through legislation. Institute staff work closely with legislators, as well as legislative, executive, and state agency staff to define and conduct research on appropriate state public policy topics.

Current assignments include projects in welfare reform, criminal justice, education, youth violence, and social services.

Board of Directors

Senator Karen Fraser
Senator Jeanine Long
Senator Betti Sheldon
Senator James West
Representative Ida Ballasiotes
Representative Jeff Gombosky
Representative Helen Sommers
Representative Steve Van Luvan

Dennis Braddock, Department of Social and Health Services
Marty Brown, Office of Financial Management
Douglas Baker, Washington State University
Stephen Jordan, Eastern Washington University
Marsha Landolt, University of Washington
Thomas L. "Les" Purce, The Evergreen State College
Ken Conte, House Office of Program Research
Stan Pynch, Senate Committee Services

Staff

Roxanne Lieb, Director
Steve Aos, Associate Director

CONTENTS

Appendix A:	1989 Legislative Findings.....	A-1
Appendix B:	HECB 1990 Enrollment Plans.....	B-1
Appendix C:	Branch Campus Enrollment, Capacity, and Budgets.....	C-1
Appendix D:	Regional Participation Rates, 1990–2001.....	D-1
Appendix E:	Occupational Projections by Targeted Area and Degree Program Enrollment	E-1
Appendix F:	Current Branch Campus Mission Statements.....	F-1

APPENDIX A: 1989 LEGISLATIVE FINDINGS

RCW 28B.45.010

The legislature finds that the benefits of higher education should be more widely available to the citizens of the state of Washington. The legislature also finds that a citizen's place of residence can restrict that citizen's access to educational opportunity at the upper division and graduate level.

Because most of the state-supported baccalaureate universities are located in areas removed from major metropolitan areas, the legislature finds that many of the state's citizens, especially those citizens residing in the central Puget Sound area, the Tri-Cities, Spokane, Vancouver, and Yakima, have insufficient and inequitable access to upper-division baccalaureate and graduate education.

This lack of sufficient educational opportunities in urban areas makes it difficult or impossible for place-bound individuals, who are unable to relocate, to complete a baccalaureate or graduate degree. It also exacerbates the difficulty financially needy students have in attending school, since many of those students need to work, and work is not always readily available in some communities where the baccalaureate institutions of higher education are located.

The lack of sufficient educational opportunities in metropolitan areas also affects the economy of the underserved communities. Businesses benefit from access to the research and teaching capabilities of institutions of higher education. The absence of these institutions from some of the state's major urban centers prevents beneficial interaction between businesses in these communities and the state's universities.

The Washington state master plan for higher education, adopted by the higher education coordinating board, recognizes the need to expand upper-division and graduate educational opportunities in the state's large urban centers. The board has also attempted to provide a means for helping to meet future educational demand through a system of branch campuses in the state's major urban areas.

The legislature endorses the assignment of responsibility to serve these urban centers that the board has made to various institutions of higher education. The legislature also endorses the creation of branch campuses for the University of Washington and Washington State University.

The legislature recognizes that, among their other responsibilities, the state's comprehensive community colleges share with the four-year universities and colleges the responsibility of providing the first two years of a baccalaureate education. It is the intent of the legislature that the four-year institutions and the community colleges work as cooperative partners to ensure the successful and efficient operation of the state's system of higher education. The legislature further intends that the four-year institutions work cooperatively with the community colleges to ensure that branch campuses are operated as models of a two plus two educational system.

[1989 1st ex.s. c 7 § 1.]

APPENDIX B: HECB 1990 ENROLLMENT PLANS

Exhibit B-1

HECB 1990 Plans:

Total Enrollment Growth Required to Achieve 70th Percentile Rankings

	1990 Enrollment	Lower Division Growth	Upper Division Growth	Graduate and Professional Growth	Total Growth	Total Enrollment in 2010
Branches	2,000	-	11,330	3,670	15,000	17,000
Community Colleges	143,000	28,650	-	-	28,650	171,650
Public Four-Year Institutions	76,040	2,320	3,820	7,080	13,220	89,260
EWU Spokane Center	2,200	-	1,400	400	1,800	4,000
CWU Yakima Center	100	-	200	-	200	300
Not Yet Allocated	-	-	6,000	2,500	8,500	8,500
Total Public	223,340	30,970	22,750	13,650	67,370	290,710
Independent Institutions	30,200	3,550	4,550	3,050	11,150	41,350
Total	253,540	34,520	27,300	16,700	78,520	332,060

Source: HECB, *Design for the 21st Century*, 12.

Exhibit B-2

HECB 1990 Plans for Branch Campuses: Upper Division Enrollment

	1990	1995	2000	2005	2010
UW Bothell	400	1,700	3,000	4,000	4,000
UW Tacoma	400	1,700	3,000	4,000	5,000
WSU Vancouver	120	500	1,000	2,000	3,000
WSU Tri-Cities	450	550	600	650	700
WSU Spokane	0	0	0	0	0
Total	1,370	4,450	7,600	10,650	12,700

Source: HECB, *Design for the 21st Century*, D2.

Exhibit B-3
**HECB 1990 Plans for Branch Campuses:
 Graduate/Professional Enrollment**

	1990	1995	2000	2005	2010
UW Bothell	-	500	700	800	800
UW Tacoma	-	500	700	800	1,000
WSU Vancouver	170	300	500	750	1,000
WSU Tri-Cities	360	400	440	480	500
WSU Spokane	100	300	450	650	1,000
Total	630	2,000	2,790	3,480	4,300

Source: HECB, Design for the 21st Century, D2.

APPENDIX C: BRANCH CAMPUS ENROLLMENT, CAPACITY, AND BUDGETS

Appendix C summarizes enrollment at each of the branch campuses, including the following:

- Actual enrollment compared with HECB 1990 Plans;
- Planned and existing classroom capacity compared with current FTEs enrolled; and
- Budgeted compared with actual annual average enrollments.

UW Bothell

Exhibit C-1
UW Bothell Upper Division Projected and Actual Enrollment

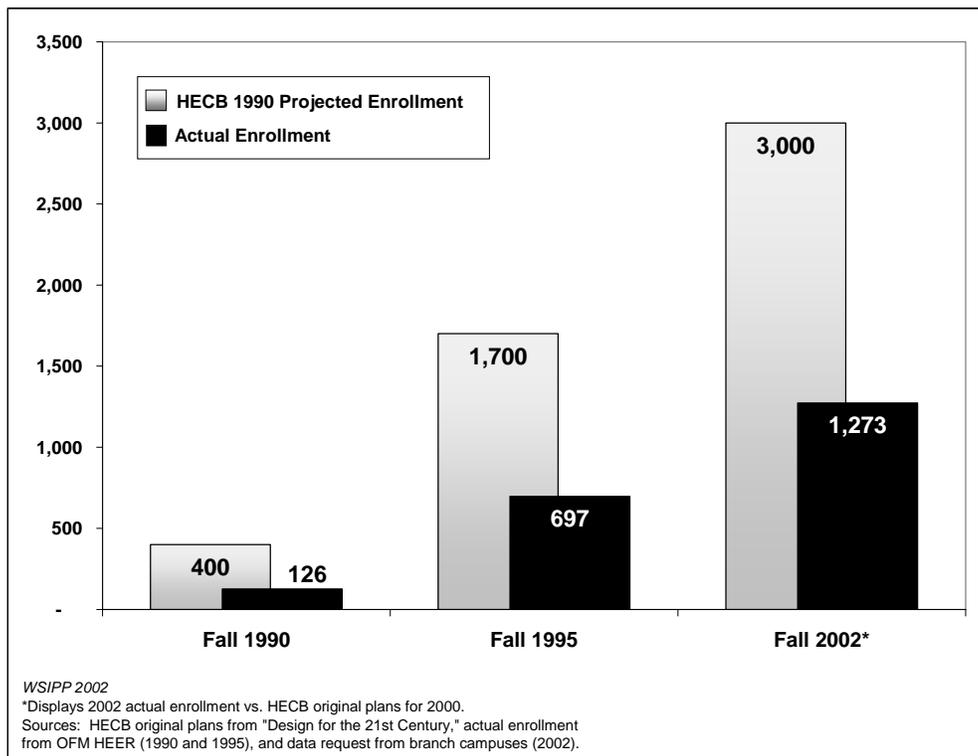


Exhibit C-2
UW Bothell Graduate Projected and Actual Enrollment

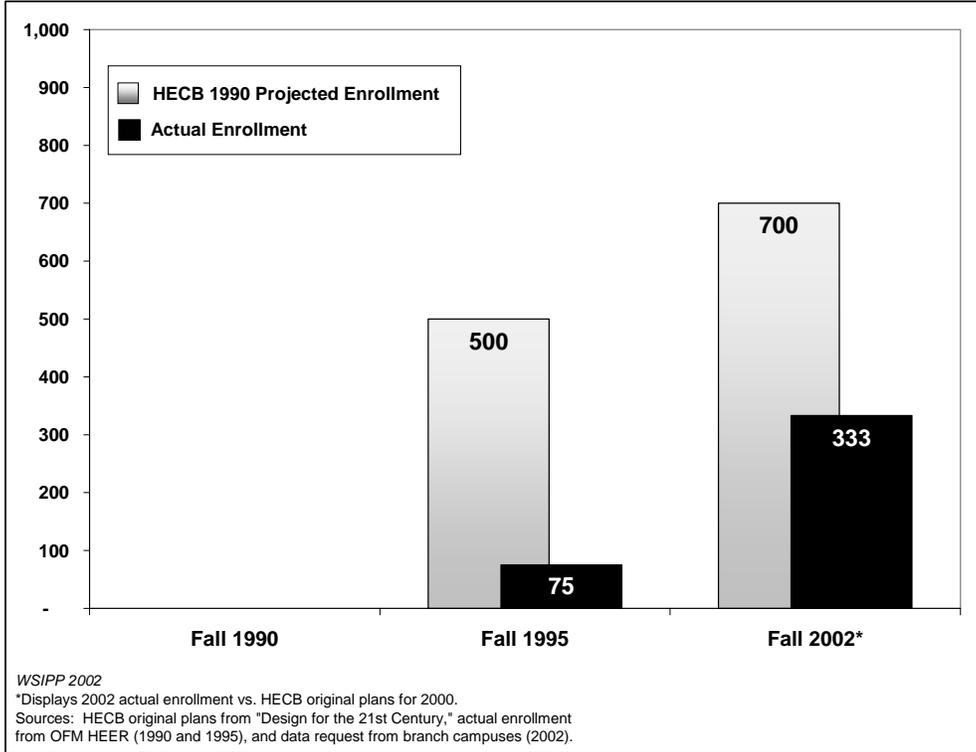
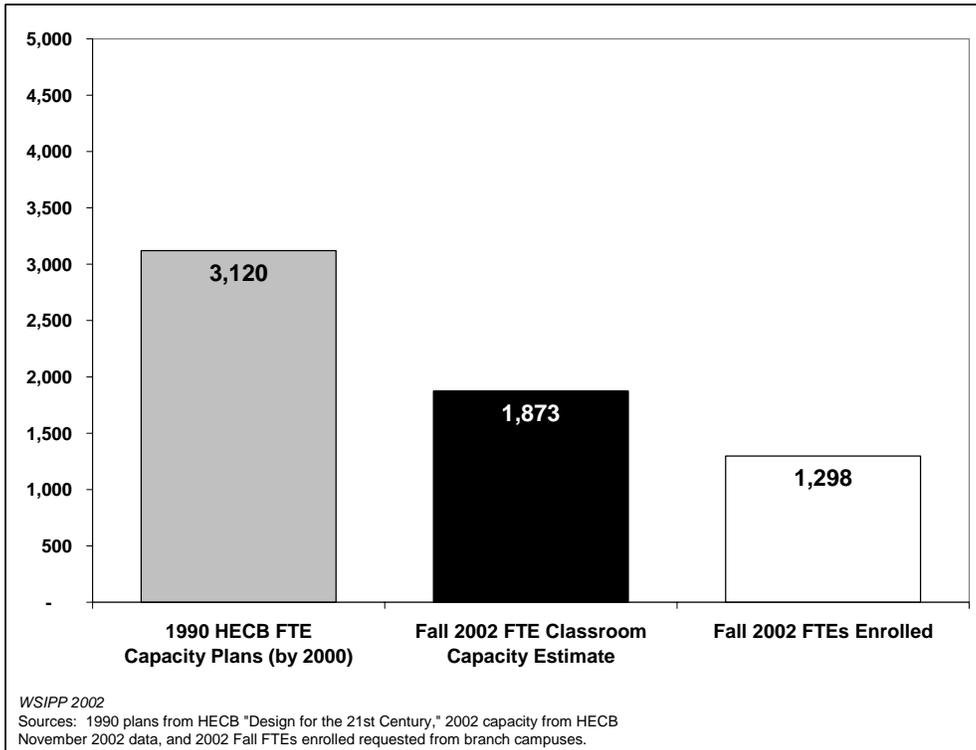
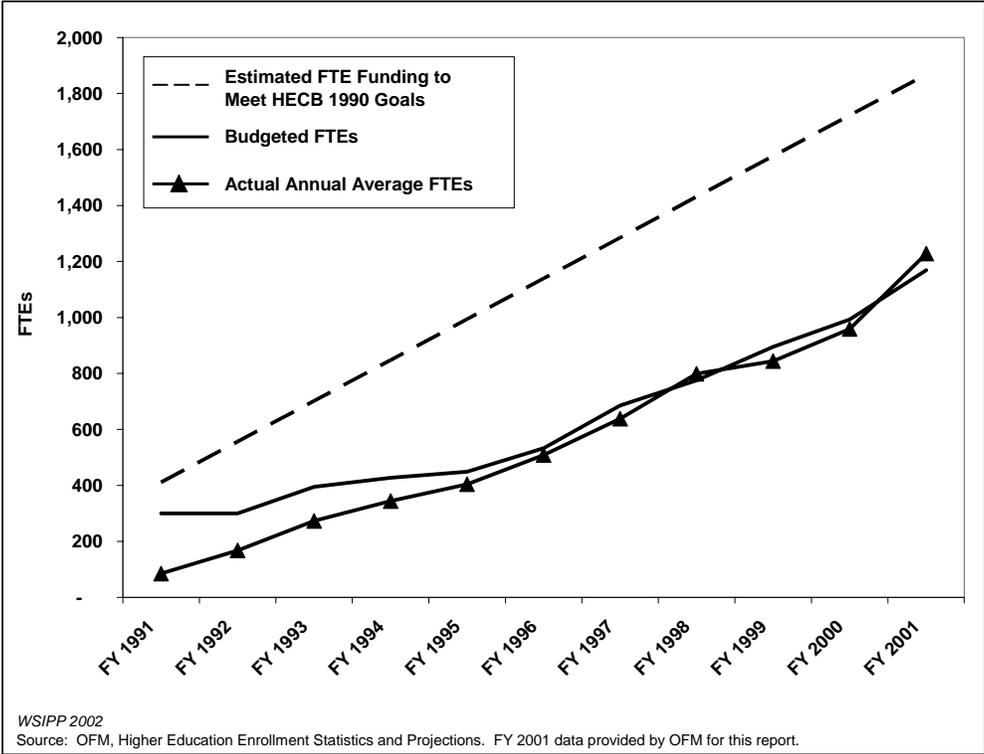


Exhibit C-3
UW Bothell Capacity



**Exhibit C-4
UW Bothell Budget**



UW Tacoma

Exhibit C-5
UW Tacoma Upper Division Projected and Actual Enrollment

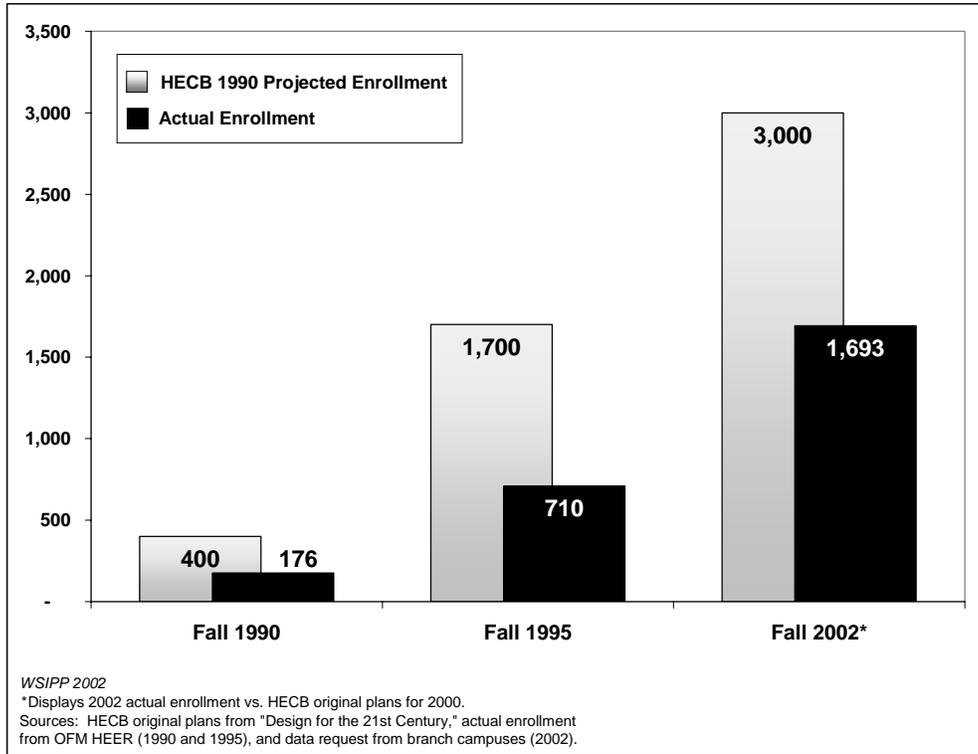
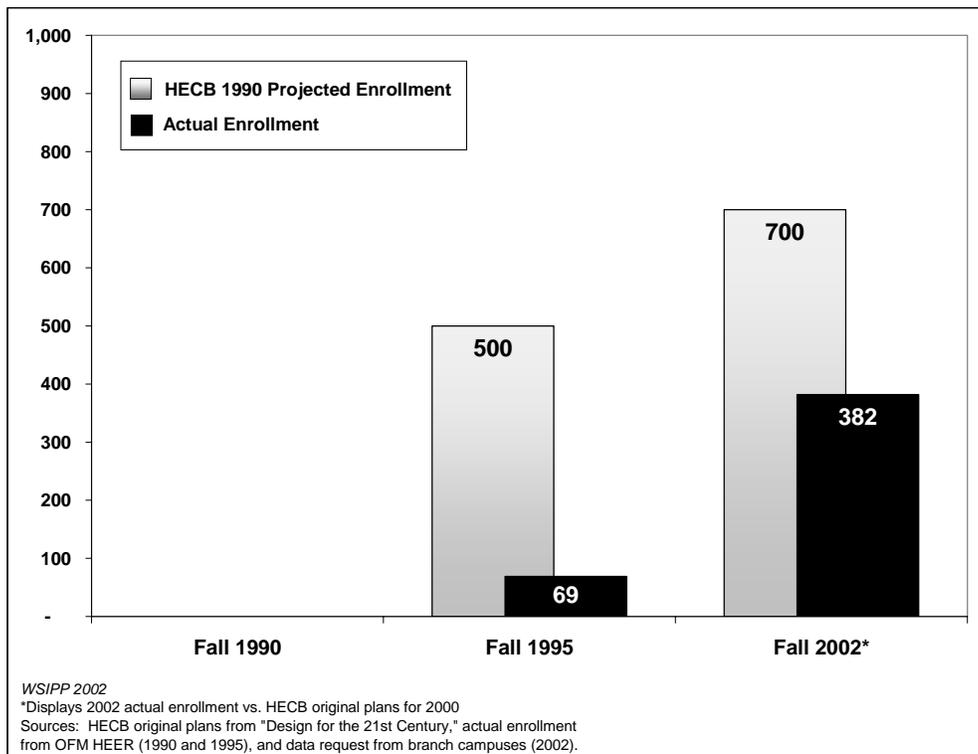
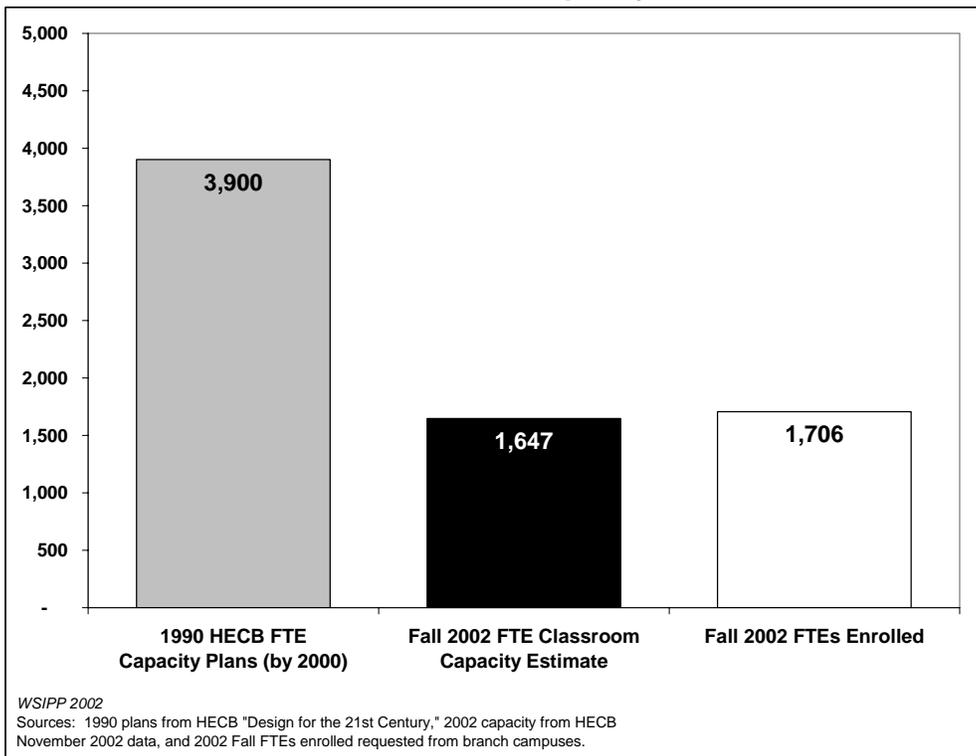


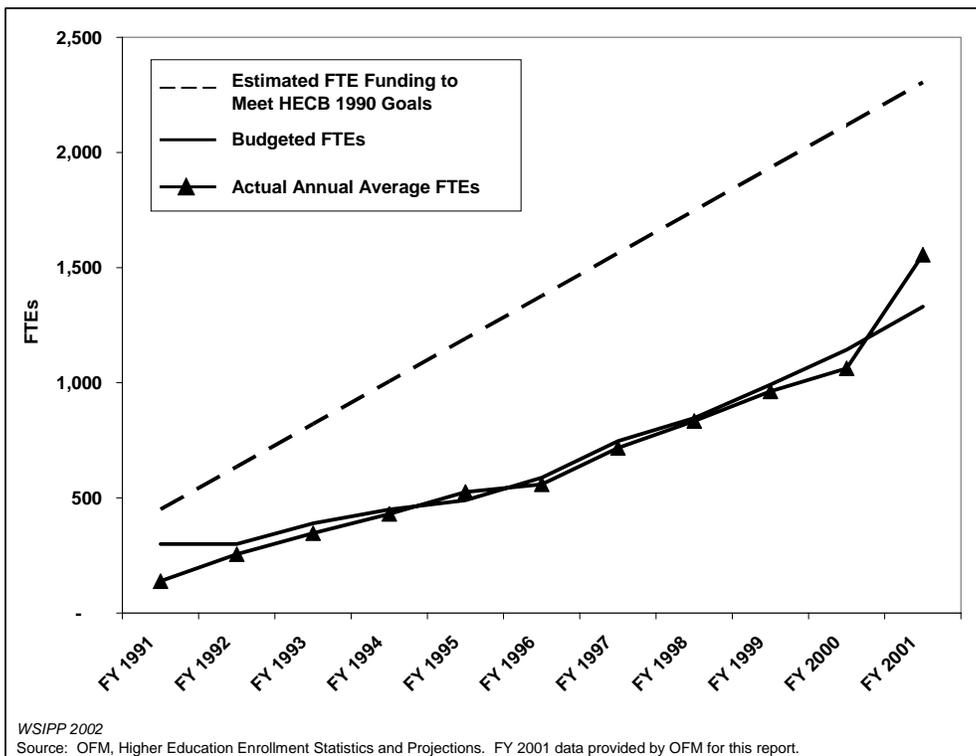
Exhibit C-6
UW Tacoma Graduate Projected and Actual Enrollment



**Exhibit C-7
UW Tacoma Capacity**



**Exhibit C-8
UW Tacoma Budget**



WSU Vancouver

Exhibit C-9

WSU Vancouver Upper Division Projected and Actual Enrollment

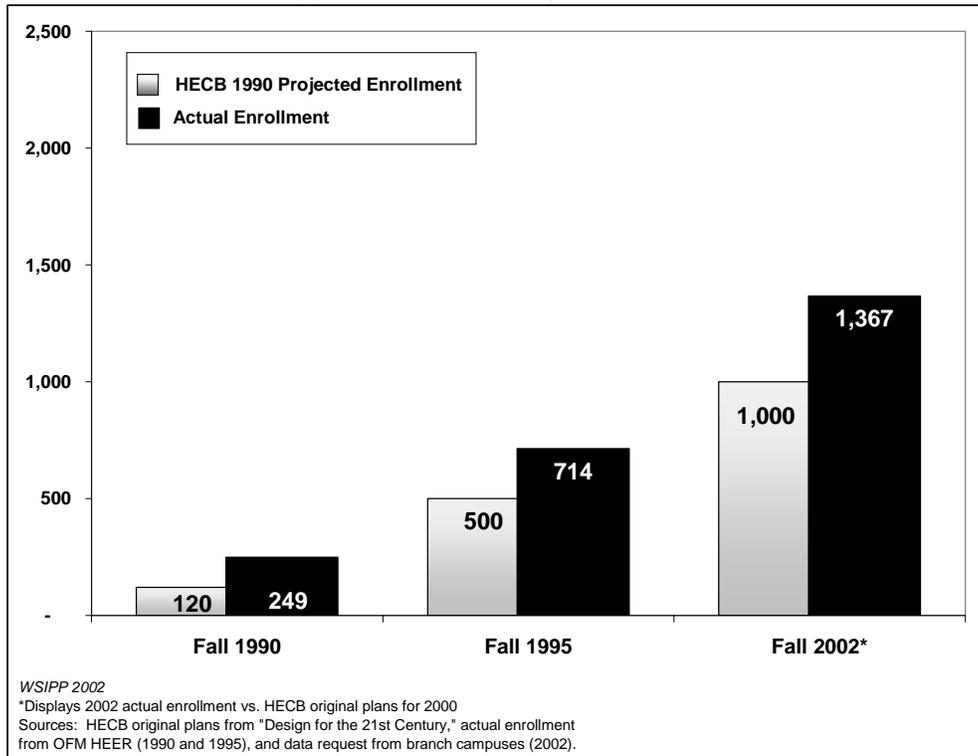
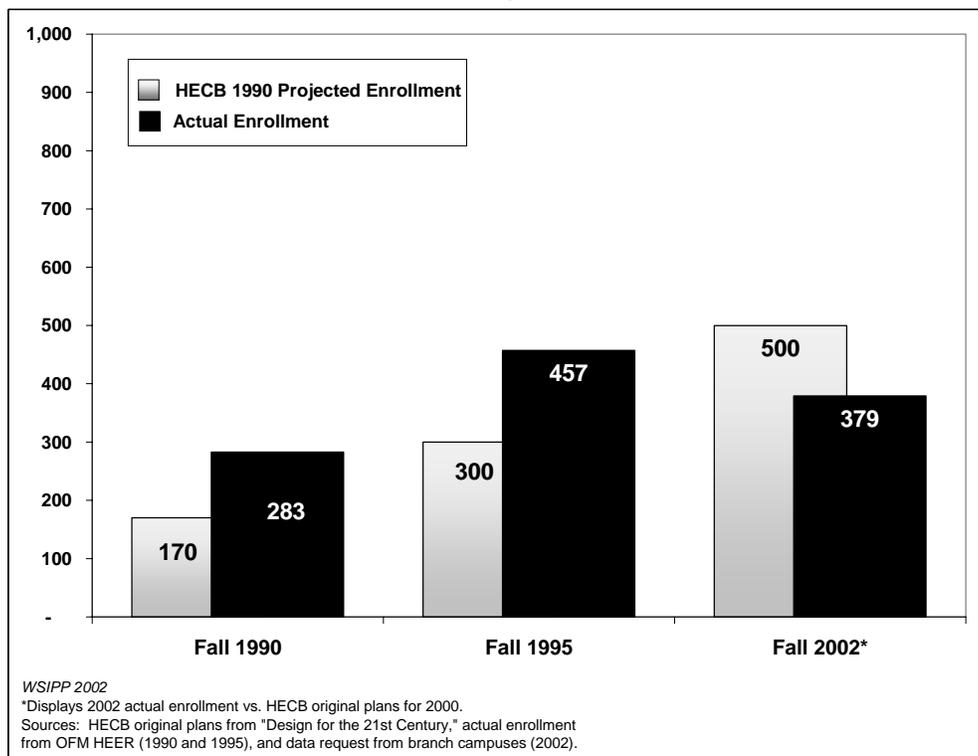
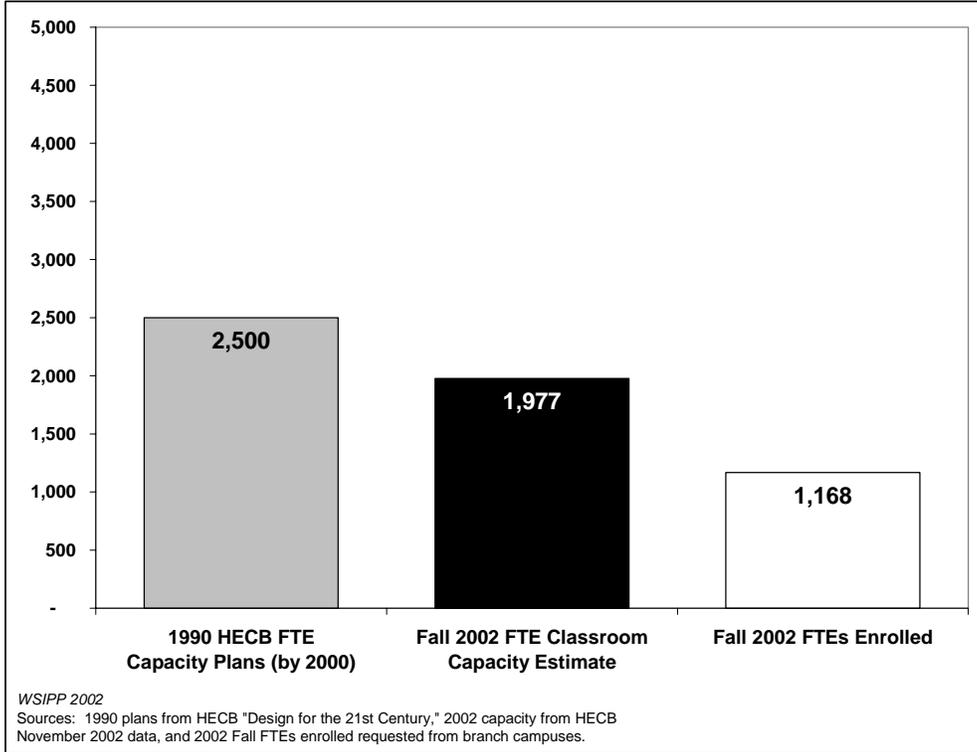


Exhibit C-10

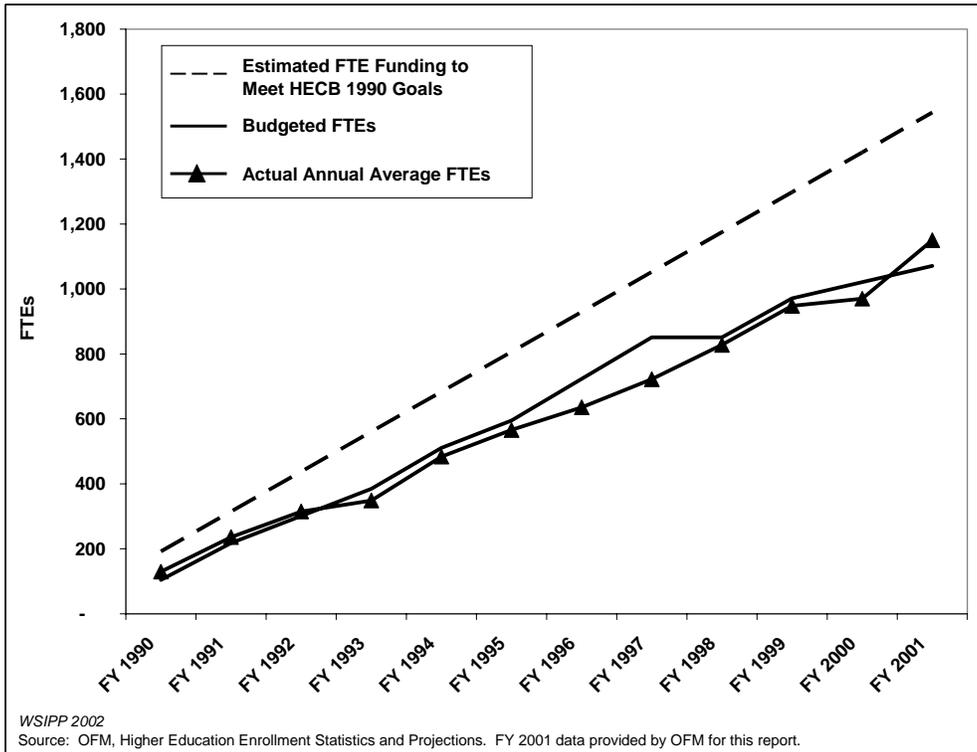
WSU Vancouver Graduate Projected and Actual Enrollment



**Exhibit C-11
WSU Vancouver Capacity**



**Exhibit C-12
WSU Vancouver Budget**



WSU Tri-Cities

Exhibit C-13
WSU Tri-Cities Upper Division Projected and Actual Enrollment

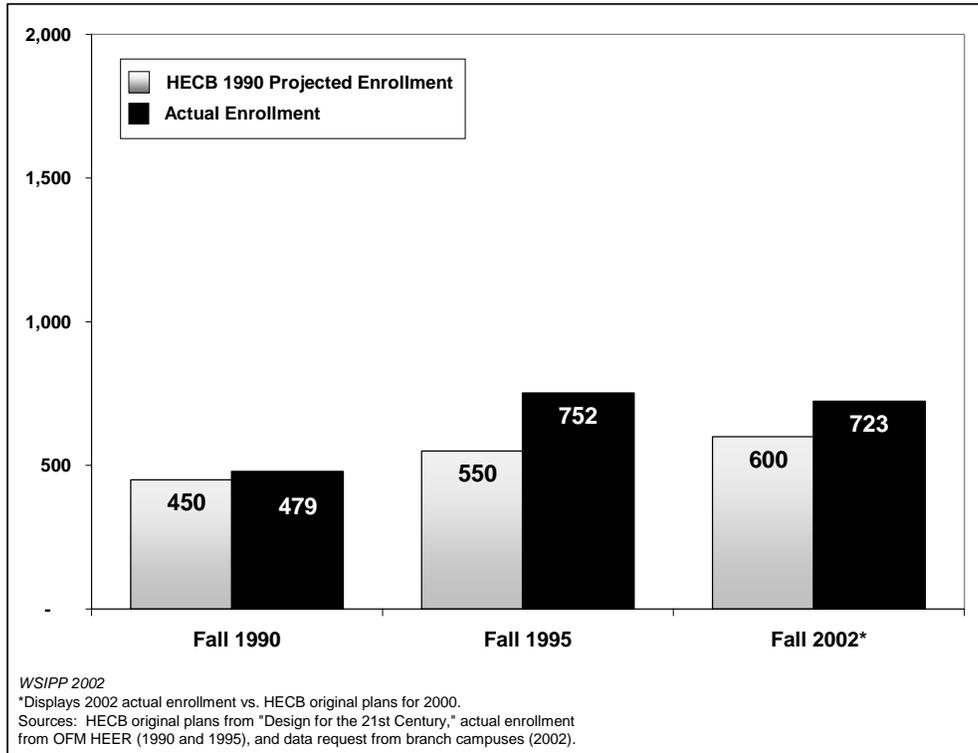
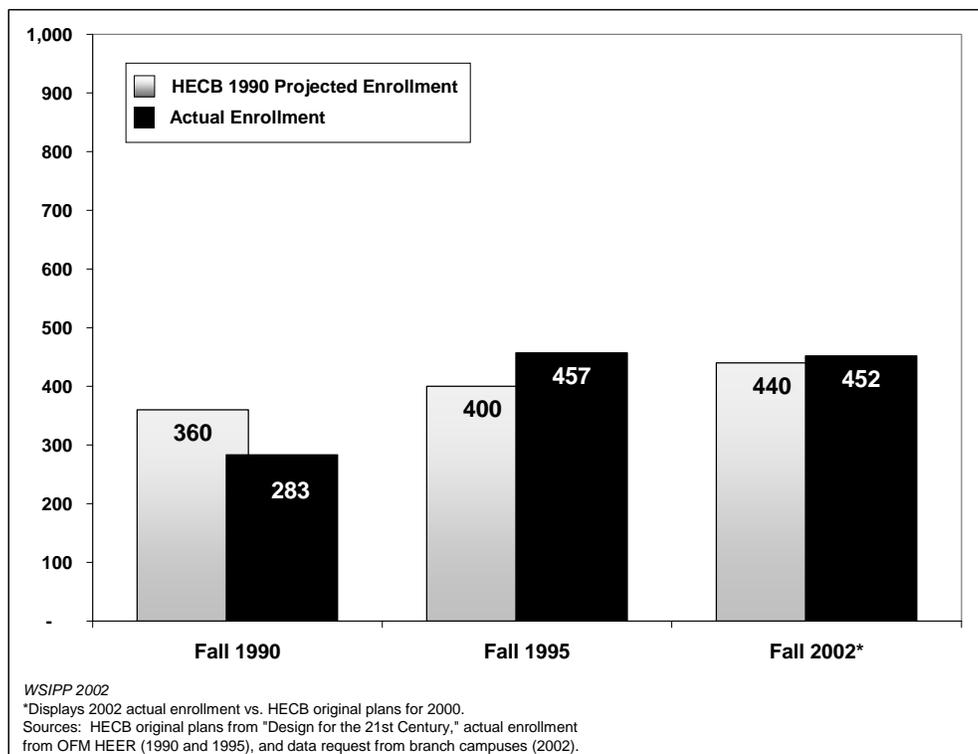
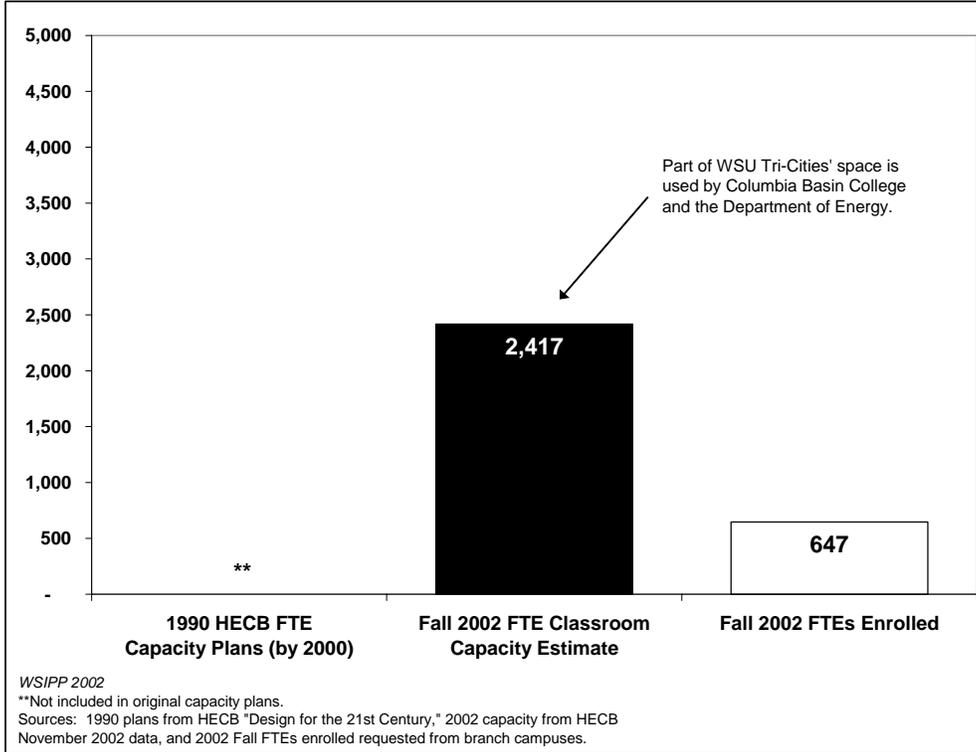


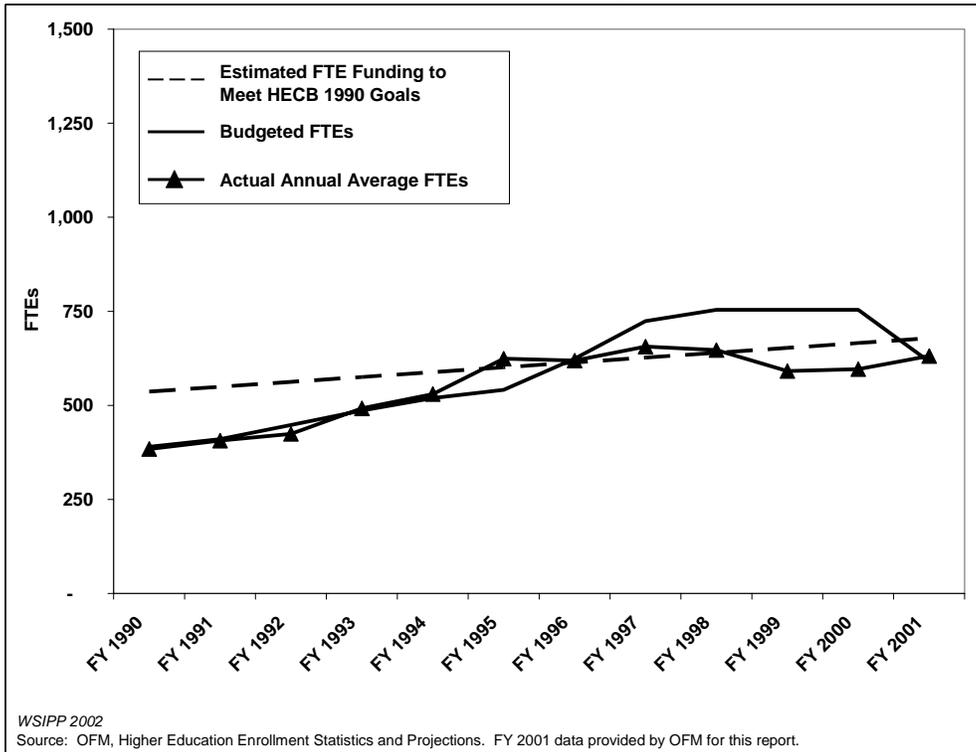
Exhibit C-14
WSU Tri-Cities Graduate Projected and Actual Enrollment



**Exhibit C-15
WSU Tri-Cities Capacity**



**Exhibit C-16
WSU Tri-Cities Budget**



WSU Spokane

Exhibit C-17
WSU Spokane Upper Division Projected and Actual Enrollment

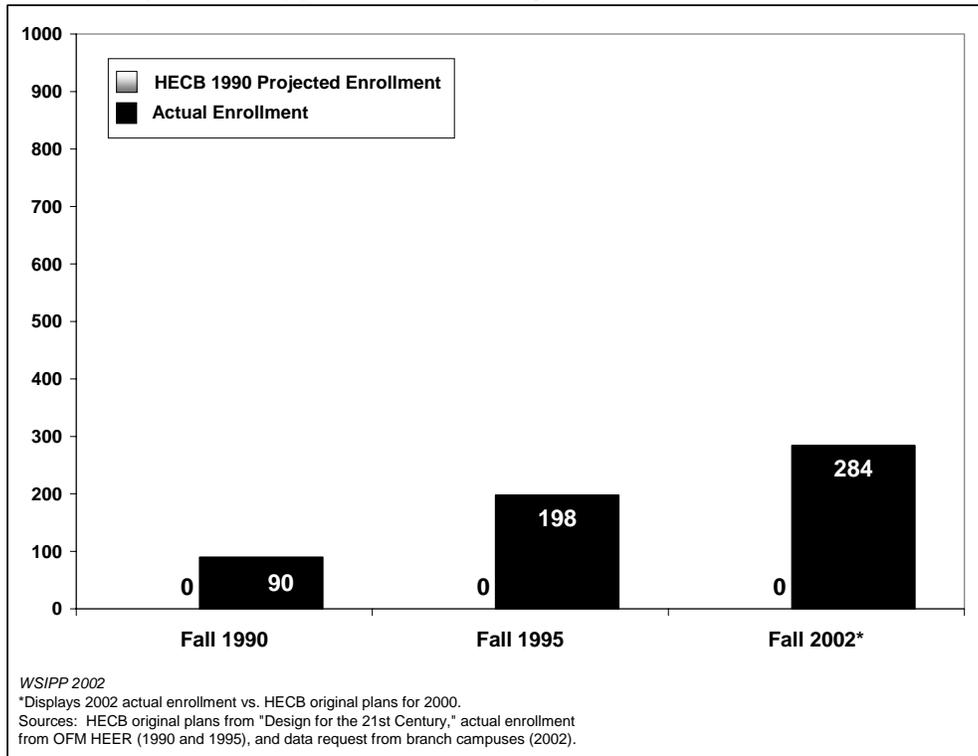
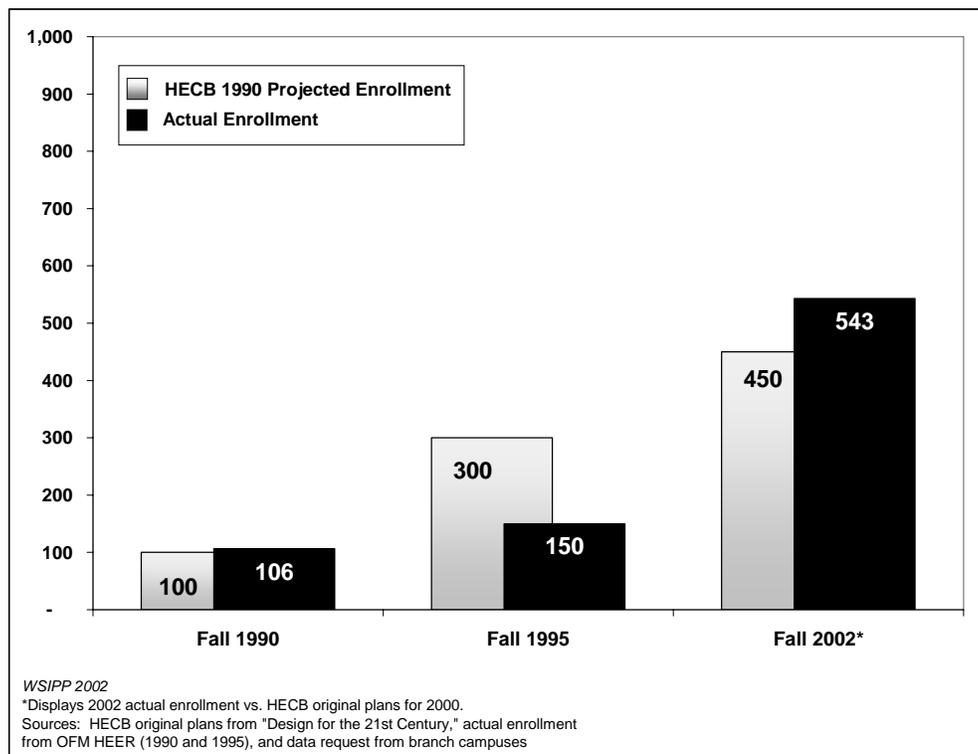
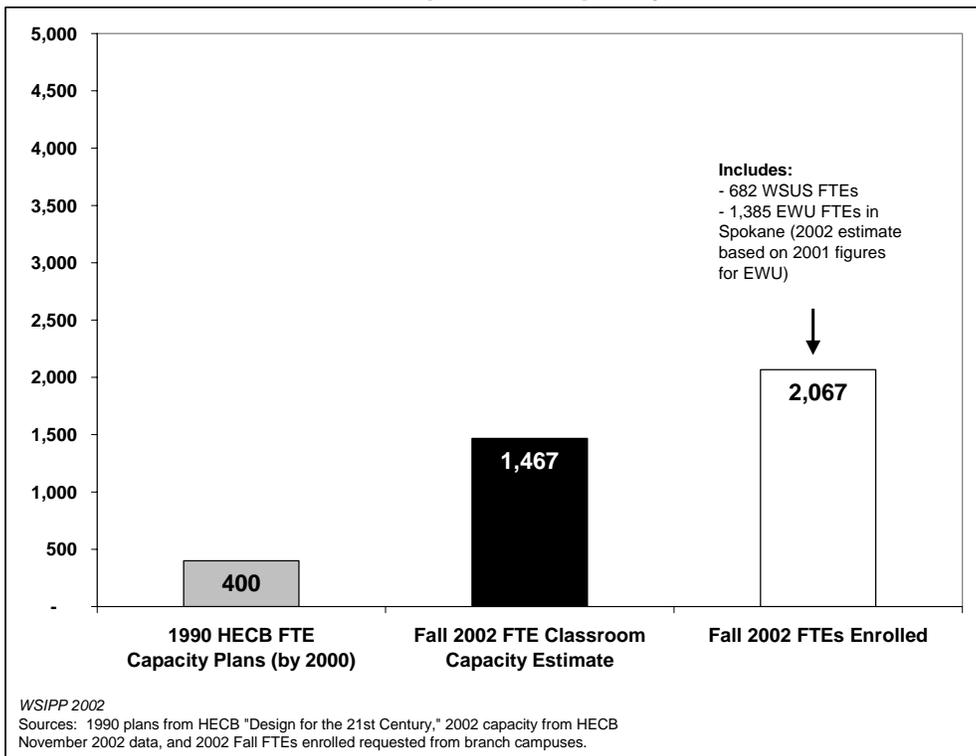


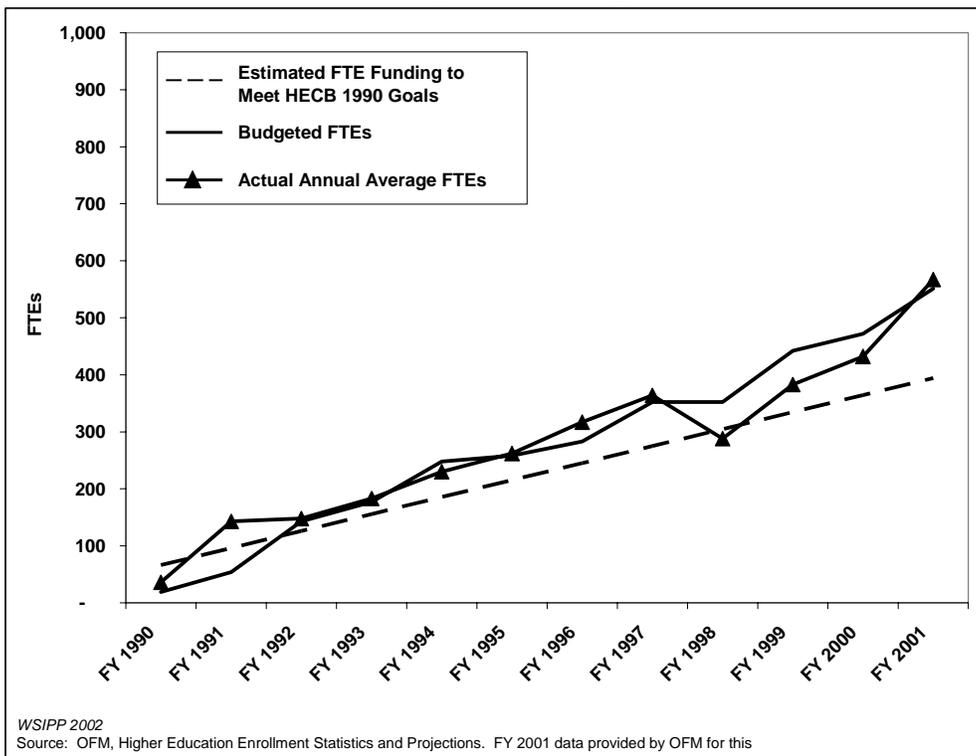
Exhibit C-18
WSU Spokane Graduate Projected and Actual Enrollment



**Exhibit C-19
WSU Spokane Capacity**



**Exhibit C-20
WSU Spokane Budget**



APPENDIX D: REGIONAL PARTICIPATION RATES, 1990–2001

Upper division and graduate participation rates are presented below for each branch campus targeted urban area.

- **Participation rate** is measured as the percentage of the population aged 17 and older that is enrolled in a public baccalaureate institution each fall.
- Enrollment data by county are not available by age group. Rapid growth in the population over the age of 40 in each area depresses overall participation rates, because, despite their increasing numbers, individuals over age 40 have the lowest levels of enrollment in higher education programs.
- The black part of the bars in each graph represents the portion of the participation rate that is due to branch campus enrollment.

UW Bothell

Exhibit D-1
Snohomish County Upper Division Participation Rate

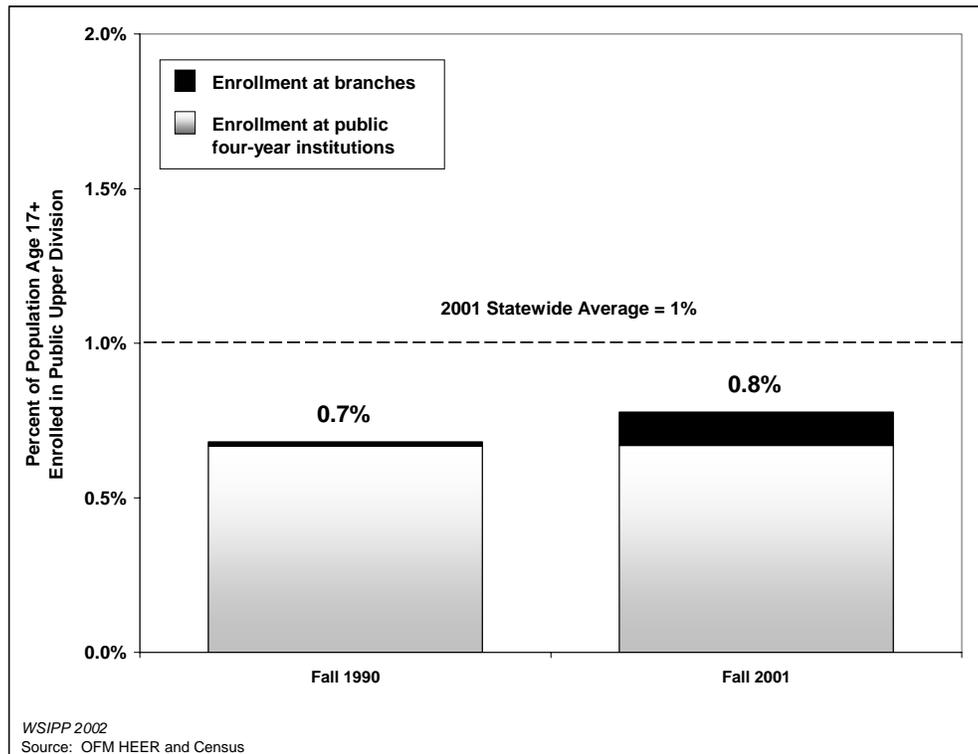


Exhibit D-2
Snohomish County Graduate Participation Rate

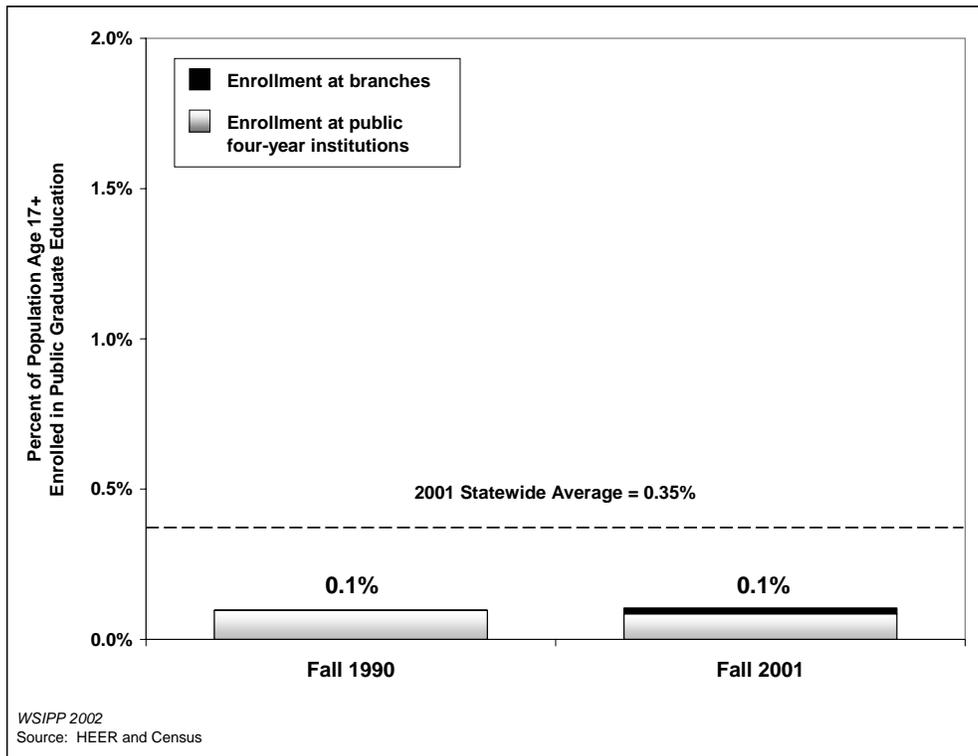
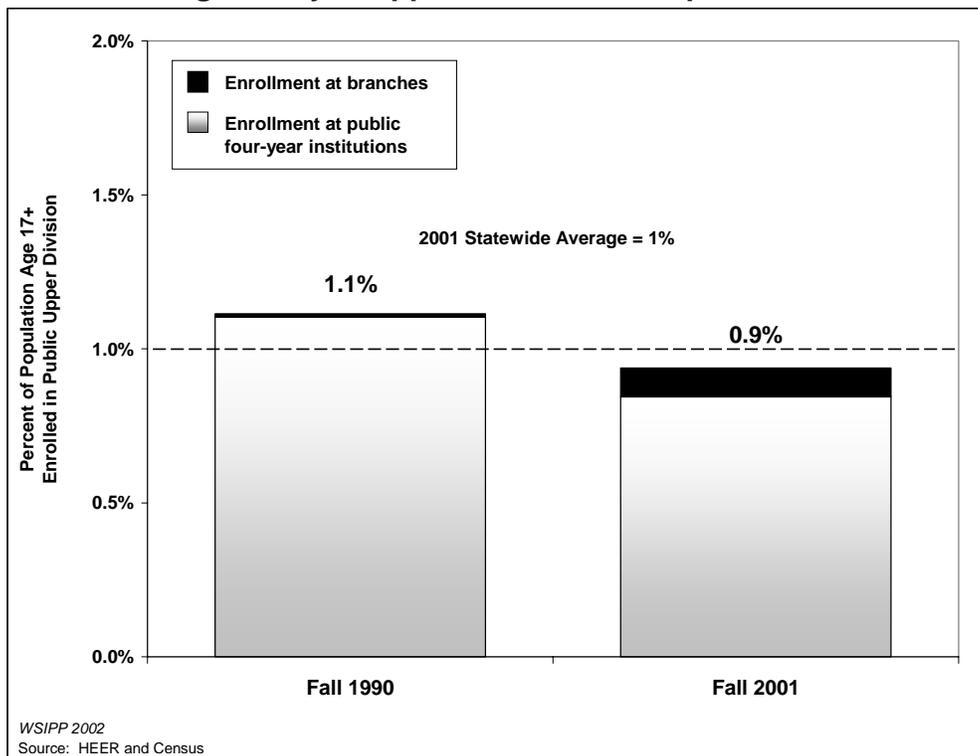
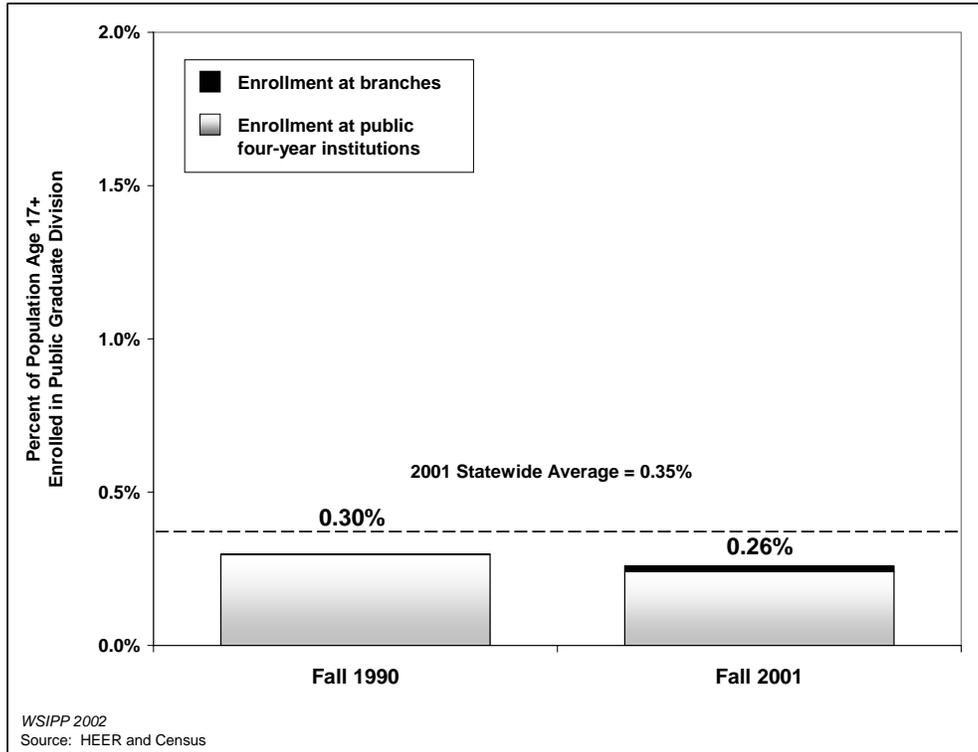


Exhibit D-3
King County¹⁷⁹ Upper Division Participation Rate



¹⁷⁹ King County applies to both UW Bothell and UW Tacoma.

Exhibit D-4
King County Graduate Participation Rate



UW Tacoma

Exhibit D-5
Pierce and Kitsap Counties Combined Upper Division Participation Rate

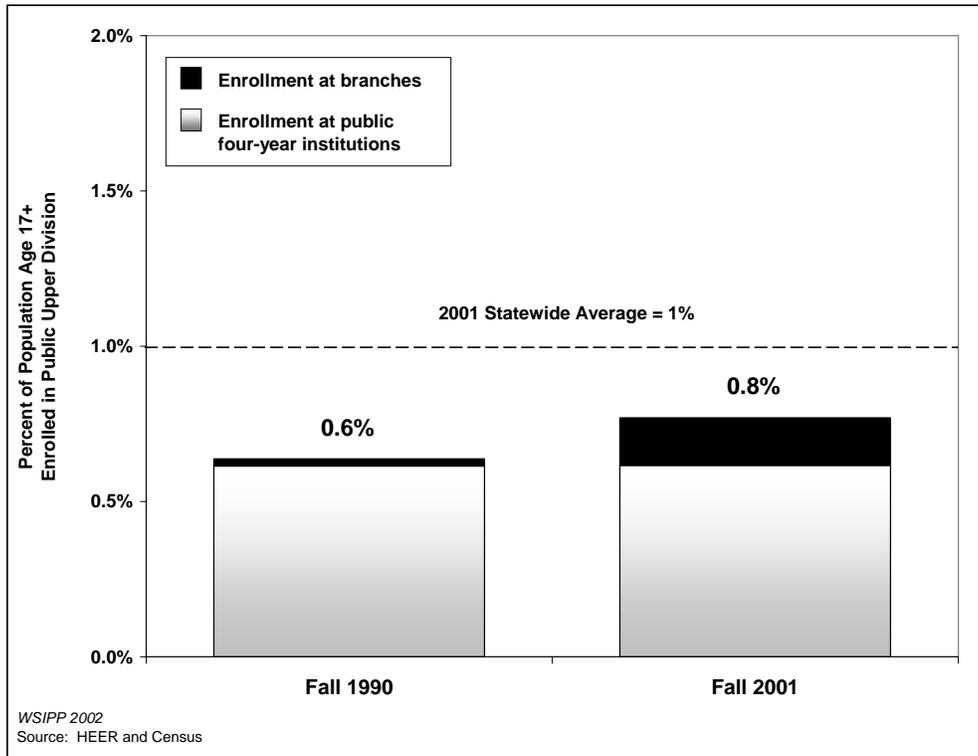


Exhibit D-6
Pierce and Kitsap Counties Combined Graduate Participation Rate

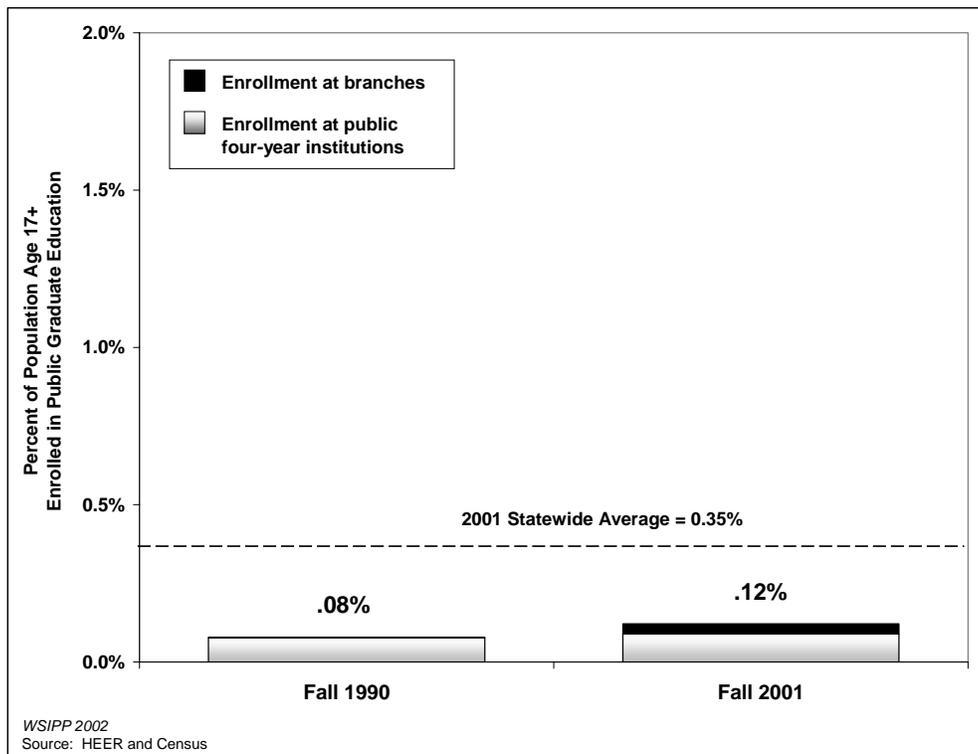


Exhibit D-7
Clark, Cowlitz, and Skamania Counties
Combined Upper Division Participation Rate

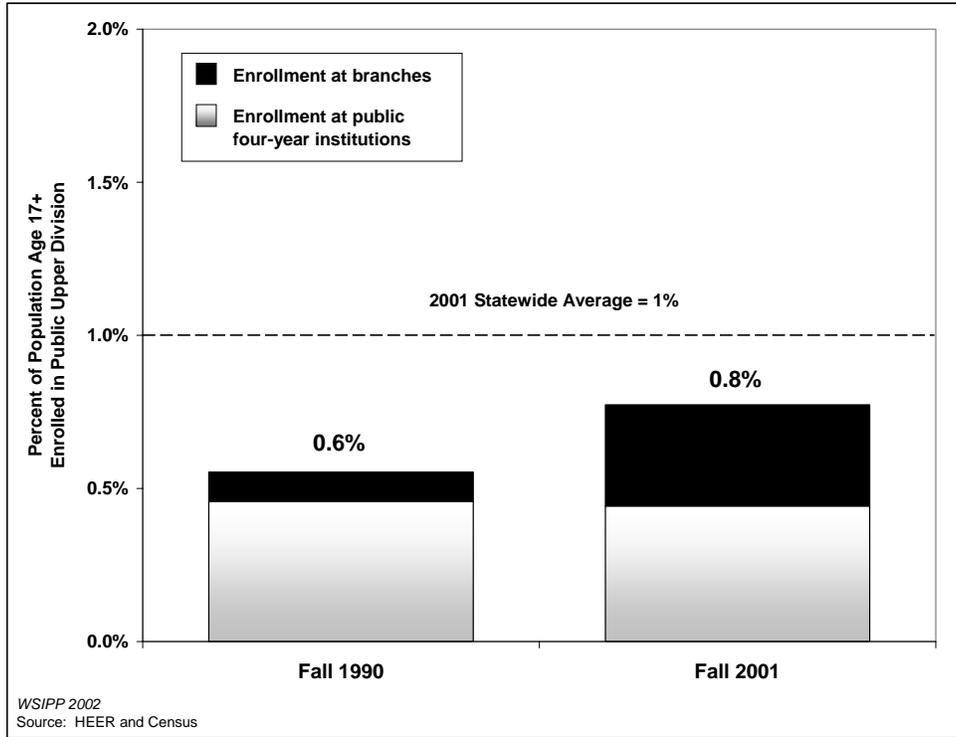


Exhibit D-8
Clark, Cowlitz, and Skamania Counties
Combined Graduate Participation Rate

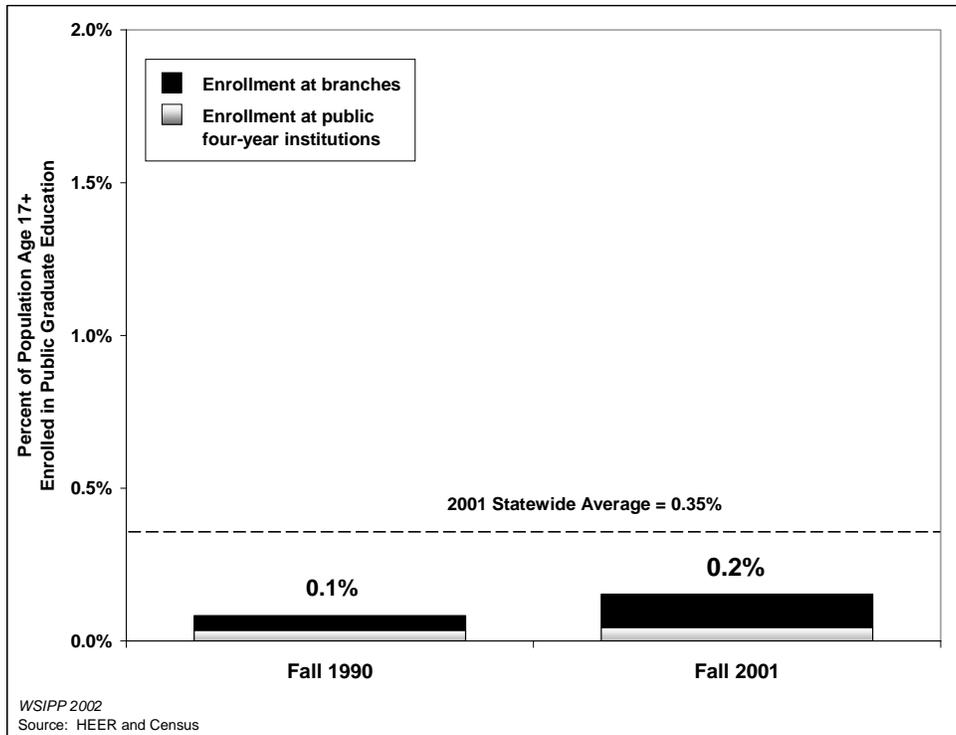


Exhibit D-9
Benton, Franklin, and Walla Walla Counties
Combined Upper Division Participation Rate

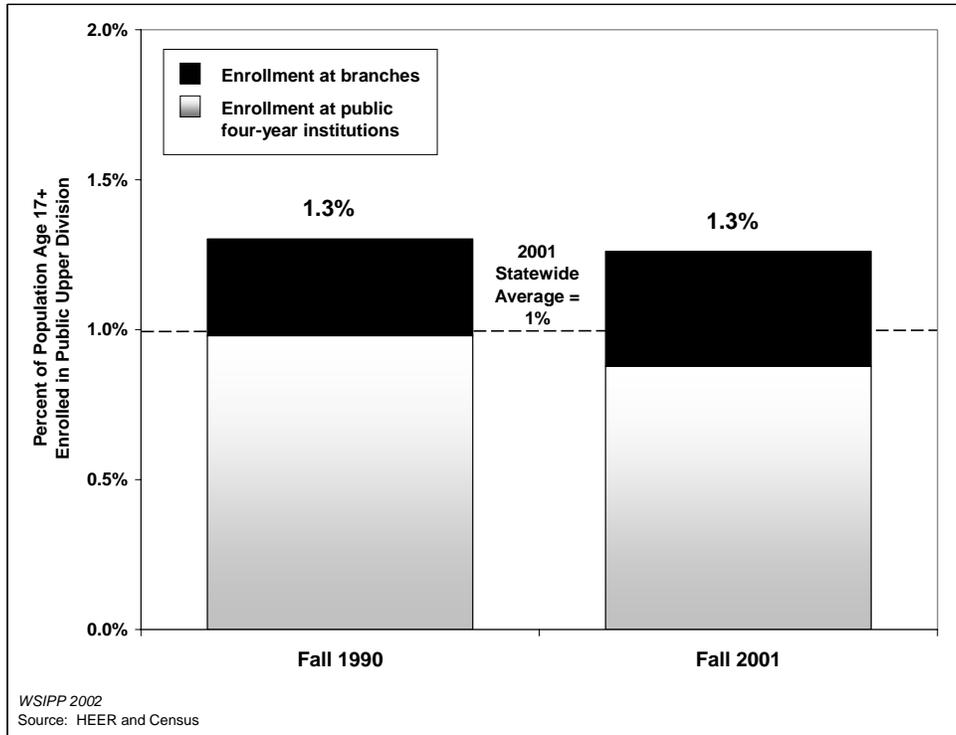
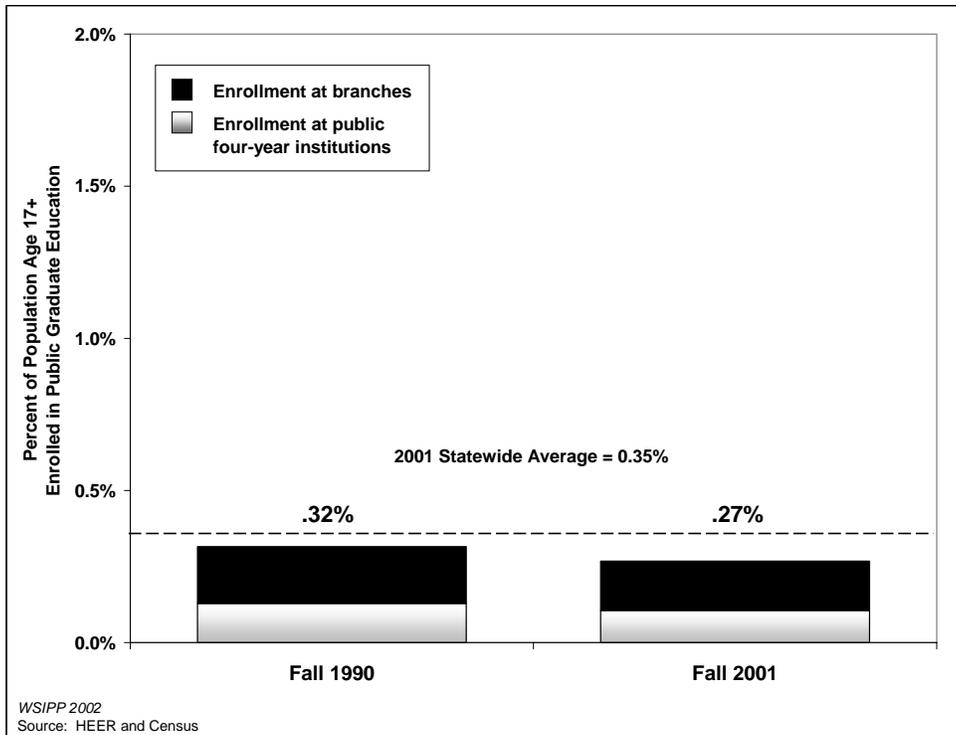


Exhibit D-10
Benton, Franklin, and Walla Walla Counties
Combined Graduate Participation Rate



WSU Spokane

Exhibit D-11
Spokane County Upper Division Participation Rate

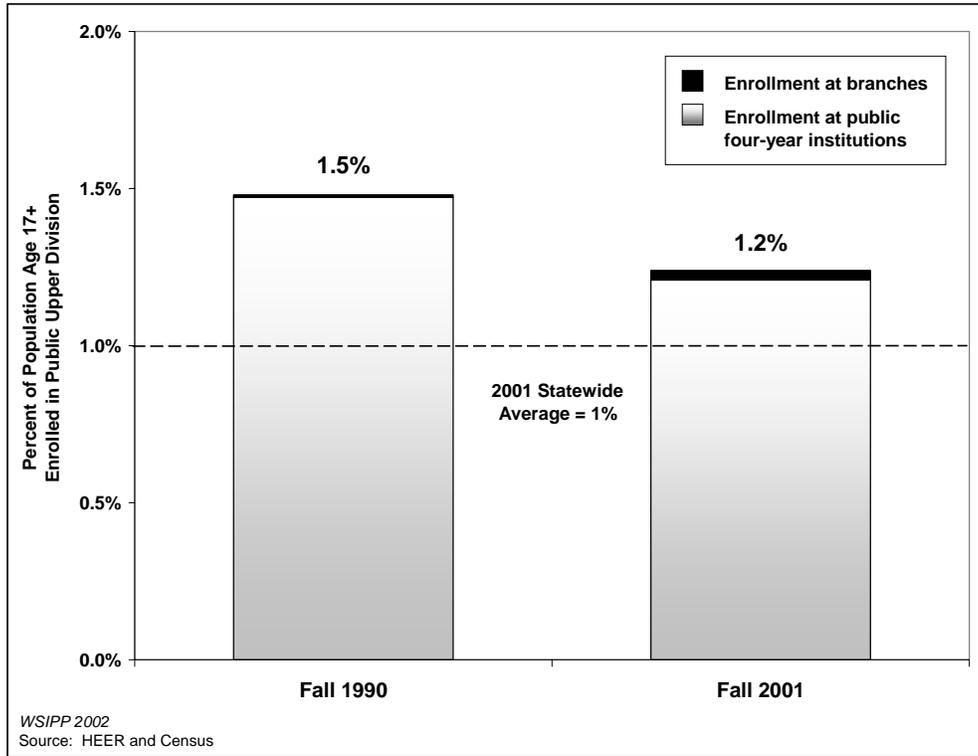
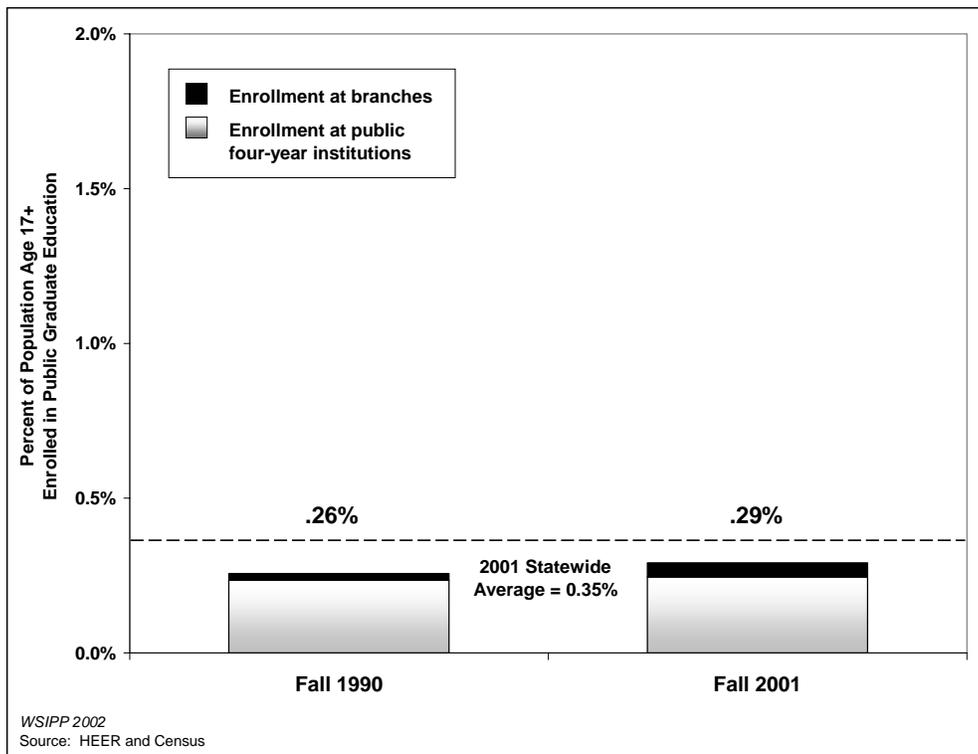


Exhibit D-12
Spokane County Graduate Participation Rate



APPENDIX E: OCCUPATIONAL PROJECTIONS BY TARGETED AREA AND DEGREE PROGRAM ENROLLMENT

The following exhibits compare the distribution of 2001 branch campus students' majors with the distribution of new jobs, by occupation, within targeted urban areas. WSU does not designate at which campus degrees are completed, so we were unable to compare regional occupational projections with actual degree production at branch campuses.

The 2000–05 occupational projections used for this analysis were completed in June 2002 by Washington State Employment Security Department (ESD), Labor Market and Economic Analysis (LMEA). Projections are provided only for occupations requiring a baccalaureate degree or higher. Based on LMEA data, occupational projections are presented by Workforce Development Areas (WDA), which loosely mirror the target areas for the branch campuses.

Limitations

This analysis does *not* calculate specific demand for and supply of different types of degrees, but instead shows where students' majors and regional occupational projections are concentrated. The number of students who major in a particular field does not equal actual degrees granted because not all students complete degree programs (some drop out). Enrollments are limited to branch campuses and do not include students who attend other institutions, either local entities or through distance learning.

The analysis of occupational projections by type of degree required involved matching three different datasets: **occupational projections** provided by the LMEA¹⁸¹, and two “crosswalk” datasets that match: **education levels by occupation**¹⁸² and **degree type by occupation**.¹⁸³

- Where there were multiple matches for a particular occupation on level of education, the highest possible level of education required was selected to capture the greatest potential estimated demand.
- In matching occupational projections with degrees, approximately 10 to 14 percent of occupations did not match up with a specific degree type, and are excluded from this analysis. Unmatched occupations covered a wide range of fields but tended to be concentrated in trades and services.

¹⁸¹ ESD Labor Market and Analysis, <<http://www.wa.gov/esd/lmea/ocdata/LTWDACs.xls>>, August 5, 2002.

¹⁸² Matches education level required (e.g., B.A. or higher) with SOC (Standard Occupational Classification) codes, based on 1998 SOC codes. This crosswalk is called “onetsoc_job_zones” and was provided by O*NET (Occupational Information Network), <<http://www.onetcenter.org/database.html#download>>, August 24, 2002.

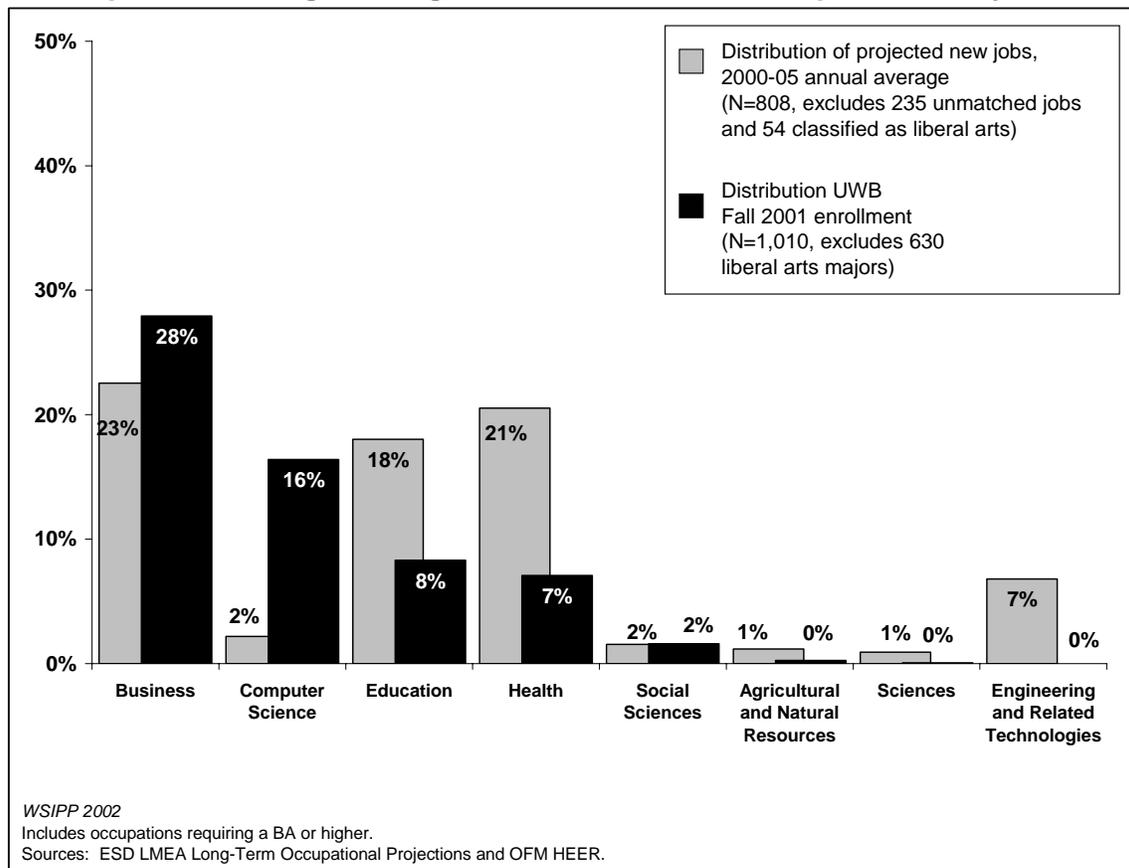
¹⁸³ Matches 1998 SOC codes with CIP (Classification of Instructional Program) codes, based on 1990 CIP classifications. This crosswalk is called “SOCCIP90” and was provided by the National Crosswalk Service Center, <<http://www.xwalkcenter.org/readme.html>>, September 2, 2002.

- Only a small number of occupations are classified as falling within the liberal arts field. These occupations and liberal arts enrollments at the branch campuses are excluded because liberal arts degrees cover a broad array of occupational fields.
- The Seattle-King County WDA is excluded for both UW Bothell and UW Tacoma because of the large role Seattle plays in the economy (Seattle was not intended to be part of their original service areas).

UW Bothell

Occupational projections for UW Bothell are for the Snohomish County WDA.

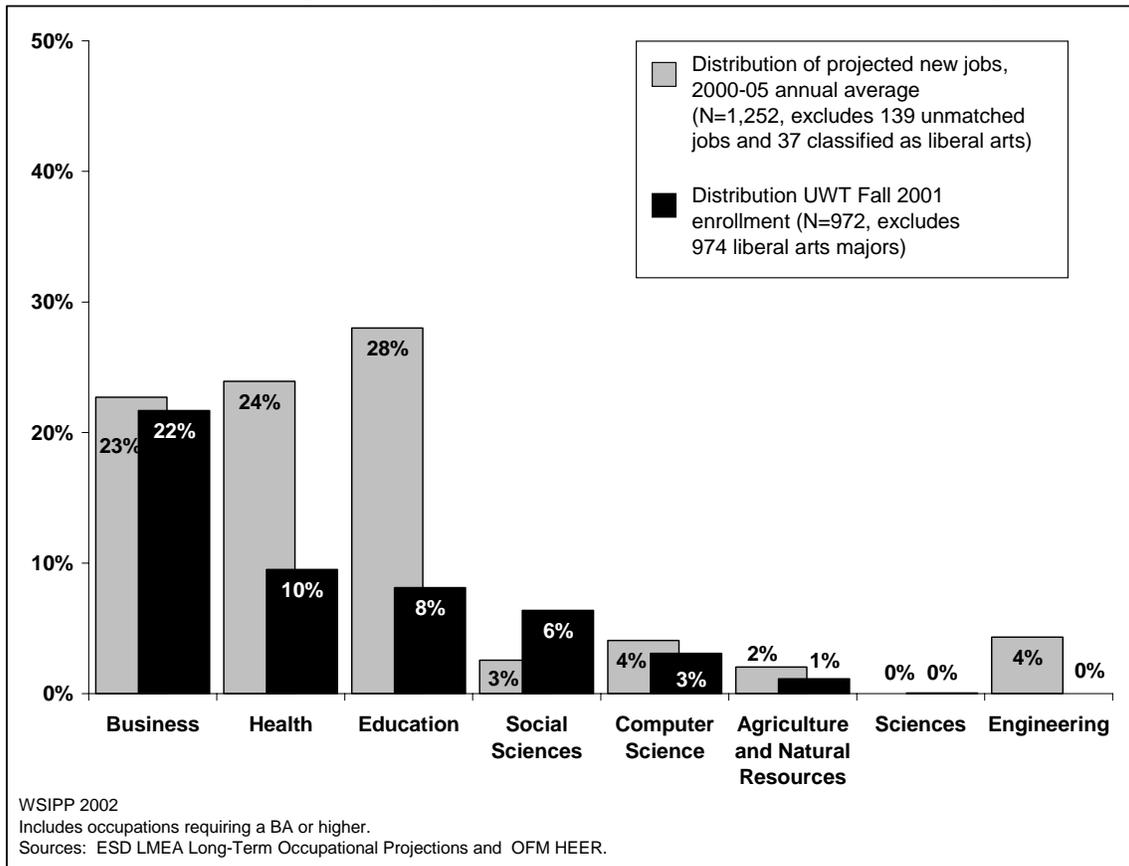
Exhibit E-1
UW Bothell and Snohomish WDA:
Comparison of Degree Program Enrollment and Occupational Projections



UW Tacoma

Occupational projections for the UW Tacoma region are based on the Pierce County WDA.

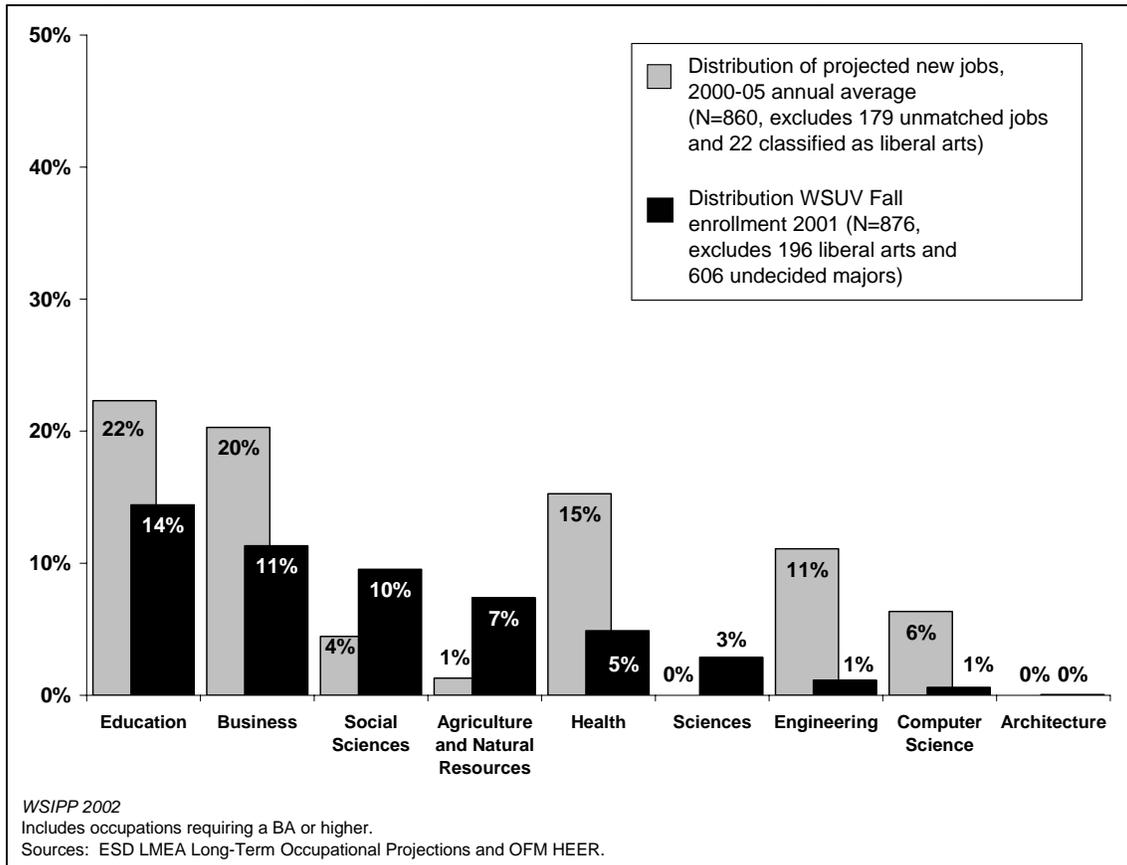
Exhibit E-2
UW Tacoma and Pierce WDA:
Comparison of Degree Program Enrollment and Occupational Projections



WSU Vancouver

Occupational projections for the WSU Vancouver region are based on the SW Washington WDA, which includes Clark, Cowlitz, Skamania, and Wahkiakum Counties.

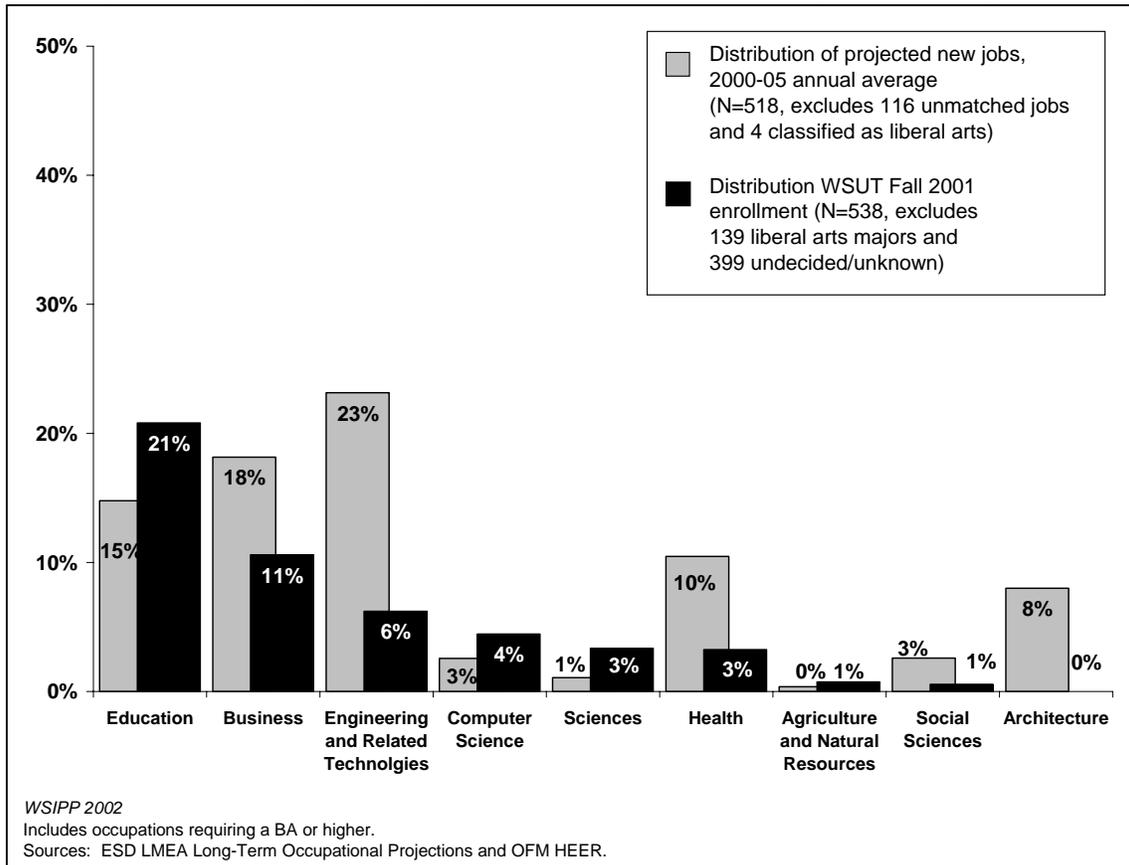
Exhibit E-3
WSU Vancouver and SW Washington WDA:
Comparison of Degree Program Enrollment and Occupational Projections



WSU Tri-Cities

Occupational projections for the WSU Tri-Cities region are based on Benton and Franklin Counties WDA.

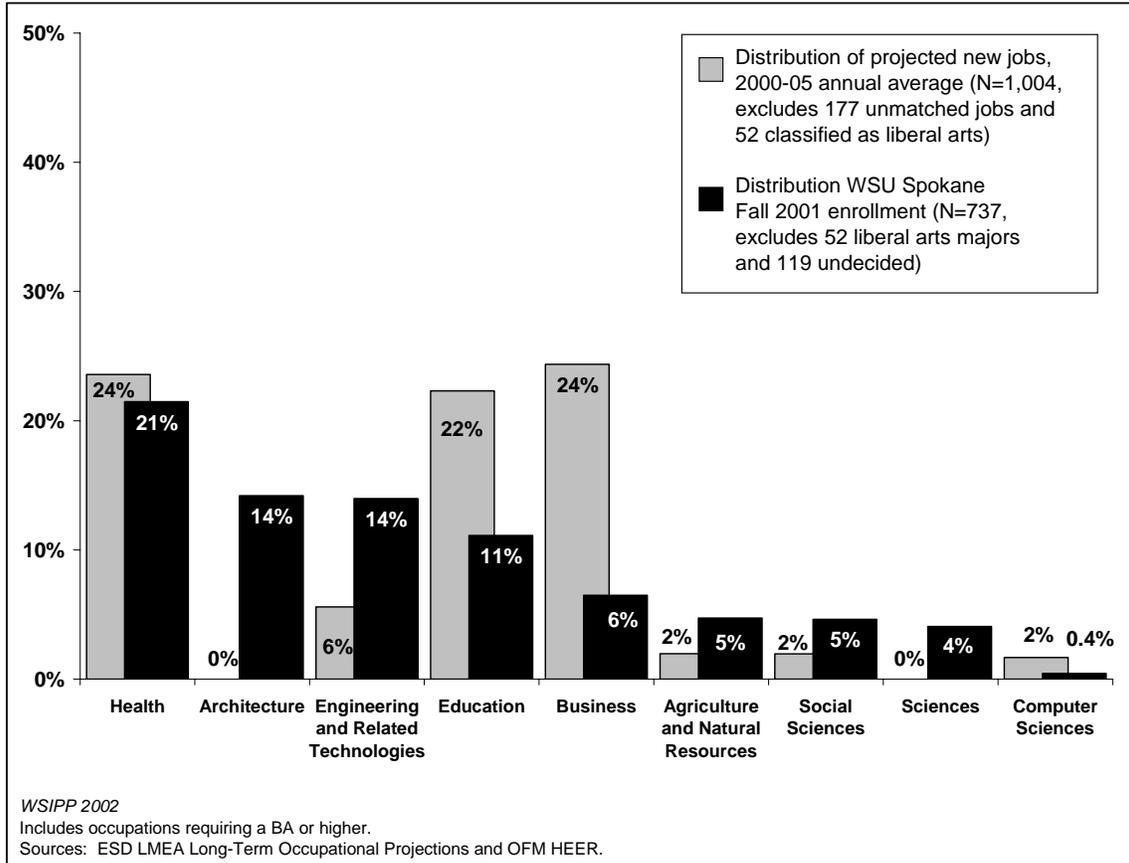
Exhibit E-4
WSU Tri-Cities and Benton-Franklin WDA:
Comparison of Degree Program Enrollment and Occupational Projections



WSU Spokane

Occupational projections for the WSU Spokane region are based on the Spokane County WDA.

Exhibit E-5
WSU Spokane and Spokane WDA:
Comparison of Degree Program Enrollment and Occupational Projections



APPENDIX F: CURRENT BRANCH CAMPUS MISSION STATEMENTS

Mission statements were gathered from campus websites or, when unavailable online, provided by either the HECB or the branch campuses.

UW Bothell⁵

Mission Statement

UWB holds the student-faculty relationship to be paramount. We provide access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.

Goals

- Serve college-age and established adult students, as well as the community at large, by providing access to a premier institution of higher education.
- Emphasize and develop critical thinking, writing, and information literacy, in order to graduate students with life-long learning skills.
- Actively recruit and support outstanding faculty scholars with a passion for communication.
- Build an inclusive and supportive community of learning and incorporate multicultural content and diverse perspectives on ethnic and racial groups, gender, sexual orientation, social class, and special needs.
- Encourage and support collaborative, interdisciplinary, and cross-program initiatives.
- Provide quality curricula by making use of the best of educational technology in support of teaching and learning.
- Attract and support an internationally diverse student body and a nationally recognized faculty and staff.
- Create and support excellence in student services, academic services such as library, writing center, computing services, and physical facilities.
- Foster productive relationships with the employment community and promote a strong public service commitment.

The University of Washington, Bothell is committed to achieving this mission and promote the on-going review of our outcomes, organizational structures, and processes that support this mission and these goals.

⁵ <http://www.bothell.washington.edu/aboutuwb/mission.html>

UW Tacoma⁶

Mission Statement

The University of Washington, Tacoma educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery.

Vision

The University of Washington, Tacoma envisions itself at the hub of a vibrant community recognized as being among the best educated in the country. As one of three campuses of a world-class university, UW Tacoma is dedicated to interdisciplinary and innovative teaching and scholarship and to engaging the community in mutually beneficial partnerships. UW Tacoma's commitment to diversity is central to an environment where students, staff, faculty and South Sound residents find abundant opportunities for intellectual, personal and professional growth.

University of Washington General Mission Statement for Branch Campuses⁷

Role and Mission of the Branch Campuses of the University

The branch campuses of the University of Washington have been established for the purpose of providing needed educational services for the central Puget Sound region. Appropriately located in this major urban area, the branch campuses make bachelor's and master's degree programs accessible to people throughout a four-county region – one campus serving primarily Snohomish and North King Counties, the other campus serving primary Pierce, Kitsap, and South King Counties. In accordance with the traditions of the University of Washington, the branch campuses are dedicated to the goals of providing educational programs that meet high academic standards and of fostering student success in these programs. This requires that the members of the branch campus community should be of the highest quality and should maintain the highest standards in all phases of the branch campuses' work.

The academic programs of the branch campuses are designed to respond to the educational needs of a diverse population that includes employed commuting adults beyond the traditional college age. At the undergraduate level, the curriculum is comprised of upper division courses of study.

The branch campuses seek to build and maintain strong ties with regional industries, business, civic agencies and organizations, and educational institutions. They pay particular attention to cooperation with neighboring community colleges and baccalaureate colleges, in order to satisfy the higher education needs of the central Puget Sound region. In service to the people of central Puget Sound, the branch campuses are committed to serving the full range of ethnic, social, and economic groups that comprise the area's population.

⁶ <http://www.tacoma.washington.edu/general/mission.html>

⁷ <http://www.washington.edu/reports/tcac/history/firstdocs/appendices/2b.html>

WSU Vancouver⁸

The basic mission of WSU Vancouver is the same as that of all quality academic institutions. It has been variously stated but essentially divides into two basic elements. The first purpose is to provide our students with discipline based information and access to it. This purpose is often described as an obligation to create an informed citizenry. The second part of our mission is to provide our students with the skills to evaluate that information and to use it in making decisions. These complex decision making skills are numerous and vary from discipline to discipline. The well educated student will be skilled in a cross-section of the methods of the various disciplines.

This basic mission in a research university is supported by the faculty's research or scholarship activities. These activities support the basic mission by creating new knowledge or information that we impart to our students. Perhaps more importantly, however, one of the primary vehicles by which academic institutions provide the decision making skills to students is the faculty. In order to carry out that role the faculty must be proficient themselves in those decision making skills and demonstrate those skills at the highest level possible. The demonstration of those skills varies from discipline to discipline but the two primary methods are discipline based scholarship and application of the theory and findings to "real world" issues.

The more specialized mission of WSU Vancouver is an elaboration of this basic mission and the mission for WSU as a whole. The elaboration comes from the directions provided by the Higher Education Coordinating Board and the Washington State Legislature in the creation of new campuses for the state's research universities. That direction stated that the new campuses, which were located in population centers underserved by higher education, would develop in response to the communities they were assigned to serve. That direction is consistent with WSU's role as a land-grant university which is essentially one of developing partnerships with the community that the university serves. The original land-grant universities specifically addressed the dominant economies of the time that they were formed (agriculture) and provided higher education opportunities for a broad range of the state's population.

This campus of WSU, located in a growing urban portion of the state with no other baccalaureate or graduate institution, carries out its mission in a somewhat different fashion than the original land-grant mission envisioned but with the same goal in mind. The community which this campus serves is much broader than the original agricultural community targeted by land-grant institutions. The community partners are ones that represent the wide range of activities and interests of a growing urban community. Health care, education, business, manufacturing, public agencies all become important partners. And the entire community becomes a partner. As a result this campus is actively involved in helping the community to address a wide range of issues including, economic development with an emphasis on living wage jobs, sustainable development and environmental protection, health care reform, education reform and many more. At the same time, the community assists us in training students with partnerships and practica. It also assists in our research mission by helping to frame questions, providing data bases and giving us opportunities for application.

⁸ <http://www.vancouver.wsu.edu/adm/mission.htm>

Providing access to education for a limited geographic region does not require a residential campus. Rather, WSU Vancouver is a commuter campus that focuses primarily on providing access to education for residents of southwest Washington. The curriculum which the faculty bring to this campus will ultimately represent the broad base of liberal arts and the specific needs of the community. It already does so in many of these areas and new developments are being planned with extensive contributions from the community. Since the new campuses were statutorily limited to upper division and graduate education we work closely with the community colleges which retain the regional responsibilities for lower division higher education. Thus the instructional as well as the service portion of our mission involves strategic partners.

WSU Tri-Cities

In keeping with WSU's tradition as a land grant and research university, the mission of WSU Tri-Cities is to contribute to the economic and cultural development of the lower Columbia Basin through high quality upper division and graduate education, research, and public service.

WSU Spokane⁹

In fall 1999, the Washington State Higher Education Coordinating Board approved a new mission statement for Washington State University Spokane that better represents the breadth of the goals and activities envisioned for the campus. The mission statement reads:

Washington State University is charged to lead in the development of a Spokane higher education magnet center. Its mission reflects the magnet center's statewide and regional service area and its responsibilities as the fiscal agent, site manager, strategic planner, and coordinator for the Riverpoint campus, at which the physical core of the higher education magnet center is situated.

The Spokane campus also represents Washington State University's commitment to bring distinctive upper-division and graduate education services to Spokane and to the core of the higher education magnet center's program inventory. The academic emphasis is on programs in the Health Science, Engineering and Technology, and Design fields.

Washington State University is charged with the responsibility of providing doctoral programs in Spokane, as approved on a case by case basis by the HECB. It also encourages and participates in interdisciplinary and intercollegiate master's programs and consortial alliances and is responsive to the social and economic development needs of the Spokane region.

Through teaching, research, and outreach, Washington State University at Spokane provides a distinctive and distinctively responsive form of higher education experience for residents of the region and from throughout the state.

⁹ <http://www.spokane.wsu.edu/aboutWSUSpokane/missionstmt.html>