September 11, 2014

David Schumacher, Director
Washington State Office of Financial Management
PO Box 43113
Olympia, WA 98504-3113

Dear Mr. Schumacher:

This letter transmits the Central Washington University Operating Budget Request for the 2015-2017 biennium. This request represents a careful review and reasonable assessment of the university's operating resource needs for the coming biennium and establishes the minimum level of support required to accomplish our mission. The request level balances CWU’s desire to provide access and opportunities for Washington citizens with recognition of the demand on limited state resources.

The request contains two request packages that are of critical importance. First CWU asks that the legislature and governor reject reductions in maintenance funding, which would exacerbate CWU existing FY15 deficit of $6.5 million, the result of consecutive years of tuition freeze and flat enrollment.

CWU seeks funding to stabilize its fiscal situation and to protect erosion of its workforce position by providing the following: 1) An across-the-board increase in compensation that reflects increases in the cost of living since 2007; 2) Full funding for CWU contracts negotiated with the Washington Federation of State Employees, the Public School Employees of Washington, and United Faculty of Central; and 3) No further reductions in health and pension benefits for university employees.

In addition to these maintenance requests, CWU proposes three programs that help the state meeting degree production, STEM, and greenhouse-gas reduction goals. The first policy priority is $5.733,000 in on-going funding to develop an alternative online credit-granting model (OACM) that serves non-traditional students throughout the state of Washington. The project reduces the time and money required to earn a degree by granting credit for knowledge accumulated outside the classroom, by allowing students to learn at their own pace, and by providing online programs that are supplemented by face-to-face advising and other services at University centers.

The second priority is $1,430,000 to reduce the time and cost require for transfer students to earn a baccalaureate degree. This package leverages exciting and detailed new information about the behavior of transfer students. The eight-year, longitudinal study of transfer student enrollment and graduation patterns developed a way to predict behavioral and temporal factors that indicate a student is most at risk of dropping out. CWU proposes to hire advising professionals who use this information to target and intervene in students' academic careers to ensure completion.
Third, CWU seeks $400,000 to establish a new degree program, the BS Integrated Energy Studies, the nation's first energy degree program combining non-traditional and traditional energy studies. The program addresses state global warming goals by preparing professionals to help public and private entities move from traditional, carbon-based energy sources to green ones. The proposal enjoys broad private-sector support, including apprenticeships that allow students to immerse themselves in real business operations. The interdisciplinary program brings the sciences together with the business of energy and leverages CWU's physical location near 5 wind farms, the world's largest solar farm, solar panel manufacturing, and hydro-power and nuclear facilities.

We look forward to working with the Office of Financial Management and the Washington Student Achievement Council this fall as you put together your 2015-2017 budget recommendations. If you would like more information or would like to discuss our funding requests, please contact CWU's Associated Vice President for business and financial Affairs, Shelly Baird (509) 963-2340.

Sincerely,

[Signature]

James L. Gaudino
President
### Fiscal Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Recommendation Summary</td>
<td>1</td>
</tr>
<tr>
<td>Agency Activity Inventory</td>
<td>4</td>
</tr>
<tr>
<td>Indirect Cost Allocation</td>
<td>7</td>
</tr>
<tr>
<td>Agency Organization Chart</td>
<td>8</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>9</td>
</tr>
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</table>

### Maintenance Level Decision Packages

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance Level Summary</td>
<td>20</td>
</tr>
<tr>
<td>M2-AC Employee Compensation</td>
<td>21</td>
</tr>
<tr>
<td>M2-AB Non-Appropriated Funds Adjustment</td>
<td>27</td>
</tr>
<tr>
<td>M2-AD 15% Budget Reduction</td>
<td>30</td>
</tr>
<tr>
<td>M2-BD 15% Budget Replacement</td>
<td>33</td>
</tr>
<tr>
<td>M2-AF New and Increased Fees</td>
<td>36</td>
</tr>
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</table>

### Policy Level Decision Packages

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Policy Level Summary</td>
<td>39</td>
</tr>
<tr>
<td>PL-N1 Online Alternative Degree</td>
<td>40</td>
</tr>
<tr>
<td>PL-N2 Student Advising</td>
<td>53</td>
</tr>
<tr>
<td>PL-N3 Interagency Energy Studies</td>
<td>61</td>
</tr>
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</table>

### Higher Education/Special Reports

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>B9 Revenue Estimate Form</td>
<td>78</td>
</tr>
<tr>
<td>B-10 Local Fund Balances</td>
<td>81</td>
</tr>
<tr>
<td>Federal Funding Estimates</td>
<td>82</td>
</tr>
<tr>
<td>A1-Locally Authorized Salary Increases</td>
<td>88</td>
</tr>
<tr>
<td>A2-Non-Faculty Collective Bargaining Agreement Impact Template</td>
<td>89</td>
</tr>
<tr>
<td>A3-Faculty Collective Bargaining Template</td>
<td>90</td>
</tr>
<tr>
<td>B-1 Tuition Waivers</td>
<td>91</td>
</tr>
<tr>
<td>B-2Waivers-Purpose</td>
<td>92</td>
</tr>
<tr>
<td>B-3 Financial Aid from Non-State Resources</td>
<td>93</td>
</tr>
<tr>
<td>B-4 Cumulative Undergraduate Loan Debt</td>
<td>94</td>
</tr>
<tr>
<td>E Maintenance &amp; Operations Costs</td>
<td>95</td>
</tr>
</tbody>
</table>
### State of Washington

**Recommendation Summary**

(By Agency Priority)

#### Agency: 375 Central Washington University

<table>
<thead>
<tr>
<th></th>
<th>Annual Average FTEs</th>
<th>General Fund State</th>
<th>Other Funds</th>
<th>Total Funds</th>
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<td>2013-15 Current Biennium Total</td>
<td>1,309.3</td>
<td>59,220</td>
<td>265,850</td>
<td>325,070</td>
</tr>
</tbody>
</table>

**CL BA** Carry Forward

|                      | 3,852               | 456                | 4,308       |

**Total Carry Forward Level**

Percent Change from Current Biennium

|                      | 1,309.3              | 63,072             | 266,306     | 329,378     |

**M1 90** Maintenance Level Revenue

|                      | 6.5%                 | .2%                | 1.3%        |

**Carry Forward plus Workload Changes**

Percent Change from Current Biennium

|                      | 1,309.3              | 63,072             | 266,306     | 329,378     |

**M2 AD** 15% Budget Reduction

|                      | (10,881)             | (2,862)            | (13,743)    |

**M2 BD** 15% Budget Replacement

|                      | 10,881               | 2,862              | 13,743      |

**M2 AC** Employee Compensation

|                      | 9,473                |                    | 9,473       |

**M2 AB** Non Appropriated Fund Adjustment

|                      | 44.0                 |                    | 22,700      |

**M2 AF** New or Increased Fees

|                      | 22,700               |                    | 22,700      |

### Total Maintenance Level

Percent Change from Current Biennium

|                      | 1,353.3              | 72,545             | 289,006     | 361,551     |

**PL N1** Online Alternative Degree

|                      | 38.0                 | 5,012              | 3,436       | 8,448       |

**PL N2** Student Advising

|                      | 10.0                 | 1,430              | 1,430       |

**PL N3** Interagency Energy Studies

|                      | 2.0                  | 400                | 138         | 538         |

### Subtotal - Performance Level Changes

|                      | 50.0                 | 6,842              | 3,574       | 10,416      |

### 2015-17 Total Proposed Budget

Percent Change from Current Biennium

|                      | 1,403.3              | 79,387             | 292,580     | 371,967     |

|                      | 7.2%                 | 34.1%              | 10.1%       | 14.4%       |
M2 AB Non Appropriated Fund Adjustment
This appropriation level change will bring the two self-support budgeted funds into alignment with anticipated revenues.

M2 AC Employee Compensation
Problem:
This package addresses salary erosion and compression; workforce morale; and difficulty recruiting and retaining high quality professionals. These problems have occurred as a result of both state-wide salary freezes and lack of cost of living increases. State employees have gone without COLA increases since 2008. Relatively flat state higher education funding and repeated tuition freezes, after two biennia of massive cuts in funding, have left CWU without the resources to address salary issues.

Opportunity:
This package positions CWU to
- compete with schools nationally for the best employees;
- retain efficient and effective individuals
- enhance the efficiency with which CWU operates
- enhance the quality of instruction in degree programs and
- enhance the effectiveness of student recruitment and support programs

M2 AD 15% Budget Reduction
Following direction with the June 13, 2014 directive from the Governor's Office of Financial Management to submit a state general fund budget reduction package equal to 15 percent of our 2015-17 maintenance level budget Central would have no alternative except to cut across all programs and activities thus reducing access and increasing tuition. Although not reflected in the package, any increase in resident undergraduate tuition would also require the state to increase funding for the State Need Grant and College Bound Scholarship program to maintain pace with tuition increases.

M2 AF New or Increased Fees
A moderate increase in course related fees, other administrative fees, student technology fee, and program fees is being requested.

The increase in revenue will be utilized to cover the increased program costs.

M2 BD 15% Budget Replacement
Submission in accordance with the June 13, 2014 directive from the Governor's Office of Financial Management requesting reinvestment of the proposed 15% reduction.

PL N1 Online Alternative Degree
This plan will help the state meet ambitious baccalaureate degree-production goals, adopted in 2011 (HB 1795). The Washington State Legislature approved and set a deadline of 2018 to increase the number of bachelor's degrees earned by Washington residents "...from the 2009-10 academic year levels by at least six thousand degrees completed or by twenty-seven percent." Most of the high school students who would earn a bachelor's degree by 2018 already are enrolled at a baccalaureate institution.

In order to make further progress toward the degree production goal, the state must develop alternative credit models to serve students who may already hold some post-secondary academic credits or life experience that can count toward a degree. CWU's proposed Online Alternative Credit Model embraces several strategies to place baccalaureate credits within reach of students who move to a traditional residential campus but who want and need to earn a bachelor's degree.

PL N2 Student Advising
This item would buy 10 advisors who will target transfer students who are identified as being at moderate or high risk of dropping out, based on factors identified by new CWU research. This research clearly shows students who transfer with a two-year degree or declare a major within their first quarter have a substantially better chance of graduating. The advisors will meet one-on-one with students, identify aptitude and interests for careers and majors, and then map a specific degree path for each student. The advisor also will closely monitor the progress of each student and provide direction and support at critical junctures in the students' academic careers.

PL N3 Interagency Energy Studies
What problem, opportunity, or priority is the agency trying to address

Problems
1.) Reducing carbon emissions and fossil fuel dependence.
2.) Replacing an aging energy workforce with graduates prepared for rapidly changing energy technology.
3.) Lack of educational programs to address the transition from old to new energy sources.

Opportunity
1.) Create the nation's first energy degree program combining non-traditional and traditional energy studies.
2.) Leverage international partnerships with Chile, Mexico, and Brazil, and with energy services providers.
3.) Leverage CWU's physical location near 5 wind farms, the world's largest solar farm, solar panel manufacturing, and hydro-power and nuclear facilities.
375 - Central Washington University

A001 Administrative Overhead

This activity comprises the University's administrative overhead costs.

<table>
<thead>
<tr>
<th>Account</th>
<th>FY 2015</th>
<th>FY 2017</th>
<th>Biennial Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>149-6 Non-Appropriated</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
<td>001 General Fund</td>
<td></td>
<td></td>
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<tr>
<td>001-1 State</td>
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<td>$674,000</td>
<td>$1,055,000</td>
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<td>149 Inst of HD ED-Operating Fees Acct</td>
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<tr>
<td>149-6 Non-Appropriated</td>
<td>$11,512,000</td>
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<td>$23,024,000</td>
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</table>

Statewide Result Area: World Class Education
Statewide Strategy: Provide convenient and efficient post-secondary education

Expected Results
Ensure compliance with state and federal laws and regulations and provide academic and student support, program oversight, and education.

A002 Community Outreach

Public services programs include community activities such as lectures and activity programs.

<table>
<thead>
<tr>
<th>Account</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>Biennial Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>148 Institutions of Higher Education - Dedicated Local Account</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>148-6 Non-Appropriated</td>
<td>$26,000</td>
<td>$26,000</td>
<td>$52,000</td>
</tr>
</tbody>
</table>

Statewide Result Area: World Class Education
Statewide Strategy: Offer university services to the community

Expected Results
Improve the public services of the university to the citizens of Washington State.

A003 Instruction

This activity includes the services required to ensure that current students have access to instructional opportunities of a high quality and can graduate in a timely manner.
### ACT001 - Agency Activity Inventory by Agency

**Central Washington University**

**Appropriation Period:** 2015-17  
**Activity Version:** RI - 15-17 Request  
**Sort By:** Activity

<table>
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<th>FY 2017</th>
<th>Biennial Total</th>
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<tr>
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<tr>
<td>001-1 State</td>
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<td>566.6</td>
<td>548.1</td>
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<td>202.1</td>
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<td><strong>1,145.7</strong></td>
<td><strong>1,145.7</strong></td>
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<tr>
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<td>148 Institutions of Higher Education - Dedicated Local Account</td>
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<tr>
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<tr>
<td>149 Inst of HI ED-Operating Fees Acct</td>
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<tr>
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<td>$48,561,000</td>
<td>$51,248,000</td>
<td>$99,809,000</td>
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</tbody>
</table>

**Statewide Result Area:** World Class Education

**Statewide Strategy:** Provide convenient and efficient post-secondary education

**Expected Results:**
- Improve access to and the value of a university education for citizens of Washington State.

### A004 Sponsored and Academic Research

This activity provides federal and non-federal sponsored research and programs for faculty and students to maintain and enhance their knowledge in areas of concern to the citizens of the state. The activity also includes state and local faculty and graduate program research projects.

<table>
<thead>
<tr>
<th>Account</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>Biennial Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>145-6 Non-Appropriated</td>
<td>128.7</td>
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<tr>
<td>148-6 Non-Appropriated</td>
<td>28.9</td>
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<td><strong>FTE Total</strong></td>
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<td><strong>157.6</strong></td>
<td><strong>157.6</strong></td>
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<tr>
<td>145 Institutions of Higher Education - Grant and Contracts Account</td>
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<td>145-6 Non-Appropriated</td>
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<td>148 Institutions of Higher Education - Dedicated Local Account</td>
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<tr>
<td>148-6 Non-Appropriated</td>
<td>$1,169,000</td>
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<td>$2,338,000</td>
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</table>

**Statewide Result Area:** World Class Education
Statewide Strategy: Provide access to high-quality research opportunities

Expected Results
Improve the value of the university as a resource to the citizens of Washington State.

<table>
<thead>
<tr>
<th>Grand Total</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>Biennial Total</th>
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<tbody>
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<td>FTE's</td>
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<td>1,403.3</td>
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<td>GFS</td>
<td>$38,363,000</td>
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<tr>
<td>Other</td>
<td>$143,952,000</td>
<td>$148,628,000</td>
<td>$292,580,000</td>
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<tr>
<td>Total</td>
<td>$182,315,000</td>
<td>$189,652,000</td>
<td>$371,967,000</td>
</tr>
</tbody>
</table>
Allocation Method Description:
Step one was to allocate indirect costs for primary support and libraries over instruction, research and community outreach. Step two was to allocate plant operations, student services, and institutional support (other than program 081) over the four activities. The summary for all funds is shown below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent Allocation Received</th>
<th>Fiscal Year 2016</th>
<th>Fiscal Year 2017</th>
<th>Total Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>96%</td>
<td>121,303,000</td>
<td>126,885,000</td>
<td>248,188,000</td>
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<tr>
<td>Sponsored and Academic Research</td>
<td>0%</td>
<td>49,093,000</td>
<td>50,555,000</td>
<td>99,648,000</td>
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<tr>
<td>Community Outreach</td>
<td>0%</td>
<td>26,000</td>
<td>26,000</td>
<td>52,000</td>
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<tr>
<td>Administrative Overhead</td>
<td>4%</td>
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<tr>
<td></td>
<td>100%</td>
<td>182,315,000</td>
<td>189,652,000</td>
<td>371,967,000</td>
</tr>
</tbody>
</table>
Central Washington University is a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship.

**Theme 1:**
**TEACHING AND LEARNING**

**Objective 1:** Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

**Objective 2:** Enhance the effectiveness of student support services.

**Theme 2:**
**INCLUSIVITY AND DIVERSITY**

**Objective 1:** Enhance the environment of inclusiveness for faculty, staff, and students.

**Objective 2:** Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.

**Objective 3:** Ensure that CWU has an inclusive and diverse curriculum.

**Theme 3:**
**SCHOLARSHIP AND CREATIVE EXPRESSION**

**Objective 1:** Increase the emphasis on and the opportunities for students, faculty and staff to participate in research, scholarship, and creative expression activities.

**Objective 2:** Increase the external funding received for research, scholarship, and creative expression by faculty, staff, and students.

**Theme 4:**
**PUBLIC SERVICE AND COMMUNITY ENGAGEMENT**

**Objective 1:** Enhance the commitment and the level of collaboration between the university and external communities.

**Objective 2:** Increase participation in university sponsored life-long learning opportunities between the University and external communities.

**Objective 3:** Enhance the efforts of members of the university community to strengthen the economic base of the region and state.

**Theme 5:**
**RESOURCE DEVELOPMENT AND STEWARDSHIP**

**Objective 1:** Maximize the financial resources to the university, and assure the efficient and effective operations of the University through financial stewardship.

**Objective 2:** Develop and implement enrollment management and marketing plans that maximize revenue.

**Objective 3:** Ensure the University has human resources necessary to accomplish all university objectives.

**Objective 4:** Provide the facility and technology infrastructure and services appropriate to meet university objectives, while maximizing sustainability and stewardship.

**Student Success:** CWU believes that student success is best achieved by providing supportive learning and living environments that encourage intellectual inquiry, exploration, and application.

**Access:** CWU believes in providing educational opportunities to as many qualified students as possible.

**Engagement:** CWU believes that learning, research, and creative expression are enhanced by engagement with external partners.

**Inclusiveness:** CWU believes that diversity of peoples, cultures, and ideas is essential to learning, discovery, and creative expression.

**Shared Governance:** CWU believes that shared governance is most effective when information systems and decision-making processes are both robust and transparent.
Central Washington University

Strategic Plan

Mission

The mission of Central Washington University is to prepare students for enlightened, responsible, and productive lives; to produce research, scholarship, and creative expression in the public interest; and to serve as a resource to the region and the state through effective stewardship of university resources.

Vision of Central Washington University

Central Washington University (CWU) is a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship. It is distinguished regionally for the rigor of its curriculum and scholarship, for the excellence of its pedagogy, for the vibrancy of its co-curricular and residential experiences, for its commitment to providing access to higher education, and for its efforts to advance the social and economic health of the region. It is typified by an entrepreneurial spirit that establishes it as a national leader in higher education. It has a strong commitment to engaged learning and scholarship, internationalism, sustainability, inclusiveness, and life-long learning.

Core Values

Central Washington University exists to advance society through the essential activities of teaching, discovery, and service. While no one of these core elements is meaningful in isolation from the others, CWU finds it necessary to prioritize its efforts in relation to its mission, vision, values, goals, and resources. In order to maximize the value of each of the elements of its mission, CWU emphasizes the integration of scholarship, teaching, and public service.

As a public comprehensive university, CWU strives to create an engaging learning environment and therefore places its highest priority on teaching, learning, and student success. The faculty is comprised of scholar-teachers working in the interests of their students, their disciplines, and the region. CWU encourages individualized programs of student success and promotes undergraduate and graduate student-faculty partnerships that are actively engaged in discovery, creative expression, and engaged learning.

As a community dedicated to the principles of academic freedom, CWU must be an environment that promotes reasoned, civil, and enlightened discourse and creative expression without fear of reprisal, ridicule, or exclusion. CWU’s educational environment must empower each person with the freedom to explore, to evaluate, and to learn.

Approved by President 4/9/14
CWU must also strive to serve its region by addressing pressing economic and social issues. As a comprehensive university, CWU must use its intellectual capacity not only to contribute to disciplinary literatures, but also to assist area business, social, and government leaders in strengthening and diversifying the area's economic base, to help create a sustainable natural environment, and to address critical social issues.

CWU is also a place where people gather to live and to work. It must therefore be a place that enables people to grow and to prosper. In keeping with the academic values of shared governance and reasoned dialogue, the university must be open, transparent, and empowering.

It follows, then, that CWU is committed to the following shared values:

**Student success:** CWU believes that student success is best achieved by providing supportive learning and living environments that encourage intellectual inquiry, exploration, and application. CWU believes that learning is best achieved in small classroom or group settings with ample opportunities for individualized instruction, mentoring, advising, and programming.

**Access:** CWU believes in providing educational opportunities to as many qualified students as possible. CWU believes that restrictions of place, time, and finances can be overcome through the effective use of partnership with community colleges and by effective and efficient use of learning, communication, and social technologies.

**Engagement:** CWU believes that learning, research, and creative expression are enhanced by engagement with external partners. CWU believes that as a publicly-funded institution, it has a responsibility to help address the social and economic challenges faced by our communities.

**Inclusiveness:** CWU believes that diversity of peoples, cultures, and ideas is essential to learning, discovery, and creative expression. CWU believes that all faculty, staff, and students must be and must feel physically, professionally, and emotionally safe in order to fully engage in and benefit from the university experience.

**Shared governance:** CWU believes that shared governance is most effective when information systems and decision-making processes are both robust and transparent. CWU believes that communication channels should be open and two-way and that faculty, staff, and students should be empowered to participate in the governance systems.

**Facilities:** CWU believes that state-of-the-art, safe, and attractive facilities enhance the working and learning environments of faculty, staff, and students. CWU also believes that state-of-the-art technologies provide leverage for the efforts of faculty, staff, and students.

**Safety:** CWU believes it has a responsibility to providing a working and learning environment that is both physically and emotionally safe. CWU believes this responsibility extends to the off-campus environment of its full-time, residential students.
Core Themes

1 - Teaching and Learning: Student success is the highest priority of the university, and achievement of programmatic student learning outcomes is the prime measure of that priority. CWU therefore works to provide its students with accessible, diverse, personalized, distinctive, and rigorous curricular, co-curricular, and extra-curricular programs. These programs are offered in small group settings typified by close working relationships between students, faculty, and staff. This commitment extends to all students, irrespective of location and modality of instruction. Institutional allocation of resources and organization of curricular, co-curricular, and extra-curricular opportunities must reflect this commitment to student success.

Objective 1.1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Outcome 1.1.1: Students will achieve programmatic learning outcomes.

Indicator 1.1.1.1: Student performance data and outcomes achievement as described in annual program assessment reports.

Indicator 1.1.1.2: Post-graduation job and graduate school placement rates.

Outcome 1.1.2: Students will persist to graduation with increased efficiency and rate.

Indicator 1.1.2.1: First year-to-second year persistence rate.

Indicator 1.1.2.2: Graduation rate.

Indicator 1.1.2.3: Time-to-graduation.

Indicator 1.1.2.4: Credits-to-graduation percentage and number of students earning beyond 225 credits before graduating.

Indicator 1.1.2.5: Time-to-completion.

Outcome 1.1.3: Students and faculty will be increasingly engaged in the learning process in and outside the classroom.

Indicator 1.1.3.1: Faculty Survey of Student Engagement (FSSE) results.

Indicator 1.1.3.2: National Survey of Student Engagement (NSSE) results.

Indicator 1.1.3.3: Priority Survey of Online Learning (PSOL) results.

Indicator 1.1.3.4: Student participation in internships, teaching assistantships, and research assistantships.

Approved by President 4/9/14
Outcome 1.1.4: Students will be increasingly engaged in high quality co-curricular and extracurricular offerings.

Indicator 1.1.4.1: Local data available.

Objective 1.2: Enhance the effectiveness of student support services.

Outcome 1.2.1: Increase student use and impact of relevant and effective support services.

Indicator 1.2.1.1: Participant usage, impact, and satisfaction survey results (local data).

2 - Inclusiveness and Diversity: CWU is committed to providing all faculty, staff, and students a diverse working and learning environment built on principles of respect, support and encouragement as a way to achieve individual and collaborative excellence. Changing demographic trends in the United States and the increasing globalization of economic, political, and social systems demand that students be prepared for working in a world in which diversity is the norm. Research clearly indicates that learning is enhanced when students experience a diverse learning and living environment. It also suggests that faculty and staff are more innovative, entrepreneurial, and successful in an inclusive and diverse environment. Inclusiveness is achieved by providing a welcoming, supportive, and empowering environment that encourages individuals to express ideas and identities. A diversely rich community affords depth and dimension in personal and collective outcomes. Diversity is multi-faceted. CWU’s physical structure is diverse in location, providing rural, suburban, and urban settings. CWU’s educational diversity is represented by the colleges; curricular, co-curricular, and extra-curricular programs available. Diversity in personal identity, culture, experience, and talent is of critical importance as evident in recruitment and retention efforts of students, faculty, and staff, as well as the contribution from special programs, speakers, and scholars that offer voice and representation to interests of race, ethnicity, sexual orientation, gender, ability, age, and political ideas.

Objective 2.1: Enhance the environment of inclusiveness for faculty, staff, and students.

Outcome 2.1.1: Increase the ability and willingness of faculty, staff, and students to participate in shared governance of the university.

Indicator 2.1.1.1: Organizational climate studies.

Indicator 2.1.1.2: Faculty and staff participation in University Committees, Senate Committees, College Committees, and participation in surveys and questionnaires.

Indicator 2.1.1.3: Student participation in student government and student clubs, and population of University Committees, councils, task forces, and teams as requested.

Approved by President 4/9/14
Objective 2.2: Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.

Outcome 2.2.1: Increase the number of and seniority of faculty and staff from underrepresented groups.

Indicator 2.2.1.1: Recruitment results.

Indicator 2.2.1.2: Retention results.

Indicator 2.2.1.3: Faculty and staff workplace satisfaction study

Outcome 2.2.2: Increase diversity of students by active program recruitment and retention of underrepresented groups.

Indicator 2.2.2.1: Recruitment, retention, and graduation results.

Indicator 2.2.2.2: Student satisfaction studies.

Outcome 2.2.3: Increase the number of students who have served in the military of the United States by active recruitment and retention programs.

Indicator 2.2.3.1: Recruitment, retention, and graduation results.

Indicator 2.2.3.2: Student satisfaction studies.

Outcome 2.2.4: Increase the number of international students by active recruitment and retention programs.

Indicator 2.2.4.1: Recruitment, retention, and graduation results.

Indicator 2.2.4.2: Student satisfaction studies.

Objective 2.3: Ensure that CWU has an inclusive and diverse curriculum.

Outcome 2.3.1: Increase the number of students and faculty who engage in international exchanges or experiences.

Indicator 2.3.1.1: Number of students and faculty engaged in study abroad and student and faculty exchange programs to and from CWU.

Outcome 2.3.2: Increase the inclusion and integration of international cultural perspectives in the curriculum.

Indicator 2.3.2.1: Number and type of courses reflecting international/global integration.

Outcome 2.3.3: Increase the inclusion and integration of underrepresented group perspectives in the curriculum.

Approved by President 4/9/14
Indicator 2.3.3.1: Number and type of courses reflecting diverse group integration.

3 - Scholarship and Creative Expression: CWU is committed to the creation, dissemination, and preservation of knowledge through research, scholarship, and creative expression. Engagement in scholarly and creative expression activities adds benefit for students, the university, and local, regional, and global communities. These activities engage students, faculty, and staff in activities that expand knowledge of the natural and physical world, explore human behavior and culture in the past and present, develop organizational practices and technological innovations that support human and economic development, and improve the quality of life through cultural enrichment. CWU places a high value on the full spectrum of scholarship and creative expression, including but not limited to basic and applied research, creative expression in all its forms, and the scholarship of teaching and learning.

Objective 3.1: Increase the emphasis on and the opportunities for students, faculty and staff to participate in research, scholarship, and creative expression activities.

Outcome 3.1.1: Sustain participation by faculty, students, and staff in quality research, scholarship, and creative expression.

Indicator 3.1.1.1: Number and quality (i.e., peer reviewed) of publications, presentations, and performances at the local, regional, national, and international levels.

Indicator 3.1.1.2: Number of posters, presentations, and performances by students, faculty and staff The Symposium on University Research and Creative Expression (SOURCE).

Indicator 3.1.1.3: Number and amount of Internal Undergraduate and Graduate Research Fellowships awarded.

Outcome 3.1.2: Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.

Indicator 3.1.2.1: Number and type of courses reflecting research, scholarship, and creative expression and the enrollment in these courses.

Objective 3.2: Increase the external funding received for research, scholarship, and creative expression by faculty, staff, and students.

Outcome 3.2.1: Sustain the number of applications and total awards obtained by all academic colleges and divisions for external funding having local, regional, national, and international impact for research, scholarship, and creative expression by faculty, staff, and students.

Indicator 3.2.1.1: Number of competitive grants submitted (and on which level, local/state/regional/national/international).

Approved by President 4/9/14
Indicator 3.2.1.2: Number of grants awarded (and by which agency [local/state/regional/national/international] and the dollar amount for each).

4 - Public Service and Community Engagement: As a publicly funded institution, CWU is committed to serve external communities for the mutually beneficial exchange of service, knowledge, and resources. Such engagement includes the appropriate use of university resources to support existing partnerships and engage new partners to contribute to the educational, social, and economic progress of external communities, especially those in Washington. Such activities, in addition to providing benefit to external communities, provide a rich array of opportunities for engaged learning and research.

Objective 4.1: Enhance the commitment and the level of collaboration between the university and external communities.

Outcome 4.1.1: Optimize the many cultural, educational, service, and recreational events, such as performances, exhibitions, and sporting events, that are available to the CWU campuses and external communities and increase campus and community participation in these events.

Indicator 4.1.1.1: Number of cultural, educational, service, and recreational events, such as performances, exhibitions, and sporting events, that are available to the CWU campuses and external communities and that engage communities.

Outcome 4.1.2: Increase the number of collaborations and partnerships with external community entities and organizations.

Indicator 4.1.2.1: The number of positive collaborations/partnerships with external communities entities and organizations, to build good will between the University and the communities, and serve the best interest of both.

Objective 4.2: Increase participation in university sponsored life-long learning opportunities between the University and external communities.

Outcome 4.2.1: Increase the number of class and certificate program offerings that meet the needs and satisfaction of the CWU campuses and external communities.

Indicator 4.2.1.1: Number of classes and certificate program offerings and course evaluations, location, and enrollments.

Objective 4.3: Enhance the efforts of members of the university community to strengthen the economic base of the region and state.

Outcome 4.3.1: Increased support for area economic development.
Indicator 4.3.1.1: Number of grants and contracts with local agencies and businesses.

Indicator 4.3.1.2: Number and amount of contracts with agencies and businesses.

5 - Resource Development and Stewardship: CWU will sustain an environment that supports the mission of the university. Like the other four-year public universities in Washington, CWU must rely less on state financial support and more on revenues generated through its core operations and its auxiliary functions. In order to provide for the human resources, technological tools, and facilities needed to accomplish its mission, CWU must embrace entrepreneurial attitudes and systems. Given the mission, vision, and values embraced by CWU, it is clear that enrollment will play a major role in the financial health of the institution. Additionally, CWU must continue to develop comprehensive unit budgets that forecast revenues and expenses on a four to six year cycles.

Objective 5.1: Maximize the financial resources to the university, and assure the efficient and effective operations of the University through financial stewardship.

Outcome 5.1.1: Provide accurate and effective revenue and expense forecasting at the division and unit levels.

Indicator 5.1.1.1: A six-year rolling balanced budget that incorporates revenues, expenses, and planned reserves.

Outcome 5.1.2: Maximize university practices that provide effective use of resources.

Indicator 5.1.2.1: Monthly and annual report of core, service, and ancillary revenues disaggregated by function (Instruction, Student Services, Service Unites); as compared to projections.

Outcome 5.1.3: Increase the amount of philanthropic gifts from alumni, friends, corporations, and foundations.

Indicator 5.1.3.1: Meeting gift targets.

Objective 5.2: Develop and implement enrollment management and marketing plans that maximize revenue.

Outcome 5.2.1: Achieve projected targets for each enrollment category (e.g., in-state, out-of-state; domestic-international; veteran, freshman-transfer; undergraduate-graduate, etc.).

Indicator 5.2.1.1: Meeting enrollment targets.

Indicator 5.2.1.2: Meeting fiscal targets and institutional aid ROI effectiveness targets.

Approved by President 4/9/14
Objective 5.3: Ensure the University has human resources necessary to accomplish all university objectives.

Outcome 5.3.1: Provide consistently exemplary service.

Indicator 5.3.1.1: Monthly and annual report of performance development plan reports.

Indicator 5.3.1.2: Results of constituent service assessments.

Outcome 5.3.2: Recruit, hire and retain excellent faculty and staff.

Indicator 5.3.2.1: Reporting on the percentage of candidate pools that exceed basic standards

Indicator 5.3.2.2: Reporting on the percentage of hiring made from top 2 applicant choices.

Indicator 5.3.2.3: Reporting on the reasons for separation through regular exit interviews.

Indicator 5.3.2.4: Biannual reporting on strategies to address key retention issues found through exit interviews.

Outcome 5.3.3: Implement plans, methods, and systems to provide for future human resource needs.

Indicator 5.3.3.1: 1-year and 5-year forecasting reports.

Indicator 5.3.3.2: Variance report of forecast to actual.

Indicator 5.3.3.3: Monthly and annual report of programs and services.

Indicator 5.3.3.4: Participate in and report on results of benchmark studies.

Objective 5.4: Provide the facility and technology infrastructure and services appropriate to meet the university objectives, while maximizing sustainability and stewardship.

Outcome 5.4.1: Operate, preserve, and increase the functionality of state physical assets, buildings, and technology infrastructure.


Indicator 5.4.1.2: IT Expense to Budget Annual Financial Report.

Outcome 5.4.2: Provide facilities, campus buildings, and grounds that are welcoming, safe, and secure.

Indicator 5.4.2.1: Capital Budget Report (Minor Works: Health/Life-Safety)
Indicator 5.4.2.2: Semi-Annual Technology Resource Report (Security Indicators, EMS Test Assessment, System Availability/Downtime, etc.)

Indicator 5.4.2.3: Annual Clery Report.

Indicator 5.4.2.4: EH&S Report.

Outcome 5.4.3: Provide the technology infrastructure, systems, and campus services necessary for all departments to achieve their objectives and the objectives of the university.

Indicator 5.4.3.1: Bi-annual Technology Needs Assessment Survey (related to CWU Goals)

Indicator 5.4.3.2: Customer & Training Services (CaTS) Quarterly Quality Feedback Report.
State of Washington

Agency Budget Request Maintenance Package Summary

<table>
<thead>
<tr>
<th>Decision Package Code</th>
<th>Decision Package Title</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Maintenance Level Decision Packages</td>
</tr>
<tr>
<td>M2-AC</td>
<td>Employee Compensation</td>
</tr>
<tr>
<td>M2-AB</td>
<td>Non-Appropriated Funds Adjustment</td>
</tr>
<tr>
<td>M2-AD</td>
<td>15% Budget Reduction</td>
</tr>
<tr>
<td>M2-BD</td>
<td>15% Budget Refund</td>
</tr>
<tr>
<td>M2-AF</td>
<td>New and Increased Fees</td>
</tr>
</tbody>
</table>

Employee Compensation $9,473,000
Reverse salary erosion in all employment categories due to both state-wide salary freezes and lack of cost of living increases. The compensation amount is four percent on all faculty and staff salaries in fiscal year 2016 plus three percent on the same salary pool in fiscal year 2017. Five percent was added to the budgeted salary pool for students in both years of the biennia to offset the unfunded upward movement of Washington’s minimum wage.

Non-Appropriated Funds Adjustment $22,700,000
This item will restore self-support Local Fund 148 expenditures to their current level at which they are expected to maintain during FY 2016 and FY 2017.

15% State Fund Budget Reduction ($13,743,000)
This decision package is in response to the June 13, 2014 directive from the Governor’s Office of Financial Management to submit a state general fund budget reduction package equal to 15 percent of our 2015-17 maintenance level budget.

15% State Fund Budget Refund $13,743,000
This decision package will restore funds shown in the 15% state fund budget reduction decision package.

New and Increased Fees $2,616,400 revenue
This funding request will allow CWU to implement new course and user fees as well as increase existing fees to cover costs of providing the programs.
Agency Level

Package Description

Problem: This package addresses salary erosion and compression; workforce morale; and difficulty recruiting and retaining high quality professionals. These problems have occurred as a result of both state-wide salary freezes and lack of cost of living increases. State employees have gone without COLA increases since 2008. Relatively flat state higher education funding and repeated tuition freezes, after two biennia of massive cuts in funding, have left CWU without the resources to address salary issues.

Opportunity: This package positions CWU to
- compete with schools nationally for the best employees;
- retain efficient and effective individuals
- enhance the efficiency with which CWU operates
- enhance the quality of instruction in degree programs and
- enhance the effectiveness of student recruitment and support programs

Priorities:
By enabling CWU to recruit and retain highly qualified, efficient and effective employees, this package supports the following priorities:

Washington Student Achievement Council: Attainment goals for 2023, including, "At least 70 percent of adults ages 25-44 in Washington will have a postsecondary credential."

Engrossed Second Substitute House Bill 1795, Chapter 10, Laws of 2011: "...Increasing the number of bachelor's degrees earned by Washington's resident students from the 2009-10 academic year levels by at least six thousand degrees completed or by twenty-seven percent."

Governor Inslee budget priorities, including
- Economy: create an economic climate where innovation and entrepreneurship can continue to thrive and create good-paying jobs in every corner of our state
- Education: eliminate the persistent opportunity gaps

CWU Strategic Planning Priorities
6.) Teaching and Learning
7.) Inclusivity And Diversity
8.) Scholarship and Creative Expression
9.) Public Service and Community Engagement
10.) Resource Development and Stewardship

Results Washington Priorities:
Goal 1. World Class Education
Postsecondary Access (1.3, 1.3.a, b, g)
Postsecondary Success (2.3, 2.3 a, e)

Exactly how does the agency want to address this problem, opportunity, and priority, and why?

CWU seeks to address the problems, opportunities, and priorities by providing cost-of-living increases to employees. These increases are fully articulated in 3.c.
Agency Level

What will the package funding actually buy?

By halting further erosion in wages, reducing salary compression, and providing additional resources, this item buys
- high quality education professionals
- pay equity in the workplace
- higher employee morale, which produces better, more efficient service to Washington residents

Faculty - Fully fund the contract approved by the United Faculty of Central. The contract includes across-the-board increases of 4% and 3% for fiscal years 2016 and 2017 respectively;
Represented staff - Fully fund the Washington Federation of State Employees and the Public School Employees of Washington contracts currently under negotiation;
Exempt and non-represented staff - Fully fund an across-the-board increase of 4% for FY16 and 3% for FY17 to reduce wage compression and erosion, and to position CWU to compete with other states for the recruitment of employees.
Student employees - Fund an increase of 5% to accommodate upward adjustments of the state's minimum wage rate since 2008. About a third of all students work in CWU departments. The work supports student learning, especially in the areas of Graduate Assistants and Teaching Assistants. Students develop employment portfolios that help them get a job when they graduate. The work often plays an integral role in enabling students to afford school.

The unfunded upward movement of Washington's minimum wage has severely eroded CWU's ability to meet student employment demands. Since 1998 the minimum wage has been tied to inflation and has risen 17.5 percent since 2007. Although thousands of individuals have benefitted from this wage-rate adjustment, it does not apply to any CWU employees other than students. This continuous increase in the minimum wage has now reached a point where it is creating compression at the lower end of the classified ranges. Far from enjoying annual increases, Washington employees, whose wages chronically lag those in the private sector, have seen compensation eroded year after year since 2008.

Recommendation Summary Text

Problem:
This package addresses salary erosion and compression; workforce morale; and difficulty recruiting and retaining high quality professionals. These problems have occurred as a result of both state-wide salary freezes and lack of cost of living increases. State employees have gone without COLA increases since 2008. Relatively flat state higher education funding and repeated tuition freezes, after two biennia of massive cuts in funding, have left CWU without the resources to address salary issues.

Opportunity:
This package positions CWU to
- compete with schools nationally for the best employees;
- retain efficient and effective individuals
- enhance the efficiency with which CWU operates
- enhance the quality of instruction in degree programs and
- enhance the effectiveness of student recruitment and support programs

What specific performance outcomes does the agency expect?
The primary performance outcome is to increase competitiveness in recruiting and retaining employees, as measured by the following:
- Increase average wage ranking vis a vis among "peer" institutions, as measured by NACUBO
Agency Level

- Increase average wage ranking vis a vis Washington State institutions, as measured by OFM/WSAC

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

This funding request is tied to the following CWU Strategic Planning Priorities:

- Teaching and Learning
- Inclusivity And Diversity
- Scholarship and Creative Expression
- Public Service and Community Engagement
- Resource Development and Stewardship

Does this DP provide essential support to one or more of the Governor's Results Washington priorities?

By positioning CWU to recruit experienced and professional employees to teach and support students, and by reducing wage erosion and compression, this package supports the following priorities of Governor Inslee:

- Economy: Create an economic climate where innovation and entrepreneurship can continue to thrive and create good-paying jobs in every corner of our state
- General Government:
  - Ensuring the safety of information technology systems and data CWU is overhauling all information technology systems and data and has enhanced staff support and expertise for information security
  - Ensuring public safety: This package enables CWU to enhance student and employee safety by recruiting and retaining well qualified law enforcement officers for the campus policy force.
  - Promoting business development in the state to grow jobs and encouraging tourism CWU faculty and staff work closely with county and city government and business to promote business and encourage tourism
  - Better management of state government: CWU requires experience, highly qualified individuals to manage the extraordinarily complex task of running a university, from employee front lines to management to leadership.

- Education: eliminate persistent opportunity gaps. Half of CWU students are the first in their family to go to college; half are students who transferred from other schools. A third are people of color. CWU makes teaching the highest priority and enables under-represented and non-traditional students to be successful by providing the mentoring and intense advising that also is required to address the following:
  - African American students are 50 percent less likely,
  - Latina (o) students are 16 percent less likely to graduate with a bachelor's degree than their white counterparts.
  - Students with registered disabilities are 50 percent less likely to graduate than students with no registered disabilities.
  - Students with the least financial means (as measured by Pell Grant eligibility) are 18 percent less likely to graduate than their more affluent peers.

What are the other important connections or impacts related to this proposal?

Which stakeholders have concerns about the changes related to this proposed investment or reduction.

None

Which stakeholders support this proposal. All, including

- CWU employees
- CWU employee groups
Agency Level

- Associated Students of CWU

Is this related to a legal matter
No

Is this related to a task force, Results WA lorum or audit recommendation
No

What alternatives were explored by the agency, and why was this alternative chosen?

The alternative to this request is to self-fund, which was prohibited by law for several years. Also, the legislature has restricted the university's capacity to generate revenue required for COLAs by freezing tuition.

Another option is not to provide COLAs. Non-funding of this request will continue the erosion of faculty and staff wages, purchasing power, and morale. It will also continue to exacerbate salary compression, increase the loss of employees to better-paying institutions (requiring more searches for replacement staff), and intensify the poaching of staff among higher education institutions.

This erosion in benefits and flat-lining of wages has reduced higher education employees' purchasing power just when the state is asking more of employees than ever. CWU is meeting the instructional, facility, social and health needs of 10,000 students and 1,500 employees while losing $66 million over three years which forced the university to lay off employees and allow vacant positions to go unfilled. CWU faculty teaching workloads, always significantly higher than those of a research institution, have reached the maximum allowed under collective bargaining, at about 75 percent of workload.

What are the consequences of adopting or not adopting this package?

Investing in human capital supports the states priorities, both Priorities of Government and Results Washington.

- People are the fundamental ingredients for achieving increased degree production/STEM degrees (E2SHIB1795). In order to produce more degrees CWU must be able to attract and retain faculty who are outstanding educators and knowledgeable about advances in their fields.
- This goal also demands staff skilled in providing the counseling, health care and other services that are essential to student success, particularly on a campus that welcomes students from all walks of life.
- Ensuring student success requires focused mentoring, intense engagement, and some intrusive advising. For all of these reasons, CWU must have the resources needed to recruit and retain dedicated and talented faculty and staff.

What is the relationship, if any, to the state's capital budget?

None

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

None

Expenditure and revenue calculations and assumptions

Faculty - Fully fund the contract approved by the United Faculty of Central. The contract includes across-the-board increases of 4%
Agency Level

and 3% for fiscal years 2016 and 2017 respectively;

Represented staff - Fully fund the Washington Federation of State Employees and the Public School Employees of Washington contracts currently under negotiation;

Exempt and non-represented staff - Fully fund an across-the-board increase of 4% for FY16 and 3% for FY17 to reduce wage compression and erosion, and to position CWU to compete with other states for the recruitment of employees;

Student employees - fund an increase of 5% to accommodate upward adjustments of the state's minimum wage rate since 2008.

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

All costs are ongoing.
Decision Package Fund Detail

Budget Period: 2015-17
Agency: 375 Central Washington University
Version: R1 15-17 Request
Package Program: Inflation and Other Rate Changes
Decision Package Code: AC

Decision Package Title: Employee Compensation, Funding of Bargaining Contracts, Funding of increases in minimum w

Fiscal Year: 2016

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Fiscal Year: 2017

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BASS - BDS018
State of Washington
Decision Package Narrative Detail

Budget Period: 2015-17
Agency: 375 Central Washington University
Version: R1 15-17 Request
Package Program: Inflation and Other Rate Changes
Decision Package Code: AB

Decision Package Title: NA Fund Adjustment

Agency Level

Package Description
This item will restore self-support Local Fund 148 and Fund 145 expenditures to their current level at which they are expected to maintain during FY 2016 and FY 2017.

Recommendation Summary Text
This appropriation level change will bring the two self-support budgeted funds into alignment with anticipated revenues.

What specific performance outcomes does the agency expect?

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

This funding request supports Central's strategic plan:
Theme 1: Teaching and Learning
Objective 1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.
Objective 2: Enhance the effectiveness of student support services.

Theme 5: Resource Development and Stewardship
Objective 1: Maximize the financial resources to the university, and assure the efficient and effective operations of the University through financial stewardship.
Objective 2: Develop and implement enrollment management and marketing plans that maximize revenue.
Objective 3: Ensure the University has human resources necessary to accomplish all university objectives.
Objective 4: Provide the facility and technology infrastructure and services appropriate to meet university objectives, while maximizing sustainability and stewardship.

This capital funding request also supports the statewide result: Improving the value of postsecondary learning,
  o Provide convenient and efficient post-secondary education
  o Provide support services to college students
  o Increase access to high-quality post-secondary education programs
  o Support career preparation beyond high school.

Does this DP provide essential support to one or more of the Governor's Results Washington priorities?

What are the other important connections or impacts related to this proposal?
Decision Package Title: NA Fund Adjustment

Agency Level

What alternatives were explored by the agency, and why was this alternative chosen?

What are the consequences of adopting or not adopting this package?
Improper allocation to expenditure reporting.

What is the relationship, if any, to the state's capital budget?
none

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?
none

Expenditure and revenue calculations and assumptions
Revenues reported in the maintenance level revenue package are for the 15-17 biennium.

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?
All revenue numbers are continuing.
### Decision Package Fund Detail

#### Budget Period:
- **2015-17**

#### Agency:
- **375 Central Washington University**

#### Version:
- **R1 15-17 Request**

#### Package Program:
- **Inflation and Other Rate Changes**

#### Decision Package Code:
- **AB**

#### Last Updated:
- **Aug 29 2014 9:34AM**

#### Decision Package Title:
- **NA Fund Adjustment**

#### Fiscal Year: 2016

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#### Fiscal Year: 2017

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Agency Level

Package Description

This funding request is to reverse the 15 percent reduction as required by Office of Financial Management Governor’s directive. This package prevents financial exigency that would require CWU to cut academic programs, reduce degree production, and cut service to state residents. This request maintains state support at a level that is 40 percent lower than just five years ago. The package will prevent massive layoffs in a region in which CWU is, by far, the top employer.

Recommendation Summary Text

Submission in accordance with the June 13, 2014 directive from the Governor's Office of Financial Management requesting reinvestment of the proposed 15% reduction.

What specific performance outcomes does the agency expect?

Restoration of the 15 percent proposed reduction will enable Central to maintain the level of quality and service.

The restoration of the 15 percent proposed reduction is critical to Central. In the near future high school graduation rates are expected to be flat which will likely have an adverse effect on most performance measures. Without the restoration of these funds all performance measures will decline along with degree production.

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

This decision package is essential to all strategies in CWU's strategic plan, the central themes of which are as follows:

1. Teaching and Learning
2. Inclusivity and Diversity
3. Scholarship and Creative Expression
4. Public Service and Community Engagement
5. Resource Development and Stewardship

Extensive information on each of these themes is available at http://www.cwu.edu/resources-reports стратегический план-исследование

Does this DP provide essential support to one or more of the Governor's Results Washington priorities?

Economy: create an economic climate where innovation and entrepreneurship can continue to thrive and create good-paying jobs in every corner of our state

Education: eliminate persistent opportunity gaps

What are the other important connections or impacts related to this proposal?

This proposal supports the following statewide goals:

4 Washington Student Achievement Council: attainment goals for 2023, including, “At least 70 percent of adults ages 25-44 in Washington will have a postsecondary credential.”

4 Engrossed Second Substitute House Bill 1795, Chapter 10, Laws of 2011: "...Increasing the number of bachelor's degrees earned by Washington's resident students from the 2009-10 academic year levels by at least six thousand degrees completed or by twenty-seven percent."
Agency Level

State Board for Community and Technical Colleges: In order to meet state goals, the community and technical college system must increase the number of students who transfer into a baccalaureate program to 22,000 by 2030 including 1,400 baccalaureate degrees awarded.

What alternatives were explored by the agency, and why was this alternative chosen?

Without receiving the 15 percent reduction restoration, Central will be faced with choosing between the following unacceptable alternatives:

" cutting several hundred class sections per year with enormous repercussions for either number of students served or time to degree;
" increasing resident undergraduate tuition by double-digits; or
" reducing enrollment by 1400 student FTE.

What are the consequences of adopting or not adopting this package?

The consequences of not funding this package include the following:

" Dramatic reduction in degree production. CWU will have to lay off staff and faculty essential to student success.
" Dramatic increase in the cost of degrees to students. CWU will curtail tuition waivers and reduce sections, which will extend time to degree. Similarly, laying off advisors and other support staff will erode the ability of student to navigate degree programs efficiently
" Degradation of state facilities. CWU will lay off staff responsible for maintenance and repair of state facilities.
" Significant injury to the economy of Kittitas County, where CWU employs one of every nine people. The impact is greater in Ellensburg, where about 20 percent of jobs are at the university.

What is the relationship, if any, to the state's capital budget?

Prevents the layoff of individuals responsible for planning, maintenance and repair associated with state facilities.

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

None

Expenditure and revenue calculations and assumptions

15% of calculated maintenance level for state general and education legacy trust accounts

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

all are ongoing
State of Washington
Decision Package Fund Detail

Budget Period: 2015-17
Agency: 375 Central Washington University
Version: R1 15-17 Request
Package Program: Inflation and Other Rate Changes
Decision Package Code: AD

Decision Package Title: 15% Budget Reduction

Fiscal Year: 2016

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Fiscal Year: 2017

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Agency Level

Package Description

This funding request is to reverse the 15 percent reduction as required by Office of Financial Management Governor's directive. This package prevents financial exigency that would require CWU to cut academic programs, reduce degree production, and cut service to state residents. This request maintains state support at a level that is 40 percent lower than just five years ago. The package will prevent massive layoffs in a region in which CWU is, by far, the top employer.

Recommendation Summary Text

Submission in accordance with the June 13, 2014 directive from the Governor's Office of Financial Management requesting reinvestment of the proposed 15% reduction.

What specific performance outcomes does the agency expect?

Restoration of the 15 percent proposed reduction will enable Central to maintain the level of quality and service.

The restoration of the 15 percent proposed reduction is critical to Central. In the near future high school graduation rates are expected to be flat which will likely have an adverse effect on most performance measures. Without the restoration of these funds all performance measures will decline along with degree production.

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

This decision package is essential to all strategies in CWU's strategic plan, the central themes of which are as follows:
1. Teaching and Learning
2. Inclusivity and Diversity
3. Scholarship and Creative Expression
4. Public Service and Community Engagement
5. Resource Development and Stewardship

Extensive information on each of these themes is available at http://www.cwu.edu/resources-reports стратегический план-

Does this DP provide essential support to one or more of the Governor's Results Washington priorities?

Economy: create an economic climate where innovation and entrepreneurship can continue to thrive and create good-paying jobs in every corner of our state

Education: eliminate persistent opportunity gaps

What are the other important connections or impacts related to this proposal?

This proposal supports the following statewide goals:

4 Washington Student Achievement Council: attainment goals for 2023, including, "At least 70 percent of adults ages 25-44 in Washington will have a postsecondary credential."

4 Engrossed Second Substitute House Bill 1795, Chapter 10, Laws of 2011: "...Increasing the number of bachelor's degrees earned by Washington's resident students from the 2009-10 academic year levels by at least six thousand degrees completed or by twenty-seven percent."
Agency Level

State Board for Community and Technical Colleges: In order to meet state goals, the community and technical college system must increase the number of students who transfer into a baccalaureate program to 22,000 by 2030 including 1,400 baccalaureate degrees awarded.

What alternatives were explored by the agency, and why was this alternative chosen?

Without receiving the 15 percent reduction restoration, Central will be faced with choosing between the following unacceptable alternatives:
" cutting several hundred class sections per year with enormous repercussions for either number of students served or time to degree;
" increasing resident undergraduate tuition by double-digits; or
" reducing enrollment by 1400 student FTE.

What are the consequences of adopting or not adopting this package?

The consequences of not funding this package include the following:
" Dramatic reduction in degree production. CWU will have to lay off staff and faculty essential to student success.
" Dramatic increase in the cost of degrees to students. CWU will curtail tuition waivers and reduce sections, which will extend time to degree. Similarly, laying off advisors and other support staff will erode the ability of student to navigate degree programs efficiently
" Degradation of state facilities. CWU will lay off staff responsible for maintenance and repair of state facilities.
" Significant injury to the economy of Kittitas County, where CWU employs one of every nine people. The impact is greater in Ellensburg, where about 20 percent of jobs are at the university.

What is the relationship, if any, to the state’s capital budget?

Prevents the layoff of individuals responsible for planning, maintenance and repair associated with state facilities.

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

None

Expenditure and revenue calculations and assumptions

15% of calculated maintenance level for state general and education legacy trust accounts

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

all are ongoing
**State of Washington**

**Decision Package Fund Detail**

**Budget Period:** 2015-17  
**Agency:** 375 Central Washington University  
**Version:** R1 15-17 Request  
**Package Program:** Inflation and Other Rate Changes  
**Decision Package Code:** BD  

**Decision Package Title:** 15% Budget Replacement

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<td>08A-1 Education Legacy T A-State</td>
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Agency Level

Package Description
This decision package reflects a moderate increase to existing course and other use fees as well increasing the number of course fees. All increases will cover the costs of providing the associated programs.

Recommendation Summary Text
A moderate increase in course related fees, other administrative fees, student technology fee, and program fees is being requested.

The increase in revenue will be utilized to cover the increased program costs.

What specific performance outcomes does the agency expect?
The expected outcome is to cover the cost of the program.

Is this decision package essential to implement a strategy identified in the agency’s strategic plan?
This request has direct correlation to the Central Washington University Strategic Plan. Theme 1 Teaching and Learning Theme 5 Resource Development and Stewardship

Does this DP provide essential support to one or more of the Governor’s Results Washington priorities?

What are the other important connections or impacts related to this proposal?

What alternatives were explored by the agency, and why was this alternative chosen?
The university continually strives to cover program costs within the general operating budget however the unfunded rising costs necessitate adding fees to make programs viable.

What are the consequences of adopting or not adopting this package?
If the new and increased fees are not approved the associated courses will not be offered or offered less frequently; technology will not be upgraded for student use; and other self-support programs will not be offered.

What is the relationship, if any, to the state’s capital budget?
none

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?
none
Budget Period: 2015-17
Agency: 375 Central Washington University
Version: R1 15-17 Request
Package Program: Inflation and Other Rate Changes
Decision Package Code: AF
Decision Package Title: New or Increased Fees

Agency Level

Expenditure and revenue calculations and assumptions
The additional revenue anticipated is included in the CWU B9 Revenue report and the attached OFM excel form.

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?
All increases are considered to be ongoing.
## Incremental Revenue

**State of Washington**

**Request for Fees**

**2015-17 Biennium**

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**Additional Comments**
State of Washington

Agency Budget Request Decision Package Summary

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<td>PL-N2</td>
<td>Student Advising</td>
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<tr>
<td>PL-N3</td>
<td>Interagency Energy Studies</td>
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**Online Alternative Degree $8,448,000**
This budget request will help the state meet its ambitious baccalaureate degree-production goals, adopted in 2011 (HB 1795). CWU seeks funding to develop alternative credit models to serve students who may already hold some post-secondary academic credits or life experience that can count toward a degree. CWU's proposed Online Alternative Credit Model embraces several strategies to place baccalaureate credits within reach of students who move to a traditional residential campus but who want and need to earn a bachelor's degree.

**Student Advising $1,430,000**
This funding request will buy ten advisors who will target transfer students who are identified as being at moderate or high risk of dropping out, based on factors identified by new CWU research.

**Interagency Energy Studies $538,000**
CWU seeks funding to reduce carbon emissions and fossil fuel dependence; replace an aging energy workforce with graduates prepared for rapidly changing energy technology; and the lack of educational programs to address the transition from old to new energy sources.
Agency Level

Package Description

What is the problem, opportunity, or priority the agency is addressing

The Problem

The problem is reaching the state's aggressive degree production goals: by 2018 increase the number of bachelor's degrees earned...by at least six thousand degrees or by twenty-seven percent." To assist in meeting this goal, the 2013-2015 Washington State Operating Budget (SB 5034) directed Central Washington University (CWU) to "...develop a plan to create an online degree granting entity that awards degrees based on an alternative credit model."

The Opportunity

According to the Washington Student Achievement Council, more than 900,000 individuals in Washington, ages 17-54, have some college experience but no degree. Of these, fewer than 25 percent (193,514) are currently enrolled in a degree program. Of those who are not enrolled, about 440,000 earn less than poverty-level income. The proposal leverages the opportunity to engage an otherwise neglected demographic in baccalaureate education and to help them increase their own earnings and enhance the quality of the Washington state workforce.

The Priorities

This item addresses the following state priorities of Results Washington within the "World Class Education" goal:

1.1. Increase the percentage of children enrolled in high-quality early learning programs from 2013 baseline to targets per program
1.3 Increase the percentage of population enrolled in certificate, credential, apprenticeship and degree programs from 13% in 2012 to 24.8% in 2023
2.2 Increase the percentage of K-12 students who score proficient or better on statewide exams and graduate college-and career-ready from high school by 2% from 2013 to 2014
2.3 Increase attainment of certificates, credentials, apprenticeships and degrees from 72,000 to 149,000 by 2023

b. Exactly how does the agency want to address this problem, opportunity, and priority, and why

First, the "Why." Because a key aspect of CWU's mission is to provide baccalaureate access to Washington citizens. CWU provides high-touch education that make educational success a reality for first-generation, non-traditional, and others who are put-off by classes of 750 - 1,000 students. CWU faculty are remarkable teachers, as well as proficient researchers. One way CWU excites students about learning is to engage them in real research as undergraduates.

CWU also is ideally positioned for the high level of collaboration, outreach and flexibility that the OACM program will demand. For more than 30 years, CWU has operated University Centers on community college campuses in Des Moines, Edmonds, Everett, Moses Lake, Stellacoom, Wenatchee, and Yakima. The university incorporated Interactive Television (ITV) with face-to-face instruction to meet the needs of students whose commitments to jobs or family prevented enrollment in a traditional university setting. A significant shift in the need for baccalaureate degrees and in the capacity of educational technology, however, is compelling the change in CWU's long-standing approach to educational outreach. The new approach combines web-based and face to face instruction and advising. The new approach, called the Portal Project, is transforming traditional, static campuses into doorways, or "portals," to regional education networks.

The Portal Project refocuses University Centers from their campus footprint to the surrounding region. Site directors are now regional directors, charged with outreach to local businesses and communities. Instead of primarily focusing on a specific building on a specific campus, University Centers are serving regional needs and use existing physical campuses and online resources as portals to a broader network of services. In other words, CWU will replace a site-specific focus with regional outreach that meets the needs of students and employers when and where they occur.
Agency Level

In fall 2012, CWU administrators and faculty conducted a three-day "$display_f groom the tour" of community colleges in King, Pierce, and Snohomish counties, and in central Washington. Community and college leaders underscored the need for education not linked to a bachelor's degree. Meetings with college and community representatives about educational needs stimulated ideas about revamping the University Centers concept. CWU already is a leader on online degree programs, offering more programs fully online than any other public baccalaureate in Washington. CWU will use this experience to reach individuals who are not able to or do not wish to engage in a traditional baccalaureate residential program.

Now the "How." OACM: A Plan to Streamline and Widen the Educational Pipeline

1.) Enable all state high school students to earn credits toward university and high school graduation simultaneously.

RUNNING START THREE WAYS

Running Start allows high school students simultaneously to earn high school and college credit. Students in grades 11 and 12 are allowed to take college courses without paying tuition. These students can earn credit that satisfies high school graduation requirements as well as breadth requirements for baccalaureate degrees. By earning college credits while they're in high school, students avoid tuition costs and expenses of living away from home. It also cuts costs by shortening the time it takes to complete a degree after high school.

Who has access to Running Start? Currently, only students who live near a university or community college have the confidence to enroll in a class that surrounds them with "grown-up" students. Some 16-year-old high school students may be intimidated by attending class on a college campus where classmates are six to 14 years older. Other students are put off by the impression that curriculum delivered on the campus of a college or university is out of reach, and, by definition, too difficult to tackle. For many other students, Running Start literally is out of reach. These students may live where no college campus is within reasonable proximity during the school day.

CWU will expand access to Running Start by offering students three delivery venues:

" Online - Students complete courses online, on a schedule that fits their lives.
" In high schools - More than 50 high schools across the state so far have partnered with CWU to offer college-level courses in high school classrooms. CWU faculty train and mentor high school faculty in the delivery and assessment of content. Students complete courses and earn credit without leaving their high school campuses.
" On the Ellensburg Campus - All lower-division courses are available for registration for students that can attend classes on the Ellensburg campus.

Running Start Three Ways will significantly increase the number of high school age students and schools that are able to take advantage of the Running Start program. CWU will reach out to additional high schools, particularly those that lack ready access to a college or university campus, or in which the majority of students are from families with little experience in postsecondary education. CWU will significantly increase online courses to enable students not on the Ellensburg campus and/or a partner high school to participate. Student participants can graduate high school with substantial college credit, possibly an associate of arts degree, and appreciably reduce the cost and time associated with earning a bachelor's degree.

2. Award individuals credit for what they know or are able to do.
PRIOR LEARNING ASSESSMENT (PLA)

CWU will accept up to 45 credit hours toward a bachelor’s degree for student learning acquired outside academic settings. Students will be able to obtain CWU credit through three methods:

1. Credit by Examination Programs: CWU will recognize college credit from a number of sources, including Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB). Students scoring above university-set criteria for subject examinations will earn credit that can be applied toward satisfying degree requirements.

2. Course Challenge: Students will earn course credit or have requirements waived based on successfully completing examinations and/or assignments that measure learning in any given course.

3. Portfolio Review: Students will be able to develop and submit portfolios of work through the Council for Adult and Experiential Learning (CAEL) to demonstrate subject specific content competence. Students may submit multiple portfolios of up to 12 credit hours each. Credit awarded through portfolio examination can be applied to meet program and university related course requirements. Portfolios may include written reports or other documents, video demonstrations, work-based education and training information, and other materials.

For example, a police officer or security guard may have completed significant training related to basic criminal procedure and report writing. In addition, issues relating to ethics, conflict, and diversity may have been part of their normal training and day-to-day experiential activity. Through a portfolio narrative, a student could describe their life experience, training, and other developed skills and knowledge as related to course requirements and standards. Based on the applicability of the experience(s) and demonstration of knowledge and skills, a student could receive course credit.

Other individuals may have completed an employment-based education program. This may include internships and apprenticeships. It also could include corporate “universities,” in which businesses develop formal education programs in order to provide knowledge and skills essential to the industry or to the culture of the employer.

3. Enable students to complete degrees at their own pace

COMPETENCY-BASED LEARNING: Three competency-based degree programs will allow students to earn a degree by completing a series of assessments in program courses. A student would be able to work at the pace and at the time of day most comfortable for that individual. Students would earn a degree just as do other CWU learners, only on an individualized timeline.

A competency-based format will allow students to complete course work at their own pace throughout a quarter, but without strictly designated due dates. Once a student feels he/she has mastered course concepts, he/she would complete tests to demonstrate specific competencies. The assessments would measure mastery of specific knowledge or skills required for workplace success, allowing students to apply learning to real-life situations.

A student will be allowed to enroll in a predefined number of courses at a time, but would not be limited to the total number of courses he/she could complete in a quarter. While some resources will be required and others recommended, students also could use materials and resources they choose, including textbooks, eBooks, simulations, videos, articles, and work experiences.
Course Format: Competency-based courses would be offered through an online format allowing for ease of access and completion. At a minimum, a course would include the following:

1. An overview of course outcomes and objectives
2. Guidelines for academic work and competency demonstration and CWU policies and procedures.
3. A series of course activities to develop knowledge, skills, and competencies
4. An explanation of how course activities will be evaluated and competencies demonstrated toward a degree
5. An overview, scoring guide, and instructions to help students complete authentic assessments
6. Suggested resources, including optional textbooks and scholarly articles

Instructional/Support Responsibilities

- Faculty:
- Evaluators: Content experts provide direct, substantive feedback on assessment measures.
- Coaches: Content experts that provide assistance when students need help completing learning activities.
- Advisors: One-to-one resource guides help students stay on track in terms of courses and use of resources.
- Online Academic Resource Center: This online academic tool and resource center includes a writing center, math center, library, etc.

Assessment Process

Once an assessment is completed, faculty evaluators will review and provide substantive feedback within a predetermined set of time (e.g., 48-72 hours). This is meant to aid students' understanding of their progress toward course outcomes. Because students will complete assessments at their own pace, they may be able to move quickly on subjects in which they already are proficient, without spending time re-learning material they already know.

4. Customize degree programs to meet employer needs.

BACHELOR OF ARTS/SCIENCE IN SPECIALIZED STUDIES

CWU will work with employers, community groups, and other institutions to meet unique education needs. This flexible program allows CWU to custom-fit education to the needs of individuals, organizations, and businesses. Faculty advisor(s) will work with constituents to develop a distinctive, customized major that is interdisciplinary and different from currently offered degree offerings.

Programs may be offered online or a combination of online and in-person. CWU is well positioned to reach out to meet disparate employer and community needs by virtue of its robust online organization and established statewide physical presence. CWU is collocated with community colleges in Everett, Edmonds, Des Moines, Steilacoom, Yakima, Wenatchee, and Moses Lake. New partnerships under development also will place CWU at Walla Walla and in Spokane.

5.) Promote Early Childhood Education

Expanding access to high quality early childhood education has been demonstrated to be among the best investments toward a healthful and productive life. According to the White House report, "An America Built to Last," "...the early years in a child's life—when the human brain is forming—represent a critically important window of opportunity to develop a child's full potential and shape key academic, social, and cognitive skills that determine a child's success in school and in life."

Economists Art Rolnick and Rob Grunewald estimate the return on investment in early learning programs is as high as 20 percent. Th
Agency Level

return is realized through reduced spending on other services, such as remedial education and special education, and through increased productivity and earnings when these children join the workforce as adults. These economists said early childhood development programs should be at the top of the economic development lists for state and local government.

A new Early Childhood Education certificate program will enable childcare providers to earn 15 credits online in the field of early childhood education to enhance their ability to provide high quality child care. According to the State of Washington's Early Learning Plan, one primary goal is to support "ready and successful early learning professionals". Some of the steps necessary to create an effective system of professional development include:

" Add "slots" and resources (e.g., advisors, materials, scholarships, release time to develop coursework, etc.) in the community colleges, technical colleges, and universities, and funding in the Washington Scholarships for Child Care Professionals to support degree attainment."

" Work with higher education institutions to encourage expanding programs of study in early childhood education and development.

PROMOTING LITERACY:

Reading proficiency is the best predictor of academic and professional success, according to numerous studies, including "Early Warning: Why Reading by the End of Third Grade Matters," by the Annie E. Casey Foundation. The study concluded that proficient readers need high quality learning opportunities, "beginning at birth and continuing in school and during out-of-school time, including summers."

According to "Improving Reading Comprehension in K-12 Education," increased literacy demands as well as the changing nature of students in K-12 classrooms "make reading instruction far more complex than it was a generation ago and present an imperative in terms of understanding and implementing reading research." The study reports that educators who participated in graduate study in teaching reading gained increased professional knowledge and confidence. Educators also said that the result of completing graduate study in teaching reading was a better classroom planning and a more strategic approach to their teaching.

" The Master of Education Literacy prepares educators more effectively to teach reading, the skill most closely associated with the success of K-12 students. The fully online Master of Education-Literacy (formerly the Master of Education, Reading Specialist) informs educators' classroom toolkit with new strategies for meeting diverse needs. Program completers also may work in school districts as a Reading Specialist or Literacy Coach.

" The Global Literacy Development Certificate provides students-in teaching and other professions-knowledge of best practices in literacy development and effective communication strategies. Certificate holders will be equipped with communication skills and basic knowledge about literacy development in order to support, sustain and enhance literacy programs for a variety of organizations.

PREPARING SPECIAL-NEEDS STUDENTS FOR COLLEGE:

Special Education serves approximately 130,000 students in Washington state with specially designed instruction that addresses students' unique learning needs. These services include early intervention services for children with disabilities and/or developmental delays. Pre-school services are provided in students' homes, in child care, in preschool or school programs, and in their communities. Services to school-age students are provided according to an Individualized Education Program in preschools, elementary, and secondary schools, or other appropriate settings.
Agency Level

Special education teachers work with children and young adults who have physical or mental disabilities. They use a variety of different teaching methods to help their students learn. The range and complexity of "disabilities" prevents general education teachers from providing these specialized services. Special education providers may be called upon to address a wide range of disabilities, including:

- Autism
- Deafness
- Developmental delay
- Emotional disturbance
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment

Students who do not receive appropriate special services will not succeed in primary and secondary school, let alone enjoy a smooth transition to college.

The Master of Education, Special Education allows students to pursue graduate-level study in the various areas of special education. This online program serves teachers and related service personnel wherever they live - who wish to add to their repertoire of strategies for diverse learners.

c. What will the package funding actually buy?
A new OACM director and other FTE will assist in development and oversight of the five areas: Running Start Three Ways, Prior Learning Assessment, Competency Based Learning, Specialized Studies, Early Childhood Education. CWU would hire faculty and staff for program development and implementation. Finally, staff and resources would be garnered to assure dynamic student support services.

Recommendation Summary Text

This plan will help the state meet ambitious baccalaureate degree-production goals, adopted in 2011 (HB 1795). The Washington State Legislature approved and set a deadline of 2018 to increase the number of bachelor’s degrees earned by Washington residents “...from the 2009-10 academic year levels by at least six thousand degrees completed or by twenty-seven percent.” Most of the high school students who would earn a bachelor’s degree by 2018 already are enrolled at a baccalaureate institution.

In order to make further progress toward the degree production goal, the state must develop alternative credit models to serve students who may already hold some post-secondary academic credits or life experience that can count toward a degree. CWU’s proposed Online Alternative Credit Model embraces several strategies to place baccalaureate credits within reach of students who move to a traditional residential campus but who want and need to earn a bachelor’s degree.

What specific performance outcomes does the agency expect?

What specific performance outcomes does the agency expect? Describe and quantify
Running Start
Increase the number of high schools partnering with CWU in College in the High School.
Increase number of students engaged in College in the High School courses.

Prior Learning Assessment
Increase the number of students obtaining Prior Learning Experience credit.
Agency Level

Competency Based Learning
Develop and implement multiple degree programs through competency based modality.
Increase student enrollment and retention in implemented programs.

Bachelor of Arts/Science in Specialized Studies
Increase number of degree completion students enrolled and retained to graduation in Specialized Studies program.

M.Ed. Literacy Global Literacy; M.Ed. Special Education; Early Learning
Increase number of degree completion students enrolled and retained in M.Ed. Literacy Global Literacy; M.Ed. Special Education; Early Learning programs.

Performance measure detail
Running Start
More than 125 high schools will partner with CWU in College in the High School.
More than 1,500 high school students will be enrolled in College in the High School courses through CWU.

Prior Learning Assessment
At least 500 students will obtain Prior Learning Experience credit through portfolio reviews.

Competency Based Learning
At least three degrees will be developed and implemented through competency based modality.
Student enrollment will exceed 100 FTE within the three degrees offered.
Retention will exceed 75% within each delivered program.

Bachelor of Arts/Science in Specialized Studies
The number of degree completion students enrolled will exceed 100 student FTE
Retention will exceed 85% in Specialized Studies program.

M.Ed. Literacy Global Literacy; M.Ed. Special Education; Early Learning
The number of students enrolled in M.Ed. Literacy & Global Literacy; M.Ed. Special Education; Early Learning programs will exceed 30 student FTE for each program (i.e., 120 total FTE).
Retention will exceed 75% in M.Ed. Literacy & Global Literacy; M.Ed. Special Education; Early Learning programs.

Is this decision package essential to implement a strategy identified in the agency’s strategic plan?

This item effects a new alternative online credit-granting model (OACM) that reduces the time required to earn a degree. This item purchases the people required to launch the program. The number of people is scalable. The more individuals hired, the more students can be served.

Marketing and coordination specialists
" to communicate with community and business leaders to identify and deliver needed programs;
" to identify strategies to enhance baccalaureate aspirations in underserved communities
" to communicate the availability of the programs to other K-20 education providers.

Faculty
" to develop and launch curriculum quickly to respond to the needs of business and students
Agency Level

"to evaluate and grant credit for learning individuals have acquired outside of academic settings.

Budget staff
"to develop unique, self-sustaining funding formulas that reflect the efficiencies—and the expenses—of providing education through these unique strategies.

a. What outcomes does the agency expect as a result

The key outcome is that people who would not otherwise have completed a degree will do so, because CWU, through OACM:
"Grants credit for learning accumulated in non-academic settings
"Allows individuals to learn at their own pace
"Provides degree-completion online
"Meets the specific needs of employers, whatever the industry

Does this DP provide essential support to one or more of the Governor’s Results Washington priorities?
The decision package provides essential support to the following Results Washington goals:
1.1. Increase the percentage of children enrolled in high-quality early learning programs from 2013 baseline to targets per program
1.3 Increase the percentage of population enrolled in certificate, credential, apprenticeship and degree programs from 13% in 2012 to 24.8% in 2023
2.2 Increase the percentage of K-12 students who score proficient or better on statewide exams and graduate college-and career-ready from high school by 2% from 2013 to 2014
2.3 Increase attainment of certificates, credentials, apprenticeships and degrees from 72,000 to 149,000 by 2023

What are the other important connections or impacts related to this proposal?
Which stakeholders have concerns about the changes related to this proposed investment or reduction

CWU is unaware of any concerns from anybody with this proposal.

Which stakeholders support this proposal?
This proposal was introduced in 2014 as HB 2352 by Rep. David Sawyer. Publicly supporting the bill was the Department of Defense and SEIU Local 925, as well as Central Washington University and ASCWU.

Is this related to a legal matter?
No.

Is this related to a task force, Results WA forum or audit recommendation
No.

What alternatives were explored by the agency, and why was this alternative chosen?
The recommended approach was chosen because it responds to needs that are not being met by traditional higher education approaches. The alternative is to continue to provide baccalaureate education in the traditional ways. However doing so will not allow the state to meet baccalaureate degree goals.
What are the consequences of adopting or not adopting this package?

1. More high school students will have access to Running Start and be able to earn college credit before graduating high school. This will reduce the time and cost to earn a degree, and will set more students on a path to college by introducing them to collegiate materials early and in a friendly setting (high school classrooms).

2. More individuals with prior learning will be awarded credit for competencies and therefore reduce time and cost to degree.

3. More individuals will be able to participate in higher education through the flexibility afforded in competency-based learning.

4. The specialized studies degree will reduce the business cost—in lost hours and in money—to upgrade workforce education. More degrees will be suited for the specific skills needed by employers through the new degree in specialized studies.

5. Enhanced quality of pre-kindergarten education yields benefits for children, schools, and communities. According to a study by the Center for Public Education (http://www.centerforpubliceducation.org/Main-Menu/Pre-kindergarten/Pre-Kindergarten#sthash.1s73UyK.Fa.dpuf) young children who participate in high-quality pre-k programs enter school more ready to learn than their peers. The HighScope study (http://www.highscope.org/content.asp?ContentId=219) showed impressive long-term results regarding educational progress, delinquency, and earnings. The study found that, "Seventy-seven percent of these youngsters eventually graduated from high school, compared with 60 percent from the control group. In adulthood, pre-k participants were also less likely to be arrested for violent crimes, more likely to be employed, and more likely to earn higher wages than those in the comparison group."

What is the relationship, if any, to the state's capital budget?

This proposal has no necessary relationship. However the construction and renovation of the Samuelson Computer science and Technology Center will provide the technological tools required to build sophisticated online curriculum.

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

None

Expenditure and revenue calculations and assumptions

Please see attached table.

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

OACM Director - Ongoing cost
Running Start - All one-time cost except for course funding ($300,000). This amount pays for student fees/costs as related to college in the high school
Prior Learning Assessment - Ongoing cost
Competency Based - One-time cost
Specialized Studies - Ongoing cost
M.Ed. Literacy Global Literacy; M.Ed. Special Education; Early Learning - Ongoing cost
Budget Period: 2015-17
Agency: 375 Central Washington University
Version: R1 15-17 Request
Package Program: Performance Level
Decision Package Code: N1

Decision Package Title: Online Alternative Degree

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## Decision Package Object Detail

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**Agency:** 375 Central Washington University  
**Version:** R1 15-17 Request  
**Package Program:** Performance Level  
**Decision Package Code:** N1

### Decision Package Title: Online Alternative Degree

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Decision Package Revenue Detail

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Agency Level

Package Description

Problem:
The failure of transfer students to persist in baccalaureate study to graduation.
Opportunities:
" Leverage findings of a unique, new CWU retention study to enhance degree completion
" Reduce time to degree by increasing retention and precision of course choices ("graduation efficiency")

Priorities:
Washington Student Achievement Council: Attainment goals for 2023, including, "At least 70 percent of adults ages 25-44 in Washington will have a postsecondary credential."

Engrossed Second Substitute House Bill 1795, Chapter 10, Laws of 2011: "...Increasing the number of bachelor's degrees earned by Washington's resident students from the 2009-10 academic year levels by at least six thousand degrees completed or by twenty-seven percent." Because the number of traditional high school graduates is flat or declining, the state must retain more of the students already in college in order to meet this goal. Transfer students are a critical component of this goal; forty percent of public baccalaureate graduates in Washington get their start at one of the state's community or technical colleges.

Governor Inslee budget priorities, including
" Economy: create an economic climate where innovation and entrepreneurship can continue to thrive and create good-paying jobs in every corner of our state
" Education: eliminate the persistent opportunity gaps

CWU Strategic Planning Priorities
1.) Teaching and Learning
2.) Inclusivity And Diversity
3.) Scholarship and Creative Expression
4.) Public Service and Community Engagement
5.) Resource Development and Stewardship

Results Washington Priorities:
" Goal 1. World Class Education
" Postsecondary Access (1.3, 1.3.a, b, g)
" Postsecondary Success (2.3, 2.3 a, e)

a. What would this item actually buy or no longer buy

This item would buy 10 advisors who will target transfer students who are identified as being at moderate or high risk of dropping out, based on factors identified by new CWU research. This research clearly shows students who transfer with a two-year degree or declare a major within their first quarter have a substantially better chance of graduating. The advisors will meet one-on-one with students, identify aptitude and interests for careers and majors, and then map a specific degree path for each student. The advisor also will closely monitor the progress of each student and provide direction and support at critical junctures in the students' academic careers.

b. What outcomes does the agency expect as a result
Agency Level

- Increases in degree completion for Washington State residents as a result of
- Increases in student retention
- Reduced overall time to degree
- Reducing extraneous course credits taken by students. Advisors help students take only those courses that are necessary for the degree.
- Helping students identify social and co-curricular choices that are aligned with their academic plan.

2. Package description

a. What is the problem, opportunity, or priority the agency is addressing

Problem:

Too many transfer students fail to complete a bachelor's degree. A core aspect of CWU's mission is to serve students who start their academic careers at one of the state's 34 community and technical colleges. Because of this focus and priority, more than half of CWU students are transfer students (53 percent). About 60 percent of graduates each year started at CWU as transfer students.

CWU enrolls about 2100 new transfer students per year. Nearly two-thirds enroll at Ellensburg with just over one-third at University Centers. About 30 percent of transfer students receive the Pell Grant; 22 percent of transfer students are people of color.

Opportunity

This package leverages exciting and detailed new information about the behavior of transfer students. CWU proposes to use this data to increase degree completion and decrease time to degree. In summer 2012, CWU launched an eight-year longitudinal study of transfer student enrollment and graduation patterns (please see Attachment A). The purpose of the study, which was completed in June 2014, was to inform efforts to increase the success of transfer students. The study included the development and application of models to predict the behaviors that affect retention of current students.

The study included 41 variables clustered around the following eight factors:

- admissions test scores
- baccalaureate graduation
- demographics
- enrollment by quarter
- financial aid
- high school quality
- home census data
- remediation courses

Regression models used the dependent variables of bachelor degree attainment and/or total number of quarters enrolled. Decision-tree modeling in SAS/JMP statistical software supported the validity of the initial analysis, which provided scores for factor clustering. Some findings included:
Agency Level

" Transferring to CWU with a Direct Transfer Agreement is the strongest predictor for completing a degree at CWU, increasing the odds of graduating by 55 percent
" Holding all other variables constant, African American transfer students are nearly 50 percent less likely to graduate compared to their white classmates
" Latina(o) transfer students are 16 percent less likely to graduate compared to their white classmates
" Registering with a disability is associated with a 50-percent decrease in the odds of graduating, compared to those who do not register a disability
" Being Pell eligible is associated with an 18-percent decrease in the odds of graduating, compared to students who are not Pell eligible and holding all other variables constant

The results indicated that transfer students were at the highest risk of not returning to school at one or both of two career points, in the 3rd and 6th quarters. At the end of their 6th quarter students without a degree have a 50 percent chance persisting to the 7th quarter; 61 percent of those with a prior degree will persist. At the end of the 6th quarter, non-white students who persist appear to have a 20 percent advantage over white students in enrolling for subsequent quarters. Between fall 2005 and spring 2013 CWU lost about a third of all transfer students, or about 3,983 of 10,864 students (CWU Study Data Set).

Priorities

Washington Student Achievement Council: attainment goals for 2023, including, "At least 70 percent of adults ages 25-44 in Washington will have a postsecondary credential."

Engrossed Second Substitute House Bill 1795, Chapter 10, Laws of 2011: "...Increasing the number of bachelor's degrees earned by Washington's resident students from the 2009-10 academic year levels by at least six thousand degrees completed or by twenty-seven percent."

State Board for Community and Technical Colleges: In order to meet state goals, the community and technical college system must increase the number of students who transfer into a baccalaureate program to 22,000 by 2030 including 1,400 baccalaureate degrees awarded.

Governor Inslee budget priorities, including
" Economy: create an economic climate where innovation and entrepreneurship can continue to thrive and create good-paying jobs in every corner of our state
" Education: eliminate persistent opportunity gaps. As discussed previously, African American students are 50 percent less likely, Latina (o) students are 16 percent less likely to graduate with a bachelor's degree than their white counterparts. Students with registered disabilities are 50 percent less likely to graduate than students with no registered disabilities. Students with the least financial means (as measured by Pell Grant eligibility) are 18 percent less likely to graduate than their more affluent peers.

CWU Strategic Planning Priorities
1. Teaching and Learning
2. Inclusivity and Diversity
3. Scholarship and Creative Expression
4. Public Service and Community Engagement
5. Resource Development and Stewardship
Agency Level

Results Washington Priorities:

GOAL 1. WORLD CLASS EDUCATION

" Postsecondary Access (1.3, 1.3.a, b, g)
" Postsecondary Success (2.3, 2.3 a, e)

a. Exactly how does the agency want to address this problem, opportunity, and priority, and why

CWU wishes to provide targeted, aggressive, and consistent advising to transfer students at moderate or high risk of dropping out. Advisors will help students align interests in careers and majors with aptitude, in order to ensure that students make wise course and major decisions. CWU will use the retention study finds to inform methods to identify and serve students in need of intrusive advising to assure they remain on the path to success.

b. What will the package funding actually buy

The funding buys experienced, professional academic advisors who will

" Help students to individually define the right choices and to complete their degrees most efficiently.
" Work with students consistently to assure that they are making the right choices to stay on track to degree completion.
" Create individualized plans that enable students to complete their degrees quickly, and enter the Washington State workforce.
" Work individually with new students to ensure that they understand university systems and culture.
" Provide personalized and consistent consultation geared toward individual success.

Recommendation Summary Text

This item would buy 10 advisors who will target transfer students who are identified as being at moderate or high risk of dropping out, based on factors identified by new CWU research. This research clearly shows students who transfer with a two-year degree or declare a major within their first quarter have a substantially better chance of graduating. The advisors will meet one-on-one with students, identify aptitude and interests for careers and majors, and then map a specific degree path for each student. The advisor also will closely monitor the progress of each student and provide direction and support at critical junctures in the students' academic careers.

What specific performance outcomes does the agency expect?

What specific performance outcomes does the agency expect? Describe and quantify

" Reduced time to degree to fewer than 9 quarters
" Increase three-year graduation rates from a current rate of 55 percent to a rate of 60 percent by 2017.

Performance measure detail

" Reduced time to degree to fewer than 9 quarters
" Increase three-year graduation rates from a current rate of 55 percent to a rate of 60 percent by 2017.

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

CWU Strategic Planning Priorities
1. Teaching and Learning
2. Inclusivity and Diversity
3. Scholarship and Creative Expression
4. Public Service and Community Engagement
5. Resource Development and Stewardship
Agency Level

Results Washington Priorities:
GOAL 1. WORLD CLASS EDUCATION
" Postsecondary Access (1.3, 1.3.a, b, g)
" Postsecondary Success (2.3, 2.3 a, e)

Does this DP provide essential support to one or more of the Governor's Results Washington priorities?
This package supports Governor Inslee's budget priorities, including
" Economy: create an economic climate where innovation and entrepreneurship can continue to thrive and create good-paying jobs in every corner of our state. This package turns at-risk students into well-educated, highly skilled and employable individuals who contribute to the state's economic climate.
" Education: eliminate the persistent opportunity gaps. Students most at risk of dropping out are those most associated with opportunity gaps in K-12, particularly students of lower levels of income (per the 2010 census) and under-represented students.

What are the other important connections or impacts related to this proposal?
Which stakeholders have concerns about the changes related to this proposed investment or reduction. None
Which stakeholders support this proposal? All stakeholders.
Is this related to a legal matter? No
Is this related to a task force, Results WA forum or audit recommendation. No

What alternatives were explored by the agency, and why was this alternative chosen?
The alternative to targeted, data-informed, "intrusive" advising is to allow students to self-navigate academic careers. However, this is a challenge for students even from families where college education is an expected and familiar thing. For students who are first in their families to go to college, it may be impossible. The already-complex university world is even more challenging for students with disabilities.

CWU has rejected this "self-navigation" technique because it is demonstrated to be ineffective. Under this strategy, data show CWU lost a third of transfer students from 2005 through 2013. These numbers are unacceptable, from a state policy point of view, of course, but also because of the negative impact to individual student lives. With the number of traditional high school graduates declining or flat, the state must increase degree production among existing students in order to achieve degree-production goals.

What are the consequences of adopting or not adopting this package?
A negative impact on all the following items will occur without funding for this package:

Describe consequences and desired outcomes
i. Improved retention
ii. Increased degree production
iii. Efficient use of state resources due to improved degree completion efficiency
iv. Reduced time to degree
v. Reduced costs to students for tuition, housing, food, etc.
Visions and Pathways: Predictive Retention Model for Transfer Students

Jim DePaepe, Executive Director
Dan Matthews, Director for Analytics and Research
Elizabeth Lee, Associate Director
Sigrid Davison, Associate Director

AIR FORUM May 29th, 2014
Need for Study

National 10-year trend of all student loss ranges between 41-45% (IPEDs)

WA State Transfer Student loss between F07-F13 = 29.71% (PCHEES)

CWU Transfer Loss Between F05-S13 = 33.7% (CWU Study Data Set)
Purpose: Increase Transfer Student Persistence to Graduation

Research Questions:

What types of students fail to persist?

Can we determine clustering characteristics and reasonably estimate the time of loss?

Can we calculate an at risk index and confidently assign it to students?
What types of students fail to persist?
1) JMP Decision Tree Models
2) Inverse Logit Model limiting observations by who are not enrolled any longer

Can we determine clustering characteristics and reasonably estimate the time of loss?
1) JMP Decision tree clustering by characteristics
2) Cox Regression used to estimate event survival

Can we calculate an at risk index and confidently assign it to students?
1) Logit’s predicted probabilities and actual graduation (Table 2)
2) Graphing Predicted vs Actual using JMP Cluster Samples
Study Process

Portaging through the murky waters of predicting persistence
Sample

• Transfer students between 2005 - 2013 who did not persist (N= 3983/10,864) (Note: Did not include summer quarters)

  • Gender: Females (49.6%)

  • Race: White (64.6%), Unknown (11.1%), Latino/Hispanic (8.7%), Asian & Pacific Islander (7.0%), Black (5.5%), Native American (3.2%)

  • Age: Mean = 25 years (range 18-70 years)

  • Transfer credits: Mean = 91 credits (range 0 – 135 credits)
Cluster Sample 25001302

<table>
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<tr>
<th>Included</th>
<th>Predictive Group</th>
<th>Cohort Code</th>
<th>CWU_ID</th>
<th>Research ID</th>
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<tr>
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<td></td>
<td>25001302</td>
<td></td>
<td>35064</td>
</tr>
</tbody>
</table>

**ADMISSIONS**

- Previous School Name: Highline Community College
- SAT: 0
- ACT: 0
- SAT Equivalent: 0
- HS GPA: 0.00
- Org ID: 20034586
- School Type: CC
- ATP Code: 4348
- IPEDS Admit Term: 2.98
- External GPA: 2.98
- Prev GPA: 2.98

**DEMOGRAPHICS**

- Gender: M
- Race: W
- DOB: 12/7/87
- First Gen: Veteran

**FINANCIAL AID**

- Aid Disbursed: $3,237.00
- Loans Disbursed: $0.00
- 1st Qtr Aid Disbursed: $0.00
- 1st Qtr Loans Disbursed: $0.00

**ENROLLMENT**

- College: EBURG
- Campus: 15
- Total Qtr: 1080
- First Qtr: 20.81
- Age 1st Qtr: 1133
- Final GPA: 2.457

**HIGH SCHOOL QUALITY**

- Size Index
- Math Index
- Reading Index
- Writing Index
- In State
- Public
- Ave Prev GPA

**CENSUS DATA**

- Zip: 98826
- Population: 30,239
- Median Income: $39,734

**GRADUATION**

- Grad Term
- Honors
- Majors
- Minors
- Graduated: 99
- Count: 1
- Transfer Credits: 90
- GPA 3 Qtr: 2.69
- QT3 CR: 20
- Less Than 3 Qtr: 0
Analytics Outline

1. SAS JMP Decision Tree (Liz)

2. Graphs of Actual vs Predicted cluster loss (Sigrid)

3. Estimate of a Logit Model’s marginal effects to validate and expand upon JMP findings (Jim)

4. Cox Regression Method to estimate hazard rates of event data (in other words student survival from quarter to quarter) (Jim)
Decision Tree Model Variables Tested

- Previous GPA, SAT, Transfer credits
- SES: Median income (zip), census population, 1st quarter total financial aid amount, 1st quarter total loans amount
- Demographics: Gender, Race, Age
- High school characteristics: High school in-state, High school math, High school reading, High school writing, High school size, High school public
- 1st year in college metrics: Number of remedial math classes, Number of quarters to declare a major, Campus, 1st quarter declared (1=yes, 0=no), Drop out in less than 3 quarters (1=yes, 0=no), 1st year GPA, 1st year credits earned

- Dependent variable:
  - Total quarters persisted
Decision Tree Model Procedure

• Validation
  • 10% of total sample was set aside as a validation sample that the tree was tested on after it was built with the training sample

• Splitting rules
  • Variables were ranked based on the LogWorth statistic with higher values indicating a more optimal candidate to split on with LogWorth statistic > 2 considered necessary for consideration

• Stopping rules
  • Splitting was stopped until the validation sample $R^2$ was found to be no better than the $R^2$ the next 10 splits would obtain

• Pruning rules
  • Student branches with $n < 50$ were pruned as well as branches considered redundant because the variable was split multiple times previously in the model
  • Some splits were modified to make them more interpretable (e.g. original split on financial aid at $2238$ was amended to $2250$)
Decision Tree Clustering

A final decision tree model was obtained containing 11 splits ($R^2 = .56$)

- 12 student branches “child leaves” formed the basis of 12 clusters
- 7 Clusters of students who persist ≥3 quarters will be used to design at risk index for student success (N= 2,173)
Analytics Outline

1. SAS JMP Decision Tree (Liz)

2. Graphs of Predicted vs. Actual cluster loss (Sigrid)
   • Predicted loss based on 2013 Spring Enrollment
   • Actual loss based on 2013 Fall Enrollment

3. Estimate of a Logit Model’s marginal effects to validate and expand upon JMP findings (Jim)

4. Cox Regression Method to estimate hazard rates of event data (in other words student survival from quarter to quarter) (Jim)
Cluster Sample: Male transfer students who drop out after ≥3 quarters, GPA at quarter 3 of ≥2.0, declared a major, and completed 85-120 credits.
Cluster Sample: Male transfer students who drop out after ≥3 quarters, GPA at quarter 3 of ≥2.0, declared a major, and completed 85-120 credits.
Cluster: Transfer students who drop out after ≥3 quarters, have a GPA of <2.0, have declared a major, and have ≥85 transfer credits.
Cluster: Transfer students who drop out after ≥3 quarters, have a GPA of <2.0, have declared a major, and have ≥85 transfer credits.
Cluster Sample: Transfer students who drop out after ≥3 quarters and have not declared a major.
Cluster Sample: Transfer students who drop out after ≥3 quarters and have not declared a major.
First quarter declared transfer students persist longer

- Qt1 declared: 55%
- Q1+ declared: <1%
- Never declared: 45%

Student Persistence

<3 Qts

- Qt1 declared: 17%
- Q1+ declared: 2%
- Never declared: 81%

≥3 Qts
Analytics Outline

1. SAS JMP Decision Tree (Liz)

2. Graphs of Predicted vs. Actual cluster loss (Sigrid)

3. Estimate of a Logit Model’s marginal effects to validate and expand upon JMP findings (Jim)

4. Cox Regression Method to estimate hazard rates of event data (in other words student survival from quarter to quarter) (Jim)
“WOSSAMOTTAU” Results

What Does Not Matter?
• Gender, Veteran status, White students only 2% advantage

What Matters?
• Prior Degree, Prior Institution, Campus Location, Starting Quarter, Type of Transfer, Prior GPA, Median Income, Financial Aid, Credits Transferred, Age, and Multiple Admissions

One Truth  On Time  Uncompromised
Degree and Prior Institution Matter

Prior Degree Matters:
- DTA, ADTP, or ADNT are 32% more likely to graduate

Prior Institution Matters:
- WVCC students are 7.6% less likely to graduate
- South Seattle students are 10.1% less likely to graduate
- Big Bend students are 21.2% less likely to graduate
CWU Campus Locations Matter

Campus Matters:

• Probability of graduating is largely dependent on location
• All Centers show lower graduation rates than E-burg ($p>0.10$)

CWU Centers Matter:

• Everett students are 54.5% less likely to graduate
• WVCC students are 20.7% less likely to graduate
• Lynnwood students are 11% less likely to graduate
• YVCC students are 9.6% less likely to graduate
• Des Moines students are 4.7% less likely to graduate
Starting Quarter and Transfer Type Matter

Starting Quarter Matters:
• Spring Quarter starters are 6.8% less likely to graduate
• Summer and Winter starters are less likely to grad than Fall (p>0.10)

Type of Transfer Matters:
• TRN with a degree are 32.1% more likely to graduate
• TRF without a degree are 6.7% more likely to graduate
Analytics Outline

1. SAS JMP Decision Tree (Liz)

2. Graphs of Predicted vs. Actual cluster loss (Sigrid)

3. Estimate of a Logit Model’s marginal effects to validate and expand upon JMP findings (Jim)

4. Cox Regression Method to estimate hazard rates of event data (in other words student survival from quarter to quarter) (Jim)
Attrition Results

When Do Students Leave CWU?

There is Attrition Each Quarter

• Largest Amounts Occur 3rd and 6th Quarters
• Out of 16,715 students, 1,549 (9.2%) Left CWU 1st Quarter
• Of the 1,566 who persisted, 7.6% left 2nd Quarter
• 13% more left their 3rd Quarter

At the end of their 6th QTR, students w/o a degree have a 50% chance persisting to 7th QTR.
61% of those with a prior degree will persist.

At the end of the 6th QTR, non-white students who persist appear to have a 20% advantage over white students in enrolling for subsequent quarters.
Transfer GPA Matters

GPA = 2.87
61.8% Chance of Graduating

GPA = 3.2
67.8% Chance of Graduating
Zip Code Matters

Students from median income zip code range $50,000 - $75,000 = 65% probability of graduation
Receiving financial aid reduces the probability of graduating

Students w/o financial aid have a 70% greater chance

Students receiving $4,000 in their first QTR have a 60% chance of graduating

All levels of financial aid 1\textsuperscript{st} QTR decreases chance of graduation by 2.6% for every $1000
Credits Transferred Matters

Transfer 45 credits probability = 55%

Transfer 90 credits probability = 66%
<table>
<thead>
<tr>
<th>Higher probability of persisting (p&lt;0.05)</th>
<th>Lower probability of persisting (p&lt;0.05)</th>
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<tbody>
<tr>
<td>Higher External GPA</td>
<td>Lower level of Census Income</td>
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<tr>
<td>Students with a Prior Degree</td>
<td>Students Receiving Financial Aid 1st Quarter</td>
</tr>
<tr>
<td></td>
<td>Older Students</td>
</tr>
<tr>
<td></td>
<td>Students beginning in Spring Quarter</td>
</tr>
<tr>
<td></td>
<td>Students at the Des Moines, Lynnwood, Yakima Centers, Wenatchee, and Everett CWU Centers</td>
</tr>
<tr>
<td></td>
<td>Students transferring from South Seattle CC, Wenatchee CC, and Big Bend CC</td>
</tr>
</tbody>
</table>
Vision and Pathways for Student Success

• Programmed into the fact table and dimensions for data warehouse dashboard

• The Division of Student Success received additional funds

• The Division of Student success hired additional advisors

• The Division of Student success implemented more intervention programs for transfer students
Future Studies:

• First Year First Time in College Retention Study (CWU Part II)
• Create a Risk Index for transfer and first year students
• Where Do Students Go Who Fail to Persist in 3 QTRs? (Nat. Clearinghouse Data)
• Statewide Transfer Study (WA Transfer Wunderlust) Replication of Jon Boeckstedt’s Freshman Wunderlust
• Athletic Retention
• [Qualtrics online survey](#)
Visions and Pathways:
Predictive Retention Model for Transfer Students

Organizational Effectiveness

Central Washington University

Special Thank You
John Krieg, Econometrics Researcher WWU
Neal Howard, Graduate Research Assistant
Emily Williams, Summer 2013 Intern

AIR FORUM May 29th, 2014
That's all Folks!
Table 2: Predicted Probabilities and Actual Graduation of Fall Quarter, 2010 Transfers

<table>
<thead>
<tr>
<th>Predicted Probability of Graduating</th>
<th>Number of Transfers</th>
<th>Number Who Graduated</th>
<th>Percent Who Graduated</th>
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<tbody>
<tr>
<td>0 to .1</td>
<td>8</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>.1 to .2</td>
<td>13</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>.2 to .3</td>
<td>34</td>
<td>4</td>
<td>11.8</td>
</tr>
<tr>
<td>.3 to .4</td>
<td>82</td>
<td>17</td>
<td>20.7</td>
</tr>
<tr>
<td>.4 to .5</td>
<td>85</td>
<td>29</td>
<td>34.1</td>
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<tr>
<td>.5 to .6</td>
<td>108</td>
<td>43</td>
<td>39.8</td>
</tr>
<tr>
<td>.6 to .7</td>
<td>153</td>
<td>95</td>
<td>62.1</td>
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<tr>
<td>.7 to .8</td>
<td>251</td>
<td>190</td>
<td>75.7</td>
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<tr>
<td>.8 to .9</td>
<td>279</td>
<td>229</td>
<td>82.1</td>
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<tr>
<td>.9 to 1</td>
<td>43</td>
<td>37</td>
<td>86.0</td>
</tr>
<tr>
<td>Total</td>
<td>1089</td>
<td>650</td>
<td>59.7</td>
</tr>
</tbody>
</table>
Agency Level

vi. Economic improvements due to the newly educated citizenry qualifying for higher paying jobs.

What is the relationship, if any, to the state's capital budget?
This proposal has no impact on the capital budget request.

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?
None

Expenditure and revenue calculations and assumptions
The request is for $715,000 for ten FTE advisors at $71,500 per FTE salary and benefits. The advisors are education professionals with education, experience and training in intrusive advising.

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?
All costs are on-going.
### Decision Package Fund Detail

**Budget Period:** 2015-17  
**Agency:** 375 Central Washington University  
**Version:** R1 15-17 Request  
**Package Program:** Performance Level  
**Decision Package Code:** N2  

**Decision Package Title:** Student Advising

#### Fiscal Year: 2016

<table>
<thead>
<tr>
<th>Fund-Appropriation Type</th>
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<tbody>
<tr>
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<td>(02)-Activity A003</td>
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<tr>
<td>001-1 General Fund-State</td>
<td>715,000</td>
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<tr>
<td>Total</td>
<td>715,000</td>
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</table>

#### Fiscal Year: 2017

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<td>(02)-Activity A003</td>
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<td>715,000</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>
### Decision Package FTE Detail

**State of Washington**

**Budget Period:** 2015-17  
**Agency:** 375 Central Washington University  
**Version:** R1 15-17 Request  
**Package Program:**  
**Budget Level:** Performance Level  
**Decision Package Code:** N2

**Decision Package Title:** Student Advising

#### Fiscal Year: 2016

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<tr>
<td>001-1 General Fund-State</td>
<td>10.0</td>
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<tr>
<td><strong>Total</strong></td>
<td>10.0</td>
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#### Fiscal Year: 2017

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<tr>
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<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10.0</td>
</tr>
</tbody>
</table>
Agency Level

Package Description

a. What is the problem, opportunity, or priority the agency is addressing

PROBLEMS

1.) Carbon emissions/pollution. The project addresses the problems associated with dependence on fossil fuels and the challenges of adopting green energy sources. These problems include
" environmental damage in getting the fossil fuels out of the ground
" pollution from use as a fuel source
" the eventual scarcity and increasing cost of these fuels as supply begins to decline

Neither the state of Washington nor any other entity can reject old carbon-pollution energy systems without a path from the old to the new. The nation’s fundamental energy problems cannot be resolved by focusing only in the alternative side of energy and ignoring the most important part of the equation - that is, fossil fuels. Oil is a global commodity and the world economy is so embedded in conventional sources of energy that policies and decisions regarding renewable energy - whether it is the creation of tax credits or other economic incentives - depend heavily on what happens with fossil fuels

2.) Aging energy workforce and rapidly changing energy technology. I2ES addresses the pressing and severe need of the energy economy for individuals with the education and skills to manage the change from old technologies to new energy resources. The need is particularly urgent at Puget Sound Energy and Bonneville Power Administration, which estimates that 1,070 employees will retire between 2013 and 2017. A study regarding the aging workforce in the utility industry in United States conducted by the Carnegie Mellon Electricity Industry Center found that: (1) 57% of the respondents reported that the average age among their operations employees is 47-49; (2) 52% of respondents indicated that a sizeable percentage of existing employees are already eligible for retirement; and (3) 74% of respondents said that 40-60% of their employees will be eligible to retire after the next 5 years ("Program on Technology Innovation: Executive Workshop on the Aging Workforce in the Utility Industry," April 2006).

3.) Lack of educational programs that produce graduates who understand and address the transition from old energy sources and new ones. Many "green energy" or "renewable energy" programs exist at colleges and universities. But none maps a road from old to new. The BS in Integrated Energy Studies will graduate professionals with expertise in the following areas:
" Integrated Energy Policy - include GIS, planning, policy, and environmental implications of energy production and consumption
" Integrated Energy Management - strong focus on supply chain logistics
" Integrated Power Systems - energy technologies and physical understanding of power systems

OPPORTUNITIES

1.) Create the nation’s first energy degree program combining non-traditional and traditional energy studies. The program provides unique educational content and professional preparation for Washington residents through curriculum that combines content in numerous areas essential to the energy economy: economics, environmental studies, geography, industrial engineering technology mathematics, physics, and supply chain management.

The project addresses the need to reduce carbon pollution by finding paths to the adoption of new energy resources. In this respect, the I2ES would be unique in the state and nation. Washington’s clean energy or renewable energy programs include the following
" University of Washington: Advanced Materials for Energy Institute, Clean Energy Institute
" Western Washington University: Institute for Energy Studies
" Washington State University: Energy Systems Innovation Center
Agency Level

All of these programs focus exclusively on alternative energy; none addresses the overwhelming reliance on traditional fuels and finding a route from them to new energy sources. All have a strong engineering specialization applied to developing alternative technologies: e.g., smart power grid systems, battery storage, software and hardware. All of these institutes focus on research. None of these programs offer a bachelor's degree or an apprenticeship program. None provides a broad understanding of fossil fuels and the way in which geopolitics of conventional sources shape alternative sources of energy.

Similarly, nationally institutes focus almost entirely on energy economics, while others pay special attention to power engineering, especially in the area of alternative energy technologies. No institute is dedicated to understanding the nexus of traditional and non-traditional energy resources. This knowledge gap prohibits progress toward reduction of carbon emissions.

2.) Develop international partnerships with Chile, Mexico, and Brazil to support innovative curriculum, apprenticeships, and research. The director of l2ES, Dr. Elvin Delgado, is well respected in the US and Latin America. With more than ten years of Dr. Delgado chairs the Energy and Environment Specialty Group (EESG) of Association of American Geographers, and, in 2013, he was among a handful of American geographers invited to Chile to participate in the National Science Foundation's Pan-American Advanced Studies Institute on Adaptive Water-Energy Management in the Arid Americas.

3.) Leverage CWU's physical location for the study of energy resources. CWU is ideally situated for the student of integrated energy study, located near five wind farms, the world's largest solar farm, and solar panel manufacturing. CWU is close to major hydro-power and nuclear facilities, and 90 minutes from Washington's urban core.

Recommendation Summary Text

What problem, opportunity, or priority is the agency trying to address

Problems
1.) Reducing carbon emissions and fossil fuel dependence.
2.) Replacing an aging energy workforce with graduates prepared for rapidly changing energy technology.
3.) Lack of educational programs to address the transition from old to new energy sources.

Opportunity
1.) Create the nation's first energy degree program combining non-traditional and traditional energy studies.
2.) Leverage international partnerships with Chile, Mexico, and Brazil, and with energy services providers.
3.) Leverage CWU's physical location near 5 wind farms, the world's largest solar farm, solar panel manufacturing, and hydro-power and nuclear facilities.

What specific performance outcomes does the agency expect?

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

Priority

CWU Strategic Planning Priorities
l2ES supports all of the priorities of the CWU strategic plan:
1.) Teaching and Learning, by enhancing the quality and opportunities for students and faculty in an emerging, interdisciplinary field.
2.) Inclusivity And Diversity, by providing the hands-on experience and individualized learning experience that is preferred by many.
under-represented and first-generation students, particularly for STEM education.

3.) Scholarship and Creative Expression, but providing new opportunities for collaborative and interdisciplinary research in a field of critical importance to the state and the nation, and by creating an entity that will be well positioned to generate external funding for research and scholarship by students and faculty.

4.) Public Service and Community Engagement, by enhancing the commitment and the level of collaboration between the university and key corporate and government stakeholders. The institute also will strengthen the economic base of the region and state by building a new platform from which to address climate change.

5.) Resource Development and Stewardship, by enhancing enrollment and external partnerships.

4 Results Washington Priorities:
GOAL 1. WORLD CLASS EDUCATION
Postsecondary Access (1.3, 1.3.a, b, g)
Postsecondary Success (2.3, 2.3 a, e)

GOAL 3. SUSTAINABLE AND CLEAN ENERGY
1.1 Clean transportation
1.2 Clean Electricity
1.3 Efficient Buildings & Industrial Processes

Does this DP provide essential support to one or more of the Governor's Results Washington priorities?

In addition to Results Washington Goal areas 1 and 3, this package supports the following priorities of Governor Inslee:

Revitalizing Washington's economy and building a 21st century workforce. I2ES supports the strong commitment to postsecondary education required to develop a 21st century workforce. Investments in the I2ES will produce results in the form of professionals who graduate with experience gleaned from an intensive energy apprenticeship and integrated curriculum that addresses a knowledge gap in the energy economy: how to migrate the economy from old energy sources to new ones.

Encourage innovation and entrepreneurship. The I2ES responds to the need to make-over jobs that were relevant in the old energy economy so that Washington's can reduce reliance on fossil fuels and embrace innovative clean energy. The I2ES launches world-class research that supports change and innovation in energy use.

Climate Change. No government or organization can tackle climate change without identifying a practical, affordable, and effective route from old energy to clean and renewable energy. The I2ES supports the priorities and strategies outlined in Executive Order 14-04 for reducing carbon pollution in Washington state and improve energy independence through use of clean energy.

What are the other important connections or impacts related to this proposal?

Which stakeholders have concerns about the changes related to this proposed investment or reduction. None

Which stakeholders support this proposal
Angus Duncan, Founder and President; Bonneville Environmental Foundation
Daniel Malarkey, Vice President, Business Development and Public Policy; 1Energy
Dick Wanderscheid, Vice President, Renewable Energy Group; Bonneville Environmental Foundation
Agency Level

Erin Anderson, Counsel in the Natural Resources and Land Use practice group;
Stoel Rivers LLP, Attorneys at Law

Gary A. Tuchi, Chief Executive Officer; Potelcon, Inc.

Howard Trott, Managing Director; Teanaway Solar Reserve / C4 Solar
Robert Bass, PhD, Associate Professor Power Engineering, Department of Electrical and Computer Engineering; Portland State University

Roger Garrat, Director, Financial Planning & Strategic Initiatives; Puget Sound Energy

Terry Walton, Director of Energy and Environmental Programs; Pacific Northwest National Laboratory, (retired, June 2014)

Thor Hinckley, Director, Smart Grid Demand Response; Bonneville Power Administration


What alternatives were explored by the agency, and why was this alternative chosen?

ALTERNATIVES
"Do without this program. Neither the state of Washington nor any other entity can reject old carbon-pollution energy systems without a path from the old to the new, and no program currently provides this expertise and education.
"Ask existing green energy institutes/programs to develop the expertise and programming. However these entities are intentionally constructed, literally, in opposition to traditional energy sources. The educational and analytical mission proposed for I2ES are likely not compatible with the mission and philosophy of these programs. Additionally, the program can be set up more efficiently at CWU, where much of the work already has been done much to set up the institute, including partnership agreements and draft curriculum
"Continue to offer only a minor in energy studies at CWU; however, this program lacks currency and the robustness needed to meet today and future employer's workforce needs.

The recommended alternative provides the highest quality, lowest cost, and most rapid response to the need for integrated energy policy, research and education.

What are the consequences of adopting this package?
Describe consequences and desired outcomes
This project responds to business and government needs, filling a large gap in the state's workforce by offering a unique degree program comprised of three tracks. By providing expertise in policy, markets, and systems, this program complements existing degree programs at other public community colleges and universities that focus on green technology.

What are the consequences of adopting or not adopting this package?
Neither the state of Washington nor any other entity can reject old carbon-pollution energy systems without a path from the old to the new, and no program currently provides this expertise and education.
Agency Level

What is the relationship, if any, to the state's capital budget?

This request has no capital component. CWU will be able to absorb capital impacts within current resources.

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

No changes to statute, rules or contracts are required.

Expenditure and revenue calculations and assumptions

1. FTE faculty with expertise in energy policy
1. FTE faculty with expertise in alternative energy and Geographical Information Systems (GIS), plus goods and services

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

The request for $200,000 per year ongoing.
BASS - BDS019

State of Washington
Decision Package Fund Detail

Budget Period: 2015-17
Agency: 375 Central Washington University
Version: R1 15-17 Request
Package Program: Performance Level
Budget Level: N3
Decision Package Code:

Decision Package Title: Interagency Energy Studies

Fiscal Year: 2016

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Fiscal Year: 2017

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### Decision Package FTE Detail

**Budget Period:** 2015-17  
**Agency:** 375 Central Washington University  
**Version:** R1 15-17 Request  
**Package Program:** Performance Level  
**Decision Package Code:** N3  
**Decision Package Title:** Interagency Energy Studies

#### Fiscal Year: 2016

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From: Anne Johansen  
To: Elvin Delgado  
Date: 3/8/2014 6:24 PM  
Subject: Letter of Support for CWU Institute for Energy Studies

Dear Provost and Members of the Committee reviewing innovation fund proposals,

I am writing this letter in support of the Institute for Energy Studies as spearheaded by Dr. Delgado from the Department of Geography. Elvin and I have conversed on multiple occasions about his vision and plans for such an Institute at CWU and it my impression that timing and geographic location for this initiative are optimal. More importantly however, Elvin is uniquely prepared and positioned to lead this institute. His enthusiasm is contagious which is clearly manifested in his success bringing the various internal and external interest groups on board.

The Environmental Studies Program and its faculty are in support of this institute as it serves many of the same students and will provide many new educational opportunities for our students. We are looking forward to working with Elvin and associated faculty on developing potential new cross disciplinary courses as well as on research projects that span the fields of Energy and Environment.

Please do not hesitate to contact me with any questions.

Sincerely,

Anne

Anne M. Johansen, PhD  
Professor, Analytical/Environmental Chemistry  
Director of Environmental Studies Program  
Director of Chemical Analysis Laboratory  
Department of Chemistry  
Central Washington University  
400 E. University Way  
Ellensburg, WA 98926  
T:(509) 963-2164  
F:(509) 963-1050  
http://www.cwu.edu/~chem/faculty/johansen/index.html
Letter of Support for Institute for Sustainable Energy Studies

Dr. Delgado,

It is my pleasure to whole-heartedly support your proposal to create an Institute for Sustainable Energy Studies here at CWU.

We in the Mathematics Department find this idea exciting and we will do what we can to support it. This includes offering sufficient sections of various existing classes and, if necessary and if demand is sufficient, creating new classes to serve your students.

If you have any questions or if there is anything I can add, please feel free to contact me at tim.englund@cwu.edu.

Sincerely,

Timothy F. Englund
Mathematics Department, Chair
March 7, 2014

Dear Dean Johnson,

The Department of Physics enthusiastically supports the Institute for Energy Studies in their application to the CWU Innovation Fund. Dr. Delgado has articulated a clear and strong vision for how faculty and students can meet the needs of the regional energy industry.

Physics faculty look forward to the opportunity to contribute interdisciplinary curriculum that supports the Institute and to participate in scientific and engineering contracts that utilize our expertise. We are also excited about the opportunities for placing our highly skilled physics students in employment or internship positions with the Institute’s industry partners.

Sincerely,

Andrew A. Piacsek
Associate Professor and Chair, Physics
August 20, 2013

Kirk Johnson, PhD.
Dean, College of the Sciences
Central Washington University
400 E. University Way
Ellensburg, WA 98926

SUBJECT: Institute of Sustainable Energy Studies

It is with pleasure that I submit this letter of support for the establishment of the Institute of Sustainable Energy Studies (Institute) at Central Washington University (CWU). The thorough effort put forth by CWU's Dr. Elvin Delgado in pursuit of a responsive degree program coupled with research and international collaborations is noteworthy.

Working with CWU in the capacity as advisor, I have had the opportunity to provide imprint into the concepts that will guide the Institute. In doing so, I have confidence that students who enroll in and complete the Institute's degree program will become highly qualified graduates who are ready to secure a career in today's energy sector. The Institute's foundation of blending traditional and alternative energy resources is unique, and is responsive to our changing energy landscape. Too, the Institute's focus on education, business relevant research, and cross-border partnerships is the pathway for the energy sector today and into the future.

I am committed to continued interactions with CWU and the Institute. I applaud Central Washington University's thoughtful progression to establish the Institute, and wish you great success.

Sincerely,

Dick Wanderscheid
Vice President, Renewable Energy Group
Bonneville Environmental Foundation

cc: Elvin Delgado, PhD.
From: Lad Holden  
To: Elvin Delgado  
Date: 3/10/2014 9:33 AM  
Subject: Re: Support for the institute

Hi Elvin,

The Engineering Technologies, Safety, and Construction department supports the development of an Institute of Sustainable Energy at Central Washington University.

We are excited about the prospect of working, as part of the institute, in supporting outcomes that benefit industry partners, the committee, and Central students and alumni.

Sincerely,
Lad

Lad Holden  
ETSC Department Chair  
College of Education and Professional Studies  
Central Washington University  
400 East University Way  
Ellensburg, WA 98926-7584

>>> Elvin Delgado 3/10/2014 9:07 AM >>>
Hi Lad,

Thank you for your response. Please do send the letter to me over email.

Take care,
Elvin

>>> Lad Holden 3/10/2014 8:58 AM >>>
Hi Elvin,
I realize I did not get this to you. Is it to late or do you want me to send it today.
Thanks,
Lad
Hi Lad,

I hope this email finds you well. We think that we will submit the proposal for the Innovation Fund at the end of this week. I know that you are busy, but I was wondering if you could send a letter or an email saying that, as Chair of EET, the department supports the establishment of the Institute. I can add a copy of that email as an appendix to the proposal. Please let me know if you have any questions.

All the best,
Elvin
August 21, 2013

Kirk Johnson, PhD.
Dean, College of the Sciences
Central Washington University
400 E. University Way
Ellensburg, WA 98926

SUBJECT: Institute of Sustainable Energy Studies

It is with pleasure that I submit this letter of support for the establishment of the Institute of Sustainable Energy Studies (Institute) at Central Washington University (CWU). The thorough effort put forth by CWU’s Dr. Elvin Delgado in pursuit of a responsive degree program coupled with research and international collaborations is noteworthy.

Working with CWU in the capacity as advisor, I have had the opportunity to provide imprint into the concepts which will guide the Institute. In doing so, I have confidence that students who enroll in and complete the Institute’s degree program will become highly qualified graduates who are ready to secure a career in today’s energy sector. The Institute’s foundation of blending traditional and alternative energy resources is unique, and is responsive to our changing energy landscape. Too, the Institute’s focus on education, business relevant research, and cross-border partnerships is the pathway for the energy sector today and into the future.

I am committed to continued interactions with CWU and the Institute. I applaud Central Washington University’s thoughtful progression to establish the Institute, and wish you great success.

Sincerely,

Roger Garratt
Director of Financial Planning and Strategic Initiatives

cc: Elvin Delgado, PhD.
March 7, 2014

Dr. Kirk Johnson, Dean
College of the Sciences
Central Washington University
400 E. University Way
Ellensburg, WA 98926

Dear Dean Johnson,

The Department of Geography enthusiastically supports the CWU Innovation Fund proposal submitted by Dr. Elvin Delgado to establish a new Institute for Sustainable Energy Studies. Over the past year, Dr. Delgado has worked tirelessly with stakeholders from industry, government, and academia to design an institute that will meet the needs of our region’s energy industry for well-qualified personnel and that will break new ground in energy-related research. Once it is up and running, the institute should bring substantial new revenue to the university in tuition, grants, and research contracts.

A hallmark of the institute is its interdisciplinary approach to energy research and education. Geography is glad to be among the disciplines included in this effort and we are proud that our fellow geographer, Dr. Delgado, is leading the way. More concretely, the curriculum for this initiative will include several existing and new geography courses. The existing courses have space to accommodate the added demand the institute will generate, and we are committed to working through the curriculum approval process to put the new courses in place.

Regards,

John T. Bowen, Jr.
Associate Professor and Interim Chair
Kirk Johnson, Ph.D.
Dean, College of the Sciences
Central Washington University
400 E. University Way
Ellensburg, WA 98926

Dear Dean Johnson:

I would express my support and encouragement for the development and launching of the Institute for Energy Studies at Central Washington University. Over the past year, I've had an opportunity to work with Dr. Elvin Delgado as he has formed his vision for the Institute. Of a number of factors that I believe will lead to the success of this new venture is the extent that the Institute's formation is being formed through collaboration between industry and academia. Such an approach helps to identify pathways for students that will address their individual interests and deliver graduates with skills and capabilities in demand by prospective employers.

Dr. Delgado has actively engaged with myself and other faculty from the College of Business in an effort to design a program that will draw from across disciplines. I, along with my colleagues in Business and Economics appreciate this opportunity to partner with faculty from the College of the Sciences to meet the objectives of the paths in Energy Management and Energy Policy.

We look forward supporting the Institute in any manner that will help to establish it as a leading source of energy management professionals.

Sincerely

Carlo D. Smith Ph.D.
Chair, Department of Finance & Supply Chain Management
Chair, Department of Economics
Kirk Johnson, PhD.
Dean, College of the Sciences
Central Washington University
400 E. University Way
Ellensburg, WA 98926

SUBJECT: Institute of Sustainable Energy Studies

It is with pleasure that I submit this letter of support for the establishment of the Institute of Sustainable Energy Studies (Institute) at Central Washington University (CWU). The thorough effort put forth by CWU’s Dr. Elvin Delgado in pursuit of a responsive degree program coupled with research and international collaborations is noteworthy.

Working with CWU in the capacity as advisor, I have had the opportunity to provide imprint into the concepts which will guide the Institute. In doing so, I have confidence that students who enroll in and complete the Institute’s degree program will become highly qualified graduates who are ready to secure a career in today’s energy sector. The Institute’s foundation of blending traditional and alternative energy resources is unique, and is responsive to our changing energy landscape. Too, the Institute’s focus on education, business relevant research, and cross-border partnerships is the pathway for the energy sector today and into the future.

I am committed to continued interactions with CWU and the Institute. I applaud Central Washington University’s thoughtful progression to establish the institute, and wish you great success.

Sincerely,

Howard Trott
CEO

cc: Elvin Delgado, PhD.
### Central Washington University
#### Agency 37500

#### B 9 Revenue Estimate Form

**DATE:** September 15, 2014

### AGENCY REVENUES

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### AGENCY REVENUES

**DATE:** September 15, 2014

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Central Washington University
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<tr>
<td>846</td>
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<td>7,767,070</td>
<td>7,767,070</td>
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*This column must agree with the 6/30/13 CAFR balance.
## 2015-17 Federal Funding Estimates Summary

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<thead>
<tr>
<th>CFDA NO.*</th>
<th>Agency</th>
<th>Federal Fiscal Year</th>
<th>State Fiscal Year</th>
<th>State Match Amounts</th>
<th>State Match Source</th>
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<tbody>
<tr>
<td></td>
<td><strong>Agency Total</strong></td>
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<td>FY 2014</td>
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<td>FY 2015</td>
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<td>22,714,143</td>
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<td>FY 2016</td>
<td></td>
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<td>22,714,143</td>
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<td>FY 2017</td>
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<td>0</td>
<td>22,714,143</td>
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</table>

#### Federal Agency Name

**Department of Agriculture**

| FY 2014 | 36,000 |
| FY 2015 | 36,000 |
| FY 2016 | 36,000 |
| FY 2017 | 36,000 |

#### Federal Agency Name

**Department of Interior**

| FY 2014 | 25,029 |
| FY 2015 | 25,029 |
| FY 2016 | 25,029 |
| FY 2017 | 25,029 |

#### Federal Agency Name

**Department of Interior**

| FY 2014 | 128,783 |
| FY 2015 | 128,783 |
| FY 2016 | 128,783 |
| FY 2017 | 128,783 |

#### Federal Agency Name

**Department of Interior**

| FY 2014 | 25,123 |
| FY 2015 | 25,123 |
### 2015-17 Federal Funding Estimates Summary

<table>
<thead>
<tr>
<th>AGENCY</th>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3750</td>
<td>Central Washington University</td>
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#### Federal Agency Name

**Department of Interior**

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<th>Amount</th>
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<tr>
<td>FY 2016</td>
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#### Federal Agency Name

**Department of Interior**

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<th>Amount</th>
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</tr>
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<tr>
<td>FY 2016</td>
<td>15,509</td>
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#### Federal Agency Name

**NASA**

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<tr>
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</tr>
<tr>
<td>FY 2016</td>
<td>146,156</td>
</tr>
<tr>
<td>FY 2017</td>
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#### Federal Agency Name

**National Science Foundation**

<table>
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<th>Amount</th>
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<tbody>
<tr>
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<tr>
<td>FY 2015</td>
<td>199,128</td>
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#### Federal Agency Name

**National Science Foundation**

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<th>Amount</th>
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<td>205,052</td>
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### 2015-17 Federal Funding Estimates Summary

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<th>Title</th>
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#### Federal Agency Name

<table>
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<td>FY 2015</td>
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<tbody>
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#### Federal Agency Name

<table>
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<tr>
<td>FY 2016</td>
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<tr>
<td>FY 2017</td>
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</table>
## 2015-17 Federal Funding Estimates Summary

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<th>Description</th>
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<th>FY 2015</th>
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<td>3750</td>
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### 84.033

#### Federal Agency Name
Department of Education

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### 84.042A

#### Federal Agency Name
Department of Education

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### 84.063

#### Federal Agency Name
Department of Education

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### 84.066A

#### Federal Agency Name
Department of Education

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</table>
## 2015-17 Federal Funding Estimates Summary

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
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<td>Central Washington University</td>
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</tbody>
</table>

### Federal Agency Name

<table>
<thead>
<tr>
<th>Code</th>
<th>Federal Agency Name</th>
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<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
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</thead>
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<td>93.847</td>
<td>National Institutes of Health</td>
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<tr>
<td>84.002</td>
<td>Corporation for National Service</td>
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</table>
## Estimated Cumulative Value
Of Locally-Authorized Salary Increases
Initially Reported As GF-S or Operating Fee Expenditures on CIM
(Dollars in Thousands)

### Institution: 3750 Central Washington University

<table>
<thead>
<tr>
<th></th>
<th>Non-Represented Employees</th>
<th>Represented (Collectively-Bargained) Employees</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Public School Employees of Washington</td>
<td>Federated State Employees</td>
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<tr>
<td>1997-99</td>
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<tr>
<td>1999-01</td>
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<td>2001-03</td>
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<td>2003-05</td>
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<tr>
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<tr>
<td>FY 07</td>
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<tr>
<td>FY 09</td>
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<tr>
<td>FY 10</td>
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<tr>
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<tr>
<td>FY14</td>
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<tr>
<td>FY15</td>
<td>$1,892,264</td>
<td>$35,279</td>
<td>$33,324</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>$9,562,691</td>
<td>$35,279</td>
<td>$33,324</td>
<td></td>
</tr>
</tbody>
</table>

*Please report only the estimated cumulative value of (a) the locally-authorized amounts in excess of the standard state-funded salary increases in the biennial budget; that (b) were reported as a GF-S or 149-6 cost on your institution's initial 2010 CIM submission.*

Salary Only - Does not include Benes
Non-Faculty Collective Bargaining Agreement Impact Template

Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.

This information should be provided in addition to the cost summary by fiscal year and by (fund described in the special higher education budget instructions).

**Agency:** Central Washington University

| Bargaining Unit Title: Federated State Employees |
| Bargaining Unit Code: BUI |

For EACH Increase:  
Includes ALL FUNDS

<table>
<thead>
<tr>
<th>Increase Amount - %</th>
<th>Increase Amount - $ Amount</th>
<th>Effective Date</th>
<th>End Date (If Any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>75,693</td>
<td>1-Jul-14</td>
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</tbody>
</table>

Describe increase:  

1% increase to base wages effective July 1, 2014.

In addition to the above information, provide additional information for certain types of increases:

For Increases to Specific Job Classes:  
(Add rows as needed)

<table>
<thead>
<tr>
<th>Job Class Code</th>
<th>Job Class Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Or

For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time  
(Add rows as needed)

<table>
<thead>
<tr>
<th>Job Class Code</th>
<th>Job Class Title</th>
<th>Employee ID Number</th>
<th>Employee Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Or

For assignment pay, special skills pay, shift differentials, locality or geographic pay:

(Add rows as needed)

<table>
<thead>
<tr>
<th>Job Class Code</th>
<th>Job Class Title</th>
<th>Employee ID Number</th>
<th>Employee Name</th>
<th>Expected Number of Hours per Year</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Includes Salary & Benes
**ATTACHMENT A-3**

Faculty Collective Bargaining Agreement Summary Template

*Please provide this information for the most recent agreement and the preceding agreement.*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>All-Fund Salary Base</td>
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<td>33,595,693</td>
<td>33,577,178</td>
<td>36,158,489</td>
<td>37,115,801</td>
<td>38,210,635</td>
<td>40,037,655</td>
<td>45,235,163</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Across-the-board increase (State+149) *</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1,652,777.59</td>
<td>1,417,910.09</td>
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<tr>
<td>Across-the-board increase (other funds)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>20,575.32</td>
<td>24,672.50</td>
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<tr>
<td>Longevity Increase (State+149) (Promo &amp; Performance Adj)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>372,707.00</td>
<td>301,630.00</td>
<td>226,288.92</td>
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<tr>
<td>Longevity Increase (other funds)</td>
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<td>17,688.14</td>
<td></td>
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<tr>
<td>Assignment Pay; Dean/Chair Stipends (State+149)</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>139,282.86</td>
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<tr>
<td>Assignment/stipends (other funds)</td>
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<td></td>
<td></td>
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</tbody>
</table>

[*] Include effective date of increase in narrative submittal.

Salary Only - Does not include Benefits
## State-Supported Tuition Waivers by Purpose

### Institution: 3750 Central Washington University

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<thead>
<tr>
<th>Purpose for Granting The Waiver</th>
<th>RCW</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Residents Headcount $ (actuals)</td>
<td>Non-Residents Headcount $ (actuals)</td>
</tr>
<tr>
<td>UNDERGRADUATE STUDENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need Res UGRD</td>
<td>28B.15.740</td>
<td>2175 $2,583,939</td>
<td>0 $0</td>
</tr>
<tr>
<td>Non Res Fac/Staff</td>
<td>28B.15.014</td>
<td>0 $0</td>
<td>0 $0</td>
</tr>
<tr>
<td>International</td>
<td>28B.15.740</td>
<td>0 $0</td>
<td>0 $0</td>
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<tr>
<td>Athletic Gender Equity</td>
<td>28B.15.740</td>
<td>120 $602,661</td>
<td>29 $130,441</td>
</tr>
<tr>
<td>International Exchange</td>
<td>28B.15.556</td>
<td>0 $0</td>
<td>26 $135,161</td>
</tr>
<tr>
<td>Law/Fire/Disabled</td>
<td>28B.15.380</td>
<td>6 $37,058</td>
<td>0 $0</td>
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<tr>
<td>Veteran</td>
<td>28B.15.621</td>
<td>14 $18,000</td>
<td>0 $0</td>
</tr>
<tr>
<td>depend of Vet disab.</td>
<td>28B.15.621</td>
<td>71 $477,783</td>
<td>0 $0</td>
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<tr>
<td>Student Support</td>
<td>28B.15.740</td>
<td>24 $37,801</td>
<td>7 $30,220</td>
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<tr>
<td><strong>Subtotal State-Support</strong></td>
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<td>2410 $3,757,242</td>
<td>62 $295,822</td>
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### GRADUATE STUDENTS

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<td>32 $299,710</td>
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<tr>
<td>Need Res Grad</td>
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<td>0 $0</td>
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<tr>
<td><strong>Subtotal State-Support</strong></td>
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<td>126 $845,433</td>
<td>77 $599,032</td>
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### TOTAL STATE SUPPORT

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL STATE SUPPORT</strong></td>
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<td>139 $894,854</td>
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</tbody>
</table>

**NOTE:** Please enter unduplicated headcounts and revenues waived in the cells above. In instances in which a student qualifies for multiple waivers (e.g. a veteran enrolled in excess of 18 credits), please count the student and include all operating fees waived on their behalf on the first row applicable to their situation.
## Non-State-Supported Tuition Waivers by Purpose

**Institution:** 3750 Central Washington University

<table>
<thead>
<tr>
<th>Purpose for Granting The Waiver</th>
<th>RCW</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Residents</td>
<td>Non-Residents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Headcount</td>
<td>$ (actuals)</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE/STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merit Undergraduate</td>
<td>28B.15.915</td>
<td>865</td>
<td>$1,073,104</td>
</tr>
<tr>
<td>Western Undgr ex</td>
<td>28B.15.915</td>
<td>-</td>
<td>$0</td>
</tr>
<tr>
<td>merit internatl</td>
<td>28B.15.915</td>
<td>-</td>
<td>$0</td>
</tr>
<tr>
<td>CWU Dependent</td>
<td>28B.15.915</td>
<td>90</td>
<td>$272,841</td>
</tr>
<tr>
<td>Programmatic West</td>
<td>28B.15.915</td>
<td>447</td>
<td>$746,887</td>
</tr>
<tr>
<td>Western Undgr ex</td>
<td>28B.15.544</td>
<td>-</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Non State-Support</strong></td>
<td></td>
<td>1,402</td>
<td>$2,092,632</td>
</tr>
<tr>
<td><strong>GRADUATE STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merit Graduate</td>
<td>28B.15.544</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Western Grad Exchange</td>
<td>28B.15.915</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>WICHE</td>
<td>28B.15.910</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>WICHE</td>
<td>28B.15.950</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Non State-Support</strong></td>
<td></td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL NON STATE SUPPORT</strong></td>
<td></td>
<td>1,402</td>
<td>$2,092,632</td>
</tr>
</tbody>
</table>

**NOTE:** Please enter unduplicated headcounts and revenues waived in the cells above. In instances in which a student qualifies for multiple waivers (e.g. a veteran enrolled in excess of 18 credits), please count the student and include all operating fees waived on their behalf on the first row applicable to their situation.
<table>
<thead>
<tr>
<th>Institution: 3750 Central Washington University</th>
<th>Financial Aid from Non-State Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012</td>
<td>FY 2013</td>
</tr>
<tr>
<td>Headcount</td>
<td>$ (actual)</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>4,394</td>
<td>$ 17,256,000</td>
</tr>
<tr>
<td>7,335</td>
<td>$ 50,143,808</td>
</tr>
<tr>
<td>3,817</td>
<td>$ 18,894,371</td>
</tr>
<tr>
<td>427</td>
<td>$ 4,370,687</td>
</tr>
<tr>
<td>2,323</td>
<td>$ 3,597,922</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>145</td>
<td>$ 921,070</td>
</tr>
</tbody>
</table>

---

**Private Grants:** Grants or loans funded with contributions, endowed funds, foundation resources, or other private sources under the institution’s control excluding funds from RCW 28B.15.067(11). Revenues for institutional financial aid.

**Three and One Half Percent Set Aside:**

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**Private Loans:**

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**RCW 28B.15.067(10): Revenues for Institutional Financial Aid***

---

**RCW 28B.15.067(11):** Revenues from institutional financial aid.

---

**RCW 28B.15.067(12):** Revenues from institutional financial aid.

---

**Note:** The following notes are for academic years 2003-04 through 2012-13, institutions of higher education shall use an amount equivalent to 10 percent of all revenues received as a result of graduate academic school tuition increases to assist needy low and middle-income resident graduate academic students.
**Attachment B-4**

**Cumulative Undergraduate Student Loan Debt at Graduation**

Institution: 3750 Central Washington University

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Students Receiving Bachelor's Degree</th>
<th>Number Receiving Bachelor's Degree with Loan Debt*</th>
<th>Percentage of those receiving Bachelor's Degrees Who Have Loan Debt*</th>
<th>Mean Loan Debt* at Graduation</th>
<th>Median Loan Debt* at Graduation</th>
<th>Total Loan Debt* for All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>2158</td>
<td>1187</td>
<td>55%</td>
<td>$16,507</td>
<td></td>
<td>$19,693,422</td>
</tr>
<tr>
<td>2009-10</td>
<td>1963</td>
<td>1023</td>
<td>52%</td>
<td>$18,328</td>
<td></td>
<td>$22,726,027</td>
</tr>
<tr>
<td>2010-11</td>
<td>2161</td>
<td>1026</td>
<td>47%</td>
<td>$18,539</td>
<td></td>
<td>$26,749,064</td>
</tr>
<tr>
<td>2011-12</td>
<td>2373</td>
<td>1118</td>
<td>47%</td>
<td>$18,750</td>
<td></td>
<td>$30,772,101</td>
</tr>
<tr>
<td>2012-13</td>
<td>2500</td>
<td>1674</td>
<td>67%</td>
<td>$20,557</td>
<td></td>
<td>$34,413,668</td>
</tr>
<tr>
<td>2013-14</td>
<td>2339</td>
<td>1656</td>
<td>71%</td>
<td>$21,849</td>
<td></td>
<td>$36,182,994</td>
</tr>
</tbody>
</table>

*Loan debt from Federal, State or Private loans received while attending this institution.
Attachment E

Maintenance & Operations Costs
For New Facilities Projected to Come On-Line in 2015-17

Please submit separate forms for Maintenance Level vs. Performance Level requests. At ML, Institutions may propose ongoing state support for facilities constructed or expanded with bond or cash assistance in the state capital budget. Performance Level decision packages may be submitted and considered for (1) instructional facilities constructed with financing contracts authorized in the state capital budget; or (2) instructional or research facilities constructed with non-state funds.

Institution: 3750 Central Washington University

Total gross square feet of campus facilities supported by State Funds: 1,699,359
Total net assignable square feet supported by State Funds: 1,170,090

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Capital Budget Project Code</th>
<th>Total Project Gross Square Feet*</th>
<th>Gross Square Feet Replaced by Project</th>
<th>Projected Occupancy Date</th>
<th>Projected Percentage of Year Occupied</th>
<th>Proposed State-Supported Cost Per Square Foot**</th>
<th>Requested State Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science II</td>
<td>30000045</td>
<td>103,621</td>
<td>0</td>
<td>0 9/1/2016</td>
<td>0 83.33%</td>
<td>445,000</td>
<td>$0 370,833 $370,833</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0 $0 $0</td>
</tr>
</tbody>
</table>

*If building square footage exceeds by more than 5% the amount identified in the project C-2 that was submitted to OFM and the Legislature prior to the session during which construction funding was appropriated, please explain why in the "Expenditure and Revenue Calculations" section of the decision.

**Please identify and explain the basis for the proposed rate per square foot, by component function, in the table below. If this cost exceeds your institution's actual FY 12 cost per square foot for the function, please explain why.

<table>
<thead>
<tr>
<th>Component</th>
<th>Proposed Rate per GSF</th>
<th>FY 16</th>
<th>FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>091 - Utilities</td>
<td>$183,853.70</td>
<td>$103,621</td>
<td>Utilities cost per sq ft of $2.13</td>
</tr>
<tr>
<td>092 - Bldg &amp; Utilities Maintenance</td>
<td>$94,677.51</td>
<td>1.8 FTE for Maintenance Mechanic II $43,572 plus benefits</td>
<td></td>
</tr>
<tr>
<td>093 - Custodial &amp; Grounds Svcs.</td>
<td>$66,039.11</td>
<td>2.0 FTE Custodian 3 $27,804 plus benefits</td>
<td></td>
</tr>
<tr>
<td>094 - Ops &amp; Maintenance Support</td>
<td>$26,340.56</td>
<td>.5 FTE Public Safety $45,828 plus benefits</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$370,910.86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>