



the evergreen state college olympia, washington



2017–19 Operating Budget Request

The Evergreen State College: 2017–19 Operating Budget Request

Executive Summary

The Evergreen State College (Evergreen), authorized in 1967 by the Legislature (RCW 28B.040.010), was established as an innovative institution by the Governor and Legislature. At our inception, Governor Evans expressed the need to “unshackle our educational thinking from traditional patterns.” These thoughts were echoed by Senator Gordon Sandison, Chair of the Temporary Advisory Council on Public Higher Education, when he said, “It was not the intent of the Legislature that this would be just another four year college... (the college would be) a unique opportunity to meet the needs of the students today and the future because the planning would not be bound by any rigid structure of tradition as are the existing colleges nor by any overall central authority as is the case in many states.”

For more than 40 years, Evergreen has continued to serve as a national model for student engagement, quality teaching, applied learning, and educational innovation. In addition to our Olympia campus, we provide upper-division, off-campus programs to four tribal reservation-based sites, Tacoma’s inner city, and the Grays Harbor community. Our public service centers assist legislative policy development and enrich school districts, community colleges, businesses, and tribes across the state. Evergreen has earned a national reputation as one of the best liberal arts and sciences colleges in the country, and we eagerly embrace our role in helping to achieve the state’s goals for educational attainment.

2013 Roadmap: A ten-year plan to increase educational achievement in Washington

In 2013, the Washington Student Achievement Council (WSAC) created its first ten-year Roadmap, which included two overarching goals for educational attainment. The Washington State legislature adopted these goals in 2014. These goals are aimed at meeting the projected unmet demand for a skilled labor force for critical job openings. According to WSAC, 360,000 more adults will need to complete high school and 500,000 more adults will need a postsecondary credential by 2023 in order to keep up with workforce and population growth demands. In order to meet those demands, the goals to be achieved by 2023 include:

- 1) all adults¹ in Washington will have a high school diploma or equivalent; and,
- 2) at least 70% of adults in Washington will have a postsecondary credential by 2023.

The Roadmap is updated in odd-years. The 2015 Roadmap update reflects a small improvement in the rates of secondary and postsecondary completions, but the current rate of progress is not sufficient to meet the Roadmap goals by 2023. The 2015 Roadmap update by WSAC provides clear evidence that achieving the goals will require the education system to serve populations that have not been well served in the past. Specifically, their report identified two areas still in need of significant improvement in order to improve student success and completion. One of those is the need to improve services to historically underserved and underrepresented populations. The other is to improve support services to working-age adults.

¹ For the purpose of the goals, adults are defined as citizens aged 25–44.

Evergreen is uniquely positioned among other four-year public institutions of higher education to advance the Roadmap goals because serving these student populations is integral to our mission. Evergreen is dedicated to serving historically underserved and underrepresented populations. We also offer multiple programs designed for working-age adults to complete degrees at both the baccalaureate and master's degree levels.

In the fall of 2015, Evergreen served 4,190 students (3,872 undergraduate students and 318 graduate students). Among all enrolled students, 30% were first generation college students, 28% were students of color, and 37 % were older than 25. Fifty percent of our population is made up of low-income students², and 44% of those students have family incomes below the poverty-level. As a result, almost 70% of our students received need-based financial aid. In addition, 52% of incoming undergraduates were transfer students and more than 5% of our population is military veterans.

Not only does Evergreen focus on serving underserved and underrepresented populations, but we also have a proven track record of serving them well. Evergreen leads the state in time to degree with the average student completing their baccalaureate degree in 3.77 years. Evergreen's completion ratio of 27 undergraduate degrees for every 100 student FTEs is second only to the University of Washington's ratio of 28:100.

In addition, 82% of all baccalaureate degrees awarded to Evergreen's Class of 2015 were earned by students who identify as traditionally underserved. Fifty-six percent of all baccalaureate degrees awarded for the 2014–15 academic year were awarded to Pell Grant recipients. Finally, Evergreen's graduates are finding post-graduation success. The most recent alumni survey shows 80% of all alumni were employed one year after graduation from Evergreen and 21% are in graduate or professional school. Twenty-seven percent of alumni have started a business or are self-employed within 15 years of graduation. Hundreds of Evergreen alumni are small business owners.

Increase the Percentage of the Population Enrolled in Postsecondary Education

- Evergreen serves as a national model for student engagement, quality teaching, applied learning and educational innovation.
- Evergreen leads the state in the proportion of low-income students served in the public baccalaureate sector.
- Eighty-two percent of 2015 graduates belonged to at least one traditionally underserved population.
- More than half of Evergreen students are transfers from other institutions.

Increase attainment of Postsecondary Education

- Evergreen assists students in completing their bachelor's degrees with more than 400 articulation agreements with over 30 Washington community colleges.
- Evergreen is a leader in time to degree among Washington's public baccalaureate institutions.
- Within one year of graduation 80 percent of Evergreen alumni are employed and 21 percent are in graduate or professional school.

Results Washington – A World-Class Education

Evergreen plays an integral part in achieving a world-class education, goal number one of the Results Washington effort led by the governor's office. This effort is closely aligned with the goals articulated

² Low-income is defined as less than 150% of the federal poverty level; income amounts vary by family size.

in the Roadmap to increase the number of adults in the state who attain postsecondary credentials, particularly those in the science, technology, engineering, and mathematics (STEM) and other high demand fields. Access to adequate financial resources is critical to meeting these goals.

STEM and high demand graduates

Evergreen is making great strides in meeting the state's goals to produce more STEM graduates. Between 2007–08 and 2014–15, the number of students graduating with bachelor of science degrees increased by 18%. In the fall of 2015, 28% of all degree-seeking students were enrolled in high-demand science programs. Of the students enrolled in these high-demand science programs,

- 23% were students of color,
- 48% were low-income, and
- 37% were working-age students.

Evergreen students also engage in undergraduate research programs during the academic year and faculty-developed research fellowships in the summer, working on projects such as Biogeochemical Cycling in the Pacific Northwest Forest Ecosystems and Research in Cyber Security: Privacy-enhancing Apps on Mobile Devices. Students also participated in Using Bacteriophage in Bovine Medicine. The project produced a revolutionary approach for potentially preventing and treating bovine mastitis that does not involve the use of antibiotics. This cutting-edge research resulted in negotiations with an emerging enterprise in phage technology that plans to seek a patent that will bring this treatment to a global market.

- Evergreen's undergraduates represent just 11% of total undergraduate enrollment in the state, yet these students make up one-third of the state's graduates who go on to earn doctorates in the STEM fields.
- One year after graduation, 95% of Evergreen's students who graduate with a Bachelor of Science or Bachelor of Science and Arts degrees are employed, attending graduate school, or both.
- Evergreen ranks in the top-third of the nation, per capita, for sending students on to get research doctorates.
- Eighteen percent of Evergreen alumni are employed in high-demand science fields within one year of completing their bachelor's degrees.
- Evergreen has received 22 National Science Foundation grants in the past decade, four of which provided scholarships to 189 STEM students who were pursuing studies in mathematics, physics, computer science, biology, and chemistry.

Evergreen is preparing future American workers in such high demand employment areas as biomedical research, medicine and allied health, environmental science and sustainability, energy, materials science and a host of other disciplines. Upon graduation Evergreen's STEM graduates find success in both the professional and academic sectors. Evergreen graduates work in private industry around the state and nationally for companies such as Boeing, GlaxoSmithKline, 3M, and Intralytix.

Additionally, Evergreen graduates pursue careers as entrepreneurs in their own businesses; in the healthcare industry; and for federal and state agencies such as the USDA and the Washington departments of Natural Resources, Fish & Wildlife, and Ecology.

Access to Higher Education and Financial Aid

Integral to our success in recruiting and retaining STEM students is our ability to provide adequate

financial aid assistance, particularly given the demographics of our student population. More than half of our resident undergraduate students have incomes so low that they are not required to make any monetary contribution toward their costs for education based on the federal formula that determines the Expected Family Contribution. Likewise, 72% of our resident undergraduates are eligible for the federal Pell grant program, compared with the State's other four-year institutions where the percentage of Pell recipients averages 33%.

State financial aid is a critical component when it comes to financing the education of our students. In fact, the State Need Grant provides 95% of the financial aid available to Evergreen students. While the need for financial assistance persists, the funding for the State Need Grant has not kept pace with demand. In 2014–15, 29% of our students eligible for the State Need Grant were not served due to the lack of funds.

As the College Bound program matures and more students have become eligible, the number of our students receiving this scholarship has grown 122% since 2012–13, the first year that eligible students received funds. Because the State Need Grant is prioritized to serve these students, the funding available to non-College Bound students is shrinking.

Looking ahead

The recruitment, retention, and development of staff and faculty challenge the ability of Evergreen to sustain its delivery of accessible, quality higher education for Washingtonians. Evergreen's compensation levels continue to lag the market place. Competitive compensation and faculty and staff retention play key roles in our ability to continue to offer quality academic programs to our students and maintain our strong performance in time to degree and completion rates.

Average faculty salaries rank 13th among our 29 peer institutions, including the U.S. Council of Public Liberal Arts Colleges (COPLAC) plus three of Washington's regional institutions, Eastern Washington, Western Washington, and Central Washington Universities. However, our ranking falls to 23 among the 29 when it comes to our most experienced faculty, which poses challenges with faculty retention. Although Evergreen made a substantial investment of local funds in FY 2015 in an effort to improve pay for exempt employees, average salaries for these employees still fall short of the 50th percentile of our peers based on a 2014–15 survey of the College and University Professional Association for Human Resources. Finally, based on April 2016 State Salary Survey conducted by the Office of Financial Management, 66% of the state salaries surveyed are more than 25% below the market and 23% are between 12.5 to 25% below the market. Evergreen's classified staff salaries that lag the market are concentrated in these two categories identified by the state survey.

Evergreen competes for faculty and staff in national and emerging international labor markets, thus compensation remains an important factor in both faculty and staff retention. Increasingly, top faculty and staff in critical areas such as enrollment and student support services, are being recruited by other institutions, in part based on higher compensation. Likewise, almost one-third of the Evergreen workforce is currently eligible to retire. In June 2016, the state unemployment rate was 5.8 percent (seasonally adjusted) and the national unemployment rate was 5.1 percent (not seasonally adjusted) according to the U.S. Bureau of Labor Statistics (BLS). In March 2015 (the most recent year available), BLS reported that the unemployment rate for employees with a baccalaureate degree was 2.8 percent in 2015. The unemployment rates for employees with master's degrees and doctoral degrees were 2.4 and 1.5 percent respectively. As a result, Evergreen is faced with trying to recruit highly qualified professional staff and faculty in a very tight labor market.

Policymakers, who are focused on the state's workforce needs, have established goals to increase graduation rates at both the secondary and postsecondary levels. There is also growing interest in

producing graduates in high demand fields, including science, mathematics, engineering, and technology (STEM). Likewise, the state is grappling with a shortage of qualified teachers. These demands coupled with the changing student demographics are creating challenges for Evergreen to meet the needs of both its students and the state’s workforce.

This budget request addresses these critical needs by requesting additional funding for compensation and for resources needed to serve our increasingly diverse student body. Additional funding is sought to support our efforts to improve student retention, persistence, and graduation rates along with targeted training for staff and faculty to effectively deliver these services. The budget request also includes funds to enhance the STEM and teacher training opportunities at Evergreen.

Evergreen is poised and ready to advance the state’s goals of improving access to postsecondary education and ensuring that students are successful in their pursuits of postsecondary degrees. To that end, our budget request is keenly focused on achieving those goals by providing adequate support to our unique student population in the form of targeted programs and services delivered by a world-class faculty and staff who are dedicated to providing all students with a quality postsecondary education experience.

2015-17 Operating Budget Request Highlights

Priority 1: Fully fund previously adopted current level changes.

Item	Item title	2017-18 Total	2018-19 Total	2017-19 Biennium
OS	Workers Compensation	31		31
OT	Time, Leave, and Attendance System	-11		-11
OX	Self-Insurance Liability Premium	5	6	11
5A	Agreement with WFSE	236		236
5C	General Wage Incr - State Employees	509		509
6A	Biennialize Employee PEB Rate	318		318
7B	CAP Tuition Backfill	-36		-36
9J	Nonappropriated Fund Adjustment	1,000		1,000
XA	WSIPP Child Welfare Services	-112		-112
XB	WSIPP Family Assessments		-51	-51
XC	College Bound	16		16
XD	Early Start Act	-7		-7
XE	School Safety Programs Study	18	-26	-8
XF	Truancy Reduction	111	-31	80
XG	Hub Home Model	-30	-120	-150
XH	WSF Vessel Procurement Analysis		-100	-100
XI	Involuntary Treatment Act Study	-121		-121
XJ	Tuition Metric Study	-40		-40
XK	Primary Care Study	-295	-295	-590
XL	Anti-Heroin Medicine Study	-50	-50	-100
XM	Education Funding Task Force	-250	-250	-500
XN	Out-of-State Teacher Certification		-16	-16

Item	Item title	2017-18 Total	2018-19 Total	2017-19 Biennium
XP	Statewide Reentry Council		-32	-32
Z1	Moore v HCA Settlement		-586	-586
	Total adjustments	1,292	-1,551	-259

Priority 2: Fully fund maintenance level adjustments, including funding adjustments for the College Affordability program and adjustments to funding needed for the Washington State Institute for Public Policy to complete required legislative studies.

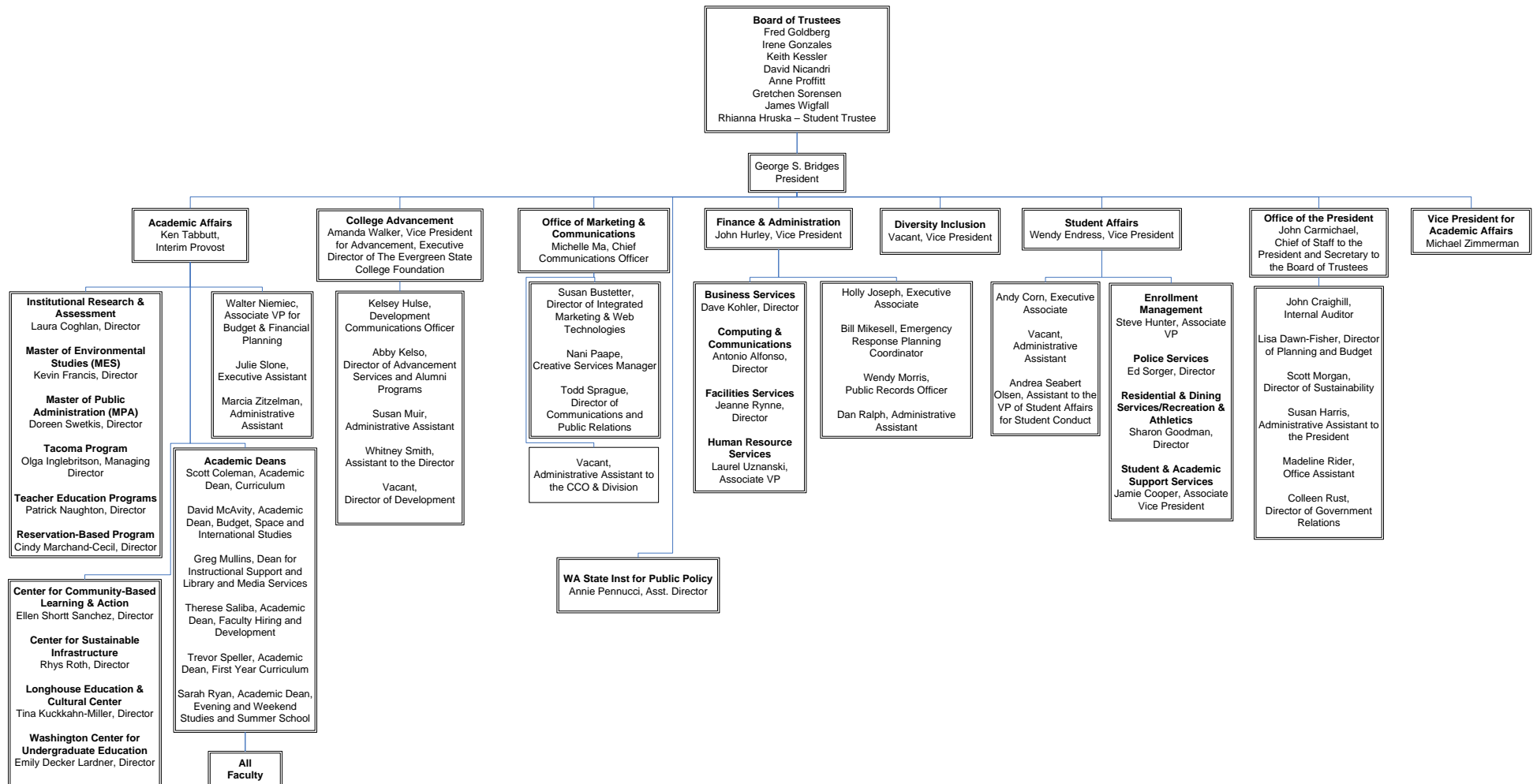
Item	Item title	FY 2018 Request	FY 2019 Request	2017-19 Biennium
TA	College Affordability Program	70	141	211
WC	College Bound	122	41	163
WD	Early Start Act	1	1	2
WF	Truancy Reduction	62	0	62
	Total adjustments	255	182	226

Priority 3: Secure funding for policy level requests aimed at enhancing services to our traditionally underserved student populations as well as improving our ability to offer competitive salaries and provide a safe, clean, and healthy learning environment.

Item	Item title	2017-18 Total	2018-19 Total	2017-19 Biennium
N1	Compensation - Faculty	713	1,454	2,167
N2	Compensation - Exempt	571	1,164	1,735
N3	Compensation - Classified	456	931	1,387
N4	STEM- High demand career pathways	718	715	1,433
N5	Student success initiatives	527	527	1,054
N6	Plant maintenance and operations	336	336	672
N7	Faculty and staff development	862	862	1,724
N8	Teacher preparation program	297	297	594
	Total:	4,480	6,286	10,766

June 21, 2016

The Evergreen State College



ACT001 - Agency Activity Inventory by Agency

The Evergreen State College

Appropriation Period: 2017-19 Activity Version: B2 - 17-19 Operating Budget Request Sort By: Activity

376 - The Evergreen State College

A001 Agency Overhead

The agency overhead activity includes administrative and management costs that support the entire College. As such, these functions are not directly attributable to specific College activities. The following functions are included: the Board of Trustees, Offices of the President, Provost, Vice President for Finance and Administration, Institutional Research, and Planning and Budget.

Account	FY 2018	FY 2019	Biennial Total
FTE			
001-1 State	8.0	8.0	8.0
149-6 Non-Appropriated	12.5	12.5	12.5
FTE Total	20.5	20.5	20.5
08A Education Legacy Trust Account			
08A-1 State	\$0	\$3,000	\$3,000
001 General Fund			
001-1 State	\$800,544	\$716,608	\$1,517,152
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$1,816,770	\$2,148,950	\$3,965,720

Statewide Result Area: World Class Education

Statewide Strategy: Provide convenient and efficient post-secondary education

Expected Results

Improve the value of a university education for citizens of Washington State.

A002 Instruction

The Evergreen State College is a public liberal arts college serving Washington State. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, social sciences, humanities, and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, solve problems, and work collaboratively and independently in addressing real issues and problems. Evergreen serves 4,000 undergraduate and 250 graduate students seeking degrees or desiring continuing education. Approximately 1,000 students are served through evening/weekend options and off-campus, community-based programs located in Tacoma and on tribal reservation sites (Makah, Skokomish, Muckelshoot, Port Gamble S' Klallam, Puyallup, and Quinault).

Account	FY 2018	FY 2019	Biennial Total
FTE			
001-1 State	251.4	254.8	253.1
148-6 Non-Appropriated	44.0	43.2	43.6
149-6 Non-Appropriated	290.9	290.1	290.5
FTE Total	586.3	588.1	587.2
08A Education Legacy Trust Account			
08A-1 State	\$2,725,000	\$2,765,000	\$5,490,000
001 General Fund			
001-1 State	\$27,057,735	\$29,096,645	\$56,154,380
145 Institutions of Higher Education - Grant and Contracts Account			
145-6 Non-Appropriated	\$0	\$(143,000)	\$(143,000)
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$6,576,027	\$6,551,148	\$13,127,175
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$27,517,176	\$27,737,845	\$55,255,021

Statewide Result Area: World Class Education

Statewide Strategy: Provide convenient and efficient post-secondary education

Expected Results

Improve the value of a university education for citizens of Washington State.

A003 Public Service

An important part of Evergreen's educational mission is engagement with the community, the state, and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the College and bring back to the College the best ideas of the wider community. The Evergreen State College's commitment to public services is demonstrated by its six public service entities: Washington State Institute for Public Policy, the Labor Education and Research Center, the Longhouse Education and Cultural Center, the Washington Center for Improving the Quality of Undergraduate Education, the Evergreen Center for Educational Improvement (K-12 Center), and the Northwest Indian Applied Research Institute.

Account	FY 2018	FY 2019	Biennial Total
FTE			
001-1 State	5.1	5.6	5.4
148-6 Non-Appropriated	3.0	3.8	3.4
149-6 Non-Appropriated	5.3	5.3	5.3
FTE Total	13.4	14.7	14.1
001 General Fund			
001-1 State	\$1,147,700	\$1,052,694	\$2,200,394
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$515,211	\$536,972	\$1,052,183
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$1,142,438	\$1,198,154	\$2,340,592
108 Motor Vehicle Account			
108-1 State	\$0	\$100,000	\$100,000

Program 030 - Public Service

Account	FY 2018	FY 2019	Biennial Total
FTE			
001-1 State	1.2	0.0	0.6
001 General Fund			
001-1 State	\$185,246	\$41,742	\$226,988

Statewide Result Area: World Class Education

Statewide Strategy: Offer university services to the community

Expected Results

Improve the value of a university education for citizens of Washington State.

A004 Research

Public and private organizations purchase or sponsor research, instruction, or consultative services from the College. Locally-funded research provides limited opportunities (\$133,228 per biennium) for The Evergreen State College's faculty to maintain and enhance their scholarship while providing knowledge in areas of concern to the citizens of the state. Federal, state, and local grants, state student financial aid, and educational opportunity grants are included in this activity.

Account	FY 2018	FY 2019	Biennial Total
FTE			
001-1 State	3.4	3.4	3.4
145-6 Non-Appropriated	41.5	41.5	41.5
148-6 Non-Appropriated	1.0	1.0	1.0
149-6 Non-Appropriated	5.8	5.8	5.8
FTE Total	51.7	51.7	51.7
001 General Fund			
001-1 State	\$392,319	\$409,623	\$801,942
145 Institutions of Higher Education - Grant and Contracts Account			
145-6 Non-Appropriated	\$4,870,000	\$4,850,000	\$9,720,000
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$108,763	\$111,880	\$220,643
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$406,616	\$426,051	\$832,667

Statewide Result Area: World Class Education

Statewide Strategy: Provide access to high-quality research opportunities

Expected Results

Improve the value of a university education for citizens of Washington State.

Grand Total

	FY 2018	FY 2019	Biennial Total
FTE's	673.1	675.0	674.1
GFS	\$29,583,544	\$31,317,312	\$60,900,856
Other	\$45,678,001	\$46,286,000	\$91,964,001
Total	\$75,261,545	\$77,603,312	\$152,864,857

Activity Inventory Indirect Cost Allocation Approach

Agency: 376

Date: 9/12/16

Allocation Method Description:

Agency Overhead is defined as all expenditures contained in sub-program 081 -- Institutional Management

Agency Activity are broken down based on College mission (e.g. Instruction, Research and Public Service)

All Indirect Costs are pro-rated to agency activities based on the percentage calculation from the HECB educational costs studies.

	% Allocation Received	Dollars Allocated FY1	Dollars Allocated FY2	Total Allocated
Activity A001	0			\$0
Activity A002	86.92	\$12,107,618	\$12,961,730	\$25,069,348
Activity A003	7.59	\$1,057,257	\$1,131,839	\$2,189,096
Activity A004	5.49	\$764,735	\$818,682	\$1,583,417
TOTAL	100	\$13,929,610	\$14,912,251	\$28,841,861

Shaping Our Future: Building on Our Past

Strategic Plan 2015-2020



**the evergreen
state college**

About This Plan

This plan outlines six overarching goals intended to help the College achieve its mission, aspirations, and Core Themes. Each is described with related objectives and strategies. Much of the detail for these aspirations and their measures of success is contained within our [Year-Three Accreditation Report](#). Additional assessment intentions are described at the end of this plan.

The work required to achieve these goals will be pursued across the College, largely through existing teams and structures accountable for specific areas of work. Success will depend on the engagement and contributions of the entire Evergreen community.

Winter 2015

The Evergreen State College: Innovation in Action

The Evergreen State College, one of six public baccalaureate institutions in Washington, was created with a mandate for innovation.

In helping to found the College, Governor Daniel Evans declared the need for a “flexible and sophisticated educational instrument,” that could “unshackle our educational thinking from traditional patterns.”

That spirit of innovation continues today.

Introduction: A Plan to Build on Our Strengths

While The Evergreen State College has helped create new possibilities for teaching and learning since its inception, it builds upon many of the foundations of a traditional liberal arts education:

- A curriculum that encompasses the social sciences, natural sciences, humanities, arts, and mathematics;
- Exceptional teaching and one-on-one engagement with students;
- An emphasis on developing writing, speaking, collaboration, and critical thinking skills;
- An emphasis on breadth and depth of knowledge; and
- A focus on civic engagement, social justice, service, and preparation for work and career.

Our Mission

As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Evergreen’s academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.

In a spirit of innovation, Evergreen reaches beyond the traditional to serve students in ways that distinguish it from other liberal arts institutions.

Critically, Evergreen is public: one of just a handful of such liberal arts institutions in the country, providing access to a much broader range of students than its private counterparts and focused on serving the public good.

Our greatest distinction, however, is that **Evergreen approaches teaching and learning in a fundamentally different way than most colleges and universities**, offering students:

- Interdisciplinary, multi-quarter and team-taught programs;
- Engaging classroom and hands-on learning opportunities, anchored in a deep trust in the talents and creativity of faculty;
- Substantive narrative evaluations of their learning; and
- Freedom, and responsibility, to choose and help create academic work tailored to their personal, academic, and career goals.

These characteristics set Evergreen apart and provide students with learning opportunities not available elsewhere.

Our Aspirations for 2020

In 2020, we envision an Evergreen that:

- Serves a student body of Washington residents that reflects the changing diversity of our state, in all its forms, enhanced by students from beyond the state and nation;
- Is a destination college of choice for students, faculty, and staff seeking a liberal arts experience;
- Has a vibrant sense of shared community, mutual respect, and common purpose with a continued commitment to social justice and sustainability;
- Provides a distinctive, innovative, and relevant educational experience—strongly grounded in the Five Foci and Six Expectations—that helps students graduate, achieve their personal, academic and careers goals, and become engaged global citizens;
- Is actively and strategically engaged with the community in mutually beneficial ways;
- Is an institution in which the community takes great pride;
- Is known locally, regionally, nationally, and globally as a model for teaching and learning and an example of the strengths and benefits of a liberal arts education; and
- Continues to transform student lives so that those students can transform the world.

Five Foci

- **Interdisciplinary study** - Students learn to pull together ideas and concepts from many subject areas, which enables them to tackle real-world issues in all their complexity.
- **Collaborative learning** - Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others.
- **Learning across significant differences** - Students learn to recognize, respect and bridge differences - critical skills in an increasingly diverse world.
- **Personal engagement** - Students develop their capacities to judge, speak and act on the basis of their own reasoned beliefs.
- **Linking theory to practice** - Students understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations.

Six Expectations of an Evergreen Graduate

- **Articulate and assume responsibility for your own work.** A successful Evergreen graduate will know how to work well with others, not only in the workplace or social contexts, but as an active participant in the struggle for a more just world. You will assume responsibility for your actions as an individual and exercise power responsibly and effectively.
- **Participate collaboratively and responsibly in our diverse society.** A successful Evergreen graduate will understand that by giving of yourself you make the success of others possible. A thriving community is crucial to your own well-being. The study of diverse worldviews and experiences will help you to develop the skills to act effectively as a local citizen within a complex global framework.
- **Communicate creatively and effectively.** A successful Evergreen graduate will know how to listen objectively to others so as to understand and accept a wide variety of viewpoints. By developing a genuine interest in the experiences of others, you will learn to ask thoughtful questions, to communicate persuasively, and express yourself creatively.
- **Demonstrate integrative, independent, critical thinking.** A successful Evergreen graduate will have the ability to appreciate and critically evaluate a range of topics, across academic disciplines. As you explore these disciplines, you will develop a greater curiosity toward the world around you, and its interconnections, that will enhance your skills as an independent, critical thinker.
- **Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.** A successful Evergreen graduate will understand the importance of the relationship between analysis and synthesis. Through being exposed to the arts, sciences and humanities, and coming to your own critical understanding of their interconnectedness, you will learn to apply appropriate skills and creative ways of thinking to the major questions that confront you in your life.
- **Demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning.** A successful Evergreen graduate will be able to apply the personal frame of reference you develop as a result of this unique education in order to make sense of the world. This understanding will allow you to act in a way that is both easily understood by and compassionate toward other individuals across personal differences.

Core Themes

Evergreen's four Core Themes, intended to encompass the essential elements of the mission, were developed in the College's ongoing accreditation work and can be reviewed in detail in the [Year-Three Accreditation Report](#). **The Core Themes are:**

- **Integrated, interdisciplinary learning;**
- **Individuals engaged in community;**
- **Environmental stewardship and social justice; and**
- **Diversity and equity.**

These themes are deeply woven into this strategic plan. The plan also includes institutional aspirations, goals, objectives, and strategies to help focus our resources and achieve the outcomes articulated in the mission and Core Themes.

Who We Serve

As a public institution, Evergreen serves both students and society.

How We Serve Students

Evergreen provides an academic experience—characterized by the Five Foci and demonstrated in the Six Expectations of an Evergreen Graduate—that prepares students to successfully pursue their personal, academic, and career goals.

Evergreen aims to serve a student body comprised primarily of Washington residents representative of state demographics, enhanced by students from beyond the state and nation who contribute diversity of background and experience to our academic endeavors, and financial resources to support our mission as a public institution.

How We Serve Society

Evergreen produces graduates who possess the knowledge, skills, and abilities to engage in graduate studies and/or lifelong learning and contribute economically and socially to their communities. The College identifies, prioritizes, and pursues current and new strategic partnerships—across the spectrum of non-profit, government, tribal governments, and private enterprise on the local, national and global level—that are mutually beneficial and based on an exchange of knowledge, talent, and resources. In doing these things, Evergreen demonstrates the value of a liberal arts education.

Our Commitments

The Evergreen State College is committed to:

- Strengthening and enhancing rigorous, well-taught undergraduate and graduate education, founded on the Five Foci, the Six Expectations of an Evergreen Graduate, and the acknowledgement of student goals and aspirations, including preparation for work and service.
- Hiring, developing, promoting, and retaining faculty members who are excellent teachers—as well as leaders in scholarship, the arts, and professional accomplishment—and actively contribute to the vitality and aspirations of Evergreen.
- Hiring, developing, promoting, and retaining staff members who excel in their areas of work and actively contribute to the vitality and aspirations of Evergreen.
- Working with student populations and communities—as we do with our Tacoma and tribal programs—to enhance educational opportunities aligned with Evergreen’s mission, aspirations, and goals.
- Promoting teaching, scholarship, and artistic opportunities within and across traditional disciplinary boundaries.

- Strengthening and expanding the College’s local, regional, national, and global connections through academics and public service.
- Enhancing our residential campus and co-curricular experiences for our students.
- Working across divisions, disciplines, roles, and other boundaries to innovate and address challenges.
- Aligning our policies, processes, services, operations, and the development of our physical campus with our values as expressed in our mission, aspirations, and Core Themes.
- Supporting financially sustainable operating and capital budgets aligned with the values expressed in this strategic plan and built on a foundation of enrollment-based revenue, legislative funding, and fundraising.

Goals, Objectives and Strategies

Goals in Brief

1. Enhance Evergreen’s distinctive educational experience.
2. Recruit, develop, and retain outstanding faculty and staff.
3. Effectively employ technology, facilities, and the natural attributes of our campus to enhance teaching, learning, and community.
4. Build and strengthen mutually beneficial internal and external partnerships.
5. Ensure enrollments and revenues sufficient to achieve the goals and aspirations outlined in the strategic plan.
6. Enhance recognition of Evergreen as an extraordinary institution locally, regionally, nationally, and globally.

Goal 1

Enhance Evergreen's distinctive educational experience to support learning, student success, and enrollment

Objective 1: Using the expertise of the faculty and staff, and building upon academic strengths, cultivate improvements and innovations in curriculum, teaching, and support beyond the classroom to further promote student success and enrollment

Strategies

1. Use the Five Foci, Six Expectations, and Core Themes as primary lenses for individual and collective academic planning.
2. Prioritize and implement initiatives to enhance first-year experiences and provide meaningful capstone experiences for all students.
3. Provide clearer and consistently available academic opportunities at the beginning, intermediate, and advanced levels in fields of study prominently promoted to prospective students to facilitate student agency and help students achieve their personal and career goals.
4. Take advantage of Evergreen's curricular flexibility to provide programs and classes that attract and engage students to deepen their learning, support strong enrollment and retention, and support their success after graduation.
5. Increase theory to practice opportunities.
6. Assess and address student preparation for college-level academic work by enhancing faculty knowledge in this area and recognizing the skills and talents students bring to their studies.
7. Increase opportunities for Evergreen faculty and staff to share exemplary practices with each other to further promote the development of high quality programs, contracts and educational experiences.
8. Strengthen programs and resources beyond the classroom that contribute to teaching, learning, and student retention.

Objective 2: Enhance faculty and staff capacity for mentoring students and involving them in scholarly and artistic activities

Strategies

1. Encourage and support collaborative/team teaching—especially across academic divisions.
2. Provide faculty and staff with regular and ongoing opportunities to hone their skills in working with a diverse student body.
3. Stimulate opportunities for collaborative faculty-student scholarship and artistic work.
4. Facilitate opportunities for faculty and staff to engage in discussions with peers and each other to share successful pedagogical and professional practices.
5. Provide additional support for faculty mentoring to facilitate student success inside and outside the classroom.

Goal 2

Recruit, develop, and retain outstanding faculty and staff to support student success and achieve the College's aspirations for diversity

Objective 1: Improve the College's competitive position in terms of total compensation, working environment, development opportunities, and visibility

Strategies

1. Develop and implement competitive, equitable, and sustainable compensation and employee development plans.
2. Develop and implement efforts to attract and retain faculty and staff who reflect, and are capable of supporting, Evergreen's diverse and changing student body.
3. Enhance hiring practices to more clearly articulate expectations and skills required for teaching in Evergreen's distinctive model.
4. Cultivate a welcoming and supportive campus environment.

Goal 3

Effectively employ technology, facilities, and the natural attributes of our campus to create and sustain an inclusive, accessible, and safe environment that will attract and serve students, inspire and support teaching and learning, build community, and improve the efficiency and effectiveness of College operations.

Objective 1: Develop, renovate, and maintain campus facilities

Strategies

1. Pursue and secure legislative authorization and funding for projects and facilities included in the 2015 to 2020 elements of the Campus Master Plan, including renovation and maintenance of existing buildings and infrastructure.
2. Collaborate with students to explore, promote, fund, and implement improvements to facilities that support student life and well-being—as well as recruitment and retention—including improvements and/or expansion of campus housing and student service facilities using traditional and innovative funding options (including exploration of public/private partnerships).

Objective 2: Provide technology and support to promote learning and improve efficiency and effectiveness of campus operations

Strategies

1. Identify and implement solutions that enhance access to information and functionality for students, faculty, and staff, regardless of location or device.
2. Continue efforts to maintain and improve data security.
3. Identify, prioritize, and address barriers to access, and opportunities to enhance learning, for students, faculty, and staff (e.g. technology, training, support, organization, physical access, and ease of use).

Objective 3: Develop and implement an improved plan, grounded in environmental stewardship and social justice, to help the College clarify and achieve its sustainability goals

Strategies

1. Actively engage students, faculty, and staff in an update of the Climate Action Plan, including review and recommendations related to carbon and waste reduction goals and timelines.
2. Review and, as necessary revise, roles and structures to achieve the goals of an updated Climate Action Plan.
3. Emphasize the continued integration of social justice and sustainability into the curriculum.
4. Provide additional theory to practice opportunities for students and a model for sustainability that contributes to student recruitment, learning, and retention.

Goal 4

Build and strengthen mutually beneficial internal and external partnerships

Objective 1: Build, strengthen, and maintain strategic internal and external partnerships that enhance student success and contribute to the long term ability of the College to fulfill its mission

Strategies

1. Identify and support current and new partnerships—across the spectrum of non-profit, government, tribal governments, and private enterprise on the local, national and global level, including our current Public Services Centers—that align with College goals and priorities and are mutually beneficial, based on an exchange of knowledge, talent, and resources. These may include opportunities to expand experiential, theory to practice opportunities that enhance student engagement, learning, career readiness, and connections to campus and community; and/or opportunities to contribute to sustainability, social justice, and quality of life in the community and beyond.
2. Identify and implement clear and effective means for external stakeholders to connect with Evergreen to explore opportunities for strategic partnerships.
3. Develop methods to build internal awareness of existing partnerships, opportunities, and needs, improve coordination, and increase synergy.

Goal 5

Ensure enrollments and revenue sufficient to achieve the goals and aspirations outlined in the strategic plan

Objective 1: Attract students who will benefit from and contribute to the Evergreen learning community

Strategies

1. Increase the size of the undergraduate applicant pool through: additional targeted outreach that reflects the demographics of the state, enhanced by students from beyond the state and nation; technology updates to optimize recruitment and admissions processes; and improved communication and collaboration between Admissions and Academics to inform curricular development.
2. Refine marketing messages to increase the continuity and effectiveness of communication.
3. Bolster promotional efforts to further showcase Evergreen's distinctions and successes.
4. Sustain support for graduate programs and explore opportunities for growth and/or diversification of graduate offerings in alignment with the mission, aspirations and goals.
5. Enlist students, faculty, staff, and alumni in supporting recruitment and messaging efforts.
6. Expand financial aid to increase affordability and support student recruitment.

Objective 2: Retain and graduate a higher percentage of students

Strategies

1. Engage with students and focus institutional energy to assess, prioritize and, as necessary, enhance academic, social, recreational, wellness, and health-related services, activities and facilities that support student well-being and success.
2. Identify, prioritize, fund, and spread effective retention practices already in use at Evergreen to additional student populations and implement best practices not yet in use at the college as well.
3. Critically review practices currently funded based on assumed retention benefits to confirm that linkage and modify, enhance, discontinue, or revisit rationale for these investments based on their results.

Objective 3: Generate a sustainable balance of tuition-based, legislative, and private funding to support current programming, financial aid, and aspirations for new initiatives articulated in the aspirations and Core Themes

Strategies

1. Clarify institutional fundraising priorities and expand fundraising activities to support student access and success.
2. Enhance legislative outreach and advocacy activities, engaging a wider range of stakeholders in these efforts.

3. Increase enrollment-related revenue while maintaining our commitments to serving a resident student population representative of Washington's changing diversity as well as students from beyond the state and nation.

Goal 6

Enhance recognition of Evergreen as an extraordinary institution locally, regionally, nationally, and globally

Objective 1: Make accomplishments of students, faculty, staff, and alumni more widely known

Strategies

1. Showcase more student, faculty, staff, institutional, and alumni accomplishments for internal and external audiences.
2. Support publication efforts, conference presentations, and other opportunities to help shape national and international conversations about educational practices by highlighting Evergreen's unique pedagogy, faculty innovations, and student successes.
3. Provide more support for student presentations and posters at professional meetings.
4. Enhance the visibility of the public service centers and their work and integrate them more with academic programs and courses.
5. Develop ways for students, faculty and staff to better understand, fully articulate, and broadly share the goals, values and benefits of our innovative liberal arts education.

Objective 2: Strengthen lifelong alumni engagement

Strategies

1. Bring alumni back to campus by creating engaging special events and nurturing their ties to faculty.
2. Develop in-person activities and digital tools to promote continued social interaction and ongoing learning.
3. Expand connections between students and alumni for mutual benefit.
4. Expand opportunities for alumni engagement and advocacy on behalf of the college.
5. Increase participation in alumni giving.

Objective 3: Demonstrate the value of a liberal arts education

Strategies

1. Refine and demonstrate the strengths of Evergreen's interdisciplinary model in supporting student success.
2. Widely communicate Evergreen's successes (through student, faculty, staff, and alumni stories) and their linkage to the College's distinctive liberal arts model.
3. Lead and/or actively participate in regional and national engagements with key stakeholders on the value and relevance of a liberal arts education.

Assessment

Most of the goals and objectives included in this plan reflect and/or integrate the Core Themes articulated in Evergreen's Year-Three Accreditation Report. That report includes specific indicators and targets for a wide range of activities, initiatives, and outcomes. The College will use those indicators and targets to assess progress toward goals related directly to the Core Themes.

For goals and/or objectives in this plan that are not specifically included in the accreditation framework, the College will document current status, compare that status to our future aspirations, set specific targets and milestones, and monitor over time to assess progress and/or determine changes necessary to achieve those goals.

Process

In winter 2014, the Board of Trustees charged a Strategic Planning Steering Committee to conduct a process that would yield an updated strategic plan for 2015-2020. As it gathered information and began drafting language, the Committee sought input and feedback from students, staff, faculty, alumni, and community members in spring, summer, and fall 2014. Grounding its work in the College's mission and the Core Themes developed in Evergreen's ongoing [accreditation process](#), drawing on insights and recommendations from additional past work (including the Curricular Visions DTF, Re-modeling Teaching and Learning at Evergreen DTF, the Long Range Curriculum DTF, and the Campus Master Plan, among others), and responding to the wide range of feedback, the Committee developed aspirations and a strategic plan to guide the institution over the next five years.

BASS - BDS024

State of Washington

Recommendation Summary

Agency: **376 The Evergreen State College**

1:07:08PM

9/15/2016

Dollars in Thousands

	Annual Average FTEs	General Fund State	Other Funds	Total Funds
2015-17 Current Biennium Total	640.2	48,009	91,090	139,099
CL 0S Workers Compensation		12	19	31
CL 0T Time, Leave and Attendance System		(4)	(7)	(11)
CL 0X Self-Insurance Liability Premium		4	7	11
CL 5A Agreement with WFSE		90	146	236
CL 5B Compensation State Support		683	(683)	
CL 5C General Wage Incr-State Employees		174	335	509
CL 6A Biennialize Employee PEB Rate		113	205	318
CL 7A College Affordability Program		2,526	(2,526)	
CL 7B CAP Tuition Backfill		(36)		(36)
CL 9J Nonappropriated Fund Adjustment			1,000	1,000
CL XA WSIPP Child Welfare Services	(0.2)	(112)		(112)
CL XB WSIPP Family Assessments		(51)		(51)
CL XC College Bound	0.1	16		16
CL XD Early Start Act	(0.1)	(7)		(7)
CL XE School Safety Programs Study		(8)		(8)
CL XF Truancy Reduction	0.3	80		80
CL XG Hub Home Model		(150)		(150)
CL XH WSF Vessel Procurement Analysis			(100)	(100)
CL XI Involuntary Treatment Act Study	(0.5)	(121)		(121)
CL XJ Tuition Metric Study	(0.2)	(40)		(40)
CL XK Primary Care Study		(590)		(590)
CL XL Anti-Heroin Medicine Study		(100)		(100)
CL XM Education Funding Task Force	(0.3)	(500)		(500)
CL XN Out-of-State Teacher Certification		(16)		(16)
CL XP Statewide Reentry Council	(0.1)	(32)		(32)
CL ZI Moore v HCA Settlement			(586)	(586)
Total Carry Forward Level	639.3	49,940	88,900	138,840
Percent Change from Current Biennium	(.1)%	4.0%	(2.4)%	(.2)%
M1 90 Maintenance Level Revenue				
Carry Forward plus Workload Changes	639.3	49,940	88,900	138,840
Percent Change from Current Biennium	(.1)%	4.0%	(2.4)%	(.2)%
M2 9J Nonappropriated Fund Adjustment			3,064	3,064
M2 TA College Affordability Program		211		211
M2 WC College Bound	0.6	163		163
M2 WD Early Start Act		2		2
M2 WF Truancy Reduction	0.1	62		62

BASS - BDS024

State of Washington

Recommendation Summary

Agency: **376 The Evergreen State College**

1:07:08PM

9/15/2016

Dollars in Thousands

	Annual Average FTEs	General Fund State	Other Funds	Total Funds
Total Maintenance Level	639.9	50,378	91,964	142,342
Percent Change from Current Biennium	.0%	4.9%	1.0%	2.3%
PL N1 Compensation - Faculty		2,166		2,166
PL N2 Compensation - Exempt		1,742		1,742
PL N3 Compensation - Classified		1,379		1,379
PL N4 STEM High Demand Career Pathways	7.0	1,434		1,434
PL N5 Student Success Initiatives	12.7	1,055		1,055
PL N6 Plant Maintenance and Operations	7.0	726		726
PL N7 Faculty and Staff Development	6.0	1,724		1,724
PL N8 Teacher Preparation Program	1.5	297		297
Subtotal - Performance Level Changes	34.2	10,523		10,523
2017-19 Total Proposed Budget	674.1	60,901	91,964	152,865
Percent Change from Current Biennium	5.3%	26.9%	1.0%	9.9%

M1 90 Maintenance Level Revenue

The package is designed to load the state systems with The Evergreen State College local fund revenue estimates that are based on the maintenance level.

M2 9J Nonappropriated Fund Adjustment

Non-Appropriated Fund Adjustments

M2 TA College Affordability Program

The College Affordability Program (CAP) is intended to deliver funds to make up for the loss of tuition revenue that resulted from statutory requirements to reduce tuition rates during the 2015-17 biennium. Statute further provides for increases in the CAP funds based on the rate of inflation. This request is for the incremental increases in the CAP funds based on inflation.

M2 WC College Bound

This request seeks the funding necessary for the Washington State Institute for Public Policy (WSIPP) to conduct an evaluation of the college bound scholarship program as required by ESSB 5851, Section 7. The report will evaluate educational outcomes,

BASS - BDS024

State of Washington

Recommendation Summary

Agency: **376 The Evergreen State College**

1:07:08PM

9/15/2016

Dollars in Thousands

Annual Average FTEs	General Fund State	Other Funds	Total Funds
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emphasizing degree completion rates at secondary and post-secondary levels and evaluate the relationship between the grade point averages and positive outcomes for the college bound scholarship recipients. The report will also evaluate the types of remediation needed and the persistence rates between college bound scholarship recipients and their peers. The report is due to the legislature by December 1, 2018.

M2 WD Early Start Act

This request seeks the funding necessary for the Washington State Institute for Public Policy (WSIPP) to conduct a series of longitudinal analyses that will examine the relationships between the early achievers program quality ratings and the outcomes of children who participate in subsidized early care and education programs as required by 2ES2SHB 1491, Section 13(4). The first study is due by December 31, 2019, and subsequent reports are due each December 31 until 2022. The final report must include a cost-benefit analysis.

M2 WF Truancy Reduction

This request seeks the funding necessary for the Washington State Institute for Public Policy (WSIPP) to evaluate the effectiveness of legislation aimed at truancy reduction at achieving its intended outcomes as required by 2SHB 2449, Section 17(2). WSIPP is directed to produce an initial report that describes the scope of the intended methodology of the study and identifies potential data gaps to the legislature by January 1, 2018. The evaluation report will include an analysis of truancy and high school graduation rates.

PL N1 Compensation - Faculty

This request seeks the funding necessary to provide a 4% increase in faculty salaries and associated costs of benefits each year of the 2017-19 biennium. Competitive salaries are necessary to recruit and retain a quality faculty that can advance the goals set forth in Results Washington to achieve a World Class Education and the Washington Student Achievement Council's (WSAC) ten-year roadmap to increase educational attainment in Washington set forth in Roadmap 2015.

PL N2 Compensation - Exempt

This request seeks the funding necessary to provide a 4% increase in professional exempt salaries and associated costs of benefits each year of the 2017-19 biennium. Competitive salaries are necessary to recruit and retain a quality professional staff that can advance the goals set forth in Results Washington to achieve a World Class Education and the Washington Student Achievement Council's (WSAC) ten-year roadmap to increase educational attainment in Washington set forth in Roadmap 2015.

PL N3 Compensation - Classified

This request seeks funding to achieve and sustain classified staff salaries consistent with other general government employees in the state. The collective bargaining agreement (CBA) negotiated by The Evergreen State College (Evergreen) ensures that pay increases for classified staff will be consistent with those negotiated for other general government employees. This request will be re-submitted when the CBA is ratified.

BASS - BDS024

State of Washington

Recommendation Summary

Agency: 376 The Evergreen State College

1:07:08PM

9/15/2016

Dollars in Thousands

Annual Average FTEs	General Fund State	Other Funds	Total Funds
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PL N4 STEM High Demand Career Pathways

This request seeks funding to enhance services to students who are pursuing studies in science, technology, engineering or mathematics (STEM) programs. The proposal includes funding to provide scholarships for students who pursue studies in biology and chemistry and funding to provide enhanced academic counseling and programming designed to ensure that students have sufficient math skills to successfully pursue studies in math-dependent programs or courses.

PL N5 Student Success Initiatives

This request seeks funding to expand existing student success programs and to provide new programs and support services that are aimed at improving retention, persistence, and graduation rates at The Evergreen State College (Evergreen). These programs are specifically targeted to first-year students and new transfer students as well as populations who have been historically under-served, including students of color and students from the LGBTQ community.

PL N6 Plant Maintenance and Operations

This request seeks funding support to add custodial staff that would improve the ratio of custodians per square foot of facilities. While funding this request would still leave the college short of established industry standards for institutions of higher education, it would represent progress toward the goal of meeting those standards.

PL N7 Faculty and Staff Development

This request seeks funding to establish a Teaching and Learning Center that would coordinate available faculty and staff development opportunities and develop new programs and resources to support effective teaching and learning. The center would focus on opportunities that improve our faculty's ability to serve our highly diverse student population, whose level of preparedness for higher education varies widely, and to promote student success in terms of retention, persistence, and graduation.

PL N8 Teacher Preparation Program

This request seeks funding to create an accelerated path for students who wish to obtain a master's degree in teaching along with the required credentials to teach in a K-12 classroom in the state of Washington. Students who enter this program will have the opportunity to earn a bachelor's degree, a Master in Teaching degree, and the requisite certifications within a five-year period.

BASS - BDS031

State of Washington

Agency Budget Request Decision Package Summary

(Lists only the agency Performance Level budget decision packages, in priority order)

Agency: **376 The Evergreen State College**

9/15/2016
3:15:19PM

Budget Period: **2017-19**

Decision Package	
Code	Decision Package Title
PL-N1	Compensation - Faculty
PL-N2	Compensation - Exempt
PL-N3	Compensation - Classified
PL-N4	STEM High Demand Career Pathways
PL-N5	Student Success Initiatives
PL-N6	Plant Maintenance and Operations
PL-N7	Faculty and Staff Development
PL-N8	Teacher Preparation Program

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College

Decision Package Code/Title: TA College Affordability Program

Budget Period: 2017-19

Budget Level: M2 - Inflation and Other Rate Changes

Agency Recommendation Summary Text: The College Affordability Program (CAP) is intended to deliver funds to make up for the loss of tuition revenue that resulted from statutory requirements to reduce tuition rates during the 2015–17 biennium. Statute further provides for increases in the CAP funds based on the rate of inflation. This request is for the incremental increases in the CAP funds based on inflation.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund-State 001-1	70,000	141,000	214,000	288,000
Total Cost	70,000	141,000	214,000	288,000
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	N/A	N/A	N/A	N/A
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries	70,000	141,000	214,000	288,000

Package Description

- **Background:** ESSB 5954 established the College Affordability Program (CAP). The bill directed The Evergreen State College (Evergreen) and the state’s other regional four-year institutions of higher education to reduce resident undergraduate tuition by 5% in FY 2016 and an additional 15% in FY 2017. The bill prohibited Evergreen from reducing enrollment as a result of the required tuition reductions. The bill also limited future increases in undergraduate tuition to the average annual percentage growth rate in the median hourly wage for Washington for the previous 14 years, as determined by the federal Bureau of Labor Statistics. The bill further prohibited Evergreen from reducing building fees below the level charged in 2014–2015, adjusted for inflation.

The bill directed the legislature to provide Evergreen with funds equal to the total state funds appropriated in the 2013–15 biennium and the net revenue loss from the required reductions in resident undergraduate tuition. Funding is based on the budgeted full-time equivalent (FTE) enrollment received during the 2015–17 biennium. The CAP funds will be adjusted for inflation in future biennia. For the purposes of this legislation, “inflation” is defined as the consumer price index (CPI) as compiled by the Bureau of Labor Statistics for the state of Washington. If more than one index is produced, the index covering the greatest number of people and areas is to be used.

- **Current situation:** Evergreen has reduced its tuition for undergraduate resident students by 20% from the rates charged for the 2014–15 academic year in compliance with the statutory directive. The

inflationary adjustment to CAP funds is essential to ensuring that Evergreen has sufficient funds to maintain its operations.

- **Proposed solution:** This request seeks the incremental increase in CAP funds based on the 2.1% rate of inflation reflected by the Seattle CPI as authorized by RCW 28B.15.066(1).

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. Beginning with the 2015–17 biennium, Evergreen received funds for tuition backfill as authorized by ESSB 5954. These funds were intended to make up for the loss of local tuition revenue related to the implementation of mandatory tuition reduction that was required by the bill. The 2016 supplemental appropriations bill, reduced the funding for the tuition backfill for both FY 2016 and FY 2017 because the enrollment of resident undergraduate students was lower than projected. The figures reflected in the table below represent the appropriations after the passage of the supplemental appropriations bill.

	FY 2016	FY 2017
FTE Staff years	N/A	N/A
	A002 - Instruction	A002 - Instruction
GF-State 001-1	\$837,000	\$3,327,000

Decision Package expenditure, FTE and revenue assumptions, calculations and details: In FY 2017, the College received \$3,327,000 for the CAP program. Based on the language found in RCW 28B15.066(1), the tuition backfill funds will grow independent of other state funding at an inflationary rate based on a Washington CPI measure that covers the greatest number of people and areas. The Seattle-area CPI meets this criteria, and the current rate for that index is 2.1%. This request is based on the increasing the FY 2017 funds by 2.1% for each year of the next two biennia.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Funding of this request will ensure that Evergreen is able to continue serving the same number of students that were served in the 2014–15 academic year, as required by the authorizing legislation. It will also ensure that state funds backfill the tuition revenue lost by the college due to the required reductions in tuition that occurred over the 2015–17 biennium, which in turn will ensure that tuition rates remain affordable for Washington residents who enroll as undergraduates at Evergreen.

Performance Measure detail: N/A

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	Yes	Identify: ESSB 5954 required public institutions of higher education to reduce their tuition rates for resident undergraduates in two steps over each year of the 2015–17 biennium. The bill also authorized tuition backfill funds for the IHEs to make up for the loss of local tuition revenue.
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

No other alternatives were considered due to the constraints of current law.

What are the consequences of not funding this request?


Evergreen would be unable to comply with current law requirements to both maintain 2014–2015 enrollment levels and limit increases in tuition if the CAP funding were to be reduced or eliminated. Cuts in enrollment, significant increases in tuition limits, or both would be necessary to maintain current operations.

How has or can the agency address the issue or need in its current appropriation level?

Evergreen would be unable to comply with all of the current requirements set forth in the legislation. A loss of tuition backfill funds would require the College to either reduce enrollments below the 2014–2015 levels, increase tuition, or both to make up for the loss of CAP funds. However, current law prohibits IHEs from taking either approach to addressing a funding shortfall.

Other supporting materials: See ESSB 5954 and the accompanying fiscal note.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College

Decision Package Code/Title: WC College Bound

Budget Period: 2017-19

Budget Level: M2 - Inflation and Other Rate Changes

Agency Recommendation Summary Text: This request seeks the funding necessary for the Washington State Institute for Public Policy (WSIPP) to conduct an evaluation of the college bound scholarship program as required by ESSB 5851, Section 7. The report will evaluate educational outcomes, emphasizing degree completion rates at secondary and post-secondary levels and evaluate the relationship between the grade point averages and positive outcomes for the college bound scholarship recipients. The report will also evaluate the types of remediation needed and the persistence rates between college bound scholarship recipients and their peers. The report is due to the legislature by December 1, 2018.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund-State 001-1	122,214	40,432	0	0
Total Cost	122,214	40,432	0	0
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0.8	0.3	0	0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries	77,250	25,462	0	0
B-Benefits	19,316	6,485	0	0
E-Goods and Services	25,648	8,485	0	0

Package Description

- **Background:** ESSB 5851, Section 7 directed WSIPP to evaluate the college bound scholarship program and submit a report to the appropriate committees of the legislature by December 1, 2018. The college bound scholarship program provides financial aid to students from low-income families who sign a pledge in the seventh or eighth grade. The pledge is a commitment from the student to complete high school with at least a “C” average and no felony convictions. In return for meeting the terms of the pledge, the student receives priority treatment in the awarding of financial aid for the state need grant so long as his family income does not exceed 65% of the state median family income when the student graduates. In addition, the college bound scholarship covers the difference between the cost of tuition and fees less any other scholarship, grant, or waiver assistance the student receives. The scholarship also provides \$500 for books and materials each year.

The report will complement studies conducted by the University of Washington and elsewhere. The report will evaluate educational outcomes emphasizing degree completion rates at secondary and post-secondary levels. The report will evaluate the relationship between the grade point averages and positive outcomes for the college bound scholarship recipients. The report will also compare differences in the types of remediation needed and the persistence rates between college bound scholarship recipients and their peers. In addition, the report will examine the impact of ineligibility for the program due to various reasons such as changes in family income and moving into the state after the student has attended middle school.

- **Current situation:** WSIPP has begun work on the required studies in order to meet the December 1, 2018, deadline. In order to complete the work, the staff dedicated to this project will increase from 0.35 to 1.10 FTE in FY 2018 and 0.60 FTE in FY 2019. There will be a commensurate increase in the cost of goods and services.
- **Proposed solution:** Funding this request will allow WSIPP to conduct the required evaluation by the deadline set forth in statute. Evergreen requests that its maintenance level budget be increased to fund the incremental cost increase needed to meet this statutory directive.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.

During FY 2016 and FY 2017, WSIPP assigned 0.25 FTE of a senior research associate to launch the study. Activities included identifying the necessary databases, establishing data sharing agreements, and reviewing relevant research literature. In FY 2017, the senior research associate is being supported by a 0.10 FTE of a programmer who is performing data matching and preliminary analysis of K-12 outcomes.

Expenditures for the Goods and Other Services category includes 13% of salaries and benefits for office expenses and 12% of total project expenditures to fund indirect costs for The Evergreen State College.

	FY 2016	FY 2017
	A003 - Public Service	A003 - Public Service
Fund - 001-1 GF-State	\$39,187	\$55,202

Decision Package expenditure, FTE and revenue assumptions, calculations and details: WSIPP will assign a 1.0 FTE senior research associate in FY 2018 to analyze postsecondary outcomes with the support of a 0.10 FTE programmer. During FY 2018, the study tasks will include finalizing the K-12 outcome analysis, assembling the more complex postsecondary analytical databases, and analyzing the outcomes and specific program aspects described in the legislation. These individuals will complete the study halfway through FY 2019, which will require 0.5 FTE senior research associate, 0.05 FTE of a programmer, and 0.05 of an office support staff to prepare and submit the report to the legislature on or before December 1, 2018.

Expenditures for the Goods and Other Services category includes 13% of salaries and benefits for office expenses and 12% of total project expenditures to fund indirect costs for The Evergreen State College.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

WSIPP will complete the required study that was directed and authorized by the legislature in ESSB 5851 by December 1, 2018. The study will inform policymakers about the impact of the college bound program on secondary and postsecondary graduation rates. The study will also examine the differences in the need for remediation and the persistence rates between eligible students who participated in the program and those who did not.

Performance Measure detail: N/A

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	Yes	Identify: ESSB 5851 requires WSIPP to conduct an evaluation of the college bound scholarship program.
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:

Impact(s) To:		Identify / Explanation
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

Due to the statutory requirement to complete the study by December 1, 2018, no other alternatives were considered.

What are the consequences of not funding this request?


Failure to fund this request would leave WSIPP unable to conduct and complete the evaluation. WSIPP would fail to meet a legislative directive that is set forth in statute.

How has or can the agency address the issue or need in its current appropriation level?

Because WSIPP's budget is project-driven, the organization has no capacity to absorb unfunded mandates. WSIPP would be unable to complete this evaluation with the current appropriation level because those resources are restricted to the projects that they fund.

Other supporting materials: See the text and fiscal note for ESSB 5851.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College

Decision Package Code/Title: WD Early Start Act

Budget Period: 2017-19

Budget Level: M2 - Inflation and Other Rate Changes

Agency Recommendation Summary Text: This request seeks the funding necessary for the Washington State Institute for Public Policy (WSIPP) to conduct a series of longitudinal analyses that will examine the relationships between the early achievers program quality ratings and the outcomes of children who participate in subsidized early care and education programs as required by 2ES2SHB 1491, Section 13(4). The first study is due by December 31, 2019, and subsequent reports are due each December 31 until 2022. The final report must include a cost-benefit analysis.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-01 GF-State	665	1,310	65,914	67,864
Total Cost	665	1,310	65,914	67,864
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0.0	0.0	0.4	0.4
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries	401	809	41,405	42,633
B-Employee Benefits	101	203	10,653	10,966
E-Goods and Services	163	298	13,856	14,265

Package Description

- **Background:** 2ES2SHB 1491, Section 13(4), directed WSIPP to conduct a series of longitudinal analyses that will examine the relationships between early achievers program quality ratings and the outcomes of children who participate in subsidized early care and education programs. WSIPP is directed to submit its first report to the appropriate committees of the legislature and the early learning advisory council by December 31, 2019. WSIPP is further directed to submit annual reports by December 31 of each subsequent year until the final report, which is due in December of 2022. The final report must include a cost-benefit analysis.
- **Current situation:** WSIPP has begun work on the required studies in order to meet the initial December 31, 2019, deadline. In order to complete this work, staff time and resources will change over the next two biennia as reflected in the fiscal summary above.

- **Proposed solution:** Funding this request will allow WSIPP to conduct the required studies by the deadlines set forth in statute. Evergreen requests that its maintenance level budget be amended to fund the changes in costs related to meeting this statutory directive.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. The scope of the study will focus on participation in state-subsidized early care and learning programs and the outcomes associated with different levels of quality ratings. WSIPP began work on this project by assigning 0.20 FTE of a senior research associate to investigate the necessary data sources and enter into appropriate data-sharing agreements with the Department of Early Learning, the Office of the Superintendent of Public Instruction (OSPI), and Education Research and Data Center (ERDC). This assignment began in FY 2016 and will continue through FY 2019. During this time, the senior research associate will also track implementation of the early achievers quality rating system.

Expenditures for the Goods and Other Services category includes 13% of salaries and benefits for office expenses and 12% of total project expenditures to fund indirect costs for The Evergreen State College.

	FY 2016	FY 2017
FTE Staff years	0.2	0.2
	A003 - Public Service	A003 - Public Service
Fund - 001-01 GF-State	\$31,349	\$31,633

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

- In FY 2020, WSIPP will assign 0.5 FTE of a senior research associate to submit a specific request for data to ERDC, analyze the data, and submit the initial outcomes report to the legislature and early learning advisory council by December 31, 2019. The senior research associate will be supported by 0.05 FTE of a programmer who will assist with the data analysis and 0.05 FTE of administrative support who will assist with report production and distribution for the initial and subsequent reports. In FY 2021 and FY 2022, this team will produce the report that is due on December 31, 2020 and December 31, 2021, respectively.
- In FY 2023, the final year of the study assignment, the senior research associate will finalize the outcome analyses, collect data on variation in costs between low- and high-rated programs, conduct a cost-benefit analysis, and submit the final report to the legislature and early learning advisory council by December 31, 2022.
- Expenditures for the Goods and Other Services category includes 13% of salaries and benefits for office expenses and 12% of total project expenditures to fund indirect costs for The Evergreen State College.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

WSIPP will complete the required study components that were directed and authorized by the legislature in 2E2SHB 1491 by the December due dates set forth in statute. The study will inform

policymakers about the early achievers quality rating program and the outcomes of children who participate in state-subsidized early care and education programs.

Performance Measure detail: N/A

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	Yes	Identify: State agencies will be asked to enter data-sharing agreements with WSIPP in order to support the annual evaluations and the cost-benefit analysis that is due on December 31, 2022.
Responds to specific task force, report, mandate or exec order?	Yes	Identify: The study and cost-benefit analysis were directed by 2E2SHB 1491.
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):

Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

Due to the statutory requirement to complete the study by December 1, 2017, no other alternatives were considered.

What are the consequences of not funding this request?

Failure to fund this request would leave WSIPP unable to conduct and complete the study. WSIPP would fail to meet a legislative directive that is set forth in statute.


How has or can the agency address the issue or need in its current appropriation level?

Because WSIPP's budget is project-driven, the organization has no capacity to absorb unfunded mandates. WSIPP would be unable to complete this study with the current appropriation level because those resources are restricted to the projects that they fund.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.

See fiscal note for 2E2SHB 1491.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College

Decision Package Code/Title: WF Truancy Reduction

Budget Period: 2017-19

Budget Level: M2 - Inflation and Other Rate Changes

Agency Recommendation Summary Text: This request seeks the funding necessary for the Washington Institute for Public Policy (WSIPP) to complete the truancy studies that are directed by 2SHB 2449, Section 17(2). The initial report that describes the scope of the intended methodology of the study and identifies potential data gaps to the legislature by January 1, 2018. The evaluation report is due to the legislature by January 1, 2021.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund – State 001-1	62,367	0	88,897	132,028
Total Cost	62,367	0	88,897	132,028
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0.4	-0.3	0.5	0.8
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries	38,199	0	54,537	81,040
B-Employee Benefits	11,080	0	15,704	23,281
E-Goods and Services	13,088	0	18,656	27,707

Package Description

- **Background:** 2SHB 2449, Section 17(2) directed the Washington State Institute for Public Policy (WSIPP) to evaluate the effectiveness of the legislation at achieving its intended outcomes. WSIPP is directed to produce an initial report that describes the scope of the intended methodology of the study and identifies potential data gaps to the legislature by January 1, 2018. The evaluation report is due to the legislature by January 1, 2021.

Section 17(1) specifies that intended outcomes include increasing access to community truancy boards and other early truancy intervention programs; increasing the quantity and quality of truancy intervention and prevention efforts in the community; reducing the number of truancy petitions that result in further court proceedings; reducing the number of truancy petitions that result in civil contempt proceedings or detention orders; and increasing school attendance. In addition to evaluating these outcomes, the WSIPP report will include an analysis of truancy and high school graduation rates.

- **Current situation:** WSIPP began the collection of data on current truancy intervention and prevention practices in FY 2017 in preparation for the report due on January 1, 2018, that will describe the intended scope and methodology of the study and identify potential data gaps. In order to complete this work, staff time and resources will need to increase above the carryforward amount for FY 2018. The request for FY 2018 includes the increased FTE and associated costs from the carryforward amounts. No change is requested for FY 2019 as we believe the carryforward amount of \$17,000 is sufficient to cover the anticipated costs for that fiscal year. We have reduced the FTE count for FY 2019 because there will be only 0.10 FTE dedicated to the study in that year and the 0.4 FTEs were carryforward from FY 2017.
- **Proposed solution:** Funding this request will allow WSIPP to conduct the required studies that are due on January 1 of 2018 and 2021. Evergreen requests that its maintenance level budget for FY 2018 be adjusted from the current \$48,307 to reflect the incremental increase related to meeting this statutory directive.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. In FY 2017, WSIPP employed 0.10 FTE of a senior research associate and 0.25 FTE of a research associate to collect data on current truancy intervention and prevention practices.

Expenditures for the Goods and Other Services category includes 13% of salaries and benefits for office expenses and 12% of total project expenditures to fund indirect costs for The Evergreen State College.

	FY 2016	FY 2017
FTE Staff years	0.0	0.4
	A003 - Public Service	A003 - Public Service
Fund - 001-01 GF-State	\$0	\$48,307

Decision Package expenditure, FTE and revenue assumptions, calculations and details: In FY 2018, WSIPP will employ 0.30 FTE of a senior research associate and 0.30 FTE of a research associate to track implementation, scope the availability of data necessary to conduct the evaluation, and prepare the initial report for the legislature. The research efforts will be supported by 0.10 FTE of a programmer who will help identify data gaps and 0.05 FTE of an office assistant who will support the production and distribution of the report.

In FY 2019, WSIPP will employ 0.10 FTE of a senior research associate to track implementation of the legislation.

In FY 2020, WSIPP will employ 0.20 FTE of a senior research associate and 0.50 FTE of a research associate to establish data-sharing agreements and collect data on current truancy intervention and prevention practices. In addition, 0.20 FTE of a programmer will assist the researchers in setting up the data for analysis.

In FY 2021, WSIPP will employ 0.50 FTE of a senior research associate and 0.50 of a research associate to analyze the data and write the evaluation report. The researchers will be supported by

0.10 FTE of a programmer who will assist with data analysis and 0.05 FTE of an office assistant who will support the production and distribution of the report.

Expenditures for the Goods and Other Services category includes 13% of salaries and benefits for office expenses and 12% of total project expenditures to fund indirect costs for The Evergreen State College.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

WSIPP will be able to meet its statutory obligations to produce an initial study describing the scope of the evaluation and potential data gaps by January 1, 2018. This report will provide the legislature with an opportunity review the proposed methodology and to address potential data gaps prior to the due date for the evaluation report.

This funding will also ensure that the research and evaluation work continues throughout FY 2019 in order to produce the final evaluation report that is due on January 1, 2021. The final report will inform policymakers and citizens regarding the effectiveness of the truancy legislation at achieving its intended outcomes related, including a reduction in truancy rates and an increase in school attendance.

Performance Measure detail:

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	Yes	Identify: The identification of data gaps necessary to conduct the evaluation may result in the need for additional data collection at the regional or county level.
Other local gov't impacts?	Yes	Identify: The identification of data gaps necessary to conduct the evaluation may result in the need for additional data collection at the local level.
Tribal gov't impacts?	Yes	Identify: The identification of data gaps necessary to conduct the evaluation may result in the need for additional data collection at the tribal level.
Other state agency impacts?	Yes	Identify: The identification of data gaps necessary to conduct the evaluation may result in the need for additional data collection at the state level.
Responds to specific task force, report, mandate or exec order?	Yes	Identify: Both the initial and final reports are required by 2SHB 2449.

Impact(s) To:		Identify / Explanation
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

Due to the statutory requirement to produce the report, no other alternatives were explored.

What are the consequences of not funding this request?

Failure to fund this request would leave WSIPP unable to conduct and complete the required evaluations. WSIPP would fail to meet two legislative directives that are set forth in statute.

How has or can the agency address the issue or need in its current appropriation level?

Because WSIPP's budget is project-driven, the organization has no capacity to absorb unfunded mandates. WSIPP would be unable to complete this study with the current appropriation level because those resources are restricted to the projects that they fund.

Other supporting materials: See bill language and fiscal note for 2SHB 2449.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College

Decision Package Code/Title: N1 Compensation - Faculty

Budget Period: 2017-19

Budget Level: PL - Performance Level

Agency Recommendation Summary Text: This request seeks the funding necessary to provide a 4% increase in faculty salaries and associated costs of benefits each year of the 2017–19 biennium. Competitive salaries are necessary to recruit and retain a quality faculty that can advance the goals set forth in Results Washington to achieve a World Class Education and the Washington Student Achievement Council's (WSAC) ten-year roadmap to increase educational attainment in Washington set forth in Roadmap 2015.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund State 001-1	712,565	1,453,632	1,453,632	1,453,632
General Fund State 001-1	712,565	1,453,632	1,453,632	1,453,632
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0	0	0	0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries and Wages	609,030	1,242,421	1,242,421	1,242,421
B-Employee Benefits	103,535	211,211	211,211	211,211

Package Description

- **Background:** The Evergreen State College (Evergreen) is committed to providing the highest quality educational opportunities to students, to maintaining an innovative public liberal arts college, and to the goals set forth in Results Washington to achieve a World Class Education and the Washington Student Achievement Council's (WSAC) ten-year roadmap to increase educational attainment in Washington set forth in Roadmap 2015.

Competitive salaries are necessary to recruit and retain a quality faculty workforce to advance the goals of policymakers to increase educational attainment in Washington as well as to deliver the rigorous, multidisciplinary education that is the cornerstone of Evergreen's curriculum.

- **Current situation:** Average faculty salaries at Evergreen rank 13th among our 29 peer institutions, which includes the U.S. Council of Public Liberal Arts Colleges (COPLAC) plus

three of Washington’s regional institutions: Eastern Washington; Western Washington; and, Central Washington Universities. However, our ranking falls to 23 among the 29 when it comes to our most experienced faculty, which poses challenges with faculty retention.

Not only does Evergreen face challenges in retaining its current faculty due to lagging salaries, but the College also has a workforce that is increasingly retirement-eligible. Currently, 30% of our faculty are eligible to retire. In order to recruit new faculty with the requisite skills and experience needed to deliver a rigorous, multidisciplinary curriculum, Evergreen will need to offer faculty salaries that are competitive with our institutional peers.

- **Proposed solution:** Evergreen requests state funds to support increases of 4% per year during the 2017–19 biennium. Funding this request will allow Evergreen to deliver faculty salary increases that are necessary to recruit and retain the quality of faculty necessary to achieve the state’s goals to increase the number of Washington adults who hold a postsecondary credential.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. Please include annual expenditures and FTEs by fund and activity (or provide working models or backup materials containing this information).

In FY 2016, Evergreen spent \$14,620,050 for salaries and \$4,326,383 for associated employee benefits on 205.5 faculty FTEs.

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Agencies must clearly articulate the workload or policy assumptions used in calculating expenditure and revenue changes proposed.

- This request seeks to increase faculty salaries by 4% in each year of the 2017–19 biennium. The request does not anticipate any increases to the number of faculty FTEs or any increases in the cost of associated employee benefits.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

Annual increases of 4% would provide faculty at Evergreen with cost-of-living increases that would maintain our current ability to provide competitive salaries and to recruit and retain quality faculty. A highly engaged and motivated faculty is necessary to deliver a quality educational experience for current and future students.

Performance Measure detail:

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	Yes	Identify: The request is targeted at increasing faculty salaries.
Does request require a change to a collective bargaining agreement?	Yes	Identify: This collective bargaining agreement will be negotiated in 2017.
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

Current resources are inadequate to provide locally-funded, across-the-board pay increases to faculty. Due to current statutory constraints, Evergreen is prohibited from increasing tuition by more than 2.1%, which is insufficient to cover the costs associated with maintaining competitive salaries and meeting the obligations of the collective bargaining agreement.

What are the consequences of not funding this request?

Freezing faculty salaries would adversely affect recruitment and retention of faculty, impairing the College's ability to serve students. New restrictions limiting increases in tuition levels for resident undergraduate students severely limit the College's ability to provide salary increases from other revenue. The only other option would be to employ fewer faculty, teaching at a higher student-faculty ratio. This option also would impair the College's ability to recruit and retain qualified faculty, would restrict the courses of study available to students, and would ultimately reduce the number of students served and degrees produced.

How has or can the agency address the issue or need in its current appropriation level?

The only way to increase faculty salaries based on the current appropriation level would be to reduce the number of faculty positions, which would result in a reduction in programmatic offerings. This outcome would be counter-productive to the overarching goals of the College and the state of Washington that are focused on student success and degree completion.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.

2015 COPLAC plus survey results (Attached).

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College

Decision Package Code/Title: N2 Compensation - Exempt

Budget Period: 2017-19

Budget Level: PL - Performance Level

Agency Recommendation Summary Text: This request seeks the funding necessary to provide a 4% increase in professional exempt salaries and associated costs of benefits each year of the 2017–19 biennium. Competitive salaries are necessary to recruit and retain a quality professional staff that can advance the goals set forth in Results Washington to achieve a World Class Education and the Washington Student Achievement Council's (WSAC) ten-year roadmap to increase educational attainment in Washington set forth in Roadmap 2015.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund State 001-1	573,048	1,169,018	1,169,018	1,169,018
Total Cost	573,048	1,169,018	1,169,018	1,169,018
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0.0	0.0	0.0	0.0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries and wages	489,785	999,161	999,161	999,161
B-Employee benefits	83,263	169,857	169,857	169,857

Package Description

- **Background:** The Evergreen State College (Evergreen) is committed to providing the highest quality educational opportunities to students, to maintaining an innovative public liberal arts college, and to the goals set forth in Results Washington to achieve a World Class Education and the Washington Student Achievement Council's (WSAC) ten-year roadmap to increase educational attainment in Washington set forth in Roadmap 2015.

Compensation remains an important factor in staff retention. Increasingly, our professional staff in critical areas such as enrollment and student support services, are being recruited by other institutions, in part based on higher compensation. The Evergreen State College (Evergreen) competes for staff in national and emerging international labor markets. In June 2016, the state unemployment rate was 5.8 percent (seasonally adjusted) and the national unemployment rate was 5.1 percent (not seasonally adjusted) according to the U.S. Bureau of Labor Statistics (BLS). In March 2015 (the most recent year available), BLS reported that the unemployment rate for employees with a baccalaureate degree was 2.8 percent in 2015. The

unemployment rates for employees with master’s degrees and doctoral degrees were 2.4 and 1.5 percent respectively. As a result, Evergreen is faced with trying to recruit highly qualified professional staff and faculty in a very tight labor market.

- **Current situation:** Evergreen has dedicated significant local resources to compensation for exempt staff in an effort to bring salaries close to the 50th percentile of our peers based on 2014 and 2015 surveys of the College and University Professional Association for Human Resources (CUPA-HR). Across-the-board pay increases will be necessary to prevent erosion of these salaries from this benchmark.
- **Proposed solution:** In order to sustain the improvements to salaries that were funded by the state and local funds at Evergreen during the 2015–17 biennium and ensure that the progress that we have made to date is not eroded, Evergreen requests state funds to support salary increases of 4% and the associated costs of benefits for each year of the 2017–19 biennium. Funding this request will allow Evergreen to deliver salary increases for exempt employees that are necessary to providing compensation that is competitive with our peers and the global labor market.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. Please include annual expenditures and FTEs by fund and activity (or provide working models or backup materials containing this information).

In FY 2017, Evergreen will spend an estimated \$12,244,616 for salaries and \$ 4,201,089 for associated employee benefits in operating funds for 183.8 FTEs.

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Agencies must clearly articulate the workload or policy assumptions used in calculating expenditure and revenue changes proposed.

- This request seeks to increase exempt salaries by 4% in each year of the 2017–19 biennium. The request does not anticipate any increases to the number of exempt FTEs or any increases in the cost of associated employee benefits that are not linked to the cost of salaries.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

The ability to recruit and retain professional exempt staff has a direct influence on the ability of Evergreen to continue to provide a high quality, accessible higher education to our students. Professional staff provide essential support to the delivery of quality academic programs and services that foster student success and maintain strong performance in time to degree completion. We would be able to maintain our current level of competitiveness with other employers who are competing for qualified staff in a highly competitive labor market.

Performance Measure detail:

Fully describe and quantify expected impacts on state residents and specific populations served. What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	Yes	Identify: This request seeks funding to provide a 4% increase in exempt salaries for each year of the biennium.
Does request require a change to a collective bargaining agreement?	Yes	Identify: While most exempt employees are not represented, there is a group of exempt staff at Evergreen who are represented by a union.
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

Current resources are inadequate to provide locally-funded, across-the-board pay increases to exempt staff. Due to current statutory constraints, Evergreen is prohibited from increasing tuition by more than 2.1%, which is insufficient to cover the costs associated with maintaining competitive salaries. Some of our exempt staff are represented by a union, and we will need to provide any pay increases that are negotiated in the collective bargaining agreement (CBA).

What are the consequences of not funding this request?

New restrictions that limit increases in tuition levels for resident undergraduate students coupled with the requirements of the collective bargaining agreements for represented faculty and staff would result in significant financial hardship or risk the loss of critical personnel for Evergreen, if funds are not provided for salary increases. Our ability to recruit and retain professional staff will be severely hindered. Likewise, we will be required to meet the terms of the CBA that covers a portion of our exempt staff. The consequences could be critical if key staff leave, and we are unable to recruit replacement staff at current salary levels.


How has or can the agency address the issue or need in its current appropriation level?

The only way to increase professional salaries within the current budget would be to reduce the number of professional staff positions. Such reductions would result in the loss of programmatic support and services to students, an outcome that is counter-productive to the overarching goals of the College and the state of Washington that are focused on student success and degree completion. Such reductions could potentially impact student retention and time to degree completion resulting in fewer graduates as well as increased costs to students and families.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.

N/A

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College

Decision Package Code/Title: N3 Compensation - Classified

Budget Period: 2017-19

Budget Level: PL - Performance Level

Agency Recommendation Summary Text: This request seeks funding to achieve and sustain classified staff salaries consistent with other general government employees in the state. The collective bargaining agreement (CBA) negotiated by The Evergreen State College (Evergreen) ensures that pay increases for classified staff will be consistent with those negotiated for other general government employees. This request will be re-submitted when the CBA is ratified.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund State 001-1	453,690	925,526	925,526	925,526
Total Cost	453,690	925,526	925,526	925,526
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0.0	0.0	0.0	0.0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries and wages	387,769	791,048	791,048	791,048
B-Employee Benefits	65,921	134,478	134,478	134,478

Package Description

- **Background:** The Evergreen State College (Evergreen) is committed to providing the highest quality educational opportunities to students, to maintaining an innovative public liberal arts college, and to the goals set forth in Results Washington to achieve a World Class Education and the Washington Student Achievement Council's (WSAC) ten-year roadmap to increase educational attainment in Washington set forth in Roadmap 2015.

The ability to provide competitive compensation plays a key role in recruiting and retaining classified employees who often work directly with students or provide critical support services, such as financial aid, dining, and housing. These employees are integral to the delivery of quality academic programs and services that support student success and retention.

- **Current situation:** The 2017–19 collective bargaining agreement (CBA) with the Washington Federation of State Employees (WFSE) for The Evergreen State College agrees to match and incorporate the general salary increases achieved at the WFSE General Government negotiations table. The CBA also agrees to provide the shift premiums and standby pay applicable salary survey, including any classification specific compensation adjustments, achieved by the WFSE General Government negotiations table.
- **Proposed solution:** Evergreen seeks funding to achieve and sustain classified staff salaries consistent with other general government employees in the state. This decision package will be revised upon the ratification of the CBA prior to October 1, 2016.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. Please include annual expenditures and FTEs by fund and activity (or provide working models or backup materials containing this information).

In FY 2017, Evergreen estimates that \$9,694,213 will be spent on salaries and \$4,172,981 for associated benefits for 201.4 FTEs of classified staff.

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Agencies must clearly articulate the workload or policy assumptions used in calculating expenditure and revenue changes proposed.

- At the time of this budget submission, the CBA negotiated with the WFSE had not been ratified. The amounts reflected in the Fiscal Summary table are presented for illustrative purposes only. An amended packet will be submitted upon ratification of the CBA by the union.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

The ability to provide competitive compensation plays a key role in recruiting and retaining classified employees who often work directly with students to provide critical support services, such as financial aid, dining, and housing. This group of employees also includes the staff who are responsible for maintaining a safe and healthy environment on campus. In order to recruit and retain classified employees, Evergreen aims to maintain salaries at the levels authorized for general government employees performing similar responsibilities.

Performance Measure detail:

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	Yes	Identify: This request seeks funding for salary increases that are negotiated through a CBA for classified staff.
Does request require a change to a collective bargaining agreement?	Yes	Identify: This request will be modified to reflect the terms of the CBA upon ratification.
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

Evergreen is required to meet the terms of the CBA. Without state funding, the College faces significant financial hardship due to the statutory limits on increases to resident undergraduate tuition.

What are the consequences of not funding this request?

New restrictions that limit increases in tuition for resident undergraduate students coupled with the requirements of the CBA for classified staff salary increases would result in significant financial hardship if this request is not funded. The requirement to deliver increased salaries absent the state funds to pay for those increases could inhibit our ability to fill vacancies as they arise, leaving gaps in support services that are crucial to student success and to the health and safety of the campus.


How has or can the agency address the issue or need in its current appropriation level?

If state funds are not provided to fund the salary increases required by the CBA, the College could result in unfilled vacancies to budget constraints.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.

A copy of the CBA negotiated by Evergreen will provided upon re-submission of this request when the WFSE contract is ratified.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College
Decision Package Code/Title: N4 STEM High Demand Career Pathways
Budget Period: 2017-19
Budget Level: PL - Performance Level

Agency Recommendation Summary Text: This request seeks funding to enhance services to students who are pursuing studies in science, technology, engineering or mathematics (STEM) programs. The proposal includes funding to provide scholarships for students who pursue studies in biology and chemistry and funding to provide enhanced academic counseling and programming designed to ensure that students have sufficient math skills to successfully pursue studies in math-dependent programs or courses.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund State 001-01	718,435	715,235	715,235	715,235
Total Cost	718,435	715,235	715,235	715,235
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	7.0	7.0	7.0	7.0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries	427,905	427,905	427,905	427,905
B-Employee Benefits	128,330	128,330	128,330	128,330
E-Goods and Services	17,200	14,000	14,000	14,000
G-Travel	10,000	10,000	10,000	10,000
N-Grants	135,000	135,000	135,000	135,000

Package Description

- **Background:** Evergreen is committed to recruiting and retaining students in its mathematics program and its laboratory-based biology and chemistry programs, particularly students who have been traditionally underrepresented in science, technology, engineering, and mathematics (STEM) programs. This proposal responds directly to the goal set by

Results Washington to increase the number of STEM students in Washington’s public colleges. In order to better serve these students, Evergreen seeks funding for two projects designed to improve recruitment and retention in these fields of study.

- **Current situation:** Grant-funded scholarships for STEM students that were previously available expired at the end of the 2015–16 academic year and were not renewed. In May 2015, a disappearing task force was tasked with “examining the academic preparedness of incoming students with respect to writing, mathematics, and reading.” The group who focused their efforts on math preparedness developed a comprehensive proposal to address the needs of our incoming students based on a thorough examination of available data.

- **Proposed solution:**

1. **Scholarships for students participating in laboratory-based biology and chemistry programs:** This component of the proposal is based on our proven success with grants from the National Science Foundation (NSF). Evergreen received grants in 2006 and 2011 from NSF to provide students with scholarships and services. Grant funds provided critical support services to students who demonstrated both financial need and academic potential by implementing effective learning communities with strong faculty mentorship. In addition to the grants provided to students, support services included faculty advising; scientific and career mentoring; participation in scientific seminars, research projects, internships, and professional conferences; and, graduate school and career workshops. The grant programs were highly successful in recruiting students of color and students of low income as well as first-generation and female students. The retention, persistence and graduation rates for these students greatly exceeded the rates for students in similar academic programs who did not receive scholarships. The overall success metrics are presented in the following table.

	Biochemistry Success	STEM Success	Evergreen Success
	% persisting in Biochemistry or having completed Bachelor of Science degree	% persisting in ANY STEM field or having completed a Bachelor of Science degree	% persisting at Evergreen or having completed a Bachelor Science or Bachelor of Arts degree
NSF Scholarship Recipients	84%	88%	92%
Comparison Cohorts	48%	54%	73%

1. **College Readiness – Math:** This component of our request seeks funding to ensure that students who are interested in pursuing studies in math-dependent fields, particularly the sciences, have sufficient math skills to be successful in their studies. This proposal was developed by a faculty committee that was tasked with making recommendations to improve student success. Specifically, the task force was charged with investigating the need for assessment of students’ skills prior to registration and the need for targeted attention once they are enrolled. The task force developed recommendations that resulted in the implementation of a pilot project. Students who expressed an interest in pursuing studies in medicine, biology, chemistry, veterinary

medicine, and physics make up the pool of approximately 200 students in the pilot project. Science faculty reviewed the transcripts of these students and then contacted them prior to registration to help them select their first courses. Students were provided an opportunity to take an assessment to help them choose courses appropriate to their level of preparation, though they are not required to do so. While the pilot program is currently being provided to a limited number of students, this proposal seeks funding support that would be necessary to continue and expand the program to more students who are pursuing math-dependent studies.

In addition to providing early, targeted academic advising, the task force also made recommendations to enhance math learning across the curriculum. The task force examined usage statistics of the Quantitative and Symbolic Reasoning Center (QuaSR), the existing math tutoring lab. Demand for the center's services has intensified over time. This proposal seeks funding to expand curricular offerings in math and to expand the services currently available through QuaSR. New foundational programs and coursework in mathematics would also be developed and delivered in both the daytime and evening/weekend programs. Additional staff resources would be dedicated to strengthening the math curriculum, providing in-program workshops, and providing individual and small group tutoring for students with special needs. Finally, additional staff support would be provided for expanded summer school programs, student-faculty research projects, and technical support in the field and laboratories to accommodate increased enrollment in STEM fields.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. Please include annual expenditures and FTEs by fund and activity (or provide working models or backup materials containing this information).

The last of the NSF grants expired in 2015–16, and no additional funding has been provided. The costs to pilot the academic advising project on a limited basis are being absorbed by the college using one-time funding during the 2016–17 academic year. Additional funds will be needed to sustain and grow the program.

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Agencies must clearly articulate the workload or policy assumptions used in calculating expenditure and revenue changes proposed.

1. **Scholarships and support for students participating in laboratory-based biology and chemistry programs:** This component of the request seeks \$153,964 to provide 20 scholarships of \$6,750 each to students based on their financial need and academic potential. One faculty salary would be increased by one-half a month in the summer at the cost of \$4,964. Additional funding for goods and services and travel to professional conferences would total \$14,000.
2. **College Readiness – Math:** This component of the request seeks funding for the faculty and staff support needed to provide enhanced academic advising and expanded curricular offerings. The duties of the current associate director of QuaSR would be increased to provide summer advising, on-line tutoring support, assessment administration, and a

presence on the Tacoma campus. This expansion of duties would increase this assignment from 0.875 to 1.0 FTE. A new math education specialist would be assigned for 10 months (0.83 FTE) to strengthen the math curriculum, provide in-program workshops, provide individual and small group tutoring for students with special needs, and out-of-program college-readiness math workshops. An administrative faculty member would be assigned for nine months as a math advisor (0.75 FTE) to review student transcripts and lower-division math courses. An additional 2.5 faculty FTEs would deliver new foundational programs and coursework in both the daytime and evening/weekend programs. An additional \$20,000 is requested to increase the number of students who are employed as math tutors at QuaSR. In order to provide increased staff support of the STEM curriculum, some part-time positions would need to be expanded to full time positions to cover summer school and summer student-faculty research projects. One new staff FTE would be needed to provide technical support laboratories and the field to support the increased enrollment of students in STEM courses.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

This proposal is keenly focused on recruiting, retaining, and graduating more students in STEM fields. Our prior experience with the NSF grant indicates that the model we propose to replicate is highly effective at accomplishing those goals. While the math advising pilot is still too new to assess, it is based on a thorough understanding of the needs of our students and a commitment from our science faculty and QuaSR staff to provide the academic counseling, advising, and support services students need to be successful in math and science studies.

Performance Measure detail:

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:

Impact(s) To:		Identify / Explanation
Responds to specific task force, report, mandate or exec order?	Yes	Identify: This request responds to the goal of Results Washington to increase the number of students pursuing STEM and other high demand fields in Washington's public colleges.
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

In developing this proposal, we reviewed our prior efforts to expand STEM education, and we selected the options that had a proven track record in recruiting, retaining, and graduating students in STEM fields. Our experience with the NSF grants indicated that direct support by means of scholarships coupled with the expanded academic advising and career counseling support to be among the most successful programs we have delivered at Evergreen. The proposal aimed at improving college readiness for studies in mathematics was informed by the work of a disappearing task force that was charged with examining the reasons for student success or failure when it comes to pursuing science studies.

What are the consequences of not funding this request?

If this request is not funded, student demand for STEM and other high demand fields will continue to go unmet. As a result, students may drop out of college or abandon STEM studies in order to complete their degrees. Neither option results in delivering more STEM graduates into the workforce where they are needed.

How has or can the agency address the issue or need in its current appropriation level?


Current appropriation levels are not sufficient to provide the enhanced support services or scholarships that are proposed in this funding request.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.

The scholarship component of this proposal is modeled on our highly successful NSF grants. Assessments of those grant projects can be found on our website at:
http://www.evergreen.edu/institutionalresearch/pdf/nsfbiochem_finaloutcomes_grant1_2012.pdf.
http://www.evergreen.edu/institutionalresearch/pdf/nsfbiochem_finaloutcomes_grant2_2016.pdf.

College Readiness (Student Success) DTF Proposal – 2016 (Attached)

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

**College Readiness DTF Meeting
Friday, July 17, 2015
Sem II C2107**

College Readiness DTF Charge – May 2015

Michael Zimmerman, Vice President for Academic Affairs & Provost
Wendy Endress, Vice President for Student Affairs

As a public liberal arts college with a strong commitment to social justice, Evergreen attracts and enrolls students with a broad range of experiences and strengths that greatly enrich our learning community. As with many other colleges, some of our students, while strong in many areas, could benefit from additional support in one or more core academic areas. The final goal of this DTF is to help the College create an environment to enable more of our students to fully succeed in their academic work at Evergreen.

To achieve this goal, the work of this DTF comes in three broad categories:

1. To explore the value to students of having the College assess academic preparation prior to matriculation. If that exploration leads to the conclusion that such assessment would be valuable, to recommend mechanisms appropriate to Evergreen pedagogy that will allow the College, its faculty and staff, to assess the academic preparation of incoming students with respect to writing, mathematics and reading. If the DTF determines that there are other areas of preparation that should be assessed, recommendations should be made as well.
2. To explore best practices for helping students who could benefit from targeted academic attention. These best practices will likely need to be re-conceptualized in light of Evergreen's unique pedagogy and might well be different for Evergreen's diversity of opportunities, e.g. Olympia daytime, EWS, Tacoma and RBCD.
3. To explore best practices to support faculty to teach students in their programs and courses who need additional academic attention.

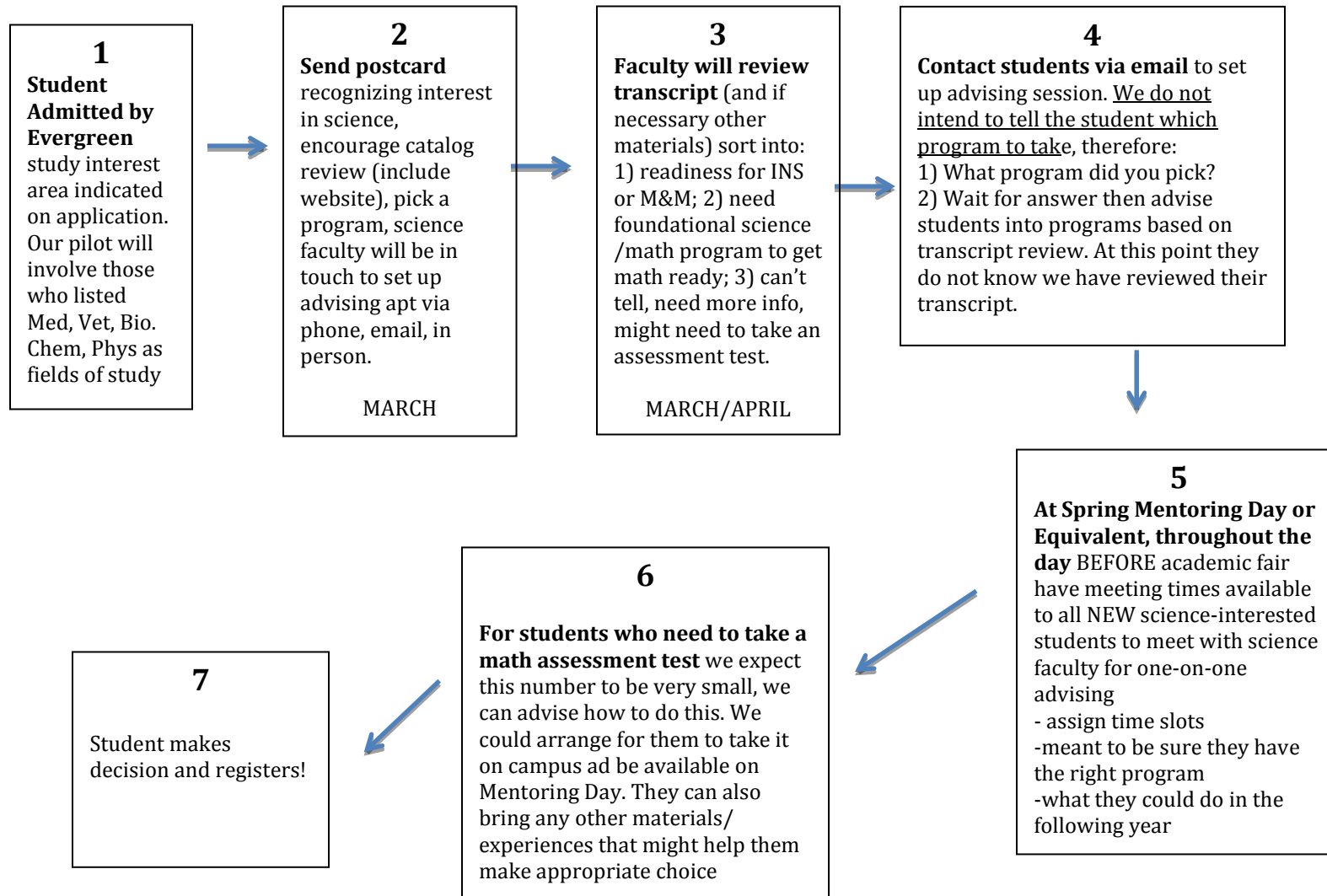
The DTF should think as broadly and creatively as possible when looking for solutions and making recommendations. Recommendations might include collaborating with external partners, creating our own assessment tools, developing a summer program or many other options.

The DTF should conceptualize its work in a manner that will permit it to gather information from around the country and from Evergreen colleagues in a timely fashion to enable it to make final recommendations no later than the end of the 2015-16 academic year. Some of these recommendations might require faculty discussion and approval while others might not. In either case, the DTF should plan on reporting regularly to the faculty while its work is in progress.

College Readiness DTF: Math Sub-Group
Pilot Project for Math Assessment and Advising of Newly Admitted Students (Fall 2016)

Flow Chart

NOTE: Registration for NEW incoming Freshmen in Spring 2016 is May 2nd or 9th
Registration for others is May 16th



APPLICANT REVIEW FORM – The Evergreen State College

Applicant _____ Recommendation(s) _____

Reviewer _____ Date _____

Information from Transcript – High School Direct

Name of high school _____ Year Graduated _____

Math and Science Classes Completed	Year taken (9, 10, 11, 12)	AP, honors, or IB? (Yes or No)	Grade

Information from Transcript – Transfer Student

Name of previous college _____ Degree earned? Yes No

If degree earned, circle degree **ATA** **AA** **AS** **Other** _____ Year degree earned _____

Math and Science Classes Completed (Please use names and course numbers)	Grade

Additional information-

SAT _____ ACT _____

Please write any additional comments on back of form

High School Direct or Recent High School Graduate

Application evaluation rubric

Prepared by: Vauhn Foster-Grahler, Sunshine Campbell, Paula Schofield, and Richard Weiss. February 2016. The Evergreen State College

Washington State High School Graduation Requirements:

Courses:

Students graduating from Washington State High schools between 2013 and 2018 are required to take three years of high school math.

Normally, for college-bound students, these courses are Algebra 1, Geometry, and Algebra II, or Integrated I, II, and III. However, with parental/guardian permission students may complete the third year by taking a CTE (career and technical elective) math class or by “repeating” in a different way, Algebra II or Integrated III (lots of stipulations here).

Testing:

Students in most states will take the Smarter Balanced Assessment (SBA). A score of 3 or 4 is considered “meeting standard”.

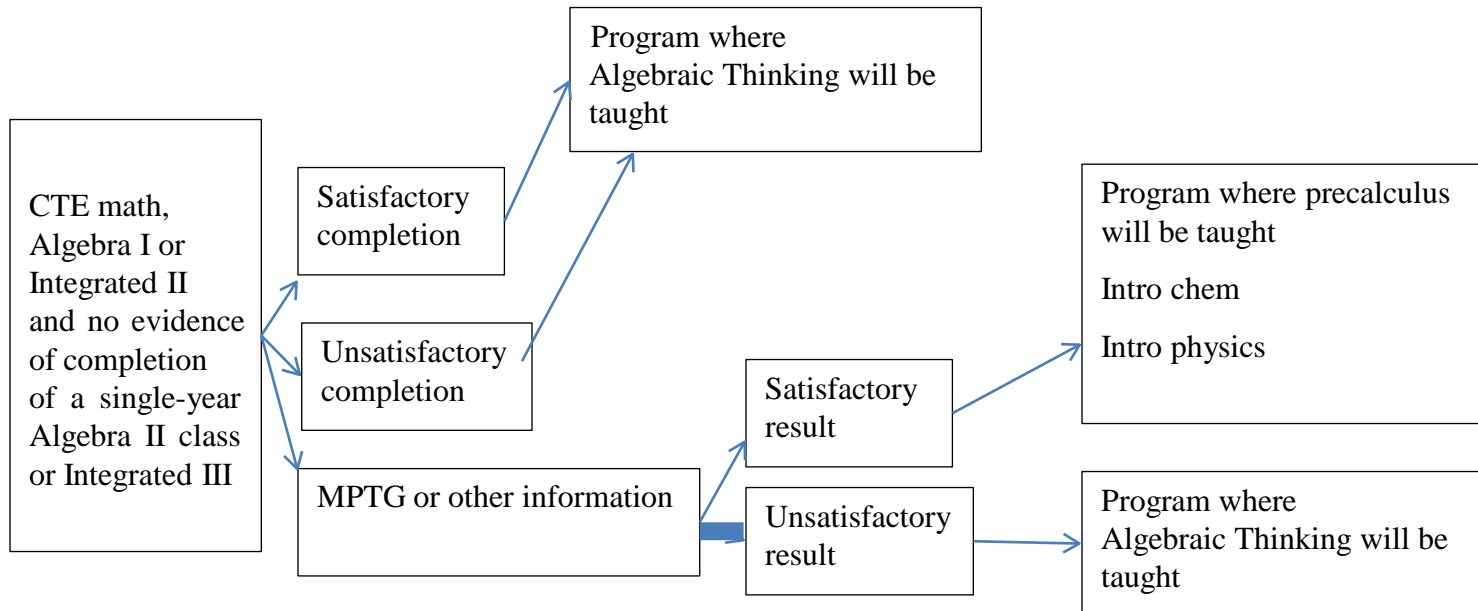
In addition, many high school direct students have SAT or ACT scores from the college board. Consider these if something seems unusual – e.g. SAT score in math greater than 600 but low grades in math, etc.

Other information:

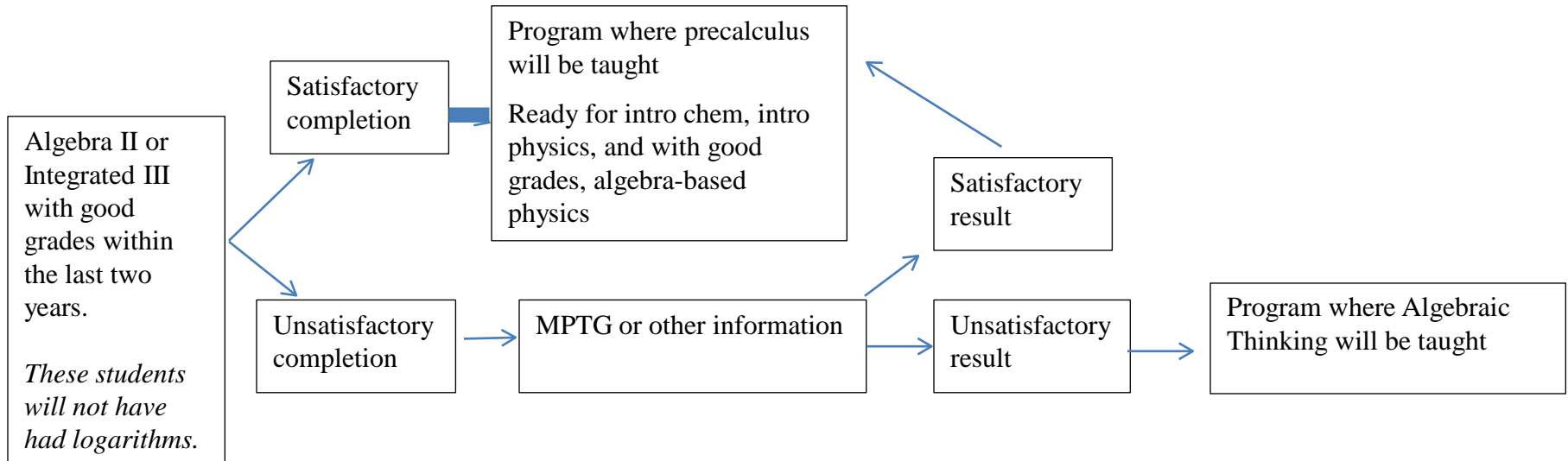
Some students complete Algebra 1 and Geometry in middle school so these courses may not appear on their high school transcript. Students who took Algebra II in ninth grade tend to have high math aptitude – or at least be good test takers!

Please make a note if course taken were IB, AP, or Honors.

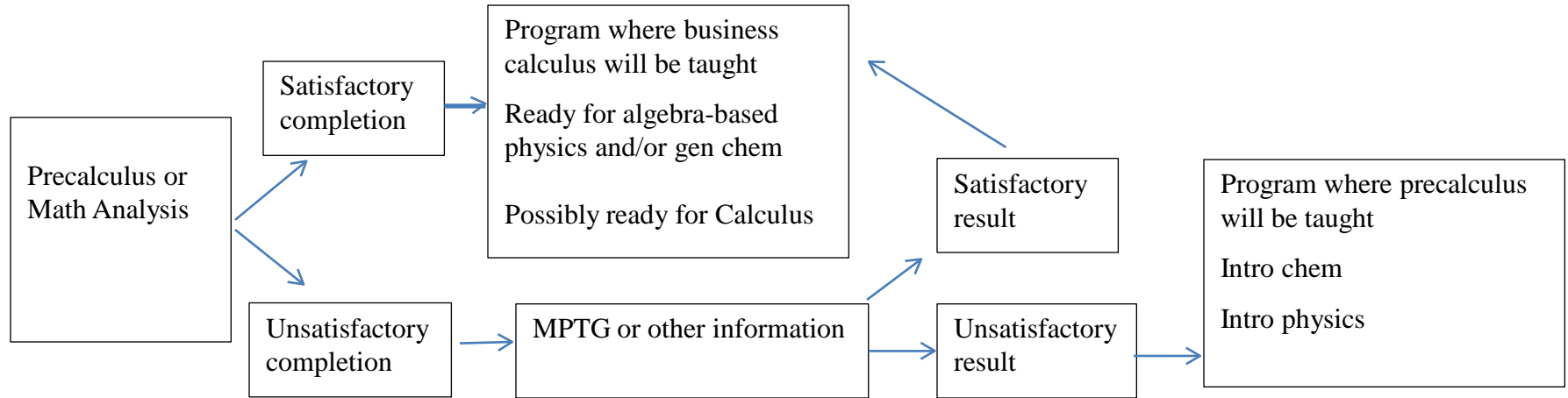
Highest math completed – CTE or technical math, business math, Algebra I, Geometry, Integrated I and/or II



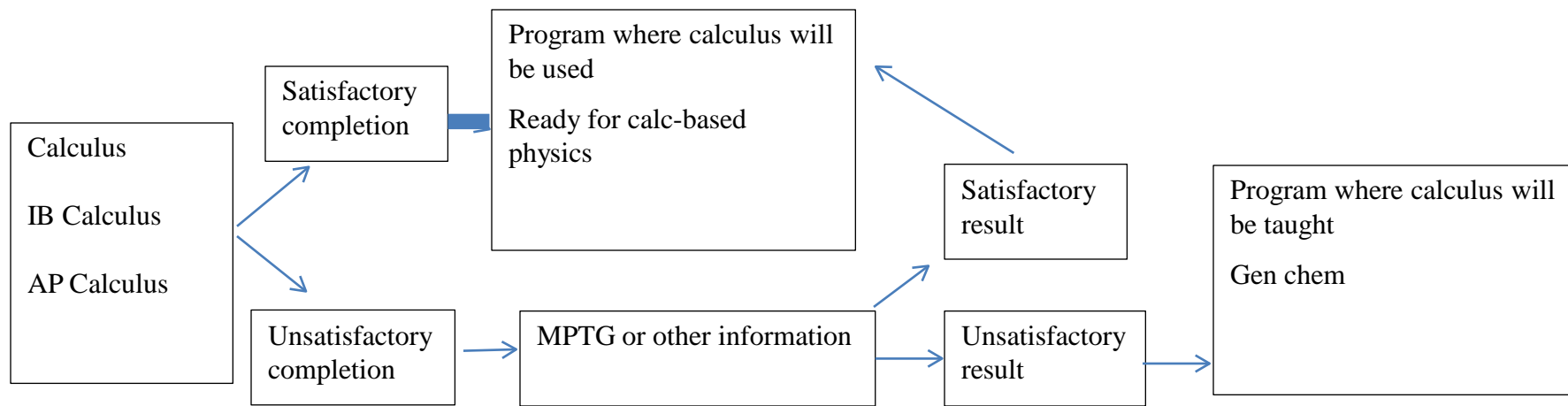
Highest math completed – Single year Algebra II or Integrated III (*Honors?*)



Highest math completed – Precalculus or Math Analysis

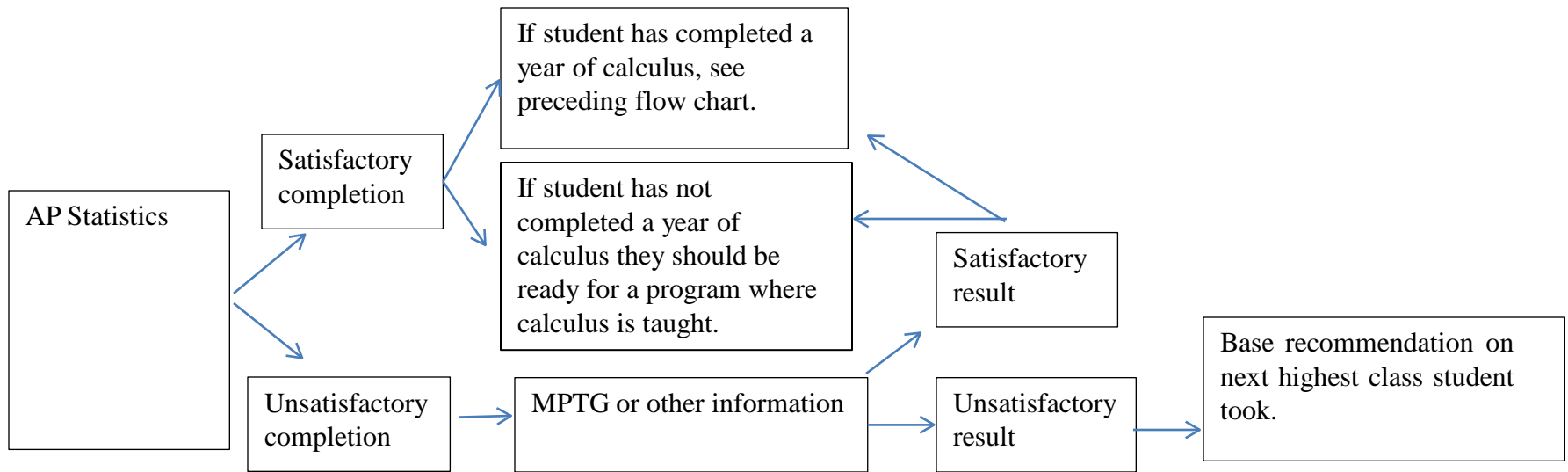


Highest math completed – Year long Calculus, (*Honors, IB or AP Calculus?*)*



**If students took the AP calculus exam a score of 3, 4, or 5 is considered worthy of college level calculus credit at most institutions.*

Highest math completed – AP Statistics *(Many of these students have also completed a year of calculus.)*



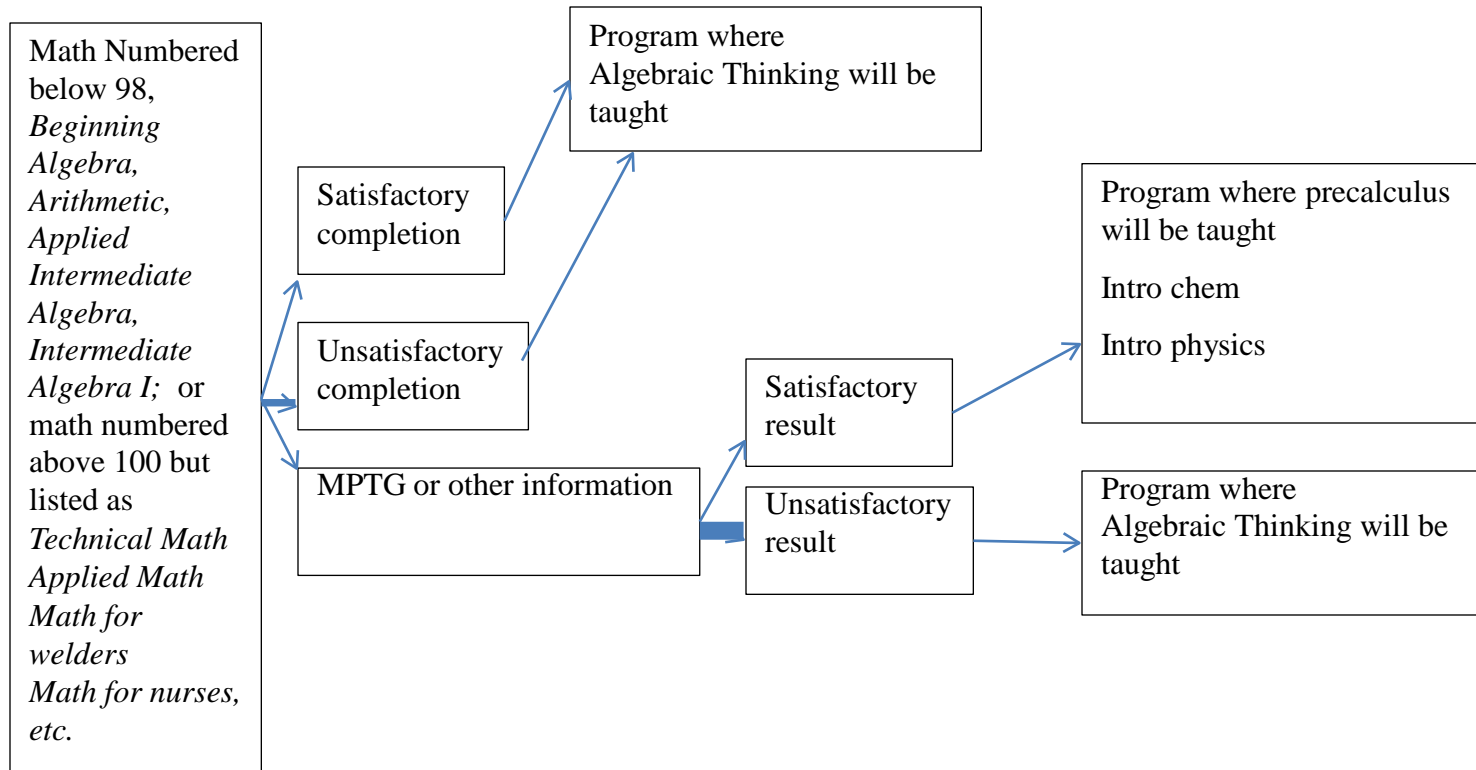
Transfer Student Application evaluation rubric

Prepared by: Vauhn Foster-Grahler, Sunshine Campbell, Paula Schofield, and Richard Weiss. February 2016. The Evergreen State College

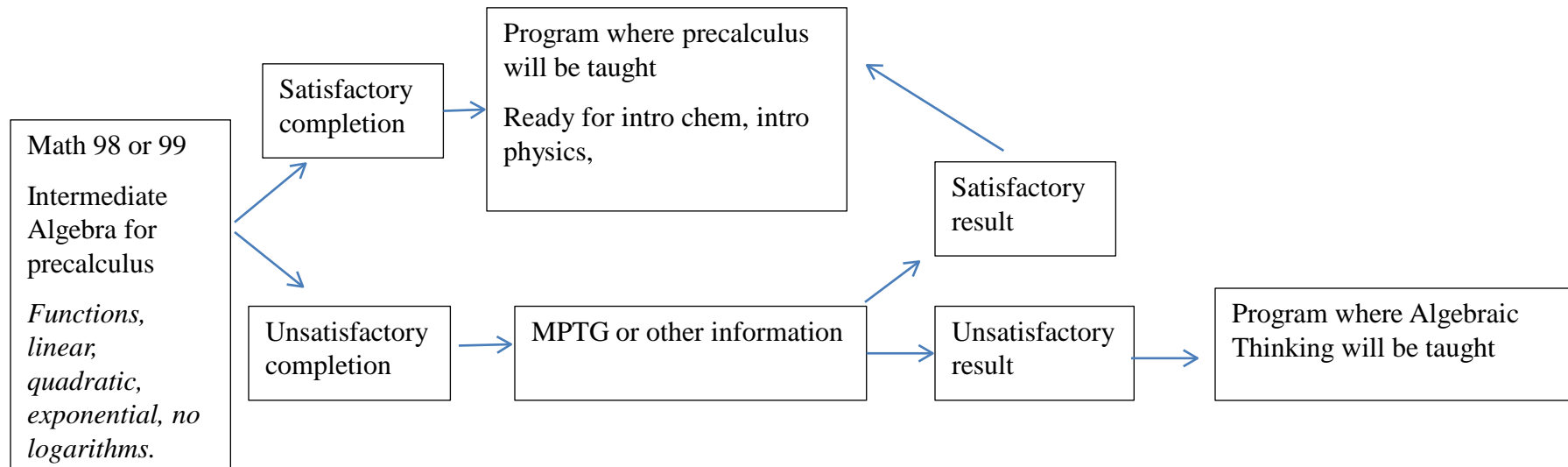
This transcript/portfolio evaluation rubric is designed for students who have attended, or graduated from, Washington State community colleges. For students coming from out of state, please carefully consider course names instead of numbers.

Note: At most community colleges, a grade of 2.0 or 2.5 is considered sufficient to recommend a student to the next highest course.

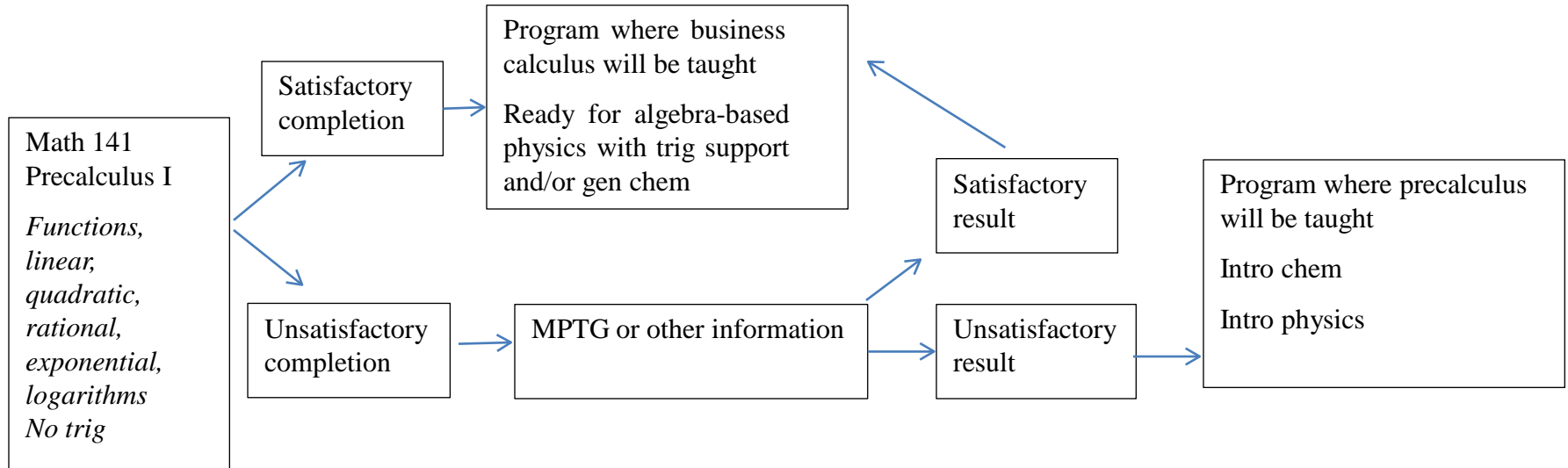
Highest math completed – Not college level (number < 98) or technical math



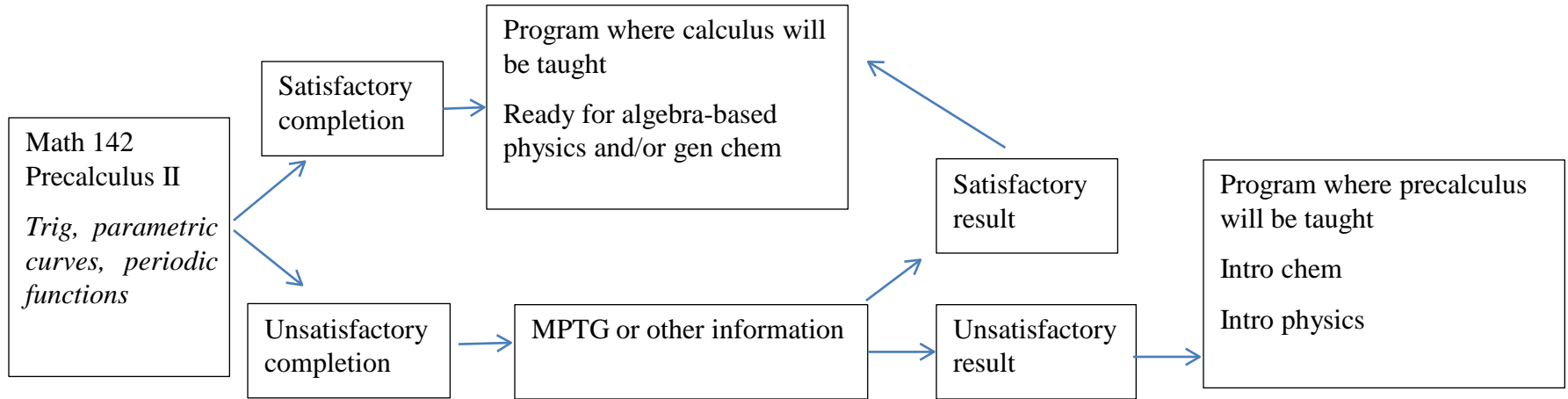
Highest math completed – Not college level (number < 100) Intermediate Algebra for precalculus



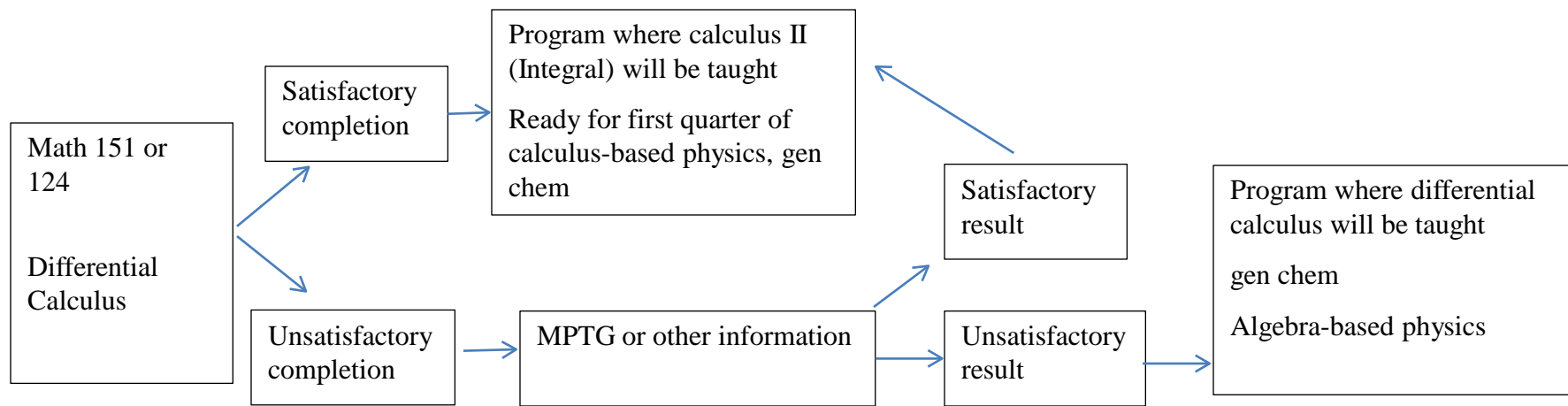
Highest math completed – Precalculus I



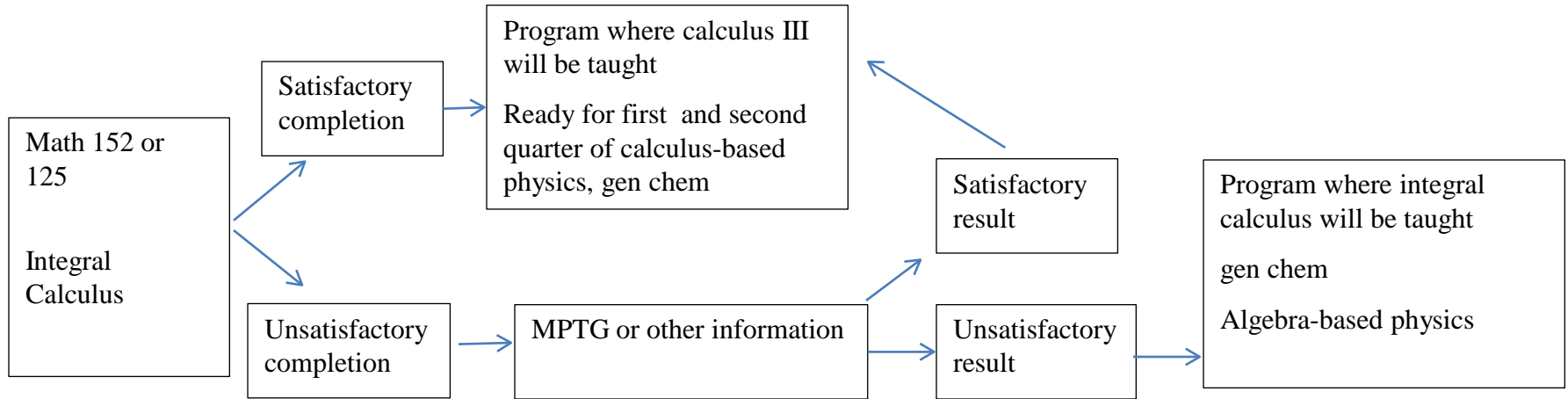
Highest math completed – Precalculus II – Math 142



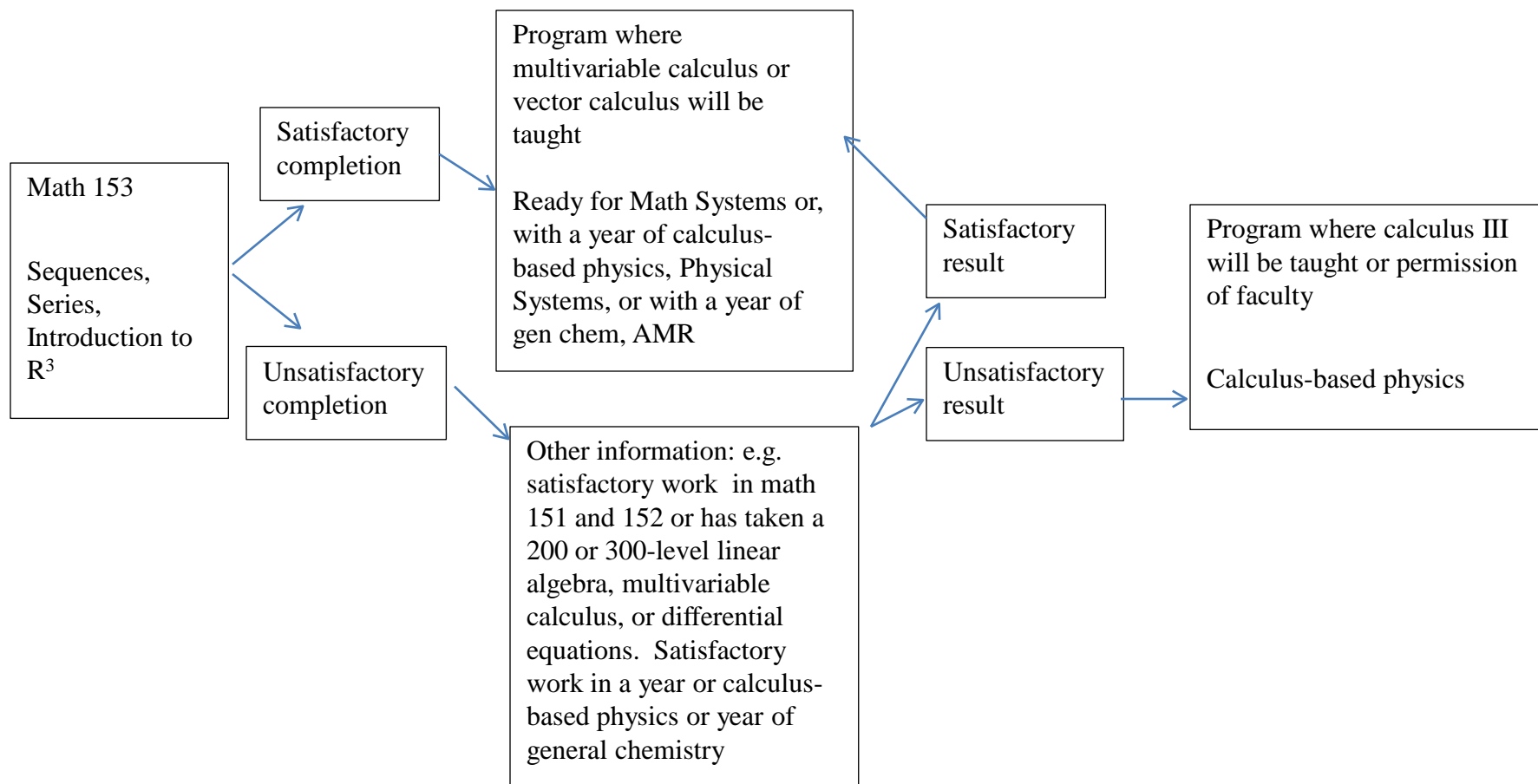
Highest math completed – Differential Calculus (Calculus I), Math 151 or 124



Highest math completed – Integral Calculus – Math 125 or 152



Highest math completed – Seq. Series, \mathbb{R}^3 - Calculus III – Math 126, 153



2014 -2015 Statistical Summary and Seven-Year Statistical Summary

The Quantitative and Symbolic Reasoning Center
(QuaSR Center)
The Evergreen State College, Olympia, WA

Prepared by: Margaret Blankenbiller and Vauhn Foster-Grahler

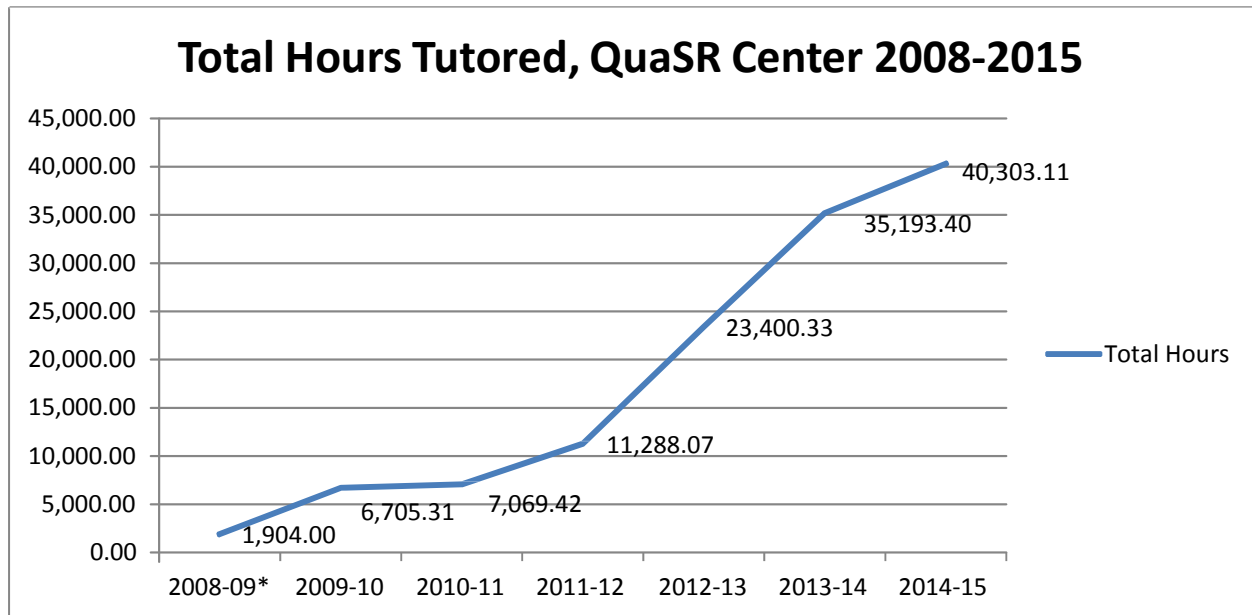


Figure 1

2014 – 2015 Fiscal Year Statistical Summary

I. Overview

The 2014-15 fiscal year, began with summer quarter 2014 and ended with spring quarter 2015. During this time, 18.3% of students enrolled on the Olympia campus used the center at least once. There were 6,218 total visits to the Olympia Center and 14,311.11 hours of Center-based tutoring. Hours of in-Center tutoring increased by 3.7% over 2013-2014. It should be noted that during this same time period, overall enrollment at the Olympia campus declined by 4.3%. Student contact hours in the Designated Tutoring program on the Olympia campus saw an increase of 5% over 2013-2014, while Math Across the Curriculum student contact hours increased 34% over the previous year. Nine-hundred and nine hours of tutoring were completed in-program during 2014-2015 fiscal year. Student contact hours for the Tacoma-based QuaSR Center increased by 151% over 2013-2014. **Overall, the hours of tutoring provided by the QuaSR Center increased by 14.5% over 2013-2014.**

Olympia Tutoring Center 2014-15	
Total number of visits:	6218
Number of unique visitors:	729
Total hours of student interaction (hours tutored):	14,311.11
Designated Tutoring Program, Olympia	
Hours in class by designated tutor:	472
Hours used for preparation for class by tutor:	81
Number of unique students*:	474
Total attendance (visits):	8,856
Total hours of student interaction (hours tutored):	14,649
Math Across the Curriculum, Olympia	
Hours in class by QuaSR staff:	229.5
Hours used for preparation for class by QuaSR staff	156
Number of unique students*:	377
Total attendance (visits):	3,713
Total hours of student interaction (hours tutored):	8,375
Tacoma Tutoring Center 2014-15	
Total number of visits:	1985
Number of unique visitors:	149
Total hours of student interaction (hours tutored):	2967.5
Combined Total Olympia and Tacoma 2014-15 includes all Designated Tutoring and Math Across the Curriculum	
Visits:	20,772
Unique students**:	878
Hours tutored:	40,302.11

*Estimates based on attendance on the first day of the program

**Does not include estimated DT and MAC unique visits because A numbers are not collected in program and can't be compared to program enrollment data

Figure 2

QuaSR Center Budget Proposal

February 2016

Use of the QuaSR Center continues to grow. Since 2008 the in-Center use in Olympia has risen by 508%. During the same time period minimum wage in Washington State has risen by 17.3% while the operating budget of the Center has risen by 17%*. In addition to the increase in Center use, the QuaSR Center now administers and staffs the QuaSR Center Tacoma program, the Designated Tutoring (DT) program and the Math Across the Curriculum (MAC) program. While we continue to do more with less, the budget constraints are definitely impacting student access to services (see table 2).

We know we are underserving students, and choose to be frugal with our supplies and travel budgets and we transfer payroll expenses to these accounts in order to provide more tutors during exceptionally busy days (e.g. Wednesday afternoons). As use of the the Tacoma QuaSR Center grows, it requires the attention and presence of the Director and Assistant Director. Table 1 shows the actual budget for the 2014-15 academic year as well as the budget levels that would have allowed us to staff appropriately to meet student need (a minimum of 2 tutors in the Center at all times and a ratio of 1 tutor to 4 tutees, in addition to meeting the demand for DT, MAC and the Tacoma Program). We are excluding summer costs because those monies are allocated separately from the academic year budget.

Table 1 Actual Budget 2014-15

Quarter	Actual	Estimated spending at ideal staffing levels for 2014-15 academic year
Fall 14	\$20,946	\$26,000
Winter 15	\$18,227	\$25,000
Spring 15	\$18,648	\$21,000
Total	\$57,821	\$71,000

The actual cost per student contact hour for the 2014-15 academic year was \$1.50. If we had used only the money allocated for tutor payroll the cost would have been \$1.40 per student contact hour.

* The summer budget for the 2008-2009 year does not appear to be part of the budget reported in banner. How summer monies were tracked is unknown, and all budget numbers used for academic years only.

Table 2 Statistical Summary – Fiscal Years 2008-2015

	2008-09*	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total Visits Olympia Center	1,023.00	3,401.00	3,696.00	4,857.00	6,309.00	6,118.00	6,218.00
Average visits per quarter (s, f, w, sp)	511.50	850.25	924.00	1,214.25	1,577.25	1,529.50	1,554.50
Average unique visits per quarter (s, f, w, sp)	115.00	191.50	209.75	237.25	236.75	247.50	274.24
Total Hours Tutored in Olympia Center	1,904.00	6,705.31	6,849.20	9,069.57	12,518.33	13,804.84	14,311.11
Average hours tutored per quarter (s, f, w, sp)	952.00	1,676.33	1,712.30	2,267.40	3,129.58	3,451.21	3,577.78
Ratio of hours tutored to hours open	2.57	4.07	4.24	5.66	7.96	8.38	8.68
Student contacts in program (Designated Tutoring)	Unavailable	Unavailable	Unavailable	706.00	5,664.00	6,518.00	8,856.00
Total student contact hours in programs (Designated Tutoring)	Unavailable	Unavailable	Unavailable	982.00	10,001.00	13,951.00	14,649.00
Student contacts in program (Math Across the Curriculum)	N/A	N/A	N/A	N/A	N/A	2,886.00	3,713.00
Total student contact hours in programs (Math Across the Curriculum)	N/A	N/A	N/A	N/A	N/A	6,257.50	8,375.50
Total attendance in Tacoma	Unavailable	Unavailable	Unavailable	965.00	787.00	1,065.00	1,983.00
Total hours in Tacoma	Unavailable	Unavailable	Unavailable	1,236.50	881.00	1,180.50	2,967.50
Total Attendance	1,023.00	3,401.00	3,696.00	6,528.00	12,760.00	16,587.00	20,770.00
Total Hours	1,904.00	6,705.31	7,069.42	11,288.07	23,400.33	35,193.40	40,303.11

*no data for fall '08 or winter '09

Additional space needed to meet current student demand for math and science tutoring

The mission of the QuaSR Center is to promote retention and equitable outcomes across gender, race, and background in science and mathematics. We create a safe environment where students can develop and expand the analytic skills they need to be successful in their programs and in their lives. We are a community of scholars built around promoting excellence and empowerment in math and science that contributes to social justice.

We believe the following requests are necessary to help us actualize our mission.

The QuaSR currently occupies the following square footage

Space	Square Feet
Main tutoring area	1,218
Large office	169
Small office	73
Storage closet	10
Entrance, reception	200
Total Space	1670
Additional class room weekdays from 1pm-5pm	891
Total square footage	2561

Increases needed to meet current student demand

Space	Square Feet
Main tutoring area	1,218
Large office	169
Large office ¹	169
Medium office ²	115
Small office for on line tutoring ³	73
Small study room for hearing challenged and special needs students ⁴	132
Storage closet ⁵	20
Entrance, reception	200
Small classroom break out space ⁶	500
Small classroom break out space ⁶	500
Total square footage	2951

1. Additional large office so Assistant Director can meet with more than one faculty/tutor/student at a time. Would also facilitate greater feelings of ease in all parties when having difficult conversations about job performance with tutors. Assistant Director currently occupies 73 ft².

2. The medium office would accommodate the addition of an Educational Specialist per the College Readiness DTF proposal. This office would allow the Educational Specialist to meet with faculty for planning purposes as well as provide dedicated workspace.
3. Small office for online tutoring or college-readiness testing. This room would be used to provide services for Grays Harbor and Reservation- Based students, and provide a space for students who choose to take college-readiness math assessments. When not in use for online tutoring, this office could serve as additional quiet space for hearing impaired students.
4. Small study room for hearing challenged students. The noise levels in the Center limit the accessibility of the Center for hearing impaired or hearing challenged, and or ADD/ADHD students. A small study room could be reserved by students through Access Services. When not reserved for students with special needs, the space could be used for quiet small group study.
5. Currently the offices of the Director and Assistant Director are used for storing overflow from current storage closet such as portable white boards, supplies and flip charts.

This year we have used the additional 891 ft² space in Library 2302D most weekdays from 1pm-5pm. This additional space has allowed us to create breakout space for programs. For example, when 20 INS students check into the Center (occupying approx. 53% of the available seats), the class can be moved to the breakout space. Similarly when 10 AMR students check in (occupying 26% of available seats) they can be moved to the breakout space. The ability to break large groups of students out to additional space has two impacts. First, the students are able to work in groups more effectively because they have more space and have to be less concerned with volume. This facilitates more group work on white boards and encourages additional student facilitated learning. Second, when a small group or individual comes into the Center, they are not confronted with a room full of people that seem to know each other. One of the biggest barriers to getting help in math and science is feeling like you don't belong. Walking into a space where the majority of students know each other (from being in a large program) is intimidating and unwelcoming. Having two medium sized breakout spaces allows for more than one large program to be in the Center at one time. When large programs are not dominating the Center, these breakout rooms can be used as quiet zones, allowing students who feel distracted by the noise of group tutoring to still have access to resources. In addition, these medium sized rooms can be used for an expansion of services including workshop in foundational math skill offered to the campus at large, and testing for college readiness

Technology for on line tutoring for Grays Harbor and Reservation-Based Programs

Purpose and Benefit: Through the use of interactive technology, tutoring serves can be accessed at the Grays Harbor campus and other off-campus sites. Currently, math and science tutoring services are only available on the Olympia and Tacoma campuses. Enrollment for Fall 2015 at Grays Harbor was 21 students with an average age of 40, and 71% of enrolled students identified as female. The mission of the QuaSR Center is “to promote retention and equitable outcome across gender, race, and background in science and math.” The lack of tutoring services provided to Grays Harbor is not in line with the mission of the QuaSR and we would like to change that.

The enrollment level at Grays Harbor does not allow for an onsite Center, however Statistics classes are typically offered one to two times a year at that campus. Through the use of free online programs, such as Skype, Grays Harbor students could seek statistics help by appointment from tutors already working at the Olympia location.

Materials/Equipment Needed (and approximate cost)*

Minimum equipment to pilot program

Small office with door-----	Free
Large, (48x36) wall mounted dry erase board-----	\$65.00
Desktop computer -----	\$800.00
External webcam (allows for positioning to see white board)-----	\$100.00
Desk (obtained from surplus in Library basement)-----	Free
Total cost-----	\$1165.00

With this equipment we could use a free video web service such as Skype. The student could see the tutor and the tutor’s work on the dry erase board. Appointments would be scheduled through the free online appointment scheduler Doodle.

*This plan assumes that students have access to a computer or cellphone with a webcam. If students do not have access to technology, the cost will rise slightly to accommodate the cost of college provided technology at Greys harbor.

Recommended equipment for long term program

Small office with door-----	Free
Large, (48x36) wall mounted dry erase board-----	\$65.00
Desktop computer with double monitor, -----	\$1000.00
External webcam (allows for positioning to see white board)-----	\$100.00
Desk (obtained from surplus in Library basement)-----	Free
Document camera-----	\$100.00
Wireless headset with microphone-----	\$100.00
College supported scheduling software (similar to Writing Center’s RendezView)-----	TBD
Total cost-----	\$1365.00(plus wages for creating College supported scheduling software)

With this equipment we would still use a free video web service such as Skype to meet with tutees. The document camera would provide additional flexibility in meeting student needs. In both cases students would

need to have access to a device with webcam. Most laptops, tablets and smart phones come with webcams and are capable of using Skype and other video communication apps.

College Readiness (Student Success)
DTF Proposal
2016

Summary of suggestions from College Readiness (Student Success) DTF with justification

Written by: Vauhn Foster-Grahler, Paula Schofield, Sunshine Campbell, and Richard Weiss

This proposal is enthusiastically supported by the CR (SS) DTF and Advising

The CR (SS) DTF was charged by Michael Zimmerman and Wendy Endress in May 2015. The charge (Appendix A) was broken into three “broad categories.” In this proposal we substantially address two of these categories. The third relates to faculty development and will be addressed in a separate document by the entire CR (SS) DTF..

Category 1:

“To explore the value to students of having the College assess academic preparation prior to matriculation. If that exploration leads to the conclusion that such assessment would be valuable, to recommend mechanisms appropriate to Evergreen pedagogy that will allow the College, its faculty and staff, to assess the academic preparation of incoming students with respect to writing, mathematics and reading. If the DTF determines that there are other areas of preparation that should be assessed, recommendations should be made as well.”

Background:

Faculty in the Sciences have observed students coming to college to pursue science are increasingly less prepared in math. As a result, it is very challenging for some of these students to succeed in programs that rely on a certain level of math. While faculty work hard to address the deficit by teaching key math skills alongside program material, there are students who simply do not have sufficient time to master those skills and therefore cannot engage successfully in the program material. These students end up leaving programs, often with reduced credit. One particular example is the program Introduction to Natural Science, which historically has a large attrition rate that can be largely attributed to math preparation (mean INS attrition rates over the last 6 years are 30% over the whole year, with the highest being 46%). Evergreen does not carry out any form of math assessment on any incoming students, nor does it advise new students as to the best fit program based on their math background. As a result, most new students simply register for a program that they like the sound of in the catalog, without consultation with anyone at the college. Therefore, the math sub group, in accordance with the first category of the charge of the DTF, decided it was essential that students’ math background be properly assessed.

To start our work, we asked faculty from the last 4 years of Introduction to Natural Science to send us a diverse list of 10 students from each year. We reviewed these current and former students’ admission files and compared them with their Evergreen transcripts. The data we collected revealed strong evidence that pre-registration review of student work (courses taken,

grades, test scores, other related work or experience) and/or assessment, combined with advising by faculty/staff with knowledge of the expectations of and curricular options for students interested in math-dependent disciplines, is not only beneficial, but absolutely necessary. In addition, we were able to correlate students' admission packets to their success in the Introduction to Natural Science program (earning credit and faculty evals) at Evergreen. Based on our preliminary data, support from the rest of the RC (SS) DTF and SI faculty, we have put together a pilot project to incorporate math assessment and advising of a subset of students admitted to Evergreen that have declared their primary interest area is in a math dependent discipline.

Pilot Project: Pre-registration Math Assessment and Faculty Advising

This spring (2016) we are piloting the plan modeled in the flow chart in Appendix B. We will be reviewing admission files of newly admitted students who have indicated an interest in studying the following fields: Medicine, Biology, Chemistry, Veterinary Medicine, and Physics. This is limited pool but will still total over 200 files transcripts to review. At this point we simply do not have staffing to review transcripts for students interested in all math-dependent fields of study. As a student in one of the fields of study listed above is admitted to Evergreen they will immediately receive a postcard congratulating them on their admittance, along with a note to say they will soon be contacted by a science faculty to help them pick their first program. Before we contact them we will have already reviewed their transcript and have programs in mind that will best suit their interest area and math background. We plan to do this advising by email and by phone – all in time for fall registration which takes place in May. We will be using the *Application Review Form* (Appendix C) and the *Application Review Rubric* (Appendix C) to assist our assessment and therefore conclusion as to what programs the student is prepared for. Please note, we will advise students based on our review – we do not intend to tell students which programs to take.

Additional Math Assessment Opportunity

We will provide students the opportunity to take an on-campus assessment to assist them in determining their readiness for math-dependent programs or courses and to aid the college in advising these students. At this time, we are looking at several possible assessment tools. We are in favor of an on-line assessment that gives immediate results to facilitate real-time advising with students. This assessment would be free to students, and likely the college, and costs of administering this assessment is included in the staffing modifications for the QuaSR Center Assistant Director position described later in this document.

NOTE: This assessment and advising pilot project is being done as additional work for members

of the CR (SS) DTF. Costs associated with the postcard and mailings to admitted students are being absorbed by College Relations and Admissions.

It is the consensus of the CR (SS) DTF, that in order to make this process sustainable additional staffing will be required. The specifics of the additional and modified staffing were developed to meet multiple components of the Charge and will be addressed later in this document.

Category 2:

“To explore best practices for helping students who could benefit from targeted academic attention. These best practices will likely need to be re-conceptualized in light of Evergreen’s unique pedagogy and might well be different for Evergreen’s diversity of opportunities, e.g. Olympia daytime, EWS, Tacoma and RBCD.”

Background

The math subgroup spent significant time assessing the current challenges of meeting student needs in mathematics within math-dependent programs, and broadly across the curriculum, for the Olympia Day and EWS. In addition, we evaluated need and access to resources for the Tacoma Program, the CDRB Programs, and the Gray’s Harbor Program. We looked at programs throughout the area, on-line options, sought advice from the Provost and students in non-Oly campus programs. We recognize that math assessment and teaching math to students in math dependent disciplines is significantly different to teaching math broadly across the curriculum as part of a liberal art’s education. We decided early on that these are two distinct issues and we would tackle the first problem – i.e. increasing the success of students who wish to pursue math dependent fields of study through targeted assessment and advising, both initially, and throughout the student’s Evergreen career. Our recommendations include permanent curricular changes, the addition of year-round advising for students in math-dependent areas of study, the expansion and improvement of QuaSR Center services. Through these changes we believe we will be able to start to address the other issue, and strengthen the Math Across the Curriculum program.

Curricular Changes - Math

The math subgroup of the CR (SS) DTF met with faculty who regularly teach in math-dependent programs. We received strong support for and a commitment to these additions/changes.

Each year a foundational, one-quarter, repeating program will be offered that includes entry-level college math and science (e.g. Algebraic Thinking). This program will award credit in college level math. While final program content will be up to the faculty, it is our hope that the content will also include content-based writing and reading support. A program is under development and faculty assigned for the 2016-2017 academic year. The intention of this program is two-

fold: 1) Provide students who want to pursue math-dependent fields of study an opportunity to prepare for those programs and 2) an opportunity for students who would like an opportunity to develop breadth in their education that includes math.

In addition to the new “foundational” program, faculty who are scheduled to teach in Introduction to Natural Sciences have independently decided to begin the quarter with supporting math content, before including material from other disciplines. Faculty who will teach in INS for the next several years have made a commitment to the program content restructuring changes. We ask the college to support this new foundational program in 17/18 and beyond, by committing faculty lines to it (regular or visiting). We anticipate the need for math faculty (full or part-time in the program) and an additional science faculty. The program could support 30-50 students.

We also ask that the college continue its commitment to offering courses through EWS that are part of the entry-level math sequence, Algebraic Thinking, Precalculus I and Precalculus II.

We anticipate that these curricular changes will not result in additional costs to the college.

Advising

We determined that a significant roadblock to student success in math-dependent areas of study is not being advised into the appropriate program. This applies to both new student and current students. Academic Advising are not equipped, nor should be expect them to be, to advise students on the nuances of following a math and science pathway, particularly as programs and faculty change each year.

In order to remediate this problem we propose two changes to our current advising system: 1) institutionalize the pre-registration advising pilot and 2) provide year-round staffing for students interested in or studying math-dependent fields. To support both of these objectives, we propose hiring, on a nine-month appointment, an Interdisciplinary Math /Advisor, Administrative Faculty member who will work ½ time in advising and be responsible for teaching 8 credits of lower-division math as courses or within interdisciplinary programs (such as the foundational program proposed earlier) in the Oly Day or EWS curriculum. In addition, we propose to expand the responsibilities of the QuaSR Center Assistant Director to include regular summer advising times. A draft of the job descriptions for these new positions is included in Appendix D.

QuaSR Center

Since 2008, the use of the Olympia QuaSR Center has increased 508%. In addition to an increase in Center use, we have added a student-run Center in Tacoma, the Designated Tutoring

Program (targeting math-dependent programs), and the Math Across the Curriculum Program (targeting Liberal Arts programs). Multiple focus groups, The Summer 2015 Math FoSSI, the CR (SS) DTF, and the Scientific Inquiry planning unit, strongly support an expansion of QuaSR Center space, staffing, and services. The full proposal is in Appendix E.

There is a demonstrated desire among faculty for integrating mathematics into their programs. During the 2014-2015 academic year, the QuaSR Center provided 8,375 in-program, student contact hours through the Math Across the Curriculum Program, in addition to 14,649 in-program, student contact hours through the Designated Tutor Program (designed for math-dependent programs). Given existing staff and their additional responsibilities, this level of commitment to this work is not sustainable.

Even more importantly, the Center is underserving the Tacoma Program and EWS, and NOT serving students at Gray's Harbor or the CDRB Programs. Therefore we propose changing the Assistant Director Position to an Associate Director position (Draft job description is in Appendix D). This position would include the responsibilities of the current Assistant Director, and include the addition of one-day a week in Tacoma and supervising on-line tutoring support for the CDRB programs and Grays Harbor. In addition, this position would be responsible for administering the college-readiness math assessment and summer advising. It is also an acknowledgment of the fact that currently, the Assistant Director regularly supervises close to 30 student and temporary staff at two sites.

Math Across the Curriculum

While we did not directly address the issue of math across the curriculum, we do greatly value the importance of Quantitative Literacy as part of a Liberal Arts education. We hope that the curricular change will help address this, but in order to further actualize our commitment, the committee is proposing the hiring of an Educational Specialist, on a nine-month full time appointment, whose primary responsibility is to promote Quantitative Literacy on campus and provide math support in interdisciplinary programs. While this support will be different for each program, the Educational Specialist will be responsible for developing and facilitating two hours of context-based math a week with in the program. As this is not a faculty position, they will not be awarding credit, but at their discretion, faculty may award up to two math-type credits per quarter. There is a demonstrated desire among faculty for integrating mathematics into their programs.

In addition, the Educational Specialist would provide individual or small-group tutoring to students with special needs and help the Director and Associate Director provide out-of – program college-readiness math workshops.

Hiring a nine-month, full-time, Educational Specialist who reports to the Director of the QuaSR

Center, will help increase student access to mathematics and quantitative literacy at Evergreen.
A draft job description can be found in Appendix D.

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College

Decision Package Code/Title: N5 Student Success Initiatives

Budget Period: 2017-19

Budget Level: PL - Performance Level

Agency Recommendation Summary Text: This request seeks funding to expand existing student success programs and to provide new programs and support services that are aimed at improving retention, persistence, and graduation rates at The Evergreen State College (Evergreen). These programs are specifically targeted to first-year students and new transfer students as well as populations who have been historically under-served, including students of color and students from the LGBTQ community.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
001-01 GF State	527,260	527,260	527,260	527,260
Total Cost	527,260	527,260	527,260	527,260
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	12.7	12.7	12.7	12.7
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries	369,380	369,380	369,380	369,380
B-Employee Benefits	79,880	79,880	79,880	79,880
E-Goods and Services	78,000	78,000	78,000	78,000

Package Description

- **Background:** Evergreen is deeply committed to providing a successful undergraduate experience to its increasingly diverse student population. More than half of our students are from families with low income and 30 percent are first-generation baccalaureate seekers. Twenty-eight percent of our population are students of color, and 49% of our first-time, first-year students identify as lesbian, gay, bisexual, transgendered, or queer (LGBTQ). Almost 40% of our students are of non-traditional age, and 52% percent of our students are transfers from community colleges or other four-year institutions.

One in three new freshman at Evergreen do not return the following fall. Data from our Non-retained Student Survey of 2016 indicate that program experiences, fit with the campus community, and faculty support are key factors related to students' decisions to persist. Vincent Tinto's (2012) research on retention and attrition indicates that students are more

likely to persist when provided with 1) high expectations for student success; 2) clear and consistent information about how to navigate the academic environment and succeed; 3) access to academic, social, and personal support; and, 4) frequent and high quality interaction with faculty, staff, and other students.

- **Current situation:** Using funding provided for student success initiatives in the 2015–17 biennial budget, The Evergreen State College implemented initiatives that foster retention of students. Some efforts are focused on first-year students, such as lowering class sizes for first-year students and employing a director of new student programs. Other efforts are more broadly supporting student success. The new internship coordinator provides integrated student advising that supports career development. The new multicultural advisor works with individuals and groups of students to assist students with their transition to Evergreen and to provide direct academic and personal advising to all new and continuing students of color. The new conduct administrator provides guidance to students regarding their rights and responsibilities as well as resolving student complaints and allegations of misconduct.
- **Proposed solution:** In order to best meet the needs of this richly diverse population, Evergreen proposes to implement the following additional programs and services to provide targeted support to our most vulnerable populations.
 1. **Expand peer mentoring program:** Evergreen is piloting a peer mentoring program during the 2016–17 academic year that provides the components identified in Tinto’s research and the Non-Retained Student Survey. This model is also supported by our experience implementing similar program components in the federally-funded TRiO program. The goal is to provide students with a purposeful, high quality relationship with an upper-class student who is equipped to provide academic, social, and personal support along with clear and consistent information about how to navigate the Evergreen environment. The program will serve 180 first-time, first-year students in five core programs beginning in the fall of 2016. Each of these programs will serve 36 students. Two mentors will be assigned to each program, and each mentor will be partnered with a cohort of 18 students. The evaluation will focus on three areas of improvement that the program is focused on addressing: students’ perceptions of belonging and feeling supported in the campus environment, students’ ability to take responsibility for their academic choices, and students’ plans for life after Evergreen. This pilot will serve about 25% of all first-time, first-year students. Evergreen proposes to expand the peer mentoring program to all 726 first-time, first-year students during the 2017–19 biennium.
 2. **Employ student retention case manager:** Evergreen currently has a process for identifying students who are experiencing challenges that are impeding their academic progress. This process facilitates referrals by which faculty, staff, and other students who have identified students who may be experiencing challenges such as health concerns, exhibiting behavioral or psychological problems, or experiencing problems with substance abuse. This request seeks funds for a student retention case manager who would be responsible for ensuring that students receive appropriate support services. The case manager will coordinate student referrals, develop and maintain systems for reporting and tracking student cases, and provide leadership in addressing factors that

- contribute to student attrition and student success. This new service is estimated to cost \$80,483, which would provide funds to support one professional staff FTE and associated costs.
3. **Expand the First Peoples Scholars pre-orientation program:** The First Peoples Scholars pre-orientation program currently serves 25 students each summer by providing a two-credit residential program that builds a foundation for success by bringing first-year and transfer students to campus prior to orientation. Students engage in workshops and activities that help improve integration and build their connection to the campus community to facilitate a smoother transition. Students who participate in the pre-orientation program experience a 93% retention rate, as compared to the general population of first-time, first-year students, whose retention rate is 66%. This proposal would double the capacity of the program to provide services to 50 incoming students each fall. This program expansion could be managed by providing a slight increase in the time of one staff member and additional funding to provide supplies, food, and housing.
 4. **Provide additional support for the Unity Lounge multicultural center and LGBTQ Center:** Evergreen currently designates space in the Student Affairs Support Services area of the campus for the Unity Lounge multicultural center and an LGBTQ center. However, current funding is inadequate to support a permanent staff position for the LGBTQ center, nor is it sufficient to provide adequate peer support by student employees. This request would provide a full-time, permanent staff member for the LGBTQ center along with additional student employees who would be available to build, maintain, and enhance programs and services to our increasingly diverse population who is currently underserved.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. Please include annual expenditures and FTEs by fund and activity (or provide working models or backup materials containing this information).

1. **Peer mentoring program:** In FY 2017, Evergreen employed 2.9 FTEs in the peer mentoring program at a cost of \$98,210.
2. **Case manager:** Students of concern are currently managed by an informal committee that meets to discuss their needs. However, there are no resources currently dedicated to providing case management services.
3. **First Peoples Orientation Program:** The First Peoples Orientation Program was staffed by 0.2 during the 2015–17 biennium. The total cost for this program was \$15,000 in FY 2017.
4. **Unity Lounge/LGBTQ Center:** The Unity Lounge and the LGBTQ center were supported in FY 2017 by departmental reserves to provide for 1.8 staff FTEs and a small budget for goods and services at a cost of \$82,863. These funds are available on a one-time basis only. Ongoing support is needed to sustain the operation of these student support services.

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Agencies must clearly articulate the workload or policy assumptions used in calculating expenditure and revenue changes proposed.

1. **Peer mentoring program:** The funding request for the peer mentoring program would support 9.5 FTEs, which would allow us to provide services to all first-time, first year students at a total cost of \$311,292 per year.
2. **Case manager:** This funding request would allow us to dedicate one FTE staff person to provide case management services to students who are dealing with complex concerns that require coordination of services at a cost of \$80,484 per year.
3. **First Peoples Orientation Program:** This funding request would provide the additional staff and resources needed to double the capacity of this highly effective program to serve 50 students at a cost of \$30,000 per year.
4. **Unity Lounge/LGBTQ Center:** This funding request would provide funding to sustain the operations of the Unity Lounge and LGBTQ Center beyond the FY 2017 year. Funding that currently provides these student support services for students who have been previously underserved is available on a one-time basis. One-half of our first year students currently identify as LGBTQ and 28% of our students are of color. Ongoing support is needed to maintain services to this population that makes up a significant part of our student population.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

When fully implemented, Evergreen expects to see improvement in first-year student retention rates for both students who enter directly from high school and students who transfer from other two- or four-year institutions. We also expect to see improvement in the rates of persistence and degree completion.

Performance Measure detail:

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:

Impact(s) To:		Identify / Explanation
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	Yes	Identify: This proposal was developed in an effort to support the goals articulated in the 2015 Roadmap and the Results Washington project.
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

The College considered a wide variety of options for supporting student retention and degree completion and selected programs and services with a proven track record of success in serving the specific student populations who will be targeted to receive the support.

What are the consequences of not funding this request?

The College considered a wide variety of options for supporting student retention and degree completion and selected programs and services with a proven track record of success in serving the specific student populations who will be targeted to receive the support.

How has or can the agency address the issue or need in its current appropriation level?

Evergreen used its current appropriation to address some of its identified needs for student support services. The current appropriation is not sufficient to address all of the identified needs. Current resources are focused on the most urgent areas in need of attention, but they are not sufficient to address all of the critical areas of support that are needed by the Evergreen student population.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.


New Student Survey (2014, 2012, and 2010)
<http://www.evergreen.edu/institutionalresearch/newstudentsurvey.htm>

Student Experience Survey (2015, 2013, and 2011)
<http://www.evergreen.edu/institutionalresearch/studentexperiencesurvey.htm>

National Survey of Student Engagement (2014)
<http://www.evergreen.edu/institutionalresearch/nsse.htm>

Tinto, Vincent. (2012). Leaving College: Rethinking the Causes and Cures of Student Attrition (2nd ed.). Chicago, IL: University of Chicago Press.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College
Decision Package Code/Title: N6 Plant Maintenance and Operations
Budget Period: 2017-19
Budget Level: PL - Performance Level

Agency Recommendation Summary Text: This request seeks funding support to add custodial staff that would improve the ratio of custodians per square foot of facilities. While funding this request would still leave the college short of established industry standards for institutions of higher education, it would represent progress toward the goal of meeting those standards.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund – State 001-1	363,110	363,110	363,110	363,110
Total Cost	363,110	363,110	363,110	363,110
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	7.0	7.0	7.0	7.0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A – Salaries	226,092	226,092	226,092	226,092
B – Employee Benefits	119,997	119,997	119,997	119,997
E – Goods & Services	15,129	15,129	15,129	15,129
G – Travel	1,892	1,892	1,892	1,892

Package Description

- **Background:** Maintenance and preservation of Evergreen’s capital assets not only protects the State’s investment in these facilities by extending their useful life, it also provides a quality learning environment for students.

APPA, an international organization of higher education facilities managers, has established industry standards for maintenance, custodial, and grounds staff. Evergreen’s current staffing levels are below industry standards in custodial and grounds staff. Due to increased funding in maintenance and preservation in the capital budget last biennium, Evergreen is currently at the recommended staffing level for maintenance staff. This request reflects the cost of an incremental increase in custodial staffing levels aimed at ensuring the College’s facilities are clean, safe, and attractive. Currently, Evergreen employs 30.5 FTEs who provide custodial services.

- **Current situation:** Custodial staff (30.5 FTE) are responsible for cleaning 1.3 million square feet of physical plant on campus. Keeping classrooms and restrooms clean is essential to maintaining a safe,

healthy environment for teaching, learning, and working. Likewise, clean, attractive, well-maintained facilities are essential to the recruitment and retention of students on campus.

APPA standard: 25,000 square feet per FTE

Evergreen staffing: 41,000 square feet per FTE

- **Proposed solution:** While an additional 19.5 FTE would be needed to meet the APPA standards, this request is based on funding an additional 7.0 Custodial FTEs at a cost of \$363,110 per year, or a total of \$726,220 for the biennium.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. There are currently 30.5 custodial FTEs. Salaries and benefits for the existing staff were \$1,599,408 in FY 2016 and \$1,626,967 in FY 2017.

Operating Expenditures	FY 2016	FY 2017	Total
FTE Staff Years	30.5	30.5	30.5
001-1 State General Fund	1,599,408	1,626,967	3,226,375
<i>Total Cost</i>	1,599,408	1,626,967	3,226,375
A – Salaries	1,008,405	1,026,556	2,034,961
B – Employee Benefits	522,675	532,083	1,054,758
E – Goods & Services	67,527	67,527	135,054
G-Travel	801	801	1,602
<i>Total Objects</i>	1,599,408	1,626,967	3,226,375

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Custodial staff currently clean 1.3 million square feet of facilities. This request would enable the College to hire an additional custodial 7.0 FTEs to address that shortfall.

	Current levels	Recommended levels	Current FTEs	FTEs Needed to meet APPA	FTEs Requested
Maintenance staff	1:68,000/ft ²	1:62,000/ft ²	21.8	0	0
Custodial staff	1:41,000/ ft ²	1:25,000	30.5	19.5	7

	Current levels	Recommended levels	Current FTEs	FTEs Needed to meet APPA	FTEs Requested
Grounds staff	1:44 acres	1:40	7	3	0

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Additional custodial staff will improve the health, safety, quality, and condition of the buildings and grounds that are maintained by the College, extending the useful life of buildings and reducing future costs for deferred maintenance. Clean, safe, and attractive buildings are critical to the recruitment and retention of students, faculty, and staff. Furthermore, studies indicate that the condition of facilities affects learning as well.

Performance Measure detail: N/A

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or	Yes	Identify: Improved cleanliness of the physical plant will

Impact(s) To:		Identify / Explanation
impacts?		extend the useful lives of physical assets and provide a safer, healthier environment for teaching and learning.
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

We explored the option of contracting out for these services and determined that option would not produce any cost savings.

What are the consequences of not funding this request?

Safety, quality, and condition of the physical plant will continue to be compromised. Students who do not feel safe and comfortable on campus may choose not to enroll or may not stay after initial enrollment. The condition of facilities also plays a role in the retention of faculty and staff.

How has or can the agency address the issue or need in its current appropriation level?

Custodial staff are currently not sufficient to achieve industry standards in terms of cleanliness resulting in a less attractive, safe, and healthy environment for teaching and learning.

Other supporting materials:

Attachments:

2013-14 Facilities Performance Indicators Report: Tracking Your Facilities Vital Signs (2015). APPA. See Page 26.

“Cleanliness and Learning in Higher Education.” (2008). Campbell, J. and Bigger, A., *Facilities Manager*, pp. 28-36.

“The Impact of Facilities on Recruitment and Retention of Students. (2006). Cain, D. and Reynold, G. *Facilities Manager*, pp. 54 – 60.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

- ☒ No 
- ☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2013-14

Facilities Performance Indicators Report



Published By:



APPA is the association of choice serving educational facilities professionals. APPA's mission is to support educational excellence with quality leadership and professional management through education, research, and recognition.

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Preface

Welcome to another expanded Web-based *Facilities Performance Indicators (FPI) Report*. APPA's [Information and Research Committee's](#) goal for this year was to enhance the survey and report tools by making them both more navigable, user-friendly, and accurate. We have made significant progress with all of these initiatives. APPA also automated many of the internal processes for the survey and report, which resulted in a better quality product that can be delivered faster and with more accuracy. APPA will continue to make improvements based on participant feedback, and we welcome any thoughts or comments you would like to provide.

New Report Enhancements for 2013-14

Charts and Graphs

- Trending for all charts and graphs has been changed to allow you to pick which years to display. Years do not have to be contiguous.
- All charts and graphs have been updated with a new software upgrade that will allow users to access charts and graphs on any e-reader device
- To download any of the charts and graphs in any report area, click the small arrow icon in the right hand corner of the chart/graph and an option to download the chart or graph as a PNG, JPEG, PDF, or SVG vector image appears
- All charts/graphs can either be printed or saved to your desktop as one of the four options noted above

Executive-Level Dashboards

- APPA has added Trending to the Institutions option.

These enhancements and additions, on top of the potent report capabilities delivered in the 2013-14 FPI Report, make it a flexible, sophisticated, and powerful tool for analyzing, planning, reporting, and managing your facilities operation. No other professional education organization provides such an essential instrument as a membership benefit.

We congratulate the institutions that elected to participate in the 2013-14 FPI Survey, and we celebrate meeting our goals to deliver this superior 2013-14 FPI Report to the APPA membership and other interested parties.

The 2013–14 *Facilities Performance Indicators* Report reflects some of APPA members' desire for confidentiality. The only institutional list of participants is contained in Appendix A of this report.

Participant institutional studies are available to participants who indicate a willingness to share their identity with other participants. These institutions have an abundant amount of information at hand. APPA encourages institutions that have not done so, to join

those who participated in the Facilities Performance Indicators Survey so that they can also profit from this data discovery process.

All others view the non-participant report in which institution names are coded. Those using the non-participant Report are advised to examine the institutional listing in the Report Settings area, which shows the general statistics about the participants in the survey. This general campus information is provided so that users of this report can evaluate the institutions that have contributed statistics to the averages reflected in the data summaries.

The *Facilities Performance Indicators Report* is designed for survey participants, interested professionals, and serious researchers who want to mine the data. The Report includes the following features, among others:

- a comparison of any or all institutions within a cohort group including cohort averages in the data summaries for those that are a part of a private cohort group;
- simultaneous display of significant data and ratios and measures for all selected institutions and group averages;
- the capability to read and/or print/download out the whole range of 2013–14 reports contained in the *Facilities Performance Indicators Report*, including institution-by-institution tables;
- the capability to view all numeric report figures in chart form;
- the ability to export the calculated information and survey entries to Microsoft Excel or other software for additional studies.

Participating institutions from outside the United States were given the option of entering their size entries in gross square meters instead of gross square feet; and hectares instead of acres. All report entries are available to view in both Metric and Standard. All participants can now choose how they would like all information contained in charts, graphs, and reports to be displayed as either Metric or Standard.

APPA's Information and Research Committee provided leadership and direction in the development of the Facilities Performance Indicators Survey as well as the innovative new methods used for the data storage, retrieval, and analysis that was constructed under the committee's watch.

The 2013-14 Information and Research Committee consists of the following members:

Chair/Vice President: [Jeri Ripley King](#), University of Iowa

Committee Members:

Committee Members

CAPPA: [Al Stoverink](#), Arkansas State University

ERAPPA: [Steve Peary](#), University of Vermont

MAPPA: [Jim Bogan](#), University of Wisconsin Madison

PCAPPA: [Winnie Kwofie](#), University of California San Francisco

RMA: [Lindsay Wagner](#), Northern Arizona University

SRAPPA: [Larry Blake](#), Northern Kentucky University

Member At-Large: [Darryl Boyce](#), Carleton University

Member At-Large: [Maggie Kinnaman](#), APPA Fellow & Past APPA President

Member At-Large: [Norm Young](#), University of Hartford

Staff Liaison: [Steve Glazner](#), APPA Director of Knowledge Management

FPI Director: [Christina Hills](#), Director of Credentialing & Benchmarking

Meet Your FPI Survey and Report Team

Maggie Kinnaman is an FPI Advisor, APPA Member Emeritus, APPA Fellow, Past APPA President, APPA Board member for 22 years, Institute and Academy Faculty Member and the former Business Administration Director for the University of Maryland at Baltimore. Maggie served as the participant contact outreach mentor and data analysis advisor to all participants during this year's survey cycle. Maggie has provided numerous recommendations such as tips and FAQ's that led to the enhancement of the function and structure of the FPI survey.

Heather Lukes of Digital Wise, Inc., has been APPA's database programmer and web developer for 17 years. Heather has been responsible for the FPI survey programming for the past 12 years. Heather is the sole programmer for both the FPI survey and report tool. Heather has been responsible for implementing all the great enhancements, reports, and features you currently enjoy in the FPI survey and report.

[Christina Hills, APPA's Director of Credentialing & Benchmarking](#) has been project managing the FPI team for 8 years. With guidance from the FPI team, other volunteers, and great feedback from our APPA members and FPI participants, Christina has helped guide the survey and report tool to its current version. This cycle of continuous improvement will occur year after year.

Finally, we thank the many institutions and APPA members who responded once again to our survey and whose participation makes the report both informative and transformative year after year.

Interpreting This Report

The purpose of APPA's *Facilities Performance Indicators* is to provide a representative set of statistics about facilities in educational institutions.

Data analysis and cleanup are performed in four phases of report processing:

Phase I - During the open survey period (Early July through early December):

As data is inputted, data integrity alerts are posted in red when a data entry is outside acceptable data triggers. This gives the participant an opportunity to research their input for accuracy.

Prior to requesting a formal data review for a module, participants can view live reports and look behind the question mark icon ("?") to see if their data input is outside the upper and lower data triggers. This gives participants an opportunity to review and change their data if appropriate, before even requesting a formal data review.

Data integrity alerts also point out inconsistencies with data is input from module to module. This is another way participants can clean up their data early in the open survey period.

Once a formal data review is requested, the data scrubber looks at outliers (those data points that lie outside of upper and lower data triggers) and contacts participants with possible strategies to correct or adjust the data accordingly.

If the data scrubber notes a possible data issue, the radio button on the participant's survey home page turns red. If the data passes the data review after it has been adjusted, the radio button turns green.

Phase II – After the survey has closed in early December:

Communication continues between the data scrubber and participant with the goal of ensuring that all radio buttons on the survey home page are green and that all outstanding audit alerts have been eliminated before the beta report review period opens.

Participants can view their closed survey but cannot make changes themselves. They must communicate with the data scrubber and request changes to be made by the scrubber.

Phase III – During the Beta report period (Early January through early/mid- March):

This is an opportunity for participants to view their data as it will appear in the final published report. Participants are also able to view the data submitted by all other participating institutions. This is an opportunity for all cohorts or individual

institutions to evaluate their data and request any final changes to the data set in order to best reflect the capital asset realities for their organization.

Phase IV- After the Beta report closes and before the final report is published (mid-March to late March):

Final data analysis is completed and all the data is permanently locked down including all upper and lower triggers for all data input fields and as well as those ratios derived from these input fields. Data/ratios that are outside of the trigger points are noted and are excluded from all report calculations (such as averages) but are included in the published report data fields under that institution's name. Data/ratios marked in **red** are suspect because the institution did not confirm with the scrubber whether the data was good or bad (the scrubber believed the data was bad according to the upper and lower triggers but final confirmation rests with the institution). Those data/ratios highlighted as **green** have been confirmed by the organization as good data but they will not be included in overall averages due to their ability to skew the averages significantly.

Summary Grouping Categories in the Detailed Data Reports

1. Funding Source
 - a. Private
 - b. Public
2. Carnegie Classification
 - a. Doctoral/Research Universities—Extensive
 - b. Doctoral/Research Universities—Intensive
 - c. Master's Colleges and Universities
 - d. Baccalaureate Colleges
 - e. Associate's Colleges
 - f. Specialized Institutions
 - g. K–12
3. Canadian (faux) Carnegie Classification
 - a. Doctoral/Research
 - b. Research Universities—High
 - c. Research Universities—Very High
 - d. Master's Colleges and Universities
 - e. Baccalaureate Colleges
 - f. Overall
4. Region
 - a. CAPPA (Central)
 - b. ERAPPA (Eastern)
 - c. MAPPA (Midwest)
 - d. PCAPPA (Pacific Coast)
 - e. RMA (Rocky Mountain)
 - f. SRAPPA (Southeastern)
5. Student Full-Time-Equivalent Enrollment Range
 - a. 0 to 999
 - b. 1,000 to 1,999
 - c. 2,000 to 2,999
 - d. 3,000 to 4,999
 - e. 5,000 to 11,999
 - f. 12,000 to 19,999
 - g. 20,000+
6. Auxiliary Services
 - a. Included in Entries
 - b. Excluded from Entries
7. Percent Dollars Contracted
 - a. Less than 1%
 - b. 1% to 19.9%
 - c. 20% to 49.9%
 - d. 50%+
8. Building's Average Age (used selectively)
 - a. Less than 20 years
 - b. 20 to 29 years
 - c. 30 to 39 years
 - d. 40 to 49 years
 - e. 50+ years
9. Cogeneration (used with Energy and Utilities)
 - a. No
 - b. Yes
10. District Utility System (used with Energy and Utilities)
 - a. No
 - b. Yes
11. Grounds Service Level
 1. State-of-the-Art-Maintenance
 2. High-level Maintenance
 3. Moderate-level Maintenance
 4. Moderately Low-level Maint.
 5. Minimum-level Maintenance
12. Custodial Service Level
 1. Orderly Spotlessness
 2. Ordinary Tidiness
 3. Casual Inattention
 4. Moderate Dinginess
 5. Unkempt Neglect
13. Maintenance Level
 1. Showpiece Facility
 2. Comprehensive Stewardship
 3. Managed Care
 4. Reactive Management
 5. Crisis Response

-
- | | |
|---|---|
| <p>14. Customer Overall Satisfaction</p> <ul style="list-style-type: none">a. 6 Extremely Satisfiedb. 5 Very Satisfiedc. 4 Satisfiedd. 3 Dissatisfiede. 2 Very Dissatisfiedf. 1 Extremely Dissatisfied <p>15. Employee Overall Satisfaction</p> <ul style="list-style-type: none">a. 6 Extremely Satisfiedb. 5 Very Satisfiedc. 4 Satisfiedd. 3 Dissatisfiede. 2 Very Dissatisfiedf. 1 Extremely Dissatisfied | <p>16. Performance Self-Evaluation
(Financial, Internal Processes,
Customer Satisfaction, and Learning
& Growth)</p> <ul style="list-style-type: none">a. 1. Copper No Programb. 2. Bronze Beginning Programc. 3. Silver Mature Programd. 4. Gold Stretch Goale. 5. Platinum Flawless Program <p>17. Cohort Average (Seen if public)</p> <ul style="list-style-type: none">a. CAUBOb. California State University
Systemc. University of North Carolina
Systemd. University System of Georgiae. California Community College
Districtf. Los Angeles County
Community Collegesg. Wisconsin System
Universities |
|---|---|

Funding, Carnegie classification, and student enrollment were audited against IPEDS (Integrated Postsecondary Education Data System) records, and an APPA region was assigned according to the state or province in the institution's address. Institutions designated K–12 are in an artificial "K–12" Carnegie classification. Non-U.S. institutions participating in the survey were given self-assigned Carnegie classifications based on the current classification definitions.

FPI Report Options

Report Settings

Provides a way for you to establish your default report settings such as peer comparison institutions, peer comparison Executive Level Dashboards institutions, summary grouping categories such as Carnegie, APPA Region, Enrollment Range, etc., as well as trending and bar chart/graph options. It is recommended that you first establish your report default settings before viewing your Detailed Data Reports.

Participant Demographics

Provides a high-level overview of key performance indicators and demographic statistics for all 2013-14 FPI survey participants. Choose this report if you are looking for a quick, high-level snapshot of the current year's general indicators and demographics.

Prior Year Reports

Provides historical detailed data reports back to the 2005-06 FPI report year. Institution names will only be available for the years that your institution participated in the FPI survey. This report will be most helpful to current year survey participants who are looking for peer institutions that did not participate in this year's current survey but may have participated in a previous survey cycle.

Detailed Data Reports

Provides comprehensive customized reports for every area included in the FPI survey. This report is a great place to build your cohort peer group and view individual institutional data as well as overall averages and summary grouping averages. Each main report also has a drop down menu of sub reports as well as bar charts/graphs and definition information for every data point. Canadian institutions will be able to choose metric as a means of converting the entire data set in this report. Institutions selected in your Report Settings will automatically appear in this report but you also have the option to manually select or deselect institutions on the home page of this report.

Excel File Reports

Provides raw survey/report data in convenient Excel files allowing you to customize the entire data set for the current report year as well as all prior years back to 2005-06. Use this report option if you are planning to create your own customized columns of data or wish to build your own formulas to devise additional performance indicators beyond what is provided in the customized Detailed Data Reports.

Executive Level Dashboards

Provides Senior Business Officers and Senior Facilities Officers with quick and easy metrics that highlight the data sets most relevant for that target group. Data is presented in bar charts/graphs and can be sorted by several important summary grouping criteria including Carnegie, Auxiliary Service, Enrollment Range, and more.

Dashboard Dials

Available only to current year survey participants, this report provides a unique dashboard dial for every performance indicator available in the FPI report. The dials provide you with an easy way to view your data for a specific value and provide several ways to compare your value to the entire data set or to summary groupings that you select.

Online Presentations

Available only to current year survey participants, this report provides participants with a dynamic way to create online presentations using bar charts/graphs and/or data grids. Create and save multiple presentations for different audiences or export slides to the web, PowerPoint, or Word. Use this report to prepare a visual slide show that will allow you to help educate your audience on the capital asset realities of your campus as well as those of your selected peer institutions.

Monetary Conversion

For purposes of the FPI survey and report, the Canadian Dollar is equivalent to one US Dollar.

The range of information contained in the Web-based *Facilities Performance Indicators Reports* is much broader than what has been covered in any APPA survey summary before 2005. The organization and approach of the report has been redesigned as well. The Report contains all of the bar charts and statistical tables that APPA members have grown to expect and more. The Report also includes sections that introduce new methods for organizing data displays.

- A string of ratios and measures for each Essential Question/core function provides a variety of measurement perspectives.
- Significant supporting data shows the base information used in most of the ratio calculations.

Comments on Two of the Detailed Data Reports

Operating Costs and Staffing for All Functions

The Operating Costs Report consists of a series of reports on operational expenses (in-house labor, in-house nonlabor, and contract costs). The measures include FTE (Full-Time Equivalent) from personnel data and costs by survey module compared to GSF/GSM (Gross Square Feet/Gross Square Meters). These costs, FTE, and GSF/GSM per acres/hectares are broken down into seven functions performed by facilities operations: facilities administration, construction/renovation/architecture and engineering, custodial services, energy/utilities, landscaping/groundskeeping, maintenance/trades and Other.

Some things to be aware of when looking at the Operating Costs Report are:

1. The information about contracted services was improved by new data captures in Operating Costs and in Personnel FTE and Salaries sections of the survey. GSF/GSM completely serviced by a contractor and contractor FTE performing work otherwise done by in-house labor are the new data points. These new data points make the FTE per GSF/GSM and the FTE per Student FTE measure by function more accurate.
2. The Custodial Cleanable Square Feet (CSF) sub-report in Custodial is an exact replica of the Ops Costs and Staffing report for Custodial GSF.
3. We removed the overall Average Benefits Percent question from Module 1 and have replaced this question with unique Average Benefits Percent questions for EACH area of Module 4 (Facilities administration, construction/renovation/ architecture and engineering, custodial services, energy/utilities, landscaping/groundskeeping, maintenance/trades and Other). As a result of this change, the formerly named Personnel Ratios and Measures sub-reports have been removed. You will now see each area's unique average benefits percent in the Significant Supporting data area for each report.
4. We track Student FTE labor as a separate category in all areas of Module 4 (Facilities administration, construction/renovation/architecture and engineering, custodial services, energy/utilities, landscaping/groundskeeping, maintenance/trades and Other). The total Student FTE labor force value for each institution can be found in Module 1.
5. The GSF/GSM reported for the Construction A&E function was limited in previous survey cycles to the footage under planning, bid, award and/or construction. In 2013-14, participants were given two choices: footage under planning, bid, award, and construction; or total campus GSF/GSM.

Is my institution making the right investment in our existing buildings, infrastructure, and academic programs?

This module is highly dependent on the Current Replacement Value (CRV) estimates since CRV is the divisor in formulas for most of its measures. CRV estimates become more realistic with each survey. However, before you select a campus as a comparison cohort for strategic measures, check its gross CRV estimate value per GSF/GSM. The two components for this calculation can be found in

Module 2 under the sub-report titled, *“CRV Cost/GSF/GSM by Building Type.”* CRV/GSF/GSM averages are to include infrastructure and reflect current construction costs. The issue, however, is not necessarily how different your CRV value is from another peer institution’s but rather how well are you investing to keep up with your needed minimum investment in the buildings and infrastructure. The real comparator in this module is FCI (Facilities Condition Index) and the Needs Index. Yes, the CRV values should be accurate but so should the reported backlog of needs. These indicators will paint a picture of how well or how poorly the institution is being cared for. A low FCI or Needs Index indicates that the necessary care (i.e. funding) is being provided and a high FCI or Needs Index shows that the institution is ignoring the state of the buildings’ condition on campus.

Report Characteristics

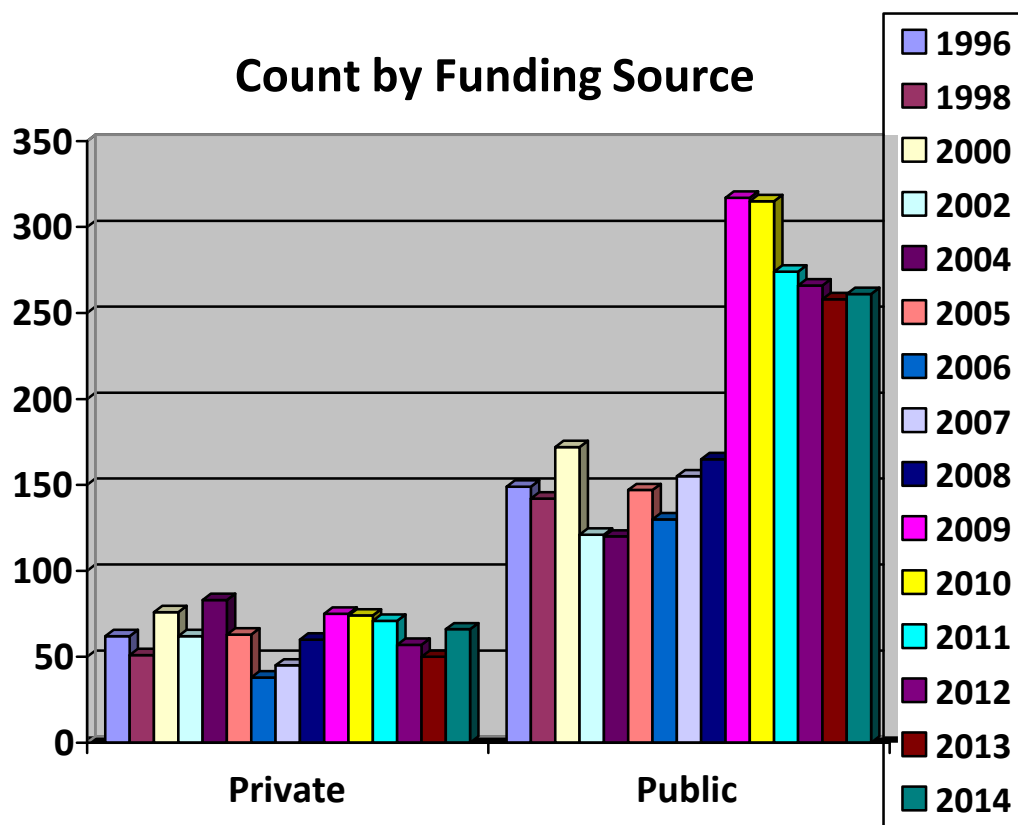
Several characteristics about the way the survey is computed should be kept in mind. Being mindful of these characteristics will assist you in properly interpreting the statistical information provided by the many reports and charts contained in the report.

- Blanks and zeros submitted as survey entries were not included in statistical computations. Respondents enter only the information that is of interest to their campus. Most respondents submitted blank entries for items that did not apply to them while a small number of respondents might have entered zeros for non-applicable items. The data collection system does not distinguish between blank entries and zero entries (they are both excluded from statistical computations). This statistical method is consistently applied throughout the report.
- No summary averages are computed as averages of averages, because that is not valid. Summary averages are the sum of all entries divided by the count of all entries excluding zeros.
- The data generally do not conform to a standardized bell curve. Typically, data are clustered at the low end of a range rather than being symmetrical around the mean. As a result, the median figures are typically somewhat lower than the average figures that are reported.
- A summary that breaks groups down into many categories will produce some small counts, and counts vary from measure to measure since respondents do not answer all survey questions. The average for a small count should be used with caution. Please activate the “Count” button on the Detailed Report data summaries line before evaluating the grouping statistics. This Web-based *Facilities Performance Indicators Report* includes counts for all group averages.
- Look at historical bar charts to identify those group averages that appear to be stable statistics and those that have large fluctuations. A small sample size typically produces fluctuations from year-to-year.

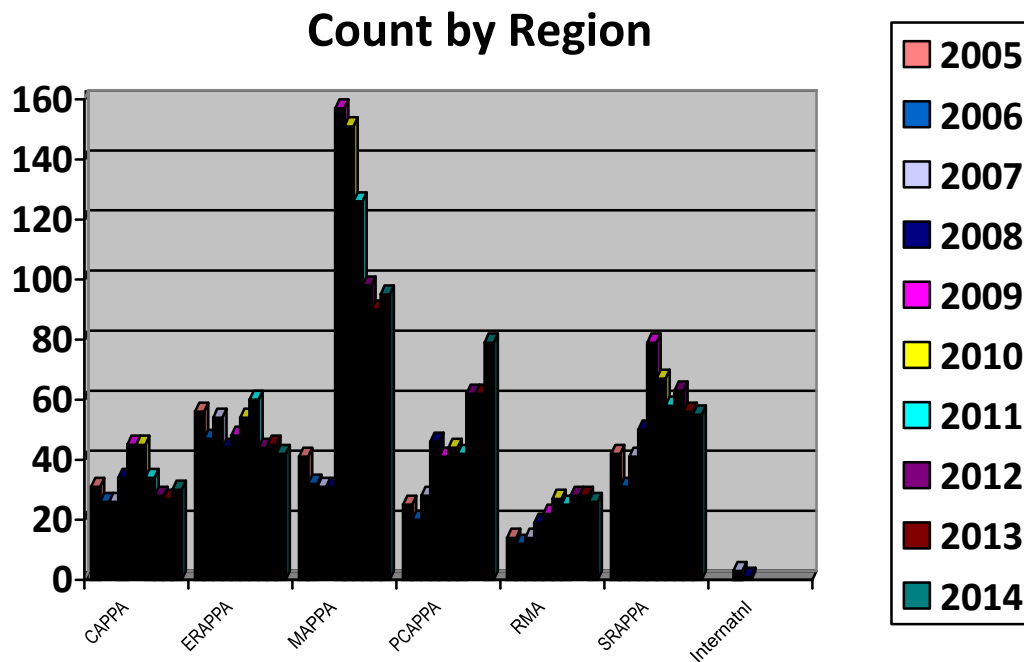
When used with the above observations in mind, the statistics are generally representative, and therefore valid, as substantiated by consistent data that are illustrated in historical charts. Where the statistics are historically different, the validity of the data can be substantiated by identifying the sources of data differences, such as the influence of non-traditional specialized institutions in the participant pool. This is a general caution and should not be viewed as a shortcoming of APPA's current Facilities Performance Indicators Survey, but instead as a reflection of the varied profile of the institutions who participate in the survey. Biases, reporting consistency, and other concerns are always present when evaluating statistical information and it is always important to know how to make valid comparisons. Keeping this in mind is the best way to ensure that this report is used effectively.

FY 2013-14 Respondents and Participation Trends

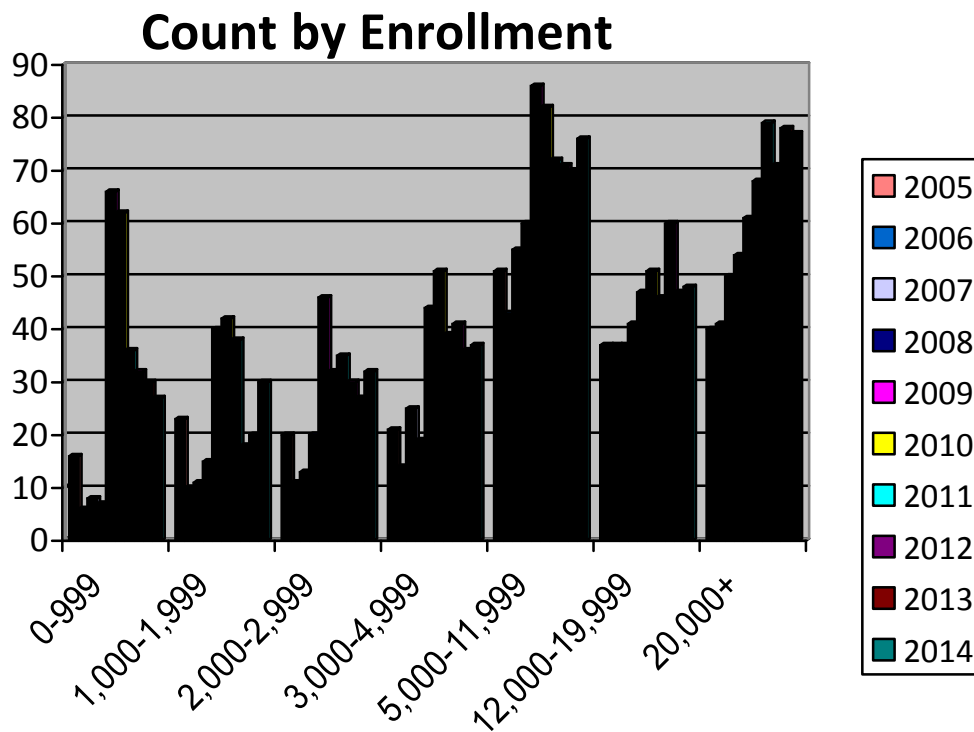
There were 327 participants in the 2013-14 Report.



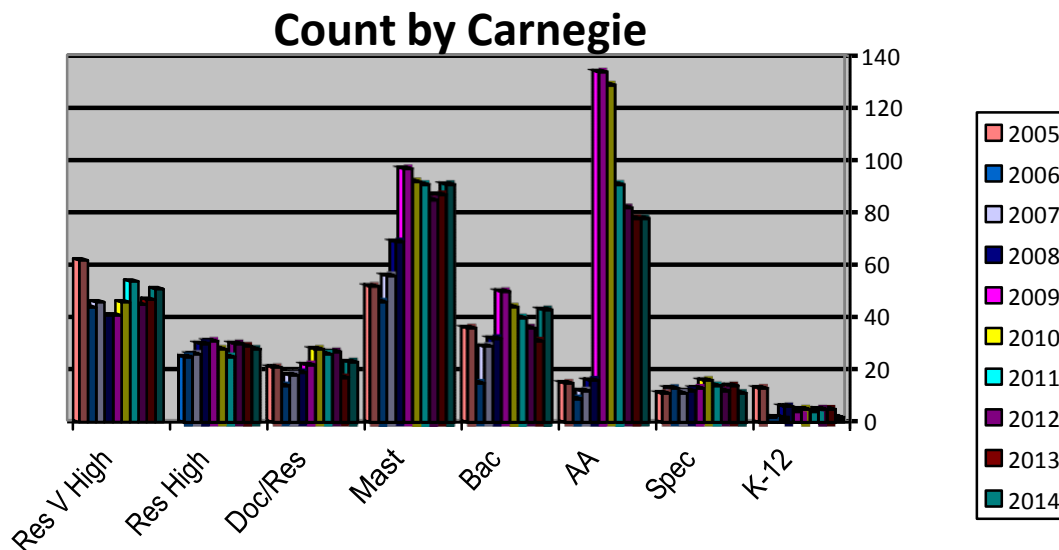
- 2014 saw an increase in the number of private institutions participating. Sixty-six (66) private institutions participated. This increase can be attributed to the larger number of overall participants for 2014. 261 public institutions participated in the 2014 survey cycle.



- All APPA regions are represented in the report, with the largest number of respondents coming from the Midwestern region (MAPPA), Southeastern region (SRAPPA), and the Pacific Coast region (PCAPPA). There were no International participants this year. (APPA had a spike in the PCAPPA region this year because of the full participation of the California State University cohort).



- Participating institutions' enrollment ranges—which start at 0 and go up to 20,000-plus—has been rather consistent over the last seven survey cycles. The bar chart above shows that the enrollment range distribution in 2014 follows the normal experience levels.



- The representation of institutions as categorized by the Carnegie classifications has been generally consistent. The trend over the past few years is growth in participation in the Masters Carnegie class as well as in the Associates area.

Specialized institutions are shown as one category in the chart. The FPI shows this Carnegie classification as Specialized (count 7) and Specialized Medical (count 4).

While the counts are small when this division is made, the Medical Centers need to make comparisons within their own group and not with a mixture of medical and other types of specialized institutions.

Carnegie Classifications

The following are descriptions of the primary institutional classifications as defined by the Carnegie Foundation for the Advancement of Teaching:

Doctorate-granting Universities: Includes institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.

Research Universities Very High Research Activity

Research Universities High Research Activity

Doctoral/Research Universities

Master's Colleges and Universities: Includes institutions that award at least 50 master's degrees per year. Excludes Special Focus Institutions and Tribal colleges.

Baccalaureate Colleges: Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or fewer than 20 doctoral degrees per year. Excludes Special Focus Institutions and Tribal Colleges.

Associate's Colleges: Includes institutions where all degrees are at the associate's level or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. Excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions.

Special focus Institutions: Institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees is in a single field or set of related fields. Excludes Tribal Colleges.

Specialized

Specialized/Medical Medical schools and medical centers

K-12: This includes schools and school districts focusing on primary and secondary education. It is not a Carnegie Classification, but one assigned for the purposes of the FPI Report.

APPA Regions

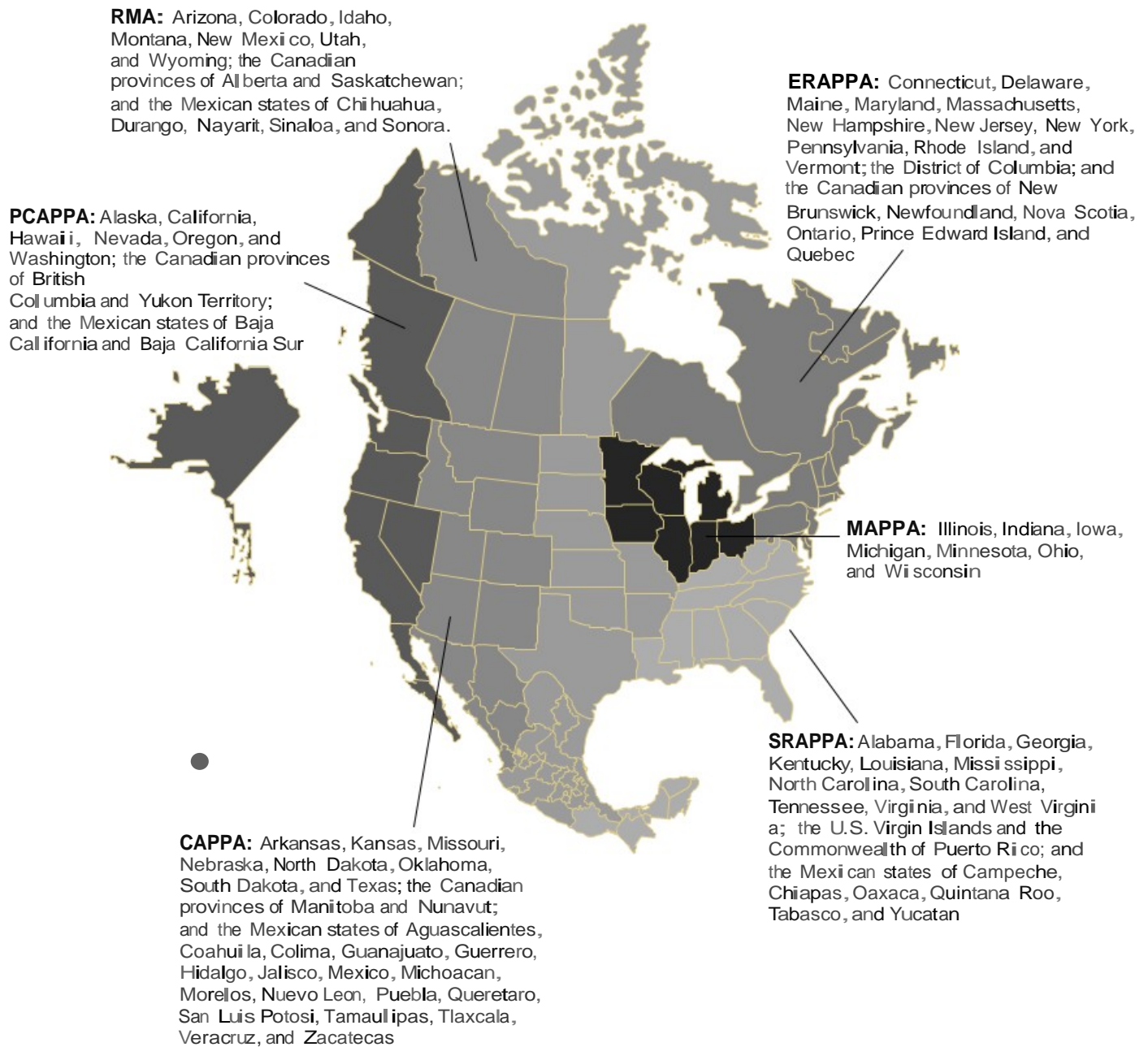
APPA's six geographical regions function independently of APPA and offer their own educational programs, annual meetings, scholarships, and other benefits. Each region maintains its own set of officers, committees, and activities to serve member institutions within the region. Regions determine their own membership requirements, dues, structure, and services.

Regions work with APPA to ensure that international programs address concerns of interest to all members. To maintain strong links among all regions, each region is represented on the APPA Board of Directors and on APPA committees.

APPA chapters are general city-wide or state-wide organizations of members who meet periodically to share information and discuss issues of local or state interest.

Institutions from outside the United States of America and Canada are put into an "International" region for the purpose of this FPI Report. A concentration of institutions from any one foreign region will be recognized in future FPI Reports.

Up-to-date information about the APPA regions—including conference dates, contact information, and links to the regional websites—are available on APPA's website. A handy APPA region reference chart is provided on the following page for your convenience.











Participant Demographics/General Data



Information in this section is provided to assist you in your evaluation of information contained in the *2013-14 Facilities Performance Indicators Report*.



The charts and tables in the Participant Demographics report tab shows whether the distribution within a grouping could be considered significant for your benchmarking comparison purposes.


Distribution of Respondents By Major Groupings

Funding ?	 	Carnegie Class ?	 
Private	66	Associate (Two Year)	78
Public	261	Baccalaureate	43
Total	327	Masters	91
		Doctoral/Research	23
		Research High	28
		Research Very High	51
		Specialized	7
		Specialized Medical	4
		K-12	2
		Total	327

APPA Region ?	 	Enrollment Range ?	 
CAPPA	30	0-999	27
ERAPPA	42	1,000-1,999	30
MAPPA	95	2,000-2,999	32
PCAPPA	79	3,000-4,999	37
RMA	26	5,000-11,999	76
SRAPPA	55	12,000-19,999	48
Total	327	20,000+	77
		Total	327

Building Age Range ?		Custodial Service (Staffing) Level ?	
<20	25	1 Orderly Spotlessness	1
20-29	67	2 Ordinary Tidiness	133
30-39	74	3 Casual Inattention	108
40-49	77	4 Moderate Dinginess	14
50+	26	5 Unkempt Neglect	4
Total	269	Total	260

Grounds Service (Staffing) Level ?		Maintenance Service (Staffing) Level ?	
1 State-of-the-Art Maintenance	8	1 Showpiece Facility	2
2 High-Level Maintenance	118	2 Comprehensive Stewardship	80
3 Moderate-Level Maintenance	126	3 Managed Care	153
4 Moderately Low-Level Maintenance	7	4 Reactive Management	22
5 Minimum-Level Maintenance	1	5 Crisis Response	0
Total	260	Total	257

Overall Employee Satisfaction Reported ?		Overall Customer Satisfaction Reported ?	
1 Extremely Dissatisfied	0	1 Extremely Dissatisfied	0
2 Very Dissatisfied	1	2 Very Dissatisfied	1
3 Dissatisfied	8	3 Dissatisfied	4
4 Satisfied	92	4 Satisfied	79
5 Very Satisfied	44	5 Very Satisfied	79
6 Extremely Satisfied	0	6 Extremely Satisfied	7
Total	145	Total	170

The report below shows counts for all survey module entries. Some participants completed only a few of the modules and participants sometimes did not answer every question within a module.

Consequently, the counts on most tables throughout this report can be expected to be *lower* than those shown in the Participant Demographics charts and tables. Noting the counts on statistical tables can help the user decide whether or not the statistics are useful to a particular operation's purposes. This report has not produced cross-tab tables between two groupings, because many entries in such tables would have low counts. Below are counts of participants by survey module.

About the Facilities Unit	327
CRV Worksheet	138
What Facilities Make Up Our Institution?	327
Is My Institution Adequately Funding the Facilities Management Annual Budget?	272
Operating Costs and Staffing for Facilities Administration	271
Operating Costs and Staffing for Construction/Renovation/A&E	238
Operating Costs and Staffing for Custodial	268
Operating Costs and Staffing for Landscaping/Grounds	321
Operating Costs and Staffing for Maintenance	264
MMBTU Worksheet	220
Operating Costs and Staffing for Energy/Utilities	310
Operating Costs and Staffing for Other Operations/Facilities Specific Services	229
Operating Costs and Staffing for Other Operations/Non-Facilities Specific Services	197
Business Practices	225
Is my institution making the right investment in our existing buildings, infrastructure, and academic programs?	222
Are the customers satisfied with the space and service?	200
Is my facilities department developing staff that can sustain excellence?	197

FPI Trend Analysis of Key Performance Indicators 2008 through 2014

Questions	2008	2009	2010	2011	2012	2013	2014
# of Participants	225	392	388	345	323	308	327
GSF Maintained	3,566,144	2,382,942	2,646,717	2,922,997	2,995,351	3,056,933	3,031,129
CRV	\$ 1,078,218,106	\$ 984,660,439	\$ 1,173,758,319	\$ 1,184,342,082	\$ 1,032,087,814	\$ 1,061,243,828	\$ 1,128,926,293
CRV per GSF	Not shown	Not shown	\$ 314.59	\$ 327.57	\$ 324.73	\$ 345.84	\$ 361.19
Facilities Exp/GIE	6.62%	7.34%	6.04%	6.00%	5.70%	5.70%	6.35%
Custodial Cost/GSF	\$ 1.40	\$ 1.40	\$ 1.36	\$ 1.36	\$ 1.40	\$ 1.37	\$ 1.43
GSF per Custodian	35,037	37,643	31,715	32,592	33,174	34,551	35,049
Grounds cost per acre	\$ 5,749	\$ 5,147	\$ 5,412	\$ 5,496	\$ 5,314	\$ 5,114	\$ 5,488
Acres per grounds FTE	15.9	20.1	17.1	17.9	17.7	17.9	17.3
Maintenance cost per GSF	\$ 1.55	\$ 1.54	\$ 1.47	\$ 1.57	\$ 1.59	\$ 1.63	\$ 1.70
GSF per maintenance FTE	66,751	67,626	69,595	71,192	72,781	73,296	72,929
Energy cost per GSF	\$ 2.62	\$ 2.44	\$ 2.19	\$ 2.27	\$ 2.25	\$ 2.15	\$ 2.46
BTU per GSF	155,939	149,640	116,870	121,361	121,131	119,554	129,780
AvgAge of buildings	Not shown	Not shown	Not shown	Not shown	37.3	33.03	33.3
Useful Life of MCB	54.10	51.53	53.87	53.67	53.06	55.4	56.8
BldgAging Ratio	New Ratio	New Ratio	New Ratio	New Ratio	74%	58%	59%
TotalCost of Ownership	New Ratio	New Ratio	New Ratio	New Ratio	\$ 21.18	\$ 20.30	\$ 20.69
FCI	9.43%	9.69%	9.83%	11.70%	11.33%	11.45%	10.59%
Needs Index	20.70%	18.42%	17.39%	18.91%	18.07%	18.49%	16.83%
Minimum Investment	2.11%	2.17%	2.07%	2.08%	2.06%	1.96%	1.92%
Actual Investment	2.08%	2.04%	1.92%	2.71%	1.72%	1.50%	1.52%
Customer Rating	4.563	4.493	4.588	4.556	4.577	4.558	4.512
Employee Rating	4.314	4.478	4.357	4.318	4.246	4.294	4.234
Training/work hours	2.85%	0.98%	0.65%	1.44%	1.46%	1.36%	1.42%
% Internal Candidates	35%	36%	37%	37%	33%	34%	36%

APPENDIX A

2013-14 Facilities Performance Indicators Participants

Alexandria Technical Institute	Concordia College/Moorhead
Anoka Technical College	Creighton University
Anoka-Ramsey Community College	Dakota County Technical College
Anoka-Ramsey Community College/Cambridge Campus	Dalhousie University
Appalachian State University	Denison University
Arizona State University	East Carolina University
Arkansas State University	East Carolina University/Health Sciences
Austin Peay State University	East Los Angeles College
Bellarmino University	Eastern Illinois University
Bemidji State University	Eastern Mennonite University
Black Hills State University	Elizabeth City State University
Boise State University	Eureka College
Bradley University	Fayetteville State University
Butler University	Fond Du Lac Community College
Butte College	Foothill De Anza Community College District
California Institute of Technology	Franciscan University of Steubenville
California Polytechnic State University	Friends University
California Polytechnic State University/Pomona	Furman University
California State University Maritime Academy	Georgia College & State University
California State University/Bakersfield	Georgia Institute of Technology
California State University/Channel Islands	Georgia Regents University
California State University/Chico	Gordon State College
California State University/Dominguez Hills	Goshen College
California State University/East Bay	Grand Rapids Community College
California State University/Fresno	Grant MacEwan University
California State University/Fullerton	Guilford College
California State University/Long Beach	Hendrix College
California State University/Los Angeles	Hennepin Technical College
California State University/Monterey Bay	Hennepin Technical College/Eden Prairie
California State University/Northridge	Hibbing Community College
California State University/Sacramento	Hood College
California State University/San Bernardino	Humboldt State University
California State University/San Marcos	Huntington University
California State University/Stanslaus	Illinois Institute of Technology
Canisius College	Indiana Wesleyan University
Carleton College	Inver Hills Community College
Carleton University	Iona College
Casper College	Iowa State University
Central Lakes College/Brainerd	Itasca Community College
Central Lakes College/Staples	Ivy Tech Community College
Central Washington University	Johns Hopkins University/Applied Phys Lab
Century College	Johnson County Community College
Christopher Newport University	Johnson University
Clayton State University	Kennesaw State University
College of Wooster	Kent State University
Colorado College Colorado	Kwantlen Polytechnic University
School of Mines Colorado State University/Pueblo	LACCD Van de Camp
	Lake Superior College
	Lakeland College/Canada
	Longwood University
	Los Angeles City College

Los Angeles Community College District	North Park University
Los Angeles Harbor College	Northampton Community College
Los Angeles Mission College	Northern Arizona University
Los Angeles Southwest College	Northern Kentucky University
Los Angeles Trade-Tech College	Northern Lakes College
Los Angeles Valley College	Northern Michigan University
Louisiana State University	Northern Wyoming Community College District
Luther College	Northland Community & Technical College/EGF
McGill University	Northland Community & Technical College/TRF
McLennan Community College	Northwest Technical College/Bemidji
McMaster University	Norwich University
Mesabi Range Community & Technical College/Eveleth	Office of Real Estate and Facilities Management
Mesabi Range Community and Technical College	Pennington Biomedical Research Center
Metropolitan State University	Pepperdine University
Michigan State University	Philadelphia University
Minneapolis Community and Technical College	Pierce College/CA
Minnesota State College-Southeast Technical/Redwing Campus	Pine Technical College
Minnesota State College-Southeast Technical/Winona Campus	Portland Community College
Minnesota State Community & Technical College/Detroit Lakes	Portland State University
Minnesota State Community & Technical College/Fergus Falls	Principia College
Minnesota State Community & Technical College/Moorhead	Queen's University
Minnesota State Community & Technical College/Wadena	Racine Unified School District
Minnesota State University/Mankato	Rainy River Community College
Minnesota State University/Moorhead	Raritan Valley Community College
Minnesota West Community & Technical College/Canby	Ridgewater College
Minnesota West Community & Technical College/Granite Falls	Ridgewater College/Hutchinson
Minnesota West Community & Technical College/Jackson	Riverland Community College/Albert Lea
Minnesota West Community & Technical College/Pipestone	Riverland Community College/Austin
Minnesota West Community & Technical College/Worthington	Riverland Community College/Owatonna
Missouri State University	Robert Morris University
Moravian College	Rochester Community College
Mount Allison University	Rochester Institute of Technology
Mount Royal University	Rockhurst University
Muhlenberg College	Saginaw Valley State University
NAIT	Saint Cloud Technical College
Napa Valley Community College	Saint Louis University
New Mexico State University	Saint Mary's College/Maryland
Normandale Community College	Saint Mary's University/Canada
North Carolina A&T State University	SAIT Polytechnic
North Carolina State University	Sam Houston State University
North Dakota State University	Samford University
North Hennepin Community College	San Diego Community College District
	San Diego State University
	San Francisco State University
	San Jose State University
	San Mateo County Community College District
	Simon Fraser University - Burnaby
	Simpson University
	Sinclair Community College
	Smithsonian Institution
	Soka University of America

Sonoma County Junior College	University of Memphis
District/Santa Rosa Junior College	University of Michigan/Ann Arbor
Sonoma State University	University of Montreal
South Central College/Faribault	University of Nebraska/Kearney
South Central College/Mankato	University of Nebraska/Omaha
South Dakota State University	University of Nevada/Las Vegas
Southwest Minnesota State University	University of New Brunswick/Fredericton
St Cloud State University	University of North Carolina/Asheville
St. Francis Xavier University	University of North Carolina/Chapel Hill
State College of Florida - Manatee	University of North Carolina/Chapel Hill - Housing
Stephen F. Austin State University	University of North Carolina/Charlotte
SUNY College/Brockport	University of North Carolina/Greensboro
Taylor University	University of North Carolina/Pembroke
Texas Christian University	University of North Carolina/Wilmington
Texas State University/San Marcos	University of North Dakota
Texas Tech University	University of North Florida
The Catlin Gabel School	University of Northern Colorado
The Citadel	University of Northern Iowa
The Ohio State University	University of Oklahoma
Thompson Rivers University	University of Oregon
Trinity University	University of Ottawa
University of Akron	University of Pennsylvania/Philadelphia
University of Alabama/Birmingham	University of Prince Edward Island
University of Alabama/Huntsville	University of Puget Sound
University of Alberta	University of Regina University
University of Arkansas/Fayetteville	University of Richmond University of San Diego University of
University of British Columbia	Saskatchewan University of
University of British Columbia/Okanagan	South Alabama University of
University of Calgary	South Dakota University of
University of California/Berkeley	Southern California
University of California/Irvine	University of Southern Mississippi
University of California/Los Angeles	University of Tennessee/Knoxville
University of California/Merced	University of Tennessee/Martin
University of California/Riverside	University of Texas/Austin
University of California/San Diego	University of Texas/San Antonio
University of California/San Francisco	University of the Pacific
University of California/Santa Barbara	University of Tulsa
University of California/Santa Cruz	University of Utah
University of Colorado/Boulder	University of Victoria
University of Colorado/Colorado Springs	University of Virginia
University of Colorado/Denver	University of Washington
University of Florida	University of Washington/Bothell
University of Georgia	University of Waterloo
University of Guelph	University of West Georgia
University of Hawaii/Hilo	University of Windsor
University of Hawaii/Manoa	University of Wisconsin/Madison
University of Idaho	University of Wisconsin/Stout
University of Illinois/Urbana-Champaign	Valdosta State University
University of Iowa University of	Valparaiso University
Kentucky University of	Ventura College
Kentucky University of La	Vermilion Community College
Verne University of Lethbridge	Villanova University Wake
University of Manitoba	Forest University Washington
University of Mary Washington	& Lee University
University of Maryland/Baltimore	

Washington and Jefferson College
West Los Angeles College
Western Illinois University
Western Carolina University
Western Michigan University
Western University Canada

Western Washington University
Westmont College
Wheaton College/Illinois
Wilfrid Laurier University
Winona State University
Wright State University
Xavier University
York University

Cleanli



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CFaR | Center for
Facilities Research

& Learning in Higher Education

In 1992 APPA published a seminal work titled *Custodial Staffing Guidelines for Educational Facilities*. The work was based on a concept that was in the embryonic stage in 1986 and then grew in momentum through 1988 when the APPA Board of Directors commissioned a task force to address custodial staffing issues at institutions of higher education. The *Guidelines* became so popular that it was revised in 1998. The two editions addressed a critical need in facilities management at educational

institutions. Even though institutions were growing in size and in delivery of services, custodial staffing budgets were either staying static, or in many cases, decreasing. In other words, each custodian was being asked to clean more square feet than ever before. The facilities managers did not have an empirical document to fall back on that indicated how many custodians were really needed to complete the tasks at hand and the impact of such on productivity or cleanliness.

By **Jeffrey L. Campbell, Ph.D.**,
and **Alan S. Bigger, M.A.**

The *Guidelines* became that document and defined five levels of cleanliness and clearly stated that as the square feet of area assigned to a custodian increased, there was a direct impact on the level of cleanliness. The second edition of the *Guidelines* clearly identifies this phenomenon. According to the book's staffing service levels chart, a custodian can clean 87,000 square feet of carpet office space at level 5. However, you get what you pay for at level 5, where the level of cleanliness defined as "Unkempt neglect – floors and carpets are dull and dirty, dingy, scuffed, and/or marred. There is conspicuous buildup of old dirt...." The research for the *Guidelines* shows the impact of decreasing custodial staffing: Less staff results in dirtier spaces.

The findings of the *Guidelines* are based upon the feedback of hundreds of individuals and institutions. In addition, the expertise of professional organizations such as ISSA, the worldwide cleaning industry association, was integrated into the publication. The *Guidelines* have been in use for over two decades by an ever-increasing number of institutions to validate staffing requirements and to justify the need for custodial budgets.

Even though the *Guidelines* addressed staffing levels and the impact of staffing levels on cleanliness, *it did not address the impact of cleanliness on the students that were involved in higher education.* If there was an impact of staffing levels on cleanliness, could the

case be made that there was an impact of the levels of cleanliness on an individual student's ability to learn? Representatives from ISSA and APPA started to ponder these issues a few years ago.

Background information

In 2005, representatives from APPA and ISSA met to discuss conducting collaborative projects that would enhance the facilities management profession. After considerable discussion, the two associations decided to concentrate on cleanliness in higher education institutions and the impact that cleanliness has on student performance. The representatives concluded that a study should be conducted that would seek to determine if there was any correlation between the five levels of cleanliness and student performance. Such documentation would provide unique insights for facilities services providers.

The representatives from APPA and ISSA met several times to clarify the direction of the research project. They concluded that the project should be coordinated through APPA's Center for Facilities Research (CFaR). Bigger applied for approval through CFaR for the research project to be conducted by Jeff Campbell of Brigham Young University (BYU), the students of BYU's Facilities Management Program, and Bigger. CFaR accepted the project and APPA, in concurrence with ISSA,

agreed to fund and support the project that would seek to:

- Determine if there is a correlation between the five levels of cleanliness and student learning.
- Determine if there is a link between personal health and cleanliness.

Literature review

There were nine empirical research studies identified that sought to discover whether there was a relationship between the condition of school buildings and student academic achievement. Each study was conducted in a K-12 school environment, and in all cases the academic achievement of students was measured by scores on standardized tests. Most of the studies were motivated to determine how the governing body should allocate funds to maintain and refurbish its schools. (Though other studies were identified, all referenced back to one or several of these nine seminal studies.) No studies were identified that conducted research for institutions of higher education, nor did the literature review identify stud-

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ies that specifically measured a relationship between the cleanliness of the study environment and student academic achievement. These studies strongly support a positive correlation between school building conditions and student achievement (Berner, 1993; Berry, 2002; Cash, 1993; Earthman, 1995; Hines, 1996; Stevenson, 2001). Other variables such as building age, student attendance, and teacher retention were considered by various researchers (McGuffey, 1982; Stevenson et al, 2001; Buckley, 2005). However, the levels of cleanliness and the impact on a student's ability to learn or performance were not addressed. *[Ed. Note: The full research report with all cited references is available at www.appa.org.]*

In other words, each
custodian was being asked
to clean **more square**
feet than ever before.

methodology

APPA has membership from approximately 1,200 institutions of higher education. There are about 4,500 institutions of higher education in the United States. An alphabetical database of APPA's institutional members and representatives was initially used by the researchers with every 60th institution selected to participate in the study. The goal was to have 20 institutions participate in the 20-question survey. When an institution did not respond or otherwise declined to participate, researchers went to the next institution on the list. Each institution was asked to obtain clearance for the research from their respective institutional research board (IRB). Each institution was asked to either provide a list of e-mails of a random sample of students or to send the survey to a random sample of students at their institution. SurveyMonkey, an online survey instrument, was used to distribute and collect the surveys.

Bigger and Campbell met with BYU students and later with Dianna Bisswurm (ISSA) in early April 2007 to clarify the direction of the project. When Campbell and Bigger met to direct the project, it was determined that the ideal methodology to measure student academic achievement would be to collect grade point averages from students (with the assistance of school registrars) based upon a random selection of students at participating institutions. However, we determined that issues of privacy would preclude this approach and that it would be too cumbersome and time consuming. Thus it was decided to randomly select institutions, and then send surveys to their student body utilizing lists of e-mail addresses provided by the institution. In most cases,

the institutions became the deliverer of the survey document, because participants preferred this approach.

The second challenge that emerged was finding the right source of contact at each institution to be the "lead" for the survey. Initially it was felt that the institutional representative of APPA at each participating institution should be the contact person (as discussed later); however, reality dictated that the primary contact for such a process should be the institution's research board or equivalent. Once this was determined, the process of disseminating the survey became much easier. A considerable amount of time and effort was expended on trying to contact the right people and offices to receive approval and distribution of the survey.

Receiving approval for the implementation of the project at all randomly selected institutions also presented significant challenges. Not only was it difficult to find the right contact, it was also problematic to receive approval from some institutional research offices, due in part to the fact that many institutions were receiving too many surveys or that the timing of this particular research did not fit with the calendar of research at the institution.

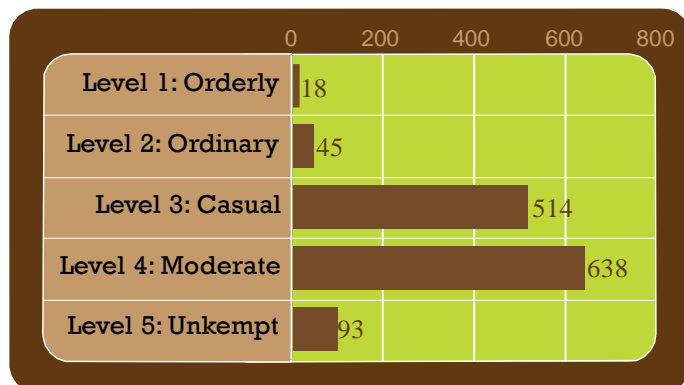
The research methodology began as planned. All APPA institutional representatives were contacted by e-mail and telephoned several times over the period of three months. Most declined to participate because it was either too hard to get IRB approval or because too many surveys were already planned for fall 2007. We discovered that having the APPA institutional representative seek IRB approval was not the best method because they do not perform research on a regular basis. It would have been more effective to go directly to each institution's research board.

Given that the desired response was not obtainable, it was determined that the best alternative was to accept those institutions that had agreed to participate and select others that would represent varying geographical areas of the U.S., and different sizes of public and private institutions. In addition, even though the researchers did not receive approval to survey 20 schools as originally planned, the fact that the student base of higher education institutions comes from scattered areas of the U.S. and many foreign countries led us to surmise a broad sampling of student perspectives and attitudes would still be possible. Dr. Dennis Eggett, director for the Center for Statistical Consultation and Collaborative Research at BYU, determined that a sample size of 1,000 would provide a qualified sample.

responses to some survey questions

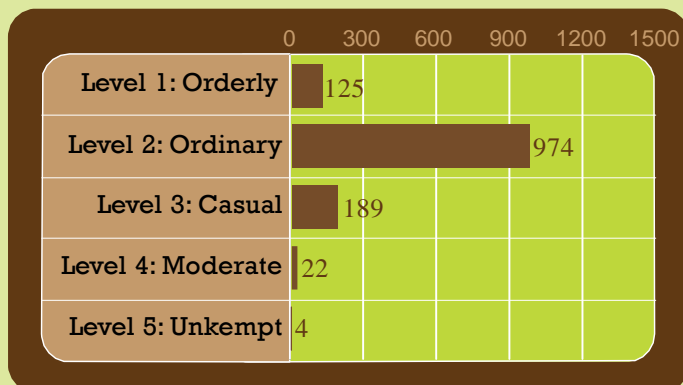
More than 1,400 surveys were received from students attending institutions from the West, Midwest, East, and South United States. Three of the institutions were public and two private. The institutions ranged in size from 1,185 to more than 34,000 students. Students provided 892 comments on how cleanliness affects their health, and 681 comments on how to improve campus cleanliness. The survey instrument, numerical responses, and written responses are included in the complete study. Some key questions and results include:

Q11. At what level do you feel that the cleanliness of *campus buildings* would begin to be a distraction to your ability to learn?



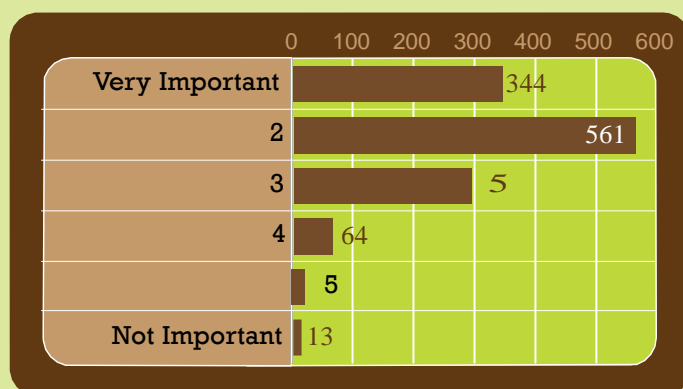
Level 1 – Orderly Spotlessness	1.4%
Level 2 – Ordinary Tidiness	3.4%
Level 3 – Casual Inattention	39.3%
Level 4 – Moderate Dinginess	48.8%
Level 5 – Unkempt Neglect	7.1%
<i>N=1308</i>	

Q12. What level of cleanliness of campus buildings do you consider sufficient to create a good learning environment?



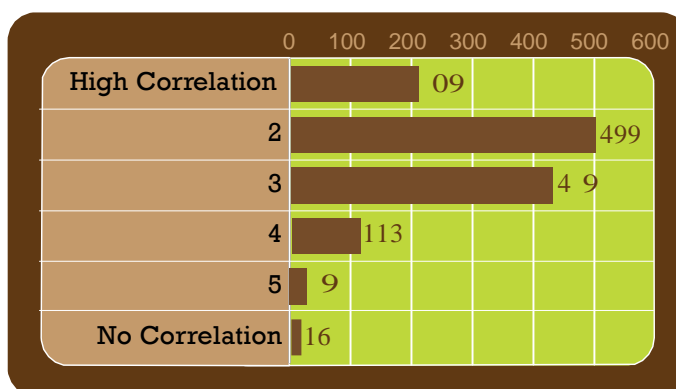
Level 1 – Orderly Spotlessness	9.5%
Level 2 – Ordinary Tidiness	74.1%
Level 3 – Casual Inattention	14.4%
Level 4 – Moderate Dinginess	1.7%
Level 5 – Unkempt Neglect	.3%
<i>N=1314</i>	

Q15. How important is cleanliness to your learning environment? (1 = Very important, 6 = Not important)



1 Very Important	26.5%
2	43.3%
3	22.5%
4	4.9%
5	1.7%
6 Not Important	1.0%
<i>N=1296</i>	

Q16. What level of correlation do you think exists between building cleanliness and student's ability to learn? (1 = High Correlation; 6 = No correlation)



1 High Correlation	16.1%
2	38.5%
3	33.1%
4	8.7%
5	2.2%
6 No Correlation	1.2%
<i>N=1295</i>	

Q13. Rank the following *building elements* in order of the perceived impact to your personal learning (1 = Highest Impact, 8 = Lowest Impact). Each number can only be used once.

	Highest Impact	2	3	4	5	6	7	Lowest Impact	Mean	Response Count
Noise Level	51.8% (664)	18.6% (239)	11.2% (144)	5.9% (75)	4.9% (63)	2.9% (37)	2.7% (35)	2.0% (25)	2.23	1282
Air Temperature	18.1% (231)	31.0% (396)	19.0% (243)	12.4% (158)	7.0% (90)	6.1% (78)	4.2% (54)	2.3% (29)	3.06	1279
Condition of Facility	4.8% (61)	7.9% (100)	11.9% (151)	19.2% (243)	21.2% (268)	19.4% (246)	10.0% (127)	5.5% (70)	4.70	1266
Cleanliness	3.5% (44)	7.9% (100)	18.2% (231)	22.2% (281)	21.2% (269)	16.3% (206)	8.5% (108)	2.1% (27)	4.43	1266
Cosmetic Appearance	1.1% (14)	1.2% (15)	1.9% (24)	5.1% (65)	10.4% (132)	14.5% (184)	27.4% (348)	38.5% (489)	6.58	1271
Furniture Arrangement	1.1% (14)	2.3% (29)	4.1% (52)	7.0% (90)	9.6% (123)	12.6% (162)	28.2% (361)	35.1% (450)	6.48	1281
Available Space	8.7% (112)	12.0% (155)	14.1% (181)	15.8% (203)	13.2% (170)	18.5% (238)	11.9% (153)	5.8% (75)	4.45	1287
Lighting	11.5% (149)	19.4% (252)	20.5% (266)	13.6% (176)	13.3% (172)	9.9% (128)	6.4% (83)	5.5% (72)	3.81	1298

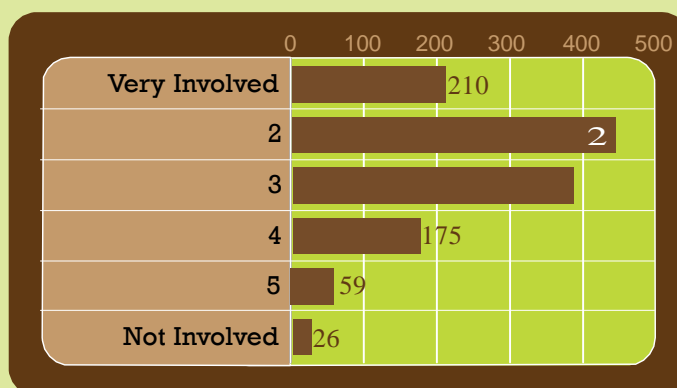
N=1310

Statistical Mean Ranking:

- #1 – Noise Level (2.23)
- #2 – Air Temperature (3.06)
- #3 – Lighting (3.81)
- #4 – Cleanliness (4.43)
- #5 – Available Space (4.45)
- #6 – Condition of Facility (4.70)
- #7 – Furniture Arrangement (6.48)
- #8 – Cosmetic Appearance (6.68)

Ranking	
Q1	2.23 Noise level
Q2	3.06 Air temperature 3.81 Lighting 4.33 Cleanliness 4.45 Available space 4.70 Condition of facility
Q3	6.48 Furniture arrangement 6.68 Cosmetic appearance
Q4	

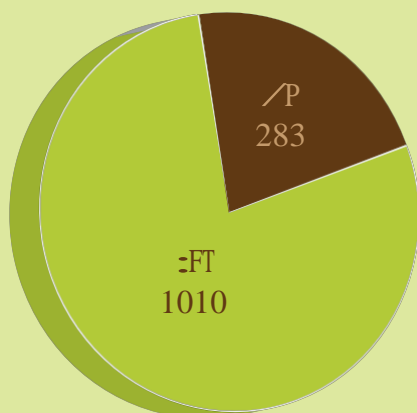
Q17. At what level do you think students should be involved in keeping campus buildings clean? (1 = Very Involved; 6 = Not involved at all)



1 Very Involved	16.2%
2	34.1%
3	29.6%
4	13.5%
5	4.6%
6 Not Involved at All	2.0%

N=1296

Q18. Do you believe that the cleanliness of campus facilities has an impact on your health?



Yes 78.1%
No 21.9%
N=1293

comments and recommendations

Based upon the literature review and analysis of the 20 questions (not all listed in this summary report) several recommendations and conclusions can be offered.

The literature review shows ample evidence that there is a positive correlation between school building conditions and academic achievement. Unfortunately, building conditions are viewed holistically and not divided into specific elements. Measuring building condition is a subjective practice and can have alternative motives for gaining capital funding. Building age is also a strong indicator of building condition.

Poor building conditions, including inadequate custodial service have shown a correlation to low student attendance. Student attendance is a significant variable in predicting academic scores on standardized tests.

Building conditions also have an impact on teacher attendance and retention. Quality teachers are important to sustaining high student scores. Building conditions ranked higher in one study than teacher salaries.

Recommendation #1: Building conditions including custodial service should be considered an important factor in student academic achievement.

Q.14 asked the students to identify the learning space

where they thought they learned best. The overwhelming response was classroom space followed by library space and personal living space.

Recommendation #2: Given that classrooms were ranked #1 as students' most effective space to learn, classrooms should receive proper cleaning attention at level 2 (ordinary tidiness).

Over a third of the respondents said that the lack of cleanliness became a distraction at a level 3 (casual inattention). Almost half of the respondents said that the lack of cleanliness became a distraction at a level 4 (moderate dinginess); 74.1 percent of the respondents indicated that their desired level of cleanliness is a level 2 (ordinary tidiness).

Recommendation #3: Be concerned about learning space cleanliness that drop to levels 3 (casual inattention) and level 4 (moderate dinginess).

Eighty percent of the students said that they should be very to moderately involved in keeping campus buildings clean. Only 20 percent of the students



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reported negatively about being involved in campus cleaning.

Recommendation #4: Higher education institutions should promote programs that include students in keeping campus facilities clean.

More than 78 percent of students responded that they believe that the cleanliness of campus facilities has an impact on their health. Eight hundred ninety-two students described how cleanliness affects their health; 681 students provided suggestions as to how campus facilities cleanliness could be improved.

Recommendation #5: Listen to students' feedback and suggestions and initiate actions to address their concerns and suggestions.

This national study surveyed college students ($N=1481$) to determine if there is a correlation between the **Five Levels of APPA Cleanliness** and academic achievement. The findings showed that 88 percent of students reported that the lack of cleanliness becomes a distraction at APPA Level 3 (casual inattention) and Level 4 (moderate dinginess). Eighty-four percent reported that they desire APPA Level 1 (orderly spotlessness) and a Level 2 (ordinary tidiness) of cleanliness to create a good learning environment. Cleanliness ranked as the fourth most important building element to impact their personal learning. Students perceive that there is a relationship between levels of cleanliness and their ability to learn, and

students do link cleanliness with improved learning achievement. Seventy-eight percent reported that cleanliness has an impact on their health. Students provided 892 comments of how cleanliness affects their health and 681 comments on how to improve campus cleanliness. Students reported that lack of cleanliness affects allergies, spreads germs, increases bug and rodent infestations, and promotes higher stress levels.

Recommendation # 6: Institutions of higher education need to develop levels of cleanliness that create an environment that contributes to student learning.

Based upon the analysis of the survey data it is concluded that there is a correlation between the **Five Levels of APPA Cleanliness** and their perceived impact on student learning. It is also concluded that students do link personal health with cleanliness.

conclusion

The APPA, ISSA, and BYU research team learned a tremendous amount from this process. The 1,573 written comments not only provided a framework for the researchers, but also provided unique information that could be used by each participating institution. APPA's seminal work on custodial staffing and levels of cleanliness is enriched by the findings and recommendations of the research team and participants.

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Institutions of higher education need to develop levels of cleanliness that create an environment that contributes to student learning.

The research could be expanded, in the future, to include such issues as maintenance staffing and grounds staffing and the subsequent impact of these areas upon students.

Facilities managers are now well armed with two distinctive approaches to staffing custodian operations at their institutions. The first approach is based on the *Custodial Staffing Guidelines* (1992, 1998) that assist managers to staff their cleaning operations based upon APPA's five levels of service, with clearly defined outcomes of staffing at each level. An organization cannot staff their operation at APPA Level 5 and expect APPA Level 1 results. The findings of this research study indicate that the levels of cleanliness do impact the ability of students to learn. There is a correlation, maybe stated in simple terms, that the cleaner the learning space the greater the probability that students perceive they will learn. What a powerful duo of

tools. Facilities managers can now clearly indicate that decreased staffing leads to decreased levels of cleanliness, and that there is a direct connection between the cleanliness of a facility and students' ability to learn. If educational institutions are to provide the best environment in which students can learn, they would be well advised to staff at a level that will provide an acceptable level of cleanliness that will contribute to student learning and health and not detract and distract from that critical goal. (S)

Jeff Campbell is chair of the Facilities Management Program at Brigham Young University, Provo, UT; he can be reached at jcambell@byu.edu. Alan Bigger is director of facilities at Earlham College, Richmond, IN, and APPA's 2007-08 President; he can be reached at biggeral@earlham.edu. This article was adapted from their final report conducted through APPA's Center for Facilities Research.



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THE IMPACT OF FACILITIES ON RECRUITMENT AND RETENTION OF STUDENTS



by David Cain, Ph.D. & Gary L. Reynolds, P.E.

This article is a summary of the full research report that will be available this summer. Over the past 30 years considerable research has been done to understand the issues that impact the decision of a student's choice of a higher education institution. This research has focused on understanding the phases of the decision process, the timing of the phases in the decision process and the personal, financial, and environmental factors that influence institutional choice. While many of these studies include some aspect of the institution's physical environment, these physical aspects are usually secondary to the main thrust of the research. (See the references at the end of Part II of this article for further details.)

David Cain is vice president and associate, Higher Education Sector, for Carter & Burgess, Inc., Phoenix, Arizona; he can be reached at david.cain@c-b.com. Gary Reynolds is director of facilities services at Colorado College, Colorado Springs, Colorado; he can be reached at greynolds@coloradocollege.edu. This article is an executive summary of the authors' research project sponsored by APPA's Center for Facilities Research. Part II will appear in the May/June issue.

PART I: RESEARCH FINDINGS

Key questions in these research projects are, "What factors influence a student's choice of higher education institution? When and how do students obtain their information about an institution? What institutional factors influence a student to stay at their original institution of choice? What are the differences between demographic groups in this decision process?"

Through the support of APPA's Center for Facilities Research (CFaR) our research has attempted to determine the level of importance of facilities relative to other institutional characteristics and then to explore various facilities influences. In other words, "What can the physical assets (buildings, grounds, landscape, and other tangible resources) do to help recruit students?" Simply put, "What is the benefit of facilities in the recruitment process?" As a follow-on, "What, if any, impact does facilities have on retaining students?" and "Are there demographic differences in the impact of facilities on recruitment and retention?" The relationship and linkages between physical assets and outcomes are explored and examined in this study.

Does the physical environment:

- Improve the institution's recruitment efforts?
- Have a different impact on various demographic groups on recruitment?

- Improve the institution's ability to retain students?
- Have a different impact on various demographic groups on retention?

Specific Purpose of the Study

The purpose of this study is to determine (a) the relative importance of an institution's physical assets on a student's choice of higher education institutions, (b) the relative importance of various facilities in the decision process, and (c) the demographic differences in this decision process.

Survey Design

The survey tool was developed by APPA in conjunction with George Dehn & Associates, Inc. (GDA). Questions were developed based on a review of the literature, previous research completed by GDA, and APPA member experience. The questions were designed to explore the three main issues cited in the specific purpose of this study.

It was initially planned that the survey would be distributed through a mass e-mailing to approximately 200,000 students in North America. However, the new anti-spam laws would not allow this approach. Several alternative methods were discussed with concern for obtaining a representative sample. The final distribution plan involved engaging APPA members to help with distribution of the survey.

Survey Distribution

APPA membership is organization-based with each member organization identifying their organization's representative. APPA reviewed their membership list and created a list of 1,013 institutions of higher education. The membership list review was necessary because a number of APPA members are not institutions of higher education and would not have students that could be surveyed for this particular study.

Multiple e-mails were then sent to each of the 1,013 organization representatives asking for their participation in distributing the survey via e-mail on their campus. The e-mail directed them to our research website where they could learn about the survey and the need for their participation. The website also allowed them to sign up to participate and to designate a time when they would like to administer the survey on their campus. Forty-six institutions agreed to participate.

At the designated time, an e-mail was sent to the organization's representative with a password specific to that institution and the Web link to the survey. The institution then internally broadcast the password and Web link to their student population. The data were gathered anonymously at the student level and collected by the Web-based survey engine. Ultimately, 16,153 students from the 46 institutions filled out the survey during spring semester 2005.

The shortcoming to this method is that we could not control the sample demographics. As a result we explored several subsets of the responses that were demographically balanced to see if there were significant differences.

The Results

Respondent Demographics

A total of 16,153 students responded from 46 institutions across the U.S. and Canada. For this report the results will be provided for the U.S. respondents only (13,782 respondents) so that the U.S. National Center for Education Statistics (NCES) Integrated Postsecondary Educational Data System (IPEDS) can be used to examine the design of the survey.

The students were from 27 different states with a fairly even distribution between states in the East, South, Midwest, and West. Ninety-five percent of all respondents were fulltime while 5 percent were part-time compared to 93 percent full-time and 7 percent part-time nationally (IPEDS 2004). Seventy-four percent of all respondents were attending their school of original choice with 26 percent reporting as transfer students. Sixty-eight percent of the respondents were female and 32 percent were male compared to nationally reported statistics of 56 percent female and 44 percent male (IPEDS 2004). Eighty-five percent of the respondents reported they were Caucasian with 4 percent reporting as Hispanic, 4 percent Asian American, 3 percent African American, 1 percent Native American, and 3 percent mixed. This demographic compares to the national demographic of 78 percent Caucasian, 13 percent Black and 9 percent Hispanic (IPEDS 2004).

Sixty-five percent of the respondents reported they came from an urban or suburban home environment with 23 percent reporting they came from a small town and 12 percent from rural areas.

Eighty-three percent of the students attended a public high school, 8 percent attended a parochial high school, 7 percent attended a private high school with the remaining either home schooled or attended a boarding school.

Twenty-one percent of the respondents were first-year students, 20 percent were sophomores, 23 percent were juniors, 25 percent were seniors and 11 percent were graduate students.

Forty-five percent of the respondents reported a grade point within the 3.5 to 4.0 range, 33 percent in the 3.0 to 3.4 range, 17 percent in the 2.5 to 2.9 range, 4 percent in the 2.0 to 2.4 range and 1 percent with a grade point less than 2.0.

Sixty percent of the respondents reported that they first visited their institution of choice while in high school, 12 percent visited before high school, and 12 percent visited after high school. Eight percent visited their campus the day they enrolled, implying that they did not visit the campus as part of their decision process. Eight percent visited after they graduated from college, which would represent graduate students

Continued on page 57

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making a decision about an institution for their graduate work.

A total of 69.2 percent of the respondents indicated that they lived in on-campus residence halls during their first year, 19.3 percent lived off campus, and 11.5 percent lived at home.

Institutional Demographics

The respondents reported they were attending schools in both the US (86 percent) and Canada (14 percent). The respondents were asked to identify the type of institution they were attending. However Carnegie Classifications were not used as it was felt the students would not know how to classify their school. Thus, a more generic description was used. Forty-seven percent were attending a large (>25,000 students) public institution, 18 percent were attending a smaller (<25,000 students) public institution, 13 percent were attending a larger (>2,500 students) private institution, 20 percent were attending a smaller (<2,500 students) private institution, and 2 percent were attending other types of institutions.

The respondents were asked to identify the setting of their school. Sixty-one percent reported they were attending an institution in an urban or suburban setting, 34 percent in a small town setting, and 5 percent in a rural setting.

Respondent Observations and Opinions

Issues of Recruitment

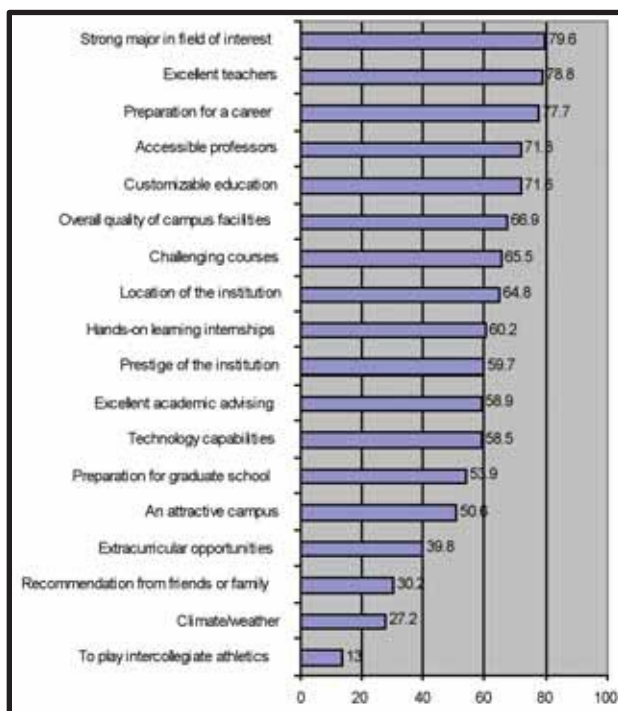
In order to understand the relative importance on the decision process of broadly described institutional physical characteristics, the respondents were asked to provide their observation or opinion on a number of institutional characteristics. A summary of the results is shown in Figure 1 for those who indicated the characteristic was "Essential" or "Very Important."

Note that the top five characteristics are academic oriented indicating that the students are evaluating the quality of their institution of choice based on its academic strength. Further note that two-thirds of the respondents indicated that the *Overall Quality of the Campus Facilities* and that half of the respondents indicated that the *Attractiveness of the Campus* were "Essential" or "Very Important" to their decision.

Since our survey sample is not gender balanced, based on national IPEDS data, this question was tested using a gender-balanced (56 percent female/44 percent male-IPEDS 2004 data) subset of the survey respondents. The data subset was created using all the male responses and randomly selecting from the female responses to provide the correct ratio. The results show the same top five in the same order but with slight changes in percentages:

Strong Major—	79.1 percent
Excellent Teachers—	77.7 percent
Preparation for a Career—	77.2 percent
Accessible Professors—	70.6 percent
Customizable Education—	70.9 percent

Figure 1. Essential or Very Important Institutional Characteristics (%)



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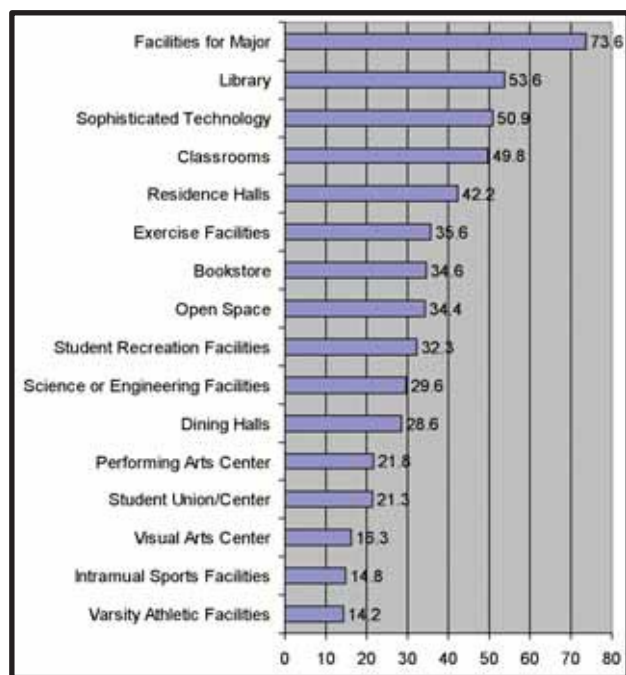
The only overall difference is that *Technology* moved up from 12th place to 11th place and *Excellent Advising* dropped from 11th place to 12th place.

This test gives some assurance that using the entire respondent database will not significantly skew the results.

Having explored the relative importance of an institution's physical environment relative to other institutional characteristics we then explored the relative importance of various facilities by asking what was important in their decision and what was important to see during a visit to the campus.

The results are shown in Figures 2 and 3.

Figure 2. Extremely or Very Important Facilities in the Selection Decision Process (%)



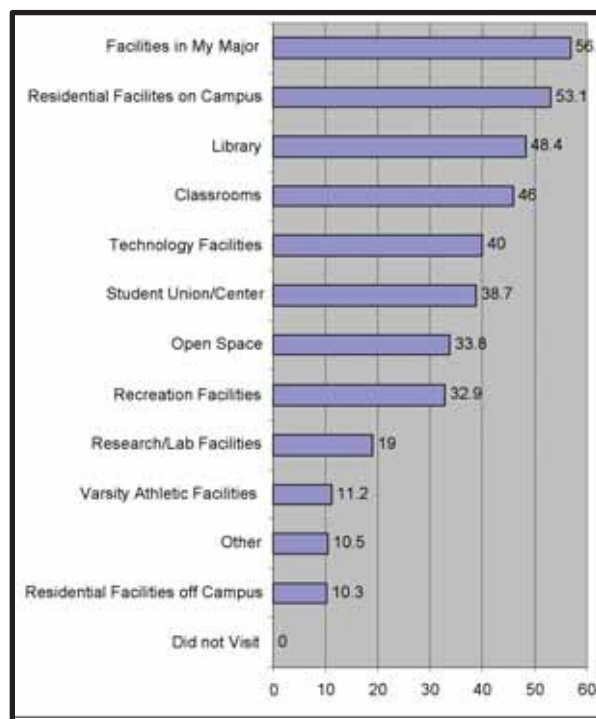
When asked to identify specific facilities (as opposed to general characteristics) the respondents focused on academic oriented facilities with at least 50 percent (including classrooms at 49.8 percent) of the respondents indicating that the top four facilities were "Extremely Important" or "Very Important."

Once again academic facilities are cited frequently, however *Residence Halls on Campus* moves up to second in importance with 53.1 percent of the respondents indicating that it was important to see during their visit.

This question was also tested using a gender-balanced (56 percent female/44 percent male) subset of the survey respondents.

The top four responses remain the same however *Residential Facilities on Campus* moves to 1st place and *Facilities in My Major* drops to 2nd place. Also, *Technology* moves up to 5th place from 6th place and *Student Union* moves from 5th place to 6th place. These results also indicate, that while there

Figure 3. Facilities Important to See During Visit (%)



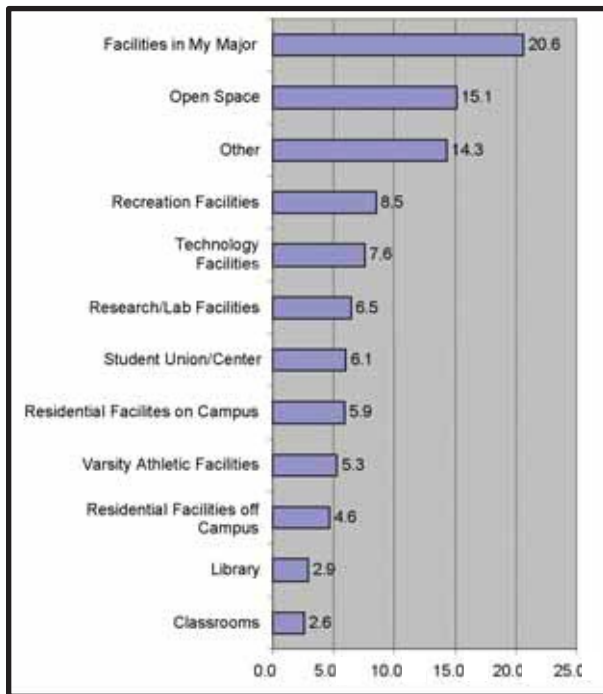
are subtle differences the general conclusions of importance remain substantially the same.

A final question was asked to confirm the level of commitment and to which facilities the respondents felt were important in their choice decision. The respondents were asked to pick the one facility that had the greatest impact on their decision; 30.5 percent of the respondents indicated that a *Facilities in My Major* had the greatest impact with 21.9 percent indicating that *Other* characteristics had an impact. We did not explore what the respondents meant by *Other* but the literature review indicates that such items as costs, financial aid, closeness to home, friendliness of faculty and staff and costs of local services are examples of factors frequently cited as having an influence on the decision process. The third most cited characteristic was *Residential Facilities on Campus* (11.5 percent) and the fourth most cited characteristic was *Open Space* (8.1 percent).

We then explored if the lack of a facility, the inadequacy of a facility or the poor maintenance of a facility had an impact on the decision process. 29.3 percent of the respondents indicated that they had rejected an institution because it lacked a facility they felt was important, 26.1 percent rejected an institution because an important facility was inadequate and 16.6 percent rejected an institution because an important facility was poorly maintained.

We also wanted to understand which facilities were causing the rejection of an institution. Figure 4 shows the percent of respondents who rejected an institution because of a missing facility.

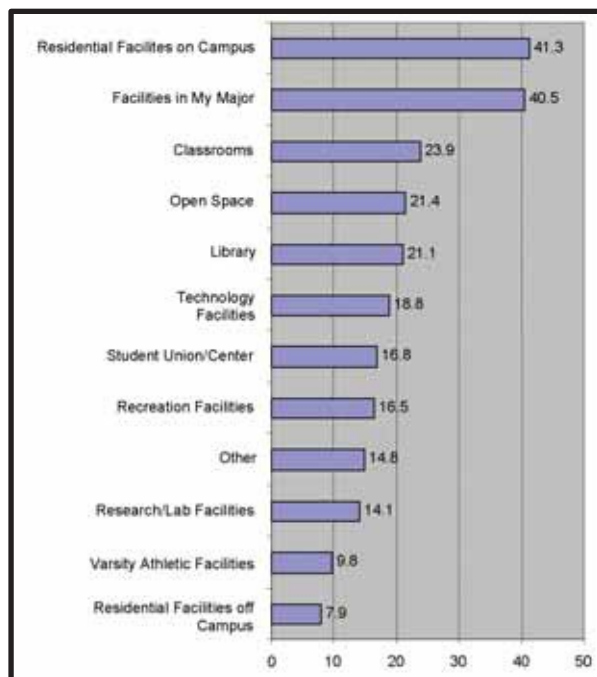
Figure 4. Facilities Missing from Rejected Institution (%)



It is not surprising that a student would reject an institution because it lacked a facility that would support their major. Note that *Open Space* has a significant impact with 15.1 percent of the respondents rejecting an institution for lack of open space.

Figure 5 shows the impact of inadequate facilities on the choice decision.

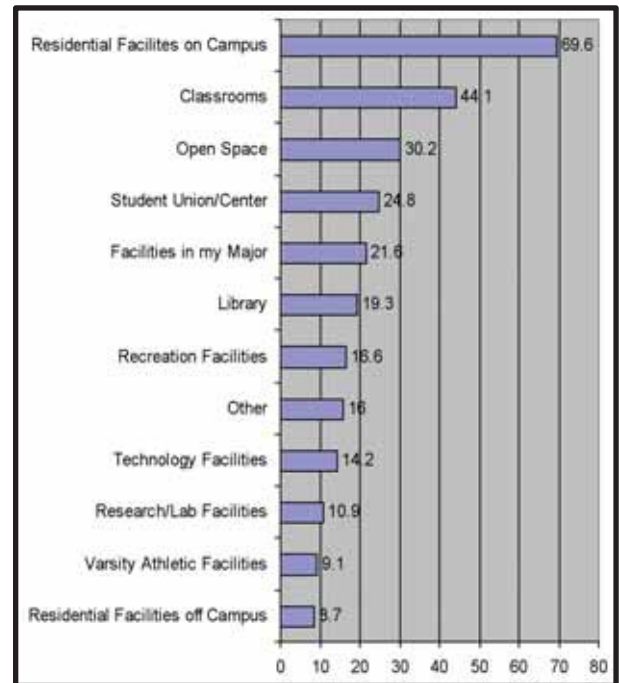
Figure 5. Inadequate Facility at Rejected Institution (%)



Residential Facilities on Campus moves up in importance. This is not surprising since 69.2 percent of the respondents indicated that they lived on-campus their first year. *Facilities in My Major* once again is near the top of the list with *Classrooms*, *Open Space* and *Library* also having a significant impact on the rejection decision.

Facilities can be inadequate for a number of reasons, one of which is that they are poorly maintained. Figure 6 shows which facilities were poorly maintained resulting in a respondent rejecting an institution.

Figure 6. Poorly Maintained Facilities at Rejected Institutions (%)



Once again, students are very discriminatory about their living and learning spaces with poorly maintained open spaces also playing a role.

The impact of the quality of maintenance was further explored by asking if the good condition of a campus' facilities was important in their choice. Seventy-six percent of the respondents strongly agreed or agreed with this statement. First impressions were also explored by asking, "When I first saw the campus, I knew this was the right college for me." Fifty percent of the respondents either strongly agreed or agreed with this statement.

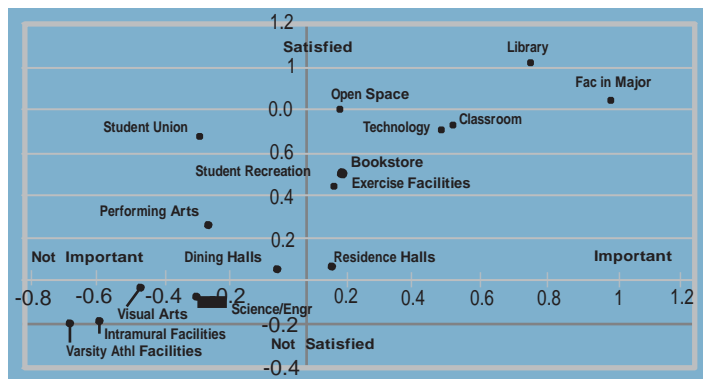
Issues of Retention

We then turned to exploring how the respondents felt now that they are on the campus.

In asking about overall satisfaction of the facilities on their campus, 66 percent indicated that they were extremely satisfied or very satisfied with one-third of the respondents indicating they are only partially or not satisfied.

A paired question was developed that asked, for each type of facility, its importance to the choice decision process and the respondent's satisfaction with the facility now that they are on campus. Figure 7 shows a matrix of importance versus satisfaction using a relative scale.

Figure 7. Facilities Importance versus Satisfaction



Facilities in the upper right quadrant are both important and satisfactory to the respondents. Facilities in the lower left quadrant are not as important but are also not as satisfactory. Facilities in the upper left quadrant are not as important but are satisfactory. There are no facilities in the lower right quadrant.

Note that the academic facilities of *Facility in My Major*, *Library*, *Classrooms* and *Technology* are fairly high in importance but are also fairly high in satisfaction. These facilities will be important areas to continue to address to ensure keeping higher satisfaction levels.

A number of other questions were asked to elicit the respondent's observations and opinions but they will not be explored in this summary article. Part II: Comparative Analysis will appear in the May/June issue of *Facilities Manager* and will explore the differences of gender, race, institutional type, and other comparative responses.

In addition, overall conclusions from these research findings will be included in Part II. 

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2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College
Decision Package Code/Title: N7 Faculty and Staff Development
Budget Period: 2017-19
Budget Level: PL - Performance Level

Agency Recommendation Summary Text: This request seeks funding to establish a Teaching and Learning Center that would coordinate available faculty and staff development opportunities and develop new programs and resources to support effective teaching and learning. The center would focus on opportunities that improve our faculty's ability to serve our highly diverse student population, whose level of preparedness for higher education varies widely, and to promote student success in terms of retention, persistence, and graduation.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund State – 001-1	862,191	862,191	862,191	862,191
Total Cost	862,191	862,191	862,191	862,191
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	6.0	6.0	6.0	6.0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries	641,440	641,440	641,440	641,440
B-Employee Benefits	175,751	175,751	175,751	175,751
E-Goods and Services	40,000	40,000	40,000	40,000
G-Travel	5,000	5,000	5,000	5,000

Package Description

- **Background:** Evergreen is serving an increasingly diverse student population. Almost one-third of our students are first generation college students, 28% are students of color, and 50% of our students are low-income. In addition, 37% of our students are older than 25. As we have examined options to promote student success, we have recognized the need to provide a comprehensive, coherent plan for faculty and staff development that specifically addresses the unique needs of our student population.
- **Current situation:** Evergreen provides some faculty and staff development opportunities, but there is no centralized, coherent strategy for delivering training across the campus.

- **Proposed solution:** In recognition of that need, Evergreen proposes to establish a Teaching and Learning Center (TLC) that would coordinate a mix of programming and resources for faculty and staff development opportunities that are now widely-dispersed across the campus. The work of the TLC would be informed by the Council of Student Engagement and Learning. The membership of this council would overlap with membership in the Equity Council, wherever possible. This group would establish strategic priorities for faculty and staff learning and assess the effectiveness of the training initiatives in meeting our institutional goals for student learning and engagement. Their work would be informed by research on student learning, pedagogy, and professional development.

It is anticipated that the TLC would coordinate a variety of development opportunities including one-time events such as guest speaker events, one-day workshops, and stand-alone summer institutes in addition to year-long activities such as communities of practice, faculty learning communities, and new faculty development and orientation. The TLC would also provide resources such as a library and repository for Evergreen curricula, one-on-one consulting, and identification of internal and external training and professional development opportunities.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. Please include annual expenditures and FTEs by fund and activity (or provide working models or backup materials containing this information).

While Evergreen offers some faculty and staff development opportunities, there is currently a need to develop more opportunities and to develop a centralized, coherent strategy for delivering training across the campus.

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Agencies must clearly articulate the workload or policy assumptions used in calculating expenditure and revenue changes proposed.

- Funding for this program would support six FTEs, including a center director and other staff to support its operations as well as funding to support stipends for guest scholars and trainers and stipends for institutes. The request also includes funding needed to provide coverage for faculty who are released from their full-time teaching load to pursue in-depth research and inquiry aimed at improving teaching and learning. Additional funds are requested for goods and services for the TLC and travel funds for the staff to attend professional conferences.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

The activities of the TLC will be focused on improving student learning outcomes, with an emphasis on serving the unique characteristics of our highly diverse student population.

Performance Measure detail:

Fully describe and quantify expected impacts on state residents and specific populations served. What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify: This proposal was developed in an effort to support the goals articulated in the 2015 Roadmap and the Results Washington project.
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

This proposal is the result of work done by faculty who recently participated in a Teaching and Learning National Institute and the work done by the Equity Council who have been working to develop a comprehensive approach to improving services to traditionally underserved populations. Evergreen's Washington Center for Improving the Quality of Undergraduate Education serves as the National Resource for Learning Communities. In addition to providing resources to educators who seek to improve their teaching, the Center hosts two major conferences each summer, the National Summer Institute on Learning Communities and the Teaching and Learning National Institute. The Center serves as a national resource for two- and four-year institutions who are striving to improve the quality of teaching on their campus. Their work will inform the development of a Teaching and Learning Center that is student-centered and firmly grounded in Evergreen's Core Themes of integrated interdisciplinary learning; community engagement; environmental stewardship and social justice; and, diversity and equity.

What are the consequences of not funding this request?

Lack of funding for the TLC would significantly hamper our efforts to provide a comprehensive, coherent plan for faculty and staff development aimed at serving our students who need help the most. There is a critical need for identifying and disseminating knowledge about practices that support highly effective teaching and learning for faculty and staff who work with traditionally underserved student populations.

How has or can the agency address the issue or need in its current appropriation level?

While there are faculty and staff development opportunities currently available on the campus, they are neither coordinated nor focused on the needs of our underserved student population. Though current resources can be reallocated to focus on identifying currently available resources, those resources are not sufficient to identify or develop training components that are currently unavailable on campus.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.

More information about the ways in which the work of the Washington Center can inform the creation of a TLC at Evergreen can be found on the Center's website at:
<http://www.evergreen.edu/washingtoncenter/index.html>.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: 376 The Evergreen State College

Decision Package Code/Title: N8 Teacher Preparation Program

Budget Period: 2017-19

Budget Level: PL - Performance Level

Agency Recommendation Summary Text: This request seeks funding to create an accelerated path for students who wish to obtain a master's degree in teaching along with the required credentials to teach in a K-12 classroom in the state of Washington. Students who enter this program will have the opportunity to earn a bachelor's degree, a Master in Teaching degree, and the requisite certifications within a five-year period.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
General Fund-State 001-1	0	296,598	296,598	296,598
Total Cost	0	296,598	296,598	296,598
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0.0	3.0	3.0	3.0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
A-Salaries	0	227,865	227,865	227,865
B-Employee Benefits	0	68,733	68,733	68,733

Package Description

- Background:** The Master in Teaching program at Evergreen produces highly effective, award-winning teachers whose preparation is immersed in social justice and cultural competency. The program integrates teaching skills with rich intellectual explorations on the nature of teaching and learning. Students spend the first year on coursework and weekly classroom experiences. The second year is primarily focused on student teaching in the fall and spring quarters and coursework in the winter quarter. Upon graduation, MiT graduates are widely sought by Washington principals resulting in the placement of 100% of students in the class of 2016 into classrooms by the fall of 2016. Alumni from this program have been recognized for excellence by local, state, and national organizations. They have garnered local and state Teacher of the Year and Distinguished Educator awards as well as the Washington State Legislature's Civic Educator of the Year, and the Teacher of the Year award of the Washington Art Education Association. They have earned national recognition from foundations, which have provided grants and awards such as the Milken Educator Award, Herbst Foundation Award for Excellence in Teaching, the National Endowment for the Humanities and the National Council for Geographic Education.
- Current situation:** Evergreen is keenly aware of the statewide shortage of highly qualified teachers and recognizes this shortage affects the ability of the state to reach the goals set forth by Results Washington. These include achieving a World Class education for Washington citizens by increasing

the proportion of students who come to school ready to learn, the portion of students who graduate from high school, and the number of students who attain a postsecondary education. These goals are closely linked to the 2015 Roadmap goals established by the Washington Student Achievement Council that aim to have all adults, ages 25–44, attain a high school diploma (or equivalent) and to have 70% of all adults hold a postsecondary degree.

The Professional Educator Standards Board (PESB) has identified teacher shortages in several subject and geographic areas, including elementary education and STEM areas and mandated programs to address these shortage areas. PESB has also mandated that programs increase the cultural competence of beginning teachers to serve more effectively the increasingly diverse K-12 student population. Evergreen proposes to address the shortages in elementary education and STEM areas without reducing the MiT program's intense focus on cultural competence, a recognized strength of Evergreen MiT alumni, by creating an accelerated pathway to our MiT program.

- **Proposed solution:** Currently, students enter the program after earning a bachelor's degree at either Evergreen or elsewhere. This request seeks to establish an innovative program that will provide students with the opportunity to graduate within five years with a bachelor's degree, a MiT degree, and the requisite credentials to enter a classroom in Washington prepared to be a highly effective, culturally competent teacher. Preferably, candidates would enter Evergreen as freshmen and follow a sequence of programs that would prepare them to enter the MiT program in their senior year. Alternatively, they could enter Evergreen as transfer students, who have worked with the MiT staff to verify completion of prerequisite coursework by the beginning of senior year, to be ready to enter the accelerated program and graduate with a bachelor's degree and MiT degree.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. The current MiT program is staffed by 9.5 full-time equivalent employees (FTEs), including 6 faculty FTEs, a director and assistant director, a field placement manager, and a 0.5 FTE program coordinator.

	FY 2016	FY 2017
FTE Staff Years	9.5	9.5
A-Salaries and Wages	697,443	697,443
B-Employee Benefits	222,346	222,346
E-Goods and Other Services	43,535	43,535
G-Travel	15,060	15,060
Total:	978,384	978,384

Decision Package expenditure, FTE and revenue assumptions, calculations and details: This proposal anticipates that curriculum planning and faculty hiring for the program would take place in fiscal year (FY) 2018. There would be no additional costs for FY 2018. Funding is sought for the addition of three additional faculty members to the MiT staff in order to implement the accelerated degree program in the FY 2019. The addition of these staff would allow two to three faculty members to rotate to the undergraduate curriculum each year in order to provide the coursework necessary to meet the state's credentialing requirements and to support additional MiT students.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

If funded, this program would provide an accelerated pathway for students who wish to achieve teacher certification while they earn both a bachelor's degree with coursework necessary for science, mathematics, or elementary education endorsements and Master in Teaching degree.

Performance Measure detail: N/A

Fully describe and quantify expected impacts on state residents and specific populations served.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	Yes	Identify: This program would increase the number of highly effective, culturally competent teachers in Washington's K-12 classrooms.
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	Yes	Identify: PESB, Washington State Equity Plan, Results Washington
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result	No	Identify lawsuit (please consult with Attorney General's

Impact(s) To:		Identify / Explanation
of litigation?		Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

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

Evergreen sought to develop an accelerated pathway to teaching while maintaining the integrity of our award-winning program.

What are the consequences of not funding this request?


Without the addition of faculty to provide the requisite curriculum at the undergraduate level, Evergreen will be unable to implement the accelerated pathway to certification.

How has or can the agency address the issue or need in its current appropriation level?

Current funding for the MiT program does not provide sufficient resources to deliver the undergraduate coursework necessary to provide an accelerated path to certification.

Other supporting materials: Information about Evergreen's MiT program, including the success of our graduates, can be found on the MiT website at: <http://www.evergreen.edu/mit/home.htm>.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

☒ No 

☐ Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

BASS - BDS029

State of Washington

Summarized Revenue by Account and Source

Budget Period: 2017-19
Dollars in thousands
376 - The Evergreen State College
Agency Level
B1 - 17-19 Operating Budget Request
Supporting Text Included

9/15/2016
1:50PM

	Maintenance Level		Performance Level		Biennium Totals		
	FY2018	FY2019	FY2018	FY2019	FY2018	FY2019	Total
066 - TESC Capital Project							
Total - 0409 - Interest Income - S	50	50			50	50	100
Total - 0424 - Tuition and Fees - S	1,463	1,494			1,463	1,494	2,957
Total - 0633 - Timber Tax Transfer - S	2,075	2,075			2,075	2,075	4,150
066 - TESC Capital Project - State	3,588	3,619			3,588	3,619	7,207
Total - 066 - TESC Capital Project	3,588	3,619			3,588	3,619	7,207
 145 - H E - Grants/Contract							
Total - 0315 - Dept of Interior - F	1	1			1	1	2
Total - 0347 - Nat Science Foundati - F	202	182			202	182	384
Total - 0384 - Dept of Education - F	1,281	1,281			1,281	1,281	2,562
Total - 0393 - Health & Human Svc - F	111	111			111	111	222
Total - 0541 - Contributions Grants - P/L	3,000	3,000			3,000	3,000	6,000
Total - 0546 - Federal Revenue - P/L	275	275			275	275	550
145 - H E - Grants/Contract - Federal	1,595	1,575			1,595	1,575	3,170
145 - H E - Grants/Contract - Private/Local	3,275	3,275			3,275	3,275	6,550
Total - 145 - H E - Grants/Contract	4,870	4,850			4,870	4,850	9,720
 148 - HE - Dedicated Local							
Total - 0384 - Dept of Education - F	40	40			40	40	80
Total - 0402 - Income From Property - S	4	4			4	4	8

Total - 0405 - Fines, Forfeits - S	65	65	65	65	130
Total - 0420 - Charges for Services - S	340	340	340	340	680
Total - 0424 - Tuition and Fees - S	3,300	3,300	3,300	3,300	6,600
Total - 0430 - Dedicated Stu Fees - S	3,300	3,300	3,300	3,300	6,600
Total - 0499 - Other Revenue - S	39	39	39	39	78
Total - 0541 - Contributions Grants - P/L	12	12	12	12	24
148 - HE - Dedicated Locl - State	7,048	7,048	7,048	7,048	14,096
148 - HE - Dedicated Locl - Federal	40	40	40	40	80
148 - HE - Dedicated Locl - Private/Local	12	12	12	12	24
Total - 148 - HE - Dedicated Locl	7,100	7,100	7,100	7,100	14,200
149 - Inst of HI ED-Operat					
Total - 0409 - Interest Income - S	21	21	21	21	42
Total - 0424 - Tuition and Fees - S	30,862	31,511	30,862	31,511	62,373
149 - Inst of HI ED-Operat - State	30,883	31,532	30,883	31,532	62,415
Total - 149 - Inst of HI ED-Operat	30,883	31,532	30,883	31,532	62,415
376 - The Evergreen State College - State	41,519	42,199	41,519	42,199	83,718
376 - The Evergreen State College - Federal	1,635	1,615	1,635	1,615	3,250
376 - The Evergreen State College - Private/Local	3,287	3,287	3,287	3,287	6,574
Total - 376 - The Evergreen State College	46,441	47,101	46,441	47,101	93,542

Agency 376: The Evergreen State College
2017-19 Operating Budget Request

State of Washington
Request for Fees
2017-19 Biennium

		Page
Code	Title	
AGENCY	376	The Evergreen State College

							Incremental Revenue Dollars in Thousands						
							GF-S		Other Funds				
Agy #	Agency Name	Fee Code	Name of Fee	Is a bill required?	Z-Draft # (or Pending)	New, Increased, Continued?	FY 2018	FY 2019	FY 2018	FY 2019	Tied to Expenditure Change?	Fee Payer Position	Explanation of Change See Instructions
376	The Evergreen State College	1100	Resident undergraduate tuition	No		Increased over FY 16	(2,227)	545	-	-	Covers increased operating costs due to inflation.	Agency-initiated	Tuition will increase by 2.1%, which is the limit on tuition increases based on methodology set forth in RCW 28B.15.067(6)(c).
376	The Evergreen State College	1200	Non-resident undergraduate tuition	No		Increased	736	641	-	-	Covers increased operating costs due to inflation and other factors.	Agency-initiated	Tuition will increase by 2.1%, which applies the same the limit on tuition increases as set forth in RCW 28B.15.067(6)(c).
376	The Evergreen State College	1201	Resident graduate tuition	No		Increased	127	79	-	-	Covers increased operating costs due to inflation and other factors.	Agency-initiated	Tuition will increase by 2.1%, which applies the same the limit on tuition increases as set forth in RCW 28B.15.067(6)(c).
376	The Evergreen State College	1202	Non-resident graduate tuition	No		Increased	22	19	-	-	Covers increased operating costs due to inflation and other factors.	Agency-initiated	Tuition will increase by 2.1%, which applies the same the limit on tuition increases as set forth in RCW 28B.15.067(6)(c).
376	The Evergreen State College	1300	Summer resident undergraduate tuition	No		Continued	-	-	-	-			
376	The Evergreen State College	1301	Summer non-resident undergraduate tuition	No		Continued	-	-	-	-			
376	The Evergreen State College	1302	Summer resident graduate tuition	No		Continued	-	-	-	-			
376	The Evergreen State College	1303	Summer non-resident graduate tuition	No		Continued	-	-	-	-			
376	The Evergreen State College	2200	Service and Activities Fee	No		Increased	50	82			Covers increased operating costs due to inflation and other factors.	Agency-initiated	S&A fees will increase by 2.0%.
376	The Evergreen State College	2201	Summer Quarter Service and Activities Fee	No		Continued	-	-	-	-			
376	The Evergreen State College	2300	Other mandatory fees	No		Increased	24	34			Covers increased operating costs due to inflation.	Agency-initiated	Building fees will increase by 2.1%, which applies the same the limit on tuition increases as set forth in RCW 28B.15.067(6)(c).
376	The Evergreen State College	3100	Existing campus lab/courses fees	No		Continued	-	-	-	-			
376	The Evergreen State College	4100	Fee-based degree, fee-based non-credit, fee-based credit	No		Continued	-	-	-	-			
376	The Evergreen State College	5100	Application fees	No		Continued	-	-	-	-			
376	The Evergreen State College	5200	All other administrative fees	No		Continued	-	-	-	-			169

BASS BDS030

Form B9-1

State of Washington

Working Capital Reserve

Budget Period: 2017-19
Agency: 376 The Evergreen State College
Version: B1 17-19 Operating Budget Request

09/06/2016

10:31:14AM

Page: 1

		FUND ADMINISTRATOR AGENCY ONLY	FUND ADMINISTRATOR AGENCY ONLY
		RECOMMENDED ENDING FUND BALANCE	RECOMMENDED ENDING FUND BALANCE
FUND	FUND TITLE	Current Biennium	Ensuing Biennium
145	Inst of Hi Ed-Grants/Contracts Acct	40,000	40,000
148	Inst of Hi Ed-Dedicated Local Acct	15,700,000	15,700,000
149	Inst of HI ED-Operating Fees Acct	6,000,000	6,000,000

	Code	Title
AGENCY	376	The Evergreen State College

2017-19 Federal Funding Estimates Summary

Date: August 31, 2016

CFDA NO.*	Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts	State Match Source [001-1, XXX-1, etc.]
Agency Total					
	FY 2016	12,094,158	12,094,158	131,691	846-1, Dept budgets
	FY 2017	11,917,729	11,917,729	131,691	846-1, Dept budgets
	FY 2018	11,537,667	11,537,667	131,691	846-1, Dept budgets
	FY 2019	11,517,385	11,517,385	131,691	846-1, Dept budgets
Federal Agency Name: Nat'l Science Fnd					
47.076	STEM scholarships/TUES EDU Range				
	Activity # A004				
	FY 2016	148,071	148,071	0	
	FY 2017	100,511	100,511	0	
	FY 2018	100,512	100,512	0	
	FY 2019	80,230	80,230	0	
Federal Agency Name: Nat'l Science Fnd					
47.074	VISTAS Collab. Research				
	Activity # A004				
	FY 2016	117,293	117,293	0	
	FY 2017	101,427	101,427	0	
	FY 2018	101,427	101,427	0	
	FY 2019	101,427	101,427	0	
Federal Agency Name: US Dept. of the Interior					
15.AAA	Mt. Rainier Co-Op				
	Activity # A004				
	FY 2016	1,105	1,105	0	
	FY 2017	1,300	1,300	0	
	FY 2018	1,300	1,300	0	
	FY 2019	1,300	1,300	0	
Federal Agency Name: US Dept. of Education					
84.047A	Upward Bound				
	Activity # A004				
	FY 2016	729,999	729,999	0	
	FY 2017	696,000	696,000	0	
	FY 2018	696,000	696,000	0	
	FY 2019	696,000	696,000	0	
Federal Agency Name: US Dept. of Defense					
15.000A	JBLM Seed Production				
	Activity # A004				
	FY 2016	154,156	154,156	0	
	FY 2017	121,000	121,000	0	
	FY 2018	107,000	107,000	0	
	FY 2019	107,000	107,000	0	

	Code	Title
AGENCY	376	The Evergreen State College

2017-19 Federal Funding Estimates Summary

Date: August 31, 2016

CFDA NO.*	Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts	State Match Source [001-1, XXX-1, etc.]
	Federal Agency Name: Nat'l Endow. Of the Arts				
45.024	Our Town				
	Activity # A004				
	FY 2016	59,887	59,887	0	
	FY 2017	1,164	1,164	0	
	FY 2018	0	0	0	
	FY 2019	0	0	0	
	Federal Agency Name: Dept. of Health and Human Services				
93.855	NIH Evergreen Phage Conference				
	Activity # A004				
	FY 2016	4,000	4,000	0	
	FY 2017	4,000	4,000	0	
	FY 2018	4,000	4,000	0	
	FY 2019	4,000	4,000	0	
	Federal Agency Name: US Dept. of Education				
84.042A	KEY				
	Activity # A004				
	FY 2016	287,500	287,500	0	
	FY 2017	318,710	318,710	0	
	FY 2018	318,710	318,710	0	
	FY 2019	318,710	318,710	0	
	Federal Agency Name: NIFA / USDA				
10.310	USDA Phage Conference				
	Activity # A004				
	FY 2016	20,000	20,000	0	
	FY 2017	0	0	0	
	FY 2018	0	0	0	
	FY 2019	0	0	0	
	Federal Agency Name Dept. of the Interior				
15.649	WDFW Pass Thru				
	Activity # A004				
	FY 2016	11,859	11,859	0	
	FY 2017	18,316	18,316	0	
	FY 2018	0	0	0	
	FY 2019	0	0	0	
	Federal Agency Name: Dept. of the Interior				
15.634	Ctr for Natural Lands Mgmt - ACUB Plug Seed Prod.				
	Activity # A004				
	FY 2016	127,937	127,937	0	
	FY 2017	91,583	91,583	0	
	FY 2018	45,000	45,000	0	
	FY 2019	45,000	45,000	0	172

Agency 376: The Evergreen State College
2017–19 Operating Budget Request

	Code	Title
AGENCY	376	The Evergreen State College

2017-19 Federal Funding Estimates Summary

Date: August 31, 2016

CFDA NO.*	Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts	State Match Source [001-1, XXX-1, etc.]
Federal Agency Name: US Dept. of Education					
84.007	SEOG				
	Activity # A004				
	FY 2016	243,562	243,562	81,187	846-1
	FY 2017	243,562	243,562	81,187	846-1
	FY 2018	243,562	243,562	81,187	846-1
	FY 2019	243,562	243,562	81,187	846-1
Federal Agency Name: US Dept. of Education					
84.033	CWSP				
	Activity # A004				
	FY 2016	257,846	257,846	50,504	Dept. budgets
	FY 2017	266,156	266,156	50,504	Dept. budgets
	FY 2018	266,156	266,156	50,504	Dept. budgets
	FY 2019	266,156	266,156	50,504	Dept. budgets
Federal Agency Name: US Dept. of Education					
84.063	PELL				
	Activity # A004				
	FY 2016	8,179,499	8,179,499	0	
	FY 2017	8,200,000	8,200,000	0	
	FY 2018	7,900,000	7,900,000	0	
	FY 2019	7,900,000	7,900,000	0	
Federal Agency Name: US Dept. of Education					
84.379	TEACH				
	Activity # A004				
	FY 2016	11,124	11,124	0	
	FY 2017	14,000	14,000	0	
	FY 2018	14,000	14,000	0	
	FY 2019	14,000	14,000	0	
Federal Agency Name: US Dept. of Education					
64.12	VA Grant				
	Activity # A004				
	FY 2016	1,740,320	1,740,320	0	
	FY 2017	1,740,000	1,740,000	0	
	FY 2018	1,740,000	1,740,000	0	
	FY 2019	1,740,000	1,740,000	0	

	Code	Title
AGENCY	376	The Evergreen State College

NON-BUDGETED LOCAL FUND SUMMARY

DATE

FUND CODE	FUND NAME	7/1/15 FUND BALANCE*	6/30/17 ESTIMATED FUND BALANCE	2017-19 ESTIMATED REVENUES	2017-19 ESTIMATED EXPENDITURES	6/30/19 ESTIMATED FUND BALANCE
145	Inst of Hi Ed-Grants/Contracts Acct	(48,114)	456	9,720,000	9,720,000	456
148	Inst of Hi Ed-Dedicated Local Acct	17,920,107	17,606,643	14,200,000	14,400,000	17,406,643
440	Inst of Hi Ed-Stores Account	183,097	195,930	210,000	210,000	195,930
448	Inst of Hi Ed-Printing Account	118,730	121,918	320,000	310,000	131,918
450	Inst of Hi Ed-Other Facilities Account	1,265,215	1,604,915	5,600,000	5,600,000	1,604,915
460	Inst of Hi Ed-Motor Pool Account	(244,514)	(318,669)	520,000	600,000	(398,669)
522	Inst of Hi Ed-Associated Students	2,867,382	2,906,638	8,000,000	8,000,000	2,906,638
524	Inst of Hi Ed-Bookstore Account	(429,353)	(556,020)	3,250,000	3,250,000	(556,020)
528	Inst of Hi Ed-Parking Account	(181,424)	(162,734)	1,000,000	1,000,000	(162,734)
573	Inst of Hi Ed-Housing & Food Acct	4,402,976	7,242,691	13,000,000	11,000,000	9,242,691
846	Grant-In-Aid Scholarship/Fellowship	47,517	79,819	20,600,000	20,600,000	79,819
849	Inst of Hi Ed-Student Loan Account	697,819	643,563	30,000	18,000	655,563
859	Inst of Hi Ed-Endowment Local Acct	154,716	24,342	100,000	100,000	24,342
860	Inst of Hi Ed-Inst Financial Aid Acct	431,663	401,809	2,000,000	2,000,000	401,809
						-
						-
						-

* This column must agree with the 6/30/15 CAFR balance.

ELECTRONIC SUBMITTAL CONFIRMATION FORM

Agency Number: 376

Agency Name: The Evergreen State College

Agencies are required to provide electronic access to each decision package in their budget request as part of the submittal process. Confirm Option 1 or 2 below:

Option 1:

- ☐ This agency posts all decision packages for our 2017-19 budget request to our public facing website at the following URL:

URL: http://www.evergreen.edu/budget/

Option 2:

- ☐ This agency does not post decision packages and has forwarded copies via e-mail to OFM.Budget@ofm.wa.gov.

These decision packages conform to our agency's ADA accessibility compliance standards.

Agency
Contact: Lisa Dawn-Fisher

Contact Phone: (360) 867-6185

Contact E-mail: dawnl@evergreen.edu

Date: 09/16/2016

Attachment A-1
Locally-Authorized Salary Increases

Agency 376: The Evergreen State College
 2017–19 Operating Budget Request

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

Institution:

	Non-Represented Employees	Represented (Collectively-Bargained) Employees			
		<i>UFE</i>	<i>WFSE (nonsupervisory)</i>	<i>WFSE (supervisory)</i>	<i>WFSE-SSSSU</i>
FY 14	\$249	\$884	\$203	\$20	\$36
FY 15	\$93	\$111	\$82	\$7	\$13
FY 16	\$293	\$521	\$239	\$26	\$40
TOTAL	\$635	\$1,516	\$524	\$53	\$89

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 most recent CIM submission.

ATTACHMENT A-2

Non-Faculty Collective Bargaining Agreement Impact Template

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

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

Agency	The Evergreen State College
--------	-----------------------------

Bargaining Unit Title	Washington Federal of State Employees (classified - nonsupervisory)
Bargaining Unit Code	00WA

For EACH Increase:

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
3			1-Jul-15	
1.8			1-Jul-16	

Describe increase:

All employees received an increase of 3% in FY 2016 and 1.8% in FY 2017 plus \$500 - \$1,000 per employee in one-time pay raises. Selected classes received an additional 2.5% (listed below.) The agreement also provided for periodic increment date adjustments.

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

For Increases to Specific Job Classes:

(add rows as needed)

Job Class Code	Job Class Title
1071	Program Specialist 2
112K	Forms & Records Analyst 3
197J	Communications Consultant
198F	Graphic Designer
198G	Graphic Designer Senior
204F	Photographer 2
451F	Communications Officer 1
451G	Communications Officer 2

OR

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

(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

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

(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

ATTACHMENT A-2

Non-Faculty Collective Bargaining Agreement Impact Template

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

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

Agency	The Evergreen State College
--------	-----------------------------

Bargaining Unit Title	Washington Federation of State Employees - supervisory
Bargaining Unit Code	00WX

For EACH Increase:

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
3			1-Jul-15	
1.8			1-Jul-15	

Describe increase:

All employees received an increase of 3% in FY 2016 and 1.8% in FY 2017 rates, plus \$500 - \$1,000 per employee in one-time payments. The agreement also provided for periodic increment date adjustments.

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

For Increases to Specific Job Classes:

(add rows as needed)

Job Class Code	Job Class Title

OR

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

(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

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

(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

ATTACHMENT A-2

Non-Faculty Collective Bargaining Agreement Impact Template

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

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

Agency	The Evergreen State College
--------	-----------------------------

Bargaining Unit Title	Washington Federation of State Employees - Student Support Services Staff Union (WFSE-SSSSU)
Bargaining Unit Code	00WX

For EACH Increase:

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
3			1-Jul-15	
1.8			1-Jul-15	

Describe increase:

All employees received an increase of 3% over their FY 2014 rates, plus \$500 - \$1,000 per employee in one-time payments.
--

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

For Increases to Specific Job Classes:

(add rows as needed)

Job Class Code		Job Class Title

OR

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

(add rows as needed)

Job Class Code		Job Class Title	Employee ID Number	Employee Name

OR

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

(add rows as needed)

Job Class Code		Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

ATTACHMENT A-3

Faculty Collective Bargaining Agreement Summary Template

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

	FY 2014	FY 2015	FY 2016	FY 2017
All-Fund Salary Base	14,612,357	13,636,690	14,539,695	15,157,536
Across-the-board increase (State+149) *	772,855	-	409,101	425,795
Across-the-board increase (other funds)	111,430	111,430	111,430	111,430
Longevity Increase (State+149)	Costs included in base	Costs included in base	Costs included in base	Costs included in base
Longevity Increase (other funds)	na	na	na	na
Assignment Pay; Dean/Chair Stipends (State+149)	na	na	na	na
Assignment/stipends (other funds)	na	na	na	na

*Salary increases effective September 1st in each fiscal year

na = not applicable

Attachment B-1

State-Supported Tuition Waivers by Purpose

For the most part, state-supported waivers are outlined in RCW 28B.15.910(1),(2) and (4).

Institution:

Purpose for Granting The WaiverRCW			FY 2015				FY 2016			
			Residents		Non-Residents		Residents		Non-Residents	
			Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
UNDERGRADUATE STUDENTS										
	Adult Basic Ed/ESL		0	\$0	0	\$0	0	\$0	0	\$0
	Veteran		100	\$213,652	10	\$15,952	110	\$233,750	9	\$18,461
	Gender Equity		0	\$0	0	\$0	0	\$0	0	\$0
	Over 18 Credits		0	\$0	0	\$0	0	\$0	0	\$0
	Merit		0	\$0	0	\$0	0	\$0	0	\$0
	Financial Need		1013	\$2,102,994	8	\$28,476	958	\$2,158,387	10	\$66,586
	Reciprocity Agreement		0	\$0	0	\$0	0	\$0	0	\$0
	Other		69	\$271,492	29	\$145,044	80	\$401,537	39	\$277,313
	Subtotal State-Support		1182	\$2,588,138	47	\$189,472	1148	\$2,793,674	58	\$362,360
GRADUATE STUDENTS										
	Graduate Student Asst.		0	\$0	0	\$0	0	\$0	0	\$0
	Veteran		13	\$26,708	0	\$0	18	\$27,111	0	\$0
	WWAMI		0	\$0	0	\$0	0	\$0	0	\$0
	Reciprocity		0	\$0	0	\$0	0	\$0	0	\$0
	Financial Need		100	\$132,635	20	\$79,391	113	\$151,119	17	\$64,543
	Other		10	\$11,919	0	\$0	8	\$13,136	0	\$0
	Subtotal State-Support		123	\$171,262	20	\$79,391	139	\$191,366	17	\$64,543
	TOTAL STATE SUPPORT		1305	\$2,759,400	67	\$268,863	1287	\$2,985,040	75	\$426,903

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

Attachment B-2

Non-State-Supported Tuition Waivers by Purpose

Non-state supported waivers are described in RCW 28B.15.915 and 28B.15.910(3).

Institution:

Purpose for Granting The WaiverRCW			FY 2015				FY 2016			
			Residents		Non-Residents		Residents		Non-Residents	
			Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
UNDERGRADUATE STUDENTS										
	Scholastic Achievement		251	\$232,888	390	\$1,301,458	312	\$321,732	390	\$1,335,035
	Athletic		59	\$180,550	18	\$64,977	53	\$171,590	19	\$114,344
	Subtotal Non State-Support		310	\$413,438	408	\$1,366,435	365	\$493,322	409	\$1,449,379
GRADUATE STUDENTS										
	Scholastic Achievement		0	\$0	0	\$0	0	\$0	0	\$0
	Athletic		0	\$0	0	\$0	0	\$0	0	\$0
	Subtotal Non State-Support		0	\$0	0	\$0	0	\$0	0	\$0
	TOTAL NON STATE SUPPORT		310	\$413,438	408	\$1,366,435	365	\$493,322	409	\$1,449,379

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

Attachment B-3
Financial Aid from Non-State Sources

Agency 376: The Evergreen State College
 2017–19 Operating Budget Request

Institution: _____

	FY 2014		FY 2015		FY 2016	
	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
Federal Grants	2,083	9,059,281	1,991	8,622,523	1,974	8,458,604
Federal Student Loans (Stafford)	2,609	20,114,415	2,503	19,670,355	2,370	18,216,533
Federal PLUS Loans (Parent and Graduate)	296	3,984,351	317	4,379,926	322	4,386,197
Private Grants*	190	635,709	281	865,754	267	709,153
Private Loans	71	753,375	92	1,105,008	83	1,210,485
Three and One Half or Four Percent Set Aside**	932	2,060,079	480	1,194,409	666	1,441,764
Other						

* 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.15.031 requires a minimum of four percent of operating fees be retained by four-year institutions of higher education and a minimum of three and one-half percent of operating fees be retained by the community and technical colleges for the purposes of RCW 28B.15.820.

Attachment B-4

**Cumulative Undergraduate Student
Loan Debt at Graduation**

Institution: The Evergreen State College

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
2010-11	1,269	744	59%	17,422		12,961,630
2011-12	1,289	823	64%	16,013		13,178,627
2012-13	1,189	781	66%	16,800		13,120,944
2013-14	1,158	762	66%	20,422		15,561,535
2014-15	1,006	655	65%	20,241		13,258,079
2015-16**	Not available	Not available	Not available	Not available		Not available

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

**2015-16 data are not available until October 2016.

Attachment E
Maintenance & Operations Costs
For New Facilities Projected to Come On-Line in 2017-19

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: The Evergreen State College

Total gross square feet of campus facilities supported by State Funds:
Total net assignable square feet supported by State Funds:

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		
			Replaced by Project	Renovated in Project		FY 18	FY 19	FY 18	FY 19	FY 16	FY 17	TOTAL
Lecture/Purce Hall (area that requires custodial support)	30000493	24,463		19,800	9/5/2016	100%	100%	1.98	1.98	\$9,233	\$9,233	\$18,465
Lecture/Purce Hall (Mechanical space)	30000493	12,715	1,563	0	9/5/2016	100%	100%	1.15	1.15	\$12,825	\$12,825	\$25,650
										\$0	\$0	\$0
										\$0	\$0	\$0
										\$0	\$0	\$0
										\$0	\$0	\$0
										\$0	\$0	\$0
										\$0	\$0	\$0
										\$0	\$0	\$0
										\$0	\$0	\$0
									TOTAL	\$22,058	\$22,058	\$44,115

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

Component	Proposed Rate per GSF		Estimation Basis for Proposed Rate
	FY 18	FY 19	
091 - Utilities			
092 - Bldg & Utilities Maintenance	\$1.15	\$1.15	Based on APPA standard of 62,000 sq. ft/day
093 - Custodial & Grounds Svcs.	\$1.98	\$1.98	Based on APPA standard of 25,000 sq. ft/day
094 - Ops & Maintenance Support			
TOTAL	\$3.13	\$3.13	