

# Budget Model Change Template

## What is the change being proposed?

Currently the SCH being generated by the developmental courses (MATH 100A, 100B, 100C and ENG 100T) are not being counted in the SCH total used to determine the ABB allocations. We are proposing that, in the future, they are.

## What is the goal of the proposed change?

The goal of the change is two-fold:

- To encourage the affected colleges to be active participants in the developmental curriculum and delivery.
- To be more consistent and fairer. While it is true that neither COTS nor CAH directly bear any cost of instruction for these courses, it is also true that other colleges are being allowed to count SCH for course in which they bear no cost of instruction (e.g. ROTC and PEVM courses in CEPS). There needs to be consistency in how SCH are counted.

## Which of the underlying principles of the RCM/ABB principals is the proposed change related to? See principles [here](https://www.cwu.edu/budget/overview) (<https://www.cwu.edu/budget/overview>)

- With direct budgetary impact, affected colleges and departments will have a more vested interest in development curriculum and delivery – a necessary precondition for the success of these programs.
- It will make revenue generation more transparent, consistent, and RCM/ABB department-level data more accurate and perhaps even useful.
- It will challenge the silos that exist between academic departments and the Student Success.

## What is the deficiency in the current model that the proposed change will correct? How?

Currently, involvement with developmental programs by the colleges is not incentivized. This correction will fix that problem in the ways mentioned above.

Outside of the above, what other impacts are foreseen? Specifically mention any negative repercussions anticipated for any units.

This will, in all likelihood, alter the RCM percentages of the four colleges. There will be some who gain and, consequently, some who lose.