

ASU-WEST CAMPUS PLANNING REPORT

**PREPARED FOR
ARIZONA BOARD OF REGENTS
STUDY SESSION**

**ARIZONA STATE UNIVERSITY
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EXECUTIVE SUMMARY

The Arizona Board of Regents and the Arizona Legislature have recognized the need to provide higher education services in the West Valley of Maricopa County. For several years, Arizona State University has been attempting to meet this need by providing courses in west side locations. In accordance with the Regents' Mission and Scope Statements, ASU proposes to establish a branch campus in that area which will offer upper division and graduate level programs leading to the baccalaureate and masters degrees.

There is widespread support in the Phoenix area for establishing this campus. West side residents strongly support the idea. Principal newspapers in Tempe, Mesa, and Phoenix have also voiced support. Community college officials, west high school district superintendents, and west side community and business leaders believe this campus is greatly needed to provide higher education services for the increasing population and to support the continued economic development of the area.

Demographic data indicate a substantial pool of potential students is available and support an estimate of 5,000 FTE student enrollment by 1989-90. There is particular need to serve the 25 to 44 age group in the West Valley. The difficulties that commuting distance and traffic create for these working adults deters them from attending the Tempe campus, yet these persons need higher education for their professional advancement.

A major advantage of establishing the West Campus as a branch of ASU is to assure that high quality programs are provided. A public opinion poll conducted in November, 1983, indicates that West Valley residents have high regard for ASU and confidence in the quality of programs it provides. An internal study of ASU Colleges and Departments reveals a wide range of academic programs could be offered at the West Campus.

A full complement of academic, student and institutional support services can be provided. Cost savings are anticipated through sharing and extending current ASU-Main Campus operations.

The initial budget requested for establishment of the West Campus is intended to:

1. provide a permanent administrative cadre and basic services at the West Campus;
2. permit immediate transition of current west side course offerings into needed degree programs;
3. support site and physical facilities planning necessary to establish the basis for a West Campus capital request; and
4. shift present funds used for west side operations from the ASU-Main Campus budget to an ASU-West Campus budget.

This report is presented in six sections. Section I traces the historical development of the west side branch campus

concept. Section II details support for the West Campus and presents demographic data which support an estimate of 5,000 student FTE by 1989-90. Section III identifies possible academic programs, discusses academic support services, and presents ideas regarding campus organization. Section IV identifies needed student and institutional support services and suggests how cost savings can be realized through sharing of ASU-Main Campus resources. Sections V and VI present computer models which suggest preliminary cost estimates for facilities needs and five year operating costs in formats which can be adjusted for a variety of assumptions.

HISTORICAL DEVELOPMENT OF WEST CAMPUS CONCEPT

Phoenix and the surrounding "Valley of the Sun" are among the fastest growing areas in the nation. Since 1940, Metro-Phoenix has grown from a small agriculturally-oriented area of 186,193 to a large metropolis of 1,509,052. Yearly, an estimated 80,000 newcomers move into the Valley.¹

The development of Metro-Phoenix differs from most large urban areas and reflects the unique characteristics of its dynamic post-World War II growth:

1. Phoenix communities did not develop around existing transportation as did most other urban and suburban areas. Instead, the availability of the private auto has scattered the population over a wide geographic area. Consequently, highways and other transportation services in Metro-Phoenix lag far behind need.
2. Metro-Phoenix industry is increasingly high technology and science oriented. These businesses require an educated pool of potential workers. In addition, because of the rapid changes occurring in these fields, many employed professionals need continuing education to upgrade their skills. These factors produce a great need for university level programs accessible to the older working adult.

3. Metro-Phoenix offers all of the Sun-Belt attractions and is continuing to grow, both from natural increase and in-migration. Profiles and projections of its population are different from those of many other metropolitan areas.

For West Valley residents living west of 19th Avenue, the unique development pattern of Metro-Phoenix has produced a widening gap between need for higher education and the educational and transportation services available. As the Board of Regents noted in its 1982-83 Mission and Scope Statements,

...the western portion of Maricopa County now constitutes the largest urban area of the country that is not conveniently served by a public institution of higher education.²

ASU West Valley Activities, 1976-1983

The Whiteman Report (1976)

The Arizona Legislature formally recognized the need for higher education services for the West Valley in 1976. House Bill 2143 established a committee to study the feasibility of establishing a west side branch campus of Arizona State University. Led by Mr. Jack W. Whiteman, the committee explored the demographics of the West Valley and concluded that:

1. Arizona needs more facilities for higher education.
2. The upper-level university concept is workable.
3. The west side of Maricopa County needs an upper-level university facility.³

ASU Opens Metrocenter Branch (1978)

In 1978, ASU started extending services directly to the west side community by offering courses at leased facilities (e.g., Metrocenter and Alhambra facilities). The response was even greater than ASU had predicted. The headcount and student credit hours generated at both facilities from fall 1978 through spring 1983 are shown in Table 1.

Table 1 shows an increase in total student credit hours for off campus enrollment from fall 1978 to spring 1981, then a decline from fall 1981 to spring 1983. Courses offered at Metrocenter and Alhambra are financed from the ASU Main Campus budget. Unfortunately a 5 percent budget cut in 1981-82 and a 10 percent cut in 1982-83 forced a reduction in the number of class sections offered at all off-campus locations, from 442 in fall 1980 to 317 in fall 1982. Enrollment is related to the number of class sections offered, and the decline in sections has negatively effected student credit hour production.

Board of Regents Mission and Scope Statements 1980

In 1979 the Legislature appropriated funds to the Board of Regents for the purpose of planning a site on the west side. A Board study concluded that the restricted access to higher education for west side residents justified a West Campus in that area. As a result, in July 1980 when the Regents published the first Mission and Scope Statements for the Arizona University System the Board specifically addressed the issue of access to higher education in western Maricopa County and recommended, "the development of a modified, upper-level, primarily non-residential, branch institution

Table 1

Arizona State University

Alhambra/MetroCenter Enrollment - Headcount and Student Credit Hours

	Fall 1978		Spring 1979		Fall 1979		Spring 1980		Fall 1980		Spring 1981		Fall 1981		Spring 1982		Fall 1982		Spring 1983				
	HD	SCH	HD	SCH	HD	CT	SCH	HD	CT	SCH	HD	CT	SCH	HD	CT	SCH	HD	CT	SCH	HD	CT	SCH	
<u>ASU METROCENTER</u>																							
Undergraduate	397	1,191	749	2,178	1,015	2,909	1,265	3,605	577	1,667	778	2,192	822	2,350	813	2,409	803	2,405	690	2,052			
Graduate	71	213	246	738	333	877	420	1,260	601	1,765	446	1,327	266	774	330	990	243	727	165	495			
<u>ASU ALHAMBRA*</u>																							
Undergraduate	51	153	139	417	31	93	495	1,410	848	2,524	768	2,265	759	2,266	749	2,225	774	2,342	656	1,951			
Graduate	177	531	137	411	118	354	285	855	424	1,272	553	1,635	425	1,341	420	1,260	300	969	352	1,010			
<u>SUBTOTAL, METROCENTER AND ALHAMBRA</u>	696	2,088	1,271	3,744	1,497	4,233	2,465	7,130	2,450	7,228	2,545	7,419	2,272	6,731	2,312	6,884	2,120	6,443	1,863	5,508			

*Includes Alhambra High School Fall 1978 through Fall 1979

Prepared by: Management and Financial Analysis
11/14/83

of Arizona State University located in the urban area of Western Maricopa County." Further, it recommended "that the west side institution be developed as a branch of Arizona State University in order to draw upon existing resources at the institution." 4

Since the publication of the Mission and Scope Statements, ASU has engaged actively in planning for a west side campus while continuing to provide interim higher education services to the west side. The legislature recognized University efforts by appropriating funds for the operation of the Metrocenter and Alhambra facilities in 1979-80 and 1980-81.

Site Selected by Legislature (1982)

In 1982, a 300-acre site between 43rd and 51st Avenues on Thunderbird Drive was designated by the Arizona Legislature as the site for a branch campus of Arizona State University. 5

The Sackton Report (1983)

In 1981, ASU undertook an in-depth analysis to determine the extent and nature of the higher education needs of the west side. This study, under the direction of Frank Sackton, considered a number of information sources including demographics, travel time, ASU's current student profile, and existing off-campus programs and services. Sackton's findings emphasized local demographics which indicated continued growth for ASU into the 1990s:

1. The anticipated decline in the 15-24 age group is only 3 percent in Maricopa County, in contrast to

declines of 18 percent nationally and 14 percent in Arizona as a whole.

2. The anticipated increase in the 25-34 age group is 29 percent in Maricopa County, in contrast to increases of 11 percent nationally and 10 percent for Arizona.
3. The anticipated increase in the 34-44 age group is 54 percent in Maricopa County, in contrast to increases of 43 percent nationally and 43 percent for Arizona.
4. The fact that 45 percent of the headcount at ASU is 25 years of age or older--mainly within the 25-44 age groups.⁶

The report noted that there is a compelling and growing need to serve non-traditional age students in the 25 to 44 age group. These students are often employed full time and enroll for university work on a part-time basis. Less free time is available to these working adults than to many traditional age students. The distance and traffic barriers involved in their travel to ASU thus pose special difficulties for them.

West Campus Planning Task Force

By spring 1983, the ASU administration believed that sufficient support existed to justify an independent budget request for a west side campus. When school resumed in the fall, the University launched a broad-based west campus planning effort intended to identify the type and level of

programs to be offered, make enrollment projections, and estimate the amount of academic support and facilities needed.

The Task Force is comprised of four subcommittees: West Side Community Needs Assessment, Brent Brown, Assistant Vice President for Community Relations, Chair; Academic Program, Facilities, and Budget, Charles M. Woolf, Dean, Graduate School, Chair; Faculty and Governance, Albert K. Karnig, Assistant Vice President for Academic Programs and Services, Chair; and Student Services, Instructional and Non-Instructional Support Services, William Cabianca, Associate Vice President for Student Development, Chair. (See Appendix A for sub-committee membership.)

These committees have compiled a great deal of information from a number of sources, including ASU's faculty, west side high school district superintendents, community college representatives, and a number of West Valley community groups and leaders. In addition, the ASU Public Opinion Research Group conducted an extensive survey of West Valley residents in seven legislative districts. (See Appendix B for the questionnaire used in this telephone poll.) The work of these subcommittees and the survey have been used extensively in preparing this report.

Summary

Shortly after the Arizona Legislature formally recognized the need, ASU began providing higher education services for the West Valley. This present request to establish an ASU-West Campus would extend those services to accommodate the growing needs of that area and fulfill the goal established by the Board of Regents in its Mission and Scope Statements.

II

NEED FOR ARIZONA STATE UNIVERSITY WEST CAMPUS

Need and opportunity exist to provide higher education services for residents of the West Valley. An upper level branch of Arizona State University will insure that high quality academic programs are provided for west side students.

West Valley residents overwhelmingly approve of an ASU-West Campus. In a recent poll of 1,400 west side households, 87.5 percent said a campus is needed on the west side. Further, analysis of demographic data indicates that the West Campus would serve the educational needs of well over 163,000 west side adults and should reach an enrollment of over 5,000 FTE students by 1990.

Community Support for the West Campus

ASU went directly to the residents of the West Valley to determine their interest in a west side branch campus and to solicit their views concerning the educational programs which should be offered there. The results show that west side residents feel the West Campus is needed, strongly support its establishment, and plan to take courses there.

Public Opinion Poll

Analysis of data from 1,400 west side households polled through random selection in seven legislative districts (15, 16, 17, 18, 19, 20, and 22) between October 29 and November 6, 1983, indicate impressive support for the

concept of an ASU-West Campus. Eighty-eight percent of those polled believe that a need exists for a west side campus. An even greater number of these same respondents (93 percent) approved the building of a west side campus.

Sixty-nine percent of the respondents indicated an interest in taking courses at ASU. Most would enroll on a part-time basis. Only two percent indicated they would be full-time students. Those interested in taking courses were asked if they would travel to the Main Campus to attend classes. Only six percent said they would; 89 percent said they prefer to do all their academic work on the west side while four percent indicated they expect to enroll in classes at both sites.

Asked their opinion of the quality of ASU's academic programs and faculty, respondents demonstrated a high level of confidence in the University. Ninety-six percent rated the academic reputation and faculty of ASU as excellent or good. Cross tabulation of the public opinion poll by age confirms overwhelmingly that demand for higher education on the west side is highest for those persons between 25 and 44 years of age and lowest for those between 18 and 24 years. These data confirm that the typical student on the west side will be between 25 and 44 years of age and will be married with a family. It is highly unlikely that such persons would be able or willing to relocate jobs and families in order to further their education if higher education is not provided on the west side.

Community College Support

The Executive and Academic Vice Presidents of ASU are currently visiting Presidents of all community colleges in

Arizona to discuss issues of general concern as well as the implications of establishing a branch campus of ASU in West Maricopa County.

Community college support for a West Campus is high. A West Campus would make attainment of a degree easier for many West Valley residents. Dr. John Waltrip, President of Glendale Community College, told ASU officials that the upper level branch campus will meet a serious need of west side students by providing an opportunity for them to complete four-year degree programs. He predicts a West Campus would improve west side community college enrollments because many potential students do not currently pursue higher education of any sort as they see no possibility of completing a degree.

As a further indication of support, Dr. Waltrip suggested ways might be found for ASU and Glendale Community College to negotiate shared use of certain specialized community college laboratories and equipment during the initial phase-in period of West Campus development.

West Side High School Administrators Support

Representatives from several west side high school districts including Agua Fria, Buckeye, Deer Valley, Dysart, Glendale, Peoria, and Phoenix Union met with ASU administrators on November 2, 1983, to discuss the West Campus proposal. Enthusiasm among high school administrators for a West Campus is strong. These education leaders are particularly interested that the needs of the more than 7,000 teachers in the West Valley be served. Training preservice teachers in certification programs and providing opportunity for inservice teachers to upgrade their skills through masters level study would meet this need.

West Side City Officials and Business Leaders Support

West side business leaders see a West Campus as vital to the continuing development of the West Valley. Many west side firms have tuition reimbursement programs to encourage the continued education of their professional and technical staffs.

Enthusiasm and support for a West Campus have intensified during the past year. Several meetings of west side leaders have reconfirmed their commitment, and editorial support has come from the principal newspapers in Tempe, Mesa, and Phoenix as well.

Potential West Side Campus Enrollment⁷

ASU projects that enrollment at a west side branch campus will reach approximately 5,000 FTE by the academic year 1988-89 if:

1. an adequate facility is available to house sufficient upper level and graduate programs;
2. an appropriate institutional "identity" is established; and
3. programs are designed to address the specific needs of the west side population.

This projection is based on a number of elements including:

1. the demographics of the West Valley population;
2. analysis of ASU's current west side student population;

3. analysis of ASU's Metrocenter, Alhambra, and other west side enrollments;
4. analysis of ASU's west side transfer students; and
5. community support for a West Campus.

Demographics of the West Valley Population

Data drawn from an analysis of the Census by ASU's Management and Financial Analysis Department show that in 1980 there were approximately 250,000 persons living in 80,000 households in the seven West Valley legislative districts. The Maricopa Association of Governments (MAG) projects that the population on the west side will grow to over 407,000 by the year 2000. Detail of these West Valley projections by city is provided in Table 2.

Of this 250,000 1980 population, 85,615 are in the 25-44 age group and represent a potential pool of immediate West Campus students. Another 16,504 are high school-aged potential students. The age distribution of the West Valley population is illustrated in Table 3 and Table 4 provides additional ethnic analysis of this group.

An important indicator of the need of west side residents for more accessible higher education is the fact that many west side adults have some college but have not completed their baccalaureate degrees. As seen in Table 5, Census data show that 38.8 percent of the west side residents over 18 years of age have some college but only 16.39 percent have completed four or more years.

Table 2

FUTURE POPULATION DISTRIBUTIONS
FOR MARICOPA COUNTY*

<u>MUNICIPAL PLANNING AREA</u>	<u>1980**</u>	<u>1985</u>	<u>1990</u>	<u>1995</u>	<u>2000</u>	<u>2005</u>
Avondale	14,920	17,500	27,000	38,000	48,000	55,000
El Mirage	4,497	6,500	9,000	11,600	14,000	16,000
Glendale	100,329	116,000	139,000	164,000	188,000	216,000
Goodyear	4,068	5,300	13,600	21,800	30,000	41,000
Peoria	15,058	23,000	42,000	58,000	76,000	95,000
Surprise	4,248	5,200	7,200	9,100	11,000	14,000
Tolleson	4,476	5,000	10,000	15,000	20,000	20,000
Youngtown	2,239	2,300	2,400	2,500	2,500	2,500
Buckeye	3,434	4,300	5,900	7,500	9,300	12,000
Wickenburg	3,535	4,500	5,600	6,700	8,000	9,000

*Maricopa Association of Governments. Future Population Distributions For Maricopa County. March 16, 1982.

**Maricopa Association of Governments data and projections include municipal areas only. West side census data used in this report includes MAG figures plus all other persons living outside these municipal areas within the seven west side legislative districts. Therefore, population projection figures for the entire west side will be greater than the numbers shown in the MAG municipal projections.

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Table 3

West Side Population Age Distribution

<u>AGE</u>	<u>TOTAL</u>	<u>%</u>
0-5	24,055	9.8
6-13	33,961	13.8
14-17	16,504	6.7
18-21	12,736	5.2
22-24	11,341	4.6
25-29	21,692	8.8
30-34	22,699	9.2
35-44	29,883	12.2
45-54	19,231	7.8
55-59	10,356	4.2
60-61	4,187	1.7
62-64	7,226	2.9
65-74	23,467	9.5
75-84	7,656	3.1
85+	<u>1,162</u>	<u>0.5</u>
Total	<u>246,156**</u>	<u>100.00%</u>

*1980 Census data for selected west side census tracts using CENSPAC program.

**Total does not equal 246,252 total population figure due to CENSPAC sample error.

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Table 4
West Side Population Race Distribution*

<u>PERSONS BY RACE</u>	<u>TOTAL</u>	<u>%</u>
White	227,407	92.3
Black	3,318	1.3
American Indian	1,507	0.6
Eskimo	7	0.0
Aleut	6	0.0
Japanese	625	0.3
Chinese	475	0.2
Filipino	364	0.2
Korean	244	0.1
Asian Indian	242	0.1
Vietnamese	253	0.1
Hawaiian	53	0.0
Guamanian	55	0.0
Samoan	5	0.0
Other	108	0.1
Other (Race Not elsewhere classified)		
Spanish	10,230	4.2
Not Spanish	<u>1,353</u>	<u>0.5</u>
	<u>246,252</u>	<u>100.00%</u>
<u>PERSONS OF SPANISH ORIGIN AND RACE</u>	<u>TOTAL</u>	<u>%</u>
Not of Spanish Origin	222,229	90.2
Mexican	20,578	8.3
Puerto Rican	460	0.2
Cuban	129	0.1
Other Spanish:**		
White, Black, American Indian, Eskimo, Aleut, and Asian and Pacific Islander	2,144	0.9
Other (Race Not elsewhere classified)	<u>712</u>	<u>0.3</u>
Total	<u>246,252</u>	<u>100.00%</u>

*1980 Census data for selected west side census tracts using CENSPAC program.

**Persons of other races who consider themselves of Spanish origin.

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Table 5*

Persons 18 Years Old and Over by Year of School Completed

	Total Persons	Percent
Elementary (0 to 8 years) through high school, 1 to 3 years	36,286	21.14
High School, 4 years	68,622	39.98
College:		
1 to 3 years	38,594	22.49
4 years	16,049	9.35
5 or more years	12,085	7.04
Totals	171,636	100.00

*1980 Census data for selected west side tracts using CENSPAC program.

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This pattern is further confirmed by the opinion poll which shows that 41.2 percent of those polled have some college, but only 16.39 percent have degrees. Most of this 41.2 percent, as well as another 27.7 percent -- or two out of every three residents -- said they will pursue college education at the more accessible ASU-West Campus. This is dramatically contrasted with the fact that only 12.5 percent are currently taking courses at any college or university in Arizona.

The occupations of west side residents is another important consideration supporting the establishment of a West Campus. Over 58 percent, or approximately 39,000 employed West Valley residents work in administrative and technical fields. The detail of this occupational distribution is

shown in Table 6. This is further confirmed by the opinion poll which shows that 21.5 percent are managers, 37.2 are professionals, 14.5 technicians, and 5.8 percent are sales personnel. These are rapidly changing fields which need educated workers who have opportunity to upgrade their skills throughout their careers.

ASU's West Side Students

For Fall 1982, 4,177 upper level and graduate students and 1,892 freshmen and sophomores from the west side enrolled on the main ASU campus. These figures include students whose current address shows a west side zip code, as well as students from one of nine west side high schools or Glendale or Phoenix Community Colleges. Detailed analysis of this student population is presented in Table 7.

Table 7

ASU's 1982-83 West Side Enrollments⁸

	<u>FALL 1982</u>		<u>SPRING 1983</u>	
	HDCT	SCH	HDCT	SCH
<u>ALHAMBRA</u>				
All Students	1,074	3,311	1,008	2,961
<u>METROCENTER</u>				
All Students	1,046	3,132	855	2,547
<u>OTHER WEST SITES</u> (KPHO TV, Lakeview Elementary, Royal Palms Elementary, State Capitol, Sun City, Washington Elementary)				
All Students	376	964	276	828
<u>TOTAL</u>	<u>2,496</u>	<u>7,407</u>	<u>2,139</u>	<u>6,336</u>

Table 6

West Side Employed Persons 16 Years and Over By Occupation*

	<u>NUMBER OF PERSONS</u>	<u>PERCENT OF EMPLOYED PERSONS</u>
Managerial and Professional Speciality		
Executive, Administrative, Managerial	12,419	12.65
Professional Speciality	11,198	11.40
Technical, Sales, Administrative Support		
Technicians and Related Support	3,925	4.00
Sales	12,449	12.68
Administrative Support Including Clerical	17,602	17.92
Service		
Private Household	354	.40
Protective Service	1,742	1.80
Service, Except Protective and Household	8,423	8.60
Farming, Forestry, and Fishing	2,252	2.30
Precision Production, Craft, and Repair	14,776	15.05
Operators, Fabricators, and Laborers		
Machine Operators, Assemblers, Inspectors	5,719	5.80
Transportation and Material Moving	3,877	3.90
Handlers, Equipment Cleaners, Helpers, Laborers	<u>3,428</u>	<u>3.50</u>
Total	<u>98,164</u>	<u>100.00</u>

*1980 Census data for selected west side tracts using CENSPAC program.

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ASU's Metrocenter and Alhambra Students

ASU had 1,863 students (5,508 student credit hours) enrolled at the Metrocenter and/or Alhambra facilities in spring 1983. With the creation of the West Campus, ASU expects to close these facilities and anticipates that a large portion of this student population will enroll at the West Campus.

West Side Community College Transfers

In Fall 1983, a total of 3,373 students transferred to ASU from Glendale and Phoenix Community Colleges.⁹ While both colleges showed slight FTSE decreases for Fall 1983, the Maricopa District projects a two to four percent growth rate annually to the year 2000. Such a projection is conservative compared with the average projected population growth rate and assumes "that the District will not serve a broader range of the community, nor will it serve a larger percentage of the population than it does now."¹⁰

ASU's recent study of transfer students from Arizona Community Colleges shows that transfer students are older than other students, and that a significantly higher percentage are enrolled part time.

In the future many of these students also will attend the West Campus instead of commuting to the Main Campus to complete their degrees. ASU anticipates effective articulation with the community colleges to continue in order that community college transfers will ease into upper level coursework with even greater success.

Summary of Enrollment Projection

The projection of a 5,000 FTE enrollment at the West Campus by 1989-90 is based upon the assumptions that:

1. most of the approximately 2,200 Metrocenter, Alhambra, and other west side student population will enroll at the West Campus;
2. some west side students who would otherwise enroll on the Main Campus for upper division courses will attend the West Campus;
3. some of the current 3,400 community college students who transfer to the ASU-Main Campus annually will transfer to the West Campus; and
4. the West Campus will attract a sizable enrollment from the approximately 100,000 west side working adults.

While most of these students will be part time, ASU believes this base, along with the projected twenty percent population increase by 1990, strongly supports a projection of 5,000 FTE enrollment by 1989-90.

Impact of the West Campus on Other Institutions

Establishment of the West Campus is not expected to have a major impact on enrollments at Arizona State University, the University of Arizona, or Northern Arizona University. Only 170 respondents reported they are currently taking courses at any Arizona college or university. Of these, 38 are enrolled at ASU, 1 at the U of A, and 4 at NAU.

While 16 percent of the respondents would take courses at Phoenix College and 28 percent expected to enroll at Glendale Community College, ASU and community college administrators believe the West Campus will spur enrollment at both community colleges as persons not now students enroll in undergraduate courses in preparation for admission to the West Campus to attain a baccalaureate degree.

Summary

West side residents and community leaders strongly support establishment of an ASU-West Campus. The opinion poll of west side residents shows an overwhelming support and need for the West Campus. Community college officials, west high school district superintendents, and west side business leaders believe the ASU branch campus will have very positive effects on residents' educational achievement and the continued economic development of the area. Analysis of demographic data indicate a substantial pool of potential students and support the estimate of a 5,000 FTE student enrollment by 1989-90.

III

ASU-WEST CAMPUS ACADEMIC PROGRAMS

The Arizona State University West Campus will be a full service rather than a comprehensive university. As such, the West Campus will have complete degree programs but a more limited mission than the ASU-Main Campus. The close institutional relationship created by operating the West Campus as a branch of the Main Campus will assure that high quality programs are provided. Cost savings are anticipated through the sharing of library, computing and administrative support services.

The ASU-West Campus may become one of a network of future ASU satellite campuses located throughout the Phoenix metropolitan area. The West Campus will be developed for a maximum of approximately 10,000 FTE students and should reach this enrollment capacity in ten to twelve years. This campus could be followed by other satellites serving areas of the community where population and distance from the Main Campus or West Campus create compelling need to offer higher education services.

West Campus Curriculum

Although a comprehensive study of the curriculum for a West Campus has not been made, the sub-committee studying academic programs did poll the units regarding programs that might feasibly be offered. A wide range of possible degree programs was identified. Given necessary resources, with few exceptions these programs could begin in the near future.

Academic courses at the ASU-West Campus will be offered at the upper division and masters levels. In rare instances, lower division courses might be offered if they are prerequisites to specialized courses of study and unavailable through the community college curriculum. Some specialized programs in engineering, for example, may require such courses. ASU and community college officials agree that a lower division course will be offered at ASU-West Campus only if the community colleges do not wish to offer the course and/or there is mutual agreement that the course would be best offered at ASU-West Campus.

Two factors will strongly influence selection of programs offered at the West Campus: west side students' interest and needs, and the capacity of the ASU-Main Campus to provide high quality offerings. ASU's faculty in all academic areas strongly express the belief that the library is the heart of quality upper division and graduate programs. The establishment of an adequate library will receive special attention from the start of planning to insure that West Campus students and faculty have access to necessary academic materials.

Programs Preferred by West Side Residents

Data from the public opinion poll indicate that west side residents would like to take courses in the following academic fields:*

Business	56%
Liberal Arts	38%
Fine Arts	27%
Public Programs	23%
Engineering	22%
Education	22%
Social Work	22%
Law	19%
Architecture	11%
Nursing	11%

* Repondents could choose more than one field of interest. Consequently, percentages total more than one hundred percent.

Possible Academic Programs

A compelling reason for establishing the West Campus as a branch of the ASU-Main Campus is to assure that the quality of initial West Campus academic offerings is commensurate with programs on the Main Campus and to allow oversight by the faculty and administrations of both campuses necessary to maintain and enhance that quality over time. Before approving a program for the West Campus, ASU-Main Campus faculty must assess the degree to which the quality of that program might be compromised if offered there. The availability of faculty with needed expertise and the adequacy of facilities and equipment comprise the basic requirements determining whether to offer an academic program.

In proposing possible ASU-West Campus programs, Colleges and Departments indicate a willingness to adapt to the special needs of west side students. The College of Business Administration will offer courses leading to the Master of Business Administration in the late afternoon and evening to accommodate full-time working students. The College of Engineering and Applied Science has proposed an

interdisciplinary undergraduate engineering program, leading to a B.S.E. degree with a major in Systems Engineering. This program will meet the special needs of many employees of west side engineering and industrial firms.

The arts and sciences are at the heart of an academic institution. ASU-West Campus students will be provided a broad spectrum of upper-level liberal arts courses and limited degree programs, ensuring a full and enriching university experience for each student.

The Instructional Television Fixed Service (ITFS) makes it possible for ASU faculty to deliver regular Main Campus courses to the West Campus at little additional cost other than ITFS operating costs. This capability provides substantial advantage for both quality and cost-savings at the West Campus. The 1984-85 budget request includes an amount to pay ITFS operating costs, enabling ASU to deliver instruction by television within the regular tuition framework.

Possible academic programs for the West Campus identified by ASU Colleges and Departments include:

College of Business Administration

B.S./Accounting
B.S./Finance
B.S./General Business Administration
B.S./Management
B.S./Real Estate
M.B.A./Business Administration

College of Education

B.A./Elementary Education
B.A./Secondary Education
M.Ed./Elementary Education
M.Ed./Secondary Education

College of Engineering and Applied Sciences

B.S.E./Systems Engineering
B.S.E./Computer Systems Engineering
B.S./Computer Science
B.S./Industrial Supervision
B.S. Industrial Vocational Education

College of Fine Arts

B.A./Art
B.F.A./Art

College of Liberal Arts

B.S./Anthropology (Applied Anthropology)
B.S./Biology
B.S./Chemistry
B.A./English
B.A./French
B.A./History (U.S. History)
B.S./History (U.S. History)
B.A./Japanese
B.S./Mathematics (Applied Mathematics)
B.S./Physics
B.S./Political Science (Public Policy/Public
Administration/American Government)
B.A./Psychology
B.S./Psychology
B.A./Sociology
B.S./Sociology
B.A./Spanish
B.S./Zoology
M.S./Chemistry
M.A./English
M.S./Physics
M.N.S./Natural Sciences

College of Nursing

B.S./Nursing
M.S./Nursing

College of Public Programs

B.A./Broadcasting
B.S./Broadcasting
B.A./Communication
B.A./Journalism
B.S./Journalism
B.S./Justice Studies
B.A./Justice Studies
B.S./Recreation

School of Social Work

B.S.W./Social Work

A preliminary list of special equipment and facilities needed for operation of these programs is shown in Appendix C.

ASU-West Campus Faculty Needed

If all programs identified as feasible by ASU Colleges and Departments were offered at the West Campus, a total of 277 FTE faculty will be needed by 1990. This faculty could provide 50 degree programs to a population of approximately 5,000 FTE students at an 18:1 student/faculty ratio.

The establishment of a high-quality faculty for the ASU-West Campus will be the key factor in its success. Faculty might be recruited in several ways. New faculty can be employed and adjunct and visiting faculty can be used. Some present ASU-Main Campus faculty may wish to transfer to the West Campus on a permanent basis. Others may volunteer for temporary West Campus assignment on a full-time basis to assist in program start-up and recruitment of permanent faculty. ASU faculty will certainly continue to teach some courses on the West Campus during the phase-in period, even though they may retain the major portion of their assignment on the Main Campus.

Academic Support Services

Library

Development of library holdings and services will receive special attention from the onset of West Campus planning. A fully-operational library is critical to the quality of the ASU-West Campus program.

The goal of the West Campus Library will be to provide materials and services equivalent to those provided on the ASU-Main Campus to support the curriculum and research needs of west side faculty and students. To accomplish this goal, it will be necessary to provide a core of approximately 206,278 volumes, access to the total collections of the Main Campus libraries, as well as equivalent services to students and faculty: i.e., extended hour access, reference and research assistance, online search service, library instruction, reference referral interface and telefacsimile services between the two campuses, interlibrary loan request service, and twice daily delivery service between campuses.

The West Campus Library will share existing ASU library administration and operations in many areas. Administrative direction and support services will be provided by the existing University Libraries administrative staff, thus avoiding duplication of staff, services, and facilities. Ordering, cataloging and processing materials will be done centrally in Hayden Library. Existing library computer mainframe and software will provide cost effective West Campus Library services through the bibliographic data base which will give library users access to materials in Main Campus Libraries. Adding West Campus materials to this data base will be substantially less expensive than creating a separate database or traditional card catalog for this library.

The West Campus Library will provide on-site access to materials supporting programs offered at that campus, none above the masters level. Some duplication of materials available on the Main Campus will be necessary. To keep such duplication at a minimum, the West Campus Library collection will be restricted to standard works which support course assignments and basic background reading for

degree programs offered. Independent study and individual research will be supported by access through the online data base to collections in the Main Campus Library.

Computing Services

Computing services for instruction, research, and administration will be equivalent on the West Campus to those provided on the Main Campus. Duplication of services will often not be necessary because of possible connection to the ASU-Main Campus main frame. Administrative data bases between the two campuses will be integrated and communication tools, such as electronic mail, messaging, and teleconferencing between campuses, will be used.

Instructional Facilities

General classrooms, lecture halls, and offices will be needed along with reading rooms, computer space, advising offices, learning resource centers, conference rooms, and special purpose rooms. Programs in the biological, engineering, and physical sciences will require laboratory facilities and special equipment. Some facilities and equipment can be shared among departments, thus reducing the cost.

Section V of this report presents a model by which one can project the facilities needs and estimate capital outlay budget requirements for a five-year period.

Campus Organization

The administrative and faculty governance organization of the West Campus will be designed to assure:

1. both ASU-Main Campus and West Campus faculty participation in the development and oversight of high quality West Campus academic programs;
2. ASU-Main Campus assistance in the development and operation of academic programs and support services; and
3. cost savings realized through shared resources.

ASU's faculty are vitally interested in a number of key issues regarding the faculty and governance of the West Campus. They are concerned that:

1. the West Campus chief executive have sufficient authority to provide leadership for campus development and to establish rapport with the community;
2. an effective recruitment process be developed to insure attraction of high quality West Campus faculty consistent with affirmative action goals;
3. a faculty development program be available;
4. a fair and equitable system for faculty evaluation be established.

Currently the Faculty and Governance Sub-committee of the West Campus Planning Task Force is studying possible alternatives for organizing the West Campus and operating its governance system. Their study has identified three possible models for West Campus organization, which vary in degree of autonomy and independence from the ASU-Main Campus. The sub-committee identified the advantages and disadvantages of each model and held an open hearing on October 27, 1983 for ASU faculty to discuss and comment on them. Other faculty open hearings are planned for future study of campus organizational issues.

The administrative and governance organization for the West Campus is a matter of vital interest and concern to ASU-Main Campus faculty. The organizational structure adopted will have major implications for the development and operation of academic programs and must be carefully deliberated by the ASU-Main Campus faculty and administration.

Decision-making on these faculty and governance issues must include wide participation by ASU faculty. This process is well underway and promises to provide sound direction for future decisions.

Summary

ASU can offer an appropriate range of high quality academic programs to meet the needs of west side residents. Cost savings in operation of the library and computing services may be realized through sharing administrative and operations functions between the Main Campus and the branch campus. ASU faculty are currently studying the feasibility of specific program offerings and various models for campus organization and governance. The curriculum for the West Campus, as well as its administrative and governance systems, will require in-depth study and analysis and must involve wide participation by ASU faculty.

IV

STUDENT AND INSTITUTIONAL SUPPORT SERVICES

Savings may be realized in the operation of student and institutional support services through sharing and extension of current ASU-Main Campus services, some of which will be provided to the West Campus on a charge-back basis. In addition to their economic advantages, shared services also insure that the quality of support services at the West Campus will be commensurate with those provided Main Campus faculty and students.

Student Support Services

Student services provided at the ASU-West Campus will focus on creating an environment which promotes positive student growth academically, socially, and emotionally. ASU anticipates that most students enrolled at the West Campus will be older, married, employed, and attending college on a part-time basis. Initial student services will be designed to meet the needs of this type student, but will be modified and expanded as a more defined student profile emerges. Studies will be conducted to develop a profile of students attending the West Campus during its early years of operation. Needs will be assessed to determine programs and delivery systems best suited for this student population.

Admissions

Students enrolling for programs at the West Campus will continue to be admitted through the standard admission procedures on the Main Campus. These students will be

required to meet the same admission criteria as those applying for admission at the Main Campus. However, a satellite operation for Undergraduate Admissions will be located at the west side beginning in 1984-85. This office will include personnel for orientation, credential evaluation, and the admission process. Establishing community outreach programs and liaison relationships with Glendale Community College, employers, and other area institutions will be coordinated by the Undergraduate Admissions staff.

Registrar

A satellite registrar's office will be established following the remote-site model already in place on the Main Campus. Permanent records will be maintained on the Main Campus with electronic access to information available at the satellite office. As the student population increases, functions of the registrar will be added to this office.

Financial Assistance

Access to information on financial assistance, including loans, scholarships, applications, etc., will be available through a satellite office. The availability of financial assistance to students on the west side may make it possible for many who would otherwise attend part-time to enroll on a full-time basis. Student applications will be processed on the same basis as those on the Main Campus. The major administrative functions will be handled on the Main Campus.

Counseling/Career Services

Assuming that the student population will be mainly transfer and re-entry students, the need for counseling and career assistance will be high. Although career decisions are often made by the time a student reaches upper division courses, opportunities need to be available for such students to learn specific career-related tasks, job search skills, interview techniques and resume development.

The Counseling/Career Services office will also coordinate part-time employment listings and career-coordinated jobs for students. The initial staff will include a resource counselor with expertise in working with an adult student population and a career development specialist who will be responsible for career planning and coordinating the placement activities with Career Services on the Main Campus.

Special Services

The concerns of special student populations, e.g., disabled veterans, will be handled in the initial year by the counseling professional in liaison with the Disabled Student Resources Office and Veterans Office on the Main Campus. Planning during the first year will include a focus on the needs of students for such things as study space, food services, activities, and special events.

Institutional Support Services

Currently, most institutional support services to the west side (Metrocenter and Alhambra) are provided as an extension

of various Arizona State University administrative offices at Tempe. Even with expanded course offerings, these services will continue to be offered through the central offices until a physical facility accommodating a sizable student population is in operation.

Business Services

Currently, a member of the Comptroller's Office is located on-site on the west side for several days during the registration period. All cashiering, accounting, and student financial aid disbursements are handled from the central campus. Once the West Campus physical plant is built, a small business staff will be housed there to provide a wider range of services to include student fees collection, financial aid disbursement, purchase requisition approval, accounting report interpretation/consultation, processing of travel requests/claims, and collection of receivables such as parking or library fines.

Personnel

Payroll processing, benefits and retirement administration can be handled for the West Campus by the Main Campus Personnel staff. An increase in faculty and support staff may require additional services such as orientation programs, classification reviews, job advertising and placement, and policy training. Such services can also be provided by the Main Campus Personnel staff. As the West Campus develops, a Personnel representative will be located on-site to provide advice on benefits, classifications, job postings, and policies and to serve as a liaison with the Main Campus Personnel staff.

Public Safety

Crime statistics provided by the City of Phoenix Police Department for an area bounded by Sweetwater on the south, Thunderbird on the north and from 43rd Avenue to 51st Avenue are quite low, reporting only ten thefts and one burglary for the period July 1982 to June 1983. A sharp rise in students and equipment (typewriters, computers, office furniture) in that area would, however, necessitate additional security coverage. Nighttime security coverage may be available through Phoenix Police Department patrols or contracted with a private security firm until a full campus is in operation. Once a 24-hour coverage is required, West Campus security officers would be provided.

Purchasing

ASU-Main Campus staff would handle all West Campus purchases until a sizable campus faculty and staff exists. At that time, a buyer will be located at the West Campus to handle routine purchases and coordinate special purchases through the Main Campus staff. A small General Stores stocked with basic office supplies (operating on a charge back to departments) will be located in the new facility.

Cash and Property Management

University-owned equipment valued at over \$500 located on the West Campus would be tagged for inventory purposes by Tempe campus staff. Until a receiving area is established in a new physical facility, capital equipment would be shipped to ASU-Main Campus, tagged, and then delivered to the West Campus.

Bookstore

Textbooks, trade books, ASU logo items, and general school supplies would be available for purchase at a bookstore located on the West Campus.

Parking and Transit

The site designated for the West Campus appears to have sufficient land so that parking will not be a problem. Scheduled transportation between the ASU-Main Campus and the West Campus might be arranged if sufficient demand arises. Establishment of some special routes by the city's bus system may be the most efficient method of providing such transportation and would be explored.

Custodial Services

Custodial services might initially be provided to West Campus sites on a contract basis. As demand requires, an on-site physical plant staff will be provided.

University Planning and Analysis

West Campus facilities planning and institutional studies will be provided by the ASU-Main Campus staff.

Summary

A full range of student and institutional support services can be provided for the ASU-West Campus. Economic advantages can be realized through sharing and extension of current ASU-Main Campus operations, some of which may be provided to the West Campus on a charge-back basis. This will assure that high quality services are available for West Campus faculty and students at economical cost.

V

WEST CAMPUS FACILITIES PLANNING

The ASU University Planning and Analysis Department has developed a West Campus facilities projection. This is a general and tentative projection, based on broad estimates and assumptions about programs, enrollments, and costs. More precise estimates cannot be developed until programs and other variables are more clearly defined and a facility/site design study is undertaken.

West Campus Facilities Projection

Physical facilities of approximately 440,000 gross square feet are required to serve the estimated 5,000 FTE students enrolled at the West Campus by 1989-90. This estimate includes instructional space (classrooms, classlabs, library), research space, office space, and support buildings (physical plant, food and book sales, and storage). Standards commonly used at other universities were used to estimate each space type (see pages 41-44).

Classroom and classlab space projections are based on expected room utilization. Estimated faculty and staff were used to generate office and research lab space at a student/faculty ratio of 18:1 and a staff/faculty ratio of 1.2:1. Library space requirements were based on current standards for college and university libraries.

Preliminary Capital Budget

The preliminary capital budget reflects the construction costs for projected space needs, and includes architectural and planning funds, parking, mall, and street construction,

utilities installation, and the purchase of communication and other fixed equipment. The budget excludes those movable equipment items normally requested as part of the operating budget (see Section VI). A listing of the specific components included in the capital budget is presented on pages 45-48.

Funding Sources

The total capital cost estimated for the next five years to implement this plan is \$53,531,232. Revenue bonds could be issued for buildings with revenue generating potential like food services and bookstore. An estimated \$4,516,341 could be raised from the sale of such bonds, leaving a total capital appropriation need of \$49,015,891 (see page 49).

Utilities will require major expenditures for improvements between the Black Canyon Freeway and 43rd Avenue, and for street improvements around the site. Support for these off-site improvements may be negotiated between State, City, and University parties. This initial budget assumes University funding.

Five-Year Expenditure Schedule

The five-year expenditure schedule assumes that facility and site planning will be constructed in 3 phases (about 40 percent in phase I, 40 percent in phase II, and the remaining 20 percent in phase III) with completion of sufficient facilities for 5,000 FTE students in fiscal 1989-90. This schedule appears on page 50.

WEST CAMPUS FACILITIES PROJECTION

Nov 16, 1983 ASSUMPTION

ASSUMPTION DESCRIPTIONS

Enrollment (FTE):	5,000.00		
Percent Upper Division	75.00	#1	#1 Preliminary Assumption consistent with Board of Regents Scope & Mission statement.
Enrollment mix by level: Undergraduate	3,750.00		
Graduate	1,250.00		
Distribution by Part-time/Full-time			
Undergrad. Percent of Headcount Part-time	75.00	#2	
Graduate Percent of Headcount Part-time	75.00	#3	
Undergrad. Average Part-time load	6.00	#4	#4 Based on ASU Junior-Seniors from West side
Undergrad. Average Full-time load	14.00	#5	#5 high schools & Comm. Colleges
Graduate Average Part-time load	4.00	#6	#6 Preliminary assumption
Graduate Average Full-time load	10.00	#7	#7 Preliminary assumption
Calculation of Headcount Enrollment			
Undergraduate	7,031.25		
Graduate	2,272.73		
Total Headcount Enrollment	9,303.98		
Faculty Generation			
Assumptions:			
Student FTE / Faculty FTE ratio	18.00	#8	#8 Assumed ratio for upper division instruction.
Faculty FTE / Academic Staff FTE ratio	3.00	#9	#9 Fall 82 data from College budgets
Faculty Generated	277.78		
Academic Staff Generated	92.59		
Total Academic Faculty & Staff	370.37		
Administrative/Support Staff Generation			

Total Staff to Total Faculty Ratio	1.20	#10	#10 ASU Peer Institutions
Total Administrative/Support Staff	240.74		
Classroom Generation			
Assumptions:			
Square feet per station	15.00	#11	#11 Common university standard
Hours per week classrooms are in use	25.00	#12	#12 30 hrs/wk common standard
Station Utilization (Percent)	0.60	#13	#13 Common university standard
Percent instructional activity in classrooms	90.00	#14	#14 Preliminary assumption
Contact hour to credit hour relation	1.00	#15	#15 Current ASU experience - University Planning & Analysis
Calculated Contact hours in Classrooms	61,875.00		
Classroom Space required	61,875.00		
Class lab Generation			
Assumptions:			
Square feet per station	40.00	#16	#16 An assumed average of Business (30), Education (40), Lib. Arts (60), and Engineering (150).
Hours per week Class labs are in use	15.00	#17	#17 20 hrs/wk. is common university standard. Assume lower room usage for West campus.
Station Utilization	0.60	#18	#18 80% is common standard. A lower utilization is assumed.
Percent instructional activity in Class labs	0.10	#19	#19 Current ASU experience.
Contact hour to credit hour relation	1.33		
Calculated Contact hours in Class labs	9,143.75		
Class lab Space required	40,638.89		
Research lab Space Generation			
Assumptions:			
Total FTE Faculty	277.78		

Square feet per FTE Faculty	15.00	#20	#20, #21 Common standard for teaching faculty and T.A.'s. in non-science areas.
Total Headcount Graduate Students	2,272.73	#21	Standard for Research faculty in hard science is 375 sq. ft. /FTE.
Square feet per Graduate Student	15.00		
Research lab Space Generated	38,257.58		
Academic Office Space Generation			
Space Standard Assumptions:			
Square feet per FTE	135.00	#22	#22 University Space Planning, H.D. Bareither, University of Illinois Press. Includes office & office related facilities.
Percent requiring office space	100.00	#23	#23 All Academic faculty & staff require office
Academic Office Space required	37,500.00		
Administrative Office Space			
Total Staff to Total Faculty	1.20	#10	#10 See Assumption 10.
Total Non-academic Staff	333.33		
Percent requiring office space	0.60	#24	#24 Assumes 40% of staff do not require offices (e.g. grounds staff, etc.)
Administrative Office Space required	27,000.00		
Library Space Generation			
Assumptions:		#25	#25 Based on "Standards for College Libraries," College and Research Libraries News, 36:299-301, Oct, 1975.
Basic Collection	85,000.00		
Volumes per FTE Faculty	100.00		
Volumes per FTE Student	15.00		
Volumes per Undergraduate major	350.00		
Volumes per Graduate major	3,000.00		
Number of Undergraduate majors	10.00		
Number of Graduate majors	5.00		
Total Volumes Generated	206,277.78		
Percent of Volumes for Branch Configuration	100.00		

Assumed Square Feet per Volume Stack Space Required	0.10			
	19,596.39			
Ratio of FTE Students to Reading Stations Square feet per reading station	5.00			
	25.00			
Reading Space Required	25,000.00			
Administrative Space				
Ratio of Admin space to Reader/Stack space	0.25			
Library Administrative Space required	11,149.10			
Total Library Space Required	55,745.49	#25		
Other Space Requirements				
Auditorium Space per FTE student	0.00	#26		#26 Auditorium not required in early years of operation.
Auditorium Space Required	0.00			
Std Svc., Bookstore, Food Svc. Space per FTE Student Services Space Required	10.00	#27		#27 Preliminary assumption.
	50,000.00			
Gymnasium Space per FTE Student	0.00	#28		#28 Gymnasium not required in early years of operation.
Gymnasium Space Required	0.00			
Storage Space per FTE Student	1.00	#29		#29 Common university standard.
Storage Space Required	5,000.00			
Physical Plant/General Stores Space	15,000.00	#30		#30 Preliminary Assumption
TOTAL CAMPUS SPACE REQUIRED NET	331,016.95			
Ratio of Net-to-Gross Square Feet	0.73	#31		#31 Normal 65% to 75% (1974 HEGIS: 66%) Community Colleges: 73%
GROSS	453,447.88			

WEST SIDE CAMPUS SIMULATION
 PRELIMINARY CAPITAL BUDGET

BUILDINGS					
Total Gross Square Feet Building Space		453,447.88			
Percent of Space @ \$ 60 per Gross Sq. Ft.		0.10		#32 Preliminary Assumption	
@ \$ 80 per Gross Sq. Ft.		0.40			
@ \$100 per Gross Sq. Ft.		0.20			
@ \$120 per Gross Sq. Ft.		0.15			
@ \$140 per Gross Sq. Ft.		0.05		#32	
Total Building Cost			37,636,173.85		
Architectural/Engineering Fees					
Assumed Percent of Building Costs		0.08		#33 ASU experience (6% Architectural and 2% Engineer	
Total Architectural/Engineering Fees			3,010,893.91		
LANDSCAPING (Includes watering system)					
Assumed Percent of Building Cost		0.01		#34 ASU experience.	
Total Landscaping Cost			376,361.74		
MALL CONSTRUCTION					

Campus Acreage	100.00		
Percent of Campus in Malls	0.10		
Mall Cost per Square Foot	10.00		
Total Mall Construction Cost		4,356,000.00	# BRW Consultants 43,560 sq. ft. per acre
STREET CONSTRUCTION (On-site)			
Lineal feet of streets required	5,000.00		#35 ASU College of Architecture
Percent of streets - boulevard	25.00		
Cost per lineal foot	100.00		#36 ASU College of Architecture
Percent of streets - two lane	75.00		
Cost per lineal foot	75.00		
Total Street Cost (On-site)		406,250.00	
STREET CONSTRUCTION (Off-site)			
Lineal feet of streets required	10,000.00		# ASU College of Architecture
Cost per lineal foot	100.00		
Total Street Cost (Off-site)		1,000,000.00	
UTILITIES INSTALLATION (On-site)			
Lineal feet of Utilities required	3,600.00		#37 ASU Facilities Management & Planning
Cost per lineal foot	280.00		#38 Lowry & Sorenson, Engineers. Capacity
Central Plant	800,000.00		adequate for 400,000-600,000 Gross sq. ft.
Total Utilities Installation Cost (On-site)		1,808,000.00	
UTILITIES INSTALLATION (Off-site)			
Lineal feet of Utilities required	10,000.00		
Cost per lineal foot	50.00		
Total Utilities Installation Cost (Off-site)		500,000.00	
ENERGY MANAGEMENT SYSTEM			
			0.00
PARKING			

Student Parking				
Total FTE Enrollment	5,000.00			
Percent of Students Requiring Spaces	0.50			#39 Indiana Univ. Branch Campus Analysis, 1980 uses a student/space ratio of 2:1.
Total Student Spaces Required	2,500.00			
Faculty Parking				
Total FTE Faculty	277.78			
Percent of Faculty Requiring Spaces	0.90			#40 Indiana Univ. assumes 100%. Reduced to 90% based on ASU experience.
Total Faculty Spaces Required	250.00			
Staff Parking				
Total FTE Staff	333.33			
Percent of Staff Requiring Spaces	0.90			#41 Indiana Univ. assumes 100%. Reduced to 90% based on ASU experience.
Total Staff Spaces Required	300.00			
Total Spaces Required	3,050.00			#42 Assume surface parking, including lighting
Cost per Parking Space	500.00			
Total Parking Cost	1,525,000.00			
ENGINEERING FEES				
Percent of Parking, Streets, & Utilities	0.08			#43 ASU current experience.
Total Engineering Fees	224,355.00			
TELEPHONES				
Number of Phones per 1000 Net Sq. Ft. Area	1.00			#44 ASU Computing Services
Total Building Area (Net Square Feet)	331,016.95			
Total Phones Required	331.02			
Cost per Phone	1,000.00			#45 Assume use of Tempe campus phone switch
Tie to main campus	500,000.00			
Total Telephone Cost	831,016.95			
DATA COMMUNICATIONS				

Datacommunications Cost	1,000,000.00	#46 ASU Computing Services
Library Terminals & Communications	50,000.00	
Total Datacommunications	1,050,000.00	
FURNISHINGS		
Percent of Building Cost	0.01	#47 ASU experience
Total Furnishings Cost	188,180.84	
MEDIA SYSTEMS/AUDIOVISUAL		
IITP Receiving Site	10,000.00	
Media Equipment	600,000.00	
Total Media Systems Cost	610,000.00	
TOTAL PRELIMINARY CAPITAL BUDGET	53,532,232.29	

WEST CAMPUS - FUNDING SOURCES	CAPITAL APPROPRIATION	REVENUE BONDS
Total Building Cost	33,119,832.99	4,516,340.86
Total Architectural/Engineering Fees	3,010,893.91	
Total Landscaping Cost	376,361.74	
Total Mall Construction Cost	4,356,000.00	
Total Street Cost (On-site)	406,250.00	
Total Street Cost (Off-site)	1,000,000.00	
Total Utilities Installation Cost (On-site)	1,808,000.00	
Total Utilities Installation Cost (Off-site)	500,000.00	
Total Parking Cost	1,525,000.00	
Total Engineering Fees	224,355.00	
Total Telephone Cost	831,016.95	
Total Datacommunications Cost	1,060,000.00	
Total Furnishings Cost	188,180.84	
Total Media Systems Cost	610,000.00	
Total Capital Budget by Fund Source	49,015,891.43	4,516,340.86

WEST CAMPUS - FIVE YEAR EXPENDITURE SCHEDULE	FIRST YEAR FY 1984-85	SECOND YEAR FY 1985-86	THIRD YEAR FY 1986-87	FOURTH YEAR FY 1987-88	FIFTH YEAR FY 1988-89
DESIGN & CONSTRUCTION					
Architectural/Engineering Design (Buildings)		1,204,357.56	1,204,357.56	602,178.78	
Engineering (Utilities, Parking, Mall, etc.)			224,355.00		
Building Cost		15,054,469.54	15,054,469.54	15,054,469.54	7,527,234.77
Landscaping			150,544.70	150,544.70	75,272.35
Mall Construction		1,742,400.00	1,742,400.00	1,742,400.00	871,200.00
Street Construction (On-site)		406,250.00			
Street Construction (Off-site)		1,000,000.00			
Utilities (On-site)		1,808,000.00			
Utilities (Off-site)		500,000.00			
Parking		610,000.00		610,000.00	305,000.00
Telephone		831,016.95			
Data Communications		1,060,000.00			
Furnishings			75,272.34	75,272.34	37,636.17
Media Systems			244,000.00	244,000.00	122,000.00
TOTAL CAPITAL EXPENDITURES	0.00	1,204,357.56	24,910,666.09	18,478,865.35	8,938,343.29
Gross Square Footage Under Construction			181,379.00	181,379.00	90,690.00

VI

FIVE-YEAR OPERATING COST PROJECTIONS

The Office of University Budgets has simulated a projection of operating costs for a five-year period. The variables used in the simulation were derived from analysis of current ASU practice and from information obtained from the various subcommittees of the West Campus Planning Task Force. Changes in these variables would, of course, have a major impact on financial outcomes.

Projections were made on the basis of accepted norms which are standard for independent campuses. The simulated operating budget presented here projects costs for the period 1984-1985 through 1988-89.

WEST SIDE OPERATING BUDGET SIMULATION 1984-85 1985-86 1986-87 1987-88 1988-89 TOTAL

Enrollment (FTE):	1300	1500	1900	3375	5000
Percent Upper Division	75	75	75	75	75
Enrollment mix by level: Undergrad.	975	1125	1425	2531	3750
Graduate	325	375	475	844	1250
Distribution by Part-time/Full-time					
Undergrad. % Headcount Part-time	75	75	75	75	75
Graduate % Headcount Part-time	75	75	75	75	75
Undergrad. Average Part-time load	6	6	6	6	6
Undergrad. Average Full-time load	14	14	14	14	14
Graduate Average Part-time load	4	4	4	4	4
Graduate Average Full-time load	10	10	10	10	10
Calculation of Headcount Enrollment					
Undergraduate	1828	2109	2672	4746	7031
Graduate	591	682	864	1534	2273
Total Headcount Enrollment	2419	2791	3536	6280	9304

FACULTY GENERATION

Assumptions:

Student FTE/Faculty FTE ratio	22.00	18.00	18.00	18.00	18.00
Faculty Generated	60	83	106	188	278
Professor	23	31	39	69	103
Associate Professor	20	28	36	64	94
Assistant Professor	17	24	31	54	81

ADMINISTRATIVE/SUPPORT STAFF GENERATION

Assumptions:

Admin/Supp Staff/Faculty FTE ratio	0.53	1.00	1.20	1.20	1.20
Staff Generated	32	83	127	225	333
Administrative Staff	3	5	8	14	20
Secretarial Staff	14	20	30	53	78
Other Support Staff	15	59	89	159	235

COURSES OF STUDY

Assumptions:

	10	12	15	18	22
Number of Undergraduate majors	5	6	7	9	10
Number of Graduate majors					

FORMULA FUNDING OF NEW POSITIONS

Prof. & Outside Services	2500	2500	2500	2500	2500
Travel-In State	400	400	400	400	400
Travel-Out of State	1000	1000	1000	1000	1000
Other Operating:					
Clerical	600	600	600	600	600
Non-Clerical	400	400	400	400	400
Equipment:					
Clerical	1600	1600	1600	1600	1600
Non-Clerical	500	500	500	500	500
Library Acquisitions	40	40	40	40	40

INFLATION FACTORS

Personal Services	0.0000	0.0000	0.0000	0.0000	0.0000
ERE	0.1908	0.1908	0.1908	0.1908	0.1908
Prof. & Outside Services	0.0000	0.0000	0.0000	0.0000	0.0000
Travel-In State	0.0000	0.0000	0.0000	0.0000	0.0000
Travel-Out of State	0.0000	0.0000	0.0000	0.0000	0.0000
Other Operating	0.0000	0.0000	0.0000	0.0000	0.0000
Equipment	0.0000	0.0000	0.0000	0.0000	0.0000
Library Acquisitions	0.0000	0.0000	0.0000	0.0000	0.0000

REGISTRATION FEE ASSUMPTIONS

	\$835	\$835	\$835	\$835	\$835
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PERSONAL SERVICES SALARY ASSUMPTIONS

Faculty:					
Professor	\$41,058	\$41,058	\$41,058	\$41,058	\$41,058
Associate Professor	\$31,671	\$31,671	\$31,671	\$31,671	\$31,671
Assistant Professor	\$25,510	\$25,510	\$25,510	\$25,510	\$25,510
Administrative Staff	\$47,909	\$47,909	\$47,909	\$47,909	\$47,909
Secretarial/Other Support Staff	\$15,815	\$15,815	\$15,815	\$15,815	\$15,815

WEST SIDE OPERATING BUDGET

	91.50	166.67	232.22	412.50	611.11
FTE POSITIONS					
PERSONAL SERVICES	\$2,510,300	\$4,162,600	\$5,672,639	\$10,150,597	\$15,083,940
ERE	\$479,000	\$794,224	\$1,082,339	\$1,936,734	\$2,878,016
PROFESSIONAL & OUTSIDE SERVICES	\$157,500	\$63,333	\$62,056	\$219,611	\$241,944
TRAVEL-IN STATE	\$37,900	\$48,033	\$57,962	\$93,100	\$131,811
TRAVEL-OUT OF STATE	\$63,500	\$88,833	\$113,656	\$201,500	\$298,278
OTHER OPERATING:					
BASE:					
ITFS	\$61,200				
CLASSROOM RENTAL	\$310,300				
LIBRARY OPERATIONS	\$8,300				
SUBTOTAL BASE	\$379,800	\$414,700	\$510,764	\$574,842	\$859,669
INFLATION	\$0	\$0	\$0	\$0	\$0
NEW POSITION FUNDING	\$34,900	\$31,283	\$28,259	\$76,733	\$84,536
MAINT. CONTRACTS COMPUTER EQUIP:					
PERSONAL COMPUTERS	\$0	\$18,781	\$15,819	\$48,094	\$52,985
TERMINALS	\$0	\$6,000	\$0	\$0	\$0
CAD/CAM GRAPHICS	\$0	\$0	\$0	\$70,000	\$70,000
SUBTOTAL MAINTENANCE CONTRACTS	\$0	\$24,781	\$15,819	\$118,094	\$122,985
MEDIA SYSTEMS	\$0	\$0	\$0	\$100,000	\$0
LIBRARY OPERATIONS	\$0	\$40,000	\$20,000	\$140,000	\$0
CLASSROOM RENTAL REDUCED - NEW BUILDING IN USE	\$0	\$0	\$0	(\$150,000)	\$0
TOTAL OTHER OPERATING	\$414,700	\$510,764	\$574,842	\$859,669	\$1,067,189
EQUIPMENT:					
ITFS STUDIO CLASSROOM	\$200,000	\$0	\$0	\$0	\$0
LIBRARY COMPUTER EQUIPMENT	\$5,600	\$0	\$0	\$0	\$0
NEW POSITION FUNDING	\$46,500	\$44,275	\$43,979	\$0	\$0
COMPUTER EQUIPMENT					
PERSONAL COMPUTERS	\$0	\$187,531	\$158,189	\$480,939	\$529,848
TERMINALS	\$0	\$60,000	\$0	\$0	\$0
CAD/CAM GRAPHICS	\$0	\$0	\$0	\$350,000	\$0
SUBTOTAL COMPUTER EQUIPMENT	\$0	\$247,531	\$158,189	\$830,939	\$529,848
MEDIA AND GRAPHIC EQUIPMENT	\$0	\$0	\$0	\$100,000	\$0
TOTAL EQUIPMENT	\$252,100	\$291,806	\$202,168	\$930,939	\$529,848

LIBRARY ACQUISITIONS	\$74,500	\$2,054,083	\$2,183,639	\$2,344,778	\$2,362,111
FACILITIES MASTER PLAN	\$400,000	\$200,000	\$200,000	\$100,000	\$100,000
TOTAL OPERATING BUDGET	\$4,389,500	\$8,213,677	\$10,149,301	\$16,836,927	\$22,693,138
COLLECTIONS (100% G/F; 0% LOCAL)	(\$1,085,500)	(\$1,252,500)	(\$1,586,500)	(\$2,818,125)	(\$4,175,000)
OTHER RECEIPTS					\$0
BALANCES FORWARD					\$0
TOTAL GENERAL FUND	\$3,304,000	\$6,961,177	\$8,562,801	\$14,018,802	\$18,518,138
					\$51,364,917

NOTES

1. The Arizona Republic/Phoenix Gazette, Inside Phoenix, 1983, p. 9. Out-Migration = 66,100
Net migration = +14,000.
2. Arizona Board of Regents, Arizona University Mission and Scope Statements, Phoenix: 1982-83, p. 6.
3. Whiteman, Jack W., Chair. The Feasibility of Establishing a Branch of Arizona State University in Western Maricopa County. A report to the Forty-Third Legislature of the State of Arizona, February, 1977.
4. Mission and Scope, p. 6.
5. Arizona, Senate. An Act Relating to Public Lands and Education, 35th Legislature, 2nd Session, 1982.
6. Sackton, Frank and Whitehead, John, "Off-Campus Educational Services Provided by Arizona State University: A Study and Needs Assessment for Off-Campus University Education Service Within Maricopa County," ASU: April, 1983, p. 4.
7. All demographic analysis in this section taken from the 1980 Census for selected census tracts. Analysis conducted by ASU's Office of Management and Financial Analysis using Census tapes and CENSPAC program.
8. ASU, Office of Management and Financial Analysis, November, 1983.
9. ASU, Office of Management and Financial Analysis, Profiles of Transfer Students Enrolled at Arizona State University," draft, October, 1983.
10. Maricopa Community College District, "Planning Information," October 19, 1983.

APPENDICES

WEST SIDE CAMPUS PLANNING AND GOVERNANCE

Sub-committee I. Faculty and Governance

Al Karnig, Chair, Assistant Vice President for Academic Programs & Services
 Bill Boyes, Professor of Economics
 Richard Eribes, Associate Professor, Center for Public Affairs
 Murray Sirkis, Professor of Electrical & Computer Engineering
 Robert Stout, Professor and Dean of Education
 John Michael Daley, Professor of Social Work
 Pat Lauderdale, Professor, Center for the Study of Justice
 John Porter, University of Planning and Analysis

Sub-committee II: Academic Program, Facilities and Budget

Charles Woolf, Chair, Dean of Graduate College
 Mathew Betz, Director, Center for Advanced Research & Transportation
 Joe Harris, Professor of Chemistry
 Frank Sackton, Professor, Center for Public Affairs
 Jim Scalise, Associate Professor of Architecture
 Don Rabiner, Assistant Professor of Art
 Marvin Jackson, Professor of Economics
 Jim Hogan, University Budgets
 Joe Matt, University Planning and Analysis

Sub-committee III: West Side Community Needs Assessment

Brent Brown, Chair, Assistant Vice President for Community Relations
 Paul Briggs, Visiting Lecturer, College of Education
 Don Campbell, Program Coordinator of Continuing Education/Management
 George Greey, Professor of Leisure Studies
 Meredith Whiteley, University Planning and Analysis

Sub-committee IV: Student Service Instructional and Non-Instructional Support Services

Bill Cabianca, Chair, Associate Vice President for Student Development
 Alan Carroll, Director of University Budgets
 Susan Malaga, Associate Director of Personnel
 Dale Garman, Director, University Planning and Analysis
 Helen Gater, Associate University Librarian
 Robert Knox, Professor of Economics
 Wes Wathey, University Planning and Analysis
 Paige Mulhollan, Executive Vice President, Task Force Chair
 B. Dell Felder, ACE Fellow, Staff Director

APPENDIX B

West Campus Public Opinion Poll Questionnaire

November 1983

Hello, my name is _____ and I am conducting a public opinion poll regarding a matter of the utmost importance to people living in the western part of Maricopa County. Your answers will be completely confidential. Are you eighteen years of age or older and a full-time resident of Arizona?

IF NO: Thank and terminate.

1. First, would you say you are 1) very familiar 2) somewhat familiar or 3) not very familiar with the strengths and weaknesses of Arizona State University? 4) DK/NA

2. What would you say are ASU's strongest points? (probe)

1. _____

2. _____

3. What are ASU's weakest points? (probe)

1. _____

2. _____

4. There has been discussion about ASU establishing a campus on the west side of the valley. Do you feel there is a need for a west side campus? Would you say you feel strongly or not very strongly about your opinion?

1) strongly need 2) need 3) don't need 4) strongly don't need 5) DK/NA

5. If ASU had a west side campus, is there anyone in your household who might be interested in taking classes there either for credit or self improvement, either now or in the future?

1) yes 2) no

6. Regardless, of whether or not you would be likely to take classes there, would you basically approve or disapprove of ASU building a west side campus?

1) approve 2) disapprove 3) DK/undecided

7. Would you rate ASU--excellent, good, poor, or very poor--in each of these areas?

a. the academic reputation of ASU.

b. the quality of the faculty.

c. the job the university does in keeping the community informed about its programs and activities.

d. the athletic program at ASU

very
excellent good poor poor DK/NA

	excellent	good	poor	poor	DK/NA
a.					
b.					
c.					
d.					

IF POOR: Why? _____

8. Are you currently taking any courses at a college or university in Arizona?

1) yes

2) no: IF NO, GO TO Q 15

9. Are you currently taking any courses from Arizona State University?

1) yes: ASK Q's a - p

2) no —————> Go to Q 10

a. How many hours are you taking? _____

b. Are you working towards a degree at ASU? 1) yes 2) no

c. IF YES, When do you think you will graduate? (year) _____

d. What college are you in? _____

e. Are you taking any courses for graduate credit? 1) yes 2) no

f. Are you taking any non-credit courses for personal satisfaction or self-improvement? 1) yes 2) no

g. Are you attending classes on the ASU campus? 1) yes 2) no

h. Do you attend evening classes? 1) yes 2) no

i. Do you take any classes at Metrocenter? 1) yes 2) no

j. Do you take any classes at the Alhambra campus? 1) yes 2) no

k. Do you take ASU classes at any other off-campus location? 1) yes 2) no
IF YES, Where? _____

l. If it were possible to take all of your course work at a west side campus, would you still take some courses at the ASU campus or would you do all of your course work on the west side?

1) some ASU 2) all west side 3) both 4) DK/NA

m. Are you going to ASU 1) full time or 2) part-time?

n. Did you attend Glendale Community College before attending ASU? 1) yes 2) no

o. Did you attend Phoenix College before attending ASU? 1) yes 2) no

p. Have you **graduated** from ASU? 1) yes 2) no

10. Are you taking any courses from Glendale Community College?

1) yes: ASK Q's a-f

2) no —————→ GO TO Q 11

- a. Are you taking any non-credit courses for self-satisfaction or self-improvement? 1) yes 2) no
- b. Are you working towards a degree? 1) yes 2) no
- c. Do you plan to attend NAU after you graduate? 1) yes 2) no
- d. Do you plan to attend ASU after you graduate? 1) yes 2) no
IF YES, What will you probably major in? _____
- e. Do you plan to go to ASU
1) full-time or 2) part-time?
- f. Would you prefer to take your course work at ASU (read 1-3)
1) all at the main campus
2) all on the west side or
3) courses at both locations
4) DK/NA

11. Are you taking any courses from Phoenix College?

1) yes: ASK Q's a-f

2) no —————→ GO TO Q 12

- a. Are you taking any non-credit courses for self-satisfaction or self-improvement? 1) yes 2) no
- b. Are you working towards a degree? 1) yes 2) no
- c. Do you plan to attend NAU after you graduate? 1) yes 2) no
- d. Do you plan to attend ASU after you graduate?
IF YES, What will you probably major in? _____
- e. Do you plan to go to ASU
1) full-time or 2) part-time?
- f. Would you prefer to take your course work at ASU (read 1-3)
1) all at the main campus
2) all on the west side or
3) courses at both locations
4) DK/NA

12. Are you currently taking any courses from Northern Arizona University?
- 1) yes: ASK (a-c) 2) no —————→ GO TO Q 13
- a. Are you taking undergraduate courses for credit? 1) yes 2) no
- b. Are you taking graduate courses for credit? 1) yes 2) no
- c. Are you taking any non-degree courses for credit? 1) yes 2) -no
13. Are you currently taking any courses from the University of Arizona?
- 1) yes: ASK (a-c) 2) no —————→ GO TO Q 14
- a. Are you taking undergraduate courses for credit? 1) yes 2) no
- b. Are you taking graduate courses for credit? 1) yes 2) no
- c. Are you taking any non-degree courses for credit? 1) yes 2) no
14. Are you taking any courses for credit from any other college here in Arizona?
- 1) yes 2) no
- IF YES, Which college? _____
15. Is the (male/female) head of the household currently taking courses at a college or university in Arizona?
- 1) yes 2) no —————→ IF NO, GO TO Q 21
16. Is the (male/female) head of the household currently taking any courses from Arizona State University?
- 1) yes: ASK Q's a-p 2) no —————→ GO TO Q 17
- a. How many hours is (he/she) taking? _____
- b. Is (he/she) working towards a degree at ASU? 1) yes 2) no 3) DK
- c. IF YES, When do you think (he/she) will graduate? (Year) _____
- d. What college is (he/she) in? _____
- e. Is (he/she) taking any courses for graduate credit? 1) yes 2) no 3) DK
- f. Is (he/she) taking any non-credit courses for personal 1) yes 2) no 3) DK satisfaction or self-improvement?

- g. Is (he/she) attending classes on the ASU campus? 1) yes 2) no 3) DK
- h. Is (he/she) attending evening classes? 1) yes 2) no 3) DK
- i. Is (he/she) taking any classes at Metrocenter? 1) yes 2) no 3) DK
- j. Is (he/she) taking any classes at the Alhambra campus? 1) yes 2) no 3) DK
- k. Is (he/she) taking ASU classes at any other off-campus location? 1) yes 2) no 3) DK

IF YES, Where? _____

- l. If it were possible for (him/her) to take all of (his/her) course work at a west side campus, would (he/she) take some courses at the ASU campus or would (he/she) do all of (his/her) course work on the west side?
- 1) some ASU 2) all west side 3) both 4) DK/NA
- m. Is (he/she) going to ASU 1) full-time or 2) part-time?
- n. Did (he/she) attend Glendale Community College before attending ASU? 1) yes 2) no 3) DK
- o. Did (he/she) attend Phoenix College before attending ASU? 1) yes 2) no 3) DK
- p. Has (he/she) graduated from ASU? 1) yes 2) no 3) DK

17. Is the (male/female) head of the household taking any courses from Glendale Community College?

1) yes: ASK Q's a-f 2) no _____ GO TO Q 18

- a. Is (he/she) taking any non-credit courses for self-satisfaction or self-improvement? 1) yes 2) no 3) DK
- b. Is (he/she) working towards a degree? 1) yes 2) no 3) DK
- c. Does (he/she) plan to attend NAU after (he/she) graduates? 1) yes 2) no 3) DK
- d. Does (he/she) plan to attend ASU after (he/she) graduates? 1) yes 2) no 3) DK

IF YES, What will (he/she) probably major in? _____

- e. Does (he/she) plan to go to ASU 1) full time or 2) part-time?
- f. Would (he/she) prefer to take (his/her) course work at ASU (read 1-3)
- 1) all at the main campus
- 2) all on the west side or
- 3) courses at both locations
- 4) DK/NA

18. Is the (male/female) head of the household taking any courses from Phoenix College?

1) yes: ASK Q's a-f

2) no —————> GO TO Q 19

a. Is (he/she) taking any non-credit courses for self-satisfaction or self-improvement? 1) yes 2) no 3) DK

b. Is (he/she) working towards a degree? 1) yes 2) no 3) DK

c. Does (he/she) plan to attend NAU after (he/she) graduates? 1) yes 2) no 3) DK

d. Does (he/she) plan to attend ASU after (he/she) graduates? 1) yes 2) no 3) DK

IF YES, What will (he/she) probably major in? _____

e. Does (he/she) plan to go to ASU 1) full-time or 2) part-time?

f. Would (he/she) prefer to take (his/her) course work at ASU (read 1-3)

1) all at the main campus

2) all on the west side or

3) courses at both locations

4) DK/NA

19. Is the (male/female) head of the household currently taking any courses from Northern Arizona University?

1) yes: ASK Q's (a-c)

2) no —————> GO TO Q 20

a. Is (he/she) taking undergraduate courses for credit? 1) yes 2) no 3) DK

b. Is (he/she) taking graduate courses for credit? 1) yes 2) no 3) DK

c. Is (he/she) taking any non-degree courses for credit? 1) yes 2) no 3) DK

20. Is the (male/female) head of the household taking any courses for credit from any other college here in Arizona?

1) yes

2) no

21. Do you have any children living at home who are currently attending Glendale College?

1) yes 2) no _____ → GO TO Q 22

a. How many children are currently attending? _____

b. Are any of these children planning to attend NAU? IF YES, How many? _____

c. Are any of these children planning to attend ASU?

IF YES, How many plan to attend? _____

22. Do you have any children living at home who are currently attending Phoenix College?

1) yes 2) no _____ → GO TO Q 23

a. How many children are currently attending? _____

b. Are any of these children planning to attend NAU? IF YES, How many? _____

c. Are any of these children planning to attend ASU? IF YES, How many? _____

23. Do you have any children living at home who are currently attending ASU?

IF YES, How many? _____

24. Do you have any children living at home who are of high school age?

1) yes: ASK Q's a - f 2) no _____ → GO TO Q 25

a. How many high school age children do you have? _____

b. How many of those children plan to attend NAU? _____

c. How many of those children plan to attend ASU? _____

d. How many of those children plan to attend U of A? _____

e. How many probably will attend Glendale College? _____

f. How many probably will attend Phoenix College? _____

25. Have you taken any courses at the ASU campus in the past? 1) yes 2) no

26. Have you taken any courses from ASU at an off-campus location? 1) yes 2) no

27. Have you graduated from ASU? 1) yes 2) no

28. IF NOT CURRENTLY ATTENDING ASU, ASK: In the future, say the next 2 to 4 years, do you think you would like to take courses either for credit or for personal satisfaction, from a college or university located here in Arizona?

1) yes : ASK Q 29

2) no: SKIP TO Q 46

29. Are you likely to take any courses for credit towards a degree? 1) yes 2) no

30. Are you likely to take any non-credit courses for personal satisfaction or self-improvement? 1) yes 2) no

31. Are you likely to take any graduate level courses? 1) yes 2) no

32. Are you likely to take any courses from Glendale College? 1) yes 2) no

33. Are you likely to take any courses from Phoenix College? 1) yes 2) no

34. Are you likely to take any courses from NAU in the future? 1) yes 2) no

35. Are you likely to take any courses from U of A in the future? 1) yes 2) no

36. Are you likely to take any courses from ASU in the future?

1) yes: ASK Q 37

2) no: SKIP TO Q 47

37. Would you probably go to ASU 1) full-time or 2) part-time? 3) DK/NA

38. Would you prefer to take courses at 1) the ASU campus or at an
2) off-campus location on the west side? 3) both 4) DK/NA

39. Even if the classes you want to take are available on the west side, would you still prefer to take some of the courses on the ASU campus?

1) yes

2) no

3) DK/NA

40. Will you probably take courses in any of the following colleges?

- | | | |
|----------------------------|--------|-------|
| a. Business Administration | 1) yes | 2) no |
| b. Education | 1) yes | 2) no |
| c. Liberal Arts | 1) yes | 2) no |
| d. Public Programs | 1) yes | 2) no |
| e. College of Law | 1) yes | 2) no |
| f. Engineering | 1) yes | 2) no |
| g. Architecture | 1) yes | 2) no |
| h. Nursing | 1) yes | 2) no |
| i. Social Work | 1) yes | 2) no |
| j. Fine Arts | 1) yes | 2) no |

IF FINE ARTS, ASK Q's 41 to 46.
IF NOT FINE ARTS GO TO QUESTION 47.

41. Are you interested in taking courses in Art? 1) yes 2) no
42. Are you interested in taking courses in dance? 1) yes 2) no
43. Are you interested in taking courses in music? 1) yes 2) no
44. Are you interested in taking courses in theatre? 1) yes 2) no
45. Are you personally more interested in taking history and appreciation courses in Fine Arts or are you more interested in "learn-to-do" or participation classes?

1) appreciation 2) participation 3) both 4) DK/NA

46. Do you prefer credit or non-credit courses?

1) credit 2) non-credit 3) both 4) DK/NA

47. IF THE (MALE/FEMALE) HEAD OF THE HOUSEHOLD NOT CURRENTLY ATTENDING ASU, ASK:
In the future, say the next 2 to 4 years, do you think the (male/female) head of the household would like to take courses either for credit or for personal satisfaction from a college or university located here in Arizona?

1) yes: ASK Q 46 2) no: SKIP TO Q 66

48. Is (he/she) likely to take any courses for credit towards a degree? 1) yes 2) no 3) DK

49. Is (he/she) likely to take any non-credit courses for personal satisfaction or self-improvement? 1) yes 2) no 3) DK

50. Is (he/she) likely to take any graduate level courses? 1) yes 2) no 3) DK

51. Is (he/she) likely to take any courses from Glendale College? 1) yes 2) no 3) DK
52. Is (he/she) likely to take any courses from Phoenix College? 1) yes 2) no 3) DK
53. Is (he/she) likely to take any courses from NAU in the future? 1) yes 2) no 3) DK
54. Is (he/she) likely to take any courses from U of A in the future? 1) yes 2) no 3) DK
55. Is (he/she) likely to take any courses from ASU in the future?

1) yes: ASK Q 56 2) no: SKIP TO Q 66 3) DK

56. Will (he/she) probably go to ASU 1) full-time or 2) part-time? 3) DK

57. Will (he/she) prefer to take courses at 1) the ASU campus or at an
2) off-campus location on the west side? 3) both 4) DK/NA

58. Even if the classes (he/she) wants to take are available on the west side, would (he/she) still prefer to take some of the courses on the ASU campus?

1) yes 2) no 3) DK/NA

59. Will (he/she) probably take courses in any of the following colleges?

- a. Business Administration 1) yes 2) no 3) DK
- b. Education 1) yes 2) no 3) DK
- c. Liberal Arts 1) yes 2) no 3) DK
- d. Public Programs 1) yes 2) no 3) DK
- e. College of Law 1) yes 2) no 3) DK
- f. Engineering 1) yes 2) no 3) DK
- g. Architecture 1) yes 2) no 3) DK
- h. Nursing 1) yes 2) no 3) DK
- i. Social Work 1) yes 2) no 3) DK
- j. Fine Arts 1) yes 2) no 3) DK

IF FINE ARTS, ASK Q's 60 to 65.
IF NOT FINE ARTS, GO TO QUESTION 66.

60. Is (he/she) interested in taking courses in Art? 1) yes 2) no 3) DK
61. Is (he/she) interested in taking courses in Dance? 1) yes 2) no 3) DK

62. Is (he/she) interested in taking courses in music? 1) yes 2) no 3) DK
63. Is (he/she) interested in taking courses in theatre? 1) yes 2) no 3) DK
64. Is (he/she) more interested in taking history and appreciation courses in Fine Arts or is (he/she) more interested in "learn-to-do" or participation classes?
- 1) appreciation 2) participation 3) both 4) DK/NA
65. Does (he/she) prefer credit or non-credit courses?
- 1) credit 2) non-credit 3) both 4) DK/NA

Now, I need the following information for statistical purposes?

66. In what year were you born? _____
- 1) 18-24 2) 25-34 3) 34-44 4) 45-54 5) 55-64 6) 65 or older 9) refused
67. How much formal education have you completed?
- 1) less high school 2) high school graduate 3) some college
- 4) college graduate 5) post-graduate 6) refused
68. How much formal education has the (male/female) head of the household completed?
- 1) less high school 2) high school graduate 3) some college
- 4) college graduate 5) post-graduate 6) refused
- 7) no (male/female) head
69. Does the male head of this household work 1) full-time 2) part-time or is he currently 3) unemployed? 4) retired 5) no male head (SKIP TO Q70)
- a. What kind of work does the male head do? _____
- b. Is he .. employed in the 1) public sector or the 2) private sector?
- c. Approximately how many total employees does the company he works for have? _____
- d. Does the male head's employer have a tuition reimbursement program for those wanting to take additional college work? 1) yes 2) no
- e. Is the male head interested in training for a new career? IF YES, what field or career?
- _____
- f. Is continuing education encouraged by the male head's employer? 1) yes 2) no

70. Does the female head of this household normally work outside the home:
- 1) full time 2) part-time or is she primarily a 3) housewife? 4) retired
5) no female head (SKIP TO Q 71)
- a. What kind of work does the female head do? _____
- b. Is the female head employed in the 1) public sector or the
2) private sector?
- c. Approximately how many total employees does the company she works for
have? _____
- d. Does the female head's employer have a tuition reimbursement program for
those wanting to take additional college work? 1) yes 2) no
- e. Is the female head interested in training for a new career? IF YES,
what field or career?

- f. Is continuing education encouraged by the female head's employer? 1) yes 2)no
71. How many children under age 19 are currently living at home? _____
72. Are you currently 1) buying or 2) leasing your residence?
73. Do you live in (read 1-4)
- 1) a single family home 2) an apartment or duplex 3) a townhouse or
condominium 4) a mobile home? 5) other 6) refused
74. Are you a registered voter? IF YES, Are you registered as a 1) Republican
a 2) Democrat or as 3) something else? 4) refused
75. In terms of politics, do you generally think of yourself as (read 1-4)
- 1) very conservative 2) conservative 3) liberal or 4) very liberal
5) moderate/middle 6) DK/NO
76. Again, thinking of politics, would you say you are (read 1-4)
- 1) very interested 2) somewhat interested 3) not very interested or
4) not at all interested? 5) DK/NO
77. Which of these ethnic groups do you think of yourself as belonging to?
(read 1-5)
- 1) Anglo 2) Black 3) Hispanic 4) Oriental 5) American Indian
6) other 7) refused

78. Which of these intervals includes your total family income last year?
(read 1-7)

1) less \$10,000

4) 20-24,999

7) over 50,000

2) 10-14,999

5) 25-34,999

8) refused

3) 15-19,999

6) 35-49,999

79. Do you live north or south of Thomas? 1) north 2) south

80. What is the nearest major intersection to where you live? _____

81. What is the zip code where you live? _____

82. Sex: 1) male 2) female

Thank you very much for helping me with this survey. Could you give me just your first name name in case my supervisor wishes to call and verify this interview?

NAME _____ PHONE _____

SPECIAL FACULTY/EQUIPMENT NEEDS BY
PROPOSED ACADEMIC PROGRAM

Proposed
Academic Program
Degree/Major

Special
Facilities/Equipment

College of Business Administration

B.S./Accounting	Computer support
B.S./Management	AV equipment
B.S./Finance	Computer support
B.S./Real Estate	
B.S./General Business	Computer support
	AV equipment
M.B.A./Business Administration	Computer support

College of Education

B.A./Elementary Ed.	Computer support
B.A./Secondary Ed.	AV equipment
M.Ed./Elementary Ed.	
M.Ed./Secondary Ed.	

College of Engineering and Applied Sciences

B.S./Computer Science	Computer support
B.S.E./Computer Systems Engineering	
B.S.E./Systems Engineering	Laboratory
B.S./Industrial Supervision	facilities/equip-
B.S./Industrial Vocational	ment

College of Fine Arts

B.A./Art (Art History/Studio Art)	Art slide collection
B.F.A./Art	3 art studios
	1 display gallery

College of Liberal Arts

B.S./Anthropology (emphasis in Applied Anthropology)	Laboratory facili- ties, Museum (might be able to use the planned ASU Anthro- pology Museum at Adobe Dam, a few miles from ASU-WSC)
B.S./Biology	Computer support
M.N.S./Natural Science	Laboratory facili- ties, laboratory equipment, chemical storage facilities

Proposed
Academic Program
Degree/Major

Special
Facilities/Equipment

B.A./B.S. Chemistry	Laboratory facilities, laboratory equipment Chemistry storeroom
M.S./Chemistry	
B.A./English	Video playback equipment
M.A./English	Shakespeare's plays on tape B.A./French
Language laboratory	with facilities
B.A./Japanese (Japanese for international programs)	Language laboratory with facilities
B.A./Spanish	Language laboratory with facilities
B.A. & B.S./History (emphasis in U.S. History)	Computer support Historical maps AV equipment
B.S./Mathematics	Computer support
B.S./Physics M.S./Physics	Laboratory facilities, laboratory equipment, storeroom
B.S./Political Science (emphasis on public policy, public admin., American Government)	Computer support Laboratory with personal computers
B.A./B.S./Psychology	Laboratory facilities, laboratory equipment, computer support
B.A./B.S./Sociology	Computer support

**Proposed
Academic Program
Degree/Major**

**Special
Facilities/Equipment**

B.S./Zoology

Laboratory facilities, laboratory equipment, store-room, chemical storage facilities, computer support

College of Nursing

B.S./Nursing

Laboratory facilities, laboratory equipment, AV equipment, learning resource center

M.S./Nursing

Computer support
Graduate reading room, Laboratory facilities, learning resource center

College of Public Programs

**B.A./Communications
B.A./B.S./Journalism**

Computer support
Computer support
VDT's for students

B.A./B.S./Broadcasting

Television and radio station equipment and studios

**B.S./Justice Studies
M.S./Justice Studies
B.S./Recreation**

Computer support
Computer support
Computer support

School of Social Work

**B.S.W./Social Work
(Faculty will also offer
first year of M.S.W.
degree program)**

Laboratory facilities, AV equipment