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September 13, 2010

The Honorable Christine Gregoire
Governor of the State of Washington
PO Box 40002
Olympia, WA 98504-0002

Dear Governor Gregoire:

I am submitting to you Western Washington University's 2011-13 Operating Budget request, prepared prior to your announcement of anticipated General Fund-State reductions of 10% for the next biennium, and approved by our Board of Trustees at their August 20 meeting. We are preparing a revised 2011-13 Operating Budget request taking those reductions into account, for submission to your budget office on September 30. As always, we stand ready to provide any additional information you or your staff may require.

In light of the fiscal pressures facing the State and the impending submission of updated budget requests reflecting those realities, we recognize that very little of the enclosed budget is likely to survive until the spring. We at Western also appreciate that you have had nothing but tough decisions to make over the past three years, and that some of the hardest yet lie ahead. However, before setting aside this submission in preparation for the next, we hope that you will take a moment to consider a few salient features of the one before you now.

In preparing the enclosed submission we have tried to be as responsive as possible to your call for the State's public institutions to find new ways of doing business: to identify their most essential functions, to look beyond state funding sources, to support critical needs through reallocation, to be relentlessly innovative in serving core missions. You suggested that we "reach out to the public for help and guidance." We did just that in our 10-month "100 Community Conversations" initiative, meeting with more than 1,000 alumni, parents, elected officials, community, business and civic leaders from across the country, soliciting their insights about how Western should proceed in the face of declining state investment in higher education.

The findings from the 100 Conversations have directly informed Western's basic strategies and priorities in defining the enclosed budget submission. They have also led us to integrate our thinking about budget-building in general along a broader range of possible funding sources, and over multi-biennium time spans. Looking beyond state support, we considered the possibility of additional funding for these initiatives through sources such as reallocation, partnerships, policy change, our federal agenda, and philanthropy, among others. Similarly, recognizing that our dependence on a two-year budget cycle inhibits creative, strategic thinking about Western's future precisely when it is most needed, we are now looking out to six-year time increments to compound, integrate and build institutional momentum.

The decision packages proposed in the enclosed budget were also driven by an ongoing revision of Western's strategic plan, winnowing down what had been a multitude of goals and strategies to a single goal with four strategies:

Build a Stronger State of Washington

- Meet the need for greater baccalaureate education, focusing on areas critical to the state and that build on Western's strengths.
- Proactively bring baccalaureate education ever more within the grasp of growing populations critical to brighter futures for all.
- Further focus Western's existing strengths on economic and community development needs.
- Protect and build institutional mission effectiveness.

The seven decision packages proposed in the enclosed budget fall under the first two strategies in particular, and represent our attempt to integrate what we heard from the public during the 100 Conversations with the continuing efforts of our outstanding faculty and staff to put the interests of current and prospective students, and the State, first. In addition, almost all of the proposed decision packages build on our partnerships with P-12 schools in Whatcom and Skagit County, or with two-year colleges in the North Puget Sound area, through the newly-formed Northwest Higher Education Coalition. The potential synergies to be realized by the latter partnership are particularly striking, and could significantly enhance transfer, retention, and degree production among Veterans and other growing, but underserved student populations in the State.

While we recognize that funding these initiatives and the base operating budget at the levels here proposed may not be feasible for the next biennium, we do hope that it illustrates the efforts Western is making to be part of the solution to the challenges facing the State. More generally, and as you consider the revised budget soon to come, we hope that you keep in mind the heavy toll that continued cuts to higher education will take on the future economic and cultural vitality of our State. Unlike other public institutions, a talent-based enterprise like

ours can take many years to recover from the erosion of its core services, as prospective students and faculty—and, ultimately, employers—look for higher quality elsewhere. We believe that education is the most important investment our state can make in creating brighter futures for all our citizens. We urge you to stem future cuts to higher education and consider these modest investments to ensure the future of our citizens and our State.

Sincerely,

A handwritten signature in cursive script that reads "Bruce Shepard". The signature is written in black ink and is positioned below the word "Sincerely,".

Bruce Shepard
President

Enclosure

Copy to: Catherine Riordan, Provost & Vice President Academic Affairs
Sherry Burkey, Associate VP University Relations
Paula M. Gilman, Executive Director, University Planning &
Budgeting

WESTERN WASHINGTON UNIVERSITY
2011-2013 Operating Budget Request
Table of Contents

TAB A – STRATEGIC PLAN and PERFORMANCE MEASURES

Western’s Vision, Mission and Strategic Plan	1
Performance Measure Incremental Estimates Report.....	7
Agency Organization Chart	8
Agency Activity Inventory by Agency.....	9
Indirect Cost Allocation to Activities Description	17

TAB B – RECOMMENDATION SUMMARY

Recommendation Summary at Agency Level	18
Agency Budget Levels by Program.....	22

TAB C – DECISION PACKAGES

Decision Package Summary	26
Fund Currently Unfunded Undergraduate Resident Enrollments Critical to the State	27
Create/Expand Renewable Energy Degrees & Programs	32
Establish a center for Coastal Resources & Environments of WA (CREW).....	37
<i>TeachWashington</i>	43
Compass 2 Campus	55
Leveraging Leadership of Returning Veterans	62
English Language Learners – Bilingual Education (TESOL).....	71
Competitive Compensation for Classified Staff Bargaining Unit A – WFSE Clerical.....	77
Competitive Compensation for Classified Staff Bargaining Unit B – WFSE Trades.....	78
Competitive Compensation for Classified Staff Bargaining Unit D – PSE Supervisory Units	79
Competitive Compensation for Classified Staff Bargaining Unit E – WFSE Supervisory Trades.....	80
Competitive Compensation for Classified Staff Bargaining Unit PTE – PSE Professional Tech	81
Approval for Increased Fees.....	82

TAB D – OTHER REPORTS

Summarized Revenues	86
Request for New or Increase Fees	89
Enterprise Risk Management	90
Non-Budgeted Local Fund Summary (B10).....	93
Federal Fund Estimates / State Match	96
Current & Projected Leased Facility Costs.....	100
Tuition and Enrollment Change Model Update	101

TAB E – HIGHER EDUCATION SPECIAL REPORTS

Locally-Authorized Salary Increases (Attachment A).....	102
Tuition Waivers (Attachment B-1)	103
Tuition Waivers by Purpose (Attachment B-2)	104
Financial Aid from Non-State Sources (Attachment B-3)	105
Cumulative Undergraduate Student Loan Debt at Graduation (Attachment B-4)	106
2011-2013 New State Supported Enrollment Request (Attachment C-1)	107
Maintenance & Operations Costs for New Facilities Projected to come On-line in 2011-2013 (Attachment E)	108

WESTERN WASHINGTON UNIVERSITY

ENGAGED EXCELLENCE

VISION: Western Washington University will become the premier public comprehensive university in the country through engaged excellence.

MISSION: *The Western Experience*

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills. As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state. Western provides students with a personalized teaching and learning environment of the highest quality. Through engaged excellence:

- Western instills in graduates a life-long passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity.
- Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.
- Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.
- Western brings together an increasingly diverse and talented student body, faculty, and staff to form a learning community that, along with community partners, involves its members in active learning, scholarly discourse, and reflection.
- Western provides a high quality environment that complements the learning community on a sustainable and attractive campus intentionally designed to support student learning and environmental stewardship.

These efforts create an integrated and distinctive *Western Experience*.

WESTERN VALUES: Western's mission and strategic objectives are supported by the following core values:

Excellence: Western attains and recognizes excellence in all facets of operation.

Engagement: Western expects students to be actively involved in their own learning and all community members to be actively involved in collaborative scholarship, creative activities and in service to the broader community.

Diversity: Western appreciates the importance of diversity of thought and people and seeks to become more diverse. We honor the contributions of all members of the campus community. We are committed to listening to all sides of an issue and opposed to any form of discrimination.

Community Service: Western expects all members of the University to serve and enrich the intellectual vitality of the campus and the broader community. We expect individual members to be committed to improving the *Western Experience* for all.

Integrity: Western expects all members of the campus community to interact honestly and ethically. We value and expect open, fair, and straightforward behavior and take personal and collective responsibility for our words and our actions.

Innovation: Western encourages creativity, collaboration, and a willingness to experiment and be receptive to new ideas. We strive to bring these qualities to our work and our interactions with others.

STRATEGIC OBJECTIVES:

- To demonstrate engaged excellence:
 - In interactive learning and the active participation of students in scholarly and creative activities.
 - In supporting teacher-scholars who integrate the highest quality teaching, scholarship, and creative activities.
 - In civic engagement by developing leadership, effective citizenship, and social responsibility in all members of the campus community.
 - As a diverse campus community where members appreciate, honor, and celebrate people with diverse perspectives and backgrounds.
 - In environmental stewardship and sustainable practices through our programs, scholarship, and actions.

STRATEGIC ACTIONS:

These actions are designed to enhance Western's institutional effectiveness in fulfilling its mission, meeting its strategic objectives, and providing an effective foundation for the *Western Experience*.

- *Recruit and retain high quality students.* High quality and diverse students enhance the *Western Experience* for all. Western remains committed to continuing to recruit highly talented students, despite an increasingly competitive environment. Therefore:
 - The University should enhance the financial resources available for student recruitment.
 - The University should enhance recruitment efforts for targeted populations.
 - The University should improve the student-faculty ratio and add staff, where warranted, to enhance students' academic experience. The University and its units should develop policies that improve access to courses and majors and make entry requirements for majors more predictable.

- The University should improve delivery of advising services, especially for undecided and transfer students.
 - The University should improve international, cross-cultural, and interdisciplinary opportunities for students.
 - The University and its units should incorporate assessment of student learning outcomes.
 - The University should continue to promote the health and wellness of community members through educational and recreational and fitness opportunities.
- *Recruit and retain high quality faculty and staff.* High quality faculty and staff are crucial for providing students an integrated *Western Experience*. The University faces an increasingly competitive national marketplace for the services of faculty and staff. Therefore:
- The University needs to maintain ongoing emphasis on achieving competitive salaries and broad-based benefits for faculty and staff.
 - The University needs to strengthen its system of recognizing and rewarding excellence in teaching, scholarship, and creative activities for faculty and staff.
 - The University needs to devote more resources to support innovative teaching, high quality scholarly and creative activities, and collaborative and interdisciplinary activities.
 - The University needs to enhance its emphasis on increasing the diversity of its faculty and staff through recruitment, retention, and exchange opportunities.
 - Internally, units need to support faculty and staff by clarifying expectations and rewards for professional development in teaching, scholarship, creative activities, and service and by facilitating employee efforts to balance those expectations.
 - Units need to identify ways to facilitate and recognize staff efforts to serve the needs of the campus community.
 - The University should devote attention to how it might respond to the high cost of housing for faculty and staff.
- *Maintain growth trajectory and improve enrollment management.* Western's Bellingham campus is nearing ultimate capacity, but expansion in some areas has not kept pace with overall enrollment growth. Therefore:
- The University should maintain its existing policy of moderate annual growth (approximately 1% or 120 students per year) to the currently-planned capacity of 12,500 FTE by 2013. If the University desires additional growth, it should consider such options as developing additional capacity on the waterfront or expanding Extended Programs.
 - The University should improve the student-faculty ratio and add staff, where warranted, to enhance the academic experience of students.

- Units should develop a clear plan for enrollment capacity at the unit level, and this should be linked to distribution of resources across units.
 - The University should undertake a study of the role of graduate education and its relative scope and scale, then design a plan for its future development.
- *Build collaborative relationships with off-campus communities.* Western places a high value on connections with the broader community, its role in serving the needs of the broader community, and the 'real-life' laboratory that the broader community provides. Therefore:
- The University should provide improved structure to facilitate civic engagement, leadership development, effective citizenship, and social responsibility in its members.
 - Units should seek to increase the scope of existing outreach and collaborative programs, where feasible, and should consider building broader connections to regional, national, and global communities through such activities as internships, applied scholarship, service learning, and community service.
 - The University should increase involvement of alumni and other volunteers with students in academic departments.
 - The University should engage students and alumni in ways that ensure their lifelong connection to Western.
 - The University should engage friends and other constituents in ways that develop enduring relationships with Western.
 - The University should seek new relationships and strengthen existing ones with other organizations interested in developing and implementing sustainable practices.
 - The University should continue collaborating with the local community in developing and implementing sustainable practices and increasingly serve as a resource for sustainable development.
- *Become more diverse and enhance opportunities for students to understand and participate in different cultures and diverse societies.* Diversity remains one of the central values of the *Western Experience*. Therefore:
- The University should strive to become more diverse through recruitment, hiring, and exchange efforts. The University should develop more avenues for campus community members to experience different communities – locally, nationally, and internationally.
 - Units should integrate the study of different cultures and diverse societies more fully across the curriculum.
- *Develop and maintain campus infrastructure.* Since an aesthetically beautiful and well maintained campus continues to be one of Western's strongest assets, the University has a responsibility to maintain the beauty and functionality of its campus. Therefore:

- The University should enhance information resources, especially the library, and maintain technological currency to strengthen support for educational and scholarly activity.
 - The University should develop or redevelop current and future spaces to be flexible, efficient, and sustainable.
 - The University should continue efforts to ensure that the campus environment remains healthy, safe, and secure.
 - The University should ensure that maintenance programs sustain the beauty of the campus and the functionality of the existing facilities.
- *Improve communication throughout the University.* As Western has grown in size, scope and complexity, effective communication among its units and members has emerged as an important challenge. Therefore:
- The University should increase opportunities for formal and informal interaction among members of the campus community.
 - The University should expand efforts to ensure that decisions are made openly, pathways toward decisions are clear and understood, and effective mechanisms for sharing information are maintained.
 - The University should encourage interdisciplinary initiatives and eliminate communication and other barriers to such initiatives.
- *Promote the effective management of resources.* Western is committed to demonstrating accountability and the effective stewardship of resources. Therefore:
- The University should promote effective management of its resources and demonstrate consistent accountability to all of its stakeholders.
 - The University should continue to take a leading role in developing and implementing sustainable practices in consumption, transportation, and facilities.
- *Increase and diversify funding.* Since Western can no longer rely exclusively on the traditional mix of funding sources from state support and tuition, additional resources will be needed to pursue new initiatives. Therefore:
- The University should continue to provide proposals to the Executive and Legislative branches of the government for increased investment in public higher education.
 - All units should be encouraged to seek alternative funding sources, including enhanced support from external grants and contracts, participation in federal initiatives, private philanthropic support through the WWU Foundation, and possibly broadened recruitment efforts or expansion of self-sustaining programs.
 - University Advancement will actively pursue strategies to encourage increased alumni, parent, corporate, foundation, and community support.

➤ *Self-Assess and Develop Outcomes.* To achieve the strategic objectives, Western and its units need to focus energy and resources to support the 2006 Strategic Plan.

Therefore:

- The University and its units should assess how well programs are aligned with Western's strategic objectives and, if need be, reallocate resources to better support those objectives.
- Units should develop expected outcomes with measurable indicators that will allow them to assess their progress in achieving the University's strategic objectives.
- The University should clarify and strengthen the processes that make use of this plan so that decisions based on this plan are transparent and the plan remains a living document adapted to Western's changing needs, opportunities, and challenges.
- The 2006 Strategic Plan should be reviewed every two years as part of the University's biennial budget development process and revised at least every three biennia.

Western Washington University
HECB Accountability Performance Measures

Common Measures	1999-04 Baseline	2008-09 Reporting Year	2009-10 Reporting Year	6 Year Target 2010-11 Reporting Year)
Number of bachelor's degrees awarded	2662	3102	3061	3129
Number of bachelor's degrees awarded in high-demand fields	222	381	423	399
Number of advanced degrees awarded	340	351	330	377
Six-year graduation rates for first-time, full-time freshman students	61.6%	68.7% (2003 cohort)	Avail Nov 1 (2004 cohort)	65.0%
Three-year graduation rates for transfer students with an associate degree from a Washington community college	58.1%	61.2% (2006 cohort)	Avail Nov 1 (2007 cohort)	66.0%
Freshman retention rates	80.4%	83.6% (2007 cohort)	84.2% (2008 cohort)	85.0%
Percentage of bachelor's degrees awarded to students not exceeding 125% of the number of credits required for the degree	95.0%	96.1%	94.40%	96.0%

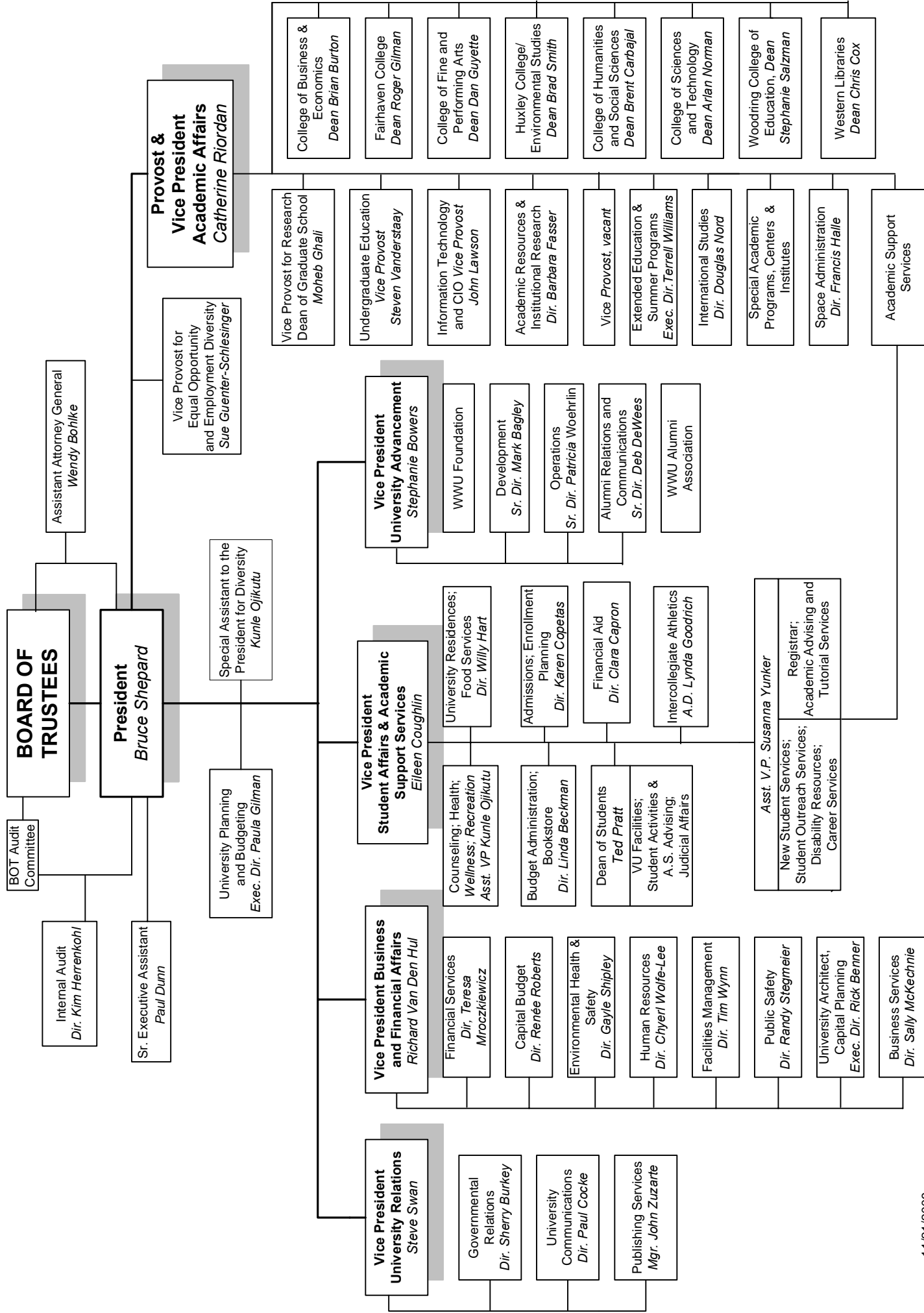
Six-year targets revised in August 2007

* 2008-09 performance represents degrees awarded Summer 2008 through Spring 2009. Efficiency measure is based on these degrees.

Institution-Specific Measures	2007-08 Performance	2008-09 Performance	2009-10 Performance
6-Year Graduation Rate from underrepresented groups - all ethnic groups combined	64.4% (2002 cohort)	63.9% (2003 cohort)	Avail Nov 1 (2004 cohort)
Aggregate percent of financial need met (Average percent of need that was met of students who were awarded any need-based aid)	88.0%	88.9%	85.0%
Persistence rates (1 year retention) for community college transfers with 45 or more transfer credits	83.3% (2006 cohort)	84.4% (2007 cohort)	84.5% (2008 cohort)

updated 30 August 2010

WESTERN WASHINGTON UNIVERSITY



WESTERN WASHINGTON UNIVERSITY

2011-13 ACTIVITY INVENTORY QUESTIONS

Activity: A002 – INSTRUCTION

1. Is this activity an essential service?

In other words, is it “essential” because it’s:

- Required by constitutional mandates, court decisions or federal law?
- Critical for preventing loss of life, addressing imminent issues of personal or public safety, or avoiding immediate and catastrophic loss of state property?
- Critically necessary for the implementation of essential activities?

In addition, does the activity have any of the following attributes:

- Required by state law (RCW)
- Governed by an existing contract (may include collective bargaining agreements)
- Matched with federal funds
- Produces General Fund or other state revenue
- Supported by fees

2. Does State government have to perform the activity, or can it be provided by others?

- YES
- NO – explain why not

Public higher education offers an essential opportunity: affordable access to raise the educational attainment of all Washington citizens. Advanced economies must educate the next generation to promote future economic success in our state. Business and industry need Washington’s brightest and best to thrive and to fire the economic engine of the state. Washington citizens need advanced skills and knowledge -- knowledge that is only developed by higher education -- to be the next generation of leaders and entrepreneurs and to lead successful lives.

3. Can the activity be eliminated or delayed in recessionary times?

- YES – explain implications to services
- NO – explain why not

No. Educating Washington citizens means increasing the number of Washingtonians with education levels that will allow our state to compete in the world community and economy. In recessionary times, workers with higher levels of skill and knowledge are the foundation for improving the state’s economy. The unemployment rate in Washington State is 8.9 %, but for those with a bachelor’s degree it is only 4.4 %. The entire world is struggling with the current recession and despite the recession, nations around the world are investing in higher education while the United States is disinvesting.

**WESTERN WASHINGTON UNIVERSITY
2011-13 ACTIVITY INVENTORY QUESTIONS**

4. Does the activity need to be paid for with state general funds (versus a user fee)?

- YES
- NO – explain what user fees may be possible

The state and families/students need to share the cost of higher education, in order to ensure affordability, and the state's share must return – at a minimum -- to levels seen in 2008-09 (approximately 60%). Currently students at WWU pay more 53% of the cost of their education while the State pays about 47%. The price of tuition continues to rise as state appropriations are reduced – this equation continues to make it harder and harder for students from underserved populations and the middle class to access the quality public university education they deserve and the state needs them to have.

5. Are there federal funds or other fund sources available to support this activity?

- YES - explain
- NO

A public comprehensive university with a liberal arts emphasis does not have access to the levels of federal funding available to research institutions. Other funding sources available are student tuition and fees.

6. Are there more cost-effective, efficient ways for the state to perform the activity?

- YES – elaborate
- NO – explain why not

On a temporary basis and in response to recent budget reductions (2009 legislative session & 2010 supplemental session), WWU has determined that 2008-09 seat capacity can be maintained, but with class sections reduced by 10-15%. Fewer sections results in students having significantly less flexibility in scheduling around work, child-care and other essential family commitments, and makes completing prerequisites and sequenced courses much more difficult. Additionally, WWU is hiring non-tenure-track faculty in place of tenure-track faculty in the next two years, as current faculty retire. These efficiency measures have stretched WWU's delivery of instruction, and cannot be maintained long term insofar as quality and time to degree is impacted.

7. Can the activity be the subject of a performance contract?

- YES - elaborate
- NO – explain why not

Performance measures with concrete goals are already in place at both the Higher Education Coordinating Board (HECB) and through the omnibus appropriations act. Appropriations are contingent on success in areas agreed upon by higher education, the HECB and OFM. In effect, the appropriations act is in essence a performance contract for higher education. Current law requires more extensive and complex performance contracts for higher education.

**WESTERN WASHINGTON UNIVERSITY
2011-13 ACTIVITY INVENTORY QUESTIONS**

8. Can the activity be the subject of a performance incentive?

- YES – elaborate
- NO – explain why not

Not if quality matters. Performance incentives such as providing state funds contingent on raising graduation rates is an incentive to short-cut and diminish the quality education currently offered at WWU. If funding is dependent on the university producing a certain number of graduates, the university will not know from year to year what funding levels it may receive, and quality teaching and learning would be reduced in order to produce graduates at a faster rate.

WESTERN WASHINGTON UNIVERSITY

2011-13 ACTIVITY INVENTORY QUESTIONS

Activity: A003 – Research

1. Is this activity an essential service?

In other words, is it “essential” because it’s:

- Required by constitutional mandates, court decisions or federal law?
- Critical for preventing loss of life, addressing imminent issues of personal or public safety, or avoiding immediate and catastrophic loss of state property?
- Critically necessary for the implementation of essential activities?

In addition, does the activity have any of the following attributes:

- Required by state law (RCW)
- Governed by an existing contract (may include collective bargaining agreements)
- Matched with federal funds
- Produces General Fund or other state revenue
- Supported by fees

2. Does State government have to perform the activity, or can it be provided by others?

- YES
- NO – explain why not

Research activities which are primarily funded by sponsored grants must be performed by faculty in collaboration with students. Faculty members themselves apply directly for such grants. WWU promotes student participation in research as a fundamental part of their education. Western is proud of its very strong reputation as an undergraduate focused institution, but it is also unique in that it provides many opportunities for students to engage in hands-on work with faculty on research projects. Public universities in Washington State and our nation have long been recognized for the critical role they play in cutting edge research which has made our nation the world leader and power it is today. The WWU undergraduate student’s experience with research has made them highly desirable employees for the new technology based industries in this State and sought after by graduate programs.

3. Can the activity be eliminated or delayed in recessionary times?

- YES – explain implications to services
- NO – explain why not

No, not if our state and nation desire to develop new technologies that have the capability of injecting new life into our faltering economy. In addition, research activities are primarily dependent on federal and private funding, and a recession impacting the state should not significantly impact these projects – unless an academic program with significant and initial state funding is hamstrung by reduced appropriations in its efforts to obtain a grant.

**WESTERN WASHINGTON UNIVERSITY
2011-13 ACTIVITY INVENTORY QUESTIONS**

4. Does the activity need to be paid for with state general funds (versus a user fee)?

- YES
- NO – explain what user fees may be possible

A user fee is not possible for these activities since faculty apply externally for such grants. However, state appropriations combined with tuition fee revenue fund activities that are frequently used to demonstrate direct and indirect match requirements to granting agencies, when required.

5. Are there federal funds or other fund sources available to support this activity?

- YES - explain
- NO – explain why not

Research is primarily funded by federal funds or private funds. The state has made appropriations in the past to support innovative, research-centered academic programs at Western such as the BRAIN program and the AMSEC program. In both cases, recent budget cuts have diminished initial state support for faculty in those areas. However, that initial state investment fostered new financial support as the university faculty was then positioned to apply for and receive federal grants to enhance these programs. Make no mistake that the reduction in state support impacts the future of these programs and their ability to grow and meet the diverse needs of businesses and the people of Washington State.

6. Are there more cost-effective, efficient ways for the state to perform the activity?

- YES – elaborate
- NO – explain why not

WWU is working hard to encourage more of its faculty members to apply for sponsored research grants. However, it must also be noted that it is only tenure track faculty who are expected to engage in research as a part of their positions. Efficiency in applying for grants already exists, since faculty already have full-time teaching jobs. In the 2010-11 operating budget, a small amount of seed money to contract with a grant writer has been inserted into the budget – it is hoped that these funds will help WWU expand its grant-writing capabilities – primarily with federal agencies.

7. Can the activity be the subject of a performance contract?

- YES – elaborate
- NO – explain why not

It is possible to measure the growth in grant funding for research; however, in recessionary times the federal government and private foundations are also financially challenged, so it is likely such a measure would not be viable. Also, since grant funds are temporary, there is always the influx/out flux of grants, those beginning and ending, and thus the annual

**WESTERN WASHINGTON UNIVERSITY
2011-13 ACTIVITY INVENTORY QUESTIONS**

funding may appear unnaturally flat. This is particularly true of a non-research institution such as WWU.

8. Can the activity be the subject of a performance incentive?

- YES – elaborate
- NO – explain why not

This could be an interesting approach if the incentive provides for state matching funds based on the university leveraging more federal and/or private dollars. However, at undergraduate focused institutions like Western the results would probably be inconsequential compared to research institutions.

WESTERN WASHINGTON UNIVERSITY

2011-13 ACTIVITY INVENTORY QUESTIONS

Activity: A001 – Administration

1. Is this activity an essential service?

In other words, is it “essential” because it’s:

- Required by constitutional mandates, court decisions or federal law?
- Critical for preventing loss of life, addressing imminent issues of personal or public safety, or avoiding immediate and catastrophic loss of state property?
- Critically necessary for the implementation of essential activities?

In addition, does the activity have any of the following attributes:

- Required by state law (RCW)
- Governed by an existing contract (may include collective bargaining agreements)
- Matched with federal funds
- Produces General Fund or other state revenue
- Supported by fees

2. Does State government have to perform the activity, or can it be provided by others?

- YES
- NO – explain why not

These activities are dependent upon the expertise of higher education professionals recruited nationwide. State government in general would not be able to provide this expertise. There are at times opportunities to contract with higher education professionals rather than hire on a permanent basis – while this approach is effective, it is often expensive on a non-recurring basis.

3. Can the activity be eliminated or delayed in recessionary times?

- YES – explain implications to services
- NO – explain why not

Administrative costs have been steadily reduced in recent budget cuts as well as in budget reductions over the past 15 years: Western’s per budgeted FTE funding is slightly higher than that of SBCTC and lower than all of the 4-year institutions – this is primarily due to administrative cuts taken over the years. Western and Washington’s other universities already rank at or near the top among all 50 states in baccalaureate degree productivity and cost efficiency – we have kept administrative costs low and transparency high.

4. Does the activity need to be paid for with state general funds (versus a user fee)?

- YES
- NO – explain what user fees may be possible

A combination of state appropriations and tuition & fee revenue pay for these activities. If public higher education is to be available to all residents, affordable and of high quality, the state and families/students need to share the cost. Adding a student fee for administrative

WESTERN WASHINGTON UNIVERSITY 2011-13 ACTIVITY INVENTORY QUESTIONS

costs is untenable since families/students expect rightfully that tuition operating fees, state funds and miscellaneous student fees will cover these costs.

5. Are there federal funds or other fund sources available to support this activity?

- YES – explain
- NO – explain why not

Very limited though WWU is currently seeking federal support for activities related to the Bellingham waterfront development.

6. Are there more cost-effective, efficient ways for the state to perform the activity?

- YES – explain
- NO – explain why not

As indicated in question #2, Washington's universities already rank at or near the top among all 50 states in baccalaureate degree productivity and cost efficiency. Nevertheless, WWU is seeking to collaborate with other area colleges in providing services which will create efficiencies. These activities are primarily covered by user fees.

7. Can the activity be the subject of a performance contract?

- YES – explain
- NO – explain why not

It may be possible to compare the number and type of administrative employees at WWU to peer administrative staffing.

8. Can the activity be the subject of a performance incentive?

- YES – explain
- NO – explain why not

This doesn't seem possible due to the varying nature of administrative demands from year to year which depend on requests by the legislators, legislative staff, the HECB, JLARC, by the Governor's office, by state offices related to faculty and employee contract negotiations, purchasing and contracting rules and regulations, the current capital construction process, preparation for accreditation, and the continuing need to reduce staff and budgets.

Activity Inventory Indirect Cost Allocation Approach

Agency: 380 - Western Washington University

Date: September 3, 2010

Allocation Method Description: Indirect costs have been assigned to the activities below on the basis of WWU's established indirect cost rate for federal grants as calculated on total dollars budgeted for each activity*

WWU Activity *	Programs included in Each Activity	Biennial Average Percent Share of Indirect Costs	Estimated Dollars 2011-12	Estimated Dollars 2012-13	Estimated Dollars 2011-13
A001 Administration	In general, central or core administrative functions (President, Provost, Business & Financial Affairs, Faculty Senate, Internal Auditor, Board of Trustees, Institutional Research, Planning & Budgeting).	24.6%	\$ 6,767,460	\$ 7,419,114	\$ 14,186,574
A002 Instruction	Classroom instruction, library services, primary support services, scholarship, public service, student support services, operation and maintenance of campus facilities, technology services & support.	60.0%	\$ 16,506,000	\$ 18,095,400	\$ 34,601,400
A003 Research	Research and Sponsored Research	15.4%	\$ 4,236,540	\$ 4,644,486	\$ 8,881,026
TOTAL		100.000%	\$ 27,510,000	\$ 30,159,000	\$ 57,669,000

Note: All amounts on this form are approximations only. Since indirect cost rates are negotiated every three years with the federal government, please consider these rates, based on WWU's most recent federal approval and analysis at July 1, 2008, subject to change. Rates include general administration, plant operations, library, department administration, computer centers, and use allowances. Please contact University Planning and Budgeting at Western, if there are questions concerning this form and to verify updates and appropriate use.

State of Washington
Recommendation Summary

Agency: **380 Western Washington University**

3:25:23PM

9/10/2010

Dollars in Thousands	Annual Average FTEs	General Fund State	Other Funds	Total Funds
2009-11 Current Biennium Total				
CL 01 2011-2013 Carry Foward	1,623.9	102,363	239,233	341,596
Total Carry Forward Level	1,623.9	102,363	239,233	341,596
Percent Change from Current Biennium				
M1 90 Maintenance Level Revenue				
Carry Forward plus Workload Changes	1,623.9	102,363	239,233	341,596
Percent Change from Current Biennium				
M2 CA Maintenance and Operations		2,991		2,991
M2 CB Facility Lease Costs		92		92
M2 CC Millennium Maintenance Contract		52		52
M2 CD Equipment Replacement		441		441
M2 CE Accommodating Students Disabilities		91		91
M2 CF Reduction in Employee FTE	(59.0)			
Total Maintenance Level	1,564.9	106,030	239,233	345,263
Percent Change from Current Biennium				
PL BA Enrollments Critical to the State	41.0	5,574		5,574
PL BB Renewable Energy Degrees & Programs	13.5	1,641		1,641
PL BC Coastal Resources & Environments WA	6.5	1,656		1,656
PL BD Teach Washington	7.3	1,334		1,334
PL BE Compass 2 Campus	2.5	400		400
PL BF Leadership of Returning Veterans	0.8	1,970		1,970
PL BG English Language Learners	2.0	336		336
PL BZ Approval for New or Increased Fees				
PL CT Bargaining Unit A - WFSE Clerical				
PL CU Bargaining Unit B - WFSE Trades				
PL CV Bargaining Unit PTE-PSE Professiona				
PL CW Bargaining Unit D - PSE Supervisory				
PL CX Bargaining Unit E - WFSE Supervisor				
Subtotal - Performance Level Changes	73.6	12,911		12,911
2011-13 Total Proposed Budget	1,638.4	118,941	239,233	358,174
Percent Change from Current Biennium				

M2 CA Maintenance and Operations

Funding is requested to adequately address the operations and maintenance impacts associated with the institution's major and minor capital budget projects to come on line in 2011-2013. One-time costs are also requested to assist with basic facility setup associated with construction and operating equipment needs not covered within the one time equipment purchased within the capital project.

M2 CB Facility Lease Costs

Funding is requested to adequately address the increased costs of facility rent, utilities, building security and other building operations.

M2 CC Millennium Maintenance Contract

Western is requesting funding of \$26,000 to support costs associated with a maintenance contract purchased in June 2010 from Millennium-FAST for a data warehouse and query/reporting system. The data warehouse and query/reporting system will interface with one or more Banner modules, which includes Finance, Human Resources/Payroll and Budget. The new query/reporting tool will be set as one of the campus standards for reports. This system also provides a single data warehouse for end-users to expediently track, manage, utilize and analyze information.

M2 CD Equipment Replacement

One time funds are requested for 2011-12 to support equipment replacement of a High Definition Microscopy for the Biology Department (\$111,000); Six Data Center Server Replacements (\$240,000); and the replacement of a Forklift (\$90,000).

M2 CE Accommodating Students Disabilities

Western is requesting an increase of \$33,000 in FY2012 and \$58,000 in FY2013 in state support to help ensure that enrolled and prospective students with disabilities have equal opportunity to access all aspects of University life, as required by state and federal law. As the level of expenditures increase for students with disabilities, Western needs a corresponding adjustment in state support. Examples of Western's provisions for students with disabilities include, but are not limited to, sign language interpreters, readers, scribes, tutors, special equipment, computer hardware and software, Braille services and real-time captioning. For example, accommodating just one enrolled student who is hard-of-hearing may result in an additional \$15,000 to \$30,000 in expense per year.

M2 CF Reduction in Employee FTE

An adjustment is requested to reduce Western's employee FTEs for 2011-13 in two different fund types: in fund 145 by 26.3 FTE (from 195.0 FTE to 168.7 FTE) and in fund 148 by 32.7 FTE (from 250.0 FTE to 217.3 FTE)

PL BA Enrollments Critical to the State

In order to meet the state's need for preparing students in high demand areas critical Washington's present and future, WWU requests the restoration of state enrollment support for 413 FTE resident undergraduate students in 2011-13. This investment will allow Western to immediately move to address course bottlenecks, helping students to get timely access to courses in areas such as chemistry, mathematics, engineering technology, biology, and health professions.

PL BB Renewable Energy Degrees & Programs

Renewable energy is a key to regional economic development and recovery, and a field employing more and more individuals in Washington and around the world. Building on strengths at Western, our program will provide students with instruction and research experiences in areas of high demand by students and employers. Program funding will support new faculty and technical support staff positions and associated laboratory operating costs. With this support, Western will offer new undergraduate interdisciplinary degrees in the emerging field of renewable energy, in a program unique in the State and region, thereby helping support increased investment in the needs and demands of the new green economy.

PL BC Coastal Resources & Environments WA

Western proposes a pro-active initiative addressing environmental, ecological, economic and policy issues on the aquatic coastal environment, creating knowledge needed to protect the region's economic, aesthetic and cultural interests. The initiative will catalog physical and biological resources, expand understanding of the dynamic interactions among these resources and their impact on productivity and water quality, develop assessments of the potential threats and assure an environmentally literate public that can make informed decisions on the protection and remediation efforts that may be necessary. New resources will provide additional faculty and support personnel to supplement existing resources and fully implement a coherent initiative.

PL BD Teach Washington

TeachWashington builds on the existing close collaboration between the College of Sciences and Technology and the Woodring College of Education, working across grades K-16, to increase the quantity and quality of science and mathematics teachers at all levels graduating each year from Western Washington University.

PL BE Compass 2 Campus

Enacted by Washington legislative HB 1986, Western's Compass 2 Campus is an early outreach/pipeline program designed to increase access to higher education through mentoring and academic tutoring for 5th-12th grade students from traditionally underrepresented and disadvantaged backgrounds. As participants in the program, the youngsters visit WWU as fifth graders and then continue to receive mentoring and academic tutoring from WWU students until they complete high school.

PL BF Leadership of Returning Veterans

Currently more than two million veterans are eligible to enroll full time in colleges across the country; however, many are not fully accessing their veteran educational benefits. Due to time restrictions on these benefits, it is essential that colleges coordinate services that allow veterans to enroll and complete their degrees in a timely manner. A coalition has been formed and state funding support is requested - this coalition is the first initiative in Washington State to bring together community colleges and a public university in a regional capacity to meet the needs of our student veterans and to benefit veterans in a multitude of ways including a more seamless transition from community colleges to four-year institutions.

PL BG English Language Learners

To address critical state shortages of teachers of English Language Learners (ELL) and teachers in bilingual education, Western Washington University is seeking state support for additional enrollments in our TESOL program (Teaching English to Speakers of Other Languages).

PL BZ Approval for New or Increased Fees

Various fee increases are needed to maintain educational programs, services, and operations. Fee increases are predicated on general inflation or services and materials.

PL CT Bargaining Unit A - WFSE Clerical

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is "feasible financially for the state", the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor's budget document.

Accordingly, the September 13, 2010, budget submission does not include Western's request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

PL CU Bargaining Unit B - WFSE Trades

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is "feasible financially for the state", the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor's budget document.

Accordingly, the September 13, 2010, budget submission does not include Western's request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

PL CV Bargaining Unit PTE-PSE Professiona

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is "feasible financially for the state", the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor's budget document.

Accordingly, the September 13, 2010, budget submission does not include Western's request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

PL CW Bargaining Unit D - PSE Supervisory

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is "feasible financially for the state", the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor's budget document.

Accordingly, the September 13, 2010, budget submission does not include Western's request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

PL CX Bargaining Unit E - WFSE Supervisor

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is "feasible financially for the state", the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor's budget document.

Accordingly, the September 13, 2010, budget submission does not include Western's request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

Agency: 380 Western Washington University

9/10/2010
3:26:43PM

Dollars in Thousands

2011-13 Agency Budget Levels by Program

Program: 010 Instruction

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
FTEs								
FTEs-Annual Average	774.1		776.7	775.4	748.1	750.7	786.6	812.4
								799.5
Fund - Appropriation Type								
001-1 General Fund - Basic Account-State	22,897		22,866		23,008	22,866	26,124	27,609
08A-1 Education Legacy Trust Account-State	4,074		3,960		4,074	3,960	4,074	3,960
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	17,460		17,963		17,460	17,963	17,460	17,963
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	40,310		41,244		40,310	41,244	40,310	41,244
Total All Funds - Program 010	84,741		86,033		84,852	86,033	87,968	90,776
Biennial Total All Funds - Program 010			170,774			170,885		178,744

Program: 020 Research

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
FTEs								
FTEs-Annual Average	11.8		11.9	11.9	11.7	11.8	12.1	12.3
								12.2
Fund - Appropriation Type								
001-1 General Fund - Basic Account-State	563		562		563	562	594	593
08A-1 Education Legacy Trust Account-State	43		42		43	42	43	42
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	45		47		45	47	45	47
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	279		285		279	285	279	285
Total All Funds - Program 020	930		936		930	936	961	967
Biennial Total All Funds - Program 020			1,866			1,866		1,928

Program: 040 Primary Support Services

FTEs	81.9	82.3	81.5	81.9	84.4	85.3
FTEs-Annual Average		82.1		81.7		84.9

Fund - Appropriation Type

001-1 General Fund - Basic Account-State	3,932	3,926	4,172	3,926	4,385	4,141
08A-1 Education Legacy Trust Account-State	315	306	315	306	315	306
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	295	304	295	304	295	304
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	1,817	1,859	1,817	1,859	1,817	1,859
Total All Funds - Program 040	6,359	6,395	6,599	6,395	6,812	6,610
Biennial Total All Funds - Program 040		12,754		12,994		13,422

Program: 050 Libraries

FTEs	61.0	61.4	60.8	61.2	62.7	63.3
FTEs-Annual Average		61.2		61.0		63.0

Fund - Appropriation Type

001-1 General Fund - Basic Account-State	2,498	2,495	2,498	2,495	2,634	2,631
08A-1 Education Legacy Trust Account-State	357	347	357	347	357	347
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	156	161	156	161	156	161
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	3,578	3,661	3,578	3,661	3,578	3,661
Total All Funds - Program 050	6,589	6,664	6,589	6,664	6,725	6,800
Biennial Total All Funds - Program 050		13,253		13,253		13,525

Program: 060 Student Services

FTEs	114.7	115.1	114.7	115.1	119.7	120.8
FTEs-Annual Average		114.9		114.9		120.3

Fund - Appropriation Type

001-1 General Fund - Basic Account-State	5,700	5,692	5,733	5,750	6,915	7,159
08A-1 Education Legacy Trust Account-State	541	525	541	525	541	525
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	2,547	2,606	2,547	2,606	2,547	2,606
Total All Funds - Program 060	8,788	8,823	8,821	8,881	10,003	10,290
Biennial Total All Funds - Program 060		17,611		17,702		20,293

Program: 080 Institutional Support

FTEs	264.7	266.0	259.0	260.3	267.0	269.6
FTEs-Annual Average	265.4	265.4	259.0	259.7	267.0	268.3

Fund - Appropriation Type

001-1 General Fund - Basic Account-State	10,811	10,796	10,837	10,822	11,423	11,412
08A-1 Education Legacy Trust Account-State	898	873	898	873	898	873
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	3,853	3,964	3,853	3,964	3,853	3,964
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	6,470	6,620	6,470	6,620	6,470	6,620
443-6 Inst of Hi Ed-data Processing Acct-Non-Appropriated	4	5	4	5	4	5
Total All Funds - Program 080	22,036	22,258	22,062	22,284	22,648	22,874
Biennial Total All Funds - Program 080	44,294	44,346				45,522

Program: 090 Plant Operations and Maintenance

FTEs	117.5	118.6	117.2	118.3	120.8	122.4
FTEs-Annual Average	118.1	118.1	117.2	117.8	120.8	121.6

Fund - Appropriation Type

001-1 General Fund - Basic Account-State	4,816	4,809	6,221	6,577	6,482	6,840
08A-1 Education Legacy Trust Account-State	479	465	479	465	479	465
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	169	174	169	174	169	174
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	8,218	8,408	8,218	8,408	8,218	8,408
Total All Funds - Program 090	13,682	13,856	15,087	15,624	15,348	15,887
Biennial Total All Funds - Program 090	27,538	27,538		30,711		31,235

Program: 100 Sponsored Research

FTEs	195.0	195.0	168.7	168.7	168.7	168.7
FTEs-Annual Average	195.0	195.0	168.7	168.7	168.7	168.7

Fund - Appropriation Type

145-6 Inst of Hi Ed-Grants/Contracts Acct-Non-Appropriated	26,286	27,222	26,286	27,222	26,286	27,222
Biennial Total All Funds - Program 100		53,508		53,508		53,508

WESTERN WASHINGTON UNIVERSITY

2011-13 Biennial Operating Budget Request

Decision Packages - Priority Order - New Initiatives

	GENERAL FUND-STATE		TOTAL
	2011-12	2012-13	2011-13
<u>A Strategy 1 - Meet the Need to Expand Baccalaureate Education</u>			
1	\$2,777,425	\$2,796,836	\$5,574,261
2	\$490,375	\$1,150,217	\$1,640,592
3	\$455,020	\$1,201,307	\$1,656,327
<u>B Strategy 2 - Proactively Bring Baccalaureate Education to Growing Populations</u>			
4	\$604,810	\$729,728	\$1,334,538
5	\$200,613	\$198,936	\$399,549
6	\$872,700	\$1,097,500	\$1,970,200
7	\$123,543	\$211,972	\$335,515
TOTAL	\$5,524,486	\$7,386,496	\$12,910,982

DECISION PACKAGE TITLE: Fund Currently Unfunded Undergraduate Resident Enrollments Critical to the State

Agency Recommendation Summary Text:

In order to meet the state's need for preparing students in high demand areas critical Washington's present and future, WWU requests the restoration of state enrollment support for 413 FTE resident undergraduate students in 2011-13. This investment will allow Western to immediately move to address course bottlenecks, helping students to get timely access to courses in areas such as chemistry, mathematics, engineering technology, biology, and health professions.

Fiscal Detail:

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$ 2,777,425	\$ 2,796,836	\$ 5,574,261
Total Resources	\$ 2,777,425	\$ 2,796,836	\$ 5,574,261
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 265,000	\$ 330,600	\$ 595,600
Faculty Non Tenure-Track	\$ 560,000	\$ 560,000	\$ 1,120,000
Graduate Teaching/Research Assistants	\$ 163,000	\$ 163,000	\$ 326,000
Exempt Professional	\$ 50,000	\$ 50,000	\$ 100,000
Classified	\$ 154,000	\$ 154,000	\$ 308,000
Hourly	\$ 30,000	\$ 30,000	\$ 60,000
Salaries and Wages	\$ 1,222,000	\$ 1,287,600	\$ 2,509,600
Employee Benefits	\$ 378,820	\$ 399,156	\$ 777,976
Goods and Services	\$ 834,605	\$ 978,059	\$ 1,812,664
Equipment	\$ 342,000	\$ 132,021	\$ 474,021
Total Expenditures	\$ 2,777,425	\$ 2,796,836	\$ 5,574,261
STAFFING FTE			
Faculty Tenure/Tenure-Track	5.00	6.00	
Faculty Non-Tenure Track	20.00	25.00	
Graduate Teaching Assistants	8.00	8.00	
Exempt Professional	1.00	1.00	
Classified	4.00	4.00	
Total FTE	38.00	44.00	

Narrative Justification and Impact Statement:

Western has stretched every way possible to maintain instructional capacity in the face of plunging State support. Despite budget cuts, Western is currently maintaining enrollments at 2008-09 levels, but not growing enrollments. There are two basic reasons for WWU's commitment. First, of course, is the fact that Washington needs more, not fewer, baccalaureate graduates. Our state ranks at the bottom of the 50 states in the percentage of our citizens pursuing baccalaureate degrees. There is another reason: Universities cannot be turned off and then back on as though they were water faucets. It took decades of sustained investment for Western to evolve from a respectable regional college to the premier public comprehensive in the Pacific Northwest. Shut off that faucet, and it would again take decades to rebuild. Better to stretch to maintain the investment that our state, over so many years, proudly committed to higher education.

Nevertheless, Western has been able in 2009-11 and will be able to maintain flexibility in anticipation of major budget shortfalls in 2011-13 by offering multi-year contracts to non-tenure track faculty while postponing the hiring of tenure track faculty until after 2011-13. Tenure-track faculty will only be hired in exceptional instances, when critical to continuation of an essential program, and address increased student demand for particular majors and required courses.

As Western continues to experience a strong demand for enrollment, the University will continue to maintain its commitment to diversity; an appropriate upper/lower division mix; on- and off-campus student demand for courses and majors; and academic program goals. The number of applicants for admission continues to exceed by far the number of students the University can accept due to space limitations, as well as Western's lower average per budgeted FTE state funding level among Washington's baccalaureate institutions.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Western will endeavor to produce the same number of graduates for the state of Washington.

Western is accountable for detailed enrollment and degree data to the Office of Financial Management. This data reflects progress in the University's enrollment objectives for each academic year. In addition, on an annual basis, Western submits data on accountability performance measures to the Higher Education Coordinating Board (HECB), to the Governor and to the Legislature.

b) Performance measure detail.

Through continuing to move to address bottleneck issues in larger programs, such as chemistry, hiring NTT faculty in lieu of TT faculty as vacancies arise, implementing more scheduling efficiencies, updating academic advising information, working with major community college feeders to improve success of transfer students, examining and improving all academic policies that impact access and degree completion, many of Western's accountability measures should be positively impacted: the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree

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

The goal of growing baccalaureate degree recipients is the focal point of the HECB's strategic plan, endorsed by the legislature. Thus this desire to sustain access is not just Western's goal. However, Western's strategic plan calls for the University to maintain its growth trajectory and to improve enrollment management; however, under current budget reductions, Western must endeavor to simply maintain enrollment at 2008-09 funded levels.

d) Does this decision package provide essential support to one of the Governor's priorities?

Yes. This proposal addresses three of the Governor's priorities. First, by funding enrollments, WWU will graduate more students prepared to enter the workforce or graduate school; thus WWU will **improve the economic vitality of businesses and individuals**. Second, the proposal directly addresses the **improvement of student achievement** through provision of funding that will provide critically needed support withdrawn in the recent biennium for new faculty, support staff, and academic support services for students attending Western. Third, WWU will be able to **improve the value of postsecondary learning** through providing outstanding educational opportunities.

e) Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.

The primary goal of the HECB's Strategic Master Plan for Higher Education is to help more people achieve degrees and to educate more people to higher levels. This decision package will contribute to this goal by maintaining capacity with adequate funding at Western Washington University.

Western recognizes that the demand for a residential, high-quality undergraduate experience, for which the University has a national reputation, continues to grow within the state. By planning to maintain enrollment, the University is focusing on its strengths in serving state citizens.

Individuals completing undergraduate and/or graduate degrees will experience significant improvement in their standard of living through higher wages. All components of state and local government and all facets of the economy are dramatically improved as citizens improve their personal financial circumstances.

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

No alternative was explored.

g) *What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)*

Western has implemented an enrollment growth moratorium already due to the significant budget reductions in 2009-11. It has been a tremendous challenge to maintain 2008-09 enrollment levels in order to be responsive to the growing demand for higher education access within the state as defined by the OFM and the HECB. Without this additional funding, quality will suffer and students will experience additional challenges in obtaining their degrees in a timely manner, due to possible reduced seat capacity...

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

There is always a direct relationship between Western's enrollment levels and its capital budget. The University currently exceeds the classroom utilization standard set by the Higher Education Coordinating Board. Additional capital facilities and improved capital facilities are required for Western to serve students and the state of Washington. Consequently, it is critically important that renovations included in the capital budget be funded in order that all classroom and laboratory space is viable.

i) *What changes would be required to existing statutes, rules, or contracts, in order to implement the change.*

No revisions to RCW or WAC.

j) *Expenditure and revenue calculations and assumptions.*

It is our hope that the Governor's Taskforce on Education Funding will consider and, perhaps, propose a funding floor for state baccalaureate education, perhaps pegged at achieving or maintaining a certain percentile among the other 49 states. Should that be the case, the calculations we have made would be easily adjusted. Without such a policy principle, we have used the following funding methodology in calculating this priority request.

Utilizing per student FTE GF-S funding provided in 2005-2007, and based on inflating this amount by the Seattle Consumer Price Index, Western is requesting funding within this decision package at a General Fund-State average per FTE funding level for resident undergraduate students of \$7,025 in 11-12 and \$7,133 in 12-13. The chart below reflects this calculation.

State Funding Per FTE - Request						
2005-2007 Actual and Projections to 2011-13						
(based on Seattle Consumer Price Index)						
Funding per Undergraduate FTE						
2005-2007	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
\$6,303	\$6,568	\$6,725	\$6,772	\$6,881	\$7,025	\$7,173

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

2012-13 costs of \$2,685,836 in General Fund-State are permanent and will continue on an annual basis into 2013-15. Restored enrollment funding is an ongoing cost. An amount of \$326,000 in year one and \$437,000 in year two are one-time and primarily related to new faculty start-up, including equipment purchase. All program and service level components of this request decision package item are intended as permanent increases to the University's base budget level.

DECISION PACKAGE TITLE: Create/Expand Renewable Energy Degrees and Programs

Recommendation Summary text:

Renewable energy is a key to regional economic development and recovery, and a field employing more and more individuals in Washington and around the world. Building on strengths at Western, our program will provide students with instruction and research experiences in areas of high demand by students and employers. Program funding will support new faculty and technical support staff positions and associated laboratory operating costs. With this support, Western will offer new undergraduate interdisciplinary degrees in the emerging field of renewable energy, in a program unique in the State and region, thereby helping support increased investment in the needs and demands of the new green economy.

Fiscal Detail:

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$ 490,375	\$ 1,150,217	\$ 1,640,592
Total Resources	\$ 490,375	\$ 1,150,217	\$ 1,640,592
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 108,000	\$ 330,000	\$ 438,000
Exempt Staff	\$ 39,000	\$ 78,000	\$ 117,000
Classified Staff	\$ -	\$ 102,000	\$ 102,000
Graduate Teaching/Research Assistants	\$ 45,000	\$ 105,000	\$ 150,000
Salaries and Wages	\$ 192,000	\$ 615,000	\$ 807,000
Student Hourly	\$ 12,000	\$ 18,000	\$ 30,000
Employee Benefits	\$ 59,520	\$ 190,650	\$ 250,170
Goods and Services, Library, Travel	\$ 57,300	\$ 157,000	\$ 214,300
Equipment	\$ 169,555	\$ 169,567	\$ 339,122
Total Expenditures	\$ 490,375	\$ 1,150,217	\$ 1,640,592
STAFFING FTE			
Faculty - Tenure/Tenure-Track	2.00	6.00	
Exempt Professional	1.00	2.00	
Graduate Teaching Assistants	3.00	7.00	
Exempt Professional	1.00	2.00	
Classified	0.00	3.00	
Total FTE	7.00	20.00	

Package Description:

Renewable energy is a key to regional economic development and recovery, and a field employing more and more individuals in Washington and around the world. Within the Western region of the Northwest, renewable energy systems involving solar, wind, tidal, wave, and hydro and various forms of biomass are of interest. Given the wide assortment of opportunities in this area, Western and its students are in a position to play a unique role in educating the next generation of leaders in these fields. Thus, Western will build on existing strengths in three of its colleges, Huxley College of the Environment and the Colleges of Sciences and Technology and Business and Economics to build a renewable energy program that will support future workforce needs. This is an area of high demand, needed by both students and employers. Currently there is a critical and largely unmet need; at the present time only Stanford, on the West Coast, offers such undergraduate degrees.

Western has been integrating basic physical, biological and environmental sciences and environmental policy for forty years, attracting students whose environment and energy awareness led the U.S. Environmental Protection Agency to name Western as a leader in green energy in higher education. Washington's northwest region is known as a hub for sustainable design, with cutting edge companies building the new renewable energy economy.

Through collaboration of three of Western's colleges, undergraduate degree programs in the emerging field of renewable energy can be offered: e.g. a minor (for students majoring in disciplines like Geology, Chemistry, or Engineering Technology, Environmental Science, Environmental Policy, and Economics and majors (one leading to a Bachelor of Arts degree, and the other to a Bachelor of Science degree) and a Master's degree. Professionals with rigorous preparation and the extensive hands-on experiences that are the hallmark of a Western education would emerge from these programs, ready to contribute and to lead in this sector that will be a component of Washington's economic recovery.

Funds requested for the program will support faculty hires in departments of the College of Sciences and Technology, Huxley College and the College of Business and Economics and the technical staff and operations budgets needed to support some of the new course offerings. The faculty, in programs that are fully interdisciplinary, will participate in a program that fully integrates the resources of Western and its current faculty into a program that is comprehensive, cutting-edge and developed with a view to producing leaders in several areas of expertise.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

With new investment, new interdisciplinary degree programs in the emerging field of renewable energy can be offered, e.g.:

- 1) a minor (for students majoring in disciplines like Geology, Chemistry, or Engineering Technology, Environmental Science and Environmental Policy);
- 2) undergraduate majors (one leading to a Bachelor of Arts degree, and the other to a Bachelor of Science degree);
- 3) and a Master's degree

Performance will be measured by the number of students declaring these majors and minors, and by the number of students graduating. It is anticipated that students seeking a minor in renewable energy could graduate as early as 2014; and students in either of the two undergraduate majors in 2016. Enrollment in these programs should increase from Western's current student enrollments as early as 2012-13 when new faculty are hired and new courses offered.

b) Performance measure detail.

This decision package should impact the number of bachelor's degrees awarded in high-demand fields; and the number of advanced degrees awarded.

c) Is this decision package essential to implement a strategy identified in Western's strategic plan?

Yes. Through a variety of strategic actions, one of Western's strategic objections is to demonstrate engaged excellence in environmental stewardship and sustainable practices through its programs. Additionally, in developing new and cutting edge research programs, Western is committed to "interactive learning and the active participation of students in scholarly and creative activities."

d) Does this decision package provide essential support to one of the Governor's priorities?

The 2008 Strategic Plan for Higher Education in Washington underscores the economic benefits to the state of more degreed individuals, and in its stated goals asserts that "academic research should fuel discoveries and innovations that allow Washington business to compete on a global basis". Additionally, as endorsed by the Governor, Washingtonians must have access to a postsecondary education that provides them with the knowledge to thrive professionally.

e) Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.

Innovation is the key to Washington's economy, and vigorous focus on renewable energy is a key to regional economic development and recovery. Both

instruction and research activities at Western will be impacted and energized by these new degree programs.

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

Washington industry/utilities will support this package insofar as talented professionals with rigorous preparation would emerge from these programs, ready to contribute and sometimes to lead in this sector.

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

Our plans include leveraging state funds with foundation support.

h) What are the consequences of not funding this package?

This is a critical and largely unmet need: only Stanford, on the West Coast, offers such undergraduate degrees. Renewable energy is a key to regional economic development and recovery, and a field employing more and more individuals in Washington and around the world. Professionals with rigorous preparation and the extensive hands-on experiences that are the hallmark of a Western education would emerge from these programs, ready to contribute and sometimes to lead in this sector that will be a component of Washington's economic recovery. Without new investment, these degree programs cannot be offered.

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

Adequate space exists on campus to house faculty involve in first phases of the renewable energy program. As the program develops, and more space is required, it can be anticipated that the program will become part of Western's waterfront capital planning.

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

New degree programs must be approved by the Higher Education Coordinating Board (HECB).

k) Expenditure and revenue calculations and assumptions.

This package will not result in Western enrollment growth in 2011-13. Tenure-Track faculty costs are based on Assistant Professors.

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

In both years of the 2011-13 biennium, an amount of \$160k in one-time funds is requested each year for new faculty set-up costs for equipment. Permanent carry forward budget for 2011-13 will be \$990, 217 per year.

DECISION PACKAGE TITLE: Establish a center for Coastal Resources and Environments of WA (CREW)

Recommendation Summary text:

Western proposes a pro-active initiative addressing environmental, ecological, economic and policy issues on the aquatic coastal environment, creating knowledge needed to protect the region's economic, aesthetic and cultural interests. The initiative will catalog physical and biological resources, expand understanding of the dynamic interactions among these resources and their impact on productivity and water quality, develop assessments of the potential threats and assure an environmentally literate public that can make informed decisions on the protection and remediation efforts that may be necessary. New resources will provide additional faculty and support personnel to supplement existing resources and fully implement a coherent initiative.

Fiscal Detail:

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$ 455,020	\$ 1,201,302	\$ 1,656,322
Total Resources	\$ 455,020	\$ 1,201,302	\$ 1,656,322
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 64,000	\$ 339,005	\$ 403,005
Exempt Professional	\$ 52,844	\$ 52,844	\$ 105,688
Classified	\$ 85,000	\$ 80,000	\$ 165,000
Salaries and Wages	\$ 201,844	\$ 471,849	\$ 673,693
Employee Benefits (29% of salaries)	\$ 59,472	\$ 144,722	\$ 204,194
Goods and Services	\$ 53,240	\$ 108,236	\$ 161,476
Travel	\$ 1,500	\$ 15,000	\$ 16,500
Equipment	\$ 138,964	\$ 461,500	\$ 600,464
Total Expenditures	\$ 455,020	\$ 1,201,307	\$ 1,656,327
STAFFING FTE			
Faculty - Tenure/Tenure-Track	1.00	6.00	
Exempt Professional	1.00	1.00	
Classified	2.00	2.00	
Total FTE	4.00	9.00	

Package Description:

Recent events in the Gulf of Mexico have dramatically illustrated the need to pro-actively develop a baseline of knowledge about our coastal aquatic resources to protect them, document the risks of both catastrophic and chronic damage to them, and assess their value should such damage occur. The initiative will collate present knowledge, provide new knowledge through research, provide a mechanism by which episodic events can be studied and assessed in real time, provide long-term assessments of changes in the coastal aquatic habitat due to chronic effects and provide a public education program for K-12 and general public audiences.

WWU has a long history of supporting research and education efforts in this field and has built the human and physical resources upon which a more extensive and inclusive initiative can be developed. Existing resources include faculty in the College of Science and Technology, Huxley College of the Environment, the Shannon Point Marine Center (SPMC) and the College of Business and Economics; an undergraduate specialization in marine science; a marine science graduate program; excellent facilities on the main campus and at SPMC in Anacortes; and a newly-implemented public education initiative at SPMC. WWU proposes to supplement these resources with new faculty whose expertise covers areas not presently represented. The key element to the initiative is the collaboration it will bring among disciplines that often do not communicate well with each other, thus creating the synergy needed for a coordinated approach. The initiative will also be distinctive in its focus on providing information to decision-makers and the general public.

When fully implemented, the funding package will add new faculty in Biology, Geology, Marine Science, Environmental Science, and Business & Economics, support staff to assure implementation and maintenance of the initiative's goals and limited research support. The new faculty will enable an expansion of offerings to students at both the undergraduate and graduate levels.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Recent events in the Gulf of Mexico have dramatically illustrated the need to develop and maintain a solid baseline of knowledge about our coastal resources in order to protect them, document the risks of both catastrophic and chronic damage to them, and assess their value should such damage occur. Coastal environments and resources are of immense economic, aesthetic, recreational, and cultural value to the citizens of the State of Washington, the region and the nation. These values are almost entirely dependent upon maintaining and sustaining a healthy coastal aquatic environment. To assure such status, it is essential to build a baseline of knowledge now so that it is in place prior to our needing it as a remediation tool. Elements of the baseline must include a catalog of physical and biological resources, a fundamental understanding of the dynamic relationships and interactions among these resources and the ways in which they regulate system productivity and water quality, an assessment of the potential threats to them, a plan to deal with such threats should they become a reality, and a public that is environmentally literate so as to make informed decisions on the protection and remediation efforts that are necessary.

Performance outcomes include the following:

- 1) Development of catalogs of living resources through the creation of a new Biodiversity Institute that will focus initially on the coastal environment. This is responsive to Governor Gregoire's March 2008 Executive order 08-02 declaring the continuation of the State Biodiversity Council to ensure the implementation of the State Biodiversity Conservation Strategy.
- 2) Implementation of an expanded research initiative on the dynamics of coastal aquatic systems that documents the biological and geological processes that influence water quality and system productivity, from the base of the food web to fisheries.
- 3) A risk assessment component that will identify potential sources of impact on coastal aquatic resources from chronic and episodic events and determines their likely economic and social impacts.
- 4) An economic component that quantifies the value of resources and the potential impact of their degradation. Included in this component will be a collaborative approach between policy and economic experts to assess the consequences not only of environmental degradation but also of mitigation.
- 5) Provision of mechanisms to provide outcomes to users of the products of the initiative, including local, state and federal resource agencies; political entities charged with making decisions on activities that can impact the coastal environment; the scientific community that will have access to the information developed; students who will be trained in the tools used to develop and disseminate knowledge; and the general public, without whose informed support, action to sustain and mitigate will be impossible.
- 6) Training programs for undergraduates and Master's of Science degree candidates to develop a cadre of Washington State citizens who will assume responsibility for maintaining the initiative's outcomes in the future

b) *Performance measure detail.*

The proposed initiative will promote academic programs that are of intense interest to the citizens of the State of Washington and relate to issues of global importance. The program will fuel and improve persistence and completion, so that many of Western's performance measures could be impacted over time: the number of bachelor's degrees awarded in an high-demand field; the number of advanced degrees awarded; the six-year graduate rates for first-time, full time freshman students and freshman retention rates.

c) *Is this decision package essential to implement a strategy identified in Western's strategic plan?*

The proposed initiative implements several elements of WWU's Strategic Plan. The Mission statement includes reference to promoting scholarly and creative work of significance and applying that scholarship to regional, national, and global communities.

The Values section specifies engagement, expecting students and faculty to be actively involved in ways that contribute to the broader community. Its Strategic Objectives include enabling environmental stewardship and its Strategic Actions specify building relationships with off-campus communities. The initiative will also address the Action of increasing and diversifying funding by leveraging State funds through federal and private support

d) Does this decision package provide essential support to one of the Governor's priorities?

The 2008 Strategic Plan for Higher Education in Washington underscores the economic benefits to the state of more degreed individuals, and in its stated goals asserts that "academic research should fuel discoveries and innovations that allow Washington business to compete on a global basis". Additionally, as endorsed by the Governor, Washingtonians must have access to a postsecondary education that provides them with the knowledge to thrive professionally.

The initiative will assist in promoting economic growth by protecting one of the most valuable assets of the State; namely, its aquatic coastal resources. The tremendous values of fisheries, tourism and coastal real estate are dependent upon the protection of marine systems and development of plans to mitigate damage.

Furthermore, the creation of a Biodiversity Institute implements Governor Gregoire's Executive order 08-02 declaring the continuation of the State Biodiversity Council to ensure the implementation of the State Biodiversity Conservation Strategy. The Washington Biodiversity Conservation Strategy articulates a vision for protecting Washington's biodiversity heritage, and makes specific recommendations for how best to realize that vision. The Strategy argues that a Washington biodiversity science center is needed to coordinate statewide biodiversity science and education, and suggests that the center could be housed at a state university.

e) Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.

Innovation is the key to Washington's economy, and vigorous focus on protecting and understanding Washington coastal environments is a key to regional economic development and recovery. Instruction, research and service activities at Western will be impacted and energized by this initiative.

The value of this initiative, however, extends beyond traditional instructional and academic research endeavor by engaging in cross-campus activity that addresses issues of significant and broad public interest. It extends the technical expertise, creativity, and enthusiasm of faculty and students beyond the campus boundaries into the communities of the region in ways that will be of value to not only the participants but also to the citizens of the State.

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

All of Washington's coastal research and preservation organizations, business and the fishing and tourism industry focusing on the coast, cities and towns located on the coast, and the state of Washington will be encouraged and sustained by this initiative.

Specific users of the outcomes will include local, state and federal resource agencies; political entities charged with making decisions on activities that can impact the coastal environment; the scientific community that will have access to the information developed; students who will be trained in the tools used to develop and disseminate knowledge; and the general public.

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

It is anticipated that State funds will be leveraged, drawing upon other sources. WWU has an established record of bringing substantial federal grants to its marine science programs and has recently realized significant private funding for such programs. The approach to funding this initiative through the Decision Package is based on the recognition that to effectively implement it, the University will need to add faculty to its ranks in disciplines not presently covered adequately.

h) What are the consequences of not funding this package?

Recent events in the Gulf of Mexico demonstrate what Washingtonians have known for a long time: coastal resources are fragile, environments are precious, and coastal resources fuel the economy. Protecting and leveraging those resources will be essential to Washington's economic recovery and their damage could be devastating. The impact of a Gulf-like episode in the North Puget Sound on Washington's future is painful to even contemplate, still fresh in our minds from the Exxon Valdez spill more than two decades ago. If we have learned anything from the Gulf episode, it is that we must be well-prepared to deal with the consequences of catastrophic natural or human-induced events. To be well-prepared, we need to know what the resources are, how they interact to regulate system productivity and water quality, what their value is, what are the costs of mitigation and how do we deal with the problem. To be effective, we need to be pro-active; we cannot wait until the problems are upon us.

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

Adequate space does not currently exist on campus to house all faculty to be hired in connection with this program in its later phases. A coordinated capital budget request will be required in 2013-15 in order to address this issue. Most elements of the initiative can be implemented with present facilities.

There exist excellent facilities for marine science study both on the main campus and at SPMC.

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

Not applicable.

k) Expenditure and revenue calculations and assumptions.

Average annual faculty salaries at rank used for calculation, and 31% for average cost of benefits. All faculty positions require set-up costs (equipment) and ongoing budget for library cost (journals, books, etc.).

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

In year one, \$137,464 in one time equipment costs are included, and in year two, \$400,000 to accommodate the larger number of new hire faculty set-up costs. An annual amount of \$801,302, will carry-forward into the 2013-15 biennium. Setting up this center will enable the university to aggressively pursue federal grants. In future biennia, it remains possible that additional state support will be requested to enhance the center.

2011 – 2013 Decision Package Form

DECISION PACKAGE TITLE: *TeachWashington*

Recommendation Summary text:

TeachWashington builds on the existing close collaboration between the College of Sciences and Technology and the Woodring College of Education, working across grades K-16, to increase the quantity and quality of science and mathematics teachers at all levels graduating each year from Western Washington University.

Fiscal Detail:

	2011-12	2012-13	2011-2013
RESOURCES			
Fund 001, General Fund - State	\$ 604,480	\$ 729,728	\$ 1,334,208
Total Resources	\$ 604,480	\$ 729,728	\$ 1,334,208
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 100,159	\$ 182,809	\$ 282,968
Faculty Non Tenure-Track	\$ 155,000	\$ 155,000	\$ 310,000
Graduate Teaching/Research Assistants	\$ 30,246	\$ 30,246	\$ 60,492
Classified	\$ 35,000	\$ 35,000	\$ 70,000
Hourly	\$ 50,000	\$ 50,000	\$ 100,000
Salaries and Wages	\$ 370,405	\$ 453,055	\$ 823,460
Employee Benefits	\$ 107,417	\$ 131,386	\$ 238,803
Goods and Services	\$ 103,158	\$ 121,787	\$ 224,945
Equipment	\$ 23,500	\$ 23,500	\$ 47,000
Total Expenditures	\$ 604,480	\$ 729,728	\$ 1,334,208

STAFFING FTE

Faculty	4.50	6.00
Graduate Teaching Assistants	1.00	1.00
Exempt Professional	0.00	0.00
Classified	1.00	1.00
Total FTE	6.50	8.00

Package Description:

There is a critical shortage of highly qualified teachers of mathematics and science in Washington's K-12 schools today. Due to the severe state budget constraints, many of our best young educators cannot find jobs or have been given pink slips, not because they aren't desperately needed to help our students succeed, but because they are the junior members of a teaching staff. When the economy recovers, we can expect a more

acute shortage since the number of qualified individuals considering mathematics and science teaching as a future career is decreasing along with immediate job prospects.

Now is the time to avoid the looming crisis by acting to increase the number of future high quality, well-prepared teachers of mathematics and science in the pipeline. As Linda Darling-Hammond points out, “An equitable and adequate system will need to address the supply of well-prepared educators—the most fundamental of all resources—by building an infrastructure that ensures high-quality preparation for all educators and ensures that well-trained teachers are available to all students in all communities.”

Growing and sustaining Washington’s economy and quality of life depends on our ability to educate the next generation of workers and citizens. Governor Christine Gregoire stated in the report *Washington Learns*, “Education is the single most important investment we can make for our children, our state, our economy and our future. We propose a bold plan to redesign and re-invest in education during the next decade. We offer a new way of thinking about the purpose and function of public education, and we believe that mathematics and science education must be addressed first.”

Increasing the quantity, quality, and diversity of mathematics and science teachers is one of five long-term strategies in *Washington Learns* for helping all students become mathematics and science literate. Our challenge is to increase significantly the number and diversity of mathematics and science teachers certified while simultaneously improving the quality of their preparation to teach effectively. Research indicates that effective teaching is the key to achievement at the level of the state standards, so that all students have the capacity to thrive in the economy of the 21st century. Sufficient numbers of effective teachers will ensure that those students with the talent and interest will have the opportunity and encouragement to pursue advanced classes targeting careers in science, technology, engineering, or mathematics.

Our challenge goes deeper than the high schools. We know from the work of Liping Ma and other researchers that there is a great need to deepen the mathematical and scientific understanding of future K-8 teachers beyond the content and methods courses offered as part of the traditional elementary certification program. While on the surface, there is not a shortage of new elementary teachers graduating in Washington, there **is** a shortage of new K-8 certified teachers ready to teach mathematics and science effectively.

We know from research and experience that teachers learn to teach as much in the schools as in university classrooms. Therefore, strong partnerships with the local schools to identify and prepare mentor teachers are critical. Meeting the need for mentors is consistent with current initiatives in the public schools to implement coaching and professional learning community models that require teachers in districts to have strong backgrounds in mathematics and science content and education.

The **Teach**Washington program at Western Washington University will help the state meet its critical need for quality teachers by:

- Increasing the number of high quality high school mathematics and science teachers graduating each year from approximately 50 to 100 over five years.

- Designing and implementing programs to prepare a substantial number of middle school teachers to earn one of the new endorsements in middle school science or mathematics.
- Expanding our efforts to improve our elementary education program to both ensure that all graduates are prepared to be effective mathematics and science teachers and certify 20-30 graduates each year to serve as mathematics or science specialists in their schools.

A secondary goal of the **TeachWashington** program will be to serve as a model, and partner with other institutions and organizations in the state to help meet the critical need for excellent mathematics and science teachers identified in *Washington Learns*.

Western Washington University (WWU), with 14,500 undergraduate, 800 graduate students and over 1,300 mathematics and science majors, is already the largest producer of elementary teachers and secondary mathematics and science teachers in Washington. The unique Science, Mathematics, and Technology Education (SMATE) program is a national leader in producing high quality teachers with deep knowledge of both content and pedagogy in the disciplines. **TeachWashington** builds on the existing close collaboration between the College of Sciences and Technology the Woodring College of Education, and the local schools, working across grades P-16, to increase the quantity, diversity, and quality of science and mathematics teachers at all levels graduating each year from Western Washington University.

To recruit new secondary teachers from the ranks of students interested in majoring in mathematics or science, the proposed model incorporates elements from the successful programs at the University of Texas and the University of Colorado. Based on the successful UTeach program from Texas, we will provide early field experiences, supervised by Master Teachers, to entice students with expressed interests in mathematics and science to try teaching. The Learning Assistant program from the University of Colorado in Boulder recruits future middle school and high school teachers by identifying successful students in introductory science courses and hiring them to try teaching by participating as Learning Assistants for those same courses in a carefully designed program. At both elementary and secondary levels, we will restructure the certification programs to engage students earlier in their academic careers and provide support and experiences to retain a growing cadre.

To create the capacity to achieve the goals of **TeachWashington**, we will hire two new faculty members in the College of Sciences and Technology, one new faculty member in the Woodring College of Education, two Master Teachers, and one program director to serve as the primary contact for students.

With the increased capacity provided by this decision package, WWU will:

- Recruit new secondary teachers from the ranks of students interested in majoring in mathematics, science, or engineering technology by developing a series of 3 one-credit courses that will provide freshmen with an early field experience and a

seminar on effective teaching supervised by Master Teachers. We will make special efforts to recruit students from underrepresented groups.

- Recruit students with expressed interests in mathematics, science, or engineering technology to try teaching by expanding the Learning Assistant program currently operating in the physics/astronomy department to other STEM departments. These programs hire successful students to learn about and engage in teaching by serving as Learning Assistants for a small group of students and participating in a seminar on effective teaching. We will make special efforts to recruit students from underrepresented groups.
- Implement and expand programs currently under review by the Higher Education Coordinating Board to prepare a substantial number of middle school teachers to earn one of the new endorsements in middle school science or mathematics.
- Restructure the certification programs at both elementary and secondary levels to engage students earlier in their academic careers and provide support and experiences to retain a growing cadre of future mathematics and science teachers.
- Revise our programs to deepen the mathematical understanding of K-8 teachers beyond the standard content and methods courses offered as part of the elementary certification package via a new course sequence that will lead to an Elementary Mathematics Specialist Certificate. Aimed at grade 3-6 teachers, the program will reflect additional course work in mathematics, mathematics pedagogy, assessment, and changing school culture.
- Enhance the current Elementary General Science degree to result in an Elementary Science Specialist Certificate similar to the mathematics specialist certificate described above.
- Expand WWU's mathematics in-service role with elementary schools. This increased in-service role will include coordinating lesson studies, on-site professional development support, creation of grant-supported partnership with local elementary schools, and working with mentors to strengthen mathematics experiences for both student teachers and first-year teachers.
- Implement the preservice mentoring model currently being designed and tested at WWU by the NSF funded Noyce Master Science Teachers New Educators Research and Development Support Group. A large cadre of existing Teacher Leaders prepared through the North Cascades and Olympic Science Partnership and other grants will serve as mentors to WWU student teachers and early career teachers.

These efforts can make a significant contribution, but they cannot satisfy the total anticipated state need for mathematics and science teachers. Therefore, though our primary effort is to build a sustainable program on our campus, a secondary goal of the **Teach Washington** program at Western Washington University will be to partner with other institutions and organizations in the state. By broadly sharing what we learn locally

with the state and nation, we plan to be leaders in helping Washington produce all of the high quality mathematics and science teachers it needs.

Constructing the Model

Getting started

During the first year, current faculty will work together to explore the restructuring of courses and develop an implementation plan for the campus. New faculty members will be recruited and hired. Master teachers (highly qualified teachers from P-12 schools) will be identified and recruited to begin in the summer of 2011 so they will be ready to teach the early field experience courses during the 2011-2012 academic year. Master teachers will also prepare to coordinate and supervise student teachers in collaboration with the mathematics and science education faculty.

We will establish a cross-disciplinary steering committee during the first year to help *TeachWashington* stay on track. The *TeachWashington* Steering Committee will consist of the Co-Directors (the director of SMATE and the chair of the Department of Secondary Education; the Chair of the Department of Elementary (K-8) Education; the Head of Mathematics Education, and representatives from the Western Foundation, the community, business and industry, regional schools, and university administration.

Roles of new faculty and staff

One new tenure track assistant professor in mathematics education (1 FTE) will be hired to work with the current faculty members to: advise students and teach the extra sections of the mathematics and mathematics education courses required to accommodate increased enrollment in the secondary education program (expected increase will be from 25 to 50 students; and design and deliver in-service training to practicing teachers in the local schools.

WWU's Mathematics Department has a strong and visible involvement with the professional development of secondary mathematics teachers at both the pre-service and in-service levels. As more future high school mathematics teachers are recruited into the secondary education program, the mathematics department will expand its advising and teaching capacity to serve the additional students.

Two new tenure-track mathematics education faculty beginning in the 2010-2011 academic year will create a new course sequence that will lead to an Elementary Mathematics Specialist Certificate. Aimed at grade 3-6 teachers, the program will reflect additional course work in mathematics, mathematics pedagogy, assessment, and changing school culture. We will extend this program to support teachers who want to obtain a middle school certification specific to mathematics.

To increase the capacity of practicing elementary teachers, WWU will expand its role in working on the in-service levels with elementary schools. This increased in-service role will include coordinating lesson studies, on-site professional development support, creation of grant-supported partnerships with local elementary schools, and working with mentors to strengthen mathematics experiences for both student teachers and first-year teachers.

One new tenure track assistant professor in Middle/High School mathematics education (1 FTE) will be hired with joint appointments in the mathematics department and secondary education department to teach the additional sections of the required courses in the secondary education certification program to accommodate the increased enrollment (from 50 to 100 students). This appointment will complement the new secondary science faculty recently hired by the department.

One new tenure track assistant professor in science education (1 FTE) will be hired with joint appointments in the physics/astronomy department and SMATE to teach science content courses for future elementary teachers.

One adjunct non-tenure track faculty science education (1 FTE) will be hired to work in the Science Mathematics and Technology Education (SMATE) program to teach elementary science education courses. This position will likely be filled by an experienced teacher with at least a master's degree in science education. Science faculty will then have the time to play the critical role of supervising new secondary science teachers during their student teaching. All mathematics education and SMATE science faculty will continue to be involved in pre-service and in-service training.

Research on the effective preparation of mathematics and science teachers supports the need to deepen the content knowledge and pedagogical skills of P-12 teachers, to help them improve their instruction and become effective mentors for students and novice teachers. Through Western's leadership of the NSF funded North Cascades and Olympic Partnership and other grants, teacher leaders have been prepared and Professional Learning Communities have been established in over 150 buildings in 28 regional school districts. These teachers are available today to serve as mentors to WWU student teachers and first-year teachers for the **TeachWashington** program.

Two full-time Master Teachers (2FTEs) with extensive experience teaching mathematics or science successfully in the public schools will be hired to develop (with the **TeachWashington** faculty team) and deliver the series of one-credit field experience courses for entering freshmen or sophomores with interest in majoring in science, mathematics, or engineering technology. They will also participate with the program director in recruiting efforts, advise students considering teaching, help supervise student teachers, and serve as advisors to the pre-service programs. They will be responsible for coordinating with the P-12 schools to provide classrooms and mentor teachers for the early field experiences.

One full-time Program Director (1 FTE) will be hired to coordinate activities and events to both recruit and build the **TeachWashington** community. We will find an individual who will be an enthusiastic cheerleader for teaching, and assist students at all stages who may have an interest in becoming mathematics and science teachers. We will establish an organization of **TeachWashington** students to build an identity for the program and provide a voice for students. This will build on the current student chapter of the National Science Teachers Association that has been growing for the past five years and a new future mathematics teacher organization that will be established. The two groups will periodically participate in joint activities. The **TeachWashington** Co-Directors will work with the Program Director to organize regular events for students, faculty, and staff to

build a sense of identity and camaraderie in the program and give the students a forum to provide feedback to program decision makers.

Two graduate students/research assistants (1 FTE) will be hired, ½-time each to collect and reduce data under the supervision of the university-funded evaluator. The data will be used to evaluate the program to measure successes and identify problems to be addressed. Current plans for data collection include tracking student demographics, individual student progress, enrollments, class evaluations, student teaching evaluations, graduate placement, graduate retention, mentor evaluations, and school evaluations of new **TeachWashington** teachers.

Additional expenses associated with new faculty and staff include modest start-up packages for new faculty and computers for faculty and staff.

Additional Program Elements

Building on our strengths

One of the unique strengths of Western Washington University's programs is the strong collaboration at all levels between the College of Sciences and Technology and the Woodring College of Education including the substantial participation of mathematicians and scientists in teacher preparation. Scientists from the departments of biology, geology, chemistry, and physics, along with science educators from the college of education, form the Science Education Group. Mathematicians and mathematics educators in the mathematics department have a comparable Mathematics Education Group. Science and Mathematics Education faculty members are actively engaged in research and teaching in their disciplines *and* mathematics and science education.

Both programs have long histories of successful interactions with the schools. The Science Education program was awarded a \$12 million Mathematics and Science Partnership grant by the National Science Foundation in 2003. This grant involves a collaboration of 28 regional school districts and four two-year colleges. The Mathematics Education group recently received a state Mathematics and Science Partnership grant to provide content and pedagogy training for regional middle school and high school mathematics teachers. We continue to work closely with seven regional school districts through state-funded grants. With NSF funding, three groups of Master Science Teachers are working with WWU faculty, their districts, and others on projects to improve elementary science instruction, preservice science content instruction, and student teacher mentoring. WWU has also received a \$1 million NSF Noyce Scholarship grant to recruit and support future mathematics and science teachers.

Working with the community

We will work closely with the campus community, the business community, the Governor's office, the state legislature, the Higher Education Coordinating Board, and P-12 schools to establish **TeachWashington** as an important initiative focused on helping the state meet the goals described in Washington Learns. These collaborations will be formalized through an Advisory Board that will insure communication about the program to all of our constituents and will involve our P-12 partners in the design and implementation of the components of **TeachWashington**.

Woodring College of Education, the College of Sciences and Technology, and SMATE have long-standing mutually beneficial relationships with our P-12 school partners characterized by the sharing of knowledge and resources to support the preparation and ongoing professional development of teachers. Western faculty and P-12 educators collaborate to design, implement, and evaluate programs for the preparation of teachers through the practica and internship experiences for our teacher education students and through professional development for practicing teachers. Through these numerous school and district collaborations, Western profoundly impacts the knowledge and skills of future and current mathematics and science teachers. **TeachWashington** will enable us to expand that influence. Moreover, through **TeachWashington** we will build a model for the preparation of mathematics and science teachers that will serve as an exemplar for other teacher education institutions in the state.

Honoring students who choose to teach

We will work with the administration, the Deans of the College of Sciences and Technology and the Woodring College of Education, and the Office of University Communications to honor those students that choose to become mathematics and science teachers by recognizing them at special events on campus (luncheons or dinners), in the local and hometown media, and at graduation. The **TeachWashington** Task Force will work with the community and the state to recognize students as they graduate and in the schools.

Supporting teachers after graduation

New teachers graduating from Western Washington University have full access to the resources and materials in the Learning Resource Center during their first year of teaching. **TeachWashington** will implement a program to enhance the induction experience for graduates by connecting new science teachers with science Teacher Leaders or mathematics mentors and the professional learning communities in their buildings. Science Teacher Leaders and Professional Learning Communities have been developed in every building in the region over the past four years through the NSF funded North Cascades and Olympic Science Partnership grant. Close coordination with the Woodring College will provide a high quality model for student and novice teacher support.

Narrative Justification and Impact Statement:

a) *What specific performance outcomes does the agency expect?*

The **TeachWashington** program at Western Washington University will help the state meet its critical need for teachers by increasing the number of high quality high school mathematics and science teachers graduating each year from approximately 50 to 100 over five years. With increased capacity we will design and implement programs to prepare a substantial number of middle school teachers to earn one of the new endorsements in middle school science or mathematics. We will also expand our efforts to improve our elementary education program to ensure that all graduates are prepared to be effective mathematics and science teachers and many graduates will be certified to serve as specialists in their schools. Numbers for middle school endorsements and elementary specialists graduating each year are difficult to

predict. A conservative estimate based on the current number of students with expressed interest in middle school and elementary general science majors is 10-15 elementary science specialists, 10-15 elementary mathematics specialists, and 10-20 middle school endorsements in mathematics and science per year.

As a result of the quality of their preparation and early career support, we expect our graduates to have a higher retention rate than typical teachers. We will collect data through the project and in collaboration with the Woodring College of Education that already is gathering substantial information on students and graduates.

Western currently collects end-of-course instructor surveys from students. During the planning year, WWU will develop and plan the implementation of entry surveys and midterm evaluations. As the first cadre of students approaches graduation, WWU will implement common evaluations of the *TeachWashington* program and students' university experience.

Woodring College of Education at WWU collects and reports data on the characteristics of students in the program including enrollment statistics, grade point averages, demographics, graduation rates, placement statistics, and retention rates in the schools. In addition, the College collects data on student performance on state-mandated assessments and conducts follow-up surveys with alumni and employers. Western will follow up with students who do not enroll in *TeachWashington* courses on time to see if they are still in the program. Students who leave the program will be interviewed to assess their reasons for dropping out and providing feedback to the program.

The Co-Directors will prepare an annual report each year summarizing progress, challenges, and changes to the original plan, to be used as feedback to continuously improve the *TeachWashington* program.

b) Performance measure detail.

Through targeted investment in this decision package, all of Western's accountability measures should be positively impacted: Specific measures that will be targeted are:

- Increasing the number of bachelor's degrees awarded in high-demand fields by 50 students per year when the program is fully implemented;
- Six-year graduation rates for first-time, full-time freshman students as a result of increased early advising and support;
- Three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates as a result of partnerships with regional community colleges, early advising and support;
- Six-year graduation rate from underrepresented groups. Students from underrepresented groups will be specifically targeted for recruitment and support through programs like the NSF Noyce Scholarship program and the Washington NASA Space Grant scholarships.

c) *Is this decision package essential to implement a strategy identified in Western's strategic plan?*

TeachWashington embodies the idea of “engaged excellence” by bringing the faculty and students in two colleges together to pursue the critical goal of improving K-12 mathematics and science instruction by increasing the quantity and quality of the teachers graduating from WWU. We intend to instill in our students a life-long passion for learning and sharing their knowledge with future generations of children through an innovative program that fully engages the broader off-campus community as collaborative partners. The proposed project will increase the funding in a key area—teacher preparation. Our commitment to clear outcomes and scholarship around the program will enhance the learning experience for all participants.

d) *Does this decision package provide essential support to one of the Governor's priorities?*

TeachWashington builds on WWU's core capacities as the state's premier teacher education institution and the work funded through outside grants, including the NSF funded North Cascades and Olympic Science Partnership, Noyce Master Science Teachers, and Noyce Teach Washington Mathematics and Science Teacher Scholarships, and the state-funded College Readiness in Science Partnership and Mathematics and Science Partnership projects. These programs address the following elements of the HEC Board's 2008 Strategic Master Plan: Increase the number of students in the K-12 pipeline, create a college-going culture, especially for students who may enter engineering and computer science or become mathematics or science teachers; emphasize accountability for results through careful data collection and analysis.

e) *Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.*

Increasing the quantity, quality, and diversity of mathematics and science teachers is one of five long-term strategies in *Washington Learns* for helping all students become mathematics and science literate.

TeachWashington will help more people achieve degrees, it will focus on diversity, it will help create higher expectations for K-12 students, it will make college easier to access, and it will fill unmet needs in the high-demand fields.

This proposal would rate as a high priority in the Priorities of Government process insofar as it improves student achievement. The **TeachWashington** program will make a major contribution to improving the mathematics and science preparation of K-12 students which is critical to producing knowledgeable citizens and the workforce for the 21st century.

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

TeachWashington aligns with Western's Performance Agreement goals of increasing access and degree production, and responding to state economic and workforce needs. It has received strong support from other state reform efforts including Washington State LASER (Leadership Assistance for Science Education Reform), and the Office of the Superintendent of Public Instruction.

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

No alternatives were discussed.

h) What are the consequences of not funding this package?

We are proposing a program to help meet critical state needs. Current WWU programs are running at capacity. Without additional funding, we will not be able to sustain the proposed innovative efforts to meet state needs.

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

No relationship to the state's capital budget. Western Washington University already has the ideal space to implement the **TeachWashington** program successfully. The Science Mathematics and Technology Education Program is located in a 15,000 square foot facility that has four state-of-the-art classrooms, a conference room, and a common Learning Resource Center that provides students access to the latest mathematics and science curriculum materials, research journals and other current resources on teaching and learning. The facility also houses a large stockroom with lab equipment and teaching materials.

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

No revisions are required.

k) Expenditure and revenue calculations and assumptions.

General Fund-State support is requested to support this investment. This program will not result in WWU enrollment growth in 2011-13.

Classifications/Faculty & Staff Salaries included in this Decision Package:

8.00 FTE Faculty and Staff salaries are requested as follows:

2.00 FTE – T/TT Faculty (Assistant Rank), College of Sciences and Technology, Mathematics Department: \$55,100 each

1.00 FTE – TT Faculty (Assistant Rank), Woodring College of Education, Secondary Teacher Education: \$55,100
2.00 FTE – Adjunct or Non-Tenure-Track Faculty – Master Teachers, College of Sciences and Technology, SMATE: \$55,000 each
1.00 FTE – Adjunct or Non-Tenure-Track Faculty – College of Sciences and Technology, SMATE, Science Education: \$45,000
1.00 FTE – Graduate Teaching/Research Assistants, College of Sciences and Technology, SMATE, total of \$30,246
1.0 FTE – Program Director (classified staff)/Recruitment and Retention: \$35,000

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

An amount of \$711,228 in FY 2012-13 is ongoing on a permanent basis and will cover the cost of salaries for nine new positions, including benefits, and program operations. These costs are permanent and will continue throughout the 2011-13 biennium and beyond. Equipment costs of \$25,000 in FY 2011-12 and \$18,500 in 2012-13 are non-recurring.

DECISION PACKAGE TITLE: Compass 2 Campus

Recommendation Summary text:

Enacted by Washington legislative HB 1986, Western's Compass 2 Campus is an early outreach/pipeline program designed to increase access to higher education through mentoring and academic tutoring for 5th-12th grade students from traditionally underrepresented and disadvantaged backgrounds. As participants in the program, the youngsters visit WWU as fifth graders and then continue to receive mentoring and academic tutoring from WWU students until they complete high school.

Fiscal Detail:

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$ 200,613	\$ 198,936	\$ 399,549
Total Resources	\$ 200,613	\$ 198,936	\$ 399,549
USES (EXPENDITURES)			
Faculty Non Tenure-Track	\$ 40,000	\$ 40,000	\$ 80,000
Classified	\$ 51,522	\$ 54,098	\$ 105,620
Salaries and Wages	\$ 91,522	\$ 94,098	\$ 185,620
Employee Benefits	\$ 39,591	\$ 40,338	\$ 79,929
Student Hourly Employees	\$ 45,000	\$ 45,000	\$ 90,000
Goods and Services	\$ 6,000	\$ 6,000	\$ 12,000
Travel	\$ 13,000	\$ 13,000	\$ 26,000
Equipment	\$ 5,500	\$ 500	\$ 6,000
Total Expenditures	\$ 200,613	\$ 198,936	\$ 399,549
STAFFING FTE			
Faculty - NTT	1.00	1.00	
Classified	1.50	1.50	
Total FTE	2.50	2.50	

Package Description:

Modeled after the successful award-winning *Phuture Phoenix Program*, first created by Cyndie Shepard at the University of Wisconsin Green Bay, Compass 2 Campus addresses the following outcomes:

- Encourage underrepresented, at-risk elementary school students to complete high school and attend college, thus boosting the percentage of Washington students who participate in post-secondary education.
- Provide positive role models for at-risk students and provide college students the opportunity to perform community service while developing leadership, communication, and career skills.
- Strengthen relationships between the community, university, P-12 schools, and other post-secondary institutions.
- Introduce at-risk students to college and provide them an opportunity to experience the college campus.
- Increase the number of youth who view going to college as both necessary and achievable.
- Develop an early outreach and P-12 pipeline program that is replicable statewide.

With a spectacular launch in fall of 2009, Compass 2 Campus involved over 400 WWU students and 900 fifth-graders in Title I schools across 11 school districts in Whatcom and Skagit counties. Community volunteers and other post-secondary institutions, including Bellingham Technical College, Whatcom Community College, Skagit Valley College, and Northwest Indian College, partnered with Western's efforts to encourage youngsters to consider college in their futures. Participation in Compass 2 Campus will grow significantly in the future as school districts advocate for access for more of their students most in need of academic support and mentoring and as we prepare for a new cohort of fifth-grade students who will begin the program in fall of 2010. While our WWU volunteer Program Director's expertise and passion for supporting the learning and well-being of all children has energized the entire campus, the continuing success of Compass 2 Campus demands the development of an infrastructure to support the current and emerging scope of the work. Furthermore, Washington policymakers and legislators look to WWU for leadership in developing a research-based early outreach, P-12 pipeline program that can be replicated across the state.

Compass 2 Campus benefits public school students by encouraging school attendance, setting aspirations for graduation from high school, increasing awareness of life options, and inspiring dreams of a higher education. As a university-wide program, Compass 2 Campus benefits WWU students by connecting their learning to life through community service, developing leadership and communication skills, and encouraging professional and career interests. Because Compass 2 Campus includes an academic component in which WWU students enroll in courses for credit, the program yields approximately 40 student FTE per academic year or 80 FTE students per the biennium enrolling in courses related to Compass 2 Campus.

In terms of program structure, each fall approximately 900 fifth graders from 11 participating school districts in Whatcom and Skagit counties visit Western Washington University to experience the college campus and to "dare to dream" about their futures.

During the all-day campus visit, the youngsters connect with WWU student mentors from across the University who lead them in visiting classrooms, touring the sports center, experiencing real college classes, lunching in the Viking Union, and chatting with professors and the President and other University leaders. Upon completing the campus visit and returning to their schools, the fifth graders continue to work with their WWU mentors through a mentoring-tutoring program that follows them as they move through middle and high school. A new group of fifth graders enter Compass 2 Campus each year, thus expanding program access to a growing number of youngsters and WWU students.

WWU students serving as Compass 2 Campus mentors must enroll in an introductory three-credit course designed to develop research-based mentoring skills, multicultural competencies, and the dispositions to support the learning and well-being of all students. As the result of vigorous University-wide recruitment efforts, students from literally every college on campus have chosen to participate in Compass 2 Campus and enroll in the introductory course. A second three-credit course is offered for students continuing as mentors beyond one quarter which may be repeated up to four times for university credit. In addition, Compass 2 Campus offers internship and work-study positions that provide opportunities for WWU students to gain valuable experience with leadership, community involvement, public relations, research and program evaluation, and marketing and publicity. Lead students are hired to coordinate with schools in the 11 participating districts and to serve as on-site student leaders for the program.

Compass 2 Campus exemplifies Western's enhanced role as a "publicly-purposed university" where dynamic and mutually-beneficial partnerships extend the learning of our students, enrich society, and contribute to the public good. The children participating in Compass 2 Campus attend the most at-risk and impoverished schools with poverty rates ranging from 30-60% and dropout rates among the highest in the state of Washington. Many of the students in these schools lack adequate support systems at home and lack the academic and personal skills to succeed in school and life. As noted by a landmark report from the Washington legislature, mentoring programs like Compass 2 Campus *provide tangible and long-lasting opportunities for all students, increasing the self-worth of both mentees and mentors while cultivating opportunities to improve communication skills and develop and enhance leadership and other critical transferable skills.*

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Through Compass 2 Campus, Western Washington University expects to increase both aspirations for and access to post-secondary education. Toward that end, the following outcomes will be achieved:

- Underrepresented at-risk students will be encouraged to complete high school and attend college, thus increasing the percentage of Washington students who participate in post-secondary education.

- Positive role models will be provided to at-risk students in P-12 schools.
- College students will gain opportunities to perform community service while developing leadership, communication, and career skills.
- Relationships between community, university, P-12 schools, and other post-secondary institutions will be established to create pathways for student academic success.
- At-risk P-12 students will be introduced to college and provided with opportunities to experience the college campus.
- The number of youth who view going to college as both necessary and achievable will be increased.
- An effective early outreach and P-12 pipeline program will be developed for replication statewide.

b) *Performance measure detail.*

The Compass 2 Campus decision package affects the HECB goal of increasing the number and percentage of individuals from underrepresented populations pursuing post-secondary education through both immediate and long-term results. In terms of short-term results, approximately 40% of the WWU students enrolled in the Compass 2 Campus mentoring course work are ethnically and linguistically diverse. Exit surveys with these students indicate that Compass 2 Campus serves as a significant source of personal and career identity for college students, thus enhancing their academic success. Long-term, we expect Compass 2 Campus to increase the number and percentage of under-represented students enrolled and retained at Western Washington University. The institutional goal is to increase the percentage of students from under-represented populations from 17% to 20% by 2012.

By increasing the number and percentage of individuals from underrepresented populations enrolled at WWU, Compass 2 Campus will impact Western's Institution-Specific Accountability Performance Measure addressing the *6-year graduation rate of students from underrepresented groups (all ethnic groups combined)*. We expect that the targeted support provided to students through the program will enhance academic success at Western thereby increasing the graduate rate of students from under-represented populations.

c) *Is this decision package essential to implement a strategy identified in Western's strategic plan?*

Compass 2 Campus contributes directly to the University mission of engaged excellence by *creating opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship*. In terms of the strategic actions of the University, Compass 2 Campus builds collaborative relationships with off-campus communities and enhances opportunities for Western students to increase multicultural understanding and to experience culturally diverse contexts.

For many WWU students, who are themselves from underrepresented populations, Compass 2 Campus provides opportunities for them to serve as models for youngsters and to give back to their communities. Through creation of a pipeline from P-12 schools to post-secondary educational opportunities, Compass 2 Campus addresses the University strategic action of diversifying our student body and responding proactively to demographic changes in the state.

Compass 2 Campus directly addresses several key aspects of the Woodring College of Education SCOT analysis. In terms of strengths of the College, Compass 2 Campus exemplifies our partnerships with P-12 schools and community colleges to support the learning and well-being of all students, including students from traditionally under-represented populations. Compass 2 Campus directly addresses our ongoing challenge of maintaining and nurturing collaborative partnerships with schools and the community that provide contexts for WWU students to gain experience in real-world settings while at the same time contributing to the health and well-being of the communities we serve.

d) Does this decision package provide essential support to one of the Governor's priorities?

Consistent with the HECB Master Plan and Washington Learns goal to "raise educational attainment" of Washington citizens, Compass 2 Campus focuses on diversity, creates higher expectations for all P-12 students, provides student advising and mentoring for success, and creates a pipeline from P-12 schools to post-secondary educational opportunities. Moreover, Compass 2 Campus prepares future educators for the 21st century and, with the addition of a strand focusing on future mathematics and science teachers, addresses the HECB Master Plan and Washington Learns goal of recruiting individuals to STEM teaching fields.

e) Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.

Our challenge to diversify the educator workforce in the state of Washington is addressed through Compass 2 Campus as the program focuses on recruiting and retaining diverse students through early outreach and P-12 pipeline programs. Compass 2 Campus expands our opportunities to enhance P-12 student achievement and higher education opportunities through the provision of mentoring and tutoring in the academic skills needed for college success.

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

Compass 2 Campus focuses on "building the pipeline for under-served populations" between P-12 schools, community colleges, and the university. Western's Compass 2 Campus program has already attracted the direct involvement of many community members, over 100 faculty and staff, 450 Western students, and 11 school districts. Moreover, Compass 2 Campus represents a robust method of addressing the challenge of making higher education attainable for individuals from traditionally

underrepresented populations. Compass 3 Campus enhances Western's opportunities to connect with and serve our communities while providing our students with educational experiences that prepare them for leadership roles and the world of work.

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

Western continues to partner with P-12 schools to explore and support federal programs such as TRIO and GEAR-UP to encourage and mentor youngsters from underrepresented populations to attend college. Compass 2 Campus responds to the strong research showing that successful mentoring-for-college programs must begin in elementary school. Because Compass 2 Campus starts with fifth-graders, and then supports these youngsters through their academic progression in middle and high school, the scope of service and support is greatly expanded beyond those provided through federal programs.

h) What are the consequences of not funding this package?

The decision package will enable the continued operation and expansion of Campus 2 Campus. Without Compass 2 Campus, approximately 700 middle and high school students in Whatcom and Skagit Counties and Lummi Tribal School will lose the opportunity to build the aspirations and skills necessary for participation in post-secondary education.

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

None

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

None

k) Expenditure and revenue calculations and assumptions.

Package costs are detailed above and are based on anticipated actual expenditures. An amount of \$45,000 per year is required for 25 student hourly workers for a total of 150 hours @ \$12/hour.

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

An amount of \$5,000 in one-time funds is requested for FY 2011-12 to cover equipment and set-up costs for 2.50 staff, including 1.00 non-tenure track faculty and 1.50 FTE classified staff. Recurring permanent costs going forward into FY 2013-15 will be \$198,936 per year.

DECISION PACKAGE TITLE: Leveraging Leadership of Returning Veterans

Recommendation Summary Text:

Currently more than two million veterans are eligible to enroll full time in colleges across the country; however, many are not fully accessing their veteran educational benefits. Due to time restrictions on these benefits, it is essential that colleges coordinate services that allow veterans to enroll and complete their degrees in a timely manner. A coalition has been formed and state funding support is requested – this coalition is the first initiative in Washington State to bring together community colleges and a public university in a regional capacity to meet the needs of our student veterans and to benefit veterans in a multitude of ways including a more seamless transition from community colleges to four-year institutions.

Fiscal Detail:

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$ 872,700	\$ 1,097,500	\$ 1,970,200
Total Resources	\$ 872,700	\$ 1,097,500	\$ 1,970,200
USES (EXPENDITURES)			
Exempt Professional	\$ 30,000	\$ 30,000	\$ 60,000
Salaries and Wages	\$ 30,000	\$ 30,000	\$ 60,000
Employee Benefits	\$ 9,300	\$ 9,300	\$ 18,600
Goods and Services, Travel	\$ 42,400	\$ 36,400	\$ 78,800
Allocations to Institutions for Student/Veterans	\$ 786,000	\$ 1,021,800	\$ 1,807,800
Equipment	\$ 5,000	\$ -	\$ 5,000
Total Expenditures	\$ 872,700	\$ 1,097,500	\$ 1,970,200
STAFFING FTE			
Exempt Professional	0.75	0.75	
Total FTE	0.75	0.75	

Package Description:

1. What is the problem or opportunity WWU wants to address?

The influx of student veterans, one unprecedented in recent years, has left colleges and universities unable to adequately assist student veterans with their benefits and facing a myriad of other challenges including: (1) timely processing of benefits, (2) addressing the transitional needs of this population both to the educational setting and to civilian life, (3) providing appropriate counseling and disability services, (4) finding ways to capitalize on the leadership experiences of this group, and (5) educating faculty and staff on the issues veteran students face in pursuing a degree. By nature, student veterans are a very non-

traditional population. In addition to their combat experience, they also tend to delay their entry to college, are older than the traditional student, come from lower and middle income brackets, are first generation attendees, and have physical and mental health needs.

In order to maximize the investments made through the new G.I. bill and to ensure the success of these students given the complexity of their needs, it is imperative that higher education institutions develop new services and enhanced opportunities for veterans pursuing a college education. This decision package is an opportunity to create a collaborative model involving member institutions of the Northwest Higher Education Coalition. The approach is based on best practices and feedback from students currently enrolled at member institutions to ensure that student veterans are retained by our campuses and are supported in ways that allow them to be academically successful.

National pride in the voluntary service of our veteran population is at the heart of our democracy. Those who serve deserve not only to be celebrated in their homecoming, but also supported in their transition. With the introduction of the new GI bill, veterans have greater access than ever before to a college education. According to recent reports (ACE 2008) more than two million veterans are eligible to enroll full time in colleges across the country.

Returning veterans bring unique military and leadership experiences to higher education. It is proposed in this package that a coalition-based approach will ensure that member institutions address the service needs and leadership opportunities that enable student veterans to leverage their strengths and prepare for career opportunities in a civilian setting.

These veterans will be the next wave of leaders as they combine their military service and experience with their college education and job opportunities. They will change the face of higher education and should be provided every opportunity to maximize their 36 months of benefits. These benefits are time limited and, therefore, veterans accessing these benefits will need direct support in order to focus their time and talent. ACE also states that countless veterans are not accessing benefits even when enrolled since they either don't know they are eligible or they don't know how to access them.

2. Exactly how does WWU want to address this problem or opportunity?

The (NWHEC) was formed in the Fall of 2009 to address a growing set of issues in higher education that are best served through a collaborative approach. The Coalition is unique in its inclusion of community colleges, a technical college, an Indian college, and a premier regional University. The coalition met throughout the fall and winter to identify areas of possible collaboration and has identified three specific topics where NWHEC will direct attention: services to veterans, international initiatives, and marine/water conservation. A sub-group was formed and met through the spring and summer of 2010 to formulate a plan for addressing the needs of the veteran student population.

Northwest Higher Education Coalition (NWHEC) member schools recognize that veterans bring their strength in leadership training and service values along with their military work experience back to civilian life but have not been able to build on the strengths and experiences of this student group. This initiative also provides an opportunity to focus on veterans' leadership capabilities, to involve veterans in leadership activities on college campuses, and to assist them in career development decisions that are in alignment with their skills and talents.

This decision package is a first of its kind initiative in Washington State to bring together community colleges and a public university in a regional capacity to meet the needs of our student veterans. The Coalition is well positioned in its voluntary structure and active involvement of all seven of the IHE institution's Presidents.

The NWHEC proposes a two-pronged approach that addresses the infrastructural needs of individual member institutions while addressing training and resource sharing needs with a centralized and coordinated strategy. This two-pronged approach will allow both collaboration and testing of approaches in different institutional settings as well as opportunities for efficiency and piloting of transfer efficiencies between two- and four-year institutions. While every institution has its own unique culture and student populations, NWHEC members recognize that they have some needs that could be met most efficiently through a coordinated effort that focuses on needs that student veterans have identified in conversations with university officials. The model consists of (a) a centralized and coordinated effort to meet the training, consultation, partnership development and resource sharing needs of the campuses and (b) funds allocation to each institution for their particular needs based on a defined formula (\$100/vet/quarter). Distributing funds in this manner affords institutions the flexibility to meet their specific campus needs and also delivers funds proportional to the number of veterans being served on their campuses.

As indicated earlier, student veteran enrollment in higher education is growing rapidly with NWHEC schools reporting increases of 30% or more from one year to the next. In FY11, institutions expect to meet the needs of more than 2,600 students with that figure rising to more than 3,400 in FY12. For fall 2010, NWHEC schools estimate serving the following number of student veterans:

Olympic College	900
Everett Community College	550
Skagit Valley College	500
Whatcom Community College	300

Western Washington University	250
Bellingham Technical College	100
Northwest Indian College	20

2. What will the package funding actually buy?

According to the report entitled *From Soldier to Student: Easing the Transition of Service Members on Campus*, there are five main areas in which colleges and universities most need to improve their services: (1) assisting veteran students with their transition to the college environment, (2) providing professional development for faculty and staff on the transitional needs of veteran students, (3) training staff to meet the needs of veteran students with brain injuries and other disabilities, (4) streamlining campus administrative procedures for veteran students return from deployments, and (5) providing opportunities for veterans to connect with their peers. Feedback from this report mirrors feedback provided this past spring during a discussion forum involving school administrators, service providers and student veterans from NWHEC member institutions.

This decision package is an opportunity for NWHEC member institutions to create a collaborative model based on best practices which will ensure that veteran students are retained by our campuses, are supported in ways that allow them to be academically successful, and which maximize their benefits thereby reducing any additional loan expenses for the student veteran.

Collaborative Initiatives

In this model, a part-time (75%) coordinator, an AmeriCorps volunteer and two veteran student employees would be secured to coordinate shared needs and to serve as a central resource for veterans.

The staff would be responsible for the following types of activities:

- **Leadership Enhancement:** Provide leadership opportunities for interested veterans. These opportunities would draw upon veterans' military experiences and their propensity to develop as leaders while also creating an opportunity to network across institutions.
- **Resource Development:** Identify resources and pool efforts among veterans to address the barriers to education (e.g. child care, transportation) and to create connections among veteran students.
- **Policy Review:** Review and revise policies to ensure greater consistency to improve and ease the transfer experience. Identify, target and reduce barriers (e.g. policy, policy interpretation, common objectives but differing procedural processes) unique to student veterans, especially those student veterans with mixed VA benefits and financial aid awards.

- **Partnership Development:** Develop partnerships between the institutions and outside agencies to bridge veteran support and services. These partnerships will include collaboration on training programs, the development of shared publications, resource sharing, and individual assistance with veterans.
- **Certifying Officers Training:** Provide training for certifying officers on changes to benefits processing and/or relevant laws
- **Faculty/Staff Training:** Provide training to faculty and staff on student veteran-related topics (e.g. transitional issues, roadblocks to re-admittance, veterans with disabilities)
- **Mentor Training:** Provide training for faculty, staff and student peer volunteers who have expressed a desire to mentor, advise and advocate on behalf of student veterans.

Institution-Specific Initiatives

NWHEC members met this past spring to review existing services and gaps in delivery on their respective campuses. In this model, each institution would be apportioned funds based on the number of veterans receiving services at their institution each quarter at a rate of \$100 per veteran. Using this approach, those institutions serving the greatest number of students would receive the largest allocations and would likely feel the impact of these funds most immediately.

While at the discretion of each institution as to how they would use these funds, here are some of the needs previously identified by NWHEC schools:

- **Staffing:** Provide additional funding for a full-time dedicated veterans' coordinator/certifying official. Currently, only one NWHEC school has a full-time person to meet veterans' needs. Two other institutions have part-time staffing and the additional four institutions have no dedicated staff person.
- **Veterans Office:** Create a dedicated Veterans Office presence (in person and on the web) to provide and refer veterans to multiple services and a space for veterans to meet, study, and connect with other students who share in their transitional challenges back to civilian life.
- **Collaboration with Student Groups:** Collaborate with student representatives from organizations and clubs to promote programs that will engage and support veterans and help in the transition from military to civilian life.
- **Direct Assistance:** Provide direct assistance in any or all of the following areas:
 - a) **Academic Advising** – to identify coursework that will meet the requirements toward degree completion approved under the “G.I. bills,” to assist in transfer of military credit for courses, and to assist in transfer issues
 - b) **Career Planning** – to explore career paths and majors, connect with alums and other students in areas of interest
 - c) **Tutorial Services** – to provide support for academic success and, where available, connect with educational benefits allowed for private tutoring
 - d) **Financial Literacy** – to sort out the limits of the educational benefits, other aid available, loan indebtedness planning, etc.

- e) **Tailored Services** – to meet veteran’s individual needs in areas such as counseling and disability services

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

It is expected that with this initiative student veterans will fully maximize their G.I. issued educational benefits, complete their education in a timely manner, and leverage their skills and talents when entering the workforce. Through service enhancement and training for service providers institutions expect to see a positive impact on the campus culture and a more welcoming environment for student veterans.

There are seven major outcomes identified for this coalition-based model. A variety of quantitative and qualitative methods will be used to measure outcomes including monitoring data, conducting workshop evaluations, conducting focus groups and surveys with student veterans, and tracking participation rates in various trainings and activities.

Outcomes include:

1. Increased numbers of student veterans transferring from two-year to four-year institutions.
2. Increased number of student veterans graduating and in a timely manner.
3. More opportunities for student veterans to be engaged with leadership activities and preparedness to use those skills in a non-military setting.
4. Stronger connectedness with institutions and other veterans through mentoring, leadership opportunities and resource sharing.
5. Improved access to services and resources through partnerships, collaborative efforts, and direct assistance.
6. Enhanced knowledge for service providers, faculty, and staff on each campus.
7. Improvements in basic infrastructure needs at individual campuses.

b) Performance measure detail.

Through targeted investment in this decision package, the following accountability performance measures should be positively impacted: the number of bachelor’s degrees awarded, three-year graduation rates for transfer students with an associate degree from a Washington community college, and

persistence rates (1 year retention) for community college transfers with 45 or more transfer credits.

c) *Is this decision package essential to implement a strategy identified in Western's strategic plan?*

This proposed initiative is in alignment with Western's strategic plan and its commitment to developing leadership, effective citizenship and social responsibility in all members of the campus community. As an institution we are committed to creating leaders for the future, building partnerships within our community, using our resources in the most efficient manners all while diversifying our campus. Here are just a few examples of where this proposed initiative fits within the stated goals of Western's strategic plan:

1. **Recruit and retain high quality students:** The University seeks to enhance recruitment efforts for targeted populations and to improve the delivery of services, especially for undecided and transfer students. In order to make full use of their educational benefits, student veterans need strong advising assistance, a deliberate academic plan, and seamless transitions between institutions. These needs are in alignment with Western's recruitment and retention strategies.
2. **Build collaborative relationships with off-campus communities.** The formation of the Northwest Higher Education Coalition is an opportunity for campuses in a regional area to build institutional knowledge, share resources and training needs, and meet the needs of students in a more efficient and collaborative manner.
3. **Become more diverse and enhance opportunities for students to understand and participate in different cultures and diverse societies.** Student veterans bring a unique set of experiences to the college setting including exposure to different cultures. Their experiences and world view of issues deepen discussions and broaden others' understanding of global matters.

d) *Does this decision package provide essential support to one of the Governor's priorities?*

This proposal supports the HECB Master Plan goals of helping more people achieve degrees and contributing to the innovation economy. Through collaborative planning, NWHEC member institutions can address policies and procedures that create barriers in the admissions or transfer process for students, work across institutions to assist students with academic planning that builds on their leadership experiences, and improve services that negatively impact degree completion. Furthermore, through the

implementation of collaborative initiatives, this proposal also improves efficiencies and avoids duplication of efforts among NWHEC institutions.

- e) ***Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.***

This package will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees and the percent of students prepared to meet workforce needs. Western has a long history of serving student veterans and is committed to addressing their needs. With the influx of veterans returning to higher education, Western and other NWHEC schools are struggling to manage the basic benefits processing that is required let alone addressing the additional needs that student veterans have identified. This package provides the financial resources needed for NWHEC schools to strengthen their student services and academic support systems for student veterans so that they are adequately prepared for careers in a civilian setting.

- f) ***What are the other important connections or impacts related to this proposal?***

This proposal is the result of conversations involving student veterans, service providers, and administrators at each of the NWHEC schools. Student veterans were instrumental in identifying the gaps in service that existed at various institutions and suggesting those services that could best meet their needs and goals of degree attainment. NWHEC schools have a shared interest in improving access to college, addressing the service needs of student veterans, and exploring cost effective ways to share knowledge, resources and training needs.

- g) ***What alternatives were explored by the agency, and why was this alternative chosen?***

This collaborative initiative was the most cost effective and efficient method for meeting both the individual and collective needs of the seven institutions of higher education that comprise the Northwest Higher Education Coalition.

- h) ***What are the consequences of not funding this package?***

The State places a high value on veterans. Without this funding, the State loses the opportunity to send a strong message of the importance of supporting student veterans. Veterans may not fully utilize the funding available resulting in an inability to graduate in a timely manner through a planned process.

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

None

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

No changes are required.

k) Expenditure and revenue calculations and assumptions.

Western Washington University would serve as the fiscal agent for this project and provide space for the staff associated with this project. One time funds are requested for office equipment and furniture in FY 11-12. Funds are requested in FY 11-12 and FY 12-13 for office and training supplies, training related expenses, resource publications, and travel between institutions by the coordinator.

In this model, each institution would be apportioned funds based on the number of veterans receiving services at their institution each quarter at a rate of \$100 per veteran. Using this approach, those institutions serving the greatest number of students would receive the largest allocations and would likely feel the impact of these funds most immediately. In 2011-12, an amount of \$786,000 would be allocated and in 2012-13, \$1,021,800.

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

Western Washington University would serve as the fiscal agent for this project and provide space for the staff associated with this project. One time funds in the amount of \$5,000 are requested for office equipment and furniture in FY11-12.

Ongoing costs total \$1,097,500, including the \$100 per veteran apportioned funds (\$1,021,800) to be distributed to NWHEC members, a part-time (75%) coordinator, and two veteran student employees to coordinate shared needs and to serve as a central resource for veterans.

DECISION PACKAGE TITLE: English Language Learners – Bilingual Education (TESOL)

Recommendation Summary text:

To address critical state shortages of teachers of English Language Learners (ELL) and teachers in bilingual education, Western Washington University is seeking state support for additional enrollments in our TESOL program (Teaching English to Speakers of Other Languages).

Fiscal Detail:

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$ 123,543	\$ 211,972	\$ 335,515
Total Resources	\$ 123,543	\$ 211,972	\$ 335,515
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 52,300	\$ 104,600	\$ 156,900
Classified	\$ 12,966	\$ 13,615	\$ 26,581
Hourly	\$ 3,500	\$ 3,675	\$ 7,175
Salaries and Wages	\$ 68,766	\$ 121,890	\$ 190,656
Employee Benefits	\$ 20,232	\$ 36,647	\$ 56,879
Goods and Services	\$ 23,420	\$ 27,560	\$ 50,980
Travel	\$ 1,500	\$ 4,500	\$ 6,000
Equipment	\$ 9,625	\$ 21,375	\$ 31,000
Total Expenditures	\$ 123,543	\$ 211,972	\$ 335,515

Package Description:

The growing number of limited English proficiency students in Washington’s schools over the last five years has precipitated a critical shortage of elementary, middle, and high school teachers who are trained in bilingual education and as teachers of English Language Learners (ELL). While Western Washington University is among the top two producers of P-12 teachers in the state of Washington, our program to prepare bilingual and ELL teachers has reached capacity. To address the critical shortage of bilingual and ELL teachers, Western seeks funding to expand enrollment opportunities in the high demand field of Teaching English to Speakers of Other Languages (TESOL).

Because Washington and the nation as a whole are becoming more ethnically and linguistically diverse, bilingual education and ELL have emerged as high needs for P-12 schools and community colleges. According to the Office of the Superintendent of Public Instruction (OSPI) report, *Educating English Language Learners in Washington State*, over 90 percent of recent immigrants come from non-English speaking countries, and many of those immigrants arrive with little or no formal education. In addition, many

native-born ethnic group members do not speak English in the home. These immigration and birth patterns are contributing to the increase in the linguistic diversity of our public schools.

Many districts in the state of Washington report significant difficulties in recruiting teachers qualified to teach students with limited English proficiency. According to the most recent *Washington Educator Supply and Demand Report* issued by the Professional Educator Standards Board, bilingual education and ELL top the list of teaching areas with a shortage of qualified teachers. Of the total number of school districts in the state, 83 percent report they are unable to recruit and hire qualified ELL and bilingual teachers.

In the face of the critical needs of the state for qualified bilingual and ELL teachers, Western Washington University's program is at capacity. We are forced to turn away qualified applicants because the program is full, and some students must wait 2-3 quarters for program admission. In addition, we consistently receive numerous inquiries from practicing teachers in Washington schools regarding the availability of admission slots in the Western's TESOL program. We face a profound and sustained demand for access that has increased dramatically over the last two years.

The proposed decision package would enable Western to double the current enrollment in our TESOL program, thus meeting both student and market demand for the program and expanding access to the high-need teaching areas of bilingual education and ELL.

This package provides an opportunity for approximately 40 student FTE per academic year or 80 FTE students per biennium to enroll in ELL, without increasing Western's overall enrollments.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

The TESOL program is essential to the Woodring College of Education mission to *prepare thoughtful, knowledgeable, and effective educators for a diverse society*. With our partners in P-12 schools, community and technical colleges, our local and regional communities, and across the University, we continue to lead the nation in responding to federal and state education priorities of supporting the learning of all students, specifically targeting linguistically diverse students and students from underrepresented populations. The TESOL program leads the College in meeting the challenge of becoming more diverse and enhancing opportunities for college students to understand and participate in different cultures and diverse societies. Because the TESOL program is one of the most ethnically and linguistically diverse academic programs at WWU, growth of the program will enhance opportunities for students from traditionally underrepresented populations to pursue higher education that supports their career goals of becoming EEL and bilingual education teachers. In addition, the TESOL program contributes to Woodring College of Education's legislative mandate to produce highly competent educators ready to meet the needs of Washington's ethnically and linguistically diverse students.

b) Performance measure detail.

The TESOL decision package affects the HECB goal of increasing the number and percentage of individuals from underrepresented populations pursuing post-secondary education. Specific to WWU, the TESOL program will greatly enhance the institution's success in attracting and retaining linguistically and ethnically diverse students. The institutional goal is to increase the percentage of students from under-represented populations from 17% to 20% by 2012.

By increasing the number and percentage of individuals from underrepresented populations enrolled at WWU, the TESOL program will affect Western's Institution-Specific Accountability Performance Measure addressing the *6-year graduation rate of students from underrepresented groups (all ethnic groups combined)*. We expect that the targeted support provided to students through the TESOL program will enhance their access to and success in college, specifically at Western.

c) Is this decision package essential to implement a strategy identified in Western's strategic plan?

Through the curriculum and scholarly requirements of the program, students are engaged in interactive learning, scholarly and creative activities, service-learning in community contexts, and international internships. The faculty and staff of the program, including practicing teachers and scholars in P-12 schools, model the highest quality teaching and scholarship that translate theory to professional practice. Through the practicum and internship components of the program, students are engaged in service-learning through which they develop leadership, effective citizenship, social responsibility, and multicultural competence.

Because of the TESOL program's emphasis on the knowledge and skills for supporting the learning of English language learners, the program addresses the WWU strategic objective of a "diverse campus community that honors, appreciates, and celebrates diverse perspectives and backgrounds." The expansion of the TESOL program also addresses the WWU strategic objective to recruit and retain high quality and diverse students and to focus on enhancing recruitment efforts for targeted populations. The TESOL program tends to draw students from underrepresented populations, specifically ethnically diverse students for whom English is their second language.

d) Does this decision package provide essential support to one of the Governor's priorities?

This request for funding to expand enrollments in the TESOL program supports the HECB Strategic Master Plan goals of creating higher expectations for all K-12 students, focusing on diversity, making college more accessible, and helping more students achieve degrees. Though the TESOL program, WWU improves the economic vitality of

businesses and individuals by providing increased support to linguistically diverse students in Washington to develop the knowledge and skills necessary for success in school and the workplace

Our proposal to increase access to the TESOL program addresses the HECB Strategic Master Plan goal of improving student achievement by focusing on the preparation of teachers who will ensure that all students, including English language learners, master the skills they need to participate thoughtfully and productively in their work and communities. Through expansion of the TESOL program, WWU will improve the value of postsecondary learning by providing educational opportunities to close the achievement gap that academically sidelines low-income and minority students. Finally, this proposal addresses the HECB Strategic Master Plan by supporting a program that will increase the percent of adults completing degrees and the percent of graduates prepared to meet workforce needs.

e) Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.

The proposed expansion of the TESOL program contributes to statewide results and the Washington Government Priority of improving the value of postsecondary education and training. Through the focus on English Language Learners, the TESOL decision package enhances the primary support of students already enrolled in post-secondary education through the direct support of instructional, research, and public service activities. Diverse students enrolled in the TESOL program experience instructional strategies that enhance their own learning while at the same time obtaining the knowledge and skills to support the learning and well-being of students in P-12 schools. Through extensive practicum and internship experiences in P-12 classrooms, TESOL students provide significant support and service to public schools and the larger community. Furthermore, the TESOL program fulfills the legislative mandate to produce highly competent educators ready to meet the needs of Washington's ethnically and linguistically diverse students.

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

With its international reputation for preparing highly qualified bilingual educators, the TESOL program contributes to Western's strength as the Pacific Northwest's premier public comprehensive university. Because the TESOL program draws ethnically and linguistically diverse students, the program also contributes to the increasingly diverse student body of the University. Moreover, because of its academic focus on linguistic diversity, multicultural competency, and global understanding, the TESOL program draws international students to Western. As stated in the institutional SCOT analysis, WWU faces the challenge of contributing to the "success of all institutions of higher education and K-12 sectors in the state." Through numerous partnerships with public and private schools and community and technical colleges, the TESOL program trains qualified educators prepared to support the academic success of the growing number of linguistically diverse students in Washington P-12 schools, colleges, and universities.

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

We considered relying on the provision of in-service training for practicing teachers to develop the competence to support the learning of linguistically diverse students. While we continue to provide professional development for practicing teachers, as recommended by the Professional Education Standards Board, to respond to the burgeoning demands of schools to meet the needs of ELL students, all new teachers entering the profession must possess knowledge and skills to teach linguistically diverse students. Therefore, we seek to double the size of our undergraduate TESOL program to increase the number of new teachers entering the profession with the ELL and/or bilingual education endorsement.

h) What are the consequences of not funding this package?

Without an increase in the number of teachers prepared to support the learning of linguistically diverse students, the rapidly increasing population of English Language Learners in the state will not be adequately served. These students will continue to fail in school and life, thereby depleting the state's population of high school graduates and reducing the number of linguistically and ethnically diverse individuals pursuing post-secondary education.

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

None

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

None

k) Expenditure and revenue calculations and assumptions.

Without increasing Western's overall enrollments, support for 40 student FTE program enrollments is requested for 2011-12 plus an additional 45 FTE in 2012-13. The requested level of support will accommodate 85 FTE students in this program over the course of the biennium.

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

\$7,500 in one-time funds are requested in FY 2011-12 for equipment and furnishings to accommodate a new faculty member, and \$15,000 in one-time funds are similarly requested in FY 2012-13. Ongoing permanent budget of \$211,972 per year will be required for the 2013-15 biennium.

DECISION PACKAGE TITLE: Bargaining Unit A – WFSE Clerical.

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

Bargaining Unit A – Washington Federation of State Employees/Clerical – includes all non-supervisory office and clerical classes.

Fiscal Detail:

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$	\$	\$
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

Description:

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 13, 2010, budget submission does not include Western’s request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

DECISION PACKAGE TITLE: Bargaining Unit B – WFSE Trades.

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

Bargaining Unit B – Washington Federation of State Employees/Trades – includes all non-supervisory operations classes; skilled crafts, semi-skilled operatives, unskilled laborers, security, service workers and apprentices.

Fiscal Detail

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$	\$	\$
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

Description:

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 13, 2010, budget submission does not include Western’s request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

DECISION PACKAGE TITLE: Bargaining Unit D – PSE Supervisory and Non Supervisory Units.

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

Bargaining Unit D – Public School Employees of Washington/Supervisory and Non Supervisory Units – includes all supervisory/manager classes of clerical or technical employees.

Fiscal Detail

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$	\$	
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

Description:

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 13, 2010, budget submission does not include Western’s request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

DECISION PACKAGE TITLE: Bargaining Unit E – WFSE Supervisory Trades.

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

Bargaining Unit E – Washington Federation of State Employees/Supervisory Trades – includes all supervisory maintenance classes; custodial services, grounds, security, carpentry, electrical, engineer, painter; and plumbers, pipe fitters, and/or steamfitters.

Fiscal Detail

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$	\$	\$
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

Description:

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 13, 2010, budget submission does not include Western’s request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

DECISION PACKAGE TITLE: Bargaining Unit PTE – PSE Professional and Technical.

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

Bargaining Unit PTE – Public School Employees of Washington/Professional and Technical Employees – includes all non-supervisory technical classes.

Fiscal Detail

	2011-12	2012-13	2011-13
RESOURCES			
Fund 001, General Fund - State	\$	\$	\$
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

Description:

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 13, 2010, budget submission does not include Western’s request for funds necessary for 2011-13 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2010, along with copies of the bargained and ratified agreement.

DECISION PACKAGE TITLE: Approval for Increased Fees

Recommendation Summary text:

Approval is requested to increase fees for fee categories:

2200-Service & Activity Fee: The Associated Student Board is requesting an increase to the Service & Activity fee to cover support costs for student activities and clubs. If this fee is not increased, then some student activities and club support will be reduced or eliminated.

Current Fee Amount for FY2011 is \$507

Proposed Fee Amount for FY2012 is \$540

Proposed Fee Amount for FY2013 is \$576

Incremental Change for FY2012 is \$33

Incremental Change for FY2013 is \$36

Additional Revenue from Fee Increase for FY2012 is projected at \$389,000

Additional Revenue from Fee Increase for FY2013 is projected at \$425,000

There is no change to the payee or in methodology from the 2008 Fees and Rates submittal.

2300-Other Mandatory Fees: The Associated Student Board is requesting an increase to Other Mandatory Fees to cover the inflationary costs of programs and services. If these fees are not increased, then services or programs will be reduced or eliminated.

Current Fee Range for FY2011 is \$21 - \$285

Proposed Fee Range for FY2012 is \$27 - \$300

Proposed Fee Range for FY2013 is \$27 - \$315

Incremental Change for FY2012 is \$6 - \$15

Incremental Change for FY2013 is \$0 - \$15

Additional Revenue from Fee Increase for FY2012 is projected at \$518,000

Additional Revenue from Fee Increase for FY2013 is projected at \$443,000

There is no change to the payee or in methodology from the 2008 Fees and Rates submittal.

3100-Existing On Campus Course and Lab Fees: Western is requesting an increase to course and lab fees to cover the inflationary costs of instructional materials and services. If these fees are not increased, then instructional materials and services will be reduced or eliminated.

Current Fee Range for FY2011 is \$2 - \$738

Proposed Fee Range for FY2012 is \$0 - \$832

Proposed Fee Range for FY2013 is \$0 - \$866

Incremental Change for FY2012 is \$0 - \$94

Incremental Change for FY2013 is \$0 - \$34

Additional Revenue from Fee Increase for FY2012 is projected at \$193,000

Additional Revenue from Fee Increase for FY2013 is projected at \$82,000

There is no change to the payee or in methodology from the 2008 Fees and Rates submittal.

5100-Application Fees: Western is requesting an increase to application fees for student reinstatement, undergraduate admissions, and graduate admissions to cover the inflationary costs of materials and services. If these fees are not increased, then services will be reduced.

Current Fee Range for FY2011 is \$45 - \$75

Proposed Fee Range for FY2012 is \$45 - \$110

Proposed Fee Range for FY2013 is \$45 - \$115

Incremental Change for FY2012 is \$0 - \$35

Incremental Change for FY2013 is \$0 - \$5

Additional Revenue from Fee for FY2012 is projected at \$147,000

Additional Revenue from Fee for FY2013 is projected at \$58,000

There is no change to the payee or in methodology from the 2008 Fees and Rates submittal.

Fiscal Detail:

	2011-12	2012-13	2011-13
RESOURCES			
Fund 148, Dedicated Local	\$ 1,247,000	\$ 2,255,000	\$ 3,502,000
Total Resources	\$ 1,247,000	\$ 2,255,000	\$ 3,502,000
USES (EXPENDITURES)			
Goods and Services	\$ 1,247,000	\$ 2,255,000	\$ 3,502,000
Total Expenditures	\$ 1,247,000	\$ 2,255,000	\$ 3,502,000

Package Description:

Various fee increases are needed to maintain educational programs, services, and operations. Fees increases are predicated on general inflation of services and materials.

Narrative Justification and Impact Statement:

a) *What specific performance outcomes does the agency expect?*

None

b) *Performance measure detail.*

None

c) *Is this decision package essential to implement a strategy identified in Western's strategic plan?*

No

d) *Does this decision package provide essential support to one of the Governor's priorities?*

N/A

e) *Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.*

N/A

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

None

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

No other alternatives were explored

h) *What are the consequences of not funding this package?*

Services and programs supported by fees that do not receive approval for increases will be reduced.

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

None

j) *What changes would be required to existing statutes, rules, or contracts, in order to implement the change.*

None

k) *Expenditure and revenue calculations and assumptions.*

Expenditure and revenue calculations are based upon the costs of services and/or program activity.

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

All costs are ongoing

State of Washington

Summarized Revenue by Account and Source

9/10/2010
3:30PM

BASS - BDS029

Budget Period: 2011-13
Dollars in thousands
380 - Western Washington University
Agency Level
CB - 2011-2013 Current Biennium Base
Supporting Text Excluded

	Maintenance Level FY2012	FY2013	Performance Level FY2012	FY2013	Biennium Totals FY2012	FY2013	Total
065 - WWU Capital Projects							
Total - 0424 - Tuition and Fees - S	2,964	3,135			2,964	3,135	6,099
065 - WWU Capital Projects - State	2,964	3,135			2,964	3,135	6,099
Total - 065 - WWU Capital Projects	2,964	3,135			2,964	3,135	6,099
145 - H E - Grants/Contract							
Total - 0305 - National Endow Arts - F	14	14			14	14	28
Total - 0310 - Dept of Agriculture - F	91	91			91	91	182
Total - 0311 - Dept of Commerce - F	281	281			281	281	562
Total - 0315 - Dept of Interior - F	70	70			70	70	140
Total - 0347 - Nat Science Foundati - F	2,949	2,949			2,949	2,949	5,898
Total - 0366 - Environ Protection A - F	276	276			276	276	552
Total - 0384 - Dept of Education - F	555	555			555	555	1,110
Total - 0393 - Health & Human Svc - F	202	202			202	202	404
Total - 0394 - Corp for Nat Comm Sv - F	446	446			446	446	892
Total - 0399 - Miscellaneous Fedrl - F	5	5			5	5	10
Total - 0402 - Income From Property - S	364	364			364	364	728
Total - 0420 - Charges for Services - S	1,303	1,303			1,303	1,303	2,606
Total - 0424 - Tuition and Fees - S	1,049	1,049			1,049	1,049	2,098
Total - 0430 - Dedicated Stu Fees - S	1	1			1	1	2
Total - 0541 - Contributions Grants - P/L	14,661	14,661			14,661	14,661	29,322
145 - H E - Grants/Contract - State	2,717	2,717			2,717	2,717	5,434
145 - H E - Grants/Contract - Federal	4,889	4,889			4,889	4,889	9,778

145 - H E - Grants/Contrct - Private/Local	14,661	14,661	14,661	14,661	14,661	29,322
Total - 145 - H E - Grants/Contrct	22,267	22,267	22,267	22,267	22,267	44,534
148 - HE - Dedicated Locl						
Total - 0402 - Income From Property - S	156	156	156	156	156	312
Total - 0405 - Fines, Forfeits - S	384	384	384	384	384	768
Total - 0409 - Lcl Inv/Intr Incm - S	394	394	394	394	394	788
Total - 0413 - CAPITAL GAINS - S	9	9	9	9	9	18
Total - 0416 - Sale of Prop/Other - S	1	1	1	1	1	2
Total - 0418 - Gn/Loss-Fixed Assets - S	3	3	3	3	3	6
0420 - Charges for Services - S	7,795	7,795				
BZ - Approval for New or Increased Fees		1,247	2,255			
Total - 0420 - Charges for Services - S	7,795	7,795	1,247	2,255	9,042	19,092
Total - 0423 - Room, Board Meals - S	7	7	7	7	7	14
Total - 0424 - Tuition and Fees - S	8,383	8,383	8,383	8,383	8,383	16,766
Total - 0430 - Dedicated Stu Fees - S	8,594	8,594	8,594	8,594	8,594	17,188
Total - 0440 - Indirect Cost Reimb - S	158	158	158	158	158	316
Total - 0450 - Sales/Goods & Supply - S	16	16	16	16	16	32
Total - 0499 - Other Revenue - S	47	47	47	47	47	94
Total - 0541 - Contributions Grants - P/L	203	203	203	203	203	406
148 - HE - Dedicated Locl - State	25,947	25,947	25,947	25,947	25,947	55,396
148 - HE - Dedicated Locl - Private/Local	203	203	203	203	203	406
Total - 148 - HE - Dedicated Locl	26,150	26,150	26,150	26,150	26,150	55,802
443 - Data Proc - Hi Educ						
Total - 0402 - Income From Property - S	4	4	4	4	4	8
Total - 0420 - Charges for Services - S	495	495	495	495	495	990
Total - 0450 - Sales/Goods & Supply - S	7	7	7	7	7	14
443 - Data Proc - Hi Educ - State	506	506	506	506	506	1,012
Total - 443 - Data Proc - Hi Educ	506	506	506	506	506	1,012
380 - Western Washington University - State	32,134	32,305	1,247	2,255	33,381	67,941
380 - Western Washington University - Federal	4,889	4,889	4,889	4,889	4,889	9,778

380 - Western Washington University - Private/Local	14,864	14,864	1,247	2,255	14,864	14,864	29,728
Total - 380 - Western Washington University	51,887	52,058	1,247	2,255	53,134	54,313	107,447

2010 Enterprise Risk Management Update Agency: Western Washington University

Section A: Track Agency Progress Toward Mature Enterprise Risk Management Practices

Instructions: The measures listed below are benchmarks for ERM achievement. It can take several years for an agency to successfully implement all measures and agencies are not expected to have all of them completed at this time. Please indicate which measures have now been completed and the year you plan to address each remaining measure. Feel free to add notes and attach documents.

Measures of a Mature Program	Check if complete	Planned for 2010	Planned for 2011	Planned for 2012	Notes
Risk Management responsibility will be assigned to a specific employee	X				WWU has assigned risk management program responsibilities to a specific employee with the title of Risk Manager.
Risk Management will be on the executive leadership team agenda at least quarterly		X	X	X	WWU is in the midst of an executive leadership transition. New executive leadership with oversight of risk management function will determine future agendas. However, risk management continues to be recognized by executive leadership as a priority.
Agency Enterprise Risk Management policy will be in place or in progress			X	X	WWU has a traditional risk management policy and a number of other risk-related policies. We plan to continue our work towards adoption of an university-wide enterprise risk management policy once executive leadership transition is complete and settled.
Agency incidents will be reported centrally and reviewed periodically	X	X	X	X	All significant losses are reported to WWU Environmental Health & Safety and reviewed by senior administration. WWU keeps a centralized Incident/Potential Hazard (IPH) database as well.

2010 Enterprise Risk Management Update Agency: Western Washington University

Section A: Track Agency Progress Toward Mature Enterprise Risk Management Practices

Instructions: The measures listed below are benchmarks for ERM achievement. It can take several years for an agency to successfully implement all measures and agencies are not expected to have all of them completed at this time. Please indicate which measures have now been completed and the year you plan to address each remaining measure. Feel free to add notes and attach documents.

<p>Risks that can prevent achieving program goals will be discussed and ranked by severity and frequency (Risk Mapping)</p>					<p>Western's Integrated Stewardship of Resources (WISR) is an enterprise risk management (ERM) program developed by the WWU division having risk management function oversight. ERM tools are available online. Risk mapping is done at the division level for new initiatives, emerging issues and, most recently, during planning and budget reduction activities. Risk mapping is infiltrating various departments for day-to-day management or operational activities as well. However, WWU recognizes the value of an institution-wide and common framework, language and understanding about management of risks that may prevent the achievement of institutional goals. Such an approach can open up communication between and within all levels of the institution. We will continue to work towards this goal.</p>
<p>Risk mitigation plans will be developed when needed for priority risks</p>					<p>See notes above.</p>
<p>Where risks are under control, 'best practices' that provide control will be gathered and shared throughout the agency</p>					<p>This is an ongoing effort and a current function of WWU's Risk Management, Environmental Health & Safety and Workers Compensation departments.</p>

2010 Enterprise Risk Management Update Agency: Western Washington University

Section A: Track Agency Progress Toward Mature Enterprise Risk Management Practices				
<i>Instructions: The measures listed below are benchmarks for ERM achievement. It can take several years for an agency to successfully implement all measures and agencies are not expected to have all of them completed at this time. Please indicate which measures have now been completed and the year you plan to address each remaining measure. Feel free to add notes and attach documents.</i>				
<p>Risk analysis will be integrated into agency strategic and budget planning</p>		<p style="text-align: center;">X</p>	<p style="text-align: center;">X</p>	<p style="text-align: center;">X</p>
<p>This is an ongoing effort, but the risk management practice, including risk analysis, is part of strategic and budget planning on many levels. For example, during recent budget reductions, priority consideration was given to WWU programs that support a safe campus and healthy working environment and programs that are related to compliance with state or federal statutes.</p>				

LOCAL FUND SUMMARY

Central Stores (Fund 440)

This internal service fund is designated to account for the cost of furnishing centralized institutional office supplies, materials, and other services to campus operating departments. Funds are generated through supplies and services fees and interdepartmental recharges. Authority: RCW 43.88.195

Printing Fund (Fund 448)

This internal service fund is used to provide centralized duplicating and typesetting services to campus operations. Funds are generated through interdepartmental recharges. Authority: RCW 43.78.030/43.88.195

Other Internal Service Fund (Fund 450)

This internal service fund is used to account for the cost of providing centralized facilities planning and construction activities, which are subsequently billed to operating departments or appropriate capital projects. Funds are generated through interdepartmental recharges. Authority: RCW 43.88.195

Motor Pool Fund (Fund 460)

This internal service fund is designated to provide centralized transportation services to campus operations. Vehicles are classified by types (sedans, vans, etc.) in order to assess appropriate operating rates. Funds are generated through interdepartmental recharges. Authority: RCW 43.88.195

Associated Students Fund (Fund 522)

This auxiliary enterprise fund is used to account for the associated student government, clubs and organizations, and other student-supported activities. Revenues are generated from services and activities fees and special student events and investments. Authority: RCW 43.88.195

Bookstore Fund (Fund 524)

This auxiliary enterprise fund is designated to handle the operations of the university bookstore. Revenues are generated from the sale of books and supplies to students, faculty, and staff. Authority: RCW 43.88.195

Parking Fund (Fund 528)

This auxiliary enterprise fund is used to account for the operations of the university's parking services. It includes revenue from parking permits and fines, and expenditures for parking facilities. Authority: RCW 43.88.195

Other Enterprises Fund (Fund 570)

This auxiliary enterprise fund is designated to provide centralized services to both campus departments and outside organizations. It includes the operations of the intercollegiate athletic program, department related activities, intramurals and sport clubs. Authority: RCW 43.88.195

LOCAL FUND SUMMARY

Housing and Dining Fund (Fund 573)

This auxiliary enterprise fund is used to identify revenues, expenditures, transfers, and debt service payments associated with the university housing and dining operations. Income is derived from campus dormitories, apartments and various food and service operations. Authority: RCW 43.88.195

G. Robert Ross Endowment (Fund 841)

This fund accounts for the assets reviewed by the institution to be held in trust for the G. Robert Ross distinguished faculty endowment award. Proceeds from the endowment may be used to supplement the salary of the holder of the award, to pay salaries of his or her assistants, and to pay expenses associated with the holder's scholarly work. Authority: RCW 28B10.878

Scholarship Fund (Fund 846)

This fund accounts for established scholarships and fellowships. The income to the fund consists of private gifts, and federal and state grants. Authority: RCW 43.88.195

Perkins and Other Loan Fund (Fund 849)

This fund accounts for loans to qualified students under the policies established by the sponsoring agency. Revenues and receipts come from interest collected on the loans and additions to the loan fund balances from federal sources, private sources, and charitable and service organizations. Authority: RCW 43.88.195

Endowment Fund (Fund 859)

This fund accounts for the assets received by the institution to be held in trust according to the terms of the endowment agreements, whereby the principal usually remains intact and the earnings are utilized for institutional activities. Authority: RCW 43.88.195

State Loan Fund (Fund 860)

The 1981 Legislature designated 3.5 percent of general tuition and fees receipts for Guaranteed Student Loans. This fund was established to account for this activity. Authority: RCW 28B.15.820

2011-2013 FEDERAL FUNDING ESTIMATES SUMMARY

CFDA#	Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts
USDA Forest Service				
10.652	FY 2010	\$ 4,000	\$ 0	\$ 0
	FY 2011	15,000	14,000	12,189
	FY 2012	15,000	15,000	12,264
	FY 2013	10,000	15,000	11,882
	Agency Totals	\$ 44,000	\$ 44,000	\$ 36,335
U.S. Department of Transportation (FTA)				
20.500	FY 2010	\$ 313,000	\$ 341,000	\$ 485,889
	FY 2011	0	57,000	0
	FY 2012	0	0	0
	FY 2013	0	0	0
	Agency Totals	\$ 313,000	\$ 398,000	\$ 485,889
University of Washington (NASA)				
43.001	FY 2010	\$ 31,000	\$ 31,000	\$ 116,455
	FY 2011	13,000	21,000	0
	FY 2012	0	0	0
	FY 2013	0	0	0
	Agency Totals	\$ 44,000	\$ 52,000	\$ 116,455
National Science Foundation				
47.076	FY 2010	\$ 66,000	\$ 66,000	\$ 23,483
	FY 2011	55,000	66,000	0
	FY 2012	0	6,000	0
	FY 2013	0	0	0
47.082	FY 2010	\$ 50,000	\$ 46,000	\$ 0
	FY 2011	42,000	50,000	11,000
	FY 2012	-	4,000	-
	FY 2013	-	-	-
	Agency Totals	\$ 213,000	\$ 238,000	\$ 34,483
U.S. Department of Education				
84.016	FY 2010	\$ 88,000	\$ 81,000	\$ 108,373
	FY 2011	73,000	88,000	111,023
	FY 2012	0	7,000	0
	FY 2013	0	0	0
84.129	FY 2010	\$ 288,000	\$ 300,000	\$ 78,911
	FY 2011	150,000	175,000	39,961
	FY 2012	150,000	150,000	41,702
	FY 2013	\$ 138,000	\$ 125,000	\$ 43,523

2011-2013 FEDERAL FUNDING ESTIMATES SUMMARY

CFDA#	Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts
84.195	FY 2010	\$ 293,000	\$ 293,000	\$ 11,872
	FY 2011	293,000	293,000	12,800
	FY 2012	219,000	293,000	12,800
	FY 2013	\$ 0	\$ 0	\$ 0
	Agency Totals	\$ 1,692,000	\$ 1,805,000	\$ 460,965
National Institutes of Health				
93.113	FY 2010	\$ 56,000	\$ 47,000	\$ 0
	FY 2011	28,000	42,000	3,000
	FY 2012	0	0	0
	FY 2013	0	0	0
93.839	FY 2010	\$ 23,000	\$ 0	\$ 0
	FY 2011	91,000	91,000	8,333
	FY 2012	91,000	91,000	8,333
	FY 2013	69,000	91,000	8,333
	Agency Totals	\$ 358,000	\$ 362,000	\$ 27,999
Corporation for National and Community Services				
94.005	FY 2010	\$ 259,000	\$ 345,000	\$ 450,000
	FY 2011	0	0	0
	FY 2012	0	0	0
	FY 2013	0	0	0
94.103	FY 2010	\$ 17,000	\$ 11,000	\$ 8,454
	FY 2011	-	6,000	-
	FY 2012	-	-	-
	FY 2013	\$ 0	\$ 0	\$ 0
	Agency Totals	\$ 276,000	\$ 362,000	\$ 458,454
National Fnd on the Arts and the Humanities				
National Endowment f/t Arts				
45.024	FY 2010	\$ 8,000	\$ 8,000	\$ 0
	FY 2011	2,000	4,000	72,300
	FY 2012	-	-	-
	FY 2013	\$ 0	\$ 0	\$ 0
National Endowment f/t Humanities				
45.149	FY 2010	\$ 2,000	\$ 2,000	\$ 0
	FY 2011	2,000	3,000	537
	FY 2012	-	-	-
	FY 2013	\$ 0	\$ 0	\$ 0
	Agency Totals	\$ 14,000	\$ 17,000	\$ 72,837
US Department of Commerce				
11.307	FY 2010	\$ 165,000	\$ 138,000	\$ 80,829
	FY 2011	152,000	165,000	60,550
	FY 2012	-	28,000	60,549

2011-2013 FEDERAL FUNDING ESTIMATES SUMMARY

CFDA#	Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts
	FY 2013	\$ 0	\$ 0	\$ 0
	Agency Totals	\$ 317,000	\$ 331,000	\$ 201,928
Washington State University				
USDA				
10.309	FY 2010	\$ 45,000	\$ 34,000	\$ 36,273
	FY 2011	45,000	45,000	30,131
	FY 2012	45,000	45,000	34,491
	FY 2013	\$ 0	\$ 11,000	\$ 0
SBA				
59.037	FY 2010	\$ 60,000	\$ 40,000	\$ 45,828
	FY 2011	20,000	40,000	34,172
	FY 2012	-	-	-
	FY 2013	\$ 0	\$ 0	\$ 0
	Agency Totals	\$ 215,000	\$ 215,000	\$ 180,895
WA Higher EducCoordinating Board (US Dept Educ)				
84.367	FY 2010	\$ 245,000	\$ 245,000	\$ 19,885
	FY 2011	245,000	245,000	19,885
	FY 2012	224,000	245,000	19,885
	FY 2013	\$ 0	\$ 41,000	\$ 0
	Agency Totals	\$ 714,000	\$ 776,000	\$ 59,655
WA Corp for National & Community Svc (US CNCS)				
94.006	FY 2010	\$ 225,000	\$ 204,000	\$ 191,804
	FY 2011	-	41,000	54,153
	FY 2012	-	-	-
	FY 2013	\$ 0	\$ 0	\$ 0
	Agency Totals	\$ 225,000	\$ 245,000	\$ 245,957
Fnd for Am Economic Cooperation(Agcy for Intl Dev)				
98.001	FY 2010	\$ 4,000	\$ 3,000	\$ 0
	FY 2011	-	1,000	2,155
	FY 2012	-	-	-
	FY 2013	\$ 0	\$ 0	\$ 0
	Agency Totals	\$ 4,000	\$ 4,000	\$ 2,155
WA Assn of Sheriffs & Police Chiefs(US DOT)				
20.600	FY 2010	\$ 1,000	\$ 1,000	\$ 1,090
	FY 2011	-	1,000	-
	FY 2012	-	-	-
	FY 2013	\$ 0	\$ 0	\$ 0
	Agency Totals	\$ 1,000	\$ 2,000	\$ 1,090

Agency: 3800 Western Washington University

2011-2013 FEDERAL FUNDING ESTIMATES SUMMARY

CFDA#	Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts
Fiscal Year Totals				
	FY2010	2,243,000	2,236,000	1,209,146
	FY2011	1,226,000	1,448,000	472,189
	FY2012	744,000	884,000	190,024
	FY2013	217,000	283,000	63,738
	Agency Totals	\$ 4,430,000	\$ 4,851,000	\$ 2,385,097

AGENCY	Code	Title
	380	Western Washington University

**CURRENT AND PROJECTED LEASED FACILITY COSTS
FOR FACILITY LEASE-RELATED DECISION PACKAGE**

DATE	STREET ADDRESS	CITY	SPACE TYPE	CURRENT SQ. FT.	LEASE START DATE	LEASE END DATE	CURRENT ANNUAL COST	CURRENT COST PER SQ. FT.	SERVICES INCLUDED IN THE LEASE	PROJECTED SQ. FT.	PROJECTED ANNUAL COST	PROJECTED COST PER SQ. FT.	REQUESTED ONE-TIME COSTS	NOTES/ ASSUMPTIONS
September 1, 2010	2201 Skyline Way	Anacortes	Boat Slips for Shannon Point Marine Center	n/a			\$ 4,924	n/a	Dues for boat slips, ground maintenance and dredging	n/a	\$ 5,153	n/a		
	1601 Orleans Street	Bellingham	Athletic Stadium	n/a			\$ 2,250	n/a	none	n/a	\$ 2,363	n/a		
	5238 Northwest Drive	Bellingham	Soccer Fields	n/a			\$ 420	n/a	none	n/a	\$ 441	n/a		
	237 W. Kellogg	Bellingham	Soccer Fields	n/a			\$ 8,585	n/a	none	n/a	\$ 9,014	n/a		
	119 North Commercial Street	Bellingham	Office for the Center for Economic Vitality	2,230	4/1/2010	3/31/2015	\$ 50,000	22.42	none	2,230	\$ 52,500	23.54		
	311 E Holly Street	Bellingham	Classroom space for Dance	4,359	9/1/2010	8/31/2015	\$ 49,882	11.44	Custodial/Utilities/Security	4,359	\$ 55,882	12.82		
	415 Ohio Street	Bellingham	Classroom space for Costume Lab	12,147	3/1/2008	2/28/2012	\$ 150,613	12.40	Custodial/Utilities/Security	12,147	\$ 157,071	12.93		
	405 32nd Street	Bellingham	Office	12,791	9/1/2001	8/31/2011	\$ 323,980	25.33	Custodial/Utilities/Security	12,791	\$ 339,254	26.52		
	Total			31,527			\$ 590,654	18.73		31,527	\$ 621,678	19.72		



1. Actual average annual 2009-10 headcount distribution by credit hour.

Credit Hr.	Undergraduate		Graduate	
	Resident	Non-Res	Resident	Non-Res
1	5.7	2.0	2.7	0.7
2	7.3	1.0	20.3	4.3
3	34.7	1.3	4.7	1.0
4	94.3	7.0	51.3	8.0
5	72.0	2.7	10.7	5.0
6	61.0	6.0	15.3	3.0
7	55.3	2.7	8.3	1.3
8	169.3	11.3	88.3	21.0
9	161.7	9.3	29.0	8.7
10	215.7	6.3	94.8	20.0
11	148.3	9.3	24.3	10.0
12	1,625.3	90.0	56.3	7.0
13	1,630.7	93.7	19.0	2.0
14	2,017.7	138.7	10.7	5.3
15	2,480.2	151.0	29.0	4.7
16	1,612.0	130.7	45.7	6.0
17	1,051.3	107.7	9.0	2.3
18	418.0	51.3	10.7	0.3
19	112.3	10.7	2.3	0.7
20	61.3	5.3	0.7	0.0
21	8.3	0.3	0.7	0.0
22	2.7	0.0	0.0	0.0
23	1.3	0.0	0.0	0.0
24	0.3	0.3	0.0	0.0
25	0.0	0.0	0.0	0.0
Total	12,046.7	838.6	533.8	111.3

2. Actual annual average FTEs and Headcounts by student category (for fall, winter, and spring 2009-10)

	Actual FTE			Actual Headcount		
	Resident	Non-Res	Total	Resident	Non-Res	Total
Undergraduate	11,298.2	813.6	12,111.8	12,046.7	838.6	12,885.3
Graduate	480.9	97.5	578.4	533.8	111.3	645.1
Total	11,779.1	911.1	12,690.2	12,580.6	949.9	13,530.5

3. Actual Fund 149 revenue collections, interest earnings and transfer payments.

Fund 149 - Fall, Winter, Spring 2009-10	WWU
Net operating fee collections	\$61,851,749.82
Institutional aid fund transfer	\$2,515,180.30
Actual interest earnings	\$290,472.98
Bond payment transfer to State Treasurer	\$0.00

4. Actual operating fee waivers for 2009-10

A) State Supported Operating Fee Waivers for Fall, Winter, Spring 2009-10	\$5,974,405
B) Non-State Supported Operating Fee Waivers for Fall, Winter, Spring 2009-10	\$1,241,068
C) Total Operating Fee Waivers for Fall, Winter, Spring 2009-10	\$7,215,473

5. Tuition fees charged to full-time students for the 2009-10 academic year.

	Tuition Operating Fee	Tuition Building Fee	Service & Activity Fee	Total
Undergraduate-Resident	4,698.00	192.00	507.00	5,397.00
Undergraduate-Nonresident	15,288.00	633.00	507.00	16,428.00
Graduate-Resident	5,916.00	144.00	507.00	6,567.00
Graduate-Nonresident	15,264.00	471.00	507.00	16,242.00

**Attachment A-1
Locally-Authorized Salary Increases**

**Estimated 2010 Cumulative Value
Of Locally-Authorized Salary Increases
Initially Reported As GF-S or Operating Fee Expenditures on CIM
(Dollars in Thousands)**

Institution: Western Washington University

	Non-Represented Employees	Represented (Collectively-Bargained) Employees (Specify Bargaining Unit)
1997-99	\$1,380	
1999-01	\$1,366	
2001-03	\$1,085	
2003-05	\$1,031	
FY 06	\$663	
FY 07	\$1,762	
FY 08	\$0	
FY 09	\$2,523	
FY 10	\$394	
TOTAL	\$10,204	

** 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 2008 CIM submission. See the Special Budget Instructions narrative for the amounts estimated on your institution's 2007 "Attachment A" report.*

**Attachment B-2
State-Supported Tuition Waivers by Purpose**

Institution:

Purpose for Granting The Waiver	FY 2009				FY 2010			
	Residents		Non-Residents		Residents		Non-Residents	
	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
UNDERGRADUATE STUDENTS								
Adult Basic Ed/ESL								
Veteran	56	\$94,252			61	\$122,131		
Gender Equity	164	\$276,025	25.3	\$42,638	147	\$294,316	17	\$34,036
Over 18 Credits								
Merit	1094	\$1,841,847	88.7	\$149,233	949	\$1,900,037	135	\$269,622
Financial Need	1332	\$2,241,858	5	\$8,415	1054	\$2,110,262	2	\$4,672
Reciprocity Agreement								
Other	323	\$543,634	112	\$188,505	242	\$483,852	157	\$315,004
<i>Subtotal State-Support</i>	2969.3	\$4,997,615	231.0	\$388,791	2453	\$4,910,598	311	\$623,335
GRADUATE STUDENTS								
Graduate Student Asst.	152.7	\$256,950	76.3	\$128,475	146	\$292,313	70.7	\$141,485
Veteran	2	\$3,366			0.33	\$667		
WWAMI								
Reciprocity								
Financial Need								
Other	2	\$3,366	2.7	\$4,488	2.3	\$4,672	0.7	\$1,335
<i>Subtotal State-Support</i>	156.7	\$263,682	79	\$132,963	149	\$297,652	71.3	\$142,820
TOTAL STATE SUPPORT	3126.0	\$5,261,297	310	\$521,754	2601.3	\$5,208,250	382.7	\$766,155

**Attachment B-3
Financial Aid from Non-State Sources**

Institution: Western Washington University

	FY 2008		FY 2009		FY 2010	
	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
Federal Grants	2,562	\$8,048,122	2,579	\$8,795,322	3,182	\$13,134,039
Federal Student Loans (Stafford)	6,086	\$32,472,360	6,452	\$39,884,934	6,952	\$45,439,295
Federal PLUS Loans (Parent and Graduate)	1,773	\$15,150,394	1,681	\$13,570,150	1,805	\$16,634,031
Private Grants*	803	\$1,625,936	896	\$1,826,530	755	\$1,511,815
Private Loans	357	\$2,926,246	333	\$2,798,179	296	\$2,462,058
Three and One Half Percent Set Aside**	1,585	\$2,414,872	999	\$2,435,323	1,100	\$2,020,160
RCW 28B.15.067(10) Revenues for Institutional Financial Aid***	0	\$0	0	\$0	375	\$479,839
RCW 28B.15.067(9) Set Aside (Graduate Students)****						

* Private Grants: Grants or loans funded with contributions, endowment funds, foundation resources, or other private sources under the institution's control excluding funds from RCW 28B.15.067(1), (9) and (10).

** RCW 28B.15.820(1) requires that each institution of higher education shall deposit a minimum of three and one-half percent of revenues collected from tuition and services and activities fees in an institutional financial aid fund

*** RCW 28B.15.067(10) requires that any tuition increases above seven percent shall fund costs of instruction, library and student services, utilities and maintenance, other costs related to instruction as well as institutional financial aid. On this line, report ONLY funds from these revenues used for financial aid.

**** RCW 28B.15.067(9) requires that 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: Western Washington University

Academic Year	Total Students Receiving Bachelor's Degree	Number Receiving Bachelor's Degree with Loan Debt*	Percentage of those receiving Bachelor's Degrees Who Have Loan Debt*	Mean Loan Debt* at Graduation	Median Loan Debt* at Graduation	Total Loan Debt* for All Students
2008-09	3,056	1,644	54%	\$16,118	\$15,644	\$26,497,599
2009-10	3,100	1,650	54%	\$16,500	\$15,750	\$30,000,000 (Estimated)

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

**Attachment C-1
2011-13 FUND CURRENTLY UNFUNDED UNDERGRADUATE ENROLLMENTS CRITICAL TO THE STATE
Four-Year Institutions - Main Campus**

Institution: Western Washington University

Main Campus

	2011-12						2012-13					
	Student FTEs	Staff FTEs	One-Time Startup \$	Ongoing Enrollment Costs		Total \$ per FTE** State Only	Student FTEs	Staff FTEs	One-Time Startup \$	Ongoing Enrollment Costs		Total \$ per FTE** State Only
				Total \$	State \$					Total \$	State \$	
55%												
Lower Division by Discipline*												
General University	3						3					
Business	30						30					
Education	9						9					
Humanities and Social Sciences	133						133					
Science and Technology	53						53					
Total	227	13	\$146,700	n/a	\$1,380,884	\$6,725	227	13	\$49,950	n/a	\$1,488,310	\$6,772
Upper Division by Discipline*												
General University	3						2					
Business	24						24					
Education	9						9					
Humanities and Social Sciences	106						106					
Science and Technology	44						44					
Total	186	25	\$179,300	n/a	\$1,070,541	\$6,725	186	25	\$61,050	n/a	\$1,197,526	\$6,772
Graduate by Discipline*												
Professional by Discipline*												
Total	413	38	\$326,000	n/a	\$2,451,425	\$6,725	413	38	\$111,000	n/a	\$2,685,836	\$6,772

* Identify disciplines targeted for expansion as specifically as possible, particularly for proposed enrollments at upper division or higher.

** Fully explain the basis for proposed cost per FTE enrollment, by discipline, in the "Expenditure and Revenue Calculations and Assumptions" section of decision packages.

**Attachment E
Maintenance & Operations Costs
For New Facilities Projected to Come On-Line in 2011-13**

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: Western Washington University

Total gross square feet of campus facilities supported by State Funds: **2,208,499**
Total net assignable square feet supported by State Funds: **1,853,050**

Annual Re-Occurring Cost

Project Name	Capital Budget Project Code	Total Project Gross Square Feet	Gross Square Feet		Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot**		Requested State Support		
			New by Project	Renovated in Project		FY 12	FY 13	FY 12	FY 13	TOTAL		
001A - Minor Works Preservation - Facilities - Renovated GSF - See Note 1	30000431	3,721	-	3,721	Jul-12	0%	100%	0	\$5.10	-	\$19,000	\$19,000
001B - Minor Works Preservation - Health, Safety & Code Compliance - Renovated GSF - See Note 2	30000430	11,808	-	11,808	Jul-12	0%	100%	0	\$5.10	0	\$60,000	\$60,000
002 - Minor Works Program - New GSF - See Note 3	30000433	7,200	7,200	-	Jul-12	0%	100%	0	\$10.73	-	\$77,000	\$77,000
002 - Minor Works Program - Renovated GSF - See Note 3	30000433	25,485	-	25,485	Jul-12	0%	100%	0	\$5.10	0	\$130,000	\$130,000
005 - Classroom & Lab Upgrades - Renovated GSF	30000425	28,935	-	28,935	Jul-12	0%	100%	0	\$5.10	0	\$148,000	\$148,000
007 - Fraser Hall Renovation - Renovated GSF	30000427	13,562	-	13,562	Jul-12	0%	100%	0	\$5.10	0	\$69,000	\$69,000
007 - Fraser Hall Renovation - New GSF	30000427	1,800	1,800	-	Jul-12	0%	100%	0	\$10.73	-	\$19,000	\$19,000
010 - Land Acquisition - Waterfront - New GSF - See Note 4	30000010	200	200	-	Jul-12	0%	100%	0	\$10.73	-	\$2,000	\$2,000
Miller Hall Renovation - New GSF	2004-1-953	3,284	3,284	-	Aug-10	100%	100%	\$10.50	\$10.73	\$34,000	\$35,000	\$69,000
Miller Hall Renovation - Renovated GSF	2004-1-953	133,117	-	133,117	Aug-10	100%	100%	\$4.88	\$5.10	\$650,000	\$679,000	\$1,329,000
Park Hall Ground Floor Renovation	2008-2-099	9,500	-	9,500	Sep-09	100%	100%	\$4.88	\$5.10	\$46,000	\$48,000	\$94,000
Chemistry Building Addition - New GSF	2008-2-099	4,652	4,652	-	Aug-09	100%	100%	\$10.50	\$10.73	\$49,000	\$50,000	\$99,000
Chemistry Building Addition - Renovated GSF	2008-2-099	5,239	-	5,239	Aug-09	100%	100%	\$4.88	\$5.10	\$26,000	\$27,000	\$53,000
Biology Greenhouse - New GSF	2008-2-093	1,392	1,392	-	Aug-09	100%	100%	\$10.50	\$10.73	\$15,000	\$15,000	\$30,000
Wilson Library Special Collections - New GSF	2008-2-099	1,890	1,890	-	Sep-09	100%	100%	\$10.50	\$10.73	\$20,000	\$20,000	\$40,000
Wilson Library Special Collections - Renovated GSF	2008-2-099	10,586	-	10,586	Sep-09	100%	100%	\$4.88	\$5.10	\$52,000	\$54,000	\$106,000
FM Inventory Control Warehouse	2008-2-093	5,000	5,000	-	Sep-09	100%	100%	\$10.50	\$10.73	\$53,000	\$54,000	\$107,000
SPMC Commons Renovation	2008-1-091	482	482	-	Jan-09	100%	100%	\$10.50	\$10.73	\$5,000	\$5,000	\$10,000
Buchanan Tower Addition - Grds & Utilities - See Note 5		-	-	-	Oct-10	100%	100%	NA	NA	\$29,300	\$29,300	\$58,600
TOTALS - ReOccurring		267,853	25,900	241,953						950,000	1,511,000	2,461,000

One Time Startup Costs - As reported in 10 Year Capital Plans - See Note 6

Project Name	Capital Budget Project Code	Total Project Gross Square Feet	Gross Square Feet		Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot*			Requested State Support			
			New by Project	Replaced by Project		FY 12	FY 13	FY 12	FY 13	FY 12	FY 13	FY 12	FY 13	TOTAL
001A - Minor Works Preservation - Facilities - Renovated GSF	30000431	3,721	-	3,721	Jul-12	0%	100%	NA	NA	0	\$2,000	\$8,000		
001B - Minor Works Preservation - Health, Safety & Code Compliance - Renovated GSF	30000430	11,808	-	11,808	Jul-12	0%	100%	NA	NA	0	\$8,000	\$8,000		
002 - Minor Works Program - New GSF	30000433	25,485	7,200	25,485	Jul-12	0%	100%	NA	NA	0	\$114,000	\$114,000		
005 - Classroom & Lab Upgrades - Renovated GSF	30000425	28,935	-	28,935	Jul-12	0%	100%	NA	NA	0	\$54,000	\$54,000		
007 - Fraser Hall Renovation	30000427	13,562	1,800	13,562	Jul-12	0%	100%	NA	NA	0	\$18,000	\$18,000		
010 - Land Acquisition - Waterfront - New GSF	30000010	-	200	-	Jul-12	0%	100%	NA	NA	0	\$0	\$0		
Miller Hall Renovation	2004-1-953	133,117	3,284	133,117	Aug-10	100%	100%	NA	NA	\$186,000	\$0	\$186,000		
Park Hall Ground Floor Renovation	2008-2-099	9,500	-	9,500	Sep-09	100%	100%	NA	NA	\$12,000	\$0	\$12,000		
Chemistry Building Addition	2008-2-099	5,239	4,652	5,239	Aug-09	100%	100%	NA	NA	\$11,600	\$0	\$11,600		
Biology Greenhouse - New GSF	2008-2-093	-	1,392	-	Aug-09	100%	100%	NA	NA	\$1,900	\$0	\$1,900		
Wilson Library Special Collections - New GSF	2008-2-099	10,586	1,890	10,586	Sep-09	100%	100%	NA	NA	\$10,400	\$0	\$10,400		
FM Inventory Control Warehouse	2008-2-093	-	5,000	-	Sep-09	100%	100%	NA	NA	\$111,400	\$0	\$111,400		
SPMC Commons Renovation	2008-1-091	-	482	-	Jan-09	100%	100%	NA	NA	\$1,000	\$0	\$1,000		
Buchanan Tower Addition - Grds & Utilities	-	-	-	-	Oct-10	100%	100%	NA	NA	\$5,000	\$0	\$5,000		
TOTALS - One Time Startup		241,953	25,900	241,953						334,300	196,000	530,300		

Total of Re-Occurring Plus One Time Startup

Project Name	Capital Budget Project Code	Total Project Gross Square Feet	Gross Square Feet		Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot*			Requested State Support			
			New by Project	Replaced by Project		FY 12	FY 13	FY 12	FY 13	FY 12	FY 13	TOTAL		
001A - Minor Works Preservation - Facilities - Renovated GSF	30000431	3,721	-	3,721	Jul-12	0%	100%	NA	NA	-	21,000	21,000		
001B - Minor Works Preservation - Health, Safety & Code Compliance - Renovated GSF	30000430	11,808	-	11,808	Jul-12	0%	100%	NA	NA	-	68,000	68,000		
002 - Minor Works Program - New GSF	30000433	25,485	7,200	25,485	Jul-12	0%	100%	NA	NA	-	321,000	321,000		
005 - Classroom & Lab Upgrades - Renovated GSF	30000425	28,935	-	28,935	Jul-12	0%	100%	NA	NA	-	202,000	202,000		
007 - Fraser Hall Renovation	30000427	13,562	1,800	13,562	Jul-12	0%	100%	NA	NA	-	106,000	106,000		
010 - Land Acquisition - Waterfront - New GSF	30000010	-	200	-	Jul-12	0%	100%	NA	NA	-	2,000	2,000		
Miller Hall Renovation	2004-1-953	133,117	3,284	133,117	Aug-10	100%	100%	NA	NA	870,000	714,000	1,584,000		
Park Hall Ground Floor Renovation	2008-2-099	9,500	-	9,500	Sep-09	100%	100%	NA	NA	58,000	48,000	106,000		
Chemistry Building Addition	2008-2-099	5,239	4,652	5,239	Aug-09	100%	100%	NA	NA	86,600	77,000	163,600		
Biology Greenhouse - New GSF	2008-2-093	-	1,392	-	Aug-09	100%	100%	NA	NA	16,900	15,000	31,900		
Wilson Library Special Collections - New GSF	2008-2-099	10,586	1,890	10,586	Sep-09	100%	100%	NA	NA	82,400	74,000	156,400		
FM Inventory Control Warehouse	2008-2-093	-	5,000	-	Sep-09	100%	100%	NA	NA	164,400	54,000	218,400		
SPMC Commons Renovation	2008-1-091	-	482	-	Jan-09	100%	100%	NA	NA	6,000	5,000	11,000		
Buchanan Tower Addition - Grds & Utilities	-	-	-	-	Oct-10	100%	100%	NA	NA	34,300	29,300	63,600		
TOTALS - One Time Startup		241,953	25,900	241,953						1,284,300	1,707,000	2,991,300		

***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 package.**
****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 10 cost per square foot for the function, please explain why.**

Notes
1. Minor Works Preservation - Facilities projects routinely have an impact on the Facilities Management operating budget. Since the state approaches operating and maintenance costs on a costs per gross square foot (gsf) basis we have analyzed the impact of these projects on a new or renovated gsf basis. On projects partially renovating space we applied factors to calculate the equivalent 100% renovated space. An example in this preservation facilities category is the fourth ranked project renovating the Administrative Services Building Central Machine Room. The impacted gsf = 1,800. The significant equipment updates on the must run 24/7 critical equipment placed the 100% renovated gsf at 80% or 1,440 gsf generating approximately 7,300 \$/yr of the request above.
2. Minor Works Preservation - Health, Safety & Code Compliance projects routinely have an impact on the Facilities Management operating budget. Since the state approaches operating and maintenance costs on a costs per gross square foot (gsf) basis we have analyzed the impact of these projects on a new or renovated gsf basis. On projects partially renovating space we applied factors to calculate the equivalent 100% renovated space. An example in this Preservation Health, Safety & Code Compliance category is the eleventh ranked project replacing the aged fire detectors revise fire alarm coverage in the Campus Services Facility. The impacted gsf = 34,698 (the entire building). The calculated equivalent 100% renovated gsf = 694 gsf which is 2% of the total impacted space. The 694 gsf will generate approximately 3,500 \$/yr of the request above at the \$/gsf used from the methodology below.
3. Minor Works Program projects routinely have an impact on the Facilities Management operating budget. Since the state approaches operating and maintenance costs on a costs per gross square foot (gsf) basis we have analyzed the impact of these projects on a new or renovated gsf basis. On projects partially renovating space we applied factors to calculate the equivalent 100% renovated space. An example in this Program category is the eighth ranked project improve Engineering Technology Building rooms with technology updates. The impacted gsf = 3,770. The calculated equivalent 100% renovated gsf = 2,639 gsf which is 70% of the total impacted space due to the significant impact the HVAC upgrades will have on operating & maintenance costs. The 2,639 gsf will generate approximately 13,500 \$/yr of the request above at the \$/gsf used from the methodology below.
4. Operating impact for grounds garbage clean-up equivalent to 200 new gsf facility.
5. The Buchanan Tower Addition (new facility) impacts ground and utility state funded maintenance, but the initial capital project is funded through the self-sustaining auxiliary portion of campus. The project includes additions to landscaping, irrigation and utilities including a storm water treatment system. This request covers 0.25 FTE for additional grounds/irrigation maintenance and 0.25 FTE for utility maintenance plus support costs.
6. The one time startup costs include labor to provide basic facility setup in FAMIS, PM setup in FAMIS, setup in the Building Automated Control Systems (BACS) head end, fire extinguisher program setup, fire alarm & security system setup in FireWorks, Refrigerant Compliance system setup, verification of electrical equipment labeling, paint color documentation, updating campus electrical one line diagram and campus electrical loads, documentation, updating plumbing operating diagrams and critical equipment locations, maintenance staff setup, M & O manual setup and filing, custodial task system setup, custodial setup in facility, campus one line floor plan system updates, update FM managed space, update FM computer inventory system, FacMan setup of renewal needs for facility, update Vault Database, Utility billing system setup with meter locations, update signage system, and migrate new vault documents into vault storage. The one time startup costs include operating equipment needs not covered within the one time equipment purchased within the capital project.

New Gross Square Footage Component	Proposed Rate per GSF		Estimation Basis for Proposed Rate
	FY 12	FY 13	
091 - Utilities	\$1.90	\$2.00	This is based on actual historical utility cost records resulting in a current 5% annual inflation factor for the 11-13 time period.
092 - Bldg & Utilities Maintenance	\$3.98	\$4.05	(See the notes below)
093 - Custodial & Grounds Svcs.	\$2.38	\$2.40	(See the notes below)
094 - Ops & Maintenance Support	\$2.24	\$2.28	(See the notes below)
TOTAL	\$10.50	\$10.73	(See the notes below)

Renovated Square Footage Component	Proposed Rate per GSF		Estimation Basis for Proposed Rate
	FY 12	FY 13	
091 - Utilities	\$0.26	\$0.35	This is the difference between the total needed utility funding above for new gross square footage and the existing utility funding of \$1.64 per gsf.
092 - Bldg & Utilities Maintenance	\$2.29	\$2.36	This is the difference between the total needed building and utility maintenance funding above for new gross square footage and the existing building and utility maintenance funding of \$1.69 per gsf including labor benefits.
093 - Custodial & Grounds Svcs.	\$0.87	\$0.89	This is the difference between the total needed custodial and grounds funding above for new gross square footage and the existing custodial and grounds funding of \$1.51 per gsf including labor benefits.
094 - Ops & Maintenance Support	\$1.46	\$1.50	This is the difference between the total needed operating and maintenance support funding above for new gross square footage and the existing operating and maintenance support funding of \$0.78 per gsf including labor benefits.
TOTAL	\$4.88	\$5.10	This is the difference between the total needed funding above for new gross square footage and the existing total funding of \$5.62 per gsf including labor benefits.

Estimation Basis for above Proposed Rates - rates develop through the following steps. These are for the Annual Re-Occurring costs.

1. Document the actual FY2009 (last full year) cost per gsf with percentage break between labor and materials (goods & services) in the accounting subprograms of 092 - Building and Utility Maintenance, 093 - Custodial and Grounds, and 094 Ops & Maintenance Support. This includes benefits on labor.
2. Update the historical percentage breakdown of labor and materials (goods & services) in each category and document the percentage to use in this submittal. These are 092 Bldg & Utility Maintenance 86% labor 14% goods & service support, 093 Custodial 91% labor and 9% goods & service support, 093 Grounds 84% labor and 16% goods & service support, and 094 Ops & Maintenance Support 66% labor and 32% goods & service support.
3. Document the gsf per FTE needed for each crew (trade) for 100% maintenance & operations and compare with existing FTE (FY2009) to determine the adjustment factor to convert from existing funding levels to 100% maintenance & operations.
4. Determine the needed cost per new gsf for 100% maintenance & operations by applying the above adjustment factor to existing costs per gsf including the selected labor and goods & services support split and a the renewal/replacement costs not otherwise included for ordinary maintenance & repairs including those component replacements under the capital funding limit of \$25,000.
5. Determine the needed costs per renovated gsf for 100% maintenance & operations by subtracting the existing (FY2009) costs per gsf from the new costs per gsf determined above.
6. Apply these average costs per gsf to each capital project and adjust each with complexity and travel time factors for unique off average projects.
7. Inflate the costs to each year of the biennium. Inflation rates used are utilities 5%, labor 1%, and goods & services support 3.5%.