



Washington State University Tri-Cities Four-Year Degree Plan Implementation

Submitted to the
Higher Education Coordinating Board

By:
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I. Introduction and Background

A. Washington State University Tri-Cities History

Washington State University Tri-Cities is a major element of Washington State University's long and rich tradition of service and commitment to the Mid-Columbia Region and Southeast Washington. The University's presence in the region dates back to the early 1900's when Cooperative Extension Offices were established and continued with the opening of the Research and Extension Center in Prosser in 1919. In 1946, Washington State University, along with the University of Washington and Oregon State University, began offering graduate-level engineering programs in Richland as the General Electric School of Nuclear Science and Engineering. In 1958, the name was changed to the Joint Center for Graduate Study and later, in 1985, to the Tri-Cities University Center, when Central Washington University and Eastern Washington University joined with the original member institutions to form a consortium of five universities. In 1989, based on recommendation from the Higher Education Coordinating Board, the State Legislature dissolved the consortium and assigned WSU as the sole, publicly funded provider of upper-division and graduate education in the Tri-Cities, thus creating WSU Tri-Cities.

WSU Tri-Cities was established to provide higher education to place-bound adults in Benton, Franklin, and Walla Walla counties and to contribute to the economic and cultural development of the three-county region. There were six full-time faculty, 100 part-time faculty, 800 part-time students, 25 staff, an 84-acre campus, and one 40,000-square foot building when WSU Tri-Cities officially opened on July 1, 1989. Today there are approximately 1200 full- and part-time students, more than 50 full-time faculty, nearly 300 part-time faculty, 65 staff, and three buildings with a combined area of 200,000 square feet. A fourth building, the Bioproducts, Sciences and Engineering Laboratory (BSEL), a 57,000-square foot facility currently under construction, will be completed in fall 2007. The campus in Richland has now grown to 195 acres with an additional 300 acres of undeveloped land located about five miles west of campus.

The curriculum at WSU Tri-Cities has evolved from primarily graduate-level engineering and science programs for Hanford employees, to a mix of baccalaureate and graduate programs in agriculture, business, education, engineering, liberal arts, nursing and science that serves the broader community and region. Seventy percent of today's student body is enrolled in bachelor degree programs and 30 percent in graduate programs. Over 75 percent of the students are majoring in the areas of education, business, liberal arts, and nursing. The remaining enrollment is in engineering, science, and agriculture. Undergraduate students typically complete lower division course work at community colleges before enrolling as upper division students at WSU Tri-Cities.

The campus currently offers 16 undergraduate and 14 graduate degree programs. Until recently, 75 percent of the classes at WSU Tri-Cities were offered in the evening to accommodate the institution's many part-time students who have families and/or jobs, with 25 percent of class offerings in the daytime. The percentage of daytime classes has increased to 33 percent in fall

2006 and is expected to jump in fall 2007 with the first freshman classes planned for daytime hours.

Columbia Basin College supplies approximately 75 percent of the undergraduate students who transfer to WSU Tri-Cities. Eighty two percent of the student body is from Benton, Franklin, and Walla Walla counties.

B. Existing Baccalaureate Degrees

Since its creation in 1989, WSU Tri-Cities has collaborated with regional community colleges in offering lower- and upper-division undergraduate courses to students in Southeast Washington. Columbia Basin College is the primary source of students matriculating into the current upper division programs. Yakima Valley Community College, Walla Walla Community College, and Big Bend Community College are also sources of undergraduate transfer students. At the present time, WSU Tri-Cities offers the following range of undergraduate degrees:

Undergraduate Degrees

Business Administration, Bachelor of Arts with Majors in
Accounting, Accounting and Information Systems, Business
Administration, Management and Operations

Computer Science, both Bachelor of Arts and Bachelor of Science

Digital Technology and Culture, Bachelor of Arts

Education, Bachelor of Arts with a Major in Elementary Education

English, Bachelor of Arts

Environmental Science, Bachelor of Science

History, Bachelor of Arts

Horticulture, Bachelor of Science with Emphasis in Viticulture and
Enology

Humanities, Bachelor of Arts

Mechanical Engineering, Bachelor of Science

Nursing, Bachelor of Science and R.N. to Bachelor of Science

Psychology, Bachelor of Science

Science, Bachelor of Science with Concentrations in Biological
Sciences, Mathematics, and Physical Science

Social Sciences, Bachelor of Arts with Concentrations in
Anthropology, Criminal Justice, Human Resources/Personnel,
Sociology, and other areas

The upper division regional campus model for higher education in Washington has been based upon coordination and cooperation amongst the two-year sector and the four-year sector of the Washington state education community, with the Higher Education Coordinating Board (HECB) maintaining its coordinating role in the implementation and review. Since its inception, WSU Tri-Cities has enjoyed mutually beneficial relationships with its primary community college

partner institutions. For these students, the transfer process has been a cost effective path to a baccalaureate degree from Washington State University.

C. Washington State Legislation Affecting WSU Tri-Cities

Since the inception of WSU Tri-Cities in 1989, (RCW 28B.45&50) strong support has come from the Washington State Legislature and its committees to provide needed capital construction funds, as well as funds for high demand programs such as nursing, viticulture and enology, and general enrollment increases. Three recent House bills signed into law have significantly changed the original branch campus legislation. These bills are described below and included as appendices to this report.

1. Substitute House Bill 2707 (SHB 2707)

WSU Tri-Cities, along with the other newer campuses of Washington State University and University of Washington were directed by the 2004 Washington State Legislature to ...

“examine its instructional programs, costs, research initiatives, student enrollment characteristics, programs offered in partnership with community and technical colleges, and regional context and make a recommendation by November 15, 2004 to the higher education coordinating board regarding the future evolution of the campus.” A copy of Substitute House Bill 2707 is located in Appendix A.

As required by the legislation, in November 2004 WSU Tri-Cities submitted its self-study entitled “Report on the Future of Washington State University Tri-Cities: A Self-Study in Response to SHB 2707.” The self-study made the following six recommendations for WSU Tri-Cities:

1. Remain part of WSU.
2. Transition from an upper-division only and graduate “instructional model” to a four-year university offering bachelor’s (including a strategic lower-division component), master’s and doctoral degrees.
3. Have a “role and mission” that includes world-class instruction, research, and public service and outreach essential to the economic and cultural advancement of the region and state.
4. Develop a strategic relationship with the Pacific Northwest National Laboratory to develop world-class research and education programs in targeted areas of science and engineering.
5. Extend its primary service area to include Adams, Columbia, Grant, Klickitat, and Yakima counties (in addition to Benton, Franklin, and Walla Walla counties).
6. Help address Washington’s “enrollment crisis” by growing to 3,000 students (1,800 FTE) by 2015.

A copy of the WSU Tri-Cities Self-Study Executive Summary is found in Appendix B and a full copy of the report is available upon request.

The information presented in this four-year implementation plan is a continuation of the ongoing strategic planning efforts of WSU and recommendations derived from the Self-Study.

2. Engrossed Second Substitute House Bill 1794 (E2SHB 1794)

The 2005 Washington Legislature passed Engrossed Second Substitute House Bill 1794 (Appendix C), which was in part, a response to the branch campus self-studies. The University of Washington branch campuses in Tacoma and Bothell were allowed to directly admit freshmen and sophomores beginning in the fall of 2006, “gradually and deliberately in accordance with the campus plan submitted to the higher education coordinating board in 2004.” Washington State University Vancouver was authorized to admit lower division students directly in fall 2006 and “develop into a four-year institution serving the Southwest Washington region.”

The authorization given to WSU Tri-Cities in E2SHB 1794 to directly admit freshmen and sophomores was limited to students seeking a bachelor’s degree in biotechnology (currently not offered at WSU Tri-Cities and subject to approval by the Higher Education Coordinating Board).

3. Substitute House Bill 2867 (SHB 2867)

In the 2006 legislative session, the Washington State Legislature passed Substitute House Bill 2867 (Appendix D). The bill recognizes the community support for WSU and states “...The legislature finds that the Tri-Cities community is very engaged in and committed to exploring the further expansion of Washington State University branch campus into a four-year institution and considers this issue to be a top priority for the larger Tri-Cities region.”

The bill specifically directs WSU Tri-Cities to examine resources available at the Pacific Northwest National Laboratory (PNNL) and to develop a plan regarding: (1) areas of need in higher education that exist in Southeastern Washington, and (2) how WSU Tri-Cities may best develop into a four-year institution.

In addition, beginning in the fall of 2007, WSU Tri-Cities may admit lower-division students, subject to approval by the higher education coordinating board, directly into high-need programs beyond the biotechnology field. “...By gradually and deliberately admitting freshmen and sophomores in accordance with its plan, increasing transfer enrollment, and co-admitting transfer students, the campus shall develop into a four-year institution serving the Southeastern Washington region.”

D. Community Input and Involvement

1. Vision for Higher Education

The plan presented in this report is supportive of and is consistent with the Tri-Cities Community vision for higher education in the region. In January 2006, the Higher Education Committee of the Tri-City Development Council (TRIDEC) completed a comprehensive community consensus process by presenting “Building Bridges for Lifelong Learning in the Tri-Cities and Beyond.” The Building Bridges report included a request to the 2006 State Legislature, “Consistent with the request from WSU and Columbia Basin College (CBC), adopt legislation to grant four-year institution status to WSU Tri-Cities.” The report also made specific recommendations relative to post-secondary education:

- a. “Community College and University:
- Replicate the CBC/WSU Tri-Cities Coordinated Bachelor Degree Program model at every community college in the state to make WSU Tri-Cities the “preferred” destination campus for the state’s junior-level transfer students.
 - Attract the best and brightest students and faculty from around the world to participate in world-class graduate programs at WSU Tri-Cities.
 - Align academic calendars wherever possible for the benefit of student migration.
 - Look at creating a joint program advisory committee that would focus on specific programs as recommended by this committee, satisfying the needs of all students at all levels.
 - Integrate curriculum, coordination of expectations and common values between the institutions.
 - Develop a “bridging concept” or “system” geared to attract more students into science, technology, engineering and math (STEM courses).
 - Use the “bridging concept” as a tool for Hispanic outreach to lower high school dropout rates and increase Hispanic student participation in both vocational and baccalaureate education.
 - Construct bridges for significant non-traditional populations to access education by retaining the community college mission of CBC.
 - Expand upon joint faculty appointments at WSU Tri-Cities with both CBC and PNNL.
 - Market WSU Tri-Cities as a destination campus that draws community college students from around the state by offering Cooperative Work Programs and Internships funded by local business and research organizations.
 - Explore the use of work study projects, internships and possibly cooperative work programs as a means to attract students and help them fund their education.
 - Expand depth and breadth of programs for undergraduates.
 - Expand sharing of facilities/classrooms between institutions when possible and maximize the use of the Washington Institute for Science Education (WISE).
 - Construct residential campus built by private business to transition to a destination university.
 - Continue leveraging community’s diverse and bilingual population.
- b. Post-Baccalaureate to Lifelong Learning and Beyond:
- Create a “master agreement” between WSU Tri-Cities and PNNL for sharing students, faculty, research staff and graduate students for federal/state partnership (e.g. 50 percent co-pay by PNNL for joint faculty salaries).
 - Utilize the federal laboratory facilities at PNNL thereby reducing the State’s need to finance construction of new labs.
 - Expand graduate programs with emphasis on engineering and science—disciplines that create technology transfer opportunities.
 - Develop a “lifelong learning” consortium that would focus on educating adult population seeking new careers or those in semi-retirement, etc. (i.e., retired scientists and teachers).”

This report garnered significant community support and nurtured a grass-roots effort to communicate these priorities to the 2006 Legislature. Community leaders worked with regional legislative representatives to support the development and passage of Substitute House Bill 2867.

2. Input in Drafting The Four-Year Authorization Implementation Plan

WSU Tri-Cities has sought the input of citizens, students, faculty, staff, community leaders, business owners, and alumni as it prepared this report. This was accomplished through the following mechanisms:

- Governor signed SHB2867 at an event on WSU Tri-Cities campus with accompanying reception on March 22.
- Higher Education Committee meeting and tour held with President Rawlins at the WSU Tri-Cities campus on May 22.
- Chancellor held all campus meetings to describe planning process and receive input from faculty, staff, and students on June 15 and August 31.
- A briefing with the Higher Education Committee of TRIDEC and the WSU Tri-Cities Advisory Council was held on August 10.
- Community public hearings were held on the evenings August 17 at WSU Tri-Cities and September 21 at CBC.
- Various press releases, TV and radio interviews and newspaper articles provided coverage of the draft plan.
- A draft version of this report was posted to WSU Tri-Cities' Web site along with a feedback survey form, September 21. Information received as of November 15 was analyzed and incorporated in the final version of this report.

II. Expanding WSU Tri-Cities into a Four-Year Institution

A. Vision and Planning

Washington State University Tri-Cities, as part of a world-class research university, offers undergraduate and graduate degrees in disciplines associated with the needs of the region and the state. Baccalaureate programs are coordinated with the region's community colleges to provide students with quality course work and ensure that they can complete their degrees in a timely fashion. Graduate programs are aligned with the region's premier research-related organizations to address topics of local, national, and international significance.

WSU Tri-Cities delivers world-class, face-to-face undergraduate and graduate education, with faculty, staff, and students conducting research and providing outreach and community service commensurate with the University's land-grant mission. The current Four-Year Implementation Plan is being developed in the context of WSU Tri-Cities' role and mission in the WSU system, as well as its crucial role within higher education in the Tri-Cities community and Southeast Washington.

Undergraduate Education: As part of its strategic plan to provide world class undergraduate education opportunities, WSU Tri-Cities identified the following key actions:

1. Admit lower division students, beginning in fall 2007, into existing degree programs.
2. Expand the Coordinated Bachelor Degree Program, currently implemented in partnership with CBC, to other community colleges in the region.
3. Initiate co-admission of qualified community college students.
4. Add new academic programs, as appropriate, to address regional and state needs.

Although the focus of this report is on the development of programs and services to transition and expand WSU Tri-Cities into a four year institution, the campus also serves the region and state in providing graduate education and research opportunities.

Graduate Education and Research: The WSU Tri-Cities Strategic Plan (Appendix E) envisions long-term growth of graduate education, with a corresponding expansion of research activities. WSU Tri-Cities will become a destination campus by providing top quality graduate programs, not only in science and engineering, but also in agriculture, business, liberal arts, education, and nursing. The partnership with the Pacific Northwest National Laboratory in the new Bioproducts Science and Engineering Laboratory will help to grow world-class research and graduate programs. Research and teaching assistantships for graduate students will allow WSU Tri-Cities to build out specific programs in cost-effective ways that complement the undergraduate partnerships with CBC and other community colleges. Joint faculty appointments and continued use of adjunct faculty from PNNL will be an important part of attracting the best graduate students from around the world to study at WSU Tri-Cities. Future graduate degrees in areas such as informatics, technology entrepreneurship, and math and science education will add to and enhance premier programs in bioproducts and related areas.

As of summer 2006, WSU and PNNL have formally committed to a collaborative research and development partnership in the area of bioproducts and biofuels. With activities ranging from research to education and outreach, this collaboration is intended to benefit both the state of Washington and the nation as a whole. To effectively leverage the joint capabilities of the two organizations, WSU and PNNL will share space in a new facility, BSEL, located on the WSU Tri-Cities campus, which is currently under construction. In addition to the BSEL facility, scheduled to be completed in fall 2007, the collaboration will also use the extensive resources and facilities of PNNL and the state-wide research facilities and extension offices of WSU.

Higher Education Project Planning Group: In response to SHB 2867, the Tri-Cities community, under the leadership of the Tri-City Development Council and the Higher Education Coordinating Board, developed a vision for higher education in the community and region. In the early stages of implementing that vision, leaders from WSU, CBC, and PNNL, have formed a Higher Education Project Planning (HEPP) group. This group, which began meeting in July 2006, has created a framework for coordination and collaboration in delivering comprehensive higher education from the freshman year through post-graduate level programs. (See Appendix F for the HEPP Project Charter.) The vision of this group calls for the formation of a Tri-Cities Higher Education Coordination Council, which will serve in coordinating and advising capacity, and also interface with the Tri-Cities Education Advisory Council (TEAC) and HECB.

B. Lessons Learned from other Regional Campuses

The regional campuses at Washington State University Vancouver, University of Washington Bothell and University of Washington Tacoma received legislative authorization (E2SHB 1794) to admit freshmen and sophomore students directly into their baccalaureate programs in fall 2006. In the weeks after SHB 2867 was signed by Governor Gregoire, the Four-Year Implementation Oversight Committee of WSU Tri-Cities met with their counterparts at each of the other regional campuses to discuss their experiences with respect to implementation of lower-division programs and the lessons learned to date. The visits proved to be highly beneficial and provided valuable insight and perspective. The following comments are a composite of Lessons Learned at the other campuses:

Planning

- A key decision that must be made early in the planning process is to determine which programs, majors, and courses should be offered as four year programs.
- Development of an entirely new 'type' of curriculum that fully integrates interdisciplinary classes requires considerable planning by faculty and significant commitment of resources by administration.
- Separate hiring plans for faculty and staff need to be prioritized and approved through Academic and Administrative Councils.
- Faculty members can be paid a small stipend to develop course proposals to be used in the lower-division curriculum. This incentive was well received in most cases.
- Start-up funds provided by the Legislature were only a small fraction of the actual cost for start-up requirements.

- A faculty member needs to be given a two to five year assignment to direct the lower division efforts.
- Various committees and boards are needed to distribute the workload and assure successful completion of an implementation plan.
- Expansion from upper division to four year programs creates uncertainty for faculty and staff at all levels. It is important to keep everyone informed and updated on the process.
- Implementation of the lower-division plan requires academic affairs and student affairs working in partnership.
- An Oversight Committee comprised of key faculty, staff and administrators is critical to the success of the program.
- Assessment tools and processes need to be developed to assure the goals of the program are being met.

Curriculum

- Faculty who are excited to teach lower-division courses and are especially good at mentoring young students should be selected to teach in the cohort.
- Transfer and graduate programs will continue to be the greatest source of future students and should not be ignored during the lower-division implementation process.
- Freshmen need a bonding, community building experience to feel connected to the institution.
- Specific plans to integrate technology, such as e-portfolio and instant messaging, need to be developed and funded.
- Upper-class mentors can provide a connection to the institution and increase the likelihood of success for incoming freshmen.

Recruitment

- Student Affairs recruiters need to be hired on first-year start-up funds so that recruiting efforts can begin immediately for the first freshmen class.
- Recruitment efforts should include obtaining names of local high school juniors and seniors who meet minimum admission qualifications of the university.
- Web page design is critical for freshmen and is very different from web design aimed at 'traditional' upper division campus students.
- Publications must be more dynamic and target the specific needs of incoming freshmen.
- Scholarship offers should be made concurrent with admissions offers, when applicable.
- Advisors who understand the needs of younger students should be assigned to work with incoming freshmen and sophomores.
- A combined application form for all university campuses allows students to apply to multiple locations with one application.
- Student ambassadors are highly effective in recruiting future freshmen at local high schools.

The strongest message coming from the other regional campuses was that communication is crucial to successfully making the transition to four year status: communication on-campus with students, faculty and staff; communication with higher education partners at community

colleges; communication with high school students; and communication with community stakeholders.

C. Four-Year Authorization Implementation Plan

1. Needs Assessment

In the fall of 2004, WSU Tri-Cities conducted a Regional Higher Education Needs Survey, the results of which are incorporated into its Self Study in Response to SHB 2707 (See Executive Summary in Appendix B). Question 3 of the needs survey asked respondents to identify the top ten degree areas that would be most important for WSU Tri-Cities to offer. The table below summarizes the responses to this survey question.

Summary of responses to Question 3 of the Regional Higher Education Survey conducted during a 30-day period of October and November 2004.

Response	Degree area
93%	Business (e.g., Accounting, Finance, MIS, Management, Marketing)
93%	Computer Science (e.g., Systems Analysis, Information Services)
92%	Engineering (e.g., Chemical, Civil, Electrical, Mechanical)
90%	Health (e.g., Health Care Administration, Nursing, Pharmacy)
85%	Agriculture (e.g., Agricultural Economics, Animal Science, Horticulture, Viticulture & Enology)
82%	Physical Sciences (e.g., Biology, Chemistry, Geology)
57%	Humanities (e.g., English, History, Philosophy)
57%	Human Development (e.g., Human Development, Early Childhood Education)
50%	Social Sciences (e.g., Social Work, Social Service Administration)

Respondents were given the option of listing other degree areas. Nearly 20% of respondents wrote in other choices. The following two areas received the largest 'other' responses: environmental science/ecology and communications.

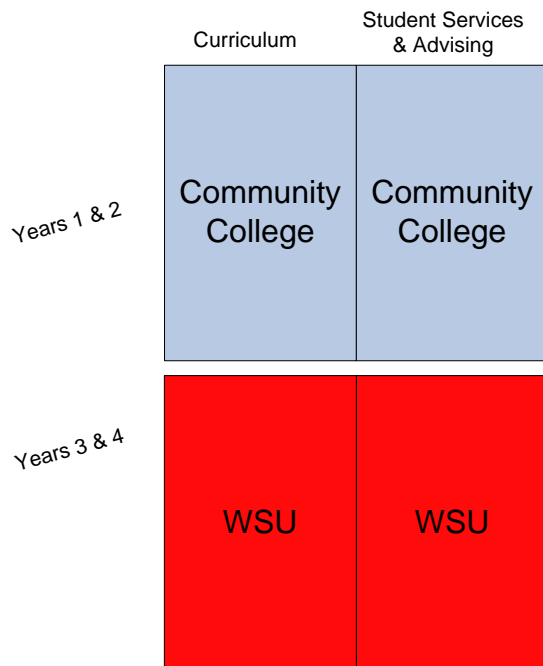
The 2004 Regional Higher Education Survey had only 123 valid responses and was not focused on employment opportunities for graduates. In order to provide complete and up to date information, WSU Tri-Cities plans to conduct a more comprehensive and inclusive assessment of regional higher education needs in spring 2007. In addition to identifying the needs and interests of current and future students, the needs of employers in the region will be assessed. The data provided from this assessment will be used as a guide in expanding existing degree programs to full four-year status and in determining which new degree programs to add in order to best meet regional needs. Since expansion of offerings will be phased in over several biennia, the 2007 needs assessment results will provide timely information.

2. The Academic Plan – Phase 1

WSU Tri-Cities currently offers 16 undergraduate degree majors, clustered within the areas of agriculture, business, education, engineering, health care, and science, with an upper division undergraduate population of approximately 800. By comparison, Washington State Vancouver has 1800 undergraduates and 14 different degree programs; University of Washington Tacoma has 9 undergraduate degree programs and 2300 students; and University of Washington Bothell has 3 undergraduate degrees and 1400 students. Without significant infusion of resources, it is not feasible for WSU Tri-Cities to immediately extend all current degree programs to full four year status. In the short term, that is the 2007-2009 biennium, only a limited number of majors will be offered as full four year WSU Tri-Cities programs of study. In this time frame, the majority of undergraduate programs currently available at WSU Tri-Cities will continue to be offered as a mix of community college and WSU course work. This start up plan will allow students to consider several options, as they determine their best pathways to a baccalaureate degree at WSU Tri-Cities. A description and discussion of each option follows below.

Path 1: Traditional 2 + 2 Transfer Model

Since the inception of the WSU campus in the Tri-Cities in 1989, the majority of undergraduate students have completed their degrees using the “2+2 Transfer Model.” In this model, students complete their freshmen and sophomore years at a community college and then transfer to WSU Tri-Cities with junior status into a major for two more years. Typically in this model, both the lower division general education requirements (GERs) and also the prerequisites required for a specific major are completed (e.g., a 3-quarter sequence of accounting classes for business majors). This is followed by two years of upper division work at WSU Tri-Cities concentrating on courses in the chosen major. Typically, students satisfy lower division GERs by earning a Transfer Associates Degree at the community college rather than attempting to do a course-by-course match to the lower division WSU requirements. The model is conceptually simple; two years to an Associate of Arts and Science (A.A.) degree plus two years to a B.A. /B.S. degree. For many students, however, the 2 + 2 model does not result in obtaining a bachelor’s degree in the ‘normal’ four years of full-time study. There are a number of reasons for this extended course of study.



First, some community colleges do not require formal advising for enrollment in classes subsequent to the first term of enrollment. Self-advised or peer-advised students frequently do not take the right courses to meet WSU lower division requirements and need to go back to the community college to get these courses after transferring to WSU Tri-Cities, even though they have earned an A.A. degree.

Second, a Transfer Associate's Degree may include community college requirements which are not included in the WSU GERs (e.g. the A.A. degree requirements of CBC include three credits of Health and Physical Education). So, while the student may transfer to WSU with 90 quarter hours (60 semester hours) of lower division credits, not all the credits may satisfy all lower division requirements in their major, i.e. in matching the WSU catalog program of study. This mismatch can cause students, enrolled as juniors at WSU Tri-Cities, to co-enroll at CBC in order to complete missing lower division course work. Under current policy, up to 110 quarter hours of credit can be transferred to WSU from a community college, which partially addresses the credit burden for students in this situation.

A third reason that students often end up taking additional credits at a community college to meet WSU lower division requirements is the fact that many transfer equivalent courses simply carry more credit hours at the community college than at the University. For example, the required lower division accounting sequence at CBC [ACCTG 251, 252, 253] is 15 quarter hour credits (equivalent to 10 semester hours) versus its counterpart in the WSU system [ACCTG 230, 231], which is six semester hour credit. This results in students transferring extra credit hours for the equivalent course or course sequence. The net result is that many students transfer to WSU Tri-Cities with more than 60 semester credits, in order to fulfill lower division requirements.

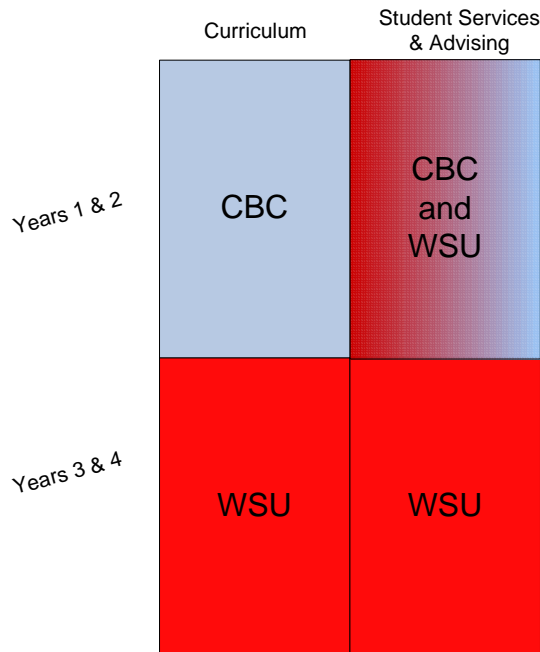
Another weakness in the 2 + 2 Transfer Model arises from the fact that community colleges may not, in fact, offer all of the lower division course work required for some of the majors that

students pursue upon transferring to WSU Tri-Cities. Often there is not sufficient demand at a community college to justify the resources necessary to offer lower division courses required by a single major. In Electrical Engineering, for example community colleges do not offer the equivalent of EE 120, 234, 261, and 262. These courses are necessary prerequisites for an Electrical Engineering major, and thus have to be squeezed into the summer and fall of the junior year, putting the student behind the normal progression to the EE degree in four years. From a student learning perspective, it is preferable to be able to begin the course work in their major sooner (i.e. the sophomore year) rather than waiting until the junior year.

To address some of the problems inherent in the 2+2 Transfer Model, WSU Tri-Cities and Columbia Basin College have collaborated to develop the Coordinated Bachelor Degree Program. A formal Co-Enrollment Program, which allows students to begin courses in their major at WSU Tri-Cities, while still completing lower division GERs and other prerequisites at CBC, is under discussion and development.

Path 2: Coordinated Bachelor Degree Program

In the fall of 2005, representatives of Columbia Basin College and WSU Tri-Cities signed a formal Memorandum of Understanding (MOU), committing both institutions to the joint offering and delivery of a Coordinated Bachelor Degree Program (CBD Program). Under this memorandum, CBC and WSU Tri-Cities are committed to a collaborative effort, based on mutual respect and trust, to provide four-year degree programs and to jointly consider other innovative educational models for the Tri-Cities. The full text of the CBD Memorandum of Understanding is found in Appendix G.



The CBD Program is intended for students wishing to earn any WSU baccalaureate degree offered by WSU Tri-Cities. It enables students to begin a bachelor’s program by choosing either to earn a transferable degree from CBC as they pursue a baccalaureate degree or complete a

WSU baccalaureate degree without earning a CBC degree. The major features of the Program include:

1. Simplifying and smoothing the transfer experience: The CBD Program offers CBC students a process designed to alleviate many of the barriers previously experienced in transferring to WSU Tri-Cities. This program provides assistance and guidance with processes such as completing the admissions application and ordering CBC transcripts. It also facilitates prompt communication with students regarding admissions status with minimal student involvement. The Declaration of Intent Form provides the necessary student-file releases in compliance with FERPA regulations allowing enhanced transfer of information between CBC and WSU Tri-Cities.
2. Detailed, up-to-date Plans of Study: Individual Plans of Study for WSU Tri-Cities baccalaureate degrees have been developed collaboratively by CBC and WSU Tri-Cities. These plans present two possible sequences of CBC and WSU courses, based on each of the following options:

Associate Degree Option: Students can complete a transfer degree from CBC that fulfills WSU lower-division general education requirements and provides preparation toward a B.A. or B.S. degree from WSU. (This is generally a more flexible path if the student changes their major.)

Direct Bachelor Degree Option: Students can complete general education and other lower-division B.A. or B.S. degree requirements at CBC without completing a transfer degree from CBC. (This is generally a shorter path, since it includes only those lower division courses required for a specific WSU degree plan.)

Students choose the most appropriate option in consultation with their counselor or academic advisor.

CBC and WSU Tri-Cities staff review and update the Plans of Study annually to assure that they remain current and accurate. The CBD Program Plans of Study are developed in accordance with CBC and WSU policy pertaining to General Education Requirements (GERs), as well as specific degree program requirements described in their respective catalogs in effect when a student officially enrolls in the CBD Program. The plans of study are seen as contractual on WSU Tri-Cities' part. That is, the plans of study will not change within the timeline established by the university, provided that external factors such as accreditation or certification requirements do not change. All CBC courses included in the Plans of Study are transferable to WSU.

3. Academic Advising: Formal access to bachelor-directed academic advising is available as soon as students begin their post-secondary education. Students are encouraged to thoroughly explore all available transfer sequences and make a fully informed decision, as to which path is in their best interest, based upon the current Plans of Study detailing the Associate Degree and Direct Bachelor's Degree options.

CBC and WSU Tri-Cities advisors are co-trained to ensure common language and consistency of message to students. Program advisors are responsible for assuring that students are on track for whatever CBC/WSU Tri-Cities sequence option is chosen. WSU Tri-Cities staff members attend weekly counselor meetings at CBC so that information impacting student academics is shared in a timely and effective manner between campuses.

Upon entering the CBD Program, students choose an academic major and are assigned a WSU Tri-Cities academic advisor. All CBD students are required to meet with a CBC counselor each quarter and with their WSU Tri-Cities advisor at least once a year. A student will be expected to follow this advising pattern until he or she has enrolled at WSU Tri-Cities.

4. Program Handbook: CBC and WSU Tri-Cities are developing program handbooks to assist students, advisors, counselors, recruiters, and other interested parties. The handbooks include policies and procedures for the Program, the Plans of Study, course descriptions, and information about financial aid, advising and counseling, disability services, student organizations, and other student services.

5. Coordinated Student Services: CBC and WSU Tri-Cities collaboratively distribute student service information to participating students such as student event and activity announcements; encourage students to run for positions in the Associated Students of WSU Tri-Cities (ASWSU TC); assist students with tutoring; and provide timely information about scholarship and internship opportunities.

6. Joint Information Sessions: Information about the CBD Program is included in every CBC Student Orientation and Registration (SOAR) packet via a flyer about the “Future Cougs” presentation. Other information sessions and meetings are held for secondary school students and counselors in the Tri-Cities and surrounding region.

7. Declaration of Intent: Each student wishing to enter the Program is required to complete a Declaration of Intent Form. When completed and signed by the student this form will enable WSU Tri-Cities to obtain all of the student information needed for transferring between CBC and WSU Tri-Cities. Students who have completed a Declaration of Intent are identified as “declared students” until they become qualified for admission to WSU. Declared students are expected to maintain a cumulative grade point average (GPA) that equals or exceeds the current minimum required to transfer to WSU in order to remain in good standing in the Program. If a declared CBD Program student’s cumulative GPA falls below the required minimums, the student must meet with a CBC counselor for academic and retention support. Not enrolling at CBC for one year will invalidate a student’s enrollment in this Program.

8. Admission to WSU: In general, CBD Program students apply for admission to WSU Tri-Cities during their last quarter at CBC. CBD Program student applications are closely followed through the admissions process enabling CBD Program staff to expedite the admissions process.

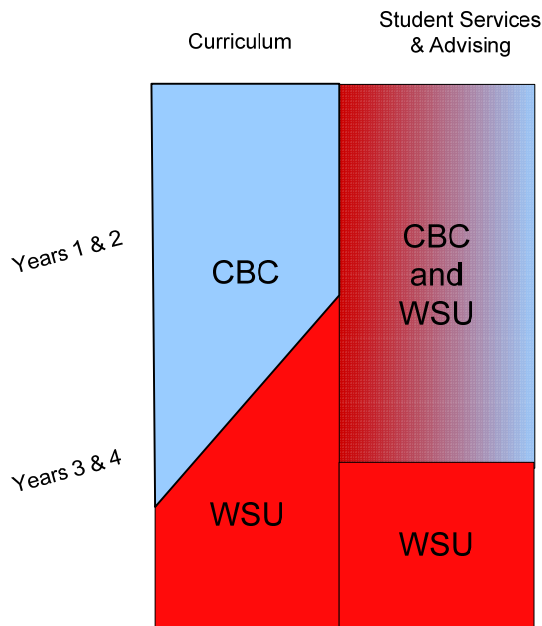
9. Transfer of Credits: Declared students will be guaranteed transfer of all credits earned at CBC that are included in the relevant Plan of Study in effect at the time they began their study at CBC. Declared students who complete the associate degree option as specified in the relevant Plan of Study will be guaranteed transfer of up to 110 quarter (73 semester), program-specific credits without petition and be considered to have fulfilled WSU's lower-division General Education Requirements for graduation.

10. Marketing (Student Recruitment): WSU Tri-Cities and CBC are distributing jointly published brochures and have created web pages and other marketing materials for the Program. The institutions also continue to cooperate in the recruitment of secondary school students for the CBD Program.

The Coordinated Bachelor Degree Program specifically addresses two weaknesses of the Traditional 2 + 2 Transfer Model. The self-advising problem is addressed by the requirement that the CBD students meet with a CBC advisor, as well as a WSU Tri-Cities advisor on a regular basis, to keep the student on the optimal schedule of studies. The second problem is eliminated by virtue of the detailed programs of study that have been developed, each of which shows a four-year schedule of course work, corresponding to a mix of CBC and WSU Tri-Cities courses, leading to a specific degree. This typically results in students taking the optimal set of community college courses to satisfy WSU lower division requirements for the intended major. Under the CBD Program, students are given a complete and up-to-date road map of community college and university courses, along with the advising resources to help them reach their goal.

While the CBD Program is a marked improvement over the Traditional 2 + 2 Model, it does not eliminate the problems associated with compressing course work for the major in two years. This problem will be addressed more effectively when students co-enroll at a community college and WSU Tri-Cities.

Path 3: Co-Enrollment Model



The Co-Enrollment Model addresses a weakness in the Traditional 2 + 2 Transfer and the current CBD Program: the restriction that students wait until the beginning of their junior year to begin requirements specific to their major. When students co-enroll at a community college and WSU Tri-Cities, they can follow a schedule of study identical to the WSU catalog for their chosen major. Under this model, full-time students would typically enroll only in community college classes in their freshman year; enroll at a community college and at WSU Tri-Cities during their sophomore and junior years; and enroll full-time at WSU Tri-Cities in their senior year. This allows the students to proceed through a more logical program of study by completing course work in proper sequence, but it does require more effort on their part in terms of balancing their course workload at two institutions during the sophomore and junior years. WSU Tri-Cities and CBC have attempted to facilitate co-enrolled students by coordinating time schedules and offering classes on each other's campus when requested by students.

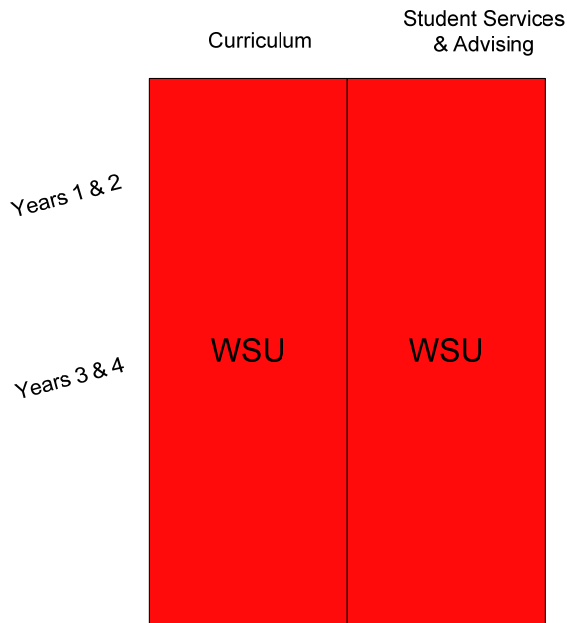
From the two institutions' point of view, the co-enrollment model is FTE neutral: co-enrolled students still complete the same number of credits at the community college as under the 2 + 2 Transfer Model or the CBD Program. In following the Co-Enrollment Model, students simply spread out their community college and WSU course work such that they overlap in the 2nd and 3rd years. The credit hours at each institution are distributed over three years at each institution instead of two. One issue of concern to the community colleges may be the fact that the co-enrolled students are in the community college pipeline longer, which delays their 'successful exit' by one year. This is really a transient effect; as more students follow this model, the pipeline will be fuller, and the students will benefit from a pedagogically sounder program of study.

Co-enrolled students may face a number of challenges, such as class schedule conflicts, different academic calendars, extra fees and tuition, extra paperwork, and commuting between two campuses. Nonetheless, savvy students have discovered that co-enrollment most often gives them the quickest, shortest and most logical path to their baccalaureate degree of choice.

From the students' point of view, there could potentially be a disadvantage in terms of tuition fees. At WSU, students carrying 10 to 18 credits pay a flat rate (full time tuition = \$5,888 per academic year). If a student is enrolled part time at two institutions, the flat rate would not benefit during the sophomore or junior year. To protect students against being burdened with extra tuition costs, WSU Tri-Cities intends to provide a partial tuition waiver, reducing the total tuition paid, (e.g. to CBC and WSU) to the full-time WSU tuition amount. A proposed tuition waiver schedule is included in Appendix H.

Clearly, co-enrolled students in the Tri-Cities would benefit if WSU Tri-Cities and CBC shared a common academic calendar. This would greatly facilitate coordination of time schedules, sharing of faculty and coordination of student-centered events and activities discussed elsewhere in this report. WSU Tri-Cities plans to develop a formal Co-Enrollment Agreement with regional community colleges in the near future.

Path 4: Liberal Arts Cohort Model



The small size of the initial group of freshmen who will begin in fall 2007 (35 FTE), and the gradual increase in the program (100 FTE in fall 2009) presents a unique challenge but also an advantage for WSU Tri-Cities and the students who enroll. Since there will be a limited schedule of freshmen and sophomore courses each semester, and only a small number of students and instructors in the lower-division, WSU Tri-Cities will be able to offer a fully integrated curriculum. Large universities attempt to do this on a small scale, reaching only a fraction of the freshmen through such programs as Freshmen Interest Groups and Honors Colleges, through special-interest dorms, and so on. All of the students who enter WSU Tri-Cities as full-time freshmen in fall 2007 will derive the benefits of such programs. By linking together all of the freshman courses, by involving the Liberal Arts faculty in the development of the program and its coherence, and by having thematic links that go beyond the courses themselves, WSU Tri-Cities will offer an integrated Liberal Arts Cohort experience to qualified students. Rather than offering freshmen a haphazard list of courses or simply reproducing what is available at community colleges or for general freshmen at WSU, WSU Tri-Cities intends to create a Liberal Arts Cohort of students who will have an enhanced experience through an integrated Liberal Arts Curriculum and campus events, tied to learning themes for each academic year. During each of the first two years, the learning experience will be designed around a unique theme linking all courses, which will be enhanced by special events such as films, art shows, readings, concerts, service learning projects, and internships.

A semester-by-semester plan of courses for the first two years of the Liberal Arts Cohort lower-division program follows.

Liberal Arts Cohort – Lower Division Program of Study

<p>Year 1 -- Foundation</p> <p><i>Fall Semester</i></p> <p>Introductory Writing Designed to develop students' academic writing, critical thinking, rhetorical strategies, reading and library skills.</p> <p>World Civilizations I Integrated study of social, political, and philosophical/religious systems in early civilizations, with an introduction to distinctive art forms.</p> <p>Introductory Psychology Contemporary psychology; biological and social influences on normal and abnormal human behavior.</p> <p>Public Speaking: Theory, Models, and Practice An introduction to the theory and practice of speaking in formal settings.</p> <p>Freshman Seminar Introduction to college disciplinary and interdisciplinary discourse and to academic culture, including its values, procedures, and techniques and Introduction to University Learning Goals Orientation to learning outcomes, e-portfolio, technology and skills seminars for first-year students.</p>	<p><i>Spring Semester</i></p> <p>World Civilizations II Integrated study of social, political, and philosophical/religious systems in modern civilizations, with an introduction to distinctive art forms of the major world civilizations.</p> <p>Introduction to Mathematics Nature and scope of modern mathematics, relationships to other disciplines.</p> <p>Principles of Interpersonal Communication Theory and practice of interpersonal communication; understanding and applying intrapersonal information in interpersonal settings.</p> <p>Introduction to Literature Reading short stories, novels, plays, and poetry by diverse voices; role of conventions, culture, history in interpretation of literature.</p> <p>Mythology The theory of mythology and use of myths in art, literature, and music; Graeco-Roman and one other.</p> <p style="text-align: center;">Or</p> <p>American National Government Introduction to American politics exploring the constitution, political institutions and actors, the policy making process, and various public policies.</p>
<p>Year 2 -- Expansion</p> <p><i>Fall Semester</i></p> <p>Writing and Research Designed to develop students' researching skills for writing across the disciplines</p> <p>Introduction to Sociology Human society and social behavior; effects of groups, organizations, cultures, and institutions.</p> <p>General Biology Nature of living things, methods, and function of diverse organisms.</p> <p>Elective</p> <p>Modern Europe History War, revolution, industrialization, culture 18th to 20th centuries; imperialism, democracy, and totalitarianism; Europe's leaders Napoleon to Hitler; Post-WW II developments.</p> <p style="text-align: center;">Or</p> <p>Classical and Christian Europe History Greece and Rome, birth of Christianity and Islam, Middle Ages, Renaissance, Reformation, religious wars, Louis XI.</p>	<p><i>Spring Semester</i></p> <p>Latin America, The Colonial Period Overview of the most significant events, social and ethnic groups, practices, and institutions of colonial Latin America.</p> <p>Environment and Human Life Interactions between humans and their environment; multidisciplinary introduction to environmental concepts and concerns.</p> <p>Elective</p> <p>Major Specific Elective</p> <p>Introduction to studio practice and composition of form in three-dimensional space.</p> <p style="text-align: center;">Or</p> <p>Introduction to Comparative Politics Nature of the state; fundamental problems of government and politics; ideological and institutional comparison of democracies and dictatorships.</p>

Completion of this two-year schedule will satisfy most WSU General Education Requirements and the lower-division requirements for all current Liberal Arts majors at WSU Tri-Cities: Digital Technology and Culture, English, History, Humanities, Psychology and Social Sciences.

In summary, WSU Tri-Cities plans to offer students four options based upon the models described above. With the assistance of their WSU Tri-Cities and community college advisors, students will be able make informed decisions, and plan accordingly. It is anticipated that some students will begin under one plan and later change to another. There will be other students who begin their education at other institutions and transfer into one of these plans, having completed transferable course work elsewhere. All of these plans will depend upon continued strengthening of the cooperative relationships that currently exists between WSU Tri-Cities and its higher education partners throughout the region.

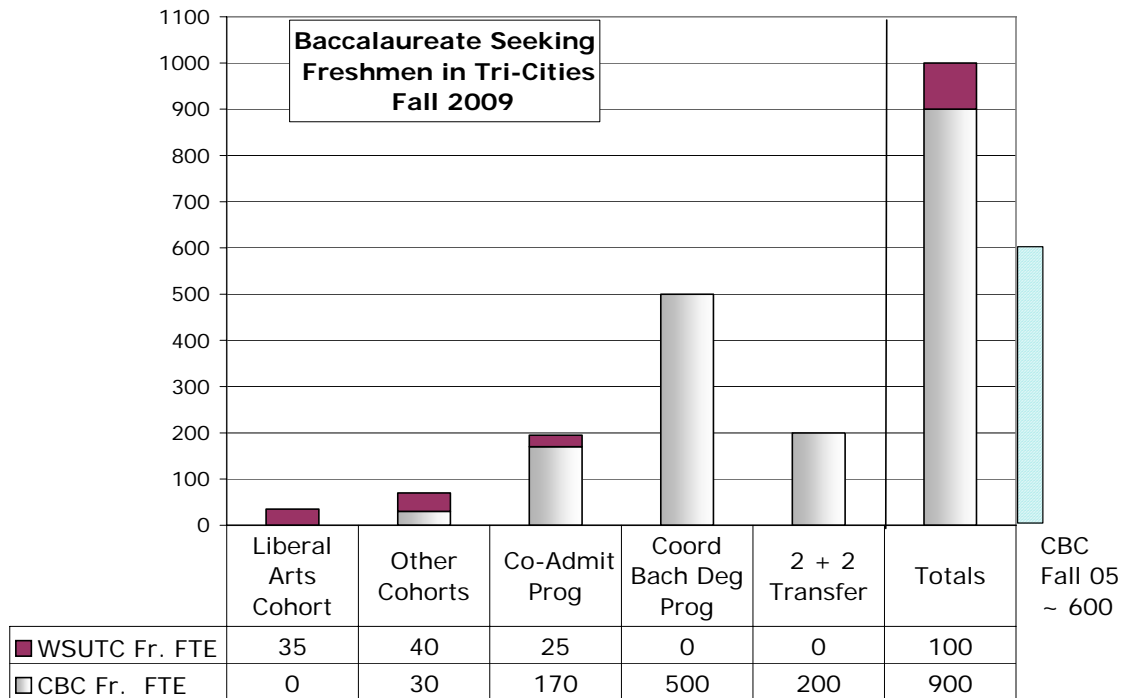
3. Four-Year Implementation Timeline

a. Phase 1 – Start Up of Lower Division, (2007 –2009 Biennium): The state legislature granted full four-year authority to admit 35 full-time freshmen (FTE) in fall 2007. However, the funding that accompanies that authority is very limited at this time, and does not allow WSU Tri-Cities to hire sufficient faculty and staff to immediately transition to a comprehensive, four-year institution. The short-term plan is to use the Coordinated Bachelors Degree Program (CBD) as the primary path to WSU degrees at Tri-Cities. Transfer students, using either the Traditional 2 + 2 Transfer Model program or the CBD, will continue to be the largest source of undergraduate enrollments at WSU Tri-Cities. In addition to these two existing paths for students who choose to begin their four-year degree program at CBC, there will be a full four-year WSU Tri-Cities Liberal Arts Cohort path as well as the Co-Enrollment path for a limited number of qualified students.

Starting with a cohort of 35 freshmen (FTE) in the fall of 2007, WSU Tri-Cities will offer all lower division courses necessary to complete a bachelor's degree in any of the Liberal Arts Programs of Study. In addition, some WSU freshmen may attend regional community colleges to take some lower division prerequisite courses for their specific major (e.g., the BA 251, 252, 253 accounting sequence for business majors). These courses transfer over to their WSU degree as equivalent courses. In fall 2008, the quota of freshmen will increase to 50 FTE, with additional funding to meet the demands of both (new) sophomore-level courses and a new cohort of freshmen.

b. Phase 2 – Expansion of Undergraduate Programs (2009 and Beyond): In fall 2009, WSU Tri-Cities plans to admit 100 FTE freshmen and extend more undergraduate programs into the lower division. The undergraduate programs that will be considered next for lower division expansion will be based primarily upon regional demand, as determined by an updated Regional Higher Education Needs Assessment. The lower division requirements for WSU undergraduate programs will be satisfied by using the Liberal Arts Cohort program and the Co-Enrollment Model, described above. By relying on community colleges to deliver some of the lower division courses, and expanding the upper and lower division offerings of major specific course work at WSU Tri-Cities, four year degree programs can be offered in a coordinated and cost-efficient manner. Under current projections, the majority of students who earn their degrees at WSU Tri-Cities will matriculate at WSU Tri-Cities by following one of the community college pathways described above. This plan involves extending the CBD and co-enrollment models to other regional community colleges, specifically, Walla Walla and Yakima Valley. Students in these communities will complete their first two years at home, then transfer to the WSU Tri-Cities to complete their four-year degree. The following bar chart shows the projected

distribution of freshmen students in the Tri-Cities entering CBC and WSU Tri-Cities in fall 2009.



The categories shown in the chart above are as follows:

Liberal Arts Cohort: a small group of freshmen taking only WSU credits, as part of a 'full four year schedule of studies'. (50 FTE)

Other Cohorts: students in Business, Science, Engineering, Nursing, etc taking a mix of CBC and WSU credits offered on a semester schedule to them in each cohort area (50 FTE: 25 WSU + 25 CBC). WSU Tri-Cities students would take CBC courses in math and science and certain other prerequisites to their major.

CBC/WSU Co-Enroll: for students qualified to be admitted to both CBC and WSU who want to take some classes from each, as freshmen. (250 FTE: 25 WSU + 225 CBC)

Coordinated Bachelor Degree Program: CBC students taking courses per the current coordinated schedules of study (400 FTE). We plan that this will be the primary pipeline for students earning a baccalaureate degree in the Tri-Cities.

Traditional Transfer Students (250 FTE): Students who transfer to WSU Tri-Cities from CBC, but do not access the CBDP.

Totals: This model envisions that WSU Tri-Cities and CBC recruit 1000 freshmen FTE for Fall 2009, with CBC enrolling 900 FTE and WSU Tri-Cities enrolling 100. The two institutions will need to work collaboratively to reach this goal.

Note: CBC's fall 2005 enrollment of academic transfer bound freshmen was approximately 600 FTE.

Based upon WSU Tri-Cities strategic planning efforts, including an updated Regional Higher Education Needs Assessment, new degree programs and courses may be offered in accounting, special education, math and science endorsement, bio-systems engineering, agriculture as well as other academic areas. Initial identification of need for these programs has been expressed by community groups but it is uncertain at this time which programs are highest in demand by students and employers in the region and state. It is critical that state resources are utilized in areas that will bring the greatest return on investment. For this purpose, WSU Tri-Cities will be conducting an extensive needs assessment survey that will assess the needs of students, employers, advisory groups, community and regional leaders, and other stakeholders. The needs assessment will help shape the long-term strategic plan of WSU Tri-Cities and will provide valuable input in expanding existing degrees and programs, as well as initiating new degree programs.

D. Transfer Agreement

E2SHB 2867 expanded the authority of WSU Tri-Cities to include lower division offerings but also reaffirmed the campus's responsibility to continue serving upper division transfer students from community colleges. Specifically the legislation granted lower division authority "in accordance with proportionality agreements emphasizing access for transfer students developed with the state board for community and technical colleges."

The full text of the Proposed WSU Tri-Cities Transfer Agreement for Community College Students is in Appendix I. Under this Transfer Agreement, WSU Tri-Cities guarantees, for the duration of the agreement, that all students with a Direct Transfer Associate (DTA) or an Associate of Science Transfer (AST) degree-from any Washington community college community or technical college, who apply to WSU Tri-Cities, will be admitted, provided they meet WSU transfer admission requirements and deadlines.

WSU Tri-Cities proposes to annually monitor and report the number and percentage of the spaces occupied by new undergraduates transferring from Washington State community and technical college transfer students out of the total new undergraduate students enrolled. Included in the Community and Technical College transfer count will be all students whose last institution was a Washington state community or technical college and who completed not less than 45 transferable quarter hour credits, including Running Start students. Co-Enrollment students still taking classes at their community or technical college will be included in the count when they have completed an associate degree or at least 90 quarter hour credits of course work.

E. Enrollment Management and Recruitment

1. Enrollment Management

Enrollment management is the successful recruitment, retention, and graduation of a student body consistent with the values, mission and goals of the university. A WSU Tri-Cities' Enrollment Management Committee has been actively refining and implementing the campus Enrollment Management Plan for several years. Part of its function is to evaluate regional demographics and data on WSU Tri-Cities' students to identify relevant trends and adjust recruitment and retention strategies, accordingly. For example, surveys were recently completed with current and past students, with a focus on academic programs and student services, and

with employees in the Tri-Cities area, particularly focusing on Hanford workers. Students from CBC were also surveyed. Additionally, this committee has evaluated what is occurring in the community, workplace and higher education that may be affecting campus enrollment. Benchmarking data from similar institutions have also been explored. Marketing strategies, partnerships with local community colleges and student life have been modified based on these survey data. Advising, orientation, retention activities, financial aid and scholarships, and the integrated marketing plan also benefit from this information. The arrival of freshmen makes it critical to have an enrollment strategy that explores opportunities for growth, both academically and in support services, for these students.

2. High School Recruitment

The primary source of freshmen and community college transfer students for undergraduate programs at WSU Tri-Cities will be the region's high school graduates and those obtaining a GED. There are 48 school districts in WSU Tri-Cities' service area (includes ESD 105 and ESD 123). These districts had a combined enrollment of 114,000 students during the last academic year. This translates into a large number of high school graduates who are potential students at WSU Tri-Cities. In Benton and Franklin Counties, there are currently 12,415 students in high school. In addition, students completing the GED program at a community college may also elect to continue their education without leaving the region. CBC, for example, averages about 200 GED completions per year. WSU Tri-Cities recruitment staff is working closely with high school advisors, students, and parents to recruit freshmen for fall 2007.

It is anticipated a market for freshmen will be the 25 percent of high school graduates who desire a four year university experience and have historically left the region to attend in-state and out-of-state four-year colleges and universities. Many can be attracted to the integrated, comprehensive curriculum model of the Liberal Arts Cohort. In addition, destination programs in areas such as Viticulture and Enology, Nursing, Bio-Sciences, Engineering, Math, Science and ESL Teacher Education will attract students from across the state due to the opportunities to participate in internships and undergraduate research projects. Expanding the reach of the campus beyond Benton and Franklin counties will create a student body that includes residential as well as commuting students. Both daytime and evening classes will be offered to accommodate these students. The student body will also include an increased percentage of fulltime students.

WSU Tri-Cities has created a collaborative and strategic recruitment plan. The goals of this plan are to:

- Help students and parents prepare for higher education
- Increase community awareness of and involvement in the WSU Tri-Cities campus
- Increase enrollment at WSU Tri-Cities

The implementation of this plan depends on many processes. The first is the continuation of activities that have proven successful. Next, is the launch of new activities crafted from the lessons learned from the State's other urban campuses. This plan is a valuable resource which will be reviewed frequently for updates, identifying benchmarks and strategic planning issues. It contains detailed strategies, resource estimates, and milestones. Major components of the plan include:

- Mailings to high school juniors and seniors. For example, the campus purchased college-bound student names from the National Research Center for College and University Admissions (NRCCUA) and College Board Student Service for PSAT and SAT; postcards were sent to all students within 100 mile radius who meet WSU admission standards; respondents are tracked in a database and receive multiple, personalized follow up contacts
- Recruitment of staff beginning with student affairs, with expertise in recruitment/retention/support of freshmen.
- Freshmen focused Web site, e-news outreach, and blog communications
- Regular meetings with high school counselors.
- Marketing materials (flyers, posters, advertisements, application packets, etc.) targeted to high school students and parents.
- Freshmen information sessions and tours including “Discover WSU Tri-Cities” which brings prospective students, parents and other target audiences onto campus to experience activities such as a campus tour, college presentation, laboratory and student service demonstrations, and a student panel
- Focus groups of high school students and parents
- Parent outreach plan

3. Multi-Cultural Outreach

In addition to recruitment at the high school level, WSU Tri-Cities and its partners have developed specific outreach strategies designed to reach underrepresented populations. The goal of WSU Tri-Cities’ Multicultural Outreach Plan is to increase the enrollment of multicultural students and to create a campus environment that values and respects differences. The plan includes strategies to enhance multicultural recruitment initiatives at the community colleges in the region and build a community outreach program that will include multicultural organizations, faith based organizations, businesses (stores, movie theatres, etc.), media, high schools and community colleges. Differences in culture, values, and educational opportunities must all be taken into consideration when recruiting multicultural students. The recruiting staff has developed materials and presentations with an emphasis on multicultural values and sensitivities. WSU Tri-Cities works closely with many community organizations including the Hispanic Academic Achievers Program and Afro-Americans for an Academic Society. In addition, three WSU-affiliated programs work specifically with students, parents, teachers, and K-12 administrators to increase the college participation rate for students from disadvantaged backgrounds or who are part of underrepresented groups:

- MESA (Mathematics, Engineering, Science Achievement) provides enriching opportunities in mathematics, engineering and science for underrepresented students in grades K-12 using exemplary materials and instructional approaches. MESA students receive educational enrichment experiences and practical help needed to prepare for university-level studies in a variety of science and technology related fields. The Yakima Valley/Tri-Cities MESA program works with middle- and high-schools in the Pasco, Sunnyside, Toppenish, Wapato, and Yakima School Districts. Historically, more than 90 percent of their MESA students go on to college after graduating from high school.

- GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a Federally-supported program assisting young people with programs designed to get them excited about school and about their futures. It provides the support necessary for them to do well. The WSU Harvest of Hope GEAR UP helps students and their families understand how to prepare for admission to a college or university after high school by providing:
 - Students with early interventions beginning in middle school; tutoring during and after school; enriched technology-based curriculum, especially in reading, writing, and math; campus visits; motivational speakers; support from middle school through high school; and scholarships for select students.
 - Parents with ESL, GED, and citizenship classes; leadership training; educational classes on topics including: courses required for college, college entrance exams, helping your child pass the WASL, setting high academic expectations for your children; and workshops on: paying for college, applying for college and financial aid, writing the college application essay, and selecting a college.
 - Teachers with staff development in areas such as ESL and reading endorsement.
- Upward Bound-Yakima is a Federally-supported project, managed by WSU Tri-Cities, which provides educational assistance and support to eligible high school students to complete high school and continue on to college. Member students receive academic support, tutoring, mentoring, career exploration, and counseling. Currently, 50 grades 9th – 11th students at Eisenhower and White Swan High Schools are enrolled. These students are income eligible or first generation for post-secondary education and U.S. citizens or permanent residents. There are additional factors including rural isolation; single parent household; low academic achievement; and referral by teachers, counselors, administrators; and lack of completion of college prep courses. Some services provided for participating students are counseling and advising, career awareness, field trips practice testing for the SAT/ACT test and summer opportunities.

Tracking the effectiveness of activities will be a key element in assisting WSU Tri-Cities in being able to learn and grow not only by continuing its outreach programs, but by expanding and creating new opportunities. In the longer term, these activities and resources will help students and parents become more knowledgeable about college, increase community awareness of and participation at WSU Tri-Cities, and increase enrollment.

F. Student FTE and Headcount Projections

As shown in Table 1, WSU Tri-Cities is anticipating 35 freshmen FTE starting in fall 2007 and 50 freshmen FTE in fall 2008. These FTE will be part of the WSU 2007-2009 budget request and reflect a commitment from the University, the Tri-Cities community and other interested groups. Through ongoing recruitment efforts and community support, it is estimated that beginning fall 2009, 100 new freshmen FTE will be admitted each year. Table 2 shows the estimated headcount needed to reach the FTE enrollment projections. The projection is calculated at a ratio of 1.44 headcount per FTE based on the same assumptions used in the Self-Study.

Expansion of high demand, transfer enrollment and graduate programs are not included in this analysis. Additional high demand and graduate enrollments will be requested through WSU's existing budget processes. Funding for research and graduate programs for the WSU Tri-Cities Bioproducts Science and Engineering Laboratory and related areas is included in the 2007-2009 system operating budget request.

Table 1. Estimated FTE Enrollment Projections

Year (Fall of)	2007	2008	2009	2010	2011	2012
Freshman	35	50	100	100	100	100
Sophomore		35	50	100	100	100
Junior			35	50	100	100
Senior				35	50	100
Total FTE	35	85	185	285	350	400

Table 2. Estimated Headcount Enrollment Projections

Year (Fall of)	2007	2008	2009	2010	2011	2012
Freshman	50	72	144	144	144	144
Sophomore		50	72	144	144	144
Junior			50	72	144	144
Senior				50	72	144
Total Headcount	50	122	266	410	504	576

G. Funding Requirements

Assuming one student FTE is equal to one full fee paying student, WSU Tri-Cities estimates operating tuition collections of \$174,380 in FY08 and \$423,495 in FY09. The tuition will be used with state appropriations to hire new faculty and staff, and develop the lower division programs. The state funding projections, shown in Table 3, are not adjusted for inflation or salary increases and are in terms of FY07 constant dollars.

Table 3. State Funding Requirements (\$6,423 per FTE)

Year (Fall of)	2007	2008	2009	2010	2011	2012
Freshman	224,805	321,150	642,300	642,300	642,300	642,300
Sophomore	0	224,805	321,150	642,300	642,300	642,300
Junior	0	0	224,805	321,150	642,300	642,300
Senior	0	0	0	224,805	321,150	642,300
Total State Funds	224,805	545,955	1,188,255	1,830,555	2,248,050	2,569,200

No projections are made of building fees, service and activities fees, or technology fees. Tuition is projected at the resident undergraduate, FY07 rate, and is not increased thereafter. Table 3

figures reflect the assumptions identified in the SHB 2867 fiscal note for the 2007-2009 biennium.

H. Hiring Needs

Permanent faculty will be hired starting in FY08 in disciplines to provide lower-division courses to incoming freshmen and sophomore students. Student Affairs will require additional recruiters, advisors and credentials staff to evaluate, admit and enroll the incoming freshmen and sophomore students. Anticipated funding for the first few years will be very limited and only a few key faculty and staff will be hired. Two freshmen recruiters have been hired using start-up funds, and two lower division faculty positions have been identified for hire in fall 2007. Approximately six additional lower division faculty and/or Student Affairs staff would be hired in fall 2008. This slow growth will require the campus to use temporary, part-time or adjunct faculty to fill additional lower division (freshmen and sophomore) course needs.

I. Start-Up Funds

The Legislature provided \$250,000 in FY07 in start-up funds associated with implementation of SHB 2867. These funds are insufficient to develop the infrastructure needed to plan and initiate programs and services for freshmen. At least an additional \$200,000 will be required and taken from other WSU Tri-Cities accounts. These funds will be used specifically for recruitment, marketing, and promotional items including:

- Freshmen recruiters
- Travel to recruitment fairs, community events, and high schools
- Student ambassador and recruiter program
- Campus visits, tours, and information sessions
- Collateral materials (postcards, portfolios, brochures, posters, reply cards, postage, information sheets, etc.) and Promotional items for prospective students
- Paid advertising
- Displays and exhibits
- Web site development and updates
- Parent program

J. Capital Costs

A detailed space needs analysis, using guidelines published by the Society for College and University Planners (SCUP), was included in the Report of the Future of Washington State University Tri-Cities: A Self-Study in Response to SHB 2707. With revised FTE assumptions associated with this plan, the capital requirements have changed from this analysis. Revised capital and facilities needs based on new assumptions have been submitted by WSU as part of the WSU 10-year capital plan. Additional facilities needed as WSU Tri-Cities expands to include lower division students are:

- Classroom Lab and Faculty Office Building
- Library Expansion
- Science and Engineering Classroom Facility

- Student Activities Center

It is critical that funding for capital projects and facilities be included to provide space for the expected student growth.

K. WSU Tri-Cities 2007-2009 Biennium Budget Requests

In addition to the 35 freshmen FTE requested in Fiscal Year 2007 and 50 freshmen FTE requested in Fiscal Year 2008, WSU Tri-Cities will be included in other requests submitted to the Office of Financial Management (OFM) by Washington State University. These requests include funding for high demand areas of Nursing and Engineering, as well as Bio Products faculty scientist positions. These requests, when funded, will strengthen and enhance existing programs and expand critical research areas that are essential to the state and nation.

III. Resources and Talent Available to WSU Tri-Cities

A. Washington State University System

Since the adoption of “Washington State University as a Multi-Campus System: Principles for Development and a Guide for Implementation” by the Board of Regents in November 2004, significant effort continues to be placed on developing a university-wide academic plan. This university-wide academic plan helps define and identify future programs and promotes interdisciplinary (cross-college) and cross campus programs. Coordination of university-wide and individual campus academic plans assists in the establishment or re-alignment of programs or units to best fit the needs of the system and most importantly, meet educational needs throughout the state. A system structure is in place to optimize resource allocation and to enhance program offerings by use of co-location of programs and other shared structures. Additional efforts to define university governance, individual campus roles, faculty assignments, program review and assessment, and other needs will enhance the strategic purpose and vision of the WSU system. Following are some of the resources available through the system:

1. WSU’s Interactive Telecommunications System

The Washington Higher Education Telecommunications System (WHETS) uses synchronous technologies to share courses and provide videoconferencing for students, faculty and administrators throughout the WSU community. WHETS supports the WSU multi-campus system, in Pullman, Spokane, Tri-Cities, and Vancouver and at learning centers across the state. All WHETS classrooms are equipped with video and audio equipment that permit real-time interactions between two or more physically-separated locations. WHETS’ combination of video and audio technology closely simulates a traditional classroom teaching environment, so faculty and students soon become comfortable with this distance learning technology. Delivering over 250 courses and 13,000 hours of interactive video programming, and supporting 8,500 student enrollments, WHETS is one of the most utilized educational interactive television systems in the nation. Students benefit by exposure to faculty expertise from off campus sites. WSU Tri-Cities currently uses WHETS to send or receive 30 percent of its courses.

2. College of Agricultural, Human, and Natural Sciences Programs

The College of Agricultural, Human, and Natural Sciences has a major presence in the Columbia Basin Region through Cooperative Extension offices and its research station in Prosser. Washington State University Extension collaborates with communities to create a culture of life-long learning. It has offices in each of the counties served by WSU Tri-Cities. Extension faculty hold community education courses and events at the WSU Tri-Cities campus. They are a collaborative partner with outreach to diverse populations. The Prosser Irrigated Agriculture Research and Extension Center (IAREC) is the focal point for the University, the U.S. Department of Agriculture - Agricultural Research Service, and the Washington State Department of Agriculture research, extension, and certification programs that address the concerns of irrigated agriculture. An estimated two-thirds of the agricultural production in the state comes from irrigated land, making such research of vital interest to Washington's economy, both for intrastate distribution and exportation. There are 23 WSU research and extension

scientists and faculty associated at IAREC. Their efforts specifically support the Viticulture and Enology program at WSU Tri-Cities.

3. Information Resources/Library

The WSU Libraries provide a wide range of services to students and faculty located across Washington State both on campus and via any Internet accessible location. Structured around a Web-based system of access, the combined library collections of over two and a half million book volumes; 30,000 periodical subscriptions; media, maps, microforms, government publications, electronic databases, manuscripts, archives, and special collections are made available via walk-in access, overnight courier and the mail, to support all of WSU's teaching and research programs. Approximately 35,000 volumes are added to the collection annually. The collection is further extended through participation in a consortium of 35 academic libraries in Washington, Idaho and Oregon, via the Web-based Summit catalog, that provides access to over 28 million items. The Libraries also offer access to the full text of over 28,000 digital resources, including current journals, books, documents, and databases in electronic format. At WSU Tri-Cities, the Consolidated Library includes the combined collections of the WSU Tri-Cities' Max Benitz Library and the Hanford Technical Library. The Hanford Technical Library and the U.S. Department of Energy's Public Reading Room are managed by the Pacific Northwest National Laboratory providing a wide range of monographs, technical reports, and journals as well as public access to a vast array of Hanford-related documents. Students and faculty thus have access to the multiple resources available from the combined collections and also from the expertise available from staff of both WSU Tri-Cities and PNNL. Growth at the undergraduate level will require additional library resources including staff and an enhanced, resident collection of reference materials.

4. Information Technology

WSU operates a comprehensive computer and telecommunications network that facilitates access to central university data, to an interactive classroom environment and a cooperative research environment that can access people and resources internationally. Computing services staff on all the campuses collaborate with faculty and departments across the university system to identify classroom and lab technology needs that enhance instruction and assist in implementing and provide support for new technology resources which meet WSU's instructional needs. Many courses offered at the WSU Tri-Cities campus also make use of a Web-based course management and delivery system called Blackboard. This makes a variety of classroom materials available to students over the Web and provides a secure method for communication with and between students within a course. Technology is like a second language for today's high school students. WSU Tri-Cities will need additional resources for expanded media services and computing access will be needed to address these expectations.

5. Gallery and Museum

The WSU Tri-Cities' Consolidated Information Center houses a fine arts gallery and a museum. Gallery exhibits are coordinated by the Fine Arts faculty and bring a variety of exhibitions to enhance the learning experience of students and the public. The Natural History Museum contains a variety of collections including fossil wood, flora and fauna of the Columbia Basin, an extensive rock and minerals collection, as well as the internationally recognized, and on-line

accessible, Archerd Shell Collection. These offerings will be expanded to enhance the students' learning experiences and to coordinate with the program theme.

6. Cultural Events Resources

WSU Tri-Cities faculty continue to work with their colleagues throughout the WSU system and with community groups to provide a series of lectures, concerts, poetry readings, and other enrichment events. For example, WSU's music department faculty located in Pullman provides a variety of free concerts throughout the year on the WSU Tri-Cities campus. Private support is encouraged for the expansion of these events. Corporate sponsorships are being sought to support this endeavor.

B. Regional Community Colleges

As a partner in serving the higher education needs of the Mid-Columbia Region of Southeast Washington, Columbia Basin College represents an important resource in WSU Tri-Cities planned expansion of undergraduate programs. WSU Tri-Cities and CBC have established cooperative arrangements involving shared faculty, shared classroom and laboratory facilities, shared marketing and recruitment, shared counseling and advising of students, shared institutional research, and shared programs, such as the Coordinated Bachelor Degree Program.

Other opportunities for cost-effective cooperation and collaborations have been identified. The opportunities include shared library facilities and collections, shared financial aid resources, cooperative outreach and diversity efforts, shared student activities, shared assessment and testing, shared equipment, cooperative fund-raising and development activities, and cooperative retention programs. Many of these efforts will be supported by the Tri-Cities Higher Education Project Planning Task Force, which includes representatives of WSU Tri-Cities, CBC and the Pacific Northwest National Laboratory (see Section III.D.3).

Similar partnerships with other southeast Washington community colleges are in place or are under development as WSU Tri-Cities expands its outreach regionally. Currently, WSU Tri-Cities cooperates with Walla Walla Community College in delivering an Elementary Education baccalaureate degree program and a B.S.N. Nursing program in Walla Walla.

C. Pacific Northwest National Laboratory

The Pacific Northwest National Laboratory (PNNL) performs basic and applied research to deliver energy, environmental, and national security for the nation. Since 1965, PNNL has been a major resource for the region and the state. In FY 2005, it had a business volume of \$725 million supporting employment of 4,214. PNNL will provide support for the expansion of WSU Tri-Cities through a variety of resources:

1. Shared Facilities

PNNL's campus is located a mile from the WSU Tri-Cities campus. It includes 79 buildings with over 2,000,000 square feet of office and laboratory space. PNNL offers faculty and researchers access to state-of-the-art facilities, laboratories, equipment and research capabilities. Providing WSU Tri-Cities faculty and students the opportunity to work in these specialized facilities helps advance scientific research and promotes economic development. Chief among these facilities is the William R. Wiley Environmental Molecular Sciences Laboratory with

unique and state-of-the-art resources. The Applied Process Engineering Laboratory is a technology business startup center with engineering and manufacturing scale space, as well as wet labs, bio labs, and electronic laboratories. Another shared facility, the Bioproducts, Sciences, and Engineering Laboratory (BSEL), is under construction on the Tri-Cities campus.

2. Joint Research and Shared Faculty

PNNL has a history of collaboration with WSU Tri-Cities faculty on joint research projects involving both WSU Tri-Cities' faculty and graduate students. Joint appointments have also been successful. Dr. Lai-Sheng Wang, an Affiliate Chief Scientist at PNNL and a professor in the Department of Physics and Astronomy at WSU Tri Cities for 13 years, is a world leader in the field of nanoclusters. Additional joint appointments are included in the strategic plans of both institutions.

BSEL is a \$24 million joint effort between WSU and PNNL. Located on the WSU Tri-Cities campus, it will house WSU faculty and PNNL research scientists and support staff who will focus on developing processes for converting value-added products from agriculture materials. PNNL is joining WSU and the Washington State Department of Agriculture to submit a State budget request to the 2007 legislature to fund a comprehensive joint biofuels and bioproducts research program to reduce Washington State's foreign energy dependence and boost economic development through production of high-value consumer goods using in-state crops and biomass. This \$6.7 million request will:

- Fund a system-wide Center for Bioproducts and Bioenergy, an overarching program that ties together the efforts of WSU faculty, PNNL scientists, and the WSDA. It will facilitate coordination of research and extension efforts for biofuels and bioproducts at the BSEL with activities across all WSU locations and with the WSDA.
- Conduct applied agronomic, economic and engineering research on technology and cropping systems for more efficiently growing oilseed and other energy crops and more economically converting these and other biomass to fuel.
- Provide matching state funds to complete the hiring of a cluster of ten scientists that will have joint WSU/PNNL appointments. These scientists will work on longer-term projects (five years or more) as well as for short-term projects. The ten scientists will occupy the newly-funded BSEL under construction on the campus of WSU Tri-Cities (anticipated occupancy fall 2008). The requested funds will support five state Bioproducts faculty scientist positions, which will be matched by the five positions funded by federal research programs through PNNL. These positions will include a chemist to develop new chemicals from biomass, a bio-polymer researcher, a biochemical/chemical engineer with expertise in catalysts, a microbiologist to screen organisms for biomass conversion, a chemical engineer with expertise in product separation, a process engineer working on system integration and pilot testing, etc. These scientists will engage in collaborative research and provide internships, grad fellowships opportunities to students.
- Fill three critical gaps in state Bioproducts research capacity with new Pullman-based scientists in metabolic engineering, microbiology and molecular biology, and a crop scientist/Extension specialist. The cost is about \$1.1 million.

3. PNNL and other Adjunct Faculty

PNNL scientists/researchers are an excellent source of highly qualified adjunct faculty for WSU Tri-Cities programs. Of the 289 current adjunct faculty at WSU Tri-Cities, 95 are employed by PNNL. The majority of these adjunct faculty hold PhDs. An additional number of adjuncts are PNNL retirees. Students value the knowledge of practical application, current business practices, and cutting edge research brought by these adjunct faculty into the classroom. Selected PNNL scientists have also served on graduate student committees.

Washington is one among only nine states to have a DOE multiprogram national laboratory. According to Governor Christine Gregoire, PNNL and its partnerships with major universities and industry will be one of the drivers for economic recovery in Washington State.

D. Regional Resources

1. Tri-Cities Development Council

The Tri-Cities Development Council (TRIDEC) is the lead economic development organization for Benton and Franklin Counties. TRIDEC coordinates business recruitment and retention activities for the region. It is governed by a 39-person Board of Directors that is composed of representatives from local communities, private sector leaders, and other organizations (including Chancellor Carwein) allied to create jobs in the region. TRIDEC's Higher Education Committee led the community effort that resulted in Legislative approval for four-year university authority for WSU Tri-Cities. TRIDEC remains a resource for the growth of WSU Tri-Cities by providing feedback from community leaders and assistance and advocacy with funding and legislative initiatives.

2. Tri-City Education Advisory Council

The Tri-City Education Advisory Council was conceived to coordinate the further development of the strategic plan for regional education developed by TRIDEC's higher education committee. The expansion of WSU Tri-Cities is a major component of that plan. This Council will be a resource in providing input on program development and nurturing communication and collaboration with the K-12 system. The Council consists of the following: Chancellor of WSU Tri-Cities, President of CBC, the Director of PNNL, three Members-at-Large from the community, and a representative from each of the following:

- CBC Board
- WSU Regents
- Advisory Council Tri-Cities
- Washington State House of Representatives
- Washington State Senate
- Superintendents of Pasco, Kennewick, and Richland School Districts
- Education Service District #123
- Early Childhood Education - Ages 0-6
- The Work Force Development Council
- Local governments
- Tri-City Development Council (TRIDEC)

- Tri-City Regional Chamber of Commerce
- Tri-Cities Hispanic Chamber of Commerce
- Large Employers (100+ employees)
- Small Employers (under 100 employees)
- Tri-City Herald (ex-officio)

3. Tri-Cities Higher Education Project Planning (HEPP)

In June 2006, WSU Tri-Cities, CBC and PNNL leaders created a Tri-Cities Higher Education Project Planning task force. By mutual agreement, its charter is to: “Create a versatile, coordinated higher education system in the Tri-Cities region, using elements of each existing institution’s unique mission.” The task force has been meeting twice monthly since early summer to develop a project plan that addresses areas of mutual interest including academic coordination, student services, administration, research and stakeholder relations. The project plan is expected to lead to a coordinated higher education infrastructure for the region. See Appendix F for the HEPP Draft Charter.

4. Advisory Council Tri-Cities

The Advisory Council Tri-Cities (ACT) is appointed by the President of Washington State University to provide advice related to WSU Tri-Cities. ACT includes 12-15 community leaders, elected officials, and representatives of industry across the region and plays a critical role in garnering local, state, and federal support for the growing campus.

5. Businesses and Not-for-Profit Organizations

An important part of a student’s learning experience is the application of knowledge to real world challenges. Service learning projects, class projects and internships provide this practical experience. Since 1998, more than 300 WSU Tri-Cities students have worked with businesses to complete special projects. Internships may be for credit or for credit and pay. Students have conducted market research, designed inventory management systems, developed production control systems, performed information technology assessment, formulated quality assurance programs, performed scientific analyses, provided engineering design and testing, and have completed a wide range of other special projects. Undergraduate and graduate students majoring in engineering, computer science, business, accounting, finance, communications, history, English, and marketing compete for these internships. The students are matched with businesses to allow them the opportunity to apply their academic knowledge to actual business situations. WSU faculty and staff ensure that the business receives a high quality product and the students gain valuable experience. Successful internships not only provide a valuable product to the participating businesses but also provide an opportunity to identify potential employees. Businesses, governmental agencies, and not-for-profit organizations throughout the region provide resources to students via these valuable internships and service learning experiences.

6. Business Assistance

Business LINKS, a public service of WSU Tri-Cities, provides resources for startups, newly established businesses and established businesses. Since 1995, Business LINKS has provided training and counseling to over 8,000 clients that has resulted in the creation of 500 new

businesses to date. The program continues to be funded by grants and gifts; it has expanded its services to meet the needs of successful entrepreneurs. See www.tricity.wsu.edu/links.

E. External Fundraising

WSU Tri-Cities Development staff work with the WSU Foundation to develop private and corporate resources to support campus priorities. In addition, campus administrators work with community leaders, and state and federal elected officials to attract public funding. The Development staff is currently conducting a feasibility study to frame an upcoming institutional fundraising campaign. In fulfilling the community's ambitious vision for the future, WSU Tri-Cities seeks to expand and strengthen academic offerings, develop focused research expertise to promote economic development, invest in educational and cultural partnerships, and improve the quality of life in the heartland of Washington. Academic success requires first-class laboratories, library, and classroom spaces, enhanced by collaborative opportunities among faculty and students, and enriched by community involvement. Public support through the tax base and tuition revenue provides the basic operating foundation for all major public research universities. Over the past two decades, state support has decreased. Currently, the campus receives state funds based on a contracted level of enrollment. This funding model does not provide start-up funds to hire faculty and launch new programs necessary to bring in new student enrollment or develop and initiate new programs. This critical investment must come from gifts from individuals and businesses and extramural grants and contacts.

Fundraising priorities are derived from the strategic plan of WSU Tri-Cities.

- The highest priority goals support student success. WSU Tri-Cities will enhance student success by investing in talented and diverse students through offering merit and need-based scholarships, providing a stimulating learning environment, and sponsoring enrichment opportunities – investments that help students to think critically and prepare for leadership in their professions and communities. Reaching our goals in this area will be especially important as we focus on increasing full-time enrollment while improving student credentials and diversity.
- Other priorities support sustaining and developing tomorrow's resources through emerging technologies. The focal point of WSU Tri-Cities' research evolution is the BSEL which will house the University's first signature graduate programs in biotechnology and bioinformatics. Support for shared faculty positions and graduate student assistantships will enhance this endeavor. Technology commercialization will be a vital part of the impact provided through these endeavors and funds are sought to build on Business LINK's decade of success in this vital area. Finally, WSU Tri-Cities' reputation rests primarily with professors who share a commitment to teaching at both the undergraduate and graduate level and who engage in research and creative activity that completes students' learning experiences. Endowed faculty chairs and professorships are crucial tools to recruit and retain the top academic leaders who will help drive WSU Tri-Cities' new agenda for research and scholarship. The University will strengthen faculty sharing partnerships with PNNL and CBC to leverage state and private support.
- Additional capital expansion is needed. WSU Tri-Cities' building, technology, and equipment goals are ambitious and pragmatic. Academic and research excellence will be fully supported by providing an enhanced learning environment featuring the advanced

technology and facilities required for higher education in the twenty-first century. Priorities include partnering with CBC to make significant contributions toward improving the health of citizens in establishing a community health clinic. A state-of-the-art viticulture and enology facility will better prepare students to meet the needs of the State's wine industry by providing an advanced learning environment for undergraduate students as they understand the challenges faced by the wine industry—from vine to wine. Finally, a Student Activities Center is a vital part of creating a vibrant campus life. It will foster student collaboration, provide recreational and fitness facilities, student government offices, bookstore, and an Internet Café.

- Art and culture are important components of a well-rounded university learning experience. Students and the community benefit by increasing understanding and appreciation for different perspectives. This includes developing a Digital Media Studio and providing exhibits of distinction and world-class public art, public art reflecting the evolving history and the diverse cultures of the region, and seminars