PRELIMINARY 2015-17 HIGHER EDUCATION BUDGET REQUEST

Prepared for Higher Education Coordinating Commission

March 27, 2014
Introduction

Western Oregon University (Western) is one of the four smaller schools in the current Oregon higher education system on a number of metrics, such as headcount (6.0%), undergraduate degrees (6.4%), or graduate degrees (5.2%) relative to the overall OUS system totals for 2012-13. Even the square footage of all Western campus buildings, at 1.3 million square feet, defines Western as one of the smaller schools in the Oregon system. However, being smaller has only served to strengthen us and focus our efforts so that Western demonstrates institutional vision and leadership in serving Oregon residents:

- The highest percentage of Oregon residents of any of the seven institutions.\(^1\)
- The highest total number of undergraduate degrees (1,036) awarded by the TRUs (technical and regional universities) in 2012-13, a total that was 34% higher than the TRU with the next highest number of degrees\(^2\).
- Increased the number of undergraduate degrees over the last seven years at a rate higher than the overall Oregon University System rate (28.7% to 28.1\%)\(^3\).
- The highest percentage of Oregon Hispanic resident-students (Fall 2013) of any of the seven institutions\(^4\).
- The highest number of graduating Hispanic students in 2012 of all the TRUs\(^5\).
- Consistently equalizing the graduation rate of Hispanic students and white, non-Hispanic students with Western being nationally recognized for eliminating the graduation gap by the Education Trust in 2011. For example, the six-year graduation rate for Hispanic students who graduated in 2012 was just over 8\% higher than that of white, non-Hispanic students\(^6\).
- Achieving first-year retention rates for Oregon residents at just over 75\%\(^7\).
- Achieving first-year retention rates for PELL-eligible students at Western at a higher level than for that of non-eligible students, and doing so consistently for the past five years\(^8\).
- Enrolls students from every county in Oregon.

These achievements clearly indicate positive outcomes for Western’s strategic planning and our academic and institutional investment decisions.

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\(^1\) OUS Gray Book, Report ERDD-04, Fall 2013 4\(^{th}\) Week
\(^2\) OUS Data File ‘Degree_History’
\(^3\) OUS Data File ‘Degree_History’
\(^4\) OUS Gray Book, Report ERDD-04, Fall 2013 4\(^{th}\) Week
\(^5\) OUS, Retention of First-Time Freshmen by Ethnic Group, 2006-07 IPEDS Fall Cohort
\(^6\) OUS, Retention of First-Time Freshmen by Ethnic Group, 2006-07 IPEDS Fall Cohort
\(^7\) 2013 Draft Profile of WOU, prepared by OUS, September 2013.
\(^8\) Internal WOU Fall 2013 Fourth Week data
Additionally, Western’s current capacity and resources enable the institution to attract and serve significant numbers of the additional students required to meet Oregon’s 40-40-20 goals. For example, Western offers:

- Scheduling windows that can accommodate more courses at more times throughout the week, as well as the ability to offer online courses in hybrid or live-interactive designs that help students overcome challenges associated with purely online course delivery.

- New facilities coming online that will expand square footage for instructional purposes, faculty offices, and student work areas. The new College of Education building, to be named the Richard Woodcock Education Center for its $1.4M benefactor, is one of the Governor’s Oregon wood products demonstration projects. The Oregon Military Academy facility will be renovated after its transition to Western; together these two projects will add more than 100,000 square feet of instructional and support space.

- Substantive, collaborative partnerships across the Oregon educational landscape, including collaborative ventures with institutions (e.g., high schools, school districts, or community colleges), across programs (e.g., WOU Project, Upward Bound, Cesar Chavez Leadership Conference), and in state and federally-funded grant projects through the Western-based Teaching Research Institute (e.g., the Center for Educator Preparation Effectiveness or the Technology & Information Management Services Group). These collaborations benefit the K-12 educational system by:
  - Providing K-12 teacher skills-based development, particularly in targeted populations (English-language learners, Deaf/Hard of Hearing, Autism Spectrum, or under-represented populations like Native American and Hispanic individuals).
  - Building instructional expertise in the education system for critical STEM areas (science, technology, engineering, mathematics). For example, Western is the first institution to receive the Oregon Teacher Standards and Practices Commission approval for a new Elementary Mathematics Specialist program that will help Oregon schools implement the Common Core Standards and Practices for mathematics.
  - Enhancing college-readiness of high school students, and improving students’ progression from the secondary to post-secondary level. For example, the Cesar Chavez Leadership Conference, hosted at Western, provides over 1,700 Hispanic high school students a full day of opportunities to learn what it means to pursue a college education.

Western not only distinguishes itself in serving Oregon students, but also by the fiscally-responsible way in which it serves the state of Oregon higher education system and Oregon tax payers. Our student population is predominately Oregon residents; thus, Western doesn’t receive the incrementally higher tuition revenue as does an institution with a higher percentage of non-resident, graduate, or
international students who all pay a higher tuition rate. Additionally, since a vast majority of Oregon residents attending Western are lower income, qualify for PELL grants, or are first-generation students, they have significant economic challenges to attending college; higher tuition rates to raise revenue are a choice of last resort regardless of state-imposed limitations. Thus, strong fiscal oversight at the executive level coupled with an emphasis on continual, period-by-period budget management throughout all functional areas and administrative levels is imperative. Western’s organizational leadership in managing the state’s investment is evidenced in:

- Achieving the strongest fiscal position (based on fund balance as a percent of operating revenue) of all the seven Oregon institutions for both year-end 2012 and 2013.
- Formalizing a proactive, continuous-improvement expectation in Western’s culture (‘Window of Opportunity’) beginning in 2011, to address fiscal challenges not expected to be realized until at least 2016.
- Granting more degrees, with the least state funding per degree, than any other TRU for the 2012-13 academic year.
- Managing the allocation of academic programming resources to reduce unnecessary open seats in courses, optimize course offerings that support students’ timely progress to degree, and more efficiently allocate faculty resources across course offerings.
- Maintaining an organizationally lean administrative structure, based on an institutional philosophy that resources should be dedicated to those functions that are forefront in serving students.

However, Western’s success has come at a price. In the last three biennia, other institutions that have been less successful in being fiscally prudent have collectively received additional “one-time” appropriations of one million dollars on three separate occasions, while Western received no additional funds. Although this funding may have been necessary to reduce the impact of an operating cash deficit, in the end, it translated into higher tuition for Western students and lost funding opportunities for further strategic investments for student achievement at Western.

At this critical juncture in defining the structure of Oregon higher education in general, and Western’s proposed organizational Board of Trustees specifically, Western respectfully submits this budget proposal according to the guidelines established in the February 14, 2014 letter from HECC Chair Tim Nesbitt and Executive Director Ben Cannon. We have attempted to define conservative but realistic projections for the incremental increases in baseline funding and for new or expanded programs that specifically address targeted populations critical to Oregon’s goals for an educated citizenry.
Section 1: Development of the Public University Support Fund

A. To Establish the Cost of Maintaining the Status Quo

Q1. State resources required in 2015-17 to maintain similar levels of programs and learning outcomes for Oregon resident students **total $45.3 Million for the Biennium** assuming tuition rates and enrollment remain at their 2014-15 levels.

Q2. Major cost drivers for maintaining status quo (with planning parameters on page 5):

| Western Oregon University Incremental State Funding Need for Budgeted Increases - 2015-2017 Biennium |
|-------------------------------------------------|---------------------------------|----------------|
| **Biennal**                                     | **Total $(000's)**               |
| **Personnel Costs**                             |                                 |
| Faculty Salaries                                | $1,298                          |
| Non-faculty increases or changes                | 379                             |
| Unclassified other increases or changes         | 185                             |
| Classified (SEIU) increases or changes          | 437                             |
| Students/GAs increases or changes               | 72                              |
| 2013-15 biennial roll-up costs                  | 4,662                           |
| PERS Increase of 2% - biennium                  | 1,109                           |
| PEBB increase of 3.2%/year                      | 510                             |
| PEBB composit rate adjustment - OUS break-up    | 351                             |
| **Incremental Personnel Costs - Subtotal**       | **$ 9,005**                     |
| **Service, Supplies, & Other Costs**            |                                 |
| Service, Supplies and other 3.0% biennial increase | $ 223                       |
| Capital Outlay                                  | 0                               |
| 2013-15 biennial roll-up costs                  | 727                             |
| *Shared Services & Governance Costs             | 1,883                           |
| Tuition Buydown                                 | 842                             |
| 122K sq/ft New 40/40/20 Space O&M               | 1,098                           |
| ETIC Instruction Support                        | 566                             |
| Planned Contributions to Reserve Fund           | 0                               |
| **Incremental Service, Supplies, & Other - Subtotal** | **$ 5,339** |
| **Total Additional Needs for Status Quo**       | **$14,344**                     |

* Assumes $4.6M in Fifth-site IT funding is redistributed from CO & OSU to the TRU’s.
a. Planning and escalation parameters include the following:
1) Enrollment level and mix (resident/non-resident) remain unchanged.
2) General inflation was calculated at 1.5 percent/year or 3.0 percent for the biennium.
3) Total compensation (salary plus benefits) costs increased at the midpoint of the state economist’s prediction for the statewide labor market: 3.2 percent annually for each year of the biennium.
4) PERS increase of 2% for the biennium.
5) PEBB increase of 3.2% per year.
6) Shared services & governance costs expected to begin FY2016 and is offset by redistributing portions of the Chancellor’s Office budget of $4.8M and Fifth-site IT funding of $4.6M.
7) Tuition buy-down allocated in 2013-15 continues.
8) ETIC Instruction Support – Given a nearly 30% disinvestment in higher education and 5.1%-9.8% annual tuition increases, ETIC support had become part of Western’s annual instructional funding and provided for faculty salary and benefits in Computer Science. Recent plans of ETIC have been to remove this critically needed funding from the University Support fund making it no longer available for faculty salary support. Western’s status quo request provides ongoing backfill of this lost funding.

b. Facilities Operations and Maintenance Costs
Western Oregon University strategically manages scarce capital funding by addressing critical capital repair and deferred maintenance needs through major renovation projects thereby freeing capital renewal funding to address critical repairs of a smaller scale. This prudent use of funds extends capital funding to achieve more.

c. New Space
Western Oregon University plans for two new buildings which total approximately 122K square feet of new academic space in support of Oregon’s 40-40-20 initiative.
1) The Richard Woodcock Education Center will provide a 57,000 square foot new home for the College of Education and is expected to open Fall 2016. This facility is the first in Oregon to receive Governor John Kitzhaber’s designation as a demonstration project under Executive Order 12-16 promoting innovative use of wood products.
2) The 2014 Oregon Legislature approved Western’s acquisition of the Oregon Military Academy facility located on our campus. This 65,000 square foot building provides additional classroom space and the potential future use as a live-learn facility.
3) Annual operations funding of $1.1M will provide for utilities, custodial and maintenance expenses for the combined space of 122,000 square feet.

d. Capital Repair/Renewal - Projects Less than $1.0M
A 2012 Sightlines report estimated $29.6M in systems and subsystem components that have exceeded the end of their useful life. These systems include roofing and building exteriors, heating, ventilation and air conditioning (HVAC), electrical and lighting, plumbing, and fire protection systems. This report recommends, and Western is requesting, annual renewal funding of $3.3M.
e. Deferred Maintenance - Projects greater than $1.0M
Similarly, Western Oregon University is requesting deferred maintenance funding of $5.0M to address the $29.6M backlog of deferred Maintenance issues on Western’s campus.

f. New Capital Projects
Western Oregon University has updated its ten-year Campus Master Plan, which provides a framework for growth. In addition, it is designed to fulfill specific requirements of the Oregon University System and the City of Monmouth with a ten-year outlook on facility needs to address growing enrollments in support of Oregon 40-40-20 goals. Six capital projects are determined priorities to meet this growing demand for modern academic space and ADA (Americans with Disabilities Act of 1990) accessibility improvements. The table below details the six priority capital projects.
B. To Establish the Benefits of Additional Investment

Q3. The 2012-13 Achievement Compact actual results and targets for 2013-14 under the ‘Completion’ category provide the baseline before either incremental funding or non-formula investments. The percentages under “2012-13 Actual” represent change in each area from the “2011-12 Actual” numbers.

<table>
<thead>
<tr>
<th>Completion</th>
<th>2011-2012 Actual*</th>
<th>2012-13 Actual **</th>
<th>2013-14 Target* (as originally set)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Oregonians</td>
<td>Disadvantaged Students*</td>
<td>All Oregonians</td>
</tr>
<tr>
<td></td>
<td>URM</td>
<td>Pell Eligible</td>
<td>URM</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians (% change from prior year)</td>
<td>846</td>
<td>135</td>
<td>490</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians (% change from prior year)</td>
<td>122</td>
<td>23</td>
<td>75</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians (% change from prior year)</td>
<td>175</td>
<td>22</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Source: www.oregon.gov/gov/docs/OEIB/OSU.pdf  ** Source: Internal WOU data

<table>
<thead>
<tr>
<th>Completion</th>
<th>2012-13 Actual (With Change from Prior Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>15 (+36.3%)</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>2</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>0</td>
</tr>
</tbody>
</table>
Projections based on increased state funding at the 5%, 10%, and 25% incremental levels, based on the 2013-14 budget, are summarized in the next table. Projections assume a five-year graduation rate starting with the first year of funding, with funding across all five years. Therefore, these targets are as of Spring, 2020.

<table>
<thead>
<tr>
<th>Completion</th>
<th>5% Increase ~ $1.1M/yr</th>
<th>10% Increase ~ $2.2M/yr</th>
<th>25% Increase ~ $5.6M/yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Oregonians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantaged Students*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>URM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>984</td>
<td>1,039</td>
<td>1,089</td>
</tr>
<tr>
<td></td>
<td>177</td>
<td>187</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td>561</td>
<td>592</td>
<td>620</td>
</tr>
<tr>
<td>All Oregonians</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantaged Students*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>URM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>158</td>
<td>166</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>107</td>
<td>113</td>
<td>118</td>
</tr>
<tr>
<td>All Oregonians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantaged Students*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>URM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>230</td>
<td>250</td>
<td>269</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Q4. Strategies to achieve improvements on achievement compacts

The strategies guiding the investment of incremental state funding arise from the specific student population represented at Western: those who choose Western because of students’ access to faculty, a personalized learning environment, and a more-easily navigated university infrastructure. The majority of Western students are members of under-represented groups, first-generation students, returning adults such as veterans or adult-completers, and students from low-income families. Further, Western has a relatively high incidence of students with disabilities for which additional services are provided. Given the interrelationships between determinants of lower socio-economic status, many students are represented across several of these groups. Thus, strategies and investments are grounded a) primarily in increasing the retention and completion of these students who already are heavily represented, through new and expanded services, b) secondarily on proven strategies or programs that recruit or attract students, as well as help facilitate the transition back to school for adults or from high schools to college for traditional student-ages, particularly in those schools that have existing partnerships with Western, and c) enable the establishment of programs that allow high school students to earn Western college-level credit through collaborative dual-credit or proficiency-based, and thus progress through an undergraduate degree on an accelerated basis.
Total funds estimated to be available as investment funding are:

<table>
<thead>
<tr>
<th></th>
<th>Investment Funding Levels (in Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Year 1</td>
<td>$1,018</td>
</tr>
<tr>
<td>Year 2</td>
<td>$1,248</td>
</tr>
</tbody>
</table>

a. 5% Increase in Funding - $1.0 M Yr1 / $1.2 M Yr 2

1. Expanding Student Academic Support
   At this level, Western would prioritize those functions that provide direct support services to students, and are particularly critical to students who have a lower to mid-range entering grade point average. Examples of undergraduate student support services that would be expanded under this funding include hiring Math Center and Writing Center specialists to design and facilitate the tutoring programs based on identified needs, assist in managing tutors, and expanding hours of operation for those centers. These specialists would also work with Western’s high school partners to support the development of academic bridges that facilitate the successful transition of students to our institution. Additionally, a retention specialist would be added to track, mentor, and advise students; this position works with particularly high-risk students in proactive interventions that have demonstrated success at reducing the number of students who progress from academic warning to probation. A comprehensive review and enhancement of the institutional academic advising process would be engaged; this may include developing formal training for faculty in advising processes and tools, and establishing stronger online tools for students and advising faculty.

2. Expanding Student Support Services
   Given the financial status of many Western students, funds would also be designated to support student textbook lending libraries, available on a limited basis now to the Student Enrichment Program. This library complements the WOU textbook rental program operated by the Bookstore.

In order to reduce non-academic reasons for stopping out, Western would add two mental health counselors in the Student Health and Counseling Center (SHCC) to reduce the current three-week wait time to see a counselor. Although these positions aren’t directly associated with academics, they are critical in helping a student manage the social, personal, or academic challenges that hold potential to
threaten academic progress and retention. Given that the term is only ten weeks, quick intervention is imperative when a student perceives a crisis.

3. Expanding Student Fee Remission Scholarships
This area would provide limited fee remission funds to incoming students, based on financial need and academic performance. It would be available on the students’ second or third terms, if grade point averages are maintained at or above a set minimum level. Additionally, the scholarship would be offered for the following fall term, based on performance within the first year. This is intended to increase students’ progress through the academic year and from one year to the next.

b. 10% Increase in Funding - $2M YR 1/ $2.5M Yr 2
1. Reducing Tuition-Promise Rate Differential.
It is critical to consider the impact of recent legislation which provided a ‘buy-down’ to reduce OUS students’ increase in tuition. The legislation has had an unintended effect of positioning the Promise tuition rate (which guarantees a stable tuition rate over four years, but is slightly higher than the general rate) as a much higher tuition cost than that of the fluctuating rate at the other state institutions. This is a disincentive for attending Western, as well as a more expensive option across the full four to five years of college.

2. Expanding Student Academic Support Services
Nearly 54% of the undergraduate students at Western who filed the FAFSA (Free Application for Federal Student Aid) were Oregon residents eligible for the need-based Pell grant. Additionally, nearly 60% of those Oregon Pell-eligible students had at least one parent who had only high school, or lower, education. Therefore, many of these students have challenges not only with the cost of college, but also in navigating the infrastructure of a college education and making appropriate decisions. Thus, student support services would be expanded above that at the 5% level to include additional tutors in critical performance area (e.g., mathematics, writing, and the sciences), academic advisors to assist and track students in degree progress, a significant redesign of the career and internship advising service to centralize the internship process on campus and increase the number of internships available to students (which improves retention and employment after graduation), expanded student disability office services, and a veterans’ center coordinator who can advise veteran-students; all of these lend further support that reduce obstacles to graduation.
3. Increasing Mental Health Services
At the 10% incremental increase in funding, there would be an additional position added to the mental health counseling team at the physician’s assistant level to assist the current physician with students who require medication review and management related to psychiatric (e.g., Attention Deficit Disorder) or mental health conditions (e.g., anxiety management).

4. Increasing Institutional Need-based Scholarships
Given the student demographics, Western would expand its institutional scholarships in ways that target key student constituencies in completing their degree. Western’s Oregon-resident students are more often than not from a lower income level, which leads to students working during the academic term or intermittently taking a term or more off (“stop out”) in order to work. Thus, scholarships will assist students who have significant progress toward their degree but need additional aid in order to graduate in a more-timely period or avoid the risk of not returning at all. In addition, scholarships will also be available for the adult students who return to Western to complete a four-year degree.

5. Faculty Recruitment and Retention Initiatives
Western’s starting faculty salaries are the lowest of the seven OUS institutions; this has proven to impede recruitment of new faculty, particularly diversity candidates. Further, legislative changes in Optional Retirement Plans will go into effect for newly-hired, unclassified employees as of July 1, 2014; the employee must make employee contributions to reach the same total pension contribution that currently is fully employer-funded. Newly-hired faculty who select ORP plans will, on average, have to contribute $1,000 /yr through payroll reduction to yield pre-July 1, 2014 total pension contribution amounts. We request $200,000 per year to begin moving starting salaries for early career faculty to a more competitive baseline and to provide a salary adjustment to cover net income loss for new faculty selecting ORPs. This effort will require collaborative work with the faculty union (WOUFT).

c. 25% Increase in Funding - $5.1M Yr 1/ $6.2M Yr 2
1. Fee Remission Scholarships
At this funding level, Western would invest in significant increases in fee remission scholarships to attract, retain and graduate students who have financial need at the undergraduate level, and the graduate level in education masters programs that are high need areas for Oregon (e.g., STEM, English Language Learners). Scholarships would be targeted as a) continuation funds for students who already have a merit-based scholarship at Western and continue year-to-year with grade point average and required number of course credits, b) incentives, for students who have at least 135 credits toward
their degree and the required grade point average, to continue to make degree progress, c) incentives for adult, returning students who have been out of school for at least five years (high school graduation or last college enrollment), and d) graduate students undertaking preparation to teach in either STEM or high-need areas.

2. Student Academic Support Services
There is significant room to further increase academic advising and mentoring at this funding level. For example, returning non-traditional students often come back to school with unique issues related to course equivalencies, prerequisites, or credit for prior learning, and could benefit from an advisor with specialized expertise. In addition, if Western were to proceed with a more streamlined credit for prior learning initiative, the funding would be needed at this level for stipends or release time for faculty members to participate in the project.

3. Dual Enrollment & Proficiency-based College Credit
Western faculty members are critical participants and partners in Hillsboro and other Oregon school districts (including three Educational Service Districts) in developing dual enrollment initiatives. They work with high school teachers to identify courses that have college-level content, review and adjust the assessments used in those courses, calibrate scoring levels that lead to awarding of credit, and collaborate in addressing the larger issues embedded in student progress (or lack of it) on the specified learning outcomes. This involvement is usually beyond the time expected under faculty members’ service expectations, and therefore, release time or stipends are necessary as compensation to ensure long-term, consistent involvement.

4. Learning Outcomes Assessment Project
Western can more quickly facilitate and assimilate proficiency-based credit awards, if the foundational infrastructure is in place that clearly articulates the expected student learning outcomes at the general education course level, and provides the assessment measures by which to evaluate student achievement. Western has the former step in place as part of its institutional academic planning, but the latter are idiosyncratic to the various disciplines and could not yet be easily exported into the high school environment. Through a coordinated effort, the assessment measures could be better standardized in ways that would allow them to be used as proficiency standards for earning college credits through high school coursework.
5. Transition Projects
As part of this funding, Western anticipates expanding existing programs and collaborative partnerships (and related staffing) that facilitate the progress of high school students to college, enable cross-institutional resource sharing in course or program offerings, or broaden delivery of courses. The ‘WOU Project’ is one example that serves Salem-Keizer high school students who are low-income, first-generation and from under-served communities. The program utilizes Western students as mentors and advisors in helping high school students; the program has served over 200 students to date with approximately 99% completing high school and over 70% enrolling in post-secondary schools. This funding would help support the new expansion into the South Albany High School.

6. Learning Commons
On the Western campus, the Hamersly Library is the most heavily-used facility for student study and work groups. Because it is a destination point on campus and is equipped with a computer lab and individual work stations, it has also become a location for after-hours ‘math center’ and ‘writing center’ functions. Given the success in terms of student visits to the existing tutoring activities in the library, there is interest in expanding this function to include tutoring in areas such as the general education science courses. Furthermore, the library is also well-positioned to expand services and education in a) technology literacy, which is especially beneficial for students from lower-income families who have less computing technology experience, and b) information literacy, which enables students to better obtain, evaluate, understand and use the many informational resources available via the internet.

Q5. Western’s student population is closely aligned with those targeted populations represented on the Achievement Compact (e.g., under-represented minorities, Pell-eligible, and Oregonians).
- Oregon residents who are under-represented racial and ethnic populations, Pell-eligible, or rural students make up over 40% of our undergraduate student population.
- If Oregon first-generation students are added, then the targeted populations account for over 60% of Western’s student population.
- Oregon students make up nearly 82% of Western’s total student population.

Therefore, Western’s current organizational structure for student academic support and the associated expenses for those programs/services are already heavily influenced by the needs of these students. Using the 2012-13 appropriations level, Western calculates total appropriations per degree awarded as $11,252; this was the lowest across all of the TRU institutions. We anticipate that our efficiency in leveraging state funding per degree will continue and that Western will benefit from economies of scale from increasing enrollments.
Our responses to needed state resources for 2015-17 (outlined under Q1), and achievement on metrics with additional investment (outlined under Q3) assume that the current organizational plans for services remain. Incremental achievement in graduation with targeted populations would be accomplished **1) predominately by increasing capacity of existing services to students (academic support, student support, and financial relief through tuition Promise buy-down and scholarships)** and **2) a secondary emphasis on new programs needed to better serve growing numbers of non-traditional students such as young parents or adult completers.** The impact of such investments will begin to yield results by end of the first year (e.g., first year retention, credits successfully completed) but will have a more systemic impact as students progress through their programs of study (e.g., changes in 4-5-6-year freshman cohort graduation rates, and equivalent transfer student completion rates). With these two approaches, Western can recruit, retain and graduate more students, and graduate them sooner with a more affordable college education and reduced student debt.

| State Appropriations per Degree at the TRUs – for Academic Year 2012-2013 |
|---------------------------------|----------|----------|----------|----------|
|                                 | WOU      | SOU      | EOU      | OIT      |
| Undergraduate Degrees           | 1036     | 773      | 673      | 597      |
| Graduate Degrees                | 220      | 215      | 91       | 9        |
| Total Degrees $^1$ for 2012-13  | 1256     | 988      | 764      | 606      |
| State Appropriations $^2$ -in thousands | $14,132 | $13,436  | $13,851  | $16,613  |
| State Appropriations per Degree | **$11,252** | $13,599  | $18,130  | **$27,414** |

Section 2: Development of Budget Requests for Funding other than Formula-Driven

Western is proposing a cohesive framework of ‘program clusters’ designed so that any one program may be implemented singularly, but that the greatest benefit comes from the synthesis across the programs within a cluster. (In addition, some programs may serve a broader purpose that functions under two clusters.) Proposed funding for each program is set at a conservative but effective level for results, but each program and its cluster may be funded at incremental levels to adjust the functional service level. This graphic illustrates the conceptual approach:

Western has built an academic infrastructure that serves the student population represented here. Our funding proposals represents programs serving those students who may be more costly to serve but critical to 40-40-20 goals – such as current and potential students who are Hispanic or other under-represented minorities, challenged academically, managing disability, or with financial need.

Our proposal reaches across traditional institutional boundaries to collaborate with:

1. **Secondary schools**, both near to us and in rural counties across the state. These efforts not only serve to motivate and enable HS students to consider and ultimately apply to college, but also to earn college credit through demonstrating proficiency or dual-credit enrollment opportunities. (For example, Western is a partner in the recent ‘Mid-Willamette Valley Promise’ grant proposal to the Oregon Dept. of Education, with Corban University, Willamette University, Willamette ESD, and 20 of the 21 Polk, Marion, and Yamhill school districts. This grant proposes a program that emulates the ‘Eastern Promise’ in effect through Eastern Oregon University and its partners.)

2. **Community colleges**, in specifically targeted program areas that are offered in both institutions. The goal is that both institutions may benefit from sharing faculty expertise and open class seats (using synchronous video/audio, or online) to enable students’ completion of two-year and four-year programs. This is particularly meaningful to rural community colleges that may be challenged to fill teaching vacancies in specialty areas such as criminal justice/law enforcement.

3. **TRUs**, to share open class seats as a resource in specifically targeted programs such as computing technology. This enables the institutions to offer their students access to faculty micro-specialties that may not be available on the home campus. Altogether, this strengthens technology programs critical to Oregon employers.
This chart identifies the specific program proposals, the total budget, and the number of students by cluster group. (Each program listed below has its own detailed budget form, under Section 3.)

<table>
<thead>
<tr>
<th>#</th>
<th>PROGRAM NAME</th>
<th>Biennium $ Budget</th>
<th>Cluster #1 Targeted Demographics</th>
<th>Cluster #2 College Credits</th>
<th>Cluster #3 Non-Traditional</th>
<th>Oregon</th>
<th>Total Est. #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Enrichment Program (TRIO and non-TRIO)</td>
<td>$665,840</td>
<td>1050</td>
<td></td>
<td>780</td>
<td>1050</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mental Health Counseling</td>
<td>$269,625</td>
<td>500</td>
<td>600</td>
<td>900</td>
<td>1200</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fee Remission Scholarships for Diversity</td>
<td>$8,042,860</td>
<td>3280</td>
<td>760</td>
<td>4040</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Multicultural Student Services &amp; Programs</td>
<td>$517,341</td>
<td>1500</td>
<td>150</td>
<td>1300</td>
<td>1750</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Service Learning &amp; Career Development</td>
<td>$360,833</td>
<td>300</td>
<td>225</td>
<td>825</td>
<td>1200</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Office of Disability Services</td>
<td>$394,436</td>
<td>910</td>
<td></td>
<td>750</td>
<td>910</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Technology-Extended Classrooms-Rural High Schools</td>
<td>$734,284</td>
<td>100</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Upward Bound Expansion</td>
<td>$587,888</td>
<td>100</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Campus Child Development Center</td>
<td>$509,652</td>
<td>100</td>
<td>225</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Technology-Extended Classrooms- Rural Community Colleges</td>
<td>$420,831</td>
<td>250</td>
<td>150</td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Regional Computer Science Network</td>
<td>$176,610</td>
<td>150</td>
<td></td>
<td>150</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuition Promise Buy-Down*</td>
<td>$1,800,000</td>
<td>1,680</td>
<td></td>
<td></td>
<td>2,800</td>
<td></td>
</tr>
</tbody>
</table>

* Comment on Tuition Promise Buy-Down

It is critical to consider Western’s need for an estimated Tuition Promise buy-down of $1.8M/biennium, due to the impact of recent legislation that provided a ‘buy-down’ to reduce OUS students’ increases in annually-adjusted tuition. Unfortunately, the legislation has had an unintended effect on Oregon freshmen who entered Western before 2013 and participated in the Western Tuition Promise (Oregon’s first fixed-price tuition plan which guaranteed a 4-yr tuition rate that initially started higher than traditional adjustable tuition, but did not change over four years). The 2,800 affected Western students received no tuition relief, unlike their fellow OUS students on adjustable tuition.
plans. While students enrolled in the Western Tuition Promise receive a four-year tuition rate guarantee, and families can budget accordingly, they also unfairly bear the disproportionate burden of Oregon’s disinvestment in higher education (nearly 30% since the Promise’s inception in 2008). This disinvestment equates to approximately $22 million, and necessitated increasing resident undergraduate Tuition Promise rates between 5.1%- 9.8% per year for the entering freshmen cohorts. These tuition rate increases are further exacerbated by the compounding effect of year after year increases that can be applied only to the entering freshman class.

**Therefore we request funding for an estimated Tuition Promise buy-down of $1.8M/biennium.** This request would provide fee remissions of $9 per credit hour for all Oregon undergraduate students in the Western Oregon Tuition Promise. We are asking for such funding to remedy the problem created by the State which has harmed these students and their families. This remission would effectively reverse the year over year compounding effect of rate increases and bring down tuition rates of all Promise cohorts to the average 2.2% annual increase allowed by this legislation.
Section 3: Budget Detail by Program Proposal

[Program proposals follow the order of programs in the chart on page 16.]
TABLE OF CONTENTS

Section 3: Budget Detail

Program 1: Student Enrichment Program
Program 2: Campus Mental Health Counselors
Program 3: Fee Remission Scholarships for Diversity in Higher Education
Program 4: Multicultural Student Services & Programs
Program 5: Service Learning & Career Development (SLCD)
Program 6: Office of Disability Services
Program 7: Technology-Extended Campus-Rural Oregon High Schools
Program 8: Upward Bound Expansion
Program 9: Campus Child Development Center
Program 10: Technology-Extended Classrooms-Rural Community Colleges
Program 11: Regional Computer Science Network
1a. Name and description of program, including clients, service and frequency.

The ‘Student Enrichment Program’ (SEP), serves undergraduate students who are first-generation, low-income or have disabilities, and who have an ‘academic need’. Although ethnic or racial minority status is not considered an application criterion, the majority of WOU Latino students qualify due to their low income or first-generation status. The program’s structure is designed according to the requirements of the Student Support Services’ federal TRIO grant which currently supports the majority of the students in the program.

The SEP program serves 250 students each year with funding from a Dept. of Education TRIO ‘Student Support Services’ (SSS) grant, as well as another 150 students, funded through WOU general funds. Once students enter the program (most as freshmen), they typically stay with SEP until they graduate. Thus, fewer than 100 new students are able to enter the program each year.

This program is critical to overcoming cultural and economic barriers to Oregon’s goal of an educated citizenry. These students generally enter with a lower grade point average and are less likely to persist and graduate than their peers. As the Council on Opportunity in Education describes, “Only 38% of low-income high school seniors go straight to college as compared to 81% of their peers in the highest income quartile. Then, once enrolled in college, low-income students earn bachelor’s degrees at a rate that is less than half of that of their high-income peers — 21% as compared with 45%” (Council on Opportunity in Education).

Therefore, WOU requests $328,000 general funds to support an additional 300 students. This brings the total students served to 700/year; TRIO funding would continue to support 250 students and WOU would be funding the remaining 450.

1b. What is purpose and how is it achieved?

The purpose of the SEP program is to assist students from disadvantaged backgrounds overcome the obstacles to their academic success.

WOU has received TRIO funding through a competitive application process for the last two decades and continues to meet and exceed US Department of Education (US DOE) benchmarks for TRIO funding: 85% of participating students in good academic standing; 75% persistence each year; 50% six-year graduation rate.

Purpose is achieved through a) individualized academic advising with the same advisor from admission to graduation, b) specialized courses to strengthen individuals’ academic capacity, taught by SEP academic advisors, c) access to specialized academic tutoring in critical foundation subjects such as math or writing, and d) targeted support programs such as a textbook lending library and financial literacy. Each student must take at least two SEP courses and meet with his/her SEP advisor twice per term; however, first year students average weekly visits to their advisor or the SEP office. Ultimately, the program’s goals are to improve retention and graduation for its students.

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1 Requirements for Student Support Services grants may be found at http://www2.ed.gov/programs/triostudsupp/index.html
2 Find more information about federal TRIO programs at http://www2.ed.gov/about/offices/list/ope/trio/index.html
3 Downloaded from Council for Opportunity in Education, March 13, 2014
http://www.coenet.us/coe_prod_imis/COE/TRIO/History/COE/NAV_TRIO/TRIO_History.aspx?hkey=89b3a80a-3a9e-4580-9fda-38156b9318f8
Program 1: Student Enrichment Program

Biennium Amount: $665,840

2a. Funding amount & fund type:
(See #9 for budget details)

<table>
<thead>
<tr>
<th>Year One Funding Request:</th>
<th>$328,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Two Funding Request (3% increase):</td>
<td>$337,840</td>
</tr>
<tr>
<td>Biennium Funding Request:</td>
<td>$665,840</td>
</tr>
</tbody>
</table>

2b. Costs not related to positions or position-related S&S:
(See #9 for budget details)

<table>
<thead>
<tr>
<th>S&amp;S-Programming expenses year one:</th>
<th>$50,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;S-Programming expenses year two (3% increase):</td>
<td>$52,015</td>
</tr>
<tr>
<td>S&amp;S-Biennium programming expenses:</td>
<td>$102,515</td>
</tr>
</tbody>
</table>

Check one below and then explain:

XX 3a. Advances 40/40/20 goals  XX 4a. Advances other OREGON goals  XX 5a. Advances institutional goal

3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:

From 1990 to 2000, the Hispanic population in Oregon increased by 144 percent; from 2000 to 2010, the Hispanic population increased by 64 percent, which was more than five times the non-Hispanic population increase. Consequently, Hispanic public high school graduates will triple to nearly one-third of all public high school graduates between now and 2027. Many of these high school students come from low-income homes, since median income for Hispanics is just 58% of the statewide median, with one in four Hispanics earning $12,400 or less. Thus, although the program is not specifically designed to serve underrepresented groups, it does serve Latino students because of the high percentage that qualify under low income or first-generation status. In addition, this program serves students who have disabilities; as a population, these students have greater obstacles to completing their degree than students without disabilities.

Therefore, this request enables WOU to enlarge an existing successful program with a well-established academic infrastructure for students that are underrepresented in Oregon higher education and from populations who stand to make the greatest gains under the Oregon’s 40-40-20 goals. WOU currently tracks and reports annual performance (academic standing, persistence, graduation) to the US DOE as required by the TRIO grant, and could begin reporting to HECC on these measures at the end of the first year of the increased cohort.

6. Will request require or support proposed statutory changes? ___Yes ___XX__ No

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.

WOU’s SEP program will receive a US DOE TRIO grant of $330,440 each year through academic year 2014-15 to support a maximum of 250 students. The grant is awarded on a five-year cycle; the next renewal is for 2015-2020; however funding is expected to be reduced by federal budget cuts if renewed for 2015-20.

8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.

No new fees will be required. Existing fees will not require increases if this program request is funded.

---

5 WICHE ‘Knocking at the College Door’ http://www.wiche.edu/knocking-8th
9. Supporting Information:

A. Budget Detail

Three, 1.0 FTE 12-month Advisors $182,000 Salary + OPE
One, 1.0 FTE 12-month Advising/Reporting Coordinator $69,500 Salary + OPE
One, 0.2 FTE increase (10 to 12 month) existing Assistant Director $10,500 Salary + OPE
Computers and workstations for 4 new staff $15,500
Total positions and position-related S&S $277,500

S&S budget necessary for increased number of students:
Increase summer residential transition program $6,500
Instructional materials/event costs/technology aids $18,500
Support for grant aid directly to students $25,500
Total budget for non-position S&S: $50,500

B. Performance Metrics

a. The U.S. Department of Education also requires grant recipients to meet specifically defined benchmarks. Each year, and annual performance is submitted showing that TRIO student population has met or exceeded the following benchmarks:
   - 85% in good academic standing
   - 75% persistence rate from year to year
   - 50% graduation rate within 6 years

b. Persistence at end of Year One (Based on OUS academic year)

<table>
<thead>
<tr>
<th>First-time, Full-time Freshmen Entering Fall of:</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEP/TRIO Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Cohort</td>
<td>81</td>
<td>97</td>
<td>108</td>
<td>119</td>
<td>101</td>
</tr>
<tr>
<td>1 YR Retention %</td>
<td>84.0%</td>
<td>86.6%</td>
<td>84.3%</td>
<td>77.3%</td>
<td>77.2%</td>
</tr>
<tr>
<td>All Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Cohort</td>
<td>736</td>
<td>841</td>
<td>925</td>
<td>859</td>
<td>892</td>
</tr>
<tr>
<td>1 YR Retention %</td>
<td>69.8%</td>
<td>70.4%</td>
<td>66.5%</td>
<td>69.5%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Cohort</td>
<td>817</td>
<td>938</td>
<td>1033</td>
<td>978</td>
<td>993</td>
</tr>
<tr>
<td>1 YR Retention %</td>
<td>71.2%</td>
<td>72.1%</td>
<td>68.3%</td>
<td>70.4%</td>
<td>68.9%</td>
</tr>
</tbody>
</table>
b. Information Reported on TRIO Annual Performance Report (APR) – Includes only students served under TRIO grant funding (~250).

<table>
<thead>
<tr>
<th>TRIO Academic Year is Fall through Summer.</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Served</td>
<td>270</td>
<td>273</td>
<td>257</td>
</tr>
<tr>
<td>Good Academic Standing (5)</td>
<td>233 (86.29%)</td>
<td>249 (91.20%)</td>
<td>249 (96.88%)</td>
</tr>
<tr>
<td>Persisted (6)</td>
<td>236 (87.40%)</td>
<td>241 (88.27%)</td>
<td>208 (80.93%)</td>
</tr>
<tr>
<td>Six Year Graduation Rate (7)</td>
<td>32 (of 85, 37.64%)</td>
<td>61 (of 155, 53.04%)</td>
<td>51 (of 83, 61.44%)</td>
</tr>
</tbody>
</table>

5. Determined by WOU academic minimum standard, 2.0 term and cumulative GPA.
6. The number of students who continue at WOU from one project year to the next, or who graduate with a four-year degree.
7. The number of students who graduate within six years. For example, 85 new students entered the program in 2004-05; the number reported on the 2010-11 report is how many students from the 2004-05 cohort who had graduated. Students from each new cohort are not included until the report of the sixth year.
**1a. Name and description of program, including clients, service and frequency.**

Add two additional mental health counselors in the Student Health and Counseling Center (SHCC). This will enable approximately 650 more student visits for mental health needs and will reduce the three-week wait time for students who need care from the Mental Health Nurse Practitioner. Mental health services are one of the most critical services to help students adjust to college life, particularly first generation students and under-represented groups that may lack role models or support from peers and family to stay in school and manage common social and psychological adjustments.

**1b. What is purpose and how is it achieved?**

The SHCC mental health counselors enable students to understand and weather social, personal, and academic challenges that may threaten their academic standing or progress. However, the heavy demand for counselor appointments leads to a nearly three week wait for an appointment, and has led to a substantially higher number of “crisis” requests to see a counselor immediately. These crisis visits then delay others’ regularly scheduled appointments. In 2012-13, there were 3,551 counseling appointments and 353 student crisis visits.

**2a. Funding amount & fund type:**

<table>
<thead>
<tr>
<th>Two licensed counselors</th>
<th>$127,000 salary + OPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;S position-related costs</td>
<td>$5,820</td>
</tr>
</tbody>
</table>

| Year One Funding Request: | $132,820 |
| Year Two Funding Request (3% increase): | $136,805 |
| Biennium Funding Request: | $269,625 |

**2b. Costs not related to positions or position-related S&S:**

None.

**3a. Advances 40/40/20 goals**

Whether physiological, emotional, or social in nature, mental health issues have a negative effect on student academic performance and retention. This is particularly so for students who already face socio-economic obstacles such as being a first-generation student or from a low-income family. In addition, timely intervention is critical because the academic term passes quickly. Expanding the university’s counseling capacity will enable our staff to engage more quickly with a student who is struggling, and offer them a safe and constructive environment to work through what is distressing him or her.

**4a. Advances other OREGON goals**

**5a. Advances institutional goal**

**XX 3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:**

**6. Will request require or support proposed statutory changes?**

Yes

**XX No**

**Describe:**

**7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.**

None.

**8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.**

If baseline costs in caring for students continues to increase, then those costs will need to be included in annual institutional budgets.

**9. Supporting Information:**

In the five years between AY 2007-08 and 2012-13, the number of counseling appointments have increased by 78% but the number of student crisis visits (which are done without appointment and on short notice) have increased 346%.

---

**Program 2: Mental Health Counselors**

**Biennium Amount:** $269,6250
**1a. Name and description of program, including clients, service and frequency.**

This program requests enhanced funding to supplement and increase fee remission scholarships for WOU students. This program primarily serves Oregon undergraduates, and has a limited focus on Oregon graduate students preparing for careers in education.

**Undergraduates:** Oregon residents are 80% of WOU’s undergraduate students; this percentage exceeds that of EOU, OIT and SOU. In addition, over 62% of WOU’s Oregon undergraduates qualify for the need-based, federal PELL grant which only provides at most one quarter of the total cost of one year total college costs. Therefore, fee remission scholarships play a pivotal role in helping Oregon’s most needy students achieve a college degree.

**Graduates:** Although graduate programs are not a primary focus within the 40-40-20 goals, those programs that further the educational mission of Oregon by preparing better-credentialed educators or counselors in the primary and secondary schools are relevant. Therefore, scholarships are also included to assist MA or MS students in education (e.g., teaching, special education, early education, rehabilitative counseling, or special education endorsements) or to support the cost of continuing education graduate coursework for current Oregon educators.

**1b. What is purpose and how is it achieved?**

With the trend in reduced state funding, institutions are more reliant on revenues from tuition to cover expenses and consequently students carry the burden of an increasingly higher cost of education. This program’s purpose is to reduce the cost of education through fee remission scholarships. The purpose is achieved through five **NEW** scholarship offerings for Oregon residents: (For more details, see Q#9.)

1. **President’s Plus**
   Incremental, merit-based scholarship based on continued fast progress and high academic standing. $500 per year, three years maximum per student.

2. **Finish Strong**
   This is a one-time award of $2,500, designed for students with financial need, defined as having received the maximum PELL grant, with at least 135 credits toward their degree, remaining unmet need a minimum 2.25 GPA, and a degree plan on file with the registrar’s office.

3. **Adult Completer Scholarships**
   This is a total award of $2,000 for Oregon residents who are at least five years past high school or their last college enrollment, to assist them in the economic transition to college. The award will be applied in three equal installments across their first academic year to support successful transition back to school.

4. **Partnership Scholarships**
   This is a one-time $500 award for students who are coming from Oregon high schools that have formal partnerships with WOU through their school, district or ESD. This is intended to provide continued incentive to students coming out of specialized programs that attempt to expand the number of college-bound students, such as the Mid-Willamette Valley Promise.

5. **Graduate Educators Scholarship (Two programs)**
   a. Many school districts in the state are unable to continue to financially support their teachers in taking graduate level courses for professional development. This program supports the cost of a total of 500 student credit hours in graduate credit workshops for educators, available at WOU as credit-overlay courses (usually with 1 credit each), at a per credit tuition of $75.
   b. Scholarships for students enrolled in degree or endorsement programs in education shortage areas (as defined by OUS), such as special education or ESL/bilingual education. This is a one-time $1,000 award available to students with at least 9 graduate credits earned at WOU with a 2.75 GPA.
### Program 3: Fee Remission Scholarships for Diversity

#### Biennium Amount: $8,042,860

<table>
<thead>
<tr>
<th>2a. Funding amount &amp; fund type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See #9 for detail)</td>
</tr>
<tr>
<td>Year One Funding Request:</td>
</tr>
<tr>
<td>Year Two Funding Request (3% increase):</td>
</tr>
<tr>
<td>Biennium Funding Request:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2b. Costs not related to positions or position-related S&amp;S:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Check one below and then explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX 3a. Advances 40/40/20 goals</td>
</tr>
</tbody>
</table>

3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:

This comprehensive package of remission scholarships enables WOU to reduce the economic barriers to accessing and completing college for 1) academically strong students who have significant financial need, 2) adults returning to school to complete their degree, 3) first time freshmen who are most likely to be from underrepresented minorities, reside in rural areas, and have lower family income, who are now prepared and interested in pursuing a college degree due to strategic partnerships WOU had with secondary schools, and 4) educators in courses or programs that will prepare them to teach in education-shortage areas in Oregon.

Increasing the education of Oregon's citizenry requires thoughtful attention to the economic constraints facing those who historically have not been able to pursue post-secondary education. Mitigating some of the cost of attending college is a critical step to enable their participation. Results of numbers of students served under these programs, and their persistence and/or graduation, will be available at the Fall fourth week data collection in the year following implementation.

6. Will request require or support proposed statutory changes?  ____Yes  ____No  Describe:

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.

None.

8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.

No increases will be made to support this program. The fee remission scholarships will be available only if state funding is received.

9. Supporting Information:

1. President’s Plus: This ‘bonus’ fee remission scholarship is available to students who first qualify for the merit-based Presidential Scholarship, which offers $1,500 to $5,500 per year for four years depending on the student’s high school academic achievement. The ‘Plus’ scholarship would add an additional $500 per year for three years, as long as the student completed 45 WOU credits each year and maintained at least a 3.0 GPA. Based on the number of incoming freshmen from Oregon high schools in Fall 2012, the incremental cost of the President’s Plus program for one full cohort, across three years with attrition each year is estimated at $147,000.

2. Finish Strong: With the low socio-economic status of most students at WOU, many students do not receive enough financial aid each year to cover their costs. This leads to a compounding effect of indebtedness via unsubsidized student loans from higher interest, non-governmental sources, and greater

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**Supporting Information:**

1. President’s Plus: This ‘bonus’ fee remission scholarship is available to students who first qualify for the merit-based Presidential Scholarship, which offers $1,500 to $5,500 per year for four years depending on the student’s high school academic achievement. The ‘Plus’ scholarship would add an additional $500 per year for three years, as long as the student completed 45 WOU credits each year and maintained at least a 3.0 GPA. Based on the number of incoming freshmen from Oregon high schools in Fall 2012, the incremental cost of the President’s Plus program for one full cohort, across three years with attrition each year is estimated at $147,000.

2. Finish Strong: With the low socio-economic status of most students at WOU, many students do not receive enough financial aid each year to cover their costs. This leads to a compounding effect of indebtedness via unsubsidized student loans from higher interest, non-governmental sources, and greater
obstacles to completion from working too many hours to cover cost of living. Therefore, students accumulate a significant number of credits toward graduation, but then drop out because of the financial strain to continue. This program is intended to help these students ‘over the hump’ financially, so that they may graduate. Based on the total number of students in 2012-13 who qualified for PELL grants (adjusted downward for the estimated percentage who are Oregon residents) and with GPA of 2.25 or higher, and who have a degree plan filed (estimated at 85%), the cost of the Finish Strong program would be approximately $2.1 million.

3. Scholarship for Adult Completers: This program is targeted to Oregon resident undergraduates who are admitted and enrolled at WOU, and who are at least five years past high school completion, or their last college enrollment. This is a one-time award of $2,000 to assist with the economic transition to college. Approximately 1,000 of admitted WOU undergraduates in Fall 2013 (fourth week data) were age 24 or older, out of the total of 5,143 undergraduates. Adjusting for approximately 80% Oregon residents, the total cost of the one-time $2,000 award would be approximately $1.6 million.

4. Partnership Scholarships: This program offers $500 to students from selected high schools who are currently engaged in a working partnership with WOU to increase students’ college-going capacity. The estimated total maximum cost is $15,000/year.

5. Graduate Educators’ Award:
a. Many school districts in the state are unable to continue to financially support their teachers in taking graduate level courses for professional development. This program supports the cost of a total of 500 SCH in graduate credit workshops for educators (limited to 2 SCH/person), available at WOU as credit-overlay courses (usually with 1 credit each), at a per credit tuition of $75. Total cost is $37,500.
b. Scholarships for students enrolled in degree or endorsement programs in education shortage areas (as defined by OUS), such as special education or ESL/bilingual education. This is a one-time $1,000 award available to students with at least 9 graduate credits earned at WOU with a 2.75 GPA. The maximum funding is limited to $100,000.
**Multicultural Student Services & Programs (MSSP):**
MSSP takes the lead on recruiting new students and retaining current students from underrepresented minority groups*, the majority of whom are also low-income or first-generation students. MSSP provides opportunities for these students to learn about the “college process”.

This year MSSP serves approximately 300 students. Since 2007, there has been an increase of 77% in numbers of students of color on campus (from 698 to 1237 students); therefore, with current staffing MSSP is currently only able to serve less than one-quarter of the students who would qualify. Thus, this proposal is to fund additional staff and programming expense in order to address unmet demand.

*Underrepresented minority (URM) groups are defined as individuals who self-identify as Hispanic, American Indian/Alaskan Native, Asian American, African American, Native Hawaiian/Pacific Islander or multiracial.

<table>
<thead>
<tr>
<th>1a. Name and description of program, including clients, service and frequency.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multicultural Student Services &amp; Programs (MSSP):</strong> MSSP takes the lead on recruiting new students and retaining current students from underrepresented minority groups*, the majority of whom are also low-income or first-generation students. MSSP provides opportunities for these students to learn about the “college process”. This year MSSP serves approximately 300 students. Since 2007, there has been an increase of 77% in numbers of students of color on campus (from 698 to 1237 students); therefore, with current staffing MSSP is currently only able to serve less than one-quarter of the students who would qualify. Thus, this proposal is to fund additional staff and programming expense in order to address unmet demand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1b. What is purpose and how is it achieved?</th>
</tr>
</thead>
</table>
| Purpose is to support institutional efforts to recruit, retain and graduate students from underrepresented minority groups. To achieve that purpose we offer services in the areas of outreach, academic student support services, and programming for inclusivity:  
**Outreach**  
1. Outreach and networking with community-based organizations.  
2. Workshops for HS students/families on preparing to enter higher education.  
3. Assisting prospective students/families with admissions and financial aid planning.  
4. Advising the student multicultural representatives in the Peer Mentorship Program.  
**Academic Student Support Services**  
1. Connecting students to educational resources on and off campus.  
2. Providing general academic and career advising.  
3. Coordinating the Diversity Scholars Program.  
4. Coordinating the On-Track Program.  
5. Providing personal support and guidance to students.  
**Programming for Inclusivity**  
1. Coordinate annual programming that focuses on first generation, low-income and/or culturally underrepresented students.  
2. Advising the Multicultural Student Union (MSU).  
3. Assisting MSU with the organization and implementation of campus-wide cultural events. |

<table>
<thead>
<tr>
<th>2a. Funding amount &amp; fund type: (See details in #9)</th>
</tr>
</thead>
</table>
| Positions and position-related S&S: $199,548  
S&S-Programming expenses: $55,300  
**Year One Funding Request:** $254,848  
**Year Two Funding Request (3% increase):** $262,493  
**Biennium Funding Request:** $517,341 |

<table>
<thead>
<tr>
<th>2b. Costs not related to positions or position-related S&amp;S: (See details in #9)</th>
</tr>
</thead>
</table>
| S&S-Programming expenses year one: $55,300  
S&S-Programming expenses year two (3% increase): $56,959  
S&S-Biennium programming expenses: $101,259 |

---

**Program 4: Multicultural Student Services & Programs**  
**Biennium Amount:** $517,341
Check one below and then explain:

3a. Advances 40/40/20 goals  XX  4a. Advances other OREGON goals
5a. Advances institutional goal

3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:

In order to achieve the goal of 40% of Oregonians holding a bachelor’s degree, Oregon will need to provide additional services and support to our underserved populations such as individuals who are first-generation, financially-needy, from culturally underrepresented groups or from rural areas of the state. With this request, WOU will be able to support initiatives that help students’ transition into post-secondary education, reduce those obstacles that lead to dropping out (e.g., cultural isolation or lack of understanding about how to navigate the college environment and academic structures) and increase number of students obtaining a bachelor’s degree.

Number of served students is available on an annual basis; retention by the specific student demographic is available annually, but graduation rates will be measured starting four years after the freshman class of the first year of funding.

6. Will request require or support proposed statutory changes?  ____Yes  XX  ____ No

Describe:

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.

None.

8. Will this require establishing new fees or increasing existing fees?  Describe. Include impact on revenue on 2015-17 biennium.

No new fees will be required. Program expansion is limited to incremental new funding level and not through any new fees.

9. Supporting information:

**Total Position and Position-related Costs:** $199,548

1. Multicultural/Academic Resource Specialist: 1.0 FTE/12mo. $61,516 Salary + OPE

Provide support and programming efforts to enable full participation of underserved communities of color on campus by promoting educational opportunities, improving access to resources, and assisting students in connecting to the campus community. This position would allow us to serve additional participants in our already established support programs.

2. Community Outreach/Mentor Program Coordinator: 1.0 FTE/12mo. $61,516 Salary + OPE

Target the post-secondary preparation and transitional needs of students with programming to support campus visits that include educating students on the college process, connecting with current college students from similar backgrounds, providing information on financial support and providing a connection to resources they can access as they transition to university life.

Program 4: Multicultural Student Services & Programs  Biennium Amount: $517,341
3. Diversity Scholars Coordinator: 1.0 FTE/12 month  $61,516 Salary + OPE
   Strengthen and increase the efforts to support academically achieving students from underserved populations by expanding the Diversity Scholars Program to include recipients of all our diversity related scholarships on campus.

S&S for new employee workstations/computers: $15,000 (3 packages)

Total Other Costs: $ 55,300
1. To support all proposed positions/programming, including workshops, and materials that focus on recruitment and retention efforts; hosting middle and high school groups (underserved populations) and transition programming for first year students.
1a. Name and description of program, including clients, service and frequency.

**Service Learning & Career Development (SLCD)**
Internships have been identified as a high impact area for career readiness and retention by the National Survey of Student Engagement (NSSE). Internships allow students to gain skills and confidence for entering the job market, facilitate exploration and reality testing of career fields and application of what students learn in the classroom. The access and benefit from internships, however, is highly correlated with socioeconomic status and network connections, meaning first generation and economically disadvantaged students frequently do not pursue internships. Our students participate in internships at a 20% lower rate than the national average, according to National Survey of Student Engagement. This is partly rooted in a decentralized approach that relies heavily on student initiative, network and resources.

With internships being contingent on social capital and resources, this centralized internship program attempts to decrease inequity and assist students who until now have not had the chance to participate in quality internships.

1b. What is purpose and how is it achieved?

The purpose is to create a centralized internship program. Having a centralized internship program designed to provide students a convenient, high quality, professional development experience would simplify the process and increase access to internships.

Western Oregon University has a large population of first-generation, low socioeconomic status students, who typically lack role models or guidance when it comes to career development. As a result, these students lack the network and resources to participate in career development events, such as internships or volunteering. Participation in internships, educational and networking programs, and volunteer opportunities have all been identified as high impact programs, which lead to greater career readiness and persistence to graduation. Unlike more privileged students, they often assume focusing solely on academics is going to lead automatically to career opportunities upon graduation. The SLCD coordinates many events and conducts dozens of career related presentations every term.

2a. Funding amount & fund type:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.50 FTE unclassified coordinator salary + OPE</td>
<td>$100,884</td>
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<tr>
<td>Internships related costs</td>
<td>$71,866</td>
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<tr>
<td>S&amp;S non position related</td>
<td>$5,000</td>
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<tr>
<td><strong>Year One Funding Request</strong></td>
<td><strong>$177,750</strong></td>
</tr>
<tr>
<td><strong>Year Two Funding Request (3% increase)</strong></td>
<td><strong>$183,083</strong></td>
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<tr>
<td><strong>Biennium Funding Request</strong></td>
<td><strong>$360,833</strong></td>
</tr>
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</table>

2b. Costs not related to positions or position-related S&S

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>S&amp;S-Programming expenses year one</td>
<td>$5,000</td>
</tr>
<tr>
<td>S&amp;S-Programming expenses year two (3% increase)</td>
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</tr>
<tr>
<td>S&amp;S-Biennium programming expenses</td>
<td>$10,150</td>
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</table>

Program 5: Service Learning & Career Development

Biennium Amount: $360,833
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<thead>
<tr>
<th>Check one below and then explain:</th>
<th>3a. Advances 40/40/20 goals</th>
<th>4a. Advances other OREGON goals</th>
<th>XX</th>
<th>5a. Advances institutional goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX</td>
<td>4a. Advances other OREGON goals</td>
<td>XX</td>
<td>5a. Advances institutional goal</td>
<td></td>
</tr>
</tbody>
</table>

3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:

The goal of this program is to increase the participation in internships by Western Oregon University students, which ties directly to developing career readiness, a central concern of the 40/40/20. Internship participation has been listed as the primary qualification employers look for on recent graduate resumes according to the National Association of Colleges and Employers. The program will make a significant difference in the disparity in access to internship for WOU students with upwards of 150 students participating. A pilot program is currently under way with 15 participating students to establish and evaluate processes.

6. Will request require or support proposed statutory changes? ___Yes ___No
   Describe:

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.
   None.

8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.
   None.

9. Supporting Information:

Program 5: Service Learning & Career Development  Biennium Amount: $360,833
1a. Name and description of program, including clients, service and frequency.
The Office of Disability Services (ODS) provides reasonable accommodations to ensure that students with disabilities have access to WOU and its programs; through intentional interventions, programs, and services. Since 2009, the fall headcount at WOU has increased by 15.6%, but the number of registered students with disabilities has increased 119%, and has doubled in total percent of enrollment. (See #9 for detail.) The cost of serving these students has increased accordingly.

1b. What is purpose and how is it achieved?
ODS staff meet one-on-one with students to help them develop skills related to independently managing their accommodation, self-advocacy, time management and multitasking in a university environment. In addition, individual and group orientations help students be more successful as they navigate implementation of their approved accommodations across their courses. ODS staff also collaboratively work with faculty, staff and students when concerns or barriers arise that may impact students' opportunity to participate in WOU programs and services.

2a. Funding amount & fund type:
Total Position Related Salary, OPE, S&S $144,070
Total Non-Position Related S&S $28,063
Year One Funding Request $172,133
Year Two Funding Request (3% increase): $177,303
Biennium Funding Request: $394,436

2b. Costs not related to positions or position-related S&S:
S&S-Programming expenses year one: $28,063
S&S-Programming expenses year two (3% increase): $28,905
S&S-Biennium programming expenses: $56,968

Check one below and then explain:

3a. Advances 40/40/20 goals
4a. Advances other OREGON goals
5a. Advances institutional goal

3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:
The Office of Disability Services provides reasonable accommodations to students with documented disabilities, which enables many students to make academic progress year-to-year and complete their degree to graduate. As the number of students with documented disabilities continues to increase, ODS must become more innovative in order to better serve students and operate with the greatest efficiency.

6. Will request require or support proposed statutory changes? ____Yes  ___XX__ No
Describe:

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.
NONE.

8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.
NONE.
9. Supporting Information:

**Budget Information**

**Total Position Related Salary, OPE, S&S: $144,070**
- Learning Coach Program Coordinator- Salary and OPE: **$62,000**
- Information Technology Consultant, Accessibility Technology Specialist- Salary and OPE **$72,070**
- New workstations/computers S&S: **$10,000**

**Total Non-Position Related S&S: $28,063**

- Kurzweil Software: **$18,015** (Purchase/installation/license for one year)
  - Using natural sounding voices, Kurzweil 3000-firefly reads text aloud to students, allowing them to follow along as the text is highlighted and spoken at a self-adjusted pace. As a result, students with **dyslexia**, other **learning disabilities** are able to read at a higher level than they could independently and achieve success alongside their peers.

- Efficiency Scanner: **$5,550**
  - Fall 2013, the Office of Disability Services had 369 active requests for note taking services. The note takers must come to the ODS, scan and then upload the notes for the student(s) to access. A high-speed efficiency scanner would make notes available more quickly, and would also assist us in serving students who are approved for books in alternative format as well.

- LiveScribe Pulse Pens: **$4,498**
  - Pulse pens are ballpoint pens with an embedded computer and digital audio recorder. When used with specialized paper the pulse pen allows users to replay portions of a lecture recording by tapping at particular points on the paper. This tool would allow a student to be more independent and less reliant on other adaptive technology. (Estimate includes 20, 4GB Pulse Pens with 20 sets of specialized paper.)

**Data Reported to OUS from 2009 - 2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>Registered Students with Disabilities</th>
<th>Percent of Enrollment</th>
<th>Fall Campus Enrollment</th>
<th>Academic Service Provision to Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>188</td>
<td>3.5%</td>
<td>5349</td>
<td>$369,573.00</td>
</tr>
<tr>
<td>2010</td>
<td>256</td>
<td>4.5%</td>
<td>5654</td>
<td>$521,348.00</td>
</tr>
<tr>
<td>2011</td>
<td>289</td>
<td>4.6%</td>
<td>6233</td>
<td>$572,363.00</td>
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<tr>
<td>2012</td>
<td>273</td>
<td>4.4%</td>
<td>6217</td>
<td>$494,659.00</td>
</tr>
<tr>
<td>2013</td>
<td>385</td>
<td>6.2%</td>
<td>6187</td>
<td>$611,449.00</td>
</tr>
<tr>
<td>2014</td>
<td>412</td>
<td>6.7%</td>
<td>6188</td>
<td>not yet reported</td>
</tr>
</tbody>
</table>
1a. Name and description of program, including clients, service and frequency.

WOU proposes a new approach for delivering college credit opportunities to academically-proficient high school students in order to fast-track them in their four-year degree and in turn, also serving rural high schools who may lack depth in teaching expertise (particularly in advanced mathematics, natural sciences, or Spanish). WOU could offer real-time, **live-interactive** courses to high school students in their rural high school by installing self-contained modular video units in selected high schools, and upgrading two ‘smart’ internet-ready classrooms on the WOU campus.

This approach offers three benefits:
1) Enables academically-proficient high school students to earn freshmen year college credit in courses not available at their high school, while simultaneously fast-tracking them for a college degree.
2) Provides college courses, taught by existing faculty at WOU, which reduces burden on rural high schools for courses for academically-proficient students.
3) Offers academically-proficient high school students the equivalent course content and classroom experience as on-campus freshmen college students. This approach eases the transition to college and reduces the total time required for an undergraduate degree.

1b. What is purpose and how is it achieved?

The purpose of the ‘technology-extended campus’ is to increase student enrollment and degree completion required to meet Oregon’s 40-40-20 goals. Helping high school students get a head start on college credits reduces their overall time to complete a degree, and reduces their potential cost of a college degree. Thus, students will be enrolled in high school, but will earn a grade and college credit.

Courses that could be offered at the college freshman level include the natural sciences (physics, chemistry, earth sciences), computer science, and advanced levels of languages (particularly Spanish).

Purpose is achieved, and measured, based on:
1) Increase in number of students served year to year at each high school, with a goal of reaching 75 ‘student seats’ in courses within two years.
2) HS students complete courses once enrolled.
3) HS students who complete courses apply and are admitted to an Oregon four-year institution after HS graduation, with incentives to come to WOU.
4) At least 75% of students who enter WOU with these course credits graduate within four years + ending summer term.

2a. Funding amount & fund type:

(See #9 for details)

| Staffing and related S&S | $ 67,800 |
| Technology and infrastructure | $288,000 |
| S&S Budget | $ 5,916 |

**Year One Funding Request:** $361,716  
**Year Two Funding Request (3% increase):** $372,568  
**Biennium Funding Request:** $734,284

2b. Costs not related to positions or position-related S&S:

Technology, infrastructure, and S&S (See #9 for details)

- S&S-Programming expenses year one: $293,916
- S&S-Programming expenses year two (3% increase): $302,734
- S&S-Biennium programming expenses: $596,650

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**Program 7: Technology-Extended Classrooms in Rural High Schools**  
**Biennium Amount:** $734,284
### Program 7: Technology-Extended Classrooms in Rural High Schools

**Biennium Amount:** $734,284

<table>
<thead>
<tr>
<th>Check one below and then explain:</th>
<th>3a. Advances 40/40/20 goals</th>
<th>4a. Advances other OREGON goals</th>
<th>5a. Advances institutional goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:</td>
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</tbody>
</table>

This program increases access to college for rural students, particularly by partnering with rural high schools that may have limited capacity to support dual-enrollment programs in their schools due to availability of resources (e.g., limited curriculum, teachers’ training or time constraints). Furthermore, it reduces the total cost of college for rural students, many who may also be low income, by allowing them to fulfill many of the first year college general education courses at a reduced rate. It also will assist these students transition to college life with fewer obstacles, since they will be actually interacting with WOU students through the live-interactive classroom environment.

6. Will request require or support proposed statutory changes?  ____Yes  ____No  ____XX__ Unknown

Describe:

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.

None.

8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.

High school students will be charged a flat fee of $25 per course regardless of the number of credits, in order to maintain students’ perception of value and commitment to completing course. This fee will be assessed when the course and grade is transcripted at WOU upon admission. Students completing courses with a 3.0 GPA or better will have their application fee waived when applying to WOU.

9. Supporting Information:

#### Budget Items and Amount

1. Video-origination facilities: $132,000  
   Technology upgrades in two existing ‘smart’ internet-ready classrooms to enable broadcast via interactive video technologies. This includes enhanced presentation equipment, teleconferencing equipment and wiring, audio equipment for instructor and students, interior cabling and network connections, and associated connectivity for technology infrastructure (e.g., data servers and repositories).

2. Video-receiving facilities
   Technology ‘package’ for 5 high schools: $156,000  
   This package includes a self-contained modular video unit, pre-packaged by WOU, and delivered to the partnering school as well as technology interfaces to enable video/audio response from the high school site to the WOU-originating classroom. (Note 1: most of this investment is not in hard-wiring at the school, but is part of the package and so, can be moved to another location if the high school is not fully participating. Note 2: This program assumes that the receiving site lacks a room of sufficient size with a video/audio conferencing technology. If the site has such a room, then the budget can be reduced by $20,000 per site; this leaves $12,000 per site for any necessary hardware upgrades or larger video monitors.)
3. Total Staffing: $67,800 (Note: 3 positions are shared with the community college program proposal that is similar to this one.)
a. Faculty: Available through contracted load with face-to-face students on WOU campus.
b. Support Staff: .25 FTE for management and oversight, through Division of Extended Programs, approximately $18,000 Salary and OPE (@.6 of salary). The total .50 FTE is split between this program and the similar program being submitted that is intended for community colleges.
c. Support Staff for technology equipment and operations: Position 1) .5 FTE, total $32,800 salary and OPE, for audio/video mixing, equipment maintenance, training off-site users, etc. (The total 1.0 FTE is split with the program for community colleges, and may also assist initially in back-filling maintenance and support for other WOU campus internet-ready, ‘smart’ classrooms.) Position 2) Classroom lab assistant- 30 hrs/32 weeks for student workers, $12,000. (The total hours is split between this program and the similar program being submitted that is intended for community colleges.)
d. Course mentoring/advising support: .50 FTE, $5,000, math and writing tutors in these campus tutoring centers offer ‘live-interactive’ sessions.

4. S&S: $5,916 start-up budget
To produce and print instruction pamphlets for the consoles, training materials for WOU faculty using the video-origination classrooms, incidentals for the consoles (e.g., batteries, USB data storage devices), marketing materials to promote program to students at the high schools.
1a. Name and description of program, including clients, service and frequency.

Upward Bound serves high school students from families that are low-income or in which neither parent holds a bachelor’s degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from postsecondary institutions. Upward Bound serves 50 students each year with funding from a Dept. of Education TRIO\(^6\) grant, however at least three times as many who fit the criteria and are appropriate for the services (~150 eligible students) are turned away due to funding limitations.

This proposal asks for funding to extend the program to 50 additional students, using the same criteria for low-income families where neither parent holds a bachelor’s degree, and attend Central High School, Dallas High School, or McKay High School. McKay HS is chosen because it is earmarked as a “persistently low-achieving school” by the US DOE, and the other two are chosen because of the large numbers of families who qualify under the criteria. After students are qualified as eligible, acceptance is based on the potential to benefit from the program’s services, and succeed at the post-secondary level.

1b. What is purpose and how is it achieved?

Services are delivered via a nine-month academic year component and a six-week residential summer program.

1) The academic year component consists of weekly individual and small group tutoring, academic advising, and assistance with completing college admission, financial aid and scholarship applications; and monthly: Saturday workshops, parent meetings, college visits and cultural enrichment.

2) The summer residential component consists of daily (five days/week, 9-5) academic instruction in: mathematics, laboratory sciences, composition, literature, and foreign languages; tutoring, college visits, cultural enrichment, career internship programs, and financial literacy education. During this time, students live on campus Sunday night through Friday afternoon and return home on the weekends.

Metrics by which the program is evaluated, and data on performance is included under box #9; these demonstrate the success of WOU’s Upward Bound program. These include retention and graduation at the secondary level, graduation at that level with a rigorous program of study, achieving the proficient level on state assessments in reading/language and math, and enrollment in a postsecondary institution immediately following HS graduation. Most of the high school students in WOU’s program continue at WOU, with the remainder enrolling at Chemeketa Community College.

2a. Funding amount & fund type:

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total positions and position-related S&amp;S</td>
<td>$201,150</td>
</tr>
<tr>
<td>Total non-position related S&amp;S</td>
<td>$ 88,450</td>
</tr>
<tr>
<td><strong>Year One Funding Request:</strong></td>
<td><strong>$289,600</strong></td>
</tr>
<tr>
<td><strong>Year Two Funding Request (3% increase):</strong></td>
<td><strong>$298,288</strong></td>
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</table>

2b. Costs not related to positions or position-related S&S:

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;S-Programming expenses year one:</td>
<td>$ 88,450</td>
</tr>
<tr>
<td>S&amp;S-Programming expenses year two (3% increase):</td>
<td>$ 91,104</td>
</tr>
<tr>
<td>S&amp;S-Biennium programming expenses:</td>
<td>$179,554</td>
</tr>
</tbody>
</table>

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\(^6\) Find more information about federal TRIO programs at [http://www2.ed.gov/about/offices/list/ope/trio/index.html](http://www2.ed.gov/about/offices/list/ope/trio/index.html)
Biennium Funding Request: $587,888

This funding reflects sharing the cost of three 1.0 FTE/12 month positions and one summer-only .50 FTE position with the federally funded portion of the program.

Check one below and then explain:

XX 3a. Advances 40/40/20 goals XXX 4a. Advances other OREGON goals XX 5a. Advances institutional goal

3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:

Funding this proposal will advance the 40/40/20 goal by expanding the proven success (see performance data in box #9) of the WOU Upward Bound Program to an additional 50 high school students and increasing the rate at which participants complete secondary education and enroll in and graduate from college. (WOU’s program has been continuously in operation since 1999, and qualified for an extended grant renewal cycle to five years - before the cycle was extended to all schools – based on its success.)

Timeframe for results:

- Outcomes in academic achievement (GPA), state testing, standardized college placement tests, secondary school retention, and secondary school completion are measurable annually.
- Post-secondary enrollment is measurable annually, one year following student’s high school graduation.
- Post-secondary completion is measurable annually, from two years following student’s high school graduation to six years following student’s high school graduation. (This measure was just added in 2012-13, so past performance for all students served is not available.)

6. Will request require or support proposed statutory changes? ____Yes XXX No

Describe:

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.

The WOU Upward Bound Program is one of the federal TRIO programs, first authorized through the Higher Education Act of 1965 and reauthorized in the Higher Education Opportunity Act of 2008, implemented and monitored by the US Department of Education. WOU receives funding through a competitive grant process, which includes a proposal in every five-year grant cycle, and “prior experience points” awarded for successful achievement of program outcomes during the previously funded grant cycle.

Program 8: Upward Bound Expansion

Biennium Amount: $587,888
8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.

No. This program is currently funded through a competitive grant from the US Dept of Education, under the TRIO program. It will only be expanded if funding is received through this proposal.

9. Supporting Information:

Performance Metrics for 2012-13

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>%</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary School Retention and Graduation: Participants served during the project year who continued in school for the next academic year, at the next grade level, or who graduated from secondary school with a regular secondary school diploma</td>
<td>96.7%</td>
<td>58/60</td>
</tr>
<tr>
<td>Secondary School Graduation with Rigorous Secondary School Program of Study: Current and prior-year participants who graduated from high school during the school year with a regular secondary school diploma and who completed a rigorous secondary school program of study</td>
<td>80%</td>
<td>12/15</td>
</tr>
<tr>
<td>Academic Performance on Standardized Tests Seniors served during the project year who achieved at the proficient level on state assessments in both Reading/Language Arts and Math</td>
<td>87.5%</td>
<td>14/16</td>
</tr>
<tr>
<td>Postsecondary Enrollment: Current and prior-year participants who graduated from high school during the school year with a regular secondary school diploma and enrolled in a program of postsecondary education by the fall term immediately following high school graduation</td>
<td>100%</td>
<td>15/15</td>
</tr>
</tbody>
</table>

Note: The program is funded to serve 50 students. A total of 60 students were served during the 2012-2013 project year (Sept. 1 - Aug. 31), as graduating seniors complete the program at the end of the academic year and new students are admitted to be served beginning with the summer component.

Budget Detail

A. Positions
Director, .5FTE, salary and OPE: $46,000
Advisor, 1.0FTE, , salary and OPE: $63,500
Office Specialist (OS2), .5FTE, salary and OPE: $27,000
Coordinator, Special Programs for Seniors & Parents, .33FTE, salary and OPE: $21,000
Summer Instructors (Math, Science, English, Writing), .50FTE, salary and OPE: $11,100
Student Tutors, Office Workers, Summer Residence Hall Supervisor and Assistants: $28,300
Position-related S&S (travel, travel insurance, computer workstations): $4,250
Total positions and position-related S&S: $201,150

B. General S&S: $ 88,450
Office S&S (including copy machine rental shared with current program, software, office supplies, printing): $4,750
Student Aid Total: $83,700

Includes: Summer student room & board, student stipends (including summer, academic year, and internship funds), and participant travel (college, career, cultural field trips, transportation for internships, overnight college visits for rising seniors).
1a. Name and description of program, including clients, service and frequency.

The financial burdens of childcare costs and earning a bachelor’s degree while parenting can be overwhelming. WOU’s Teaching Research Institute-Child Development Center (TRI-CDC) eases this dilemma by providing a quality childcare program designed to meet the unique needs of WOU students at Western Oregon University.

Data from the National Coalition for Campus Children’s Centers indicates the value of campus childcare for students:
- Graduation rates of student-parents receiving campus childcare are higher than campus counterparts without such childcare.
- Student-parents are more likely to remain in school and graduate in fewer years. They demonstrate higher rates of persistence.
- Student-parents with campus childcare have a higher grade point average than those with off-campus childcare.
- Student-parents indicate availability of childcare as critical to their decision to enroll and stay in college.

1b. What is purpose and how is it achieved?

This program contributes to Oregon’s 40-40-20 goal by providing quality childcare to WOU students with children. In addition, TRI-CDC is a practicum site for the College of Education and Psychology Department.

Purpose is achieved through:
A. Infant/Toddler Care
A program that would be dedicated to serve WOU students with children less than 30 months of age. The primary purpose is to allow WOU students the ability to continue their education while providing quality childcare services.

B. Afterschool Enrichment
Aimed to provide age appropriate activities in partnership with Western Oregon University resources. Filled with quality afterschool activities to enhance positive development and future learning opportunities.

2a. TOTAL Funding amount & fund type:
(see #9 for detail)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Position Expenses</td>
<td>$293,470</td>
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<tr>
<td>Total S&amp;S for programming</td>
<td>$58,500</td>
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<tr>
<td>TOTAL EXPENSES –before Revenue</td>
<td>$351,970</td>
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<tr>
<td>Estimated Revenue (Fac/Staff, Comm)</td>
<td>$100,915</td>
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<tr>
<td>Year One Funding Request</td>
<td>$251,065</td>
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<tr>
<td>Year Two Funding Request (3% increase)</td>
<td>$258,587</td>
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<tr>
<td>Biennium Funding Request</td>
<td>$509,652</td>
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</table>

2b. Costs not related to positions or position-related S&S:
(see #9 for detail)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;S-Programming expenses year one</td>
<td>$58,500</td>
</tr>
<tr>
<td>S&amp;S-Programming expenses year two (3% increase)</td>
<td>$60,255</td>
</tr>
<tr>
<td>S&amp;S-Biennium programming expenses</td>
<td>$118,755</td>
</tr>
</tbody>
</table>

Program 9: Campus Child Development Center

Biennium Amount: $509,642
Childcare expenses are a significant cost of attending college for the student attending WOU. For example, in 2012-13, the average annual cost of childcare for ONLY those 28 students who had sufficient financial aid to cover childcare was $4,435. The estimated number of student requests for aid to cover childcare is over 10 times the number of students who actually received help, or nearly 300 students. Therefore, offering extended childcare on campus for infant, toddler, preschool and school-age children, at a subsidized cost, would be a major asset to our student population. (Currently the student Incidental Fee Committee subsidizes a small portion of students’ cost of student childcare, but those funds are limited by dollars and number of students. Each year, the IFC reconsiders allocations of student fees and with overall rising fees, are expected to begin reducing allocations to funded groups in order to reduce students’ fees and cost of college.)

Childcare serves students who are incoming freshmen from high school, but it particularly serves young students who may have only taken 1-2 years off after high school because of parenthood. In addition, having the capacity for drop-in childcare serves not only parents, but specifically our Hispanic students who come from large families and are frequently required to stay at home to care for young sibling because the mother is not home from work yet, or had to work an extended shift. Finally, on-campus childcare also serves returning veterans, many of whom are still in their early 20’s and balancing a young family with returning to school.

As one student explains, “TRI-CDC has helped my transition from a community college to a university, where I will graduate with a Bachelor of Science in Biology with a cellular emphasis. If Western did not have this outstanding daycare program, I doubt I would have been able to continue to further my education. I still work while in school but my income is still very low. I take out all possible loans to pay for schooling. I could not afford to pay for full-time daycare for my son, Holland, without this program... TRI-CDC is a hidden gem here at Western Oregon University.” (Andrea Dumount)

Another student adds, “TRI-CDC has allowed me, as a single mother with two young boys, to pursue my lifelong dream of being an American Sign Language Interpreter. Thanks to the affordable and conscientious child care available on campus, I will be graduating... and starting a promising internship.” (Melissa Russell)

6. Will request require or support proposed statutory changes?  ____Yes  _XX_ No

Describe:

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.

Currently services utilized by faculty, staff, or community members are paid by those parties. This helps reduce the overall cost of service. This reduction has been estimated for the gross program funding request, in order to better approximate the net funding needed.

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Program 9: Campus Child Development Center  
Biennium Amount: $509,642
8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.
None.

9. Supporting Information:

<table>
<thead>
<tr>
<th>Personnel Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Preschool/School-Age Personnel: $164,000</td>
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</tr>
<tr>
<td>• Head Teacher (1 FTE 9 mos)</td>
<td></td>
</tr>
<tr>
<td>• Teacher (1 FTE 9 mos)</td>
<td></td>
</tr>
<tr>
<td>• Assistant Teacher (1 FTE 9 mos)</td>
<td></td>
</tr>
<tr>
<td>• School Age Teacher (.49 FTE 9 mos)</td>
<td></td>
</tr>
<tr>
<td>• Student Aide (2.5 FTE 9 mos)</td>
<td></td>
</tr>
<tr>
<td>Infant/Toddler Personnel: $129,470</td>
<td></td>
</tr>
<tr>
<td>• Head Teacher (1 FTE 12 mos)</td>
<td></td>
</tr>
<tr>
<td>• Teacher (1 FTE 12 mos)</td>
<td></td>
</tr>
<tr>
<td>• Assistant Teacher (1 FTE 12 mos)</td>
<td></td>
</tr>
<tr>
<td>• Student Aide (1 FTE 12 mos)</td>
<td></td>
</tr>
</tbody>
</table>

Total Personnel: $293,470

| Services & Supplies: $32,300 | $26,200 |

Total S&S (not position-related): $58,200

Program 9: Campus Child Development Center
Biennium Amount: $509,642
**1a. Name and description of program, including clients, service and frequency.**

WOU proposes a new collaborative approach with three rural community colleges to deliver courses at their site that assist both the CC and their students in specific programs, and assist adult degree-completers with a four-year degree. By installing ‘technology consoles’ in three selected rural locations, and upgrading one ‘smart’ internet-ready classroom on the WOU campus, WOU could offer real-time, **live-interactive** courses that:

1) Assist community colleges in filling seats in specific courses required within two-year programs (that are at the 100-200 level at WOU), in which there may be some student interest or demand but either not enough for a full course or no faculty to teach the course.

2) Offer existing courses from the WOU Monmouth campus to a rural student population (working adults or degree-completers) that can benefit quickly from that curriculum by making progress toward a four-year degree while working and remaining at home.

3) Supplement courses the CC offers in specific two-year programs with courses in which WOU has faculty with specialized expertise and experience.

**1b. What is purpose and how is it achieved?**

The purpose of the ‘technology-extended campus’ is to increase student enrollment and degree completion required to meet Oregon’s 40-40-20 goals. This program reduces cost for a community college and WOU by allowing community college students to take open seats in WOU 100-200 courses that are appropriate for a specific CC program of study. It also enables rural adults with the two-year AAS program at the community college to enroll in the related WOU four-year program and be fast-tracked into appropriate 300-level courses toward that degree. Students benefit by having a live-interactive experience in the classroom, engaging with the faculty and other students, while still remaining in their locale areas. This reduces their potential cost of a college degree while improving their future earning potential.

Purpose is achieved through very specific collaborations that improve the delivery of education to students with a defined career interest, such as corrections or law enforcement roles in one of the state penal institutions.

To extend this example, community college collaborations could include: 1) Criminal Justice/ Corrections courses from WOU that dovetail with Blue Mountain Community College’s one and two-year law enforcement programs. (EOU does not have a criminal justice major/minor.) Similar collaborations may be available with this curriculum with Tillamook Community College, which offers a certificate and an AAS in Criminal Justice, as well as with at least two other community colleges.

Purpose is achieved, and measured, based on:

1) Establishing program, one in year one, three by year three.

2) Enrollment increases over three years, with shared programs reducing incremental expenses for the collaborators.

3) Increased number of students pursuing four-year degree through existing WOU academic program.
2a. Funding amount & fund type:
(See #9 for details)
- Staffing and related S&S: $27,030
- Technology and infrastructure: $156,000
- S&S Budget: $24,276

Year One Funding Request: $207,306
Year Two Funding Request (3% increase): $213,525
Biennium Funding Request: $420,831

2b. Costs not related to positions or position-related S&S:
(See #9 for details)
- Technology and physical infrastructure (details on next page): $156,000
- S&S Budget- training & promotional materials, depreciation: $24,276

S&S-Programming expenses year one: $180,276
S&S-Programming expenses year two (3% increase): $185,684
Biennium programming expenses: $365,960

Check one below and then explain:
XX 3a. Advances 40/40/20 goals  XX 4a. Advances other OREGON goals  XX 5a. Advances institutional goal

3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:

This program improves the utilization of state education funds by enabling WOU to share resources with specific, rural community colleges to enable students to pursue a four-year degree onsite at the CC, as well as to enroll in 100-200 level courses at WOU that may supplement or complement those courses related to a two-year degree at the CC. Furthermore, it reduces the total cost of college for rural students, many who may also be low income, by allowing them to progress toward a four-year degree after completing a AAS at the community college. This is a customized approach for students interested in specific career applications who benefit from interacting with WOU students and faculty through the live-interactive classroom environment.

6. Will request require or support proposed statutory changes? ___Yes ___No  ___XX___ Unknown
Describe:

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.
None.

8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.
Once established and the technology infrastructure (funded through this request) is in place, new fees to students will be limited. The program will be established using an incremental fee structure with the partner institution. Thus, students who are enrolled in a two-year program at the CC (in which the CC wishes to rely on an existing WOU 100-200 course) will be charged the CC rate for that course, with 40% of that tuition returned to the CC and 60% retained by WOU. Courses (100-200 level) at WOU in which all or a majority of students will be enrolling from the CC will charge the CC rate, but 25% will be returned to the CC and 75% will be retained by WOU to cover the full cost of the faculty. Students with a two-year AAS degree from the CC partner may apply and be admitted into the related WOU program’s 300-400 courses on a ‘fast-track’ basis with a reduced $15 application fee. Tuition for these students will be at the lowest rate currently in place at WOU.
9. Supporting Information:  
Budget Items and Amount  
1. Video-origination facilities: $60,000  
Technology upgrades in one existing ‘smart’ internet-ready classroom to enable broadcast via interactive video technologies. This includes enhanced presentation equipment, teleconferencing equipment and wiring, audio equipment for instructor and students, interior cabling and network connections, and associated connectivity for technology infrastructure (e.g., data servers and repositories).

2. Video-receiving facilities  
a. Technology ‘package’ for 3 community colleges: $96,000  
This package includes a ready-to-go console and display unit, pre-packaged by WOU, and delivered to the partnering school as well as technology to enable video/audio response from the high school site to the WOU-originating classroom. (Note: most of this investment is not in hard-wiring at the school, but is part of the video console unit and so, can be moved to another location if the partner is not fully participating.)

(cCONTINUED NEXT PAGE)

2c. Staffing: Total $26,500  
Faculty – Available through contracted load with face-to-face students on WOU campus.  
Support Staff - .25 FTE through Division of Extended Programs, approximately $18,000 Salary and OPE.  
Course mentoring/advising support - Two .50 FTE graduate student tutors who provide a ‘live-interactive’ help session, total $8,500

d. S&S: $4,276 start-up budget, to print instruction pamphlets for the consoles, training materials, marketing materials to promote to students.  
e. S&S: Depreciated equipment replacement reserve: $20,000 annually
1. Name and description of program, including clients, service and frequency.

The Oregon Council for Technology Scholarship (COTS) intends to become a coordinated, collaborative venture that enables shared resources in computing technology academic programming across WOU, EOU, and SOU and more opportunities for meaningful internships throughout Oregon. Through an interlocking network of courses across the schools that relies on the expertise of existing faculty, Oregon students will have access to more courses and more specializations related to specific industry applications. (These courses may be taught via live/interactive classroom lectures or as asynchronous, fully online courses.) Furthermore, the RCSN intends to work toward establishing an ASOT transfer degree in computing science to facilitate transition from two-year to four-year programs.

Although a specific goal is not yet set, the expectation is that the three regional institutions will be able to significantly increase the total number of students graduating in computer science, information management and technology-related programs within five years. (OIT will benefit from this network indirectly, although the institution has declined to participate actively at this time.)

1b. What is purpose and how is it achieved?

The purpose of RCSN is to increase the number of students enrolled in and graduating from technology programs at the three regional campuses, and to improve the quality of these students’ training/education to meet industries’ needs for technology workforce.

Purpose is achieved through enacting programmatic changes, and effective communication of program/course opportunities through marketing to students as well as community college and high school advisors.

This program request is intended to provide support to speed implementation through a paid coordinator position, stipend funding for faculty for program development and S&S funding to support quarterly meetings of the leadership (Oregon Council of Computing Chairs), planning meetings (virtual and face to face) for faculty, and website development for information sharing.

2. Funding amount & fund type:

<table>
<thead>
<tr>
<th>Funding Request</th>
<th>Amount</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Year Two (3% increase)</td>
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<tr>
<td>Biennium</td>
<td>$176,610</td>
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2b. Costs not related to positions or position-related S&S:

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<tr>
<th>Expense Description</th>
<th>Amount</th>
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<td>S&amp;S-Programming expenses year two (3% increase):</td>
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<tr>
<td>S&amp;S-Biennium programming expenses:</td>
<td>$24,360</td>
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</table>

Program 11: Regional Computer Science Network

**Biennium Amount:** $176,610
Check one below and then explain:

<table>
<thead>
<tr>
<th>XX</th>
<th>3a. Advances 40/40/20 goals</th>
<th>XX</th>
<th>4a. Advances other OREGON goals</th>
<th>XX</th>
<th>5a. Advances institutional goal</th>
</tr>
</thead>
</table>

3b/4b/5b. Explain goal including impact of the request on the goal, including timeframe when results will be measurable:

The request will ramp up the timetable for needed improvements and enable the program to be formalized within one year and implemented within two years rather than over five years. In addition, this coordinated program will increase the total number of regional schools’ students enrolled in and graduating from technology-related programs. This coordinated approach will serve Oregon by increasing the quality of the pool of applicants for technology workforce needs in the state. Finally, this request advances regional institutional goals by allowing for more robust program/course offerings to students while maximizing investment in faculty lines at the participating campuses.

6. Will request require or support proposed statutory changes? ____Yes  ____XX__ No

Describe:

7. Describe any non-state funding streams, including any leverage funds and how Oregon qualifies to receive additional resources.

Funding for this initiative will be sought from ETIC; however, ETIC funding priorities are undergoing significant revision at this time.

8. Will this require establishing new fees or increasing existing fees? Describe. Include impact on revenue on 2015-17 biennium.

Current course fee structure for online courses will apply. During the 2015-17 biennium, WOU should realize an increase in student enrollment through this program, in turn, increasing tuition revenue relative to existing faculty course load.

9. Supporting information:

Program 11: Regional Computer Science Network  
Biennium Amount: $176,610