

Space Committee 8-7-08

Attendees: Paul Smith, Patti Z., Sharon Harrison, Sharon Goodman, Sheryl Dorney, Wendy Endress, Steve Trotter, John Pumilio

Guest: Craig Ward

Recorder: Emily Sladek

Introductions and Approval of Minutes –approved

Espresso Cart in Lab I (Craig Ward)

Food Service would like to add an espresso machine to the C3 station. They already have an espresso machine that is being stored on campus. An explanation of C3 structure and selling items was given. *Where would espresso be?* –By the cash register of the existing C3. *Is there power and would cart block windows?* -Craig or Cole will check with Mike Drennon to see if there is power.

- One concern is that the steamer will create noise for classes. Marty Beagle says that there are more classes scheduled in Lab I next year. *What's the decimal level, as a way of making a judgment?* -Discussion of who will be impacted by noise.

ACTION ITEM: Set up a decimal testing for next Space Meeting; invite Marty and his lab techniques, and program secretaries.

- Another issue: Food Service would like to have the espresso machine in the Library. *Where are you going to put it in the Library?* –In the lobby. The espresso stand would not operate during the summer. The espresso stand locks up when closed. The barista stand could be secured with a large cover or other options that are available. *If the espresso stand is moved to Library would any food service be left in Lab I? Where will Summer Conferences eat?* -Sheryl was thinking of using the Library Lobby for Conference Services meals. The Library will have power issues. The Lobby may also be scheduled for other programs. *Is there any place in Sem I, Sem I annex, or in bookstore annex for the espresso machine?* (It doesn't need access to water.) One idea is placing it outside Police Services. Ask Mike Drennon to test it in Lab I and if a generator will do 210.

10-Year Plan (Paul Smith)

The State has changed capital proposal process. Paul would like everyone to be aware of criteria. We will be dealing with renovation into the short future, but in general all areas of the report will be covered by more departments than just Facilities. This year's plan is almost complete. The CBS portion is still being worked on. *Why the shift?* The legislator didn't like some institutions receiving more funding for projects than others. Now, it is priority funded according to enrollment. Our intention is to make multifunctional buildings and spaces. So Space Committee will have more of a role of this in next biennium.

ACTION ITEM: Paul will send description, schedule and guidelines.

Other Items

Steve asks *How is Surge 2009 coming?*

Paul says we are still trying to finalize space assignments for CAB surge. The Greenery, the cost of the kitchen relocation and the bookstore location are still in question.

Discussion of Greenery moving to L 4300.

Currently renovating L4300 kitchen is over total surge budget. Also looking at the cost of renting a food service trailers for 18 months.

What is the grand master plan for 4300? We will see what we have in the past minutes for Library Phase I & II Renovation. Steve thought in planning of Sem. II building L4300 was to be renovated in some part of the Library Renovation to be a high-end dining space.

ACTION ITEM: Paul will send out PDF of L4300 and matrix. Space Committee needs to make a recommendation about long-term use of L4300. Also Paul will send out ideas for CAB Surge. Construction of L4300 needs to be started –meeting next week with Art & John to discuss options. Please get comments in for the next Space Meeting.

Also Lab I/Art Annex Renovation in biennium. Minor Works Projects are a warehouse in Shops and sustainable agriculture food lab.

Sharon Harrison ask *When will we get a timeline for moving back to Library?* Patti will start to notify people in October of their return date. She thinks moves will happen from mid- December to mid-February.

Sheryl asks *When will we start to surge CAB?* Moves should start in Mid-December and go until mid-March when the Greenery moves.

Steve asks *How is the Longhouse Renovations coming ?* Longhouse Surge will be from January to August. Tina and Lara will be the only surge participants.

Next Space Committee Meeting, Thursday, September 4 from 1-3 in the Facilities Conference Room



Office of Financial Management
STATE OF WASHINGTON

Capital Projects Evaluation System: Four-Year Higher Education Institutions



Project Submittal Instructions and Evaluation Guidelines





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CAPITAL PROJECTS EVALUATION SYSTEM: FOUR-YEAR HIGHER EDUCATION INSTITUTIONS

Project Submittal Instructions and Evaluation Guidelines

How to Use This Document

This document provides capital project proposal submission instructions and evaluation guidelines for the public four-year higher education institutions.

- **Section 1.0** provides a summary of legislative intent which led to the creation of the new capital project evaluation system and the State's strategic and financial context as it pertains to higher education. The key dates for the 2009-11 capital project evaluation process are also provided.
- **Section 2.0** presents a description of the evaluation framework for four-year higher education institutions and provides project category definitions.
- **Section 3.0** describes the evaluation process, including evaluation panel structure and process phases.
- **Section 4.0** describes the submittal guidelines, provides instructions for Project Proposals, and provides a proposal checklist.
- **Section 5.0** lists minimum thresholds, describes the overarching evaluation criteria, and includes details on category-specific evaluation criteria and scoring standards that will be used by the evaluation panel to score the four-year higher education institutions' capital projects.

CAPITAL PROJECTS EVALUATION SYSTEM: FOUR-YEAR HIGHER EDUCATION INSTITUTIONS

Project Submittal Instructions and Evaluation Guidelines

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CAPITAL PROJECTS EVALUATION SYSTEM: FOUR-YEAR HIGHER EDUCATION INSTITUTIONS

Project Submittal Instructions and Evaluation Guidelines

1.0 INTRODUCTION: PROJECT EVALUATION OBJECTIVES AND SCHEDULE

1.1 Legislative Background and Direction

Legislative Intent. The 2008 Legislature enacted ESHB 3329, establishing a new process for evaluating and scoring capital project requests by the State's four-year higher education institutions. The legislation emphasized the role of strategic planning in the facility prioritization process, stating that the new process must emphasize "objective analysis, a statewide perspective, and a strategic balance among facility preservation, new construction, and innovative delivery mechanisms."

The Legislation repealed RCW 28B.76.220, which had required development of a single prioritized list of capital project requests across all of the four-year institutions. In its place, the Office of Financial Management (OFM) in consultation with the legislative fiscal committees and the Joint Legislative Audit and Review Committee (JLARC) was directed to design and implement a new process similar to the one used by the State Board for Community and Technical Colleges (SBCTC). In SBCTC system, projects are scored and prioritized within a single, clearly defined category, with specific evaluation criteria identified for project scoring within each category. The Higher Education Coordinating Board (HECB) and SBCTC were directed to provide technical support in developing the new scoring system.

The Legislature's intent is to develop a transparent, objective, and implementable evaluation and scoring system that provides the State's four-year institutions the opportunity to articulate their capital facility needs, while enabling decision-makers to identify tradeoffs and make the best strategic choices given limited State resources.

State Strategic and Financial Context. The new capital project evaluation and scoring system described in this packet is being undertaken within the context of the State's overall goals for higher education, articulated by the Washington Learns Steering Committee report (November 2006) and the HECB master plan (December 2007). These high-level plans identify goals to ensure access to affordable postsecondary education, make advances in academic research that will improve the competitive position of Washington's businesses, and promote innovation and economic growth Statewide. To be effective, these goals need to be linked to specific priorities and strategic investment plans that will ensure appropriate and congruent outcomes. As stated in ESHB 3329, "the Legislature further finds the goal of creating additional, innovative facilities and programs that meet the learning needs of students throughout the State in a timely and cost-effective fashion requires a new approach to facility prioritization that emphasizes strategic planning."

At the same time, the State currently faces significant resource constraints on its ability to fund higher education capital facilities. As stated in ESHB 3329, "the legislature further recognizes that institutions of higher education are likely to require substantial new capital investments in order to continue to provide a wide range of high quality programs to students and the community, and that the State's ability to provide such resources is constrained by increasing capital expenditure needs within the K-12, public safety, social services, and community economic development arenas."

Given these challenges, the Legislature's mandate for a new capital projects evaluation and scoring system is intended to help align the State's higher education goals with capital facility spending choices. Other objectives of the new system are to:

- Provide decision-makers with comprehensive and accurate analysis of the relative value of potential capital projects;
- Provide comparable information across multiple institutions and projects;
- Develop and conduct a transparent, fair, and understandable project evaluation process;
- Respond to legislative direction defining a new role for OFM in evaluating and scoring capital facility project requests submitted by the State's four-year institutions; and
- More closely align the higher education capital project selection process with the community and technical college system model.

1.2 Key Dates for the 2009-11 Capital Project Evaluation Process

Submittal Instructions and Evaluation Guidelines released	July 1, 2008
Question and answer period	July 1 to August 8, 2008
Q & A responses and additional information posted to website (In general, responses will be posted within two working days)	July 1 to August 8, 2008
Meeting with institutions to discuss criteria and evaluation process	July 7-10, 2008
Evaluation Panel Meeting #1: Orientation & Charge	August 11 - 15, 2008
Institutions submit Project Proposals	August 15, 2008
OFM reviews Project Proposals for completeness	August 18 - 29, 2008
Individuals independently review Project Proposals	September 8 - 19, 2008
Evaluation Panel Meeting #2: Discuss application of criteria and develop questions for institutions	September 22 - 24, 2008
Evaluation Panel Meeting #3: Institutions' presentations in Olympia	September 25 to October 1, 2008
Small Panel group reviews; preliminary scoring	October 2 - 9, 2008
Evaluation Panel Meeting #4: Review total scoring for projects	October 15 - 21, 2008
Complete scoring and release results to HECB, legislative fiscal committees, and four-year institutions	November 1, 2008
HECB budget recommendation submitted to OFM and legislative fiscal committees	November 15, 2008
Debrief with institutions	November 24 to December 5, 2008
Governor's Budget Proposal transmitted to Legislature	No later than December 20, 2008
Evaluation Panel Meeting #5: Process improvement session	June 2009

Contact: Rich Struna, Capital Budget Assistant to the Governor, Office of Financial Management, (360) 902-9821, Fax (360) 664-8941, Rich.Struna@OFM.WA.GOV

2.0 PROJECT EVALUATION FRAMEWORK AND CATEGORIES

2.1 Scoring Framework

Capital Requests

Each institution should develop a capital request based on program-based strategic planning and facility master planning. Once projects are selected internally, institutions should prepare and submit a **Project Proposal** for any project that is expected to have a cumulative total appropriated state cost of more than \$2 million during the three biennia beginning in 2009-11. Based upon the project's primary purpose, the institution must identify the particular category (Growth, Renovation, Replacement, Research, or Infrastructure) within which it recommends the project be evaluated. Minor works are not subject to this process and will not be scored or evaluated. Institutions should refer to the 2009-19 Capital Budget Instructions issued by OFM for further guidance on minor works budget requests.

As required by ESHB 3329, the four-year institutions should submit a single prioritized list of proposed projects for the ensuing six-year period. However, ESHB 3329 also requires that "on a pilot basis, the Office of Financial Management shall require one research institution to prepare two separate prioritized lists for each category, one for the main campus, and one covering all of the institution's branch campuses." It is understood that Washington State University will participate in this pilot study.

The proposals must include a **Project Proposal** document and other documentation supporting the request. The Project Proposal must specifically address the evaluation criteria. A key to the success of any capital project is a clear and accurate description of the facility need or problem addressed by the project and a thoughtful analysis of the suggested option to meet the need or solve the problem. Each institution should be prepared to make a strong case that its project is in the best interest of the State.

Evaluation

For the 2009-11 capital budget review, institutions should submit Project Proposals for ***all projects*** for which they are seeking at least \$2 million of state bond and building fee appropriations over the ensuing three biennia, including projects that have already been funded for pre-design or design. For the following biennia, the goal is to move toward scoring only new projects, with the assumption that projects approved for pre-design and/or design in the prior biennia are already in the "pipeline" and will be recommended for funding (unless there are significant changes to scope or cost).

Each project will be evaluated and scored within one of the five defined categories. It is important to point out that ***in terms of total scores, capital projects will be compared to each other only within a category, and will not be compared across categories*** (e.g. Growth projects will only be compared to Growth projects and not to Renovation). The system has not been designed to compare projects across categories and attempts to do so would be inherently flawed.

Once all of the capital project requests have been scored, they will be assembled into a ranked list, by category. The Governor and Legislature will use the rankings to inform and guide development of their capital budget proposals for 2009-11 and subsequent biennia.

The evaluation and scoring process is designed as a two-level process:

- **Overarching criteria:** applicable to all project categories except Infrastructure
- **Category-specific criteria:** applicable within each of the five categories

The following sections offer more detail on project categories, criteria, evaluation process, and submittal guidelines.

2.2 Capital Project Categories and Definitions

Exhibit A presents a summary of the capital project evaluation categories and scoring criteria. Each capital project request should be made exclusively within one of the five categories, based on the institution's assessment of the project's primary purpose. Projects whose primary purpose is research or economic development should be included within the research category, even if these projects are renovations or replacements. In assigning projects that serve both the research and the instructional missions, consider the percentage of assignable square feet allocated to each mission.

Each major capital project request should be made exclusively within one of these five categories:

- Growth
- Renovation
- Replacement
- Research
- Infrastructure

For projects under \$2 million, the institutions may also submit projects as **Minor Works**, aggregated by primary purpose and prioritized (for more details, see OFM's 2009-19 Capital Budget Instructions). The institutions do not need to submit Project Proposals for Minor Works projects.

The project categories are based on legislative direction and definitions, as follows¹:

Growth: Access-related projects to accommodate enrollment growth

Projects that are access-related to accommodate enrollment growth at main and branch campuses, at existing or new university centers, or through distance learning. Growth projects should provide significant additional student capacity. Proposed projects must demonstrate that they are based on solid enrollment demand projections; provide enrollment access more cost-effectively than alternatives, such as university centers and distance learning; and make cost-effective use of existing and proposed new space.

¹ ESHB 3329 had combined Renovation/Replacement projects in one category; the recommended system separates them into two categories to provide more nuanced scoring criteria and mirror the SBCTC process and those in place in other states.

Renovation: Projects that renovate facilities to restore building life and upgrade space for program requirements

Projects that replace failing permanent buildings or renovate facilities to restore building life and upgrade space to meet current program requirements. Renovation projects should represent a complete renovation of a total facility or an isolated wing of a facility. A reasonable renovation project should cost between sixty to eighty percent of current replacement value and restore the renovated area to at least twenty-five years of useful life. New space may be programmed for the same or a different use than the space being replaced or renovated and may include additions to improve access and enhance the relationship of program or support space.

Replacement: Projects that replace failing permanent buildings to restore building life and upgrade space for program requirements

Facilities that cannot be economically renovated are considered replacement projects. New space may be programmed for the same or a different use than the space being replaced or renovated and may include additions to improve access and enhance the relationship of program or support space.

Research: Projects that promote economic growth and innovation through expanded research activity; equipment may be included

Projects that promote economic growth and innovation through expanded research activity. The acquisition and installation of specialized equipment is also authorized under this category.

Infrastructure: Major stand-alone infrastructure projects

Major stand-alone campus infrastructure projects that exceed the minor works threshold limit of \$2 million

Exhibit A: Draft Project Categories and Evaluation Criteria



3.0 PROCESS FOR PROJECT EVALUATION AND SCORING

3.1 Evaluation Panel Structure

Exhibit B is a schematic of the project evaluation and scoring process that will be used for 2009-11 capital project requests. The process involves formation of a **Capital Projects Evaluation Panel** with the following recommended composition:

- Office of Financial Management (3) – representatives from both operating and capital sections
- Higher Education Coordinating Board (3)
- CTED (1)
- GA (1)
- Staff from four-year institutions:
 - Capital Facilities (3)
 - Academic Affairs (3)
- Capital facilities experts from an independent college or consultant (2-3)

Organizational Structure. The 16- to 17-member panel will be organized into four or five smaller groups, who will each be responsible for evaluating and scoring a subset of the submitted projects. The Panel will operate in accordance with several guidelines:

- The small groups will evaluate and score projects in one or, depending upon proposal volume, multiple categories
- Representatives from four-year institutions will not score their own projects
- Members of each group will review Project Proposals individually, then meet in their small groups to discuss and come to agreement on scoring within each set of criteria
- OFM Higher Education Capital Budget Analyst and legislative capital budget staff will facilitate the process and participate ex officio in scoring discussions as non-voting members

Evaluation and Scoring Process Objectives. The evaluation process has the following objectives:

- Provide decision-makers with comprehensive and accurate analysis of the relative value of potential capital projects
- Conduct a transparent, fair, and understandable project review process
- Provide comparable information across multiple institutions and projects
- Respond to legislative direction defining a new role for OFM in evaluating and scoring capital facility project requests
- More closely align the higher education capital project selection process with the community and technical college system model

Exhibit B: Process for Project Evaluation and Scoring

Evaluation & Scoring Process Objectives

- Provide decision-makers with comprehensive and accurate analysis of the relative value of potential capital projects
- Conduct a transparent, fair, and understandable project review process
- Provide comparable information across multiple institutions and projects
- Respond to legislative direction defining a new role for OFM in evaluating and scoring capital facility project requests
- More closely align the higher education capital project selection process with the community and technical college system model

CAPITAL PROJECTS EVALUATION PANEL

PANEL STRUCTURE

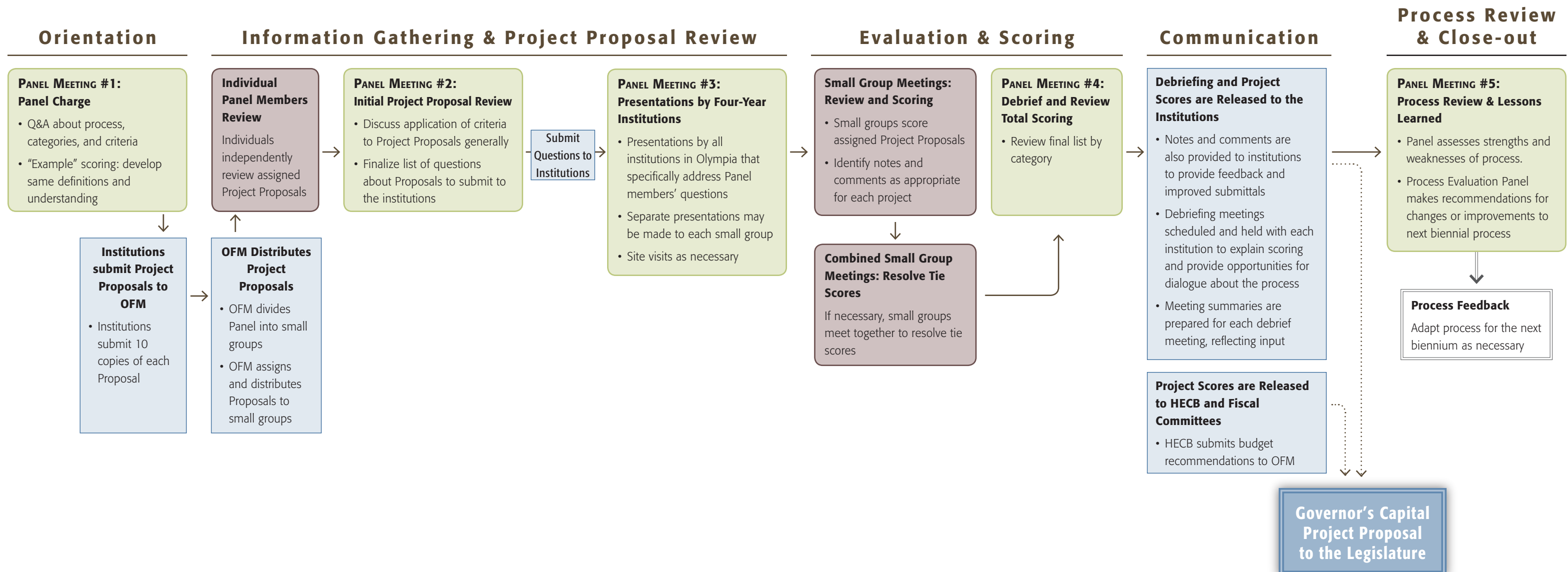
- 16-17 panel members score and evaluate the projects; initial review and scoring is done in small groups of 4-5
- Groups evaluate and score projects in one or, depending upon proposal volume, multiple categories
- Representatives from four-year institutions will not score their own projects
- Institutions will identify up to two individuals with capital facilities expertise and up to two individuals from academic affairs. Final composition will be determined by OFM in consultation with legislative staff
- OFM and legislative capital budget staff will facilitate the scoring process and participate ex officio in scoring discussions as non-voting members

PANEL MEETINGS

- Meeting #1: Orientation and Charge
- Meeting #2: Initial Project Proposal Review
- Meeting #3: Presentations by Institutions
- Meeting #4: Debrief and Review Scoring
- Meeting #5: Process Review

RECOMMENDED PANEL COMPOSITION

- OFM (3)
- HECB (3)
- CTED (1)
- GA (1)
- Four-year institutions:
 - Capital Facilities (3)
 - Academic affairs (3)
- Capital facilities experts from an independent college, or consultant (2-3)



3.2 Evaluation Process Phases

As reflected in **Exhibit B**, the Panel will work through a multi-part process:

1. Orientation
2. Information Gathering & Project Proposal Review
3. Evaluation and Scoring
4. Communication
5. Process Review and Close-out (post legislative session)

Prior to the beginning of this process, there will be an opportunity for institutions to present questions to OFM, and Question and Answer (Q & A) responses and additional information will be posted to OFM's website (in general, responses will be posted within two working days).

In addition, OFM will also set up a Q & A meeting with institutions in a central location to discuss categories, criteria, and evaluation process, where institutions will have another opportunity to ask questions about the evaluation system.

PHASE 1: Orientation

During the orientation phase there will be one meeting. The purpose of the meeting is to acquaint the panel members with the process and guidelines for evaluating projects, as well as to make sure that all members understand the desired outcomes of the process.

Panel Meeting #1: Panel Charge

- Overview and Q&A about the process, project categories, and evaluation criteria
- "Example scoring" and development of a common understanding about definitions, criteria, and scoring protocols
- Product: Meeting Summary #1 is prepared, reflecting the discussion and resolving any key issues

PHASE 2: Information Gathering and Initial Project Report Review

In general, Project Proposals should be clear and need no additional explanations. However, given that this is the first time that projects will be submitted and evaluated via this process, the purpose of Phase 2 is to surface any questions on the part of the Panel Members and allow the institutions to clarify their submittals. At the beginning of the phase OFM will divide Panel Members into small groups of four or five people and distribute Project Proposals to them (groups will evaluate and score projects in one or, depending upon proposal volume, multiple categories). The Panel Members will independently review the Project Proposals and note any questions they have about how to apply the criteria to the projects and any questions they may have for institutions about their proposals.

At their second meeting, panel members will discuss their questions and finalize a question list to be provided to the institutions. At the third panel meeting, the institutions will make presentations to the Panel Members addressing questions raised (separate presentations may be made to each small group). After the third meeting, OFM may arrange visits to some project sites if deemed essential to the evaluation process.

Panel Meeting #2: Initial Project Proposal Review

- Discuss application of criteria to Project Proposals generally
- Finalize list of questions about the proposals to submit to institutions
- Products: List of questions for institutions is prepared; Meeting Summary #2 is prepared, reflecting the discussion and conclusions

Panel Meeting #3: Presentations by Four-Year Institutions

- Presentations by all institutions in Olympia that specifically address Panel members' questions; separate presentations may be made to each small group
- Product: Meeting Summary #3 is prepared, reflecting the discussion and conclusions

PHASE 3: Evaluation and Scoring

The purpose of Phase 3 of the process is to determine a score for each project within each category. *(Note: The categories will not be ranked, nor will projects in one category be compared against projects in a different category).* The Panel Members will meet in small groups to assign scores to each project they have been assigned to review. After that, if necessary, two (or more) small groups will meet together to resolve any tie scores that may have resulted from projects being scored by different groups within the same category. The individual scores will then be compiled into draft lists by OFM. At Meeting #4, the draft lists will be reviewed by all of the Panel Members and notes, comments, and feedback for institutions about the proposal will be identified.

Small Group Meeting: Review and Scoring

- Score assigned Project Proposals
- Identify notes, comments, and feedback as appropriate for each project, to convey back to the four-year institutions

Combined Small Group Meetings: Resolve Tie Scores

- If necessary, two (or more) small groups meet together to resolve tie scores

Panel Meeting #4: Debrief and Review Total Scoring

- Review final list for each category (as developed by the small groups)
- Products: A project list and accompanying project scores for each category are prepared; Notes and comments for institutions are prepared; Meeting Summary #4 is prepared, reflecting the discussion and conclusions

PHASE 4: Communication

There is no panel meeting in Phase 4 because the purpose of this Phase is to debrief with the institutions. Project scores will be released to Fiscal Committees in the Legislature, the HECB and the institutions. Four-year institutions will also receive notes and comments about the Project Proposals. OFM will hold meetings with each individual institution to explain the scoring and debrief about the process. During this Phase, HECB will review the list and include the relative share of the higher education capital budget that the Board recommends be assigned to each project category to OFM by November 15, 2008, and to the Legislature by January 1, 2009.

- Product: HECB budget recommendation is submitted to OFM; Meeting Summaries are prepared for each debrief meeting, reflecting input

PHASE 5: Process Review and Close-out (post legislative session)

The purpose of the final Phase is to improve the overall process for the next biennium. Once the Legislative session is over and capital projects have been selected for funding, the Panel Members will meet to review the evaluation process, identify strengths and weaknesses, and recommend changes for the next biennium. To the extent that other information, including cost benchmarks becomes available, it should be incorporated in future evaluation and scoring system revisions.

During this Phase, institutions and other stakeholders will also have an opportunity to comment and present suggestions regarding process, categories, and evaluative criteria.

Panel Meeting #5: Process Review and Lessons Learned

- Assess the strengths and weaknesses of the process
- Make recommendations for changes or improvements to the evaluation process for the next biennial process
- Product: Process is adapted to reflect Evaluation Panel recommendations; Meeting Summary #5 is prepared, reflecting the discussion and recommendations

The goal for OFM and the State is to ensure a *predictable capital expenditure program over the next several biennia*. For that reason, starting in 2011-13 biennium, this process will result in a prioritized list within each category, comprised of (a) major projects already approved from prior biennia for pre-design or design phases, and (b) new major projects from the current biennium that scored well in the evaluation. New projects will be ranked below previously approved projects within a specific category, as the order of pipeline projects will not be changed. Therefore, the big question for OFM to determine each capital budget cycle will be: *"which new projects can come onto the prioritization list?"*

Beginning with the 2011-13 biennium only new projects will be scored, with the assumption that projects approved for pre-design and/or design in the prior biennia are already in the "pipeline" and will continue to be funded (unless there are significant changes to scope or cost).

4.0 PROJECT PROPOSAL: SUBMITTAL GUIDELINES

4.1 Project Proposal Submittal and Due Date

- Submittals are **limited to 10 pages** (excluding project cost, diagrams and sketches, and appendices, cover sheet, title page, and table of contents)
- Each Project Proposal must be submitted within a single Project Category; projects within the Minor Works category do not need a Project Proposal
- Institutions should **submit ten copies to OFM**, along with an electronic copy of the request
- **Submittals are due to OFM on August 15, 2008, by 5:00 pm**
- Submit electronic copies to Rich Struna, Rich.Struna@OFM.WA.GOV

4.2 Project Proposal Format

Project Proposals should be organized in four parts:

1. Summary Narrative about the Project
2. Overarching Evaluation Criteria: How the project meets each of the two criteria
3. Category-specific Information: Clearly addresses each individual evaluation criterion within the category
4. Appendices: Supplemental and supporting documentation, including technical exhibits

4.3 Submittal Guidelines

The following guidelines have been prepared to assist submitters. Each **Project Proposal** should address the following elements:

1. Summary Narrative: Project Scope and Description

Please succinctly describe the proposed project, including the following information:

- ☐ Category of project request
- ☐ Expected project schedule or timeframe
- ☐ Estimated Funding, by source and biennium
- ☐ Problem statement, short description of the project—the needs and the benefits
- ☐ History of the project or facility
- ☐ Programs addressed or encompassed by the project

2. Overarching Evaluation Criteria

Submittals should show how the project addresses the overarching capital project evaluation criteria:

Integral to Achieving Statewide Policy Goals

- ☐ Identify the statewide goal or goals the project is expected to address, and describe how and the specific extent to which it will do so.

Integral to Institutional Planning and Goals

- ☐ Describe the proposed project's relationship and relative importance to the institutional (a) campus Master Plan, (b) campus Facilities Plan, and (c) Strategic Plan.
- ☐ Identify whether the proposed project is the institution's first, second, or third priority for state funding among all of the projects the institution is proposing in the 2009-11 biennium.

3. Category-specific Information: Response to Evaluation Criteria

A summary of the five project categories and the associated category-specific evaluation criteria is shown below. Proposers should clearly state how each project submitted meets the criteria within its category, attaching supporting data (and noting on which page it can be found) where appropriate.

For complete detail on the evaluation criteria and their associated scoring, please consult **Section 5**.

A. GROWTH CATEGORY

- ☐ **Enrollment Growth:** Identify the number of additional full-time equivalent (FTE) state-supported students the project is expected to enable the institution to serve when the space is fully occupied. Describe the method by which the number of additional FTEs who can be accommodated by the proposed space has been calculated, and provide and explain the enrollment analysis indicating probable student demand and enrollment from project completion to full occupancy.

Note: points will be awarded based on the following equation: $(\# \text{ of projected FTEs})/300 \times 15$. The maximum of 15 points will be given to a project that adds capacity for 300 or more additional state-supported FTEs.

Identify how many of the additional FTE enrollments are expected to be in high-demand fields, as defined by the HECB, and the particular fields in which such growth is expected to occur.

- ☐ **Availability of Space:** Identify the average number of hours per week each (a) classroom seat and (b) classroom lab is expected to be utilized in Fall 2008 on the proposed project's campus. If the campus does not meet the 22 hours per classroom seat and/or the 16 hours per class lab HECB utilization standards, describe any institutional plans for achieving that level of utilization.

Fall 2008 utilization should be estimated by taking Fall 2007 actual enrollment and increasing it by the percentage by which academic year 2008-09 state-supported enrollment is budgeted to exceed academic year 2008 budgeted enrollment.

- ❑ **Efficiency of Space Allocation:** For each major function in the proposed facility (classroom, instructional labs, offices), identify whether space allocations will be consistent with Facility Evaluation and Planning Guide (FEPG) assignable square feet standards. To the extent any proposed allocations exceed FEPG standards, explain the alternative standard that has been used, and why.

Identify the (a) assignable square feet in the proposed facility; (b) the gross square feet; and (c) the net **building efficiency** ("a" divided by "b").

- ❑ **Reasonableness of Cost:** Provide as much detailed cost information as possible, including baseline comparison of costs per square foot (SF) with similar projects. Comparable projects can be both external and internal to the institution, but there is a preference for a geographic dispersion of comparable projects.

The table below can be used to provide the requested information:

Comparable Facility Name	Location	Gross SF (A)	Total Cost* (B)	Cost per SF (B/A)	Construction End Date	Inflation Adjuster Applied	Adjusted Cost per SF
Comparable X							
Comparable X							
Comparable X							

*Cost = Total Project Cost – Site Acquisition Cost

In addition to the information in the table, describe: (a) why the selected project is comparable, (b) the cost inflator(s) used (specify comparison base year and inflator applied and note any adjustments made for geographical location, as well as the basis for those adjustments), and (d) the construction methodology that will be used for the proposed project.

- ❑ **Program-related Space Allocation:** Identify planned use or uses of proposed space, including assignable square footages by use type. The table below can be used to provide the requested information:

Type of Space	Assignable Square Feet	Percentage of total
Instructional Space (Classroom, Lab, Library)		
Student Advising/Counseling Services		
Childcare		
Faculty offices		
Administrative		
Maintenance/Central Stores/Student Center		
Total		100%

B. RENOVATION CATEGORY

- ☐ **Age of Building since Last Major Remodel:** Identify the number of years since the last substantial renovation of the facility. If only one portion of a building is to be remodeled, provide the age of that portion only. If the project involves multiple wings of a building that were constructed or renovated at different times, calculate and provide a weighted average facility age, based upon the gross square feet and age of each wing.

- ☐ **Availability of Space:** Identify the average number of hours per week each (a) classroom seat and (b) classroom lab is expected to be utilized in Fall 2008 on the proposed project's campus. If the campus does not meet the 22 hours per classroom seat and/or the 16 hours per class lab HECB utilization standards, describe any institutional plans for achieving that level of utilization.

Fall 2008 utilization should be estimated by taking Fall 2007 actual enrollment and increasing it by the percentage by which academic year 2008-09 state supported enrollment is budgeted to exceed academic year 2008 budgeted enrollment.

- ☐ **Condition of Building:** Provide the facility's condition score (1 superior – 5 marginal functionality) from the 2008 Comparable Framework study, and summarize the major structural and systems conditions that resulted in that score. Provide selected supporting documentation in appendices, and reference them in the body of the proposal.

Identify whether the building is listed on the Washington Heritage Register, and if so, summarize its historic significance.

Note: this criterion is scored differently in the Renovation and Replacement categories. In Renovation, points are weighted more towards buildings in fair condition because buildings at the low end of the condition should be replaced rather than renovated with the exception of those designated for historic preservation. Buildings listed on the Washington Heritage Register with building condition scores of three, four, or five will receive an additional three points in scoring.

- ☐ **Significant Health, Safety, and Code Issues:** Identify whether the project is needed to bring the facility within current seismic, life safety, ADA, or energy code requirements. Clearly identify the applicable standard or code, and describe how the project will improve consistency with it. Provide selected supporting documentation in appendices, and reference them in the body of the proposal.
- ☐ **Reasonableness of Cost:** Provide as much detailed cost information as possible, including baseline comparison of costs per square foot (SF) with similar projects. Comparable projects can be both external and internal to the institution, but there is a preference for a geographic dispersion of comparable projects.

The table below can be used to provide the requested information:

Comparable Facility Name	Location	Gross SF (A)	Total Cost* (B)	Cost per SF (B/A)	Construction End Date	Inflation Adjuster Applied	Adjusted Cost per SF
Comparable X							
Comparable X							
Comparable X							

*Cost = Total Project Cost – Site Acquisition Cost

In addition to the information in the table, describe: (a) why the selected project is comparable, (b) the cost inflator(s) used (specify comparison base year and inflator applied and note any adjustments made for geographical location, as well as the basis for those adjustments), and (d) the construction methodology that will be used for the proposed project.

- ☐ **Efficiency of Space Allocation:** For each major function in the proposed facility (classroom, instructional labs, offices), identify whether space allocations will be consistent with Facility Evaluation and Planning Guide (FEPG) assignable square feet standards. To the extent any proposed allocations exceed FEPG standards, explain the alternative standard that has been used, and why.

Identify the (a) assignable square feet in the proposed facility; (b) the gross square feet; and (c) the net **building efficiency** ("a" divided by "b").

- ☐ **Adequacy of Space:** Describe whether and the extent to which the project is needed to meet modern pedagogical standards and/or to improve space configurations, and how it would accomplish that.

- ☐ **Program-related Space Allocation: Program-related Space Allocation:** Identify planned use or uses of proposed space, including assignable square footages by use type. Table below can be used to provide the requested information:

Type of Space	Assignable Square Feet	Percentage of total
Instructional Space (Classroom, Lab, Library)		
Student Advising/Counseling Services		
Childcare		
Faculty offices		
Administrative		
Maintenance/Central Stores/Student Center		
Total		

C. REPLACEMENT CATEGORY

- ☐ **Age of Building Since Last Major Remodel:** Identify the number of years since the last substantial renovation of the facility. If the project involves replacement of multiple wings of the building or multiple buildings that were constructed or renovated at different times, calculate and provide a weighted average facility age, based upon the gross square feet and age of each wing or building.
- ☐ **Condition of Building:** Provide the facility's condition score (1 superior – 5 marginal functionality) from the 2008 Comparable Framework study, and summarize the major structural and systems conditions that resulted in that score. Calculate a weighted average condition based on square feet where more than one aging building is to be replaced. Provide selected supporting documentation in appendices, and reference them in the body of the proposal.

Identify whether the building is listed on the Washington Heritage Register, and if so, summarize its historic significance.

Note: this criterion is scored differently in the Renovation and Replacement categories. In Replacement, points are weighted toward buildings with marginal functionality.

- ☐ **Significant Health, Safety, and Code Issues:** Identify whether the project is needed to bring the facility within current seismic, life safety, ADA, or energy code requirements. Clearly identify the applicable standard or code, and describe how the project will improve consistency with it. Provide selected supporting documentation in appendices, and reference them in the body of the proposal.
- ☐ **Reasonableness of Cost:** Provide as much detailed cost information as possible, including baseline comparison of costs per square foot (SF) with similar projects. Comparable projects can be both external and internal to the institution, but there is a preference for a geographic dispersion of comparable projects.

The table below can be used to provide the requested information:

Comparable Facility Name	Location	Gross SF (A)	Total Cost* (B)	Cost per SF (B/A)	Construction End Date	Inflation Adjuster Applied	Adjusted Cost per SF
Comparable X							
Comparable X							
Comparable X							

*Cost = Total Project Cost – Site Acquisition Cost

In addition to the information in the table, describe: (a) why the selected project is comparable, (b) the cost inflator(s) used (specify comparison base year and inflator applied and note any adjustments made for geographical location, as well as the basis for those adjustments), and (d) the construction methodology that will be used for the proposed project.

- ☐ **Availability of Space:** Identify the average number of hours per week each (a) classroom seat and (b) classroom lab is expected to be utilized in Fall 2008 on the proposed project's campus. If the campus does not meet the 22 hours per classroom seat and/or the 16 hours per class lab HECB utilization standards, describe any institutional plans for achieving that level of utilization.

Fall 2008 utilization should be estimated by taking Fall 2007 actual enrollment and increasing it by the percentage by which academic year 2008-09 state supported enrollment is budgeted to exceed academic year 2008 budgeted enrollment.

- ☐ **Efficiency of Space Allocation:** For each major function in the proposed facility (classroom, instructional labs, offices), identify whether space allocations will be consistent with Facility Evaluation and Planning Guide (FEPG) assignable square feet standards. To the extent any proposed allocations exceed FEPG standards, explain the alternative standard that has been used, and why.

Identify the (a) assignable square feet in the proposed facility; (b) the gross square feet; and (c) the net **building efficiency** ("a" divided by "b").

- ☐ **Adequacy of Space:** Describe whether and the extent to which the project is needed to meet modern pedagogical standards and/or to improve space configurations, and how it would accomplish that.

- ☐ **Program-related Space Allocation:** Identify planned use or uses of proposed space, including assignable square footages by use type.

The table below can be used to provide the requested information:

Type of Space	Assignable Square Feet	Percentage of total
Instructional Space (Classroom, Lab, Library)		
Student Advising/Counseling Services		
Childcare		
Faculty offices		
Administrative		
Maintenance/Central Stores/Student Center		
Total		

D. RESEARCH CATEGORY

- ☐ **Impact on Economic Development:** Identify any specific state, regional, or local economic development plans associated with the project, and describe how it would support them.

Demonstrate that federal or private funding is likely to be available to support the research that would be conducted in the facility.

Summarize and quantify the expected economic benefits of the project, and provide selected supporting documentation in a clearly referenced appendix.

- ☐ **Impact on Innovation:** Explain how the research activities proposed for the project will advance areas of existing preeminence, or position the institution for preeminence in a field or area. Evidence of existing or potential research preeminence could include, but is not limited to, funding history, faculty qualifications, publications, patents, business spin-offs, etc.
- ☐ **Availability of Research Space:** Describe the extent to which there is sufficient space (square footage) in existing campus facilities to conduct the proposed research.
- ☐ **Adequacy of Research Space:** Describe how and the extent to which existing campus facilities are inadequate to conduct the proposed research.
- ☐ **Availability of Instructional Space:** If the proposed project includes classrooms or instructional lab space, identify the average number of hours per week each (a) classroom seat and (b) classroom lab is expected to be utilized in Fall 2008 on the proposed project's campus. If the campus does not meet the 22 hours per classroom seat and/or the 16 hours per class lab HECB utilization standards, describe any institutional plans for achieving that level of utilization.

Fall 2008 utilization should be estimated by taking Fall 2007 actual enrollment and increasing it by the percentage by which academic year 2008-09 state supported enrollment is budgeted to exceed academic year 2008 budgeted enrollment.

- ☐ **Reasonableness of Cost:** Provide as much detailed cost information as possible, including baseline comparison of costs per square foot (SF) with similar projects. Comparable projects can be both external and internal to the institution, but there is a preference for a geographic dispersion of comparable projects.

The table below can be used to provide the requested information:

Comparable Facility Name	Location	Gross SF (A)	Total Cost* (B)	Cost per SF (B/A)	Construction End Date	Inflation Adjuster Applied	Adjusted Cost per SF
Comparable X							
Comparable X							
Comparable X							

*Cost = Total Project Cost – Site Acquisition Cost

In addition to the information in the table, describe: (a) why the selected project is comparable, (b) the cost inflator(s) used (specify comparison base year and inflator applied and note any adjustments made for geographical location, as well as the basis for those adjustments), and (d) the construction methodology that will be used for the proposed project.

- ☐ **Contribution of Other Funding Sources:** Identify the source and amount of capital planning and construction costs that will be covered by sources other than state tax or building fund appropriations. Provide supporting documentation demonstrating the likelihood that such non-state revenues are likely to be available, and any restrictions on their use.

E. INFRASTRUCTURE CATEGORY

- ☐ **Significant Health, Safety, and Code Issues:** Identify whether the project is needed to bring the facility within current seismic, life safety, ADA, utilities, or transportation code requirements. Clearly identify the applicable standard or code, and describe how the project will improve consistency with it. Provide selected supporting documentation in appendices, and reference them in the body of the proposal.
- ☐ **Evidence of Failure/Ability to Defer Project:** Identify prior facility failures, high cost maintenance, and/or system unreliability. Provide selected supporting documentation in appendices, and reference them in the body of the proposal.
- ☐ **Impact on Institutional Operations without the Infrastructure Project:** Describe how and the extent to which there would be an impact on existing operations or potential impact on future, already funded or planned construction projects should this infrastructure project not occur.
- ☐ **Reasonable Estimate:** Provide as much detailed cost estimate information as possible, including documentation of professional assessment of costs (may contain opinions of external experts or engineering staff from the institution).
- ☐ **Engineering Study:** Identify whether there is a completed comprehensive engineering study, site survey and recommendations, or opinion letter. Provide referenced supporting documentation in appendices.
- ☐ **Supports Facilities Plan:** Describe the proposed project's relationship and relative importance to the institutional Infrastructure Plan, Facilities Master Plan, and/or campus Master Plan.
- ☐ **Resource Efficiency and Sustainability:** Document project benefits associated with low impact development, improvements in energy and resource conservation, and use of alternative energy sources.

Note: "Low Impact Development" refers to an approach to land development that works with nature to manage stormwater as close to its source as possible. Examples include bioretention facilities, rain gardens, vegetated rooftops, rain barrels and permeable pavements.

4. Appendices

Supplemental and supporting project documentation, limited to materials directly related to the evaluation criteria, such as:

- Degree and enrollment growth projections
- Selected excerpts from institutional plans
- Data on instructional and/or research space utilization
- Additional documentation for selected cost comparables
- Selected materials on facility conditions
- Selected materials on code compliance
- Tables supporting calculation of comparative facility costs, program space allocations, weighted average facility age, etc.
- Evidence of consistency of proposed research projects with state, regional, or local economic development plans
- Evidence of availability of non-state matching funds
- Selected documentation of prior facility failures, high cost maintenance, and/or system unreliability for infrastructure projects
- Documentation of professional assessment of costs for infrastructure projects
- Selected documentation of engineering studies, site survey and recommendations, or opinion letters for infrastructure projects
- Copy of the CBS002 and Project Cost Estimate form included in the institution's capital budget submittal

5.0 EVALUATION CRITERIA AND SCORING STANDARDS

5.1 Minimum Thresholds

The proposed capital projects must pass the following minimum thresholds before being evaluated:

All Categories, except Infrastructure

- Project is not an exclusive enterprise function such as a bookstore, dormitory, or contract food service
- Project meets LEED Silver Standard requirements

Renovation

- Project extends the useful life of the facility by at least 25 years

Infrastructure

- Project is not a facility repair project
- Request is a single project
- Majority of the work is beyond the footprint of buildings

5.2 Overarching Evaluation Criteria

Two overarching capital project evaluation criteria have been identified:

1. Integral to achieving statewide policy goals
2. Integral to institutional planning and goals

These overarching criteria reflect the Legislature's intent to align capital project funding with statewide and institutional policy goals and represent **40 total possible points**. Definitions and scoring standards for each of these criteria are displayed in the table below.

The following overarching criteria have been designed to apply to all project categories *except Infrastructure*.

Specific Evaluation Criteria	Scoring Standard	Points
Integral to Achieving Statewide Policy Goals (20 points possible)	<ul style="list-style-type: none"> • Promotes achievement of statewide goals established in the HECB Strategic Master Plan or enacted legislation <ul style="list-style-type: none"> ○ Increases number of bachelor's degrees awarded beyond the 2011 level specified in institution's current HECB/OFM performance measures (Up to 4) ○ Increases number of bachelor's degrees awarded in high-demand fields beyond the 2011 level specified in institution's current HECB/OFM performance measures (Up to 4) ○ Increases number of advanced degrees awarded beyond the 2011 level specified in institution's current HECB/OFM performance measures (Up to 4) ○ Increases economic development through theoretical or applied research (Up to 4) ○ Promotes access for underserved regions and placebound adults through distance learning and/or university centers (Up to 4) ○ Promotes safety from violence for students, faculty, and staff (Up to 4) ○ Promotes partnerships with K-12 and other public and private institutions (Up to 4) <p>Note: Standard will be modified in future biennia to incorporate targets specified in performance agreements negotiated pursuant to Ch. 160, Laws of 2008 (EHB 2641)</p>	Additive, up to 20 points maximum

Specific Evaluation Criteria	Scoring Standard	Points
Integral to Institutional Planning and Goals (20 points possible)	<ul style="list-style-type: none"> Achieves Institutional planning goals and objectives <ul style="list-style-type: none"> Integral to Campus Master Plan Integral to Facilities Master Plan Integral to Institution's Strategic Plan <p>Note: Standard may be modified in future biennia to incorporate targets specified in performance agreements negotiated pursuant to Ch. 160, Laws of 2008 (EHB 2641)</p>	Additive
		Up to 5
		Up to 3
		Up to 2
	<ul style="list-style-type: none"> Project's priority for the Institution <ul style="list-style-type: none"> Priority number 1 Priority number 2 Priority number 3 	Select one
		10
		8
		6

5.3 Growth Category (48 Points possible)

Access-related projects to accommodate enrollment growth

Specific Evaluation Criteria	Scoring Standard	Points
Enrollment Growth (20 points possible)	<ul style="list-style-type: none"> Project adds capacity for State-supported enrollment growth. Points calculated according to the following equation, with maximum points given to a project providing capacity for 300 or more additional FTEs $(\# \text{ of projected FTEs})/300 \times 15 = \text{total number of points}$ 	Proportional, up to 15 points
	<ul style="list-style-type: none"> Demonstrates projected outputs in high demand fields as defined by the HECB 	Yes (5)/No (0)
Availability of Space (5 points possible)	<ul style="list-style-type: none"> Addresses insufficient space on campus to accommodate projected enrollment growth <ul style="list-style-type: none"> Adds classroom space to a campus that exceeds the 22 hour per classroom seat HECB utilization standard, and/or adds class laboratory space to a campus that exceeds the 16 hour per station HECB utilization standard 	Select one 5
	<ul style="list-style-type: none"> Adds classroom space to a campus that does not exceed the 22 hour per classroom seat HECB utilization standard, and/or adds class laboratory space to a campus that does not exceed the 16 hour per station HECB utilization standard; but institution has a specific plan to achieve HECB utilization standards 	3
	<ul style="list-style-type: none"> Adds space to a campus that does not meet HECB utilization standards and has no plan to achieve them 	0

Specific Evaluation Criteria	Scoring Standard	Points
Efficiency of Space Allocation (5 points possible)	<ul style="list-style-type: none"> Proposed space allocations are consistent with FEPG benchmarks or other appropriate benchmarks 	Select one
	<ul style="list-style-type: none"> Project demonstrates consistency with space standards in FEPG benchmarks 	3
	<ul style="list-style-type: none"> Project is not consistent with FEPG benchmarks, but: (1) proposes alternative standards; (2) makes a compelling case regarding why those standards are more applicable to the proposed project than HECB space standards; and (3) documents the proposed space use against those standards 	Up to 3
	<ul style="list-style-type: none"> Project is not consistent with FEPG or other benchmarks 	0
	<ul style="list-style-type: none"> Proposed space allocations are consistent with building efficiency guidelines (ASF/GSF) <ul style="list-style-type: none"> More than 65% (science building more than 60%) 60% - 65% (science building 55% - 60%) Less than 60% (science building less than 55%) 	Select one 2 1 0
Reasonableness of Cost (12 points possible for 2009-2011 biennium)	<ul style="list-style-type: none"> Provides detailed baseline comparison to OFM cost standards <i>[This criterion will not be scored in 2009-11 biennium]</i> <ul style="list-style-type: none"> Within X% of cost range and supporting documentation Outside the range with explanation and supporting documentation Outside of range with no explanation and supporting documentation 	Select one (0 pts for 09-11 biennium)
	<ul style="list-style-type: none"> Provides detailed baseline comparison of costs with specific similar projects (provide detailed explanation and demonstrate comparability of projects) <ul style="list-style-type: none"> Within 10% of average cost range, comparable projects, and supporting documentation Supporting documentation but is either outside the 10% average cost range, or has questionable comparability across projects Outside of range without supporting comparability 	Select one 10 6 0
	<ul style="list-style-type: none"> Demonstrates that the project provides more cost-effective enrollment access than alternatives such as university centers and distance learning 	Select one Yes (2)/No (0)

Specific Evaluation Criteria	Scoring Standard		Points
Program-related Space Allocation (Weighted average, 6 points possible)	<i>Assignable Square Feet</i>	<i>x Percentage of total</i>	<i>x score</i>
	o Instructional Space (Classroom, Lab, Library)		6
	o Student Advising/Counseling Services		4
	o Childcare		4
	o Faculty offices		4
	o Administrative		2
	o Maintenance/Central Stores/Student Center		2
			= total score

5.4 Renovation Category (58 points possible)**Projects that renovate facilities to restore building life and upgrade space for program requirements**

Specific Evaluation Criteria	Scoring Standard	Points
Age of Building Since Last Major Remodel (6 points possible)	<ul style="list-style-type: none"> Age of Building since last major remodel (if building has additions, age should be weighted based on square feet): <ul style="list-style-type: none"> Over 40 years 31-40 20-30 Less than 20 years 	Select one 6 4 2 0
Availability of Space (5 points possible)	<ul style="list-style-type: none"> Project renovates space on campus that is meeting or exceeding the existing HECB utilization standards: <ul style="list-style-type: none"> Renovates classroom space on a campus that exceeds the 22 hour per classroom seat HECB utilization standard and/or renovates class laboratory space on a campus that exceeds the 16 hour per station HECB utilization standard Renovates classroom space on a campus that does not exceed the 22 hour per classroom seat HECB utilization standard and/or renovates class laboratory space on a campus that does not exceed the 16 hour per station HECB utilization standard; but institution has a specific plan to achieve HECB utilization standards Renovates space on a campus that does not meet HECB utilization standards and has no plan to achieve them 	Select one 5 3 0

Specific Evaluation Criteria	Scoring Standard	Points
Condition of Building (15 points possible)	<ul style="list-style-type: none"> Building condition per 2008 Comparable Framework: <ul style="list-style-type: none"> Superior (condition score 1) Adequate (condition score 2) Fair (condition score 3) Needs Improvement—Limited Functionality (condition score 4) Needs Improvement—Marginal Functionality (condition score 5) Buildings of historic significance listed on the Washington Heritage Register, with condition scores 3, 4, or 5 	Select one 0 6 12 8 2 Additional 3
Significant Health, Safety, and Code Issues (10 points possible)	<ul style="list-style-type: none"> Project improves one or more of the following areas by bringing it within current standards or applicable codes (provide supporting documentation): <ul style="list-style-type: none"> Seismic Life safety ADA access Energy code 	Additive Up to 3 Up to 3 Up to 2 Up to 2
Reasonableness of Cost (6 points possible)	<ul style="list-style-type: none"> Provides detailed baseline comparison to OFM cost standards <i>[This criterion will not be scored in 2009-11 biennium]</i> <ul style="list-style-type: none"> Within X% of cost range and supporting documentation Outside the range with explanation and supporting documentation Outside of range with no explanation and supporting documentation Provides detailed baseline comparison of costs with specific similar projects (provide detailed explanation and demonstrate comparability of projects) <ul style="list-style-type: none"> Within 10% of average cost range, comparable projects, and supporting documentation Supporting documentation but is either outside the 10% average cost range, or has questionable comparability across projects Outside of range without supporting comparability 	Select one (0 pts for 09-11 biennium) Select one 6 4 0

Specific Evaluation Criteria	Scoring Standard	Points
Efficiency of Space Allocation (5 points possible)	<ul style="list-style-type: none"> Proposed space allocations are consistent with FEPG benchmarks or sufficient explanation is provided 	Select one
	<ul style="list-style-type: none"> Project demonstrates consistency with space standards in FEPG benchmarks 	3
	<ul style="list-style-type: none"> Project is not consistent with FEPG benchmarks, but: makes a compelling case and provides documentation regarding why those benchmarks are not applicable. 	Up to 3
	<ul style="list-style-type: none"> Proposed space allocations are consistent with building efficiency guidelines (ASF/GSF) 	Select one
	<ul style="list-style-type: none"> More than 65% (science building more than 60%) 60% - 65% (science building 55% - 60%) Less than 60% (science building less than 55%) 	2 1 0
Adequacy of Space (5 points possible)	<ul style="list-style-type: none"> Addresses adequacy of space issues 	Additive
	<ul style="list-style-type: none"> Space upgrades needed to meet modern pedagogical standards 	Up to 3
	<ul style="list-style-type: none"> Improves program space configuration 	Up to 2
Program-related Space Allocation (Weighted average, 6 points possible)	<i>Assignable Square Feet</i>	<i>x Percentage of total</i>
	<ul style="list-style-type: none"> Instructional Space (Classroom, Lab, Library) 	6
	<ul style="list-style-type: none"> Student Advising/Counseling Services 	4
	<ul style="list-style-type: none"> Childcare 	4
	<ul style="list-style-type: none"> Faculty offices 	4
	<ul style="list-style-type: none"> Administrative 	2
	<ul style="list-style-type: none"> Maintenance/Central Stores/Student Center 	2
		= total score

5.5 Replacement Category (57 points possible)

Projects that replace failing permanent buildings to restore building life and upgrade space for program requirements

Specific Evaluation Criteria	Scoring Standard	Points
Age of Building Since Last Major Remodel (6 points possible)	<ul style="list-style-type: none"> Provides documentation to verify the age of the building (calculate a weighted average age based on square feet where more than one aging building is to be replaced) <ul style="list-style-type: none"> Over 40 years 31-40 20-30 Less than 20 	Select one 6 4 2 0
Condition of Building (10 points possible)	<ul style="list-style-type: none"> Building condition per 2008 Comparable Framework (calculate a weighted average condition based on square feet where more than one aging building is to be replaced): <ul style="list-style-type: none"> Superior (condition score 1) Adequate (condition score 2) Fair (condition score 3) Needs Improvement—Limited Functionality (condition score 4) Needs Improvement—Marginal Functionality (condition score 5) 	Select one 0 2 4 8 10
Significant Health, Safety, and Code Issues (10 points possible)	<ul style="list-style-type: none"> Project improves one or more of the following areas by bringing it within current standards or applicable codes (provide supporting documentation): <ul style="list-style-type: none"> Seismic Life safety ADA access Energy code 	Additive Up to 3 Up to 3 Up to 2 Up to 2

Specific Evaluation Criteria	Scoring Standard	Points
Reasonableness of Cost (10 points possible for 2009-2011 biennium)	<ul style="list-style-type: none"> Provides detailed baseline comparison to OFM cost standards <i>[This criterion will not be scored in 2009-11 biennium]</i> <ul style="list-style-type: none"> Within X% of cost range and supporting documentation Outside the range with explanation and supporting documentation Outside of range with no explanation and supporting documentation 	Select one (0 pts for 09-11 biennium)
	<ul style="list-style-type: none"> Provides detailed baseline comparison of costs with specific similar projects (provide detailed explanation and demonstrate comparability of projects) <ul style="list-style-type: none"> Within 10% of average cost range, comparable projects, and supporting documentation Supporting documentation but is either outside the 10% average cost range, or has questionable comparability across projects Outside of range without supporting comparability 	Select one 10 6 0
Availability of Space (5 points possible)	<ul style="list-style-type: none"> Addresses insufficient space on campus to accommodate projected enrollment growth <ul style="list-style-type: none"> Adds classroom space to a campus that exceeds the 22 hour per classroom seat HECB utilization standard, and/or adds class laboratory space to a campus that exceeds the 16 hour per station HECB utilization standard Adds classroom space to a campus that does not exceed the 22 hour per classroom seat HECB utilization standard and/or adds class laboratory space to a campus that does not exceed the 16 hour per station HECB utilization standard; but institution has a specific plan to achieve HECB utilization standards Adds space to a campus that does not meet HECB utilization standards and has no plan to achieve them 	Select one 5 3 0

Specific Evaluation Criteria	Scoring Standard	Points
Efficiency of Space Allocation (5 points possible)	<ul style="list-style-type: none"> Proposed space allocations are consistent with FEPG benchmarks or other appropriate benchmarks 	Select one
	<ul style="list-style-type: none"> Project demonstrates consistency with space standards in FEPG benchmarks 	3
	<ul style="list-style-type: none"> Project is not consistent with FEPG benchmarks, but: (1) proposes alternative standards; (2) makes a compelling case regarding why those standards are more applicable to the proposed project than HECB space standards; and (3) documents the proposed space use against those standards 	Up to 3
	<ul style="list-style-type: none"> Project is not consistent with FEPG or other benchmarks 	0
	<ul style="list-style-type: none"> Proposed space allocations are consistent with building efficiency guidelines (ASF/GSF) 	Select one
	<ul style="list-style-type: none"> More than 65% (science building more than 60%) 	2
	<ul style="list-style-type: none"> 60% - 65% (science building 55% - 60%) 	1
	<ul style="list-style-type: none"> Less than 60% (science building less than 55%) 	0
	<ul style="list-style-type: none"> Addresses adequacy of space issues 	Additive
	<ul style="list-style-type: none"> Space upgrades needed to meet modern pedagogical standards 	Up to 3
	<ul style="list-style-type: none"> Improves program space configuration 	Up to 2
Program-related Space Allocation (Weighted average, 6 points possible)	<i>Assignable Square Feet</i>	<i>x Percentage of total</i>
	<ul style="list-style-type: none"> Instructional Space (Classroom, Lab, Library) 	6
	<ul style="list-style-type: none"> Student Advising/Counseling Services 	4
	<ul style="list-style-type: none"> Childcare 	4
	<ul style="list-style-type: none"> Faculty offices 	4
	<ul style="list-style-type: none"> Administrative 	2
	<ul style="list-style-type: none"> Maintenance/Central Stores/Student Center 	2
		= total score

5.6 Research Category (55 points possible)

Projects that promote economic growth and innovation through expanded research activity; equipment may be included

Specific Evaluation Criteria	Scoring Standard	Points
Impact on Economic Development (15 points possible)		Additive
	• Demonstrates that the proposed project is a critical component of an articulated State, regional, or local comprehensive economic development plan	Up to 5
	• Provides documentation of available federal or private funding for research supported by the project	Up to 5
	• Demonstrates economic impact benefits of the project to the region through an economic impact study	Up to 5
Impact on Innovation (10 points possible)	• Demonstrates research activities proposed for the project will:	Select one
	○ Advance areas of existing preeminence	Up to 10
	○ Position the institution for preeminence in a field or area of research	Up to 7
Availability of Research Space (5 points possible)	• Project addresses insufficient space on campus to accommodate research needs	Select one
	○ Adds research space to a campus in need of additional research facilities	Up to 5
Adequacy of Research Space (5 points possible)	• Addresses suitability of existing space for research needs	Additive
	○ Space upgrades needed to meet research standards or needs	Up to 5

Specific Evaluation Criteria	Scoring Standard	Points
Availability of Instructional Space (5 points possible)	<ul style="list-style-type: none"> Addresses insufficient space on campus to accommodate projected enrollment growth <ul style="list-style-type: none"> Adds classroom space to a campus that exceeds the 22 hour per classroom seat HECB utilization standard, and/or adds class laboratory space to a campus that exceeds the 16 hour per station HECB utilization standard Adds classroom space to a campus that does not exceed the 22 hour per classroom seat HECB utilization standard and/or adds class laboratory space to a campus that does not exceed the 16 hour per station HECB utilization standard; but institution has a specific plan to achieve HECB utilization standards Adds space to a campus that does not meet HECB utilization standards and has no plan to achieve them 	Select one 5 3 0
Reasonableness of Cost (5 points possible)	<ul style="list-style-type: none"> Provides detailed baseline comparison to OFM cost standards <i>[This criterion will not be scored in 2009-11 biennium]</i> <ul style="list-style-type: none"> Within X% of cost range and supporting documentation Outside the range with explanation and supporting documentation Outside of range with no explanation and supporting documentation Provides detailed baseline comparison of costs with specific similar projects (provide detailed explanation and demonstrate comparability of projects) <ul style="list-style-type: none"> Within 10% of average cost range, comparable projects, and supporting documentation Supporting documentation but is either outside the 10% average cost range, or has questionable comparability across projects Outside of range without supporting comparability 	Select one (0 pts for 09-11 biennium) Select one 5 3 0
Contribution of Other Funding Sources (10 points possible)	<ul style="list-style-type: none"> Percent of project funded by sources other than state appropriations or building fund (Projects with 50% or more of their funding coming from outside sources get maximum points) <ul style="list-style-type: none"> (Percent of project funded by non-State sources) x 20 = total points 	Proportional, up to 10 points

5.7 Infrastructure Category (50 points possible)**Major stand-alone infrastructure projects**

Specific Evaluation Criteria	Scoring Standard	Points
Significant life safety and code issues (12 points possible)	<ul style="list-style-type: none"> Project improves one or more of the following areas by bringing it within current standards or applicable codes (provide supporting documentation): <ul style="list-style-type: none"> Seismic issues Life safety ADA violations Utilities issues Transportation issues 	Additive, up to 12 points maximum Up to 4 Up to 4 Up to 4 Up to 2 Up to 2
Evidence of failure/ Ability to defer (6 points possible)	<ul style="list-style-type: none"> Provide documentation showing: <ul style="list-style-type: none"> Multiple failures over the last 2 years Recent failure High cost maintenance issues, system unreliable 	Select one 6 4 2
Impact on institution's operations without infrastructure project (6 points possible)	<ul style="list-style-type: none"> Provide documentation showing that without the infrastructure project there will be: <ul style="list-style-type: none"> Serious impact on existing operations Serious impact on funded future construction projects Serious impact on planned construction projects Potential impact on institution's operations 	Select one 6 5 4 2
Reasonable estimate (6 points possible)	<ul style="list-style-type: none"> Reliability of cost estimate <ul style="list-style-type: none"> Provides detailed cost estimate by applicable specialty professionals Provides a high level cost estimate by applicable specialty professionals 	Select one 6 2

Specific Evaluation Criteria	Scoring Standard	Points
Engineering Study (6 points possible)		Select one
	• Comprehensive engineering study	6
	• Site survey and recommendations	4
	• Opinion letter	2
Supports Facilities Plan (6 points possible)		Select one
	• Integral to Infrastructure Plan	6
	• Integral to Facilities Master Plan	4
	• Integral to Campus Master Plan	2
Resource Efficiency & Sustainability (8 points possible)	• Project provides documented benefits in the following areas:	Additive, up to 8 points maximum
	○ Incorporates low impact development techniques	4
	○ Improvements in energy and resource conservation	4
	○ Incorporates use of alternative energy sources	4

